Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The Undergraduate program has initiated several basic changes. First one change in curriculum has been completed. We have introduced a new course “Professional Issues in Psychology” that is now required of all prospective PY majors. This course focuses on providing students with up-to-date information about careers for psychology majors and options for graduate school. How to develop credentials for the various possibilities are identified and discussed. Second, we are introducing a second writing course, PY 391 - Junior Seminar in Psychology, to provide a scaffolding approach to the development of writing skills in the discipline. Our current writing class, PY 491 - Senior Seminar in Psychology, will build on writing lessons learned in the Junior Class. Third, in classes that warrant it, we are providing a greater focus on how to translate basic psychology ideas into testable research hypotheses (e.g., PY 356 - Research Lab in Psychology). These efforts have been extremely successful and have encouraged students to view psychology more as a collection of scientific data than set of opinions about behavior.

For Administrative Support and Student Support Units

Informed by your assessment activities, what changes have you made in your unit in the last three to five years? Describe the changes, the general results that prompted the changes, and the impact on your unit’s clients/customers that you might attribute to these changes.

None

Mission / Purpose

The Department of Psychology seeks to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission. At the undergraduate level, the Department of Psychology offers the BA and BS degrees. We also have an Honors Program in Psychology. Our primary mission is to prepare undergraduate majors for graduate work in Psychology and related disciplines. We also strive to provide the highest quality education and training for students obtaining majors and minors in Psychology, as well as students satisfying social science requirements and requirements of other academic units. At the Graduate level, the Department of Psychology offers the Ph.D. and M.A. degrees in psychology in seven concentrations across experimental and clinical psychology. Students are only admitted to the Ph.D. program and earn their M.A. as they work toward the Ph.D. The primary mission of the graduate program is to promote independent scholarship, excellent teaching skills, and clinical skills related to each student's concentration. The graduate program has a goal of producing 8-10 Ph.D.’s each year who, upon graduation, will fill psychology-related positions. The American Psychological Association has accredited the Clinical Training Program for the past 40 years, and the department intends to continue to hold the high standards associated with that accreditation.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate knowledge of psychology

Psychology majors are expected to be able to demonstrate their knowledge of the language, concepts, seminal studies, and primary theories of psychology. Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to monitor Learning Outcome 1 during the coming year. Course rubrics to assess student performance are being utilized for the first time that better reflect student learning. We have increased response rates AND believe we have a more representative sample of students on the Senior Exit Survey (110 responses in the past two years).

Connected Documents
Curriculum Maps II-Psychology B.S.
Curriculum Maps I-Psychology B.S.

Related Measures

M 1: Respond to content knowledge questions in PY Core content classes

Psychology majors will demonstrate knowledge of theory, concepts, and research in such areas as learning and cognition, biological bases of behavior, human development, socio-cultural bases of behavior. 90% of students will correctly respond to 75% of embedded content knowledge questions in PY 313, 352, 358, 361, 365, 368, 372, 413, 461, and 470. Results for the current year indicated that in the required content courses 89 - 95% of students have achieved satisfactory or excellent performance levels in Identifying and Defining Major Terms and Concepts and in Describing Major Theories. 85 - 90% of students in these classes have been judged by faculty to have demonstrated the ability to Think Critically about Current Research and Major Perspectives in Psychology.

Source of Evidence: Standardized test of subject matter knowledge
90% of students will achieve 75% or greater performance on content knowledge.

**M 2: Respond to theory identified questions in PY 471**
Psychology majors will be able to explain the major perspectives of Psychology (e.g., behavioral, cognitive, evolutionary, humanistic, physiological, and socio-cultural). 90% of students will correctly respond to 75% of embedded theory identified questions in PY 471 (History and Systems of Psychology). Results indicate that 88% of students met criteria of satisfactory or excellent based on faculty assessment of student performance in 2012-2013.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
90% of students will demonstrate knowledge of 75% of theory questions on assessments in PY 471.

**M 3: Summarize three seminal studies**
Psychology majors will identify and summarize major research studies in a specific area of psychology research (of their own choosing). 90% of students will provide an in depth coverage of a selected topic in psychology that is coherent, well-organized, and with assertions that are supported by evidence from the literature in written or oral literature reviews presented in senior seminar classes. Based on faculty assessment in 90% of the W designated classes in Psychology (PY 379, PY 491) approximately 85% of all students met criteria for very good to excellent, with an additional 10% meeting criteria for satisfactory.

Planned improvements - we will begin to assess midterm vs final performance to obtain measures of growth throughout the semester.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
90% of students will incorporate an adequate summary of at least three relevant, seminal studies associated with specialty area topics in written/oral presentations in Senior Seminar classes.

**M 4: Response to Senior Exit Survey**
Psychology majors will feel that they have sufficient knowledge to lead discussions of Psychology for non-majors. In their responses on a Senior Exit Survey, 90% of majors will self-identify as having sufficient knowledge to prepare a presentation in at least two content areas to be given to non-majors such as Elementary School Teachers (chosen from Abnormal, Cognitive, Developmental, Learning, Physiological, and Social Psychology). Based on our full sample, approximately 85% of those who replied feel they have been adequately prepared to discuss current knowledge in Psychology in at least two major content area. An additional 60% feel they could adequately address a third content area. Other results from the survey suggest that students feel that the PY major has assisted in the development of skills they will be using in the future (e.g.,

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
90% of responding majors will self identify as having two domains of psychology that they feel they have adequate knowledge to share with persons without a background in Psychology.

**Related Action Plans (by Established cycle, then alpha):**

**Re-evaluate Student Assessment of Own Knowledge**
For the past two years, students have identified "Personality" and "Physiological" psychology as weaknesses in their knowledge base in responses on our senior exit survey. If true, I would pass this information on to the instructors and expect them to address it. However, a higher percentage have responded to these classes than would be expected based on course enrollments. We want to determine if persons who consider this a weakness actually took the relevant classes or if they are responding to knowledge based on, for example, material taught in an Introductory class.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
**Measure:** Response to Senior Exit Survey | **Outcome/Objective:** Demonstrate knowledge of psychology

**Implementation Description:** We will modify the Senior Exit Survey to restrict responses on knowledge questions to students who identify themselves as having taken the class. This will provide a more accurate data base.

**Responsible Person/Group:** Ed Merrill/Undergraduate Committee

**M 5: Increase Response Rate to Senior exit survey**
We will calculate the change in percentage of students responding to the senior exit survey from the previous year to the coming year.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established

**SLO 2: Demonstrate Ability to communicate knowledge of Psychology**
Psychology majors are expected to demonstrate their ability to communicate knowledge of Psychology in a variety of formats. Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to monitor student attainment of Learning Outcome 2 during the coming year. New course rubrics to assess student performance that better reflect student learning are now being used. Writing is assessed in various formats throughout the curriculum.

**Connected Documents**
Curriculum Maps II-Psychology B.S.
Curriculum Maps I-Psychology B.S.
M 6: Ability to write research reports in APA style
Psychology majors will demonstrate an ability to write research reports using APA style. 90% of majors will meet criteria based on grammatical usage, APA style, hypothesis development, literature review, organization, clarity of presentation of method and results, and discussion of implications on PY 356 (Research Lab) papers.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 90% of majors will meet writing criteria on research lab (PY 356) papers.

Increase Exercises Related to Identifying Research Hypotheses
Many students experience a great deal of difficulty identifying testable research hypotheses associated with specific research questions. Although we observed some improvement in the past year - we want to see more.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Ability to write research reports in APA style
  - Outcome/Objective: Demonstrate ability to communicate knowledge of Psychology

Implementation Description: PY 356 supervisor will increase opportunities to learn how to generate research hypotheses from general research questions. In the past, these were non-credit exercises. They will now be added as graded exercises.
Responsible Person/Group: Ed Merrill or other supervisor of PY 356 sections.

M 7: Ability to present arguments on contemporary issues in psychology
Psychology majors will demonstrate an ability to present clear, concise, and justified arguments on contemporary issues in psychology. 90% of majors will meet criterion performance on multiple reaction and analytical papers written for several required courses (PY 352, PY 358, PY 365, and PY 372) based on grammatical usage, content development, clarity and organization, and coherence of argument.
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: No Target Established

M 8: Ability to prepare literature review
Psychology majors will demonstrate an ability to prepare a comprehensive literature review that addresses a question of interest to psychologists. 90% of majors will meet criteria for the preparation of comprehensive literature reviews required as a component of papers in most Senior Seminars (PY 491). Assessment criteria will include grammatical usage, organization, adequacy of content, and format (e.g., APA Style).
Source of Evidence: Written assignment(s), usually scored by a rubric
Target: 90% of majors will perform at or above faculty criteria in Senior Seminar classes.

M 9: Ability to communicate about issues in psychology via oral presentation
Psychology majors will demonstrate an ability to communicate about issues in psychology through oral presentation. 90% of majors will meet criteria for oral presentation of issues in psychology in formal presentations made as part of course requirements in many Senior Seminars (PY 491). Criteria for evaluation will include presentation style, organization and content, use of visual aids, and ability to answer questions.
Source of Evidence: Presentation, either individual or group
Target: No target specified

SLO 3: Demonstrate ability to apply basic research methods
Psychology majors are expected to demonstrate an understanding of and an ability to apply basic research methods in psychology including major principles of research design, data analysis, and interpretation of results. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). The primary improvement planned for the coming year will address the major weakness observed in student use of statistics to address research questions. PY 356 instructors now provide a basic statistics review at the start of the semester and continue to focus on the basics of hypothesis testing through the use of statistics during the full semester. In addition, more concentrated effort has been made to ensure that undergraduate students are being encouraged to receive additional research experience through independent research with faculty.

Connected Documents
- Curriculum Maps II-Psychology B.S.
- Curriculum Maps I-Psychology B.S.

