

Detailed Assessment Report

As of: 5/08/2015 04:39 PM EDT

2013-2014 Psychology

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the psychology program is to provide students with a bachelor's degree 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. The 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. The psychology degree program seeks 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. Thus, our program contributes to IU Kokomo's mission to enhance research and develop partnerships between our degree and various community programs.

Goals

G 1:Knowledge Base

Knowledge Base

G 2:Research Methods

Research Methods

G 3:Critical Thinking

Critical Thinking

G 4:Application

Application

G 5:Ethics in Psychology

Ethics in Psychology

G 6:Writing in Psychology

Writing in Psychology

G 7:Quantitative Literacy in Psychology

Quantitative Literacy in Psychology

G 8:Career Planning

Career Planning

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1:Outcome 1: Demonstrate understanding of major psychological perspectives/Comp 1

Outcome: Demonstrate understanding of major psychological perspectives
Comp 1: Identify characteristics of perspectives
Criteria: (ACAT: history & systems) Unacceptable-Acceptable

S 2: Outcome 1: Demonstrate understanding of major psychological perspectives/Comp 2

Outcome: Demonstrate understanding of major psychological perspectives
Comp 2: Describe advantages & limitations of perspectives
Criteria: (ACAT: history & systems) Unacceptable-Acceptable

S 3: Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 1

Outcome: Demonstrate understanding of basic terminology relating to research methods.
Comp 1: Identify types of research methods
Criteria: (ACAT: experimental design) (P459 Mastery test: Research & Statistics)

S 4: Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp2

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp2
Comp 2: Define concepts
(ACAT: experimental design)
(P459 Mastery test: Research & Statistics)

S 5: Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp3

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp3
Comp 3: Apply to examples provided
(ACAT: experimental design)
(P459 Mastery test: Research & Statistics)

S 6: Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp4

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp4
Comp 4: Create examples
(ACAT: experimental design)
(P459 Mastery test: Research & Statistics)

S 7: Outcome 3: Demonstrate basic psychological literacy in Statistics

Outcome 3: Demonstrate basic psychological literacy in Statistics
No components
Criteria: (ACAT: statistics) (P459 Mastery test: Research & Statistics)

S 8: Outcome 4: Demonstrate basic psychological literacy in Biological Bases

Outcome 4: Demonstrate basic psychological literacy in Biological Bases
No components
(ACAT: physiological)
(P459 Mastery test: Biological Psychology)

S 9: Outcome 5: Demonstrate basic psychological literacy in Learning

Outcome 5: Demonstrate basic psychological literacy in Learning
No components

(ACAT: human learning and cognition)
(P459 Mastery test: Learning)

Detailed Assessment Report

As of: 5/08/2015 04:39 PM EDT

2013-2014 Psychology BA & BS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the psychology program is to provide students with a bachelor's degree 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. The 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. The psychology degree program seeks 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. Thus, our program contributes to IU Kokomo's mission to enhance research and develop partnerships between our degree and various community programs.

Goals

G 1:Knowledge Base

Knowledge Base

G 2:Research Methods

Research Methods

G 3:Critical Thinking

Critical Thinking

G 4:Application

Application

G 5:Ethics in Psychology

Ethics in Psychology

G 6:Writing in Psychology

Writing in Psychology

G 7:Quantitative Literacy in Psychology

Quantitative Literacy in Psychology

G 8:Career Planning

Career Planning

Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

S 1:Outcome 1: Demonstrate understanding of major psychological perspectives/Comp 1

Outcome 1: Demonstrate understanding of major psychological perspectives Comp 1:
Identify characteristics of perspectives Criteria: (ACAT: history & systems)
Unacceptable-Acceptable

Related Artifacts/Objects:

A 1:Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our second benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

Findings (2013-2014) - Benchmark: Partially Met

The areas of Psychology tested with the ACAT, along with the percentile scores of our students on each, is given below.

For Benchmark 1:

History & Systems (Outcome 1: Perspectives in Psychology): 73
Experimental Design (Outcome 2: Research Methods): 40*
Statistics (Outcome 3: Statistics): 55
Physiological (Outcome 4: Biological Bases): 52
Human Learning/Cognition (Outcomes 5 & 6: Learning and Cognition): 76
Developmental (Outcome 7: Developmental): 42*
Personality (Outcome 8: Individual Differences): 54
Abnormal (Outcome 9: Psychological Disorders and Treatments): 50
Clinical/Counseling (Outcome 9: Psychological Disorders and Treatments):
60
Social (Outcome 10: Social Psychology): 50

OVERALL: 52

For Benchmark 2:

Outcome 1: Perspectives in Psychology: 88

Outcome 2: Research Methods: 53*

Outcome 3: Statistics: 78

Outcome 7: Developmental: 50*

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Action Plan for Student Knowledge of Research Methods and Development

Established in Cycle: 2013-2014

As evident from the above data, we are meeting benchmarks in most areas. There are three specific areas where we have fallen (us...

