

## Assurance of Student Learning Report 2021-2022

Ogden College of Science and Engineering

Department of Psychological Sciences

BS in Psychological Science, Ref# 747 and 747E

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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.**

**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

**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

**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

**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

**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

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

All five of our program's student learning outcomes were adequately met by the students whom we assessed. This assessment captures student success in a diverse set of knowledge and skills within psychology. Their continued success speaks highly to their investment in this program and the time faculty devote to ensuring that students have relevant, meaningful, and rich experiences in the classroom as well as in the laboratory. We look forward to continuing 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.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	Develop a working knowledge of psychology's content domains.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance		
<b>Program Success Target for this Measurement</b>	Sampled 22 graduating students (57.9%) from the 2021-2022 academic year. The goal is to have 50% of these students meet the criteria for success.	<b>Percent of Program Achieving Target</b>	747 (n = 12): 91.6% 747E (n = 10): 100% Total (n = 22): 95.5%
<b>Methods</b>	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 75.6% for PSYS 220 objectives, and individual students performed at 75.0% for PSYS 321 objectives.		
<b>Measurement Instrument 2</b>	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.		
<b>Criteria for Student Success</b>	Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance		
<b>Program Success Target for this Measurement</b>	Sampled 22 graduating students (57.9%) from the 2021-2022 academic year. The goal is to have 50% of these students meet the criteria for success.	<b>Percent of Program Achieving Target</b>	747 (n = 12): 83.3% 747E (n = 10): 80.0% Total (n = 22): 81.8%
<b>Methods</b>	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 60.2% for PSYS 333 objectives, and individual students performed at 62.2% for PSYS 331 objectives.		
<b>Measurement Instrument 3</b>	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.		
<b>Criteria for Student Success</b>	Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance		
<b>Program Success Target for this Measurement</b>	Sampled 22 graduating students (57.9%) from the 2021-2022 academic year. The goal is to have 50% of these students meet the criteria for success.	<b>Percent of Program Achieving Target</b>	747 (n = 12): 100% 747E (n = 10): 100% Total (n = 22): 100%
<b>Methods</b>	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 74.4% for PSYS 350 objectives, and individual students performed at 81.2% for PSYS 440 objectives.		

<b>Measurement Instrument 4</b>	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.		
<b>Criteria for Student Success</b>	Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance		
<b>Program Success Target for this Measurement</b>	Sampled 22 graduating students (57.9%) from the 2021-2022 academic year. The goal is to have 50% of these students meet the criteria for success.	<b>Percent of Program Achieving Target</b>	747 (n = 12): 100% 747E (n = 10): 100% Total (n = 22): 100%
<b>Methods</b>	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 67.0% for PSYS 360/362 objectives, and individual students performed at 61.4% for PSYS 363 objectives.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The existing assessment seems adequate for evaluating student learning in the program. The current 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 domains that we have assessed here. This collection of 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, and presents 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. The lowest level of performance appeared in the Learning and Cognition domain. For next year, the assessment items in this domain will be re-evaluated as part of the department's 5-year plan. Overall, students successfully met the learning outcomes across the foundation knowledge categories.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
This is the second year that the assessment for the Learning content covered in the Principles of Human and Animal Learning (PSYS 331) was administered. We will examine the content of this assessment and the assessment for the Cognition course (PSYS 33) next year. This is a timely revision given changes in the course rotation amongst our faculty, the addition of a lab for the learning course, and possible realized impact of students completing the existing lab course in cognition.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
For the next few years, this outcome will be re-examined each year, moving from one foundational domain to another to ensure that course content adequately maps on to the learning objectives of the courses critical to the students' knowledge growth in psychology. 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.			

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	Interpret, design, and conduct basic psychological research.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance		
<b>Program Success Target for this Measurement</b>	Sampled 22 graduating students (57.9%) from the 2021-2022 academic year. The goal is to have 50% of these students meet the criteria for	<b>Percent of Program Achieving Target</b>	747 (n = 12): 100% 747E (n = 10): 100% Total (n = 22): 100%

