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| **ROSEMONT COLLEGE**Yearly Discipline Assessment Report **Discipline:** Psychology**Discipline Coordinator:**Name: Steven M. Alessandri, Ph.D. **Date Submitted:** Academic Year (2022-2023)   |
| **Mission Statement**: *Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society.* *Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the principles of Cornelia Connelly and the Society of the holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***INSTRUCTIONS:** Save this form as a Word file. Please fill in the fields below; they will expand as you type. You may separate out majors and non-majors in your descriptions of outcomes. Then answer parts B, C, and D. Return to the Director of Strategic Planning and Assessment by June 30th.  |
| **Discipline Goals**  | **Courses taught during year assessing goal** | **Brief description of outcomes ( both among majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| Students will develop a general understanding of basic concepts in psychology. | PSY 100 H, PSY 100, PSY 260, PSY 326, PSY330, PSY 328, PSY 361, PSY 380, PSY 340, PSY 410, PSY405,  |  Mean rubric score for majors is 3.31; for non-majors, 2.95.   | Some students do not have the required textbook for the course. Some students can benefit from tutoring. |
| Students will demonstrate the ability to understand and apply the techniques and methodologies of psychology.  | PSY 260, PSY 326, PSY471 | Mean rubric score for majors only is 3.15 | Some students have difficulty using critical thinking skills to evaluate psychological information. |
| Students will demonstrate the application of psychological knowledge to better understand themselves and others, or issues in their everyday lives. | PSY 328, PSY 361, PSY 380; PSY 471,PSY410, PSY330  | Mean rubric score is 3.17 for majors and 2.97 for non-majors  | More examples provided to facilitate transfer of theoretical concepts to practical situations of everyday life.  |

**Part B** : **Planned Improvements, Timeline, Reasons (listed in Part B above)**

In the space provided, please describe the changes are you considering to your coursework in order to improve student learning outcomes? Please list and explain who will affect the changes and by when.

1. To increase academic success, students with poor academic performance will be referred to SASC early in semester through Early Alerts. Timeline: 2024-2025.
2. To increase student academic success, Junior and Senior Psychology Majors will be encouraged to consider working in SASC as Psychology tutors. Timeline: 2024-2025
3. To increase students purchasing textbooks, faculty will select textbooks that are relatively cheap so that students will be in a position to purchase the textbook for the course. Timeline: 2024-2025
4. Students will be encouraged to demonstrate mastery of Psychology content through multiple methods of presentation (e.g., homework, quizzes, exams ( essay & multiple-choice) written assignments, and oral presentation. Timeline: 2024-2025
5. More assignments that encourage students to utilize critical thinking skills when evaluating psychological information. Timeline: 2024-2025

Copy the changes you listed in your previous year’s assessment report here, and provide an explanation of the status of those goals (completed, still in process, not done, etc) along with explanation. Also comment on whether those changes have had a positive or negative effect. Provide data wherever possible.

**Part B: Previous Plan, Status Of Plan, & Evidence**

The use of study guides has been effective in preparing students for demonstrating mastery of content on exams. This has resulted in a higher percentage of psychology students meeting the outcome criteria for the major. Greater student engagement of psychological content in discussions and group work was also reported by Psychology faculty. Taken together, students demonstrated the applications of psychological knowledge to better understand themselves and the people/places/things in their life, as evidenced by their ability in both written and oral expression to discuss the psychological concepts from various perspectives (psychological, psychosocial, and neurobiological).

**Part C**

Are you seeing any trends, positive or negative, among students taking your courses as to their mastery of General Education skills? Briefly describe these trends below.

Students in the past two years have arrived with poor academic preparation to succeed in college. Students often lack general knowledge, study-and-reading-and writing skills, and intrinsic motivation. The office of Academic Support Services needs more personnel and tracking resources so that students can receive support in a timely fashion throughout the semester. Students can benefit from academic coaches/mentors.