S 2:Outcome 1: Demonstrate understanding of major psychological perspectives/Comp 2

Outcome 1: Demonstrate understanding of major psychological perspectives Comp 2: Describe advantages & limitations of perspectives Criteria: (Intellectual History Project) Unacceptable-Acceptable for both advantages and disadvantages

Related Artifacts/Objects:

A 2: Intellectual History Project

We collected the 10-15 page papers students wrote for the Intellectual History Project in PSY-P 459 History and Systems in Fall 2012. As part of this assignment, "students discuss their interests, understanding, and perspectives relating to the field of psychology." The project instructions ask them to focus on their past (e.g., earliest exposure to psychology, first reactions to psychology, experiences contributing to interest in psychology), present (e.g., what perspectives have influenced you the most, which are most promising (and not so promising), current views relating to subject matter/definition of psychology, psychology as a science, human nature), and future (e.g., where do you see the field going, what are your future plans). For assessment of this component, we focused on the section about the present where they are prompted to reflect on which psychological perspectives or schools of thought have influenced them the most and which perspectives/schools they think are most promising vs. less promising. Papers from 18 students were turned in near the end of the semester and used for assessment. At the August 2013 retreat, all psychology faculty read the "present" section of each paper, looking for descriptions of advantages and disadvantages of the perspectives/schools students chose to write about. Advantages and disadvantages were evaluated separately as being either "adequate" or "inadequate" via faculty consensus.

Source of Evidence: Written assignment(s), usually scored by a rubric

Benchmark:

The benchmark is for 75% of our students to achieve "adequate" ratings for both advantages and disadvantages.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Action Plan for Intellectual History Project, Advantages and Disadvantages of Perspectives

Established in Cycle: 2012-2013

Using Assessment for Program Improvement:

It appears that separately assessing student knowledge of advantages and disadva...

S 3:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 1

Outcome 2: Demonstrate understanding of basic terminology relating to research methods. Comp 1: Identify types of research methods Criteria: (ACAT: experimental design) (P459 Mastery test: Research & Statistics)

Related Artifacts/Objects:

A 1:Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our second benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

S 4:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 2

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp2 Comp 2: Define concepts (ACAT: experimental design) (P459 Mastery test: Research & Statistics)

Related Artifacts/Objects:

A 1:Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our second benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

S 5:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 3

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp3 Comp 3: Apply to examples provided (ACAT: experimental design) (P459 Mastery test: Research & Statistics)

Related Artifacts/Objects:

A 1:Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our second benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

S 6:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 4

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp4 Comp 4: Create examples (ACAT: experimental design) (P459 Mastery test: Research & Statistics)

Related Artifacts/Objects:

A 1:Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our second benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

S 7: Outcome 3: Demonstrate basic psychological literacy in Statistics

Outcome 3: Demonstrate basic psychological literacy in Statistics No components
Criteria: (ACAT: statistics) (P459 Mastery test: Research & Statistics)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our second benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

S 8: Outcome 4: Demonstrate basic psychological literacy in Biological Bases

Outcome 4: Demonstrate basic psychological literacy in Biological Bases No components (ACAT: physiological) (P459 Mastery test: Biological Psychology)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test.

Findings (2013-2014) - Benchmark: Not Met

In 2013-2014, 69% of students scored in the 40th percentile or higher on ACAT subtests testing material covered by required courses in Cluster 2.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continued assessment of curriculum change

Established in Cycle: 2013-2014

As it has only been since Fall 2013 that students have been required to take a course in biological bases of behavior, we are no...

S 9: Outcome 5: Demonstrate basic psychological literacy in Learning

Outcome 5: Demonstrate basic psychological literacy in Learning

No components

(ACAT: human learning and cognition)

(P459 Mastery test: Learning)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test.

Findings (2013-2014) - Benchmark: Met

In 2013-2014, 91% of students scored in the 40th percentile or higher on ACAT subtests testing material covered by required courses in Cluster 2.

S 10: Outcome 6: Demonstrate basic psychological literacy in Cognition

Outcome 6: Demonstrate basic psychological literacy in Cognition No components (ACAT: human learning & cognition) (P459 Mastery test: Cognitive Psychology)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test.

Findings (2013-2014) - Benchmark: Met

In 2013-2014, 91% of students scored in the 40th percentile or higher on ACAT subtests testing material covered by required courses in Cluster 2.

S 11: Outcome 7: Demonstrate basic psychological literacy in Development

Outcome 7: Demonstrate basic psychological literacy in Development No components (ACAT: developmental) (P459 Mastery test: Development)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our second benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

S 12: Outcome 8: Demonstrate basic psychological literacy in Individual Differences

Outcome 8: Demonstrate basic psychological literacy in Individual Differences No components ((ACAT: developmental) (P459 Mastery test: Development)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our third knowledge benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on at least one of the subtests representing each of the four course clusters required for psychology majors. Cluster 1 is P319 Personality and P320 Social (which represent knowledge Outcomes 8 and 10). Cluster 2 is P325 Learning and P335 Cognition (which represent knowledge Outcomes 5 and 6). Cluster 3 is P326 Neuroscience and P407 Drugs and the Nervous Systems (which represent knowledge Outcome 4). Cluster 4 is P303 Health and P324 Abnormal (which represent knowledge Outcome 9). Majors must take one course within each cluster. Thus, benchmark 3 is met when at least 75% of the students achieve 40th percentile or higher on at least one subtest that evaluates each cluster.

Findings (2013-2014) - Benchmark: Met

In 2013-2014, 78% of students scored in the 40th percentile or higher on ACAT subtests testing material covered by required courses in Cluster 1.

