Assessment Plan for Psychology Programs (B.A. & B. S.) 2020-2025

1. Mission statement

The mission of the psychology program is to provide students with undergraduate and graduate degrees in psychology within a liberal arts tradition. Thus, our program contributes to IU Kokomo's mission of providing undergraduate programs leading to the baccalaureate degree for residents of North Central Indiana. In addition, our program provides graduate training in Mental Health Counseling that prepares students for licensure as a Licensed Mental Health Counselor in Indiana. Thus, our program contributes to IU Kokomo's mission to enhance research and develop partnerships between our degree and various community programs.

The undergraduate psychology program strives to help its' majors understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and communicate more effectively. These psychology degree programs seek to provide students the opportunity to develop and achieve their personal and career aspirations, including opportunities for engaging in research with faculty, independent research, and practicum experiences within the community.

2. Student learning outcomes

Goal 1: Knowledge Base

Outcomes–Students will:	Components	Criteria (i.e., Levels, Characteristics)
1. Demonstrate understanding of major psychological perspectives.	Identify characteristics of perspectives Describe advantages & limitations of perspectives	(ACAT: history & systems) (Component 1: Modern Psychological Perspectives Quiz scores/percentages) Component 2: Intellectual History Project (Acceptable-Unacceptable for both advantages and for disadvantages)
2. Demonstrate understanding of basic terminology relating to research methods.	Identify types of research methods Define concepts Apply to examples provided Create examples	(ACAT: experimental design) (P459 Mastery test: Research & Statistics)
3. Demonstrate basic psychological literacy in Statistics	none	(ACAT: statistics) (P459 Mastery test: Research & Statistics)
4. Demonstrate basic psychological literacy in Biological Bases	none	(ACAT: physiological) (P459 Mastery test: Biological Psychology)
5. Demonstrate basic psychological literacy in Learning	none	(ACAT: human learning & cognition) (P459 Mastery test: Learning)

6. Demonstrate basic psychological literacy in Cognition	none	(ACAT: human learning & cognition) (P459 Mastery test: Cognitive Psychology)
7. Demonstrate basic psychological literacy in Development	none	(ACAT: developmental) (P459 Mastery test: Development)
8. Demonstrate basic psychological literacy in Individual Differences	none	(ACAT: personality) (P459 Mastery test: Personality & Motivation)
9. Demonstrate basic psychological literacy in Psychological Disorders & Treatments	none	(ACAT: Two sub-tests: abnormal and clinical & counseling) (P459 Mastery tests: Psychological Disorders and Treatment & Drugs)
10. Demonstrate basic psychological literacy in Social Psychology	none	(ACAT: social) (P459 Mastery test: Social Psychology)

Goal 2: Research Methods

Outcomes--Students will:	Components	Criteria (i.e., Levels, Characteristics)
1. Explain the role of research in psychology	Purpose of systematic empiricism (i.e., use of research methods) Difference between scientific & everyday conclusions	Component 1: Intellectual History Project (Acceptable – Unacceptable) Component 2: Not yet developed
2. Demonstrate understanding of basic terminology relating to research methods	Identify types of research methods Define concepts Apply to examples provided Create examples	Not yet developed
3. Place research in context of earlier work	Not yet developed	Not yet developed
4. Evaluate appropriateness of conclusions derived from psychological research	Internal validity External validity Critique of strengths & weaknesses Implications for further study or application	Not yet developed

5. Design basic studies to address psychological questions.	Research Question/Purpose/Objective	Present - Absent
	Hypothesis	Present – Absent (we can figure out which sentence it is) Clearly Stated - Not Clearly Stated Positively Stated - Not Positively Stated Falsifiable - Not Falsifiable
	Background is logically connected to the research question, objective, or hypothesis	Mostly Yes - Mostly No
	Fit between hypothesis and method	All constructs in hypothesis are included – Not all constructs in hypothesis are included Research design tests hypothesis – Research design does not test hypothesis
	Clear specification of operational definitions for constructs found in hypothesis (i.e., describes questions and response options; explains how responses are combined, if applicable)	Clear - Somewhat Clear - Unclear
	Sampling procedure: • A sampling procedure is described such that it could be replicated. • Resulting sample would be appropriate for hypothesis being tested	• Mostly Yes - Mostly No • Appropriate – Somewhat Appropriate – Inappropriate or Unable to Tell
	Research design: Correctly identifies the design of the study (e.g., descriptive study, correlational study, quasi-experiment, between-subject, within-subject/repeated measures, single-factor, factorial, etc.)	Correct - Somewhat Correct - Absent or Incorrect
	Plan for data analysis: • Statistics chosen are appropriate for level of measurement/type of data • Statistics chosen are appropriate for hypothesis	Present - Absent • Appropriate – Somewhat Appropriate – Inappropriate or Unable to Tell • Appropriate – Somewhat Appropriate – Inappropriate or Unable to Tell
	Literature search: • All sources selected are relevant to hypothesis	Yes - No
	All sources are scholarly	Yes - No

