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| **Assurance of Student Learning Report**  **2022-2023** | | |
| *Ogden College of Science and Engineering* | | *Department of Psychological Sciences* |
| *BS in Psychological Science, Ref# 747 and 747E* | | |
| *Program director: Andrew Mienaltowski, PhD (andrew.mienaltowski@wku.edu)* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:**  Develop a working knowledge of psychology's content domains. | | | |
| **Instrument 1** | Assess student learning within Developmental Processes Foundation category across learning objectives for courses using standardized assessment | | |
| **Instrument 2** | Assess student learning within Learning and Cognition Foundation category across learning objectives for courses using standardized assessment | | |
| **Instrument 3** | Assess student learning within Individual Differences and Social Processes Foundation category across learning objectives for courses using standardized assessment | | |
| **Instrument 4** | Assess student learning within Biological Bases of Behavior and Mental Processes Foundation category across learning objectives for courses using standardized assessment | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Interpret, design, and conduct basic psychological research. | | | |
| **Instrument 1** | Assess student learning across learning objectives for Research Methods and Research Methods Lab courses using standardized assessment | | |
| **Instrument 2** | Assess student learning across learning objectives for Statistics in Psychology course using standardized assessment | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3:**  Apply ethical standards to evaluate psychological science and practice. | | | |
| **Instrument 1** | Document student training in the appropriate conduct of research with human subjects via the students’ completion of CITI training within research methods course sequence (PSYS 210/211). | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 4:**  (For students completing independent study) Applies learning outcomes of the methods and statistics courses in the lab. | | | |
| **Instrument 1** | Assess the diversity of activities of Psychological Sciences majors who complete Independent Study (e.g., PSYS 490) | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 4.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 5:**  (For students in extended major) Integrate knowledge gained in complementary disciplines of psychology. | | | |
| **Instrument 1** | Students complete open-ended instrument in which they are asked to describe at least two ways that theories or research findings in one discipline/core of psychology impacts or interacts with another (e.g., concentration). | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 5.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| All of the program’s student learning outcomes were adequately met by the students whom we assessed. This reflects our students’ success in a diverse set of knowledge and skills within psychology as well as the dedication of faculty to ensuring that students have relevant, meaningful, and rich experiences in the classroom as well as in the laboratory. Over the next year, we will continue with our five-year plan for reviewing our assessment, and we will monitor student performance in the biobehavioral domain (SLO 1) as well as in statistics (SLO 2) to determine if there is a sustained change in the students’ average performance in these domains. If yes, instructional recommendations will be made to benefit students’ long-term retention of the content of these domains (e.g., additional active learning opportunities and structured reinforcement of SLO across foundational courses). We look forward to continuning to review our assessment plan, and offering a broad selection of courses to our majors to continue to build their knowledge in the core foundation of the discipline. | | | |

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| **Program Student Learning Outcome 1** | | | | | | | | |
| **Program Student Learning Outcome** | Develop a working knowledge of psychology's content domains. | | | | | | | |
| **Measurement Instrument 1** | Students must take at least one course in the Developmental Processes Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment. | | | | | | | |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance | | | | | | | |
| **Program Success Target for this Measurement** | | | Sampled 31 of 34 graduating students (91.1%) from the 2022-2023 academic year. The goal is to have 50% of these students meet the criteria for success. | | **Percent of Program Achieving Target** | | 747 (n = 23): 100%  747E (n = 8): 100%  Total (n = 31): 100% | |
| **Methods** | The assessment includes 4 learning objectives for PSYS 220 Introduction to Lifespan Developmental Psychology and 3 learning objectives for PSYS 321 Child Developmental Psychology. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. Note that this process happens for each course. When a student meets the objectives for at least one course as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 75.4% for PSYS 220 objectives, and individual students performed at 66.1% for PSYS 321 objectives. | | | | | | | |