S 13: Outcome 9: Demonstrate basic psychological literacy in Psychological Disorders & Treatments

Outcome 9: Demonstrate basic psychological literacy in Psychological Disorders & Treatments No components (ACAT: Two sub-tests: abnormal and clinical & counseling) (P459 Mastery tests: Psychological Disorders and Treatment & Drugs)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our third knowledge benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on at least one of the subtests representing each of the two course clusters required for psychology majors. Cluster 1 is P319 Personality, P320 Social, P303 Health, and P324 Abnormal (which represent knowledge Outcomes 8, 9, and 10). Cluster 2 is P325 Learning, P326 Neuroscience, and P335 Cognition (which represent knowledge Outcomes 4, 5, and 6). Majors must take two courses within each cluster. Thus, benchmark 3 is met when at least 75% of the students achieve 40th percentile or higher on at least one subtest that evaluates each cluster.

Findings (2013-2014) - Benchmark: Met

In 2013-2014, 88% of students scored in the 40th percentile or higher on ACAT subtests testing material covered by required courses in Cluster 4.

S 14: Outcome 10: Demonstrate basic psychological literacy in Social Psychology

Outcome 10: Demonstrate basic psychological literacy in Social Psychology No components (ACAT: social) (P459 Mastery test: Social Psychology)

Related Artifacts/Objects:

A 1: Psychology Area Concentration Achievement Test (ACAT)

Continued Assessment of Goal 1: Knowledge Base

ACAT & Outcomes 1-10:

We have assessed these outcomes each Spring semester from 2006-2013 by

collecting data from psychology majors in P457 Senior Seminar, a course they were required to take during their final spring semester of their Senior year. With the discontinuation of the Senior Seminar course, however, we started in Fall 2012 to have students take the ACAT during the P459 History and Systems course instead. This course is currently considered our major capstone course, and is supposed to be completed in the last year before each student's graduation; therefore, it was seen as the best venue for administering the test.

Source of Evidence: Standardized test of subject matter knowledge

Benchmark:

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test. Our third knowledge benchmark is that at least 75% of individuals will achieve the 40th percentile or higher on at least one of the subtests representing each of the two course clusters required for psychology majors. Cluster 1 is P319 Personality, P320 Social, P303 Health, and P324 Abnormal (which represent knowledge Outcomes 8, 9, and 10). Cluster 2 is P325 Learning, P326 Neuroscience, and P335 Cognition (which represent knowledge Outcomes 4, 5, and 6). Majors must take two courses within each cluster. Thus, benchmark 3 is met when at least 75% of the students achieve 40th percentile or higher on at least one subtest that evaluates each cluster.

Findings (2013-2014) - Benchmark: Met

In 2013-2014, 78% of students scored in the 40th percentile or higher on ACAT subtests testing material covered by required courses in Cluster 1.

S 15:Outcome 1: Explain the role of research in psychology/Comp 1

Outcome 1: Explain the role of research in psychology / Component 1 Purpose of systematic empiricism (i.e., use of research methods) No criteria developed

S 16:Outcome 1: Explain the role of research in psychology/Comp 2

Outcome 1: Explain the role of research in psychology/Component 2 Difference between scientific & everyday conclusions No criteria developed

S 17:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 1

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Component 1 Identify types of research methods No criteria developed

S 18:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 2

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Component 2 Define concepts No criteria developed

S 19:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 3

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Component 3 Apply to examples provided No criteria developed

S 20:Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Comp 4

Outcome 2: Demonstrate understanding of basic terminology relating to research methods/Component 4 Create examples No criteria developed

S 21:Outcome 3: Place research in context of earlier work

Outcome 3: Place research in context of earlier work No components No criteria developed

S 22:Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Comp 1

Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Component 1 Internal validity No criteria developed

S 23:Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Comp 2

Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Comp 2 External validity No criteria developed

S 24:Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Comp 3

Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Component 4 Critique of strengths & weaknesses No criteria developed

S 25:Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Comp 4

Outcome 4: Evaluate appropriateness of conclusions derived from psychological research/Component 4 Implications for further study or application No criteria developed

S 26:Outcome 5: Design basic studies to address psychological questions/Basic Comp 1

Outcome 5: Design basic studies to address psychological questions/Basic Component 1 Research Question/Purpose/Objective; Criteria: Present-Absent

S 27:Outcome 5: Design basic studies to address psychological questions/Basic Comp 2

Outcome 5: Design basic studies to address psychological questions/Basic Component 2 Clear specification of hypothesis (i.e., does wording clearly indicate it is a hypothesis; says "hypothesis", "predict," etc. so can tell w/out guessing); Criteria Clear - Somewhat Clear - Unclear

S 28:Outcome 5: Design basic studies to address psychological questions/Basic Comp 3

Outcome 5: Design basic studies to address psychological questions/Basic Component 3 Hypothesis appropriate to lit. review (i.e., does it follow from their cited research?); Criteria: Appropriate - Somewhat Appropriate - Inappropriate

S 29:Outcome 5: Design basic studies to address psychological questions/Basic Comp 4

Outcome 5: Design basic studies to address psychological questions/Basic Component 4 Hypothesis appropriate to method; Criteria: Appropriate - Somewhat Appropriate - Inappropriate

S 30:Outcome 5: Design basic studies to address psychological questions/Basic Comp 5

