

Evidence of Learning: Program

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Program Learning Goals	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...	Direct and Indirect Measures*			
<p>Goal 1: Knowledge.</p> <p>Students will understand psychology as a scientific discipline. Essential to this, students will understand a core set of statistical and methodological knowledge regarding how psychologists critically evaluate, creatively test, and scientifically defend psychological claims. They will also understand a core set of content knowledge addressing the biological, cognitive/behavioral, social/personality, and developmental aspects of behavior.</p>	<p>1.1: Students will be able to characterize psychology as a science, distinguish its statistical and research methods with those of other disciplines, describe the strengths and limits of different statistical and research methods, and evaluate the validity of conclusions derived from empirical studies when consuming or producing psychological claims.</p>	<p>Measure 1: Summary assessments of scientific reasoning outcomes of all required courses.</p> <p>Measure 2: Increase in <i>Psychology as a Science and Test of Integrated Process Skills</i> scores over year.</p> <p>Measure 3: Graduating seniors' ratings of how much departmental experiences promoted their scientific reasoning skills from not at all (1) to a lot (5)</p>	<p>Measure 1: Assessments are not yet completed.</p> <p>Measure 2: There was an increase in PAS and TIPs scores over year in college.</p> <p>Measure 3: Ratings of research skills were positive (M = 4.73) and positively correlated with ratings of department experiences promoting their reading, writing and thinking skills.</p>	<p>The data are interpreted as strong but incomplete evidence of students' learning about the scientific foundation of the discipline and forms of critical activities as a writers, readers, and thinkers it supports. However, missing is evidence of students' specific methodological knowledge, which is available in assessment of Research Methods (PSY 3610).</p>	<p>Future research will explore graduating seniors' knowledge of methodological and statistical knowledge using the 140 item ETS Psychology exam, which will allow for an assessment of the national standing of our graduates specifically on statistical and methodological knowledge.</p>
	<p>1.2: Students will be able to demonstrate knowledge of theory and research representing different content areas of (biological, developmental, abnormal, experimental, and individual differences) and approaches (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural) to the discipline and evaluate their interactions at the different levels of analysis.</p>	<p>Measure 1: Summary assessments of content outcomes from all required courses.</p> <p>Measure 2: Graduating seniors' ratings of their satisfaction with psychology classes, academic standards of classes, preparation for graduate school, and willingness to choose the major again (5-point scale).</p> <p>Measure 3: Creation of a composite "educational quality" measure to assess students' perceptions of the value of their education.</p>	<p>Measure 1: Assessments are not yet completed.</p> <p>Measure 2: Positive ratings of Satisfaction (M = 4.47), Academic Standards (M = 4.35), Preparation for Grad School (M = 4.48), and Willingness to Repeat Major (M = 4.24)</p> <p>Measure 3: The four ratings were correlated and formed a single factor. The variable, Educational Quality, was formed, with higher scored reflecting a psych education perceived as more effective satisfying and rigorous.</p>	<p>Although specific evidence of students learning of the domains and approaches in psychology is missing, the findings suggest that graduating seniors are satisfied with their training in psychology, judging that their courses have high standards and prepare them well for graduate school. They have no regrets about their investment in the psychology major as they would choose the same major if they had to do it all over again.</p>	<p>The evidence was a basis for the curriculum revision to increase the rigor of classes, first by removing easier classes from the curriculum and later by increasing the requirements (e.g., statistics lab). Further increases in the rigor of the curriculum are pending as the department works out the details of a new capstone requirement. Evidence that graduating seniors grasp and integration of the approaches and domains of the discipline will be tested by the ETS Psychology exam.</p>