M 10: Knowledge of primary statistical procedures
Psychology majors will demonstrate basic knowledge of primary statistical procedures used in the analysis of psychological data. 90% of majors will respond correctly to multiple choice questions and computational problems on exams in PY 211 (Elementary Statistics)
Source of Evidence: Standardized test of subject matter knowledge
Target: No Target Specified

Related Action Plans (by Established cycle, then alpha):
- Re-evaluate Assessment of Statistical Knowledge
An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Knowledge of primary statistical procedures | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

M 11: Ability to use computer software analyzing psychological data
Psychology majors will demonstrate the ability to use computer software in the analysis of psychological data. 90% of majors will achieve a grade of 80% or better on SPSS data analysis projects completed in PY 211 AND PY 356 (Research Lab).

Source of Evidence: Academic direct measure of learning - other

Target: No Target Specified.

Related Action Plans (by Established cycle, then alpha):

Re-evaluate Application of Statistical Knowledge
An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to use computer software analyzing psychological data | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

M 12: Ability to design methods to collect data and answer basic research questions
Psychology majors will demonstrate an ability to design appropriate methods to collect data and answer basic research questions. 90% of psychology majors will reach criteria on the preparation of a research proposal as part of PY 356. Criteria for evaluation will include developing a clear and testable research hypothesis, identifying a method that will adequately test the hypothesis, and selecting a statistical method that will appropriately analyze expected data.

Source of Evidence: Writing exam to assure certain proficiency level

Target: 90% of psychology majors will reach criteria on the preparation of a research proposal as part of PY 356. Criteria for evaluation will include developing a clear and testable research hypothesis, identifying a method that will adequately test the hypothesis, and selecting a statistical method that will appropriately analyze expected data.

M 13: Knowledge of Research Principles
Psychology majors will demonstrate knowledge of basic research principles and procedures in their performance in PY 355.

Source of Evidence: Academic direct measure of learning - other

Target: 90% of majors will respond correctly to at least 75% of questions of research knowledge on exams in PY 355 (Experimental Psychology).

SLO 4: Demonstrate the application of basic principles to everyday life
Psychology majors are expected to demonstrate the application of basic principles of psychology to aspects of everyday life.

Connected Documents
  Curriculum Maps II-Psychology B.S.
  Curriculum Maps I-Psychology B.S.

Related Measures

M 14: Engagement in service activities
Psychology majors will engage in service activities relevant to the application of psychological principles. 75% of psychology majors are expected to engage in graded, volunteer, and paid service delivery opportunities in relevant service provider settings (e.g., schools, help centers, nursing homes, residential facilities, etc. Data will be obtained from the Senior Exit Survey.

Source of Evidence: Academic direct measure of learning - other

Target: 75% of majors will engage in significant service activities related to psychology during their undergraduate experience.
M 15: Identify examples of application of psychological principles in daily lives
Psychology majors will be able to identify examples of the appropriate application of psychological principles in their lives or the lives of others. 90% of majors will meet criteria for identifying and describing principles of psychology that affect various aspects of their experiences or the experiences of others that they observe [e.g., classical conditioning in PY 358 (Abnormal Psychology) and PY 361 (Psychology of Learning), implicit learning in PY 361 and PY 470 (Cognitive Psychology), and observation of behavior in PY 352 (Developmental Psychology), PY 461 (Child Psychology), and PY 491].  Criteria for evaluation will include identifying relevant basic principle and describing how those principles relate to personal or observed experience.

Source of Evidence: Academic direct measure of learning - other
Target: No Target Specified.

SLO 5: Ability to identify career opportunities
Students will be able to identify career opportunities in psychology and related disciplines. A one hour class was established two years ago (PY 321 - Professional Issues in Psychology) to provide students with information about careers in psychology related fields. We were not able to offer the class last year, but have it in place to be taught at least once in each of the next several years. If necessary, we will add the course to the required curriculum for PY majors. This information is also provided through Psi Chi and Psychology Club meetings.

Connected Documents
Curriculum Maps II-Psychology B.S.
Curriculum Maps I-Psychology B.S.

Related Measures
M 16: Ability to identify career opportunities
This measure has been modified for the 2011/2012 assessment. Psychology majors now have the opportunity to take a one credit hour course in “Professional Issues in Psychology” (PY 321). Upon completion of the class, students will be expected to demonstrate knowledge of job possibilities and graduate school opportunities, the ability to search for credentials needed for acceptance in various graduate programs, and the ability to construct a resume suitable for application to jobs and graduate school. 90% of students are expected to exhibit good or very good skills necessary for identifying and applying for post-graduate opportunities as assessed by reaction paper assignments (e.g., locating graduate programs in PY and Writing a Resume).

Source of Evidence: Academic direct measure of learning - other
Target: No Target Established.

M 17: Identify relevant graduate school options
Psychology majors will be able to identify career opportunities for persons with MA, EdS., EdD, PsyD, and PhD. Degrees in Psychology and related fields. Data will be obtained from the Senior Exit Survey.

Source of Evidence: Academic direct measure of learning - other
Target: No Target Established

Related Action Plans (by Established cycle, then alpha):
Evaluate Preparation to Apply to Graduate School
While it is clear that majors feel the need to get a graduate degree, it is not clear how prepared they feel to identify and make application to relevant graduate programs. We will attempt to assess that information with our senior exit survey.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Identify relevant graduate school options | Outcome/Objective: Ability to identify career opportunities

Implementation Description: Appropriate questions will be added to the senior exit survey. These questions will be answered by students applying to graduate school within two years of graduation.
Projected Completion Date: 03/2013
Responsible Person/Group: Ed Merrill/Undergraduate Committee

M 18: Experiment with a 1-hour elective class in professional issues
We will experiment with a 1-hour elective class in professional issues offered to sophomore Psychology majors. The number of students who enroll in the course will be reported.

Source of Evidence: Academic direct measure of learning - other
Target: No Target Established.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
OthOtm 6: Program Outcome: High Level of Recognized Quality
The program will improve and maintain a high level of recognized quality. The following improvements were implemented to address the committees’ concern that Pre PY majors were not receiving adequate advice/guidance about the department and their major: 1. Pre- PY majors can choose to receive academic advising in the department. The department has initiated general advising sessions. At first, these were conducted by the director of advising. During the past two years, a peer advising program has been implemented allowing freshman and sophomore pre-majors to learn about the department from Honors students and Psi Chi students. 2. A departmental undergraduate handbook has been developed and is available to anyone interested in a Psychology Major. The handbook includes information about the Major and
Minor curriculum, declaring a major/minor, extra-curricular activities, preparing for graduate school, career options, etc. 3.
An active Psychology Club has been started. The Psychology Club provides a bridge for students who have not completed enough hours to join Psi Chi and an avenue for students who have not achieved grades for Psi Chi eligibility to learn about the Psychology Department. Psychology Club provides information about the department (e.g., research opportunities, advising) to interested Psychology Majors. 4. A departmental Webpage is available with information about the department and is accessible to all. 5. The Undergraduate Honors Program has nearly doubled in size since the external review – going from 10 to 18 students.

Related Measures

M 20: Report Strength
Strengths from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

M 21: Report Opportunities
Opportunities from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

M 22: Report List of Recommendations
Recommendations from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

M 23: Report actions taken based on recommendations
Actions taken based on recommendations from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

M 24: Summarize the impact of improvements
The impact of the improvements from 2009-10 will be summarized.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 25: Number of declared PY and Pre-PY majors
Number of declared PY and Pre-PY majors, as of the fall semester, for the past 5 years will be calculated.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

M 26: Number of Degrees Awarded
Number of degrees (BA and BS) awarded for the past 5 years (summer, fall, spring combined) will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

M 27: Number of senior seminars offered
Number of senior seminars offered (summer, fall, spring combined) for the past 5 years will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

OthOtcm 8: Program Outcome: Highly Valued by Graduates and Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves. According to the data, the vast majority of our students value the psychology major, and almost 70% indicated that the program prepared them for graduate or professional school. However, less than 50% of the participants responded that the courses prepared them for employment. This is because the psychology major is a liberal arts degree, not a professional degree, which means that there is no single type of employment to prepare the students for.

Related Measures

M 28: Results of the NSSE on quality of the major
The number and percent of graduating majors who rate as Excellent or Good the quality of the major, based on the most recent National Survey of Student Engagement (NSSE), will be calculated.
Source of Evidence: Student course evaluations on learning gains made
Target: No Target Established.
M 29: Results of the NSSE on quality of the courses preparation for further study

The number and percent of graduating majors who rate as Excellent or Good the quality of the courses for preparation for graduate or professional school, based on the most recent National Survey of Student Engagement (NSSE) will be calculated.

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

M 30: Results of the NSSE on quality of the courses preparation for employment

The number and percent of graduating majors who rate as Excellent or Good the quality of the courses for preparation for employment, based on the most recent National Survey of Student Engagement (NSSE) will be calculated.

Source of Evidence: Student course evaluations on learning gains made

Target: No Target Established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Evaluate Preparation to Apply to Graduate School

While it is clear that majors feel the need to get a graduate degree, it is not clear how prepared they feel to identify and make application to relevant graduate programs. We will attempt to assess that information with our senior exit survey.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Identify relevant graduate school options
- Outcome/Objective: Ability to identify career opportunities

Implementation Description: Appropriate questions will be added to the senior exit survey. These questions will be answered by students applying to graduate school within two years of graduation.

Projected Completion Date: 03/2013
Responsible Person/Group: Ed Merrill/Undergraduate Committee

Increase Exercises Related to Identifying Research Hypotheses

Many students experience a great deal of difficulty identifying testable research hypotheses associated with specific research questions. Although we observed some improvement in the past year - we want to see more.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Ability to write research reports in APA style
- Outcome/Objective: Demonstrate Ability to communicate knowledge of Psychology

Implementation Description: PY 356 supervisor will increase opportunities to learn how to generate research hypotheses from general research questions. In the past, these were non-credit exercises. They will now be added as graded exercises.

Responsible Person/Group: Ed Merrill or other supervisor of PY 356 sections.