| **Measurement Instrument 2** | Students must take at least one course in the Learning and Cognition Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment. | | | | | | | |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance | | | | | | | |
| **Program Success Target for this Measurement** | | Sampled 31 of 34 graduating students (91.1%) from the 2022-2023 academic year. The goal is to have 50% of these students meet the criteria for success. | | **Percent of Program Achieving Target** | | | 747 (n = 23): 95.7%  747E (n = 8): 87.5%  Total (n = 31): 93.5% | |
| **Methods** | The assessment includes 4 learning objectives for PSYS 333 Cognitive Psychology and 5 learning objectives for PSYS 331 Principles of Human and Animal Learning. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. When a student meets the objectives as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 66.1% for PSYS 333 objectives, and individual students performed at 64.5% for PSYS 331 objectives. | | | | | | | |
| **Measurement Instrument 3** | Students must take at least one course in the Individual Differences and Social Processes Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment. | | | | | | | |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance | | | | | | | |
| **Program Success Target for this Measurement** | | Sampled 31 of 34 graduating students (91.1%) from the 2022-2023 academic year. The goal is to have 50% of these students meet the criteria for success. | | **Percent of Program Achieving Target** | | | 747 (n = 23): 95.7%  747E (n = 8): 100%  Total (n = 31): 93.5% | |
| **Methods** | The assessment includes 4 learning objectives for PSYS 350 Social Psychology and 3 learning objectives for PSYS 440 Abnormal Psychology. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. Note that this process happens for each course. When a student meets the objectives for at least one course as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 71.4% for PSYS 350 objectives, and individual students performed at 75.3% for PSYS 440 objectives. | | | | | | | |
| **Measurement Instrument 4** | Students must take at least one course in the Biological Bases of Behavior and Mental Processes Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment. | | | | | | | |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance | | | | | | | |
| **Program Success Target for this Measurement** | | Sampled 31 of 34 graduating students (91.1%) from the 2022-2023 academic year. The goal is to have 50% of these students meet the criteria for success. | | **Percent of Program Achieving Target** | | 747 (n = 23): 100%  747E (n = 8): 100%  Total (n = 31): 100% | | |
| **Methods** | The assessment includes 4 learning objectives for PSYS 360 (362) Behavioral Neuroscience (with Lab) and 3 learning objectives for PSYS 363 Sensory and Perceptual Systems. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. Note that this process happens for each course. When a student meets the objectives for at least one course as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 72.6% for PSYS 360/362 objectives, and individual students performed at 58.6% for PSYS 363 objectives. | | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | | |
| **Results**: The outcomes of the assessment of this learning outcome are outstanding and were expected. The American Psychological Association's Guidelines for the Undergraduate Psychology Major recommend that all students majoring in psychology complete one course in each of four specific content domains – those described above. Our collection of foundation courses provides students with a strong, broad background within the discipline, prepares students for the rigor of graduate coursework on advanced topics in these domains. The courses also present students with exposure to many possible directions for future study and careers in psychology. Across the four measurement instruments, students are displaying evidence of meeting the learning outcomes for the four domains.  **Conclusions**: Overall, students are developing a background that allows them to satisfy the learning outcomes within at least one course of the two courses per domain of study. The lowest level of overall performance on individual items included in the assessment appeared in the Sensation and Perception course. In the past, the Learning and Cognition domain had the lowest performance. The change in performance in the Sensation and Perception content may have emerged because (a) students completed the course online during the pandemic and this course is most effective when taught in person with classroom demonstrations, or (b) students may gravitate toward the behavioral neuroscience course instead and fail to develop a strong background in human perception.  **Plans for Next Assessment Cycle**: Over this past year, modifications were made to the Learning/Cognition domain of our assessment. Questions were revised to reflect updates in course content. Over the next year, a similar review of assessment items for the Individual Differences/Social Processes domain. Between this year and next, we will track average student performance in the biobehavioral courses to determine if any changes observed in overall learning outcome success are ameliorated by the return to in person course work. Suggestions for modifications to these courses can then follow up next year’s assessment. So far, our 5-year plan of updating our assessment tools has been useful for improving our assessment practices (i.e., generating new assessment items or editing existing ones based on course content) and will continue to be used “close the loop” by making recommendations for changes to courses/pedagogy to support student learning. | | | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | Interpret, design, and conduct basic psychological research. | | | | | | |
