

2016-2020 Assessment Plan for Psychology Programs (B.A. & B.S.)

I. Program's mission

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.

II. Program goals, student learning outcomes, criteria, and benchmarks

Goal 1: Knowledge Base

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

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

Goal 2: Research Methods

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

<p>5. Design basic studies to address psychological questions.</p>	<p>Research Question/Purpose/Objective</p> <p>Hypothesis</p> <p>Background is logically connected to the research question, objective, or hypothesis</p> <p>Fit between hypothesis and method</p> <p>Clear specification of operational definitions for constructs found in hypothesis (i.e., describes questions and response options; explains how responses are combined, if applicable)</p> <p>Sampling procedure:</p> <ul style="list-style-type: none"> • A sampling procedure is described such that it could be replicated. • Resulting sample would be appropriate for hypothesis being tested <p>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.)</p> <p>Plan for data analysis:</p> <ul style="list-style-type: none"> • Statistics chosen are appropriate for level of measurement/type of data • Statistics chosen are appropriate for hypothesis 	<p>Present - Absent</p> <p>Present – Absent (we can figure out which sentence it is)</p> <p>Clearly Stated - Not Clearly Stated</p> <p>Positively Stated - Not Positively Stated</p> <p>Falsifiable - Not Falsifiable</p> <p>Mostly Yes - Mostly No</p> <p>All constructs in hypothesis are included – Not all constructs in hypothesis are included</p> <p>Research design tests hypothesis – Research design does not test hypothesis</p> <p>Clear - Somewhat Clear - Unclear</p> <ul style="list-style-type: none"> • Mostly Yes - Mostly No • Appropriate – Somewhat Appropriate – Inappropriate or Unable to Tell <p>Correct - Somewhat Correct - Absent or Incorrect</p> <p>Present - Absent</p> <ul style="list-style-type: none"> • Appropriate – Somewhat Appropriate – Inappropriate or Unable to Tell • Appropriate – Somewhat Appropriate – Inappropriate or Unable to Tell
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	Literature search: <ul style="list-style-type: none"> All sources selected are relevant to hypothesis 	Yes - No
	All sources are scholarly	Yes - No

Goal 3: Critical Thinking

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

Goal 4: Application

Outcomes--Students will:	Components	Criteria (i.e., Levels, Characteristics)
Generate acceptable examples of psychological concepts in everyday life	Examples are student-created	Yes – No
	Examples are relevant to concept	Yes – Somewhat – No
	Examples are appropriate to situation	Yes – Somewhat – No
	Examples are appropriate to population	Yes – Somewhat - No

Evaluate applications of psychological concepts to everyday life	Evaluation determines whether application is relevant to concept	Yes – Somewhat – No
	Evaluation notes implications and consequences of using that application	Yes – Somewhat - No

Goal 5: Ethics

Outcomes--Students will:	Components	Criteria (i.e., Levels, Characteristics)
1. Recognize necessity of having ethical standards/acting ethically (B)		P381 Ethics Quiz
2. Understand what it means to be ethical in writing (B)	Plagiarism Paraphrasing	
3. Understand what it means to be ethical in research (B)		
4. Understand what it means to be ethical in practice (B)		P381 Ethics Quiz
5. Apply ethical standards in either research or practice (A)		P381 Ethics Quiz

Goal 6: Writing

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

4. Use APA style formatting that is appropriate to the assignment	<p>Uses correct order of elements (title page, abstract, introduction, etc.)</p> <p>Uses appropriate headings</p> <p>Uses running head and page numbers</p> <p>Uses correct margins</p> <p>Uses correct line spacing</p>	<p>In order – Not in order</p> <p>Appropriate headings – Missing headings – Not in APA style</p> <p>APA style – Included – Not included</p> <p>Correct – Incorrect</p> <p>Correct - Incorrect</p>
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Psychology Writing Rubric: Goal 6, Outcome 1 (Communicate ideas effectively)

Rating	Focus	Organization, Flow, Transitions	Audience Awareness and Style	Sufficiency and Quality of Evidence	Sentence Structure and Mechanics
<i>Definition</i>	<i>Establishment and maintenance of an opinion/position/thesis, an understanding of purpose and audience, and completion of the assignment.</i>	<i>Demonstration of a unified structure, direction, and unity, paragraphing and transitional devices.</i>	<i>Demonstration of an awareness of audience and purpose through effective sentence structure, sentence variety, and word choice that create tone and voice.</i>	<i>Full development of ideas and use of extensive, specific, accurate, and relevant details. (facts/findings, examples, anecdotes, opinions, statistics, reasons, explanations)</i>	<i>Demonstration of control of conventions, including grammar, punctuation, and spelling.</i>
Excellent	___ Establishes and maintains a clear and insightful opinion/position/thesis statement to effectively inform or persuade the reader.	___ Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	___ Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose, and enhances readability. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	___ Uses evidence appropriately and effectively to develop an argument or position. Evidence is relevant, specific, and convincing.	___ Few or no errors in grammar, mechanics, punctuation and spelling.
Adequate	___ Establishes a clear opinion/position/thesis statement and consistently attempts to inform or persuade the reader.	___ Organization is coherent, unified and effective in support of the paper's purpose/ plan and usually demonstrates effective and appropriate transitions between ideas and paragraphs.	___ Generally uses words accurately and effectively for paper's audience and purpose. Sentences generally clear, well structured, and focused, though a few may be awkward or ineffective.	___ Generally uses evidence appropriately to develop an argument or position. Evidence is relevant and usually convincing, but may sometimes be too general.	___ Some errors in grammar, mechanics, punctuation and spelling that do not significantly interfere with the communication of the message.