Re-evaluate Application of Statistical Knowledge

An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Ability to use computer software analyzing psychological data
- Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Re-evaluate Assessment of Statistical Knowledge

An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Knowledge of primary statistical procedures
- Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Re-evaluate Student Assessment of Own Knowledge
For the past two years, students have identified "Personality" and "Physiological" psychology as weaknesses in their knowledge base in responses on our senior exit survey. If true, I would pass this information on to the instructors and expect them to address it. However, a higher percentage have responded to these classes than would be expected based on course enrollments. We want to determine if persons who consider this a weakness actually took the relevant classes or if they are responding to knowledge based on, for example, material taught in an introductory class.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
 Measure: Response to Senior Exit Survey | Outcome/Objective: Demonstrate knowledge of psychology

Implementation Description: We will modify the Senior Exit Survey to restrict responses on knowledge questions to students who identify themselves as having taken the class. This will provide a more accurate data base.

Responsible Person/Group: Ed Merrill/Undergraduate Committee

Add additional assessment of learning in senior seminar writing
Student learning appears to be at a very high level. We will continue to monitor student learning outcomes and add a measure of midterm learning against which final learning can be compared.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Implementation Description: We will have new rubrics to assess performance at multiple times in the semester.
Responsible Person/Group: Ed Merrill

Add midterm assessment
We plan to add a midterm assessment to evaluate progress throughout the semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue with previous action plan
We will continue with the plan proposed in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue
We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue previously established action plan
We will continue with the action plan established in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue previously established action plan
We will continue with the action plan established in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
The increased exercises have been useful. We will continue to monitor their effectiveness.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
Response rates were up this past year. We will continue to monitor our progress in the coming semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor student learning associated with this outcome.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor student performance associated with this learning outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor student progress and determine if any changes are needed. A new instructor will be put in charge of this class in the near future. When identified, Ed Merrill will consult with the instructor to evaluate future assessment related concerns.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor student progress using our new rubrics and determine if any future changes may be necessary.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Implementation Description: Monitoring
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor student responses on Senior Exit survey.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Continue to monitor
We will continue to monitor the number of senior seminars that provide oral presentation opportunities and the effectiveness of preparing students to do so.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill

Evaluate progress in students taking PY 321
We will begin to monitor the likelihood of students electing to take our course in Professional Issues in Psychology. We now are able to offer the class at least once a year. If students do not elect to take the course as an elective, we may consider making it a major requirement.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Offer PY 321 at least once a year and monitor student learning outcomes.
Responsible Person/Group: Ed Merrill

Evaluate the effectiveness of PY 321 in providing this information.
Rubrics will be produced to assess student learning of career options in PY as they complete PY 321.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ed Merrill
Mission / Purpose
The Department of Psychology seeks to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission. At the undergraduate level, the Department of Psychology offers the BA and BS degrees. We also have an Honors Program in Psychology. Our primary mission is to prepare undergraduate majors for graduate work in Psychology and related disciplines. We also strive to provide the highest quality education and training for students obtaining majors and minors in Psychology, as well as students satisfying social science requirements and requirements of other academic units. At the Graduate level, the Department of Psychology offers the Ph.D. and M.A. degrees in psychology in seven concentrations across experimental and clinical psychology. Students are only admitted to the Ph.D. program and earn their M.A. as they work toward the Ph.D. The primary mission of the graduate program is to promote independent scholarship, excellent teaching skills, and clinical skills related to each student's concentration. The graduate program has a goal of producing 8-10 Ph.D.'s each year who, upon graduation, will fill psychology-related positions. The American Psychological Association has accredited the Clinical Training Program for the past 40 years, and the department intends to continue to hold the high standards associated with that accreditation.

SLO 1: Demonstrate knowledge of psychology
Psychology majors are expected to be able to demonstrate their knowledge of the language, concepts, seminal studies, and primary theories of psychology Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to monitor Learning Outcome 1 during the coming year. Course rubrics to assess student performance are being utilized for the first time that better reflect student learning. We have increased response rates AND believe we have a more representative sample of students on the Senior Exit Survey (110 responses in the past two years).

Connected Documents
Curriculum Maps II-Psychology B.S.
Curriculum Maps I-Psychology B.S.

Related Measures
M 1: Respond to content knowledge questions in PY Core content classes
Psychology majors will demonstrate knowledge of theory, concepts, and research in such areas as learning and cognition, biological bases of behavior, human development, socio-cultural bases of behavior. 90% of students will correctly respond to 75 % of embedded content knowledge questions in PY 313, 352, 358, 361, 365, 368, 372, 413, 461, and 470. Results for the current year indicated that in the required content courses 89 - 95% of student have achieved satisfactory or excellent performance levels in Identifying and Defining Major Terms and Concepts and in Describing Major Theories. 85 - 90% of students in these classes have been judged by faculty to have demonstrated the ability to Think Critically about Current Research and Major Perspectives in Psychology.

Source of Evidence: Standardized test of subject matter knowledge
Target: 90% of students will achieve 75% or greater performance on content knowledge.

Finding (2012-2013) - Target: Met
Results are based on faculty assessment of student learning. Results for the current year indicated that in the required content courses 89 - 95% of students have achieved satisfactory or excellent performance levels in Identifying and Defining Major Terms and Concepts and in Describing Major Theories. 85 - 90% of students in these classes have been judged by faculty to have demonstrated the ability to Think Critically about Current Research and Major Perspectives in Psychology. The new rubrics have allowed us to assess performance in greater detail. Students appear to be learning the content expected of them in courses required for the major. We consider this goal to have been met.

Related Action Plans (by Established cycle, then alpha):
Continue to monitor
We will continue to monitor student progress using our new rubrics and determine if any future changes may be necessary.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Respond to content knowledge questions in PY Core content classes
Outcome/Objective: Demonstrate knowledge of psychology
Implementation Description: Monitoring
Responsible Person/Group: Ed Merrill

M 2: Respond to theory identified questions in PY 471
Psychology majors will be able to explain the major perspectives of Psychology (e.g., behavioral, cognitive, evolutionary, humanistic, physiological, and socio-cultural). 90 % of students will correctly respond to 75% of embedded theory identified questions in PY 471 (History and Systems of Psychology). Results indicate that 88% of...
students met criteria of satisfactory or excellent based on faculty assessment of student performance in 2012-2013.

Source of Evidence: Standardized test of subject matter knowledge

Target: 90% of students will demonstrate knowledge of 75% of theory questions on assessments in PY 471.

Finding (2012-2013) - Target: Met

Results based on faculty evaluation of student performance from Spring semester 2013 indicates that 85% of students met this criterion when assessing OVERALL course performance. We are still working on developing new rubrics that will provide a better and more detailed analysis of performance. Our initial attempts to do so were not as successful as hoped. Nevertheless, we conclude that our goal has essentially been met. Student performance has essentially been stable across the two assessment periods available.

Related Action Plans (by Established cycle, then alpha):

Continue to monitor
We will continue to monitor student progress and determine if any changes are needed. A new instructor will be put incharge of this class in the near future. When identified, Ed Merrill will consult with the instructor to evaluate future assessment related concerns.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Respond to theory identified questions in PY 471 | Outcome/Objective: Demonstrate knowledge of psychology

Responsible Person/Group: Ed Merrill

M 3: Summarize three seminal studies
Psychology majors will identify and summarize major research studies in a specific area of psychology research (of their own choosing). 90% of students will provide an in depth coverage of a selected topic in psychology that is coherent, well-organized, and with assertions that are supported by evidence from the literature in written or oral literature reviews presented in senior seminar classes. Based on faculty assessment in 90% of the W designated classes in Psychology (PY 379, PY 491) approximately 85% of all students met criteria for very good to excellent, with an additional 10% meeting criteria for satisfactory in written presentation. Faculty assessment indicates approximately 50% of seminars use oral presentations. Approximately 80% of students met criteria for very good or excellent, with an additional 15% meeting criteria for satisfactory.

Planned improvements - we will begin to assess midterm vs final performace to obtain measures of growth throughout the semester.

Source of Evidence: Writing exam to assure certain proficiency level

Target: 90% of students will incorporate an adequate summary of at least three relevant, seminal studies associated with specialty area topics in written/oral presentations in Senior Seminar classes.

Finding (2012-2013) - Target: Met

Based on faculty assessment in 90% of the W designated classes in Psychology (PY 379, PY 491) approximately 85% of all students met criteria for very good to excellent, with an additional 10% meeting criteria for satisfactory in written presentation. Faculty assessment indicates approximately 50% of seminars use oral presentations. Approximately 80% of students met criteria for very good or excellent, with an additional 15% meeting criteria for satisfactory. We consider this goal to have been met. Performance in this area appears to be relatively stable over the past two years.

Related Action Plans (by Established cycle, then alpha):

Add additional assessment of learning in senior seminar performance
Student learning appears to be at a very high level. We will continue to monitor student learning outcomes and add a measure of midterm learning against which final learning can be compared.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Summarize three seminal studies | Outcome/Objective: Demonstrate knowledge of psychology

Implementation Description: We will have new rubrics to assess performance at multiple times in the semester.

Responsible Person/Group: Ed Merrill

M 4: Response to Senior Exit Survey
Psychology majors will feel that they have sufficient knowledge to lead discussions of Psychology for non-majors. In their responses on a Senior Exit Survey, 90% of majors will self-identify as having sufficient knowledge to prepare a presentation in at least two content areas to be given to non-majors such as Elementary School Teachers (chosen from Abnormal, Cognitive, Developmental, Learning, Physiological, and Social Psychology). Based on our full sample, approximately 85% of those who replied feel they have been adequately prepared to discuss current knowledge in Psychology in at least two major content area. An additional 80% feel they could adequately address a third content area. Other results from the survey suggest that students feel that the PY major has assisted in the development of skills they will be using in the future (e.g.,

Source of Evidence: Student satisfaction survey at end of the program

Target: 90% of responding majors will self identify as having two domains of psychology that they feel they have adequate knowledge to share will persons without a background in Psychology.

Finding (2012-2013) - Target: Met
Based on our full sample, approximately 85-90% of those who replied feel they have been adequately prepared to discuss current knowledge in Psychology in at least two major content area. An additional 60% feel they could adequately address a third content area. We consider this goal to be essentially met. Other results from the survey suggest that students feel that the PY major has assisted in the development of general skills they will be using in the future (e.g., research understanding, library use, critical thinking, oral communication, and written communication), with 65-89% of responders reporting that coursework in Psychology played an integral role in helping them develop these skills.