| **Measurement Instrument 1** | Students must take a Research Methods course and a Research Methods lab course. This instrument assesses student learning within these courses using a standardized assessment. | | | | | | |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance | | | | | | |
| **Program Success Target for this Measurement** | | | Sampled 31 of 34 graduating students (91.1%) from the 2022-2023 academic year. The goal is to have 50% of these students meet the criteria for success. | | **Percent of Program Achieving Target** | 747 (n = 23): 95.7%  747E (n = 8): 87.5%  Total (n = 31): 93.5% | |
| **Methods** | The assessment includes 4 learning objectives for PSYS 210/211 Research Methods and Research Methods Lab. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course sequence. When a student meets the objectives for the course sequence as defined by 50%+, then they are classified as having met the student learning outcome. On average, individual students performed at 76.6% for PSYS 210/211 objectives. | | | | | | |
| **Measurement Instrument 2** | Students must take a Statistics in Psychology course. This instrument assesses student learning within the course using a standardized assessment. | | | | | | |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance | | | | | | |
| **Program Success Target for this Measurement** | | Sampled 31 of 34 graduating students (91.1%) from the 2022-2023 academic year. The goal is to have 50% of these students meet the criteria for success. | | **Percent of Program Achieving Target** | | 747 (n = 23): 56.5%  747E (n = 8): 62.5%  Total (n = 31): 58.1% | |
| **Methods** | The assessment includes 3 learning objectives for PSYS 313 Statistics in Psychology. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course sequence. When a student meets the objectives for the course sequence as defined by 50%+, then they are classified as having met the student learning outcome. On average, individual students performed at 52.2% for PSYS 313 objectives. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: The results of the assessments performed in research methods and statistics are comparable to those observed in previous academic years. Our research methods course covers prerequisite knowledge for many of our upper level courses. It appears that knowledge from this course is reinforced in subsequent courses in the major. Quantitative skills are important to the discipline; however, students can struggle in applying this knowledge to their learning after completing the stats course. This may account for the proportion of students who were challenged by our statistics assessment items.  **Conclusions**: Consistent with the guidelines of the American Psychological Associations for undergraduate psychology majors, all Psychological Science majors complete courses in Research Methods and Statistics. The practical research design and analysis skills taught in these courses serve as a foundation for subsequent growth of skill in scientific inquiry and support further training in graduate school or employment within human science, health, and service fields. Although students did meet the expectations that we have set for our instruments, there is room for growth in student performance on the statistics instrument. Performance in this domain will be monitored over the next year. A review of the specific items of the assessment suggest that students may need additional opportunities for feedback in the selection of the appropriate statistical test for a given research question. Future instructional recommendations could include assessments in the stats course over this skill, but, more importantly, additional discussion of the use of stats in other courses (e.g., foundational courses assessed in SLO 1) may also further reinforce students’ understanding of statistical tests. Many students assessed in this past cycle completed the statistics course under Covid restrictions. We will continue to monitor performance relative to the shift back to in-person instruction.  **Plans for Next Assessment Cycle**: This SLO will be assessed next year at the end of the spring term. The assessment items are administered via Qualtrics and are thus easy to share with graduating students. The assessment will be administered by the undergraduate program coordinator or the department head of the Department of Psychological Sciences. Student recruitment for the assessment takes place via a direct appeal to the graduating seniors. Our response rate is better when we reach out to students in this centralized manner than asking individual faculty to reach out to graduating seniors. A list of graduates is compiled and then used for outreach. Over the next year, we will again review performance to further use the shift back to in-person instruction from Covid restrictions to uncover gaps in student learning. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | Apply ethical standards to evaluate psychological science and practice. | | | | |