Inadequate	___Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis. States an opinion/position/thesis, but may be unclear or underdeveloped.	___Organization was generally unsuccessful. Paragraphs were simple, disconnected, confusing, and/or formulaic. Little evidence of transitions or planned sequence.	___Generally demonstrates poor language and word choice, with little awareness of audience. Style tends to be incoherent or inappropriate in tone, including a lack of sentence variety.	___Development is insufficient, providing little evidence/examples; and/or, evidence is irrelevant, inaccurate, and/or non-specific, or may include logical fallacies or unsupported claims.	___Patterns of errors in grammar, mechanics, punctuation and spelling that substantially interfere with the communication of the message.
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Goal 7: Quantitative Literacy

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

Goal 8: Career Planning & Development

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

Goal 4 Application Outcomes:	P103	P216	P259	K300	P303	P319	P320	P324	P325	P326	P335	P355	P381	P407	P459	P493/4	P495
Generate acceptable examples of psychological concepts in everyday life	x	x	x		x	x	x	x	x	x	x						
Evaluate applications of psychological concepts to everyday life	x	x	x	x	x	x	x	x	x	x	x	x					

Goal 5 Ethics in Psychology Outcomes:	P103	P216	P259	K300	P303	P319	P320	P324	P325	P326	P335	P355	P381	P407	P459	P493/4	P495
Recognize need for standards/actions	x	x	x		x	x	x	x	x				x	x		x	x
Understand being ethical in writing	x		x		x			x			x	x		x		x	x
Understand being ethical in research	x	x	x		x	x	x	x	x	x		x		x		x	
Understand being ethical in practice					x			x					x				x
Apply ethical principles in research or practice												x	x			x	x

Goal 6: Writing in Psychology Outcomes:	P103	P216	P259	K300	P303	P319	P320	P324	P325	P326	P335	P355	P381	P407	P459	P493/4	P495
Communicate ideas effectively		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Write an effective review of literature			x		x			x				x		x	x	x	
Use APA style documentation			x		x	x	x	x			x	x		x	x	x	
Use APA style formatting			x		x			x			x	x		x	x	x	

Goal 7: Quantitative Literacy Outcomes:	P103	P216	P259	K300	P303	P319	P320	P324	P325	P326	P335	P355	P381	P407	P459	P493/4	P495
Evaluate appropriateness of conclusions derived from psychological research				x								x				x	
Select appropriate statistics				x								x					
Conduct statistical analyses				x								x					
Interpret statistical results				x								x					
Decide how results should be presented				x								x					

Goal 8 Career Planning & Development Outcomes:	P103	P216	P259	K300	P303	P319	P320	P324	P325	P326	P335	P355	P381	P407	P459	P493/4	P495
Demonstrate basic knowledge of careers in psychology	x		x										x				x
Demonstrate understanding of careers in psychology			x					x					x				x
Evaluate personal suitability for careers of interest			x										x				x
Develop a personal plan that addresses discrepancies & next steps			x										x				x

IV. Assessment Plan for the period for 2016-2017:

A. Learning outcomes to be assessed:

1. General Education outcomes

VII. Social and Behavioral Sciences

Outcome 1: Students will demonstrate an understanding of the methods of inquiry used by social or behavioral scientists

Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts

2. Program outcomes associated with Goal 1, Knowledge Base in Psychology

All 10 knowledge outcomes listed above.

B. When, where, and how students will demonstrate achievement of outcomes:

1. General Education: A single set of multiple-choice questions developed by the department, administered in all P103 courses during the 2016-2017 AY

2. Program: Administration of the 10 subtests of the Area Concentration Achievement Test (ACAT) for Psychology, during class in the P459 History and Systems of Psychology course

C. Performance characteristics or criteria for successful achievement:

1. General Education: We will report a grand mean of performance for the full cohort of 2016-2017 P103 students, separately for items corresponding to the two learning outcomes.

2. Program: We will report ACAT performance a couple of different ways; the first is as a cohort compared to reported mean national performance (that is, a group percentile), and the second comparing individual performance on subtests corresponding to different program requirements (reporting the percentage of our students who achieved specific percentile benchmarks on certain subtests).

D. Benchmarks for satisfactory achievement:

1. General Education: As a cohort, satisfactory performance would be reflected by average performance on each learning outcome of 70%.

2. Program: We use three benchmarks.

1) As a *group*, students taking the test will achieve 50th percentile or higher on each subtest.

- 2) At least 75% of *individuals* will achieve 40th percentile or higher on the subtests representing Outcomes 1, 2, and 3, because those outcomes represent coursework that all psychology majors must take.
- 3) At least 75% of *individuals* will achieve 40th percentile or higher on at least one of the subtests representing each of the 5 course clusters required for psychology majors.

IV. Ongoing Assessment:

A. Status of overall assessment plan: We would rate our overall assessment plan as fairly complete. We have identified outcomes for all learning goals, as well as components, criteria, and typical artifacts for many. We have work on components/criteria yet to do on Goals 2, 3, 5, and need to identify artifacts for assessing 3, 4, and 8.

B. We believe we can have all components/criteria complete by June 2020.

C. The only resources we regularly receive to support assessment are costs of the ACAT Exam, which are supplied by the VCAA Office. No other resources are needed at this time.

Year by year plan for assessment:

2016-2017: General Education Goal VII, Social and Behavioral Sciences; will continue ACAT administration for Program Goal 1

2017-2018: General Education Goal IV, Critical Thinking (also Program Goal 3); will continue ACAT administration for Program Goal 1

2018-2019: General Education Goal IV, Critical Thinking (also Program Goal 3); will continue ACAT administration for Program Goal 1

2019-2020: Program Goal 4, Application; will continue ACAT administration for Program Goal 1