	success.		
<b>Methods</b>	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 76.1% for PSYS 210/211 objectives.		
<b>Measurement Instrument 2</b>	Students must take a Statistics in Psychology course. This instrument assesses student learning within the course using a standardized assessment.		
<b>Criteria for Student Success</b>	Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance		
<b>Program Success Target for this Measurement</b>	Sampled 22 graduating students (57.9%) from the 2021-2022 academic year. The goal is to have 50% of these students meet the criteria for success.	<b>Percent of Program Achieving Target</b>	747 (n = 12): 83.3% 747E (n = 10): 80.0% Total (n = 22): 81.8%
<b>Methods</b>	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 57.6% for PSYS 313 objectives.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Consistent with the current guidelines of the American Psychological Associations for undergraduate psychology majors, all Psychological Science majors complete courses in Research Methods and Statistics. Students gain practical research design and analysis skills that serve as the foundation of their background and skill in scientific inquiry and support further training in graduate school or employment within human science, health, and service fields. Across the two measurement instruments, students displayed evidence that they are meeting the expected learning outcomes. The lowest level of performance appeared in the Statistics assessment, but even here performance was well above the level needed to demonstrate that students were meeting expectations for the learning outcome. We will continue to monitor performance on the Statistics assessment to ensure that students in both 747 and 747E are meeting our performance expectations.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
As part of the five-year plan for our program assessment, the methods and statistics learning objectives will be reviewed and updated. Over the past academic year, we have not seen a reduction in student performance. We will continue to monitor this in light of the shift back to in-person instruction as Covid restrictions no longer impact student learning.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
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.			

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	Apply ethical standards to evaluate psychological science and practice.		
<b>Measurement Instrument 1</b>	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).		
<b>Criteria for Student Success</b>	Meets expectations: 60% of students complete; Exceeds expectations: 75% of students complete; Exceptional: 90% of students complete		
<b>Program Success Target for this Measurement</b>	100% of graduating students were sampled (n = 38). The goal is to have 60% of students	<b>Percent of Program Achieving Target</b>	747 (n = 22): 86.4% 747E (n = 16): 93.8%

	complete the training.		Total (n = 38): 89.5%
<b>Methods</b>	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.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
The most recent 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.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
In order to improve our ability to track who complete the CITI training, student transcripts are examined for evidence of completion of PSYS 210/211 and/or PSYS 290 or 490. This has allowed us to identify additional students who have received the training outside the traditional class-required activities.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
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.			

<b>Student Learning Outcome 4</b>			
<b>Student Learning Outcome</b>	For students completing independent study, apply learning outcomes of the methods and statistics courses in the lab.		
<b>Measurement Instrument 1</b>	Assess the diversity of activities of Psychological Sciences majors who complete Independent Study (e.g., PSYS 490)		
<b>Criteria for Student Success</b>	Meets expectations: 2 activities; Exceeds expectations: 3 activities; Exceptional: 4 or more activities		
<b>Program Success Target for this Measurement</b>	Sampled 29 students of 41 in program who registered for independent study during 2021-2022 academic year (70.7%). The goal is to have 50% of these students meet the criteria for success.	<b>Percent of Program Achieving Target</b>	747 (n = 24): 100% 747E (n = 6): 100% Total (n = 30): 100%
<b>Methods</b>	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 5.9 number of activities (range: 3-10; SD = 2.5). 747: M = 5.5; SD = 2.5. 747E: M = 7.3; SD = 2.3.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 4.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
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.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

For the three years during which we have administered this assessment, the students have reported having very vibrant experiences within their independent study research labs. We hope to continue to meet the 100% success rate, and continuously monitor the rigor and relevance of the experiences that students have in our labs.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

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.

### Student Learning Outcome 5

<b>Student Learning Outcome</b>	For students in extended major only, integrate knowledge gained in complementary disciplines of psychology.		
<b>Measurement Instrument 1</b>	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).		
<b>Criteria for Student Success</b>	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		
<b>Program Success Target for this Measurement</b>	56.3% of 747E graduating students were sampled ( $n = 9$ ). The goal is to have 50% of these students meet the criteria for success.	<b>Percent of Program Achieving Target</b>	77.8%
<b>Methods</b>	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 2.7, Transfer across disciplines 2.8, Mechanics of response focus 2.8, and Mechanics of interconnected thought 2.6. 88.9% of the students reached, at minimum, meets standards on the first 3 dimensions. 77.8% of students reached this criterion or higher for the fourth dimension.		

<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 5.</b>	<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
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**Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

We will continue to sample our graduating students broadly to ensure that we can generate the largest possible sample for this assessment. Although students generally do draw connections between the two concentrations they complete, some are completing a "general " concentration which allows them to sample courses from all of the remaining concentrations that are not their primary concentration. This can make it challenging to describe the interconnectedness of a topical concentration paired with the general concentration. Overall students' success suggests that they are forming connections between the content learned across concentration, integrating knowledge and experiences to inform their perspective in psychology.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

In the past, our sample for this assessment was small. However, with a change to the way that we administered the assessment (i.e., central administration of assessment by undergraduate program coordinator instead of reminders from faculty teaching courses), we were able to improve our sample. We will continue to monitor our progress on sampling an adequate number of graduates in the extended major (747E) to ensure that we have useful data.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

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.