| **Measurement Instrument 1** | Document student training in the appropriate conduct of research with human subjects via the students’ completion of CITI training within research methods course sequence (PSYS 210/211). | | | | |
| **Criteria for Student Success** | Meets expectations: 60% of students complete; Exceeds expectations: 75% of students complete; Exceptional: 90% of students complete | | | | |
| **Program Success Target for this Measurement** | | 100% of graduating students were sampled (*n* = 34). The goal is to have 60% of students complete the training. | **Percent of Program Achieving Target** | 747 (n = 27): 85.2%  747E (n = 7): 85.7%%  Total (n = 34): 85.3%% | |
| **Methods** | Within the research method course and lab, within content courses, and within student independent study, students discuss the appropriate conduct of research with human subjects. To assess students’ understanding and application of this knowledge, students complete CITI training in the responsible conduct of research. This is a requirement for students completing PSYS 210 and PSYS 211. All students were sampled. Records of students who did not complete PSYS 210/211 but instead completed PSY 210/211 were further explored to see if student completed a PSYS 490 (where the training is required) or completed a section of PSY 210/211 where the training was required. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: The results were consistent with expectations. Over 85% of our students fulfilled this outcome.  **Conclusions**: The American Psychological Association's Guidelines for the Undergraduate Psychology Major recommend that all students majoring in psychology receive an educational background in the ethics of designing experiments, working with human subjects, managing data and participant confidentiality, and the responsibilities that researchers have to their participants. In addition to research design related knowledge, students complete training in the responsible conduct of research on human subjects through the CITI (Collaborative Institutional Training Initiative) training program. Documentation of this training is submitted to course instructors as well as to faculty research mentors who sponsor undergraduate research projects. Although our students’ performance on this assessment exceeds our expectations, faculty teaching PSYS 210/211 and working with students on research projects will continue to have students complete this training or to require it for their involvement in research. This is a good system for ensuring that all students receive a standardized exposure to pertinent ethics-related knowledge. It is important to note that we will continue to double check student progress on this outcome if they do not complete the PSYS version of the research methods course. The two chief means of doing this are (1) tracking student independent study experiences, all of which also require this training, and (2) reviewing the syllabi of the sections of the PSY version of the course completed by our major to determine if the instructor includes this training.  **Plans for Next Assessment Cycle**: This assessment takes place each spring. A list of graduating seniors is compiled, and then this list is used by the undergraduate program coordinator to identify those students who have completed the coursework and/or independent study activities requiring ethics training. It is possible to sample more broadly in this manner, as we are not relying on students to complete a survey in order to share their training information. | | | | | |

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| **Program Student Learning Outcome 4** | | | | | |
| **Program Student Learning Outcome** | (For students completing independent study) Applies learning outcomes of the methods and statistics courses in the lab. | | | | |
| **Measurement Instrument 1** | Assess the diversity of activities of Psychological Sciences majors who complete Independent Study (e.g., PSYS 490) | | | | |
| **Criteria for Student Success** | Meets expectations: 2 activities; Exceeds expectations: 3 activities; Exceptional: 4 or more activities | | | | |
| **Program Success Target for this Measurement** | | Sampled 25 students of 43 in program who registered for independent study during 2022-2023 academic year (58.1%). The goal is to have 50% of these students meet the criteria for success. | **Percent of Program Achieving Target** | 747 (n = 18): 100%  747E (n = 7): 100%  Total (n = 25): 100% | |