Goal 3: Critical Thinking

Outcomes--Students will:	Components	Criteria (i.e., Levels, Characteristics)

1. Students will question unsupported claims	Identify the claim/assertion	Not yet developed
	Recognize lack of support	
	Recognize the role of scientific support in evaluating the claim	
2. Students will recognize psychological issues that have varying viewpoints	None	Not yet developed
3. Students will formulate their own viewpoint	Articulate their viewpoint clearly	Not yet developed
	Recognize potential personal bias and assumptions	
4. Students will recognize alternative viewpoints	Articulate alternative viewpoints	Not yet developed
	Assess strengths and limitations of alternative viewpoints	
5. Students will evaluate quality of supporting evidence	Identify types of evidence being presented	Not yet developed
	Articulate strengths and limitations of evidence presented	
	Assess relevance of evidence to claim or position	
6. Students will describe implications and consequences that result from proposed conclusions	Describe scientific implications	Not yet developed
	Describe practical implications (e.g., personal, societal, legal)	

Goal 4: Application

Outcomes--Students will:	Components	Criteria (i.e., Levels, Characteristics)
1. Generate acceptable examples of psychological concepts in everyday life	Examples are student-created	Yes – No
	Examples are relevant to concept	Yes – Somewhat – No
	Examples are appropriate to situation	Yes – Somewhat – No
	Examples are appropriate to population	Yes – Somewhat - No
2. Evaluate applications of psychological concepts to everyday life	Evaluation determines whether application is relevant to concept	Yes – Somewhat – No
	Evaluation notes implications and consequences of using that application	Yes – Somewhat - No

Goal 5: Ethics and Social Responsibility

Outcomes--Students will:	Components	Criteria (i.e., Levels, Characteristics)
1. Recognize necessity of having ethical standards/acting ethically (B)		

2. Understand what it means to be ethical in writing (B)	Plagiarism Paraphrasing	
3. Understand what it means to be ethical in research (B)		
4. Understand what it means to be ethical in practice (B)		
5. Apply ethical standards in either research or practice (A)		
6. Identify aspects of individual and cultural diversity and the challenges that often result from diversity and context		Exceeds expectations – meets expectations – does not meet expectations – not present
7. Recognize potential for prejudice and discrimination in oneself and others.		Exceeds expectations – meets expectations – does not meet expectations – not present
8. Explain how psychology can promote civic, social, and global change that benefits others.		Exceeds expectations – meets expectations – does not meet expectations – not present

Goal 6: Writing

Outcomes--Students will:	Components	Criteria (i.e., Levels, Characteristics)
1. Communicate ideas effectively	Focus Organization, Flow, Transitions Audience Awareness and Style Sufficiency and Quality of Evidence Sentence Structure and Mechanics	For criteria, see **"Psychology Writing Rubric"** below.
2. Write an effective review of literature	Sources in literature review are relevant to topic identified in research question/purpose/objective Literature review includes thorough description of 1 or 2 articles Literature review integrates/connects/ties together ideas across articles within a paragraph Literature review identifies concluding common themes and/or contradictions	
3. Use APA style documentation that is appropriate to the assignment	Cites when it is appropriate to do so Uses parenthetical citations Uses appropriate citation conventions for paraphrases vs. direct quotations Uses appropriate information and order of information in references	Appropriate - Inappropriate or missing cites - No cites APA style – Included but not always APA style – Missing citations Appropriate – Inappropriately cited Alpha order – Not alpha order Complete info – Incomplete info APA style – APA style errors
4. Use APA style formatting that is appropriate to the assignment	Uses correct order of elements (title page, abstract, introduction, etc.) Uses appropriate headings Uses running head and page numbers Uses correct margins Uses correct line spacing	In order – Not in order Appropriate headings – Missing headings – Not in APA style APA style – Included – Not included Correct – Incorrect Correct - Incorrect