Outcome 5: Design basic studies to address psychological questions/Basic Component 5 Clear specification of operational definitions for constructs found in hypothesis (i.e., describes questions and response options; explains how responses are combined, if applicable); Criteria: Clear - Somewhat Clear - Unclear

S 31:Outcome 5: Design basic studies to address psychological questions/Adv Comp 1

Outcome 5: Design basic studies to address psychological questions/Advanced Component 1 Research Question/Purpose/Objective; Criteria: Present-Absent

S 32:Outcome 5: Design basic studies to address psychological questions/Adv Comp 2

Outcome 5: Design basic studies to address psychological questions/Advanced Component 2 Hypothesis; Criteria: Present - Absent (we can figure out which sentence it is); Clearly Stated - Not Clearly Stated; Positively Stated - Not Positively Stated; Falsifiable - Not Falsifiable

S 33:Outcome 5: Design basic studies to address psychological questions/Adv Comp 3

Outcome 5: Design basic studies to address psychological questions/Advanced Component 3 Background is logically connected to the research question, objective, or hypothesis; Criteria: Mostly Yes - Mostly No

S 34:Outcome 5: Design basic studies to address psychological questions/Adv Comp 4

Outcome 5: Design basic studies to address psychological questions/Advanced Component 4 Fit between hypothesis and method; Criteria: All constructs in hypothesis are included - Not all constructs in hypothesis are included; Research design tests hypothesis - Research design does not test hypothesis

S 35:Outcome 5: Design basic studies to address psychological questions/Adv Comp 5

Outcome 5: Design basic studies to address psychological questions/Advanced Component 5 Clear specification of operational definitions for constructs found in hypothesis (i.e., describes questions and response options; explains how responses are combined, if applicable); Criteria: Clear - Somewhat Clear - Unclear

S 36:Outcome 5: Design basic studies to address psychological questions/Adv Comp 6a

Outcome 5: Design basic studies to address psychological questions/Advanced Component 6a Sampling procedure/A sampling procedure is described such that it could be replicated; Criteria: Mostly Yes - Mostly No

S 37:Outcome 5: Design basic studies to address psychological questions/Adv Comp 6b

Outcome 5: Design basic studies to address psychological questions/Advanced Component 6b Sampling procedure/Resulting sample would be appropriate for hypothesis being tested; Criteria: Appropriate - Somewhat Appropriate - Inappropriate or Unable to Tell

S 38:Outcome 5: Design basic studies to address psychological questions/Adv Comp 7

Outcome 5: Design basic studies to address psychological questions/Advanced Component 7 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.); Criteria: Correct - Somewhat Correct - Absent or Incorrect

S 39:Outcome 5: Design basic studies to address psychological questions/Adv Comp 8a

Outcome 5: Design basic studies to address psychological questions/Advanced Component 8a Plan for data analysis; Criteria: Present-Absent

S 40:Outcome 5: Design basic studies to address psychological questions/Adv Comp 8b

Outcome 5: Design basic studies to address psychological questions/Advanced Component 8b Plan for data analysis/Statistics chosen are appropriate for level of measurement/type of data; Criteria: Appropriate - Somewhat Appropriate - Inappropriate or Unable to Tell

S 41:Outcome 5: Design basic studies to address psychological questions/Adv Comp 8c

Outcome 5: Design basic studies to address psychological questions/Advanced Component 8c Plan for data analysis/Statistics chosen are appropriate for hypothesis; Criteria: Appropriate - Somewhat Appropriate - Inappropriate or Unable to Tell

S 42:Outcome 5: Design basic studies to address psychological questions/Adv Comp 9a

Outcome 5: Design basic studies to address psychological questions/Advanced Component 9a Literature Search/All sources selected are relevant to hypothesis; Criteria: Yes-No

S 43:Outcome 5: Design basic studies to address psychological questions/Adv Comp 9b

Outcome 5: Design basic studies to address psychological questions/Advanced Component 9b Literature search/All sources are scholarly; Criteria: Yes-No

S 44:Outcome 1: Students will question unsupported claims/Comp 1

Outcome 1: Students will question unsupported claims/Component 1 Identify the claim/assertion; No criteria developed

S 45:Outcome 1: Students will question unsupported claims/Comp 2

Outcome 1: Students will question unsupported claims/Component 2 Recognize lack of support; No criteria developed

S 46:Outcome 1: Students will question unsupported claims/Comp 3

Outcome 1: Students will question unsupported claims/Component 3 Recognize the role of scientific support in evaluating the claim; No criteria developed

S 47:Outcome 2: Students will recognize psychological issues that have varying viewpoints

Outcome 2: Students will recognize psychological issues that have varying viewpoints/No components/No criteria developed

S 48:Outcome 3: Students will formulate their own viewpoint/Comp 1

Outcome 3: Students will formulate their own viewpoint/Component 1 Articulate their viewpoint clearly; No criteria developed

S 49:Outcome 3: Students will formulate their own viewpoint/Comp 2

Outcome 3: Students will formulate their own viewpoint/Component 2 Recognize potential personal bias and assumptions/No criteria developed

S 50:Outcome 4: Students will recognize alternative viewpoints/Comp 1

Outcome 4: Students will recognize alternative viewpoints/Component 1 Articulate alternative viewpoints