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Goal 2: Application Students will be able to critically apply psychological principles and research to society (e.g., to explain social issues, inform public policy, and/or solve social problems) understand themselves, and achieve career goals.	2.1: Student will be able to describe ways that psychological science has applications to society (e.g., mental health, law, business, and education) and demonstrate ways that disciplinary knowledge can be used to inform social policy, solve social problems, and/or improve human functioning.	Measure 1: Summary assessments of application outcomes from all required courses. Measure 2: Graduating seniors ratings of the extent to which departmental experiences promoted their application skills from not at all (1) to a lot (5)	Measure 1: Not completed Measure 2: Graduating seniors' ratings were positive (M = 4.56) and positively correlated with the composite Educational Quality ratings, $r = .60$, $N = 17$, $p < .01$, independently of Gender, University GPA, and Psychology GPA.	The findings serve as partial evidence that learning how to apply psychological theory and research to society is a skill students are learning and value, irrespective of their academic preparation. Future assessments will address how students have used psychological theory to understand and improve society in their classes.	Faculty members will be encouraged to seek <i>Community Service</i> course designation for the classes which promote student work in the community.
	2.2: Students will be able to use knowledge of psychology to promote their personal development and career planning by both gaining insight into their behavior, mental processes, interests, and talents and developing self-management, and self-assessment strategies necessary to reach their personal and professional goals.	Measure 1: Summary assessments of personal growth and career planning outcomes from all required courses. Measure 2: Graduating senior's ratings of the extent to which departmental experiences promoted their career planning from not at all (1) to a lot (5). Personal growth question were not posed.	Measure 1: Not completed Measure 2: Graduating seniors' ratings of career planning were positive (M = 3.96) and positively correlated with the composite Educational Quality ratings, $r = .69$, $N = 17$, $p < .01$, independently of Gender, University GPA, and Psychology GPA.	The findings serve as partial evidence that students are learning career planning skills and value it, irrespective of their academic background. Future assessments will address ratings of personal growth in the graduating seniors' questionnaire and document the effectiveness of classes and other activities which focus on these outcomes.	The department will promote other career-planning activities for students, including a focus on job hunting tactics, resume writing, and the interview process. Personal growth classes will be highlighted for interested students to pursue.

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<p>Goal 3: Values/Ethics</p> <p>Students will share key beliefs, attitudes, and values adopted by scientific psychologists, which include (but are not limited to) skepticism and intellectual curiosity, respect for evidence, tolerance for ambiguity, respect for human diversity, and humility regarding the limits of their psychological knowledge and skills. Students will also grasp the spirit of the APA Code of Ethics, follow its guidelines, and recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.</p>	<p>3.1: Students will make strides in adopting key beliefs (e.g., monism, determinism), attitudes (skepticism and intellectual curiosity, tolerance of ambiguity) and values (respect for evidence) of scientific psychology</p>	<p>Measure 1: Increases in scores on the <i>Psychology as a Science</i> questionnaire over the course of a semester when answering for themselves (Self) and their professors (Prof), the correlation between which suggests faculty serve as intellectual role models.</p> <p>Measure 2: The number of psychology faculty that graduating seniors nominate as being helpful to them and other evidence of the importance of faculty adopting mentor/tutor roles with students.</p>	<p>Measure 1: Introductory Psychology and Research Methods students increased in Self and Prof PAS scores over a semester. Changes in Self and Prof PAS scores were positively correlated.</p> <p>Measure 3: The average number of faculty identified as helpful was high (M = 4.03) and positively correlated to Educational Quality ratings ($r = .23$, $N = 163$, $p < .01$), independently of Gender, University GPA and Departmental GPA. Many students (M = 71) seek out faculty members yearly to serve as mentors and tutors in Individualized Instruction courses.</p>	<p>The data are evidence that faculty serve as intellectual role models in promoting students adoption of some beliefs, attitudes, and values, of scientific psychology.</p> <p>The data also point to the importance of making available more individualized instruction course by compensating faculty for their mentoring/tutoring work. These courses promote close working relationships between students and faculty which further their roles as mentors and tutors.</p>	<p>Individualized instruction courses may form the core of any capstone requirement that the department works out.</p> <p>Future assessments will explore more carefully the impact of individualized instruction experiences on students' adopting of a wide range of beliefs, attitudes, and values of scientific psychology.</p>
	<p>3.2: Students will describe and behave in a manner consistent with the APA ethical code regarding their research, professional, and interpersonal activities</p>	<p>Measure 1: Score on an Ethics test which assesses knowledge of APA ethics.</p> <p>Measure 2: Self-report ratings of graduating seniors about the extent to which departmental experiences promoted their ethical reasoning from not at all (1) to a lot (5)</p>	<p>Measure 1: Students increased in ethics scores from Freshman to Senior year, but no evidence of department role in difference.</p> <p>Measure 2: Graduating seniors' ratings were positive for promoting ethical reasoning (M = 4.34) and positively correlated with Education Quality ratings ($r = .71$, $N = 17$, $p < .01$), independently of Gender, University GPA, and Psychology GPA.</p>	<p>These data are partial evidence of the impact of the departmental training of ethic reasoning and we are reevaluating original questionnaire to see whether it was sensitive enough to pick up on students' own perception of their ethical reasoning development. More evidence of student learning about ethics will be forthcoming from classes.</p>	<p>There had been a concern that the ethics training is dispersed across classes in the curriculum and not centralized in any class.</p> <p>Recently ethics training has been centralized as part of PSY 2010, <i>Psychology as a Science and Profession</i>, but the class remains an elective in the curriculum.</p>

