

## Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

### 2012-2013 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 04:02 PM EDT

### 2012-2013 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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology	group	group	group %tile	group %tile	group %tile	group %tile	group %tile

Tested (i.e., ACAT subtests)	%tile n = 12	%tile n = 4	n = 10	n = 9	n = 11	n = 11	n = 16
Subtest: History & Systems							
(Outcome 1: Perspectives in Psychology)	45*	42*	20*	50	46*	5*	80

### Benchmark 2 Results

	2006-7†	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010 % at 50 <sup>th</sup> %tile	2011 % at 50 <sup>th</sup> %tile	2012 % at 40 <sup>th</sup> %tile
Outcome	n = 16	n = 10	n = 9	n = 11	n = 11	n = 16
Outcome 1: Perspectives in Psychology	NA	0%*	56%*	55%*	0%*	94%

### **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.

**Findings (2012-2013) - Benchmark: Not Met**

The benchmark for 75% of our students to achieve "adequate" ratings for advantages was not met, but was nearly so. 13 of 18 students (72%) received ratings of "adequate" for advantages.

The benchmark for 75% of our students to achieve "adequate" ratings for disadvantages was not met. Only 10 of 18 (56%) of students received ratings of "adequate" for 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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Subtest: Experimental Design	62	53	58	50	50	62	55

(Outcome 2:  
Research  
Methods)

#### Benchmark 2 Results

	2006-7 <sup>†</sup>	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010 % at 50 <sup>th</sup> %tile	2011 % at 50 <sup>th</sup> %tile	2012 % at 40 <sup>th</sup> %tile
Outcome	n = 16	n = 10	n = 9	n = 11	n = 11	n = 16
Outcome 2: Research Methods	75%	50%*	44%*	55%*	72%*	62%*

#### **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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 (2012-2013) - Benchmark: Not Reported This Cycle**

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**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Subtest: Experimental Design (Outcome 2: Research Methods)	62	53	58	50	50	62	55

**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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 (2012-2013) - Benchmark: Not Reported This Cycle**

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**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Subtest: Experimental Design  (Outcome 2: Research	62	53	58	50	50	62	55

Methods)

## Benchmark 2 Results

	2006-7†	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010 % at 50 <sup>th</sup> %tile	2011 % at 50 <sup>th</sup> %tile	2012 % at 40 <sup>th</sup> %tile
Outcome	% at 50 <sup>th</sup> %tile n = 16	n = 10	n = 9	n = 11	n = 11	n = 16
Outcome 2: Research Methods	75%	50%*	44%*	55%*	72%*	62%*

### **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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Subtest: Experimental Design (Outcome 2: Research Methods)	62	53	58	50	50	62	55

**Benchmark 2 Results**

	2006-7 <sup>†</sup>	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010 % at 50 <sup>th</sup> %tile	2011 % at 50 <sup>th</sup> %tile	2012 % at 40 <sup>th</sup> %tile
Outcome	n = 16	n = 10	n = 9	n = 11	n = 11	n = 16
Outcome 2: Research Methods	75%	50%*	44%*	55%*	72%*	62%*

### **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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> percentile or higher on the subtests representing Outcomes 1, 2, 3, and 7 because those outcomes represent coursework that all psychology majors must take.

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Unfortunately, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base

2006      2007      2008      2009      2010      2011      2012

Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Subtest: Statistics (Outcome 3: Statistics)	64	72	48*	41*	60	44*	65

### Benchmark 2 Results

	2006-7 <sup>†</sup>	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010	2011	2012
Outcome	% at 50 <sup>th</sup> %tile n = 16	n = 10	n = 9	% at 50 <sup>th</sup> %tile n = 11	% at 50 <sup>th</sup> %tile n = 11	% at 40 <sup>th</sup> %tile n = 16
Outcome 3: Statistics	69%*	50%*	22%*	55%*	45%*	81%

### **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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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:**

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Unfortunately, however, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Physiological (Outcome 4: Biological Bases)	71	47*	57	48*	68	54	64

**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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

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**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Human Learning/Cognition  (Outcomes 5 & 6: Learning & Cognition)	67	66	61	86	67	67	79

**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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> percentile on each subtest in comparison to the national sample of other Psychology Majors who also took this test.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, however, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology	group	group	group %tile	group %tile	group %tile	group %tile	group %tile

Tested (i.e., ACAT subtests)	%tile n = 12	%tile n = 4	n = 10	n = 9	n = 11	n = 11	n = 16
Human Learning/Cognition (Outcomes 5 & 6: Learning & Cognition)	67	66	61	86	67	67	79