S 51:Outcome 4: Students will recognize alternative viewpoints/Comp 2

Outcome 4: Students will recognize alternative viewpoints/Component 2 Assess strengths and limitations of alternative viewpoints/No criteria developed

S 52:Outcome 5: Students will evaluate quality of supporting evidence/Comp 1

Outcome 5: Students will evaluate quality of supporting evidence/Component 1 Identify types of evidence being presented

S 53:Outcome 5: Students will evaluate quality of supporting evidence/Comp 2

Outcome 5: Students will evaluate quality of supporting evidence/Component 2 Articulate strengths and limitations of evidence presented

S 54:Outcome 5: Students will evaluate quality of supporting evidence/Comp 3

Outcome 5: Students will evaluate quality of supporting evidence/Component 3 Assess relevance of evidence to claim or position

S 55:Outcome 6: Students will describe implications and consequences that result from proposed conclusions/Comp 1

Outcome 6: Students will describe implications and consequences that result from proposed conclusions/Component 1 Describe scientific implications

S 56:Outcome 6: Students will describe implications and consequences that result from proposed conclusions/Comp 2

Outcome 6: Students will describe implications and consequences that result from proposed conclusions/Component 2 Describe practical implications (e.g., personal, societal, legal)

S 57:Outcome 1: Recognize necessity of having ethical standards/acting ethically (Basic)

Outcome 1: Recognize necessity of having ethical standards/acting ethically (Basic) No components No criteria

S 58:Outcome 2: Understand what it means to be ethical in writing (Basic)/Comp 1

Outcome 2: Understand what it means to be ethical in writing (Basic)/Component 1 Plagiarism; No criteria

S 59:Outcome 2: Understand what it means to be ethical in writing (Basic)/Comp 2

Outcome 2: Understand what it means to be ethical in writing (Basic)/Component 2 Paraphrasing; No criteria

S 60:Outcome 3: Understand what it means to be ethical in research (Basic)

Outcome 3: Understand what it means to be ethical in research (Basic); No components No criteria developed

S 61:Outcome 4: Understand what it means to be ethical in practice (Basic)

Outcome 4: Understand what it means to be ethical in practice (Basic); No components
No criteria developed

S 62:Outcome 5: Apply ethical standards in either research or practice (Adv)

Outcome 5: Apply ethical standards in either research or practice (Advanced); No
components No criteria developed

S 63:Outcome 1: Communicate ideas effectively/Comp 1

Outcome 1: Communicate ideas effectively/Component 1 Focus; No criteria developed

Related Artifacts/Objects:

A 2: Intellectual History Project

We collected the 10-15 page papers students wrote for the Intellectual History Project in PSY-P 459 History and Systems in Fall 2012. As part of this assignment, "students discuss their interests, understanding, and perspectives relating to the field of psychology." The project instructions ask them to focus on their past (e.g., earliest exposure to psychology, first reactions to psychology, experiences contributing to interest in psychology), present (e.g., what perspectives have influenced you the most, which are most promising (and not so promising), current views relating to subject matter/definition of psychology, psychology as a science, human nature), and future (e.g., where do you see the field going, what are your future plans). For assessment of this component, we focused on the section about the present where they are prompted to reflect on which psychological perspectives or schools of thought have influenced them the most and which perspectives/schools they think are most promising vs. less promising. Papers from 18 students were turned in near the end of the semester and used for assessment. At the August 2013 retreat, all psychology faculty read the "present" section of each paper, looking for descriptions of advantages and disadvantages of the perspectives/schools students chose to write about. Advantages and disadvantages were evaluated separately as being either "adequate" or "inadequate" via faculty consensus.

Source of Evidence: Written assignment(s), usually scored by a rubric

Benchmark:

The same set of papers examined for Goal 1, Outcome 1 (Component 2) and Goal 2, Outcome 1 (Component 1) was also examined in relation to Goal 6, Outcome 1. Because the "present" portion of these papers was several pages long and already being read for content, it was deemed appropriate for examination of writing skill. These passages were evaluated by all psychology faculty as being either "inadequate," "adequate," or "excellent" on each of the aspects of writing listed in the rubric.

The benchmark was that 75% of students would receive an overall rating of "adequate" or greater, with a rating of "inadequate" in any area leading to an overall rating of "inadequate." While an overall rating of "excellent" could be achieved if a student achieved "excellent" ratings in two or more areas, no benchmarks were set regarding ratings of "excellent."

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Support of student writing improvement

Established in Cycle: 2012-2013

The most common problem among the “inadequate” papers involved sufficiency and quality of evidence being inadequate. The facu...

S 64:Outcome 1: Communicate ideas effectively/Comp 2

Outcome 1: Communicate ideas effectively/Component 2 Organization, flow, transitions; No criteria developed

S 65:Outcome 1: Communicate ideas effectively/Comp 3

Outcome 1: Communicate ideas effectively/Component 3 Audience Awareness and Style; No criteria developed

S 66:Outcome 1: Communicate ideas effectively/Comp 4

Outcome 1: Communicate ideas effectively/Component 4 Sufficiency & quality of evidence; No criteria developed

S 67:Outcome 1: Communicate ideas effectively/Comp 5

Outcome 1: Communicate ideas effectively/Component 5 Sentence Structure & mechanics

S 68:Outcome 2: Write an effective review of literature/Comp 1

Outcome 2: Write an effective review of literature/Component 1 Sources in literature review are relevant to topic identified in research question/purpose/objective; No criteria developed