Related Action Plans (by Established cycle, then alpha):

Re-evaluate Student Assessment of Own Knowledge

For the past two years, students have identified "Personality" and "Physiological" psychology as weaknesses in their knowledge base in responses on our senior exit survey. If true, I would pass this information on to the instructors and expect them to address it. However, a higher percentage have responded to these classes than would be expected based on course enrollments. We want to determine if persons who consider this a weakness actually took the relevant classes or if they are responding to knowledge based on, for example, material taught in an Introductory class.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Response to Senior Exit Survey | Outcome/Objective: Demonstrate knowledge of psychology
Implementation Description: We will modify the Senior Exit Survey to restrict responses on knowledge questions to students who identify themselves as having taken the class. This will provide a more accurate data base.
Responsible Person/Group: Ed Merrill/Undergraduate Committee

Continue to monitor
We will continue to monitor student responses on Senior Exit survey.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Response to Senior Exit Survey | Outcome/Objective: Demonstrate knowledge of psychology

Responsible Person/Group: Ed Merrill

M 5: Increase Response Rate to Senior exit survey
We will calculate the change in percentage of students responding to the senior exit survey from the previous year to the coming year.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established

Finding (2012-2013) - Target: Partially Met
This year's response rate increased to 40% (from approximately 15 - 20% over the past two years). Because it is voluntary, we may not get much additional improvement. We are considering embedding response to the survey as a requirement for PY 491

Related Action Plans (by Established cycle, then alpha):

Continue to monitor
Response rates were up this past year. We will continue to monitor our progress in the coming semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Increase Response Rate to Senior exit survey | Outcome/Objective: Demonstrate knowledge of psychology

Responsible Person/Group: Ed Merrill

SLO 2: Demonstrate Ability to communicate knowledge of Psychology
Psychology majors are expected to demonstrate their ability to communicate knowledge of Psychology in a variety of formats Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to monitor student attainment of Learning Outcome 2 during the coming year. New course rubrics to assess student performance that better reflect student learning are now being used. Writing is assessed in various formats throughout the curriculum.

Connected Documents
Curriculum Maps II-Psychology B.S.
Curriculum Maps I-Psychology B.S.

Related Measures

M 6: Ability to write research reports in APA style
Psychology majors will demonstrate an ability to write research reports using APA style. 90% of majors will meet criteria based grammatical usage, APA style, hypothesis development, literature review, organization, clarity of presentation of method and results, and discussion of implications on PY 356 (Research Lab) papers.

Source of Evidence: Written assignment(s), usually scored by a rubric
**Target:**
90% of majors will meet writing criteria on research lab (PY 356) papers.

**Finding (2012-2013) - Target: Partially Met**
Results: Data based on Lab instructor evaluations using a sample of 90% of PY 356 (Research Lab) courses indicate that 83% of students met criteria for written expression based on grammatical usage, APA style, literature review, organization, clarity of presentation of method and results. Hypothesis development and discussion of implications of results were improved this year (approximately 85% met standards in these areas).

Interpretation and Conclusions: Student performance on several aspects of writing essentially meets our goals. The focus on hypothesis development and interpretation of results has helped improve overall performance.

**Related Action Plans (by Established cycle, then alpha):**

**Increase Exercises Related to Identifying Research Hypotheses**
Many students experience a great deal of difficulty identify testable research hypotheses associated with specific research questions. Although we observed some improvement in the past year - we want to see more.

*Established in Cycle:* 2011-2012  
*Implementation Status:* Planned  
*Priority:* Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Ability to write research reports in APA style  
- **Outcome/Objective:** Demonstrate Ability to communicate knowledge of Psychology

**Implementation Description:** PY 356 supervisor will increase opportunites to learn how to generate research hypotheses from general research questions. In the past, these were non-credit exercises. They will now be added as graded exercises.

**Responsible Person/Group:** Ed Merrill or other supervisor of PY 356 sections.

**Continue to monitor**
The increased exercises have been useful. We will continue to monitor their effectiveness.

*Established in Cycle:* 2012-2013  
*Implementation Status:* Planned  
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Ability to write research reports in APA style  
- **Outcome/Objective:** Demonstrate Ability to communicate knowledge of Psychology

**Responsible Person/Group:** Ed Merrill

**M 7: Ability to present arguments on contemporary issues in psychology**
Psychology majors will demonstrate an ability to present clear, concise, and justified arguments on contemporary issues in psychology. 90% of majors will meet criterion performance on multiple reaction and analytical papers written for several required courses (PY 352, PY 358, PY 365, and PY 372) based on grammatical usage, content development, clarity and organization, and coherence of argument.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**
No Target Established

**Finding (2012-2013) - Target: Met**
Results: Results indicate that approximately 75% of core courses require students to write reaction papers, application papers, etc. on topics covered in the classes. Based on faculty assessments, 84 - 99% of student across the various classes have met criteria for satisfactory communication of knowledge on contemporary issues in psychology. We consider this goal to be met. Interpretation and conclusions: Students are demonstrate an ability to discuss psychological principles and their interpretation with a good level of understanding.

**Related Action Plans (by Established cycle, then alpha):**

**Continue to monitor**
Papers will continue to monitored for this outcome.

*Established in Cycle:* 2012-2013  
*Implementation Status:* Planned  
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Ability to present arguments on contemporary issues in psychology  
- **Outcome/Objective:** Demonstrate Ability to communicate knowledge of Psychology

**Responsible Person/Group:** Ed Merrill

**M 8: Ability to prepare literature review**
Psychology majors will demonstrate an ability to prepare a comprehensive literature review that addresses a question of interest to psychologists. 90% of majors will meet criteria for the preparation of comprehensive literature reviews required as a component of papers in most Senior Seminars (PY 491). Assessment criteria will include grammatical usage, organization, adequacy of content, and format (e.g., APA Style).

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**
90% of majors will perform at or above faculty criteria in Senior Seminar classes.

**Finding (2012-2013) - Target: Met**
Results: Data based on Faculty Assessment from a sample of 90% of PY 379, PY 479, and PY 491 indicate that 96% of senior seminar students. These results are essentially identical to previous year assessments.

Interpretation and Conclusions: Competence in writing is a College/University requirement. ALL seniors will...
meet criteria on this outcome prior to graduation.

**Related Action Plans (by Established cycle, then alpha):**

**Add midterm assessment**
We plan to add a midterm assessment to evaluate progress throughout the semester.

*Established in Cycle:* 2012-2013  
*Implementation Status:* Planned  
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Ability to prepare literature review  
- **Outcome/Objective:** Demonstrate Ability to communicate knowledge of Psychology

*Responsible Person/Group:* Ed Merrill

### M 9: Ability to communicate about issues in psychology via oral presentation
Psychology majors will demonstrate an ability to communicate about issues in psychology through oral presentation. 90% of majors will meet criteria for oral presentation of issues in psychology in formal presentations made as part of course requirements in many Senior Seminars (PY 491). Criteria for evaluation will include presentation style, organization and content, use of visual aids, and ability to answer questions.

*Source of Evidence:* Presentation, either individual or group

*Target:*  
No target specified

**Finding (2012-2013) - Target: Met**

**Results:** Faculty assessment indicates approximately 50% of seminars use oral presentations. Approximately 80% of students met criteria for very good or excellent oral presentation skills, with an additional 15% meeting criteria for satisfactory. We consider this goal to have been met. Students are developing reasonable skills in oral presentation during senior seminar experiences.

**Related Action Plans (by Established cycle, then alpha):**

**Continue to monitor**
We will continue to monitor student learning associated with this outcome.

*Established in Cycle:* 2012-2013  
*Implementation Status:* Planned  
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Ability to communicate about issues in psychology via oral presentation  
- **Outcome/Objective:** Demonstrate Ability to communicate knowledge of Psychology

*Responsible Person/Group:* Ed Merrill

### SLO 3: Demonstrate ability to apply basic research methods
Psychology majors are expected to demonstrate an understanding of and an ability to apply basic research methods in psychology including major principles of research design, data analysis, and interpretation of results. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). The primary improvement planned for the coming year will address the major weakness observed in student use of statistics to address research questions. PY 356 instructors now provide a basic statistics review at the start of the semester and continue to focus on the basics of hypothesis testing through the use of statistics dur the full semester. In addition, more concentrated effort has been made to ensure that undergraduate students are being encouraged to receive additional research experience through independent research with faculty.

**Connected Documents**
- Curriculum Maps II-Psychology B.S.
- Curriculum Maps I-Psychology B.S.

**Related Measures**

### M 10: Knowledge of primary statistical procedures
Psychology majors will demonstrate basic knowledge of primary statistical procedures used in the analysis of psychological data. 90% of majors will respond correctly to multiple choice questions and computational problems on exams in PY 211 (Elementary Statistics)

*Source of Evidence:* Standardized test of subject matter knowledge

*Target:*  
No Target Specified

**Finding (2012-2013) - Target: Partially Met**

**Results:** Faculty assessment of student performance using multiple measures indicate that approximately 80% of students performed at or about satisfactory levels in descriptive and inferential statistics understanding and calculations. Somewhat fewer (approx. 70%) performed at or above satisfactory levels in statistical reasoning. This is difficult to associate with program goals because only about 20% of the students in our PY 211 classes are actually PY majors. We will look to procedures for identifying program students to assess their performance independent of others. One option being considered is to assess statistics knowledge when student enter PY 356 (Research Lab) which requires PY 211 as a prerequisite.

**Related Action Plans (by Established cycle, then alpha):**

**Re-evaluate Assessment of Statistical Knowledge**
An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

*Established in Cycle:* 2011-2012  
*Implementation Status:* Planned  
*Priority:* High
Relationships (Measure | Outcome/Objective):

Measure: Knowledge of primary statistical procedures | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Continue previously established action plan

We will continue with the action plan established in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):

Measure: Knowledge of primary statistical procedures | Outcome/Objective: Demonstrate ability to apply basic research methods

Responsible Person/Group: Ed Merrill

M 11: Ability to use computer software analyzing psychological data

Psychology majors will demonstrate the ability to use computer software in the analysis of psychological data. 90% of majors will achieve a grade of 80% or better on SPSS data analysis projects completed in PY 211 AND PY 356 (Research Lab).