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<p>Goal 4: Inter-personal Relations and Communication</p> <p>Students will exhibit skills to professionally communicate their understanding of terms, concepts, research, and theories of the discipline to others via written and oral formats. Students will also have interpersonal skills necessary to effectively collaborative in groups with others who hold diverse opinions, beliefs, and attitudes.</p>	<p>Goal 1: Students' written and oral communication will demonstrate an adequate level of technical competence (grammar, structure, and style) and use of professional conventions (e.g., APA style and other professional conventions).</p>	<p>Measure 1: Assessing the student learning outcomes of the core content courses in the curriculum with goals of promoting written and oral communication skills.</p> <p>Measure 2: Self-report ratings of graduating seniors about the extent to which departmental experiences promoted their oral and written communication skills from not at all (1) to a lot (5)</p>	<p>Measure 1: Not completed</p> <p>Measure 2: Graduating seniors' ratings were positive for oral (M = 4.10) and written (M = 4.38) skills. The two ratings were positively correlated to each other ($r = .26$, $N = 166$, $p < .01$) and each is positively correlated with the composite Educational Quality ratings (Oral $r = .19$, $N = 166$, $p < .05$; Written $r = .17$, $N = 166$, $p < .05$), independently of Gender, University GPA and Psychology GPA.</p>	<p>There data are partial evidence of student learning written and oral skills. Additional documentation is necessary from class dedicated to promoting APA-style presentations and papers.</p>	<p>Department discussions about whether there are sufficient writing and presentation activities by students in the department.</p>
	<p>Goal 2: Student will learn to effectively work with others which include demonstrating effective listening, communicating, and collaborating skills.</p>	<p>Measure 1: Assessing the student learning outcomes of the core content courses in the curriculum with goals of promoting interpersonal relations skills.</p> <p>Measure 2: Self-report ratings of graduating seniors about the extent to which departmental experiences promoted their interpersonal relations skills from not at all (1) to a lot (5)</p>	<p>Measure 1: Not completed</p> <p>Measure 2: Graduating seniors' ratings for advances in their interpersonal relations were positive (M = 4.29) and positively correlated to the composite Educational Quality ratings ($r = .28$, $N = 168$, $p < .05$), independently of Gender, University GPA and Psychology GPA.</p>	<p>The data are interpreted as partial evidence of students improving their skills to work with others. The students own perceptions need to be confirmed with additional evidence of successful learning from students learning outcomes in individual classes which promotes interpersonal relations.</p>	<p>Department discussions about whether there is sufficient required "group" activities" in the curriculum that all student experience.</p>