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 research active students)	SLO5: (For students in extended major only) Integrate knowledge gained in complementary disciplines of psychology. [&]
Course #	Course Name					
<i>Introductory</i>						
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 Dev. Psych.	I	I	I		I
<i>Methods/Stats Core</i>						
PSYS 210	Research Methods		M*	M,A^	I	
PSYS 211	Research Methods Lab		R	R	I	
PSYS 313	Statistics in Psychology		M*		R	
<i>Applied Research and Critical Analysis</i>						
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&
<i>Foundational Courses</i>						
PSYS 321	Child Developmental Psychology	R#	M	R		R
PSYS 331	Principles 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
<i>Lab Courses</i>						
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
<i>Concentration Courses</i>						
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 administered to graduating seniors.

\* For SLO2, the assessment takes place using an objective test administered to graduating seniors. Assessment items are based on PSYS 210, 211, and 313.

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 graduating seniors and scored with a rubric.

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KEY: I = Introduced    R = Reinforced/Developed    M = Mastered    A = Assessed

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## Five Year Plan – Assessment Strategy Psychological Science Major (747/747E)

### Year 1 (AY 2021-2022)

- Fall term
  - Outcome 1 - Solicit input from faculty teaching courses in Developmental Processes Foundation category for revisions to learning outcomes and items assessing these outcomes
- Spring term
  - Incorporate recommended changes in assessment of learning outcomes
  - Administer full assessment of learning outcomes (1-5) including newly revised category items

Update: Items for the Developmental Processes Foundation category were reviewed. No additional updates were needed at this time, as the items map well onto the student learning outcomes for the courses.

### Year 2 (AY 2022-2023)

- Fall term
  - Outcome 1 - Solicit input from faculty teaching courses in Learning and Cognition Foundation category for revisions to learning outcomes and items assessing these outcomes
  - Outcome 3 – Solicit input from department faculty about adequacy of existing assessment criteria for training in fundamentals in research ethics
- Spring term
  - Incorporate recommended changes in assessment of learning outcomes
  - Administer full assessment of learning outcomes (1-5) including newly revised category items

### Year 3 (AY 2023-2024)

- Fall term
  - Outcome 1 - Solicit input from faculty teaching courses in Individual Differences and Social Processes Foundation category for revisions to learning outcomes and items assessing these outcomes
  - Outcome 4 – Solicit input from department faculty about adequacy of existing assessment criteria for activities that students engage in during research experiences
- Spring term
  - Incorporate recommended changes in assessment of learning outcomes
  - Administer full assessment of learning outcomes (1-5) including newly revised category items

### Year 4 (AY 2024-2025)

- Fall term
  - Outcome 1 - Solicit input from faculty teaching courses in Biological Bases of Behavior and Mental Processes Foundation category for revisions to learning outcomes and items assessing these outcomes
  - Outcome 5 - Solicit input from department faculty about adequacy of existing assessment criteria for integration of concentration content

## Five Year Plan – Assessment Strategy Psychological Science Major (747/747E)

- Spring term
  - Incorporate recommended changes in assessment of learning outcomes
  - Administer full assessment of learning outcomes (1-5) including newly revised category items

### **Year 5 (AY 2025-2026)**

- Fall term
  - Outcome 2 - Solicit input from faculty teaching courses in Statistics and Research Methods for revisions to learning outcomes and items assessing these outcomes
- Spring term
  - Incorporate recommended changes in assessment of learning outcomes
  - Administer full assessment of learning outcomes (1-5) including newly revised category items

## Supplementary Materials

Below find specific outcomes used to develop assessment items for each instrument for student learning outcomes (objectives) 1 and 2.