| **Methods** | Students complete a survey after completing an independent study course (e.g., PSYS 490) and, from a list of activities, they check all of the activities in which they were engaged during the experience. On average, individual students engaged in 6.56 of activities (range: 2-11; SD = 2.7). 747: M = 6.9; SD = 2.5. 747E: M = 5.6; SD = 3.3. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: These results are consistent with expectations. Students who take part in independent study within the Psychlogical Science major are very active in the lab. Of the 25 students from which data were collected, 21 could be rated as exceptional, 3 as exceeds expectations, and only 1 as meets expectations  **Conclusions**: All students completing this assessment met the learning outcomes, which demonstrates that students who are taking part in independent study are utilizing the knowledge and skills that they developed in their research methods and statistics courses in an applied manner to address research questions in their concentrations of study. We will continue to monitor student success with this learning outcome to ensure that Psychological Science majors have outstanding and relevant research experiences.  **Plans for Next Assessment Cycle**: Sampling involves compiling a list of students who completed independent study credit in the fall and spring terms. The undergraduate coordinator reaches out to these students, which consists of students from all standings in the major, to ask them to complete a short survey that captures the types and variety of activities the students were involved in over the course of their independent study. Administering this each year is relatively low cost, as students complete a very short (2-5 minute) inventory. | | | | | |

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| **Program Student Learning Outcome 5** | | | | | |
| **Program Student Learning Outcome** | (For students in extended major) Integrate knowledge gained in complementary disciplines of psychology. | | | | |
| **Measurement Instrument 1** | Students complete open-ended instrument in which they are asked to describe at least two ways that theories or research findings in one discipline/core of psychology impacts or interacts with another (e.g., concentration). | | | | |
| **Criteria for Student Success** | Meets expectations: 50% of students meet standards in all 4 dimensions; Exceeds expectations: 70% of students meet standards in all 4 dimensions; Exceptional: 90% of students meet standards in all 4 dimensions | | | | |
| **Program Success Target for this Measurement** | | 75% of the sampled 747E graduating students that completed the exit survey responded to the open-ended assessment items on being in the extended major (so *n* = 6 of 8). The goal is to have 50% of these students meet the criteria for success. | **Program Success Target for this Measurement** | 66.7% of 747E graduating students that completed the inventory met the criteria for success. | |
| **Methods** | Responses are scored with a rubric along 4 dimensions: Connections within disciplines, Transfer across disciplines, Mechanics of response focus, and Mechanics of interconnected thought. Students earn ratings of exceptional (4), exceeds standards (3), meets standards (2), or fails to meet standards (1). Responses are scored by at least one faculty member using the rubric. The average scored responses for each dimension were: Connections within discipline 2.5, Transfer across disciplines 2.5, Mechanics of response focus 2.7  , and Mechanics of interconnected thought 2.5. 66.7% of the students reached, at minimum, meets standards on the first 2 dimensions and the fourth dimension. 83.3% of students reached this criterion or higher for the third dimension dimension. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: For the most part, the results are consistent with expectations. More than 50% of our students met expectations, which exceeds our goal. Although the prompts are relatively clear, 2 of the respondents did not complete them and two others must not have read them close enough, as their responses seemed very general and did not attempt to link their two concentration areas of study.  **Conclusions**: Overall, offering a two-concentration extended major and the quantitative concentration have been useful for helping students to narrow their area of study to psychology. In so doing, students, for the most part, do draw distinctions between the content courses in the concentrations, but they also see how they are interconnected and can support growing knowledge in each respective concentration. Sometimes students may adopt the extended major to avoid picking up a minor or second major. These students may be too narrowly focused on checking boxes within the major. This seems likely for only a minority of the graduates, however.  **Plans for Next Assessment Cycle**: This outcome will be assessed next year at the end of the spring term. The assessment items are administered via Qualtrics and are thus easy to share with graduating students. The assessment will be administered by the undergraduate program coordinator or the department head of the Department of Psychological Sciences. Student recruitment for the assessment takes place via a direct appeal to the graduating seniors. Our response rate is better when we reach out to students in this centralized manner than asking individual faculty to reach out to graduating seniors. A list of graduates is compiled and then used for outreach. Over the past assessment cycle, we had a fairly excellent response rate on this assessment, as the undergraduate program coordinator repeatedly reached out to graduating seniors in the month prior to graduation. Perhaps in the email sent out next assessment cycle, an additional sentence can be added to remind extended major students that they should give special attention to the items at the end of the assessment. If fatigued by answering the first series of items, the last set with open-ended responses may not receive the same attention. | | | | | |