Source of Evidence: Academic direct measure of learning - other

Target: No Target Specified.

Finding (2012-2013) - Target: Met

Results: Based on faculty assessment of student performance on SPSS assignments in PY 211 and PY 356, 95% of students have acquired knowledge about the use of statistical software to analyze data associated with psychological research. We consider outcome to be satisfactory, even though not specific goal had been set. We will continue to monitor performance in the future to determine whether additional goals would be appropriate.

Related Action Plans (by Established cycle, then alpha):

Re-evaluate Application of Statistical Knowledge

An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):

Measure: Ability to use computer software analyzing psychological data | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Continue previously established action plan

We will continue with the action plan established in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):

Measure: Ability to use computer software analyzing psychological data | Outcome/Objective: Demonstrate ability to apply basic research methods

Responsible Person/Group: Ed Merrill

M 12: Ability to design methods to collect data and answer basic research questions

Psychology majors will demonstrate an ability to design appropriate methods to collect data and answer basic research questions. 90% of psychology majors will reach criteria on the preparation of a research proposal as part of PY 356. Criteria for evaluation will include developing a clear and testable research hypothesis, identifying a method that will adequately test the hypothesis, and selecting a statistical method that will appropriately analyze expected data.

Source of Evidence: Writing exam to assure certain proficiency level

Target:

90% of psychology majors will reach criteria on the preparation of a research proposal as part of PY 356. Criteria for evaluation will include developing a clear and testable research hypothesis, identifying a method that will adequately test the hypothesis, and selecting a statistical method that will appropriately analyze expected data.

Finding (2012-2013) - Target: Met

Results Data from faculty assessment of student research proposals indicate that 90% of students met criteria for generating and writing a research proposal in Psychology. We also obtained data indicating that 83% achieved criteria for identifying and translating basic research ideas into workable hypotheses. This is an additional improvement of 13% from last assessment. Interpretation and Conclusions Students have demonstrated clear learning in generating and writing a research proposal in Psychology. Importantly, we have seen marked improvement in the ability to translate basic research ideas into workable hypotheses in the past two years.
**Related Action Plans (by Established cycle, then alpha):**

**Continue**
We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: Hgh

Relationships (Measure | Outcome/Objective):  
**Measure**: Ability to design methods to collect data and answer basic research questions  
**Outcome/Objective**: Demonstrate ability to apply basic research methods

Responsible Person/Group: Ed Merrill

**M 13: Knowledge of Research Principles**  
Psychology majors will demonstrate knowledge of basic research principles and procedures in their performance in PY 355.

Source of Evidence: Academic direct measure of learning - other

**Target:**  
90% of majors will respond correctly to at least 75% of questions of research knowledge on exams in PY 355 (Experimental Psychology).

**Finding (2012-2013) - Target: Met**
Results These data are based on Fall semester data only. Data based on Faculty assessment of performance on research methods questions in PY 355 indicate that 88% of students met criteria for knowledge of research methods in Psychology. Other relevant data indicate that approximately 210 students signed up for Independent Research Hours during the 2012 - 2013 academic year. This is an increase of approximately 66% over three years ago. Interpretation and Conclusions A clear majority of students have successfully demonstrated knowledge of basic research principles in Psychology. The data indicate that we have met our general goal. In addition, we have exceeded general expectations of getting students involved in research with faculty. Our conservative estimate includes only students who are taking independent research for credit. Many additional students have engaged in volunteer research activities.

**Related Action Plans (by Established cycle, then alpha):**

**Continue to monitor**  
We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: Hgh

Relationships (Measure | Outcome/Objective):  
**Measure**: Knowledge of Research Principles  
**Outcome/Objective**: Demonstrate the application of basic principles to everyday life

Responsible Person/Group: Ed Merrill

**SLO 4: Demonstrate the application of basic principles to everyday life**  
Psychology majors are expected to demonstrate the application of basic principles of psychology to aspects of everyday life.

Connected Documents  
[Curriculum Maps II-Psychology B.S.](#)  
[Curriculum Maps I-Psychology B.S.](#)

**Related Measures**

**M 14: Engagement in service activities**  
Psychology majors will engage in service activities relevant to the application of psychological principles. 75% of psychology majors are expected to engage in graded, volunteer, and paid service delivery opportunities in relevant service provider settings (e.g., schools, help centers, nursing homes, residential facilities, etc. Data will be obtained from the Senior Exit Survey.

Source of Evidence: Academic direct measure of learning - other

**Target:**  
75% of majors will engage in significant service activities related to psychology during their undergraduate experience.

**Finding (2012-2013) - Target: Met**
Results Out of 127 respondents to the Senior Exit Survey, 110 (86%) indicated that they have participated in significant volunteer and/or paid positions in the application of psychology to service activities. Interpretation and Conclusions A large percent of responding PY majors engage in service activities. It is obvious that our majors identify the application of Psychological principles as integral to their undergraduate experience. Psi Chi has begun to catalog these experiences to provide new students with information about the possibilities available to them.

**Related Action Plans (by Established cycle, then alpha):**

**Continue to monitor**  
We will continue to monitor student performance associated with this learning outcome.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: Hgh

Relationships (Measure | Outcome/Objective):  
**Measure**: Engagement in service activities  
**Outcome/Objective**: Demonstrate the application of basic principles to everyday life
**M 15: Identify examples of application of psychological principles in daily lives**

Psychology majors will be able to identify examples of the appropriate application of psychological principles in their lives or the lives of others. 90% of majors will meet criteria for identifying and describing principles of psychology that affect various aspects of their experiences or the experiences of others that they observe (e.g., classical conditioning in PY 358 (Abnormal Psychology) and PY 361 (Psychology of Learning), implicit learning in PY 361 and PY 470 (Cognitive Psychology), and observation of behavior in PY 352 (Developmental Psychology), PY 461 (Child Psychology), and PY 491). Criteria for evaluation will include identifying relevant basic principle and describing how those principles relate to personal or observed experience.

Source of Evidence: Academic direct measure of learning - other

**Target:** No Target Specified.

**Finding (2012-2013) - Target: Partially Met**

Results: Results from several classes are now available. PY 352, PY 361, and PY 491 (several sections) provide opportunities for students to apply principles of psychology to everyday life. In those classes, students have been found to be highly adept at doing so, although a single metric is not suited for identifying the degree to which they have done so. Within the structure of their classes, faculty have determine that 95% of the student met their criteria for performance. We will attempt to quantify this more precisely for future assessments.

**Related Action Plans (by Established cycle, then alpha):**

**Continue to monitor**

We will continue to monitor student learning associated with this outcome.

**Established in Cycle**: 2012-2013

**Implementation Status**: Planned

**Priority**: High

**Relationships (Measure | Outcome/Objective):**

Measure: Identify examples of application of psychological principles in daily lives | Outcome/Objective: Demonstrate the application of basic principles to everyday life

Responsible Person/Group: Ed Merrill

**SLO 5: Ability to identify career opportunities**

Students will be able to identify career opportunities in psychology and related disciplines. A one hour class was established two years ago (PY 321 - Professional Issues in Psychology) to provide students will direct contact with information about careers in psychology related fields. We were not able to offer the class last year, but have it in place to be taught at least once in each of the next several years. If necessary, we will add the course to the required curriculum for PY majors. This information is also provided through Psi Chi and Psychology Club meetings.

**Source of Evidence:**

Academic direct measure of learning - other

**Founding (2012-2013) - Target: Partially Met**

Results: Based on our senior exit survey, we estimate that students who are interested in Career opportunities have sucessfully navigated the road to identifying job opportunities. Opportunities to learn about careers in psychology are provided through advising, Psi Chi, Psychology Club, and the Career Center. We will increase opportunities to learn faculty led panel discussions for Juniors and providing PY 321 "Professional Issues in Psychology" as a regularly scheduled course.

**Related Action Plans (by Established cycle, then alpha):**

**Evaluate the effectiveness of PY 321 in providing this information.**

Rubrics will be produced to assess student learning of career options in PY as they complete PY 321.

**Established in Cycle**: 2012-2013

**Implementation Status**: Planned

**Priority**: High

**Relationships (Measure | Outcome/Objective):**

Measure: Ability to identify career opportunities | Outcome/Objective: Ability to identify career opportunities

Responsible Person/Group: Ed Merrill

**M 16: Ability to identify career opportunities**

This measure has been modified for the 2011/2012 assessment. Psychology majors now have the opportunity to take a one credit hour course in "Professional Issues in Psychology" (PY 321). Upon completion of the class, students will be expected to demonstrate knowledge of job possibilities and graduate school opportunities, the ability to search for credentials needed for acceptance in various graduate programs, and the ability to construct a resume suitable for application to jobs and graduate school. 90% of students are expected to exhibit good or very good skills necessary for identifying and applying for post-graduate opportunities as assessed by reaction paper assignments (e.g., locating graduate programs in PY and Writing a Resume).

**Source of Evidence:**

Academic direct measure of learning - other

**Finding (2012-2013) - Target: Partially Met**

Results: Based on our senior exit survey, we estimate that students who are interested in Career opportunities have successfully navigated the road to identifying job opportunities. Opportunities to learn about careers in psychology are provided through advising, Psi Chi, Psychology Club, and the Career Center. We will increase opportunities to learn faculty led panel discussions for Juniors and providing PY 321 "Professional Issues in Psychology" as a regularly scheduled course.

**Related Action Plans (by Established cycle, then alpha):**

**Evaluate the effectiveness of PY 321 in providing this information.**

Rubrics will be produced to assess student learning of career options in PY as they complete PY 321.

**Established in Cycle**: 2012-2013

**Implementation Status**: Planned

**Priority**: High

**Relationships (Measure | Outcome/Objective):**

Measure: Ability to identify career opportunities | Outcome/Objective: Ability to identify career opportunities

Responsible Person/Group: Ed Merrill

**M 17: Identify relevant graduate school options**

Psychology majors will be able to identify career opportunities for persons with MA, EdS., EdD, PsyD, and PhD. Degrees in Psychology and related fields. Data will be obtained from the Senior Exit Survey.