### **Student Learning Objective 1:**

- **Develop a working knowledge of psychology's content domains**

Instrument 1: Developmental Processes Foundation assessment (PSYS 220 and PSYS 321)

- ***PSYS 220 outcomes***

1. Demonstrate understanding of key issues in lifespan perspective of human development
2. Demonstrate understanding of physical development
3. Demonstrate understanding of cognitive development
4. Demonstrate understanding of social and emotional development

- ***PSYS 321 outcomes***

1. Develop an understanding of the enduring key issues in child developmental psychology
2. An appreciation of the scientific process and how child development research is formulated, carried out, and evaluated
3. Application of knowledge gained in child developmental psychology to real world situations

Instrument 2: Learning and Cognition Foundation assessment (PSYS 331 and PSYS 333)

- ***PSYS 331 outcomes***

1. Describe classical conditioning and the factors that govern acquisition and extinction of the conditioned response
2. Describe instrumental conditioning and the factors that govern the acquisition and extinction of responding
3. Distinguish between discrimination and generalization and describe the major theories of stimulus control
4. Identify the type of operant conditioning used to train a learner
5. Distinguish between common types of schedules of reinforcement

- ***PSYS 333 outcomes***

1. Identify attentional phenomena observed by psychologists
2. Recognize fundamental components of memory systems
3. Display understanding of how people represent and use knowledge to make decisions or solve problems
4. Displays an understanding of how traditional methods of cognitive psychology as well as newer methods from cognitive neuroscience that can be used as tools to study mental events

Instrument 3: Individual Differences and Social Processes assessment (PSYS 350 and PSYS 440)

- ***PSYS 350 outcomes***

1. Understand the major research methods used by Social Psychologists
2. Understand and describe basic processes and common errors in perceiving self and others

## Supplementary Materials

3. Describe the psychological aspects of basic social problems such as prejudice, discrimination, and aggression as well as potential solutions to these problems
4. Describe how differences pertaining to race, gender, social class, and other social groupings influence social behavior and perception

- ***PSYS 440 outcomes***

1. Summarize the biological, psychological and social challenges of maladaptive functioning
2. Explain scientific approaches to understanding and treating abnormal behavior
3. Classify, at a beginning level, abnormal behavior

Instrument 4: Biological Bases of Behavior and Mental Processes assessment (PSYS 360, PSYS 362, and PSYS 363)

- ***PSYS 360/PSYS 362 outcomes***

1. Demonstrate proficiency in neuron function
2. Demonstrate an understanding of how the physical world is converted into a neural representation
3. Demonstrate a proficient understanding of how complex behaviors occur in the brain
4. Demonstrate a proficient understanding of how behaviors problems are associated with abnormal brain conditions

Student Learning Objective 2:

- Interpret, design, and conduct basic psychological research

Instrument 1: Research Methods and Research Methods Lab assessment (PSYS 210 and PSYS 211)

1. Explain how theories and data interact to form empirical inquiry
2. Describe a variable both as a conceptual variable and as an operational definition
3. Apply basic ethical guidelines to research in psychology
4. Explain differences in experimental and non-experimental research designs

Instrument 2: Statistics in Psychology assessment (PSYS 313)

1. Recognize how psychologists describe central tendency and variability of scores from samples selected to represent a population
2. Identify which basic statistical test one would use to compare the impact of the levels of an independent variable on the dependent variable in an experimental design
3. Describe the nature of the relationship between two continuous variables that covary with one another

## Supplementary Materials

Below find rubric used to score student learning outcome 5:

	<i>Exceptional</i>	<i>Exceeds standards</i>	<i>Meets standards</i>	<i>Fails to meet standards/unsatisfactory</i>
Connections within Discipline Theory 1	Independently creates wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples or theories from more than one field of study or perspective.	When prompted, presents examples or theories from more than one field of study or perspective, but does not draw any connections.
Transfer across Disciplines Theory 2	Adapts and applies independently those skills, abilities, theories, or methodologies gained in one situation to new another situation to explore complex issues in an original way.	Adapts and applies skills, abilities, theories or methodologies gained in one situation to another situation to explore complex issues.	Uses skills, abilities, theories or methodologies gained in one situation to contribute to the understanding of problems or issues in another situation.	In a basic way, uses skills, abilities, theories or methodologies gained in one situation in another situation without elaborating on the added value of the original perspective.
Ability to Access Relevant Info and Stay Focused on Integrative Thought (Context of and Purpose for Written Response ) Mechanics 1	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the prompt and focuses on all of the prompts elements.	Demonstrates adequate consideration of context, audience, and purpose and has a clear focus on the prompt.	Demonstrates awareness of context, audience, and purpose and awareness of what was asked in the prompt	Demonstrates minimal awareness of context, audience, and purpose and/or minimal awareness of what was asked in the prompt.
Interconnectedness Content Development Mechanics 2	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding of two or more perspectives.	Uses appropriate, relevant, and compelling content to explore ideas within the context of two or more perspectives.	Uses appropriate and relevant content to develop and explore ideas about the interconnectedness of two or more perspectives.	Uses appropriate and relevant content to develop simple ideas about two or more perspectives without focusing on interconnectedness