S 69:Outcome 2: Write an effective review of literature/Comp 2

Outcome 2: Write an effective review of literature/Component 2 Literature review includes thorough description of 1 or 2 articles; No criteria developed

S 70:Outcome 2: Write an effective review of literature/Comp 3

Outcome 2: Write an effective review of literature/Component 3 Literature review integrates/connects/ties together ideas across articles within a paragraph; No criteria developed

S 71:Outcome 2: Write an effective review of literature/Comp 4

Outcome 2: Write an effective review of literature/Component 4 Literature review identifies concluding common themes and/or contradictions; No criteria developed

S 72:Outcome 3: Use APA style documentation that is appropriate to the assignment/Comp 1

Outcome 3: Use APA style documentation that is appropriate to the assignment/Component 1 Cites when it is appropriate to do so; Criteria: Appropriate - Inappropriate or missing cites - No cites

S 73:Outcome 3: Use APA style documentation that is appropriate to the assignment/Comp 2

Outcome 3: Use APA style documentation that is appropriate to the assignment/Component 2 Uses parenthetical citations; Criteria: APA style - Included but not always; APA style - Missing citations

S 74:Outcome 3: Use APA style documentation that is appropriate to the assignment/Comp 3

Outcome 3: Use APA style documentation that is appropriate to the assignment/Component 3 Uses appropriate citation conventions for paraphrases vs. direct quotations; Criteria: Appropriate - Inappropriately cited

S 75:Outcome 3: Use APA style documentation that is appropriate to the assignment/Comp 4

Outcome 3: Use APA style documentation that is appropriate to the assignment/Component 4 Uses appropriate information and order of information in references; Criteria: Alpha order - Not alpha order; Complete info - Incomplete info; APA style - APA style errors

S 76:Outcome 4: Use APA style formatting that is appropriate to the assignment/Comp 1

Outcome 4: Use APA style formatting that is appropriate to the assignment/Component 1 Uses correct order of elements (title page, abstract, introduction, etc.); Criteria: In order - Not in order

S 77:Outcome 4: Use APA style formatting that is appropriate to the assignment/Comp 2

Outcome 4: Use APA style formatting that is appropriate to the assignment/Component 2 Uses appropriate headings; Criteria: Appropriate headings - Missing headings - Not in APA style

S 78:Outcome 4: Use APA style formatting that is appropriate to the assignment/Comp 3

Outcome 4: Use APA style formatting that is appropriate to the assignment/Component 3 Uses running head and page numbers; Criteria: APA style - Included - Not included

S 79:Outcome 4: Use APA style formatting that is appropriate to the assignment/Comp 4

Outcome 4: Use APA style formatting that is appropriate to the assignment/Component 4 Uses correct margins; Criteria: Correct - incorrect

S 80:Outcome 4: Use APA style formatting that is appropriate to the assignment/Comp 5

Outcome 4: Use APA style formatting that is appropriate to the assignment/Component 5 Uses correct line spacing; Criteria: Correct - Incorrect

S 81:Outcome 1: Evaluate appropriateness of conclusions derived from psychological research/Comp 1

Outcome 1: Evaluate appropriateness of conclusions derived from psychological research/Component 1 Interpret basic statistical results; No criteria developed

S 82:Outcome 1: Evaluate appropriateness of conclusions derived from psychological research/Comp 2

Outcome 1: Evaluate appropriateness of conclusions derived from psychological research/Component 2 Distinguish between statistical significance and practical significance; No criteria developed

S 83:Outcome 1: Evaluate appropriateness of conclusions derived from psychological research/Comp 3

Outcome 1: Evaluate appropriateness of conclusions derived from psychological research/Component 3 Evaluate the validity of conclusions presented in research reports; No criteria developed

S 84:Outcome 2: Select appropriate statistics/Comp 1

Outcome 2: Select appropriate statistics/Component 1 Statistics chosen are appropriate for level of measurement/type of data; Criteria: Appropriate - Somewhat appropriate - Inappropriate or Unable to Tell

S 85:Outcome 2: Select appropriate statistics/Comp 2

Outcome 2: Select appropriate statistics/Component 2 Statistics chosen are appropriate for hypothesis; Criteria: Appropriate - Somewhat appropriate - Inappropriate or Unable to Tell

S 86:Outcome 3: Conduct statistical analyses

Outcome 3: Conduct statistical analyses No components No criteria developed

S 87:Outcome 4: Interpret statistical results/Comp 1

Outcome 4: Interpret statistical results/Component 1 From SPSS print-outs No criteria developed

S 88:Outcome 4: Interpret statistical results/Comp 2

Outcome 4: Interpret statistical results/Component 2 From graphs No criteria developed

S 89:Outcome 5: Decide how results should be presented/Comp 1

Outcome 5: Decide how results should be presented/Component 1 Production of graphs No criteria developed

S 90:Outcome 5: Decide how results should be presented/Comp 2

Outcome 5: Decide how results should be presented/Component 2 Production of tables

S 91:Outcome 1: Demonstrate basic knowledge of careers in psychology/Comp 1

Outcome 1: Demonstrate basic knowledge of careers in psychology/Component 1 Areas of specialization in psychology/No criteria developed