**Source of Evidence:**

Academic direct measure of learning - other
Target: No Target Established

Finding (2012-2013) - Target: Partially Met

Results: Based on our senior exit survey, we estimate that students who are interested in Graduate School opportunities have successfully navigated the road to identifying how and where to apply to graduate school. Opportunities to learn about Graduate Options in psychology are provided through advising, Psi Chi, Psychology Club, and the Career Center. We will increase opportunities to learn through faculty led panel discussions for Juniors and providing PY 321 "Professional Issues in Psychology" as a regularly scheduled course.

Related Action Plans (by Established cycle, then alpha):

Evaluate Preparation to Apply to Graduate School

While it is clear that majors feel the need to get a graduate degree, it is not clear how prepared they feel to identify and make application to relevant graduate programs. We will attempt to assess that information with our senior exit survey.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Identify relevant graduate school options | Outcome/Objective: Ability to identify career opportunities

Implementation Description: Appropriate questions will be added to the senior exit survey. These questions will be answered by students applying to graduate school within two years of graduation.

Projected Completion Date: 03/2013
Responsible Person/Group: Ed Merrill/Undergraduate Committee

Continue with previous action plan

We will continue with the plan proposed in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Identify relevant graduate school options | Outcome/Objective: Ability to identify career opportunities

Responsible Person/Group: Ed Merrill

M 18: Experiment with a 1-hour elective class in professional issues

We will experiment with a 1-hour elective class in professional issues offered to sophomore Psychology majors. The number of students who enroll in the course will be reported.

Source of Evidence: Academic direct measure of learning - other

Target: No Target Established.

Finding (2012-2013) - Target: Not Met

We were unable to offer the class during the 2012-2013 academic year. The addition of two instructors to focus on the undergraduate program will make it possible to offer the class in most future semesters. We will explore the possibility of making it a required course for PY majors.

Related Action Plans (by Established cycle, then alpha):

Evaluate progress in students taking PY 321

We will begin to monitor the likelihood of students electing to take our course in Professional Issues in Psychology. We now are able to offer the class at least once a year. If students do not elect to take the course as an elective, we may consider making it a major requirement.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Experiment with a 1-hour elective class in professional issues | Outcome/Objective: Ability to identify career opportunities

Implementation Description: Offer PY 321 at least once a yer and monitor student learning outcomes.

Responsible Person/Group: Ed Merrill

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality. The following improvements were implemented to address the committees’ concern that Pre PY majors were not receiving adequate advice/guidance about the department and their major: 1. Pre- PY majors can choose to receive academic advising in the department. The department has initiated general advising sessions. At first, these were conducted by the director of advising. During the past two years, a peer advising program has been implemented allowing freshman and sophomore pre-majors to learn about the department from Honors students and Psi Chi students. 2. A departmental undergraduate handbook has been developed and is available to anyone interested in a Psychology Major. The handbook includes information about the Major and Minor curriculum, declaring a major/minor, extra-curricular activities, preparing for graduate school, career options, etc. 3. An active Psychology Club has been started. The Psychology Club provides a bridge for students who have not completed enough hours to join Psi Chi and an avenue for students who have not achieved grades for Psi Chi eligibility to learn about the Psychology Department. Psychology Club provides information about the department (e.g., research opportunities, advising) to interested Psychology Majors. 4. A departmental Webpage is available with information about
the department and is accessible to all. 5. The Undergraduate Honors Program has nearly doubled in size since the external review – going from 10 to 18 students.

**Related Measures**

**M 20: Report Strength**  
Strengths from the 2011-2012 program review (specific to the degree) will be reported.

*Source of Evidence:* Academic indirect indicator of learning - other  
*Target:*  
No Target Established.  
*Finding (2012-2013):* Target: Not Reported This Cycle  
No data available.

**M 21: Report Opportunities**  
Opportunities from the 2011-2012 program review (specific to the degree) will be reported.

*Source of Evidence:* Academic indirect indicator of learning - other  
*Target:*  
No Target Established.  
*Finding (2012-2013):* Target: Not Reported This Cycle  
No data available.

**M 22: Report List of Recommendations**  
Recommendations from the 2011-2012 program review (specific to the degree) will be reported.

*Source of Evidence:* Academic indirect indicator of learning - other  
*Target:*  
No Target Established.  
*Finding (2012-2013):* Target: Not Reported This Cycle  
No data available.

**M 23: Report actions taken based on recommendations**  
Actions taken based on recommendations from the 2011-2012 program review (specific to the degree) will be reported.

*Source of Evidence:* Academic indirect indicator of learning - other  
*Target:*  
No Target Established.  
*Finding (2012-2013):* Target: Not Reported This Cycle  
No data available.

**M 24: Summarize the impact of improvements**  
The impact of the improvements from 2009-10 will be summarized.

*Source of Evidence:* Academic indirect indicator of learning - other  
*Target:*  
No Target Established.  
*Finding (2012-2013):* Target: Not Reported This Cycle  
No data available.

**OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment**  
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 25: Number of declared PY and Pre-PY majors**  
Number of declared PY and Pre-PY majors, as of the fall semester, for the past 5 years will be calculated.

*Source of Evidence:* Academic indirect indicator of learning - other  
*Target:*  
No Target Established.  
*Finding (2012-2013):* Target: Met  
2007 - 460 Majors and Premajors with 139 BA/BS degrees awarded  
2008 - 510 Majors and Premajors with 130 BA/BS degrees awarded  
2009 - 677 Majors and Premajors with 130 BA/BS degrees awarded  
2010 - 756 Majors and Premajors with 157 BA/BS degrees awarded  
2011 - 763 Majors and Premajors with 179 BA/BS degrees award  
2012 - Published report not yet available on A&S site.  
2013 (Fall) - 1066 Majors and Premajors identified

**M 26: Number of Degrees Awarded**  
Number of degrees (BA and BS) awarded for the past 5 years (summer, fall, spring combined) will be reported.

*Source of Evidence:* Academic indirect indicator of learning - other  
*Target:*  
No Target Established.  
*Finding (2012-2013):* Target: Met  
2007 - 460 Majors and Premajors with 139 BA/BS degrees awarded  
2008 - 510 Majors and Premajors with 130 BA/BS degrees awarded  
2009 - 677 Majors and Premajors with 130 BA/BS degrees awarded  
2010 - 756 Majors and Premajors with 157 BA/BS degrees awarded  
2011 - 763 Majors and Premajors with 179 BA/BS degrees award  
2012 -  
2013 (Fall) - 1066 Majors and Premajors identified
M 27: Number of senior seminars offered
Number of senior seminars offered (summer, fall, spring combined) for the past 5 years will be reported.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established.

OthOtcm 8: Program Outcome: Highly Valued by Graduates and Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves. According to the data, the vast majority of our students value the psychology major, and almost 70% indicated that the program prepared them for graduate or professional school. However, less than 50% of the participants responded that the courses prepared them for employment. This is because the psychology major is a liberal arts degree, not a professional degree, which means that there is no single type of employment to prepare the students for.

Related Measures

M 28: Results of the NSSE on quality of the major
The number and percent of graduating majors who rate as Excellent or Good the quality of the major, based on the most recent National Survey of Student Engagement (NSSE), will be calculated.
Source of Evidence: Student course evaluations on learning gains made
Target:
No Target Established.
Finding (2012-2013) - Target: Met
Based on the Department Exit Survey, 85% of majors indicated they would be likely to choose Psychology as their major again.

M 29: Results of the NSSE on quality of the courses preparation for further study
The number and percent of graduating majors who rate as Excellent or Good the quality of the courses for preparation for graduate or professional school, based on the most recent National Survey of Student Engagement (NSSE) will be calculated.
Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established.
Finding (2012-2013) - Target: Met
Base on our exit survey, over 95% of responders feel prepared for graduate study in Psychology and related disciplines.

M 30: Results of the NSSE on quality of the courses preparation for employment
The number and percent of graduating majors who rate as Excellent or Good the quality of the courses for preparation for employment, based on the most recent National Survey of Student Engagement (NSSE) will be calculated.
Source of Evidence: Student course evaluations on learning gains made
Target:
No Target Established.
Finding (2012-2013) - Target: Not Reported This Cycle
Because of the diversity of employment opportunities for Psychology majors, it is not possible to evaluate preparation for all of the different opportunities selected by undergraduate majors who are not continuing to graduate school.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Evaluate Preparation to Apply to Graduate School
While it is clear that majors feel the need to get a graduate degree, it is not clear how prepared they feel to identify and make application to relevant graduate programs. We will attempt to assess that information with our senior exit survey.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Identify relevant graduate school options | Outcome/Objective: Ability to identify career opportunities
Implementation Description: Appropriate questions will be added to the senior exit survey. These questions will be answered by students applying to graduate school within two years of graduation.
Projected Completion Date: 03/2013
Responsible Person/Group: Ed Merrill/Undergraduate Committee

Increase Exercises Related to Identifying Research Hypotheses
Many students experience a great deal of difficulty identify testable research hypotheses associated with specific research questions. Although we observed some improvement in the past year - we want to see more.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Relationships (Measure | Outcome/Objective):
Measure: Ability to write research reports in APA style | Outcome/Objective: Demonstrate Ability to communicate knowledge of Psychology
Implementation Description: PY 356 supervisor will increase opportunities to learn how to generate research hypotheses from general research questions. In the past, these were non-credit exercises. They will now be added as
Re-evaluate Application of Statistical Knowledge

An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to use computer software analyzing psychological data | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Re-evaluate Assessment of Statistical Knowledge

An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Knowledge of primary statistical procedures | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Re-evaluate Student Assessment of Own Knowledge

For the past two years, students have identified "Personality" and "Physiological" psychology as weaknesses in their knowledge base in responses on our senior exit survey. If true, I would pass this information on to the instructors and expect them to address it. However, a higher percentage have responded to these classes than would be expected based on course enrollments. We want to determine if persons who consider this a weakness actually took the relevant classes or if they are responding to knowledge based on, for example, material taught in an Introductory class.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Response to Senior Exit Survey | Outcome/Objective: Demonstrate knowledge of psychology

Implementation Description: We will modify the Senior Exit Survey to restrict responses on knowledge questions to students who identify themselves as having taken the class. This will provide a more accurate data base.