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| **Programs 747 and 747E - Curriculum Map [Symbol key at bottom of table]** | | **SLO1: Develop a working knowledge of psychology's content domain [#]** | **SLO2: Interpret, design, and conduct basic psychological research [**\***]** | **SLO3: Apply ethical standards to evaluate psychological science and practice [^]** | **SLO4: Applies learning outcomes of the methods and statistics courses in the lab. (for students in 490)** | **SLO5: (For students in extended major only) Integrate knowledge gained in complementary disciplines of psychology. [&]** |
| **Course Number** | **Course Name** |
| *Introductory* | | | | | | |
| PSYS 100 | Introduction to Psychology | I | I | I |  | I |
| PSYS 160 | Introduction to Biopsychology | I | I | I |  | I |
| PSYS 161 | Introduction to Biopsychology Lab | I |  |  | I | I |
| PSYS 175 | University Experience - PSYS | I |  | I |  | I |
| PSYS 220 | Introduction to Lifespan Developmental Psychology | I | I | I |  | I |
| *Methods/Stats Core* | | | | | | |
| PSYS 210 | Research Methods |  | M\* | M,A^ | I |  |
| PSYS 211 | Research Methods Lab |  | R | R | I |  |
| PSYS 313 | Statistics in Psychology |  | M\* |  | R |  |
| *Applied Research and Critical Analysis* | | | | | | |
| PSYS 290 | Supervised Studies in Psychological Sciences | | I,R | M,A^ | R |  |
| PSYS 300 | Writing in the Psychological Sciences |  | R |  | R |  |
| PSYS 490 | Independent Study in Psychological Sciences | | M\* | M,A^ | M,A | M& |
| *Foundational Courses* | | | | | | |
| PSYS 321 | Child Developmental Psychology | R# | M | R |  | R |
| PSYS 331 | Priniciples in Human and Animal Learning | R# | M | R |  | R |
| PSYS 333 | Cognitive Psychology | R# | M | R |  | R |
| PSYS 350 | Social Psychology | R# | M | R |  | R |
| PSYS 440 | Abnormal Psychology | R# | M | R |  | R |
| PSYS 360 | Behavioral Neuroscience | R# | M | R |  | R |
| PSYS 363 | Sensory and Perceptual Systems | R# | M | R |  | R |
| *Lab Courses* | | | | | | |
| PSYS 322 | Laboratory in Developmental Psychology | R,M# | M |  | R | R |
| PSYS 334 | Laboratory in Cognition | R,M# | M |  | R | R |
| PSYS 362 | Behavioral Neuroscience with Lab | R,M# | M | R | R | R |
| PSYS 365 | Lab in Behavioral Neuroscience | R,M# | M |  | R | R |
| PSYS 413 | Psychological Measurement |  | M |  | R | M |
| PSYS 415 | Programming for Social Sciences |  | M |  | R | M |
| *Concentration Courses* | | | | | | |
| PSYS 353 | Psychology of Prejudice and Stereotyping | M |  |  |  | M& |
| PSYS 370 | Industrial-Organizational Psychology | R |  |  |  | M& |
| PSYS 380 | Psychology and Science Fiction | M |  |  |  | M& |
| PSYS 423 | Psychology of Adult Life and Aging | M |  |  |  | M& |
| PSYS 424 | Topics in Developmental Psychology | M |  |  |  | M& |
| PSYS 425 | Developmental Psychopathology | M |  |  |  | M& |
| PSYS 431 | Psychology of Language | M |  |  |  | M& |
| PSYS 433 | Judgment and Decision Making | M |  |  |  | M& |
| PSYS 442 | Psychology of Suicide and Self-Injury | M |  |  |  | M& |
| PSYS 444 | Psychology of Substance Use Disorders | M |  |  |  | M& |
| PSYS 450 | Psychology of Personality | M |  |  |  | M& |
| PSYS 451 | Psychology of Religion | M |  |  |  | M& |
| PSYS 453 | Psychology of Women | M |  |  |  | M& |
| PSYS 462 | Neuroscience of Learning and Memory | M |  |  |  | M& |
| PSYS 463 | Evolutionary Psychology | M |  |  |  | M& |
| PSYS 465 | Psychopharmacology | M |  |  |  | M& |
| PSYS 473 | Training in Business and Industry | M |  |  |  | M& |
| PSYS 481 | History of Psychology | M |  |  |  | M& |
| PSYS 482 | Psychology of Sexuality | M |  |  |  | M& |
| PSYS 499 | Senior Seminar in Psychology | M | R,M |  |  | M& |
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| # | For SLO1, the assessment takes place using an objective test adminstered to graduating seniors. | | | | | |
| \* | For SLO2, the assessment takes place using an objective test administered to gradauting seniors. Assessment items are based on PSYS 210, 211, and 313. Application of research design is also reinforced in the foundational courses for the program. | | | | | |
| ^ | For SLO3, the indicator is a certification program on the conduct of ethical research. This is completed in PSYS 210/211 and is required to take part in PSYS 290/490. | | | | | |
| & | For SLO5, the assessment takes place using an open-ended test administered to gradauting seniors and scored with a rubric. | | | | | |
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| KEY: | I = Introduced R = Reinforced/Developed M = Mastered A = Assessed | | | | | |