Psychology Writing Rubric: Goal 6, Outcome 1 (Communicate ideas effectively)

Rating	Focus	Organization, Flow, Transitions	Audience Awareness and Style	Sufficiency and Quality of Evidence	Sentence Structure and Mechanics
Definition	*Establishment and maintenance of an opinion/position/thesis, an understanding of purpose and audience, and completion of the assignment.*	*Demonstration of a unified structure, direction, and unity, paragraphing and transitional devices.*	*Demonstration of an awareness of audience and purpose through effective sentence structure, sentence variety, and word choice that create tone and voice.*	*Full development of ideas and use of extensive, specific, accurate, and relevant details. (facts/findings, examples, anecdotes, opinions, statistics, reasons, explanations)*	*Demonstration of control of conventions, including grammar, punctuation, and spelling.*
Excellent	___Establishes and maintains a clear and insightful opinion/position/thesis statement to effectively inform or persuade the reader.	___ Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	___ Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose, and enhances readability. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	___ Uses evidence appropriately and effectively to develop an argument or position. Evidence is relevant, specific, and convincing.	___Few or no errors in grammar, mechanics, punctuation and spelling.
Adequate	___Establishes a clear opinion/position/thesis statement and consistently attempts to inform or persuade the reader.	___Organization is coherent, unified and effective in support of the paper's purpose/ plan and usually demonstrates effective and appropriate transitions between ideas and paragraphs.	___Generally uses words accurately and effectively for paper's audience and purpose. Sentences generally clear, well structured, and focused, though a few may be awkward or ineffective.	___Generally uses evidence appropriately to develop an argument or position. Evidence is relevant and usually convincing, but may sometimes be too general.	___Some errors in grammar, mechanics, punctuation and spelling that do not significantly interfere with the communication of the message.
Inadequate	___Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis. States an opinion/position/thesis, but may be unclear or underdeveloped.	___Organization was generally unsuccessful. Paragraphs were simple, disconnected, confusing, and/or formulaic. Little evidence of transitions or planned sequence.	___Generally demonstrates poor language and word choice, with little awareness of audience. Style tends to be incoherent or inappropriate in tone, including a lack of sentence variety.	___Development is insufficient, providing little evidence/examples; and/or, evidence is irrelevant, inaccurate, and/or non-specific, or may include logical fallacies or unsupported claims.	___Patterns of errors in grammar, mechanics, punctuation and spelling that substantially interfere with the communication of the message.

Goal 7: Quantitative Literacy

Outcomes--Students will…	Components	Criteria (i.e., Levels, Characteristics)
1. Evaluate appropriateness of conclusions derived from psychological research	Interpret basic statistical results Distinguish between statistical significance and practical significance Evaluate the validity of conclusions presented in research reports	
2. Select appropriate statistics	Statistics chosen are appropriate for level of measurement/type of data Statistics chosen are appropriate for hypothesis	Appropriate – Somewhat appropriate – Inappropriate or Unable to Tell Appropriate – Somewhat appropriate – Inappropriate or Unable to Tell
3. Conduct statistical analyses		
4. Interpret statistical results	From SPSS print-outs From graphs	
5. Decide how results should be presented	Production of graphs Production of tables	

Goal 8: Career Planning & Development

Outcomes–Students will:	Components	Criteria (i.e., Levels, Characteristics)
1. Demonstrate basic knowledge of careers in psychology	Areas of specialization in psychology Different types/categories of jobs available to those with education in psychology Qualities/skills desired in bachelor's level job applicants Differences between psychologists, psychiatrists, social workers and the terms therapist and counselor Different types of graduate degree programs open to undergraduate psychology majors who want further education Qualities/skills desired in graduate school applicants Salaries for bachelor's level vs. grad-school level jobs	
2. Demonstrate understanding of careers in psychology	Daily activities Academic preparation required Skills, abilities, and personal characteristics required	
3. Evaluate personal suitability for careers of interest	Compare skills, abilities, & personal characteristics they have with those that are required	
4. Develop a personal plan that addresses discrepancies & next steps	Selects appropriate coursework and/or extracurricular activities Identifies whether needs to fill out job applications and/or graduate school applications	