Responsible Person/Group: Ed Merrill/Undergraduate Committee

Add additional assessment of learning in senior seminar performance

Student learning appears to be at a very high level. We will continue to monitor student learning outcomes and add a measure of midterm learning against which final learning can be compared.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Summarize three seminal studies | Outcome/Objective: Demonstrate knowledge of psychology

Implementation Description: We will have new rubrics to assess performance at multiple times in the semester.

Responsible Person/Group: Ed Merrill

Add midterm assessment

We plan to add a midterm assessment to evaluate progress throughout the semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to prepare literature review | Outcome/Objective: Demonstrate Ability to communicate knowledge of Psychology

Responsible Person/Group: Ed Merrill

Continue with previous action plan

We will continue with the plan proposed in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Identify relevant graduate school options | Outcome/Objective: Ability to identify career opportunities

Responsible Person/Group: Ed Merrill
We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to design methods to collect data and answer basic research questions |
  Outcome/Objective: Demonstrate ability to apply basic research methods

Responsible Person/Group: Ed Merrill

Continue previously established action plan

We will continue with the action plan established in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to use computer software analyzing psychological data | Outcome/Objective: Demonstrate ability to apply basic research methods

Responsible Person/Group: Ed Merrill

Continue previously established action plan

We will continue with the action plan established in the previous cycle.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Knowledge of primary statistical procedures | Outcome/Objective: Demonstrate ability to apply basic research methods

Responsible Person/Group: Ed Merrill

Continue to monitor

The increased exercises have been useful. We will continue to monitor their effectiveness.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to write research reports in APA style | Outcome/Objective: Demonstrate Ability to communicate knowledge of Psychology

Responsible Person/Group: Ed Merrill

Continue to monitor

Papers will continue to monitored for this outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to present arguments on contemporary issues in psychology | Outcome/Objective: Demonstrate Ability to communicate knowledge of Psychology

Responsible Person/Group: Ed Merrill

Continue to monitor

Response rates were up this past year. We will continue to monitor our progress in the coming semester.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Increase Response Rate to Senior exit survey | Outcome/Objective: Demonstrate knowledge of psychology

Responsible Person/Group: Ed Merrill

Continue to monitor

We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Ability to communicate about issues in psychology via oral presentation | Outcome/Objective: Demonstrate Ability to communicate knowledge of Psychology

Responsible Person/Group: Ed Merrill

Continue to monitor

We will continue to monitor student learning associated with this outcome.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
We will continue to monitor student learning associated with this outcome.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Identify examples of application of psychological principles in daily lives | Outcome/Objective: Demonstrate the application of basic principles to everyday life
Responsible Person/Group: Ed Merrill

We will continue to monitor student performance associated with this learning outcome.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective): 

Measure: Engagement in service activities | Outcome/Objective: Demonstrate the application of basic principles to everyday life
Responsible Person/Group: Ed Merrill

We will continue to monitor student progress and determine if any changes are needed. A new instructor will be put in charge of this class in the near future. When identified, Ed Merrill will consult with the instructor to evaluate future assessment related concerns.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Respond to theory identified questions in PY 471 | Outcome/Objective: Demonstrate knowledge of psychology
Responsible Person/Group: Ed Merrill

We will continue to monitor student progress using our new rubrics and determine if any future changes may be necessary.
Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Respond to content knowledge questions in PY Core content classes | Outcome/Objective: Demonstrate knowledge of psychology
Responsible Person/Group: Ed Merrill

We will continue to monitor student responses on Senior Exit survey.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Response to Senior Exit Survey | Outcome/Objective: Demonstrate knowledge of psychology
Responsible Person/Group: Ed Merrill

Evaluate progress in students taking PY 321
We will begin to monitor the likelihood of students electing to take our course in Professional Issues in Psychology. We now are able to offer the class at least once a year. If students do not elect to take the course as an elective, we may consider making it a major requirement.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Experiment with a 1-hour elective class in professional issues | Outcome/Objective: Ability to identify career opportunities
Responsible Person/Group: Ed Merrill

Evaluate the effectiveness of PY 321 in providing this information.
Rubrics will be produced to assess student learning of career options in PY as they complete PY 321.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
<table>
<thead>
<tr>
<th>Measure: Ability to identify career opportunities</th>
<th>Outcome/Objective: Ability to identify career opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Person/Group: Ed Merrill</td>
<td></td>
</tr>
</tbody>
</table>
Mission / Purpose

The Department of Psychology seeks to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission. At the undergraduate level, the Department of Psychology offers the BA and BS degrees. We also have an Honors Program in Psychology. Our primary mission is to prepare undergraduate majors for graduate work in Psychology and related disciplines. We also strive to provide the highest quality education and training for students obtaining majors and minors in Psychology, as well as students satisfying social science requirements and requirements of other academic units. At the Graduate level, the Department of Psychology offers the Ph.D. and M.A. degrees in psychology in seven concentrations across experimental and clinical psychology. Students are only admitted to the Ph.D. program and earn their M.A. as they work toward the Ph.D. The primary mission of the graduate program is to promote independent scholarship, excellent teaching skills, and clinical skills related to each student's concentration. The graduate program has a goal of producing 8-10 Ph.D.'s each year who, upon graduation, will fill psychology-related positions. The American Psychological Association has accredited the Clinical Training Program for the past 40 years, and the department intends to continue to hold the high standards associated with that accreditation.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate knowledge of psychology

Psychology majors are expected to be able to demonstrate their knowledge of the language, concepts, seminal studies, and primary theories of psychology Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to monitor Learning Outcome 1 during the coming year. Course rubrics to assess student performance are being modified to better reflect student learning. We will also increase efforts to generate a higher percent of responding AND a more representative sample of students on the Senior Exit Survey.

Connected Documents
Curriculum Maps II-Psychology B.S.
Curriculum Maps I-Psychology B.S.

Related Measures

M 1: Respond to content knowledge questions in PY Core content classes

Psychology majors will demonstrate knowledge of theory, concepts, and research in such areas as learning and cognition, biological bases of behavior, human development, socio-cultural bases of behavior. 90% of students will correctly respond to 75% of embedded content knowledge questions in PY 313, 352, 358, 361, 365, 368, 372, 413, 461, and 470.

Source of Evidence: Standardized test of subject matter knowledge

Target: 90% of students will achieve 75% or greater performance on content knowledge.

Finding (2011-2012) - Target: Met

Results
Data based on faculty evaluations of student performance from a sample of 65% of content classes from 2011/2012 indicates that 85% of all students taking content classes in PY met this criterion when assessing OVERALL course performance. More detailed analysis of performance on select content areas will be initiated in the fall.

Interpretations and Conclusions
Global analysis of content knowledge learning indicates that most students in our content area classes are learning the content material identified as integral to the respective domains. We conclude that our goal has essentially been met. This is our initial assessment of this goal, and hence cannot be compared to previous year outcomes. We will institute a more detailed analysis of content learning in the fall and continue to monitor student performance.

M 2: Respond to theory identified questions in PY 471

Psychology majors will be able to explain the major perspectives of Psychology (e.g., behavioral, cognitive, evolutionary, humanistic, physiological, and socio-cultural). 90 % of students will correctly respond to 75% of embedded theory identified questions in PY 471 (History and Systems of Psychology).

Source of Evidence: Standardized test of subject matter knowledge

Target: 90% of students will demonstrate knowledge of 75% of theory questions on assessments in PY 471.

Finding (2011-2012) - Target: Met

Results
Data based on faculty evaluation of student performance from Spring semester2012 indicates that 85% of students met this criterion when assessing OVERALL course performance. More detailed analysis of performance on select content areas will be initiated in the fall.

Interpretations and Conclusions
Global analysis of content knowledge learning indicates that most students inPY 471 are learning the basic theories and perspectives that dominate the history psychology. We conclude that our goal has essentially been met. This is our initial assessment of this goal, and hence cannot be compared to previous year outcomes. We will institute a more detailed analysis of content learning in the fall and continue to monitor student performance.
M 3: Summarize three seminal studies
Psychology majors will identify and summarize major research studies in a specific area of psychology research (of their own choosing). 90% of students will correctly identify and accurately summarize at least three seminal studies in written/oral literature reviews presented in senior seminar classes.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of students will incorporate an adequate summary of at least three relevant, seminal studies associated with specialty area topics in written/oral presentations in Senior Seminar classes.

Finding (2011-2012) - Target: Met

Results
Data based on faculty evaluations from a sample of 50% of seminars (PY 379, PY 479, PY491) during Spring semester indicate that 89% of senior seminar students met this criterion in formal written presentations. This is an improvement over the 75% who met criterion in the previous evaluation.

Interpretation and Conclusions
We believe this goal has essentially been met. There was a substantial increase in performance during the past year over last year (14%). Performance will monitored to ensure that our goal continues to be met.

M 4: Response to Senior Exit Survey
Psychology majors will feel that they have sufficient knowledge to lead discussions of Psychology for non-majors. In their responses on a Senior Exit Survey, 90% of majors will self-identify as having sufficient knowledge to prepare a presentation in at least two content areas to be given to non-majors such as Elementary School Teachers (chosen from Abnormal, Cognitive, Developmental, Learning, Physiological, and Social Psychology).

Source of Evidence: Student satisfaction survey at end of the program

Target:
90% of responding majors will self identify as having two domains of psychology that they feel they have adequate knowledge to share will persons without a background in Psychology.

Finding (2011-2012) - Target: Partially Met

Results
Data from our Senior Exit Survey (based on 81 responses) indicate that 75% of students feel they have gained “good” to “very good” knowledge in Human Development, Abnormal Psychology, Social Psychology, and Learning and Cognition. This number is similar to last year. Students are still less comfortable about their knowledge in Personality Psychology and Physiological Psychology (approximately 47% endorsed “good” to “very good” knowledge in these content areas).

Interpretation and Conclusions
It appears that most students who have responded to our departmental survey feel qualified to present themselves as knowledgeable in several areas of Psychology. Particular strengths are noted in the several core areas. Weaknesses are noted in Personality Psychology and Physiological Psychology - although the reported percentage is approximately double of what was reported last year.