**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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, however, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking

additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Developmental (Outcome 7: Developmental)	53	48*	47*	74	52	5*	65

**Benchmark 2 Results**

	2006-7 <sup>†</sup>	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010 % at 50 <sup>th</sup> %tile	2011 % at 50 <sup>th</sup> %tile	2012 % at 40 <sup>th</sup> %tile
Outcome	n = 16	n = 10	n = 9	n = 11	n = 11	n = 16
Outcome 7: Developmental	56%*	50%*	89%	64%*	18%*	69%*

**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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> percentile or higher on at least one subtest that evaluates each cluster.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, however, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Personality (Outcome 8:	48*	41*	35*	64	41*	20*	76

Individual Differences)

Benchmark 3 Results

	2006-7†	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010 % at 50 <sup>th</sup> %tile	2011 % at 50 <sup>th</sup> %tile	2012 % at 40 <sup>th</sup> %tile
Outcome	n = 16	n = 10	n = 9	n = 11	n = 11	n = 16
Cluster 1 (1 of the 3 tests at 40 <sup>th</sup> percentile or higher)	75%	70%*	78%	91%	45%*	100%
Cluster 2 (1 of the 2 tests at 40 <sup>th</sup> percentile or higher)	81%	90%	100%	82%	91%	100%

**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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> percentile or higher on at least one subtest that evaluates each cluster.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, however, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile	group %tile	group %tile	group %tile	group %tile	group %tile	group %tile
	n = 12	n = 4	n = 10	n = 9	n = 11	n = 11	n = 16
Abnormal							
(Outcome 9: Psychol. Disorders & Treatments)	57	63	60	53	59	18*	54
Clinical/Counseling							
(Outcome 9: Psychol. Disorders & Treatments)	54	46*	52	74	74	14*	65

## Benchmark 3 Results

Outcome	2006-7† % at 50 <sup>th</sup> %tile n = 16	2008 % at 50 <sup>th</sup> %tile n = 10	2009 % at 50 <sup>th</sup> %tile n = 9	2010 % at 50 <sup>th</sup> %tile n = 11	2011 % at 50 <sup>th</sup> %tile n = 11	2012 % at 40 <sup>th</sup> %tile n = 16
Cluster 1 (1 of the 3 tests at 40 <sup>th</sup> percentile or higher)	75%	70%*	78%	91%	45%*	100%
Cluster 2 (1 of the 2 tests at 40 <sup>th</sup> percentile or higher)	81%	90%	100%	82%	91%	100%

### **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 2006-2012 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 decided to have students take the ACAT in Fall 2012 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 50<sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> percentile or higher on at least one subtest that evaluates each cluster.

**Findings (2012-2013) - Benchmark: Not Reported This Cycle**

Unfortunately, however, the ACAT was not administered as planned during the Fall 2012 term. Between the instructor for the P459 course being unfamiliar with the test procedures, and a series of illnesses and other events that disrupted this semester generally in this course, taking additional time to force administration of the ACAT was not possible. With no similar course scheduled for Spring 2013, we have no ACAT data for the 2012-2013 academic year to report at this time. What follows, therefore, is an overview of our past assessment of Goal 1.

**Benchmark 1 Results: Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base**

	2006	2007	2008	2009	2010	2011	2012
Areas of Psychology Tested (i.e., ACAT subtests)	group %tile n = 12	group %tile n = 4	group %tile n = 10	group %tile n = 9	group %tile n = 11	group %tile n = 11	group %tile n = 16
Social (Outcome 10: Social Psychology)	56	75	33*	46*	63	39*	58

**Benchmark 3 Results**

	2006-7 <sup>†</sup>	2008 % at 50 <sup>th</sup> %tile	2009 % at 50 <sup>th</sup> %tile	2010 % at 50 <sup>th</sup> %tile	2011 % at 50 <sup>th</sup> %tile	2012 % at 40 <sup>th</sup> %tile
Outcome	n = 16	n = 10	n = 9	n = 11	n = 11	n = 16

Cluster 1 (1 of the 3 tests at 40 <sup>th</sup> percentile or higher)	75%	70%*	78%	91%	45%*	100%
Cluster 2 (1 of the 2 tests at 40 <sup>th</sup> percentile or higher)	81%	90%	100%	82%	91%	100%

**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."

#### **Findings (2012-2013) - Benchmark: Not Met**

After rating each paper using an approved rubric designed and piloted by the Psychology faculty, and discussing each rating to consensus, it was determined that the writing of 7 of the 18 students (39%) was adequate, thus not meeting the benchmark. 4 of those 7 (57% of the "adequate" papers, 22% of the total set) were rated as "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

**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