S 92:Outcome 1: Demonstrate basic knowledge of careers in psychology/Comp 2

Outcome 1: Demonstrate basic knowledge of careers in psychology/Component 2 Different types/categories of jobs available to those with education in psychology/No criteria developed

S 93:Outcome 1: Demonstrate basic knowledge of careers in psychology/Comp 3

Outcome 1: Demonstrate basic knowledge of careers in psychology/Component 3 Qualities/skills desired in bachelor's level job applicants/No criteria developed

S 94:Outcome 1: Demonstrate basic knowledge of careers in psychology/Comp 4

Outcome 1: Demonstrate basic knowledge of careers in psychology/Component 4 Differences between psychologists, psychiatrists, social workers and the terms therapist and counselor/No criteria developed

S 95:Outcome 1: Demonstrate basic knowledge of careers in psychology/Comp 5

Outcome 1: Demonstrate basic knowledge of careers in psychology/Component 5 Different types of graduate degree programs open to undergraduate psychology majors who want further education/No criteria developed

S 96:Outcome 1: Demonstrate basic knowledge of careers in psychology/Comp 6

Outcome 1: Demonstrate basic knowledge of careers in psychology/Component 6
Qualities/skills desired in graduate school applicants/No criteria developed

S 97:Outcome 1: Demonstrate basic knowledge of careers in psychology/Comp 7

Outcome 1: Demonstrate basic knowledge of careers in psychology/Component 7
Salaries for bachelor's level vs. grad-school level jobs/No criteria developed

S 98:Outcome 2: Demonstrate understanding of careers in psychology/Comp 1

Outcome 2: Demonstrate understanding of careers in psychology/Component 1 Daily
activities/No criteria developed

S 99:Outcome 2: Demonstrate understanding of careers in psychology/Comp 2

Outcome 2: Demonstrate understanding of careers in psychology/Component 2
Academic preparation required/No criteria developed

S 100:Outcome 2: Demonstrate understanding of careers in psychology/Comp 3

Outcome 2: Demonstrate understanding of careers in psychology/Component 3 Skills,
abilities, and personal characteristics required/No criteria developed

S 101:Outcome 3: Evaluate personal suitability for careers of interest/Comp 1

Outcome 3: Evaluate personal suitability for careers of interest/Component 1 Compare
skills, abilities, & personal characteristics they have with those that are required/No
criteria developed

**S 102:Outcome 4: Develop a personal plan that addresses discrepancies & next
steps/Comp 1**

Outcome 4: Develop a personal plan that addresses discrepancies & next
steps/Component 1 Selects appropriate coursework and/or extracurricular activities/No
criteria developed

**S 103:Outcome 4: Develop a personal plan that addresses discrepancies & next
steps/Comp 2**

Outcome 4: Develop a personal plan that addresses discrepancies & next
steps/Component 2 Identifies whether needs to fill out job applications and/or job
applications/No criteria developed

**S 104:Outcome 1: Generate acceptable examples of psychological concepts in
everyday life/Comp 1**

Outcome 1: Generate acceptable examples of psychological concepts in everyday
life/Comp 1 Examples are student-created Criteria Yes-No

**S 105:Outcome 1: Generate acceptable examples of psychological concepts in
everyday life/Comp 2**

Outcome 1: Generate acceptable examples of psychological concepts in everyday
life/Comp 2 Examples are relevant to concept Criteria Yes-Somewhat-No

**S 106:Outcome 1: Generate acceptable examples of psychological concepts in
everyday life/Comp 3**

Outcome 1: Generate acceptable examples of psychological concepts in everyday
life/Comp 3 Examples are appropriate to situation Yes-Somewhat-No

S 107:Outcome 1: Generate acceptable examples of psychological concepts in everyday life/Comp 4

Outcome 1: Generate acceptable examples of psychological concepts in everyday life/Comp 4 Examples are appropriate to population Criteria Yes-Somewhat-No

S 108:Outcome 2: Evaluate applications of psychological concepts to everyday life/Comp 1

Outcome 2: Evaluate applications of psychological concepts to everyday life/Comp 1 Evaluation determines whether application is relevant to concept Criteria Yes-Somewhat-No

S 109:Outcome 2: Evaluate applications of psychological concepts to everyday life/Comp 2

Outcome 2: Evaluate applications of psychological concepts to everyday life/Comp 2 Evaluation notes implications and consequences of using that application Criteria Yes-Somewhat-No

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan for Intellectual History Project, Advantages and Disadvantages of Perspectives

Using Assessment for Program Improvement:

It appears that separately assessing student knowledge of advantages and disadvantages of various perspectives in psychology is useful, in that it indicated to us that students performed better in discussing the advantages of various perspectives than they did in regards to disadvantages. However, even when clearly prompted in an assignment to discuss both advantages and disadvantages of perspectives, performance was overall not up to our standards.

When we consider this result, we are hesitant to conclude that students are not sufficiently exposed to these ideas in their curriculum. The paper used for assessment was assigned in a capstone course that heavily emphasizes critical understanding of psychological perspectives, and students discuss these issues intensely throughout the term. In addition, we noted that few students failed to comment on this required portion of the paper. Rather, our observation was that many of the advantages and disadvantages offered by students were too general to be considered adequate. That is, advantages/disadvantages that were so broad as to apply to multiple perspectives equally, were not considered adequate, and such criticisms appeared in the papers more often than was acceptable. Our wish is to see students raising substantive, specific advantages and disadvantages of the various perspectives, and they did not do this consistently.

There are probably at least two main reasons for this. First, students may not realize that not all critiques apply equally to all perspectives. The underlying assumptions of the various perspectives are fundamentally different, and it takes an advanced understanding of the perspectives to appreciate this. Therefore, adjustments to instruction in this course (and

possibly others) where more emphasis is placed on the central assumptions of each perspective, and the validity of those assumptions, might assist with this first case. Second, we suspect that student motivation to demonstrate their knowledge in a sophisticated way might need some further encouragement. The assignment involves a number of different "parts," and it may be that students approach the assignment with a mind turned towards completing each part with at least minimal quality. It may be helpful to consider a grading rubric for the assignment, provided to students prior to their beginning to write, where specific points are identified for not only completing each portion but also doing so at a high level. Such changes would of course be at the instructor's discretion, but might be worth attempting to support students meeting this learning outcome.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Artifact/Object | Outcomes/Components):

Artifact/Object: Intellectual History Project | **Outcomes/Components:** Outcome 1: Demonstrate understanding of major psychological perspectives/Comp 2

Implementation Description: Course instructors will consider changes to assignment instructions that will better elicit this specific information.

Projected Completion Date: 05/15/2015

Support of student writing improvement

The most common problem among the "inadequate" papers involved sufficiency and quality of evidence being inadequate. The faculty discussed this, and determined that student performance in this area might have been impacted by the nature of the assignment itself. Specifically, a significant portion of the assignment involves students providing their own views of not only psychology, but also their own development as scholars. It may be that many students did not appreciate how giving specific examples or logical arguments to defend their own views, would strengthen the effectiveness of their writing. In essence, students may have been taking an "it's my opinion, I don't need evidence" approach to the paper. Even if this is the case, however, there are still steps we can take to emphasize how specific details and examples can improve writing.

Our first thought is to provide copies of this writing rubric to students in classes where significant amounts of writing are required. Some of the terminology in the rubric may seem esoteric to students, but this might actually lead them to ask useful questions about writing that they would normally not have asked us.

Our second thought is to assess other papers in the future. For example, in P259 and P355, students will be completing writing assignments that require the use of evidence to argue a position. This is especially true in P355, and selection of an assignment from this course to assess would give us a better idea of the quality of student writing fairly close to the end of the program. All of the other aspects of writing in the rubric would still be relevant to assignments created for P355. As this course is still in development and will first be taught in Fall 2014, assessment of writing with such assignments is not anticipated for at least one more academic year.

Established in Cycle: 2012-2013

Implementation Status: Planned
Priority: High

Relationships (Artifact/Object | Outcomes/Components):

Artifact/Object: Intellectual History Project | **Outcomes/Components:** Outcome 1: Communicate ideas effectively/Comp 1

Implementation Description: Psychology faculty will begin to supply the writing rubric to students in classes where formal writing is expected, and will monitor which writing assignments to use for future assessments.

Projected Completion Date: 08/14/2015

Action Plan for Student Knowledge of Research Methods and Development

As evident from the above data, we are meeting benchmarks in most areas. There are three specific areas where we have fallen (usually just a bit) short of our benchmark. 1. Research Methods. We did not meet benchmarks #1 and #2 in the area of research methods (outcome #2). As we have discussed in previous reports, we have made curriculum changes in which we have replaced one research methods course (PSY P211) with a two-course sequence (PSY P259 and PSY P355). Our goal is that the first course (PSY P259) will provide a solid basis in scientific and critical thinking as well as foundational understanding of basic research concepts. This will be followed by P355, where we can review these basics and go more in depth in research design. Students began taking P259 in Fall 2013 and we are offering our first section of P355 this semester (Fall 2014). Thus, we hope that this will improve students' basic knowledge in the area of research methods and that this will become evident in future ACAT testing. 2. Development. We also did not meet benchmarks #1 and #2 in the area of development (outcome #7). We believe one reason this area is lower is that students take the required development course (P216 Lifespan Development) earlier in their program. A few years ago we also reviewed a copy of this ACAT subtest and did not think it was well aligned with what we as faculty emphasize in the course. One possible means of addressing this we considered was for faculty to try to find ways to emphasize developmental concepts where appropriate in upper-level courses (e.g., in courses such as learning, cognitive psychology, personality, abnormal psychology). We are also considering giving students an option of taking P216 or P316 Child Development. The latter could give those with a strong interest in the area a more in-depth understanding.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Artifact/Object | Outcomes/Components):

Artifact/Object: Psychology Area Concentration Achievement Test (ACAT) |
Outcomes/Components: Outcome 1: Demonstrate understanding of major psychological perspectives/Comp 1

Implementation Description: We will assess student materials in our new Experimental Methods course in a future cycle, and use results to continue to improve our plan.

Continued assessment of curriculum change

As it has only been since Fall 2013 that students have been required to take a course in biological bases of behavior, we are not surprised that our students did not meet the benchmark. However, we expect that scores will improve as more students complete

these courses.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Artifact/Object | Outcomes/Components):

Artifact/Object: Psychology Area Concentration Achievement Test (ACAT) |

Outcomes/Components: Outcome 4: Demonstrate basic psychological literacy in Biological Bases