Related Action Plans (by Established cycle, then alpha):
Re-evaluate Student Assessment of Own Knowledge
For the past two years, students have identified “Personality” and “Physiological” psychology as weaknesses in their knowledge base in responses on our senior exit survey. If true, I would pass this information on to the instructors and expect them to address it. However, a higher percentage have responded to these classes than would be expected based on course enrollments. We want to determine if persons who consider this a weakness actually took the relevant classes or if they are responding to knowledge based on, for example, material taught in an Introductory class.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Response to Senior Exit Survey | Outcome/Objective: Demonstrate knowledge of psychology

Implementation Description: We will modify the Senior Exit Survey to restrict responses on knowledge questions to students who identify themselves as having taken the class. This will provide a more accurate data base.

Responsible Person/Group: Ed Merrill/Undergraduate Committee

M 5: Increase Response Rate to Senior exit survey
We will calculate the change in percentage of students responding to the senior exit survey from the previous year to the coming year.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No Target Established

Finding (2011-2012) - Target: Met

Results
Approximately twice as many students completed the senior exit survey for Psychology in 2011-2012 relative to 2010-2011.

Interpretation and Conclusions
Due to the extraordinary circumstances of associated with the end of the 2010-2011 academic year, it is impossible to interpret the relative change in response rates. No general conclusions will be offered.

SLO 2: Demonstrate Ability to communicate knowledge of Psychology
Psychology majors are expected to demonstrate their ability to communicate knowledge of Psychology in a variety of formats Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). We will continue to monitor student attainment of Learning Outcome 2 during the coming year. Course rubrics to assess student performance are being modified to better reflect student learning.
M 6: Ability to write research reports in APA style
Psychology majors will demonstrate an ability to write research reports using APA style. 90% of majors will meet criteria based on grammatical usage, APA style, hypothesis development, literature review, organization, clarity of presentation of method and results, and discussion of implications on PY 356 (Research Lab) papers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 90% of majors will meet writing criteria on research lab (PY 356) papers.

Finding (2011-2012) - Target: Partially Met
Results
Data based on Lab Instructor evaluations using a sample of 75% of PY 356 (Research Lab) courses indicate that 85% of students met criteria for written expression based on grammatical usage, APA style, literature review, organization, clarity of presentation of method and results. Hypothesis development and discussion of implications of results were deemed weaknesses (fewer than 70% met standards in these areas).

Interpretation and Conclusions
Student performance on several aspects of writing essentially meets our goals. Weaknesses are still observed in hypothesis development and discussion of implications of results - however, 70% of students meeting standards in these areas is a substantial improvement over last years measure of 40%. We will continue to develop and implement exercises/assignments to highlight this aspect of psychological research.

Related Action Plans (by Established cycle, then alpha):
Increase Exercises Related to Identifying Research Hypotheses
Many students experience a great deal of difficulty identify testable research hypotheses associated with specific research questions. Although we observed some improvement in the past year - we want to see more.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

M 7: Ability to present arguments on contemporary issues in psychology
Psychology majors will demonstrate an ability to present clear, concise, and justified arguments on contemporary issues in psychology. 90% of majors will meet criterion performance on multiple reaction and analytical papers written for several required courses (PY 352, PY 358, PY 365, and PY 372) based on grammatical usage, content development, clarity and organization, and coherence of argument.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: No Target Established

Finding (2011-2012) - Target: Met
No results available at this time. Data are still being compiled and converted into a usable format. It has been difficult to convert these measures from multiple classes and using multiple formats to a single assessment of writing about contemporary issues in Psychology.

M 8: Ability to prepare literature review
Psychology majors will demonstrate an ability to prepare a comprehensive literature review that addresses a question of interest to psychologists. 90% of majors will meet criteria for the preparation of comprehensive literature reviews required as a component of papers in most Senior Seminars (PY 491). Assessment criteria will include grammatical usage, organization, adequacy of content, and format (e.g., APA Style).

Source of Evidence: Written assignment(s), usually scored by a rubric

Target: 90% of majors will perform at or above faculty criteria in Senior Seminar classes.

Finding (2011-2012) - Target: Met
Results
Data based on Faculty Assessment from a sample of 50% of PY 379, PY 479, and PY 491 indicate that 94% of senior seminar students.

Interpretation and Conclusions
Competence in writing is a College/University requirement. ALL seniors will meet criteria on this outcome prior to graduation.

M 9: Ability to communicate about issues in psychology via oral presentation
Psychology majors will demonstrate an ability to communicate about issues in psychology through oral presentation. 90% of majors will meet criteria for oral presentation of issues in psychology in formal presentations made as part of course requirements in many Senior Seminars (PY 491). Criteria for evaluation will include presentation style, organization and content, use of visual aids, and ability to answer questions.

Source of Evidence: Presentation, either individual or group
Finding (2011-2012) - Target: Met
Results
Various formats for evaluating oral expression skills are implemented by different faculty. We are reviewing ways to combine these into a single outcome measure or present as separate outcomes.

M 19: Please Delete
No additional measures are being considered.
Source of Evidence: Academic direct measure of learning - other

SLO 3: Demonstrate ability to apply basic research methods
Psychology majors are expected to demonstrate an understanding of and an ability to apply basic research methods in psychology including major principles of research design, data analysis, and interpretation of results. Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report). The primary improvement planned for the coming year will address the major weakness observed in student understanding of what is and is not a good research hypothesis. PY 356 instructors will focus on providing students with additional opportunities to identify research issues and convert them into testable research hypotheses.

Connected Documents
Curriculum Maps II-Psychology B.S.
Curriculum Maps I-Psychology B.S.

Related Measures

M 10: Knowledge of primary statistical procedures
Psychology majors will demonstrate basic knowledge of primary statistical procedures used in the analysis of psychological data. 90% of majors will respond correctly to multiple choice questions and computational problems on exams in PY 211 (Elementary Statistics)
Source of Evidence: Standardized test of subject matter knowledge

M 11: Ability to use computer software analyzing psychological data
Psychology majors will demonstrate the ability to use computer software in the analysis of psychological data. 90% of majors will achieve a grade of 80% or better on SPSS data analysis projects completed in PY 211 AND PY 356 (Research Lab).
Source of Evidence: Academic direct measure of learning - other

Related Action Plans (by Established cycle, then alpha):

Re-evaluate Assessment of Statistical Knowledge
An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Knowledge of primary statistical procedures | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.
Responsible Person/Group: Ed Merrill/PY 211 instructors.

Re-evaluate Application of Statistical Knowledge
An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Ability to use computer software analyzing psychological data | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.
M 12: Ability to design methods to collect data and answer basic research questions

Psychology majors will demonstrate an ability to design appropriate methods to collect data and answer basic research questions. 90% of psychology majors will reach criteria on the preparation of a research proposal as part of PY 356. Criteria for evaluation will include developing a clear and testable research hypothesis, identifying a method that will adequately test the hypothesis, and selecting a statistical method that will appropriately analyze expected data.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
- 90% of psychology majors will reach criteria on the preparation of a research proposal as part of PY 356.
- Criteria for evaluation will include developing a clear and testable research hypothesis, identifying a method that will adequately test the hypothesis, and selecting a statistical method that will appropriately analyze expected data.

**Finding (2011-2012) - Target: Met**

**Results**
- Data from faculty assessment of student research proposals indicate that 94% of students met criteria for generating and writing a research proposal in Psychology. We also obtained data indicating that 70% achieved criteria for identifying and translating basic research ideas into workable hypotheses. This is an improvement of 30% from last assessment.

**Interpretation and Conclusions**
- Students have demonstrated clear learning in generating and writing a research proposal in Psychology. Importantly, we have seen marked improvement in the ability to translate basic research ideas into workable hypotheses. We will add other exercises to provide opportunities for additional improvement.

M 13: Knowledge of Research Principles

Psychology majors will demonstrate knowledge of basic research principles and procedures in their performance in PY 355.

Source of Evidence: Academic direct measure of learning - other

**Target:**
- 90% of majors will respond correctly to at least 75% of questions of research knowledge on exams in PY 355 (Experimental Psychology).

**Finding (2011-2012) - Target: Met**

**Results**
- Data based on Faculty assessment of performance on research methods questions in PY 355 indicate that 84% of students met criteria for knowledge of research methods in Psychology.

**Interpretation and Conclusions**
- A clear majority of students have successfully demonstrated knowledge of basic research principles in Psychology. The data indicate that we have met our general goal.

SLO 4: Demonstrate the application of basic principles to everyday life

Psychology majors are expected to demonstrate the application of basic principles of psychology to aspects of everyday life.

**Connected Documents**
- Curriculum Maps II-Psychology B.S.
- Curriculum Maps I-Psychology B.S.

**Related Measures**

M 14: Engagement in service activities

Psychology majors will engage in service activities relevant to the application of psychological principles. 75% of psychology majors are expected to engage in graded, volunteer, and paid service delivery opportunities in relevant service provider settings (e.g., schools, help centers, nursing homes, residential facilities, etc. Data will be obtained from the Senior Exit Survey.

Source of Evidence: Academic direct measure of learning - other

**Target:**
- 75% of majors will engage in significant service activities related to psychology during their undergraduate experience.

**Finding (2011-2012) - Target: Met**

**Results**
- Out of 81 respondents to the Senior Exit Survey, 74 (91%) indicated that they have participated in significant volunteer and/or paid positions in the application of psychology to service activities.

**Interpretation and Conclusions**
- A large percent of responding PY majors engage in service activities. It is obvious that our majors identify the application of Psychological principles as integral to their undergraduate experience. We would like to begin to catalog these experiences to provide new students with information about the possibilities available to them.

M 15: Identify examples of application of psychological principles in daily lives

Psychology majors will be able to identify examples of the appropriate application of psychological principles in their lives or the lives of others. 90% of majors will meet criteria for identifying and describing principles of psychology that affect various aspects of their experiences or the experiences of others that they observe (e.g., classical conditioning in PY 358 [Abnormal Psychology] and PY 361 [Psychology of Learning], implicit learning in PY 361 and PY 470 [Cognitive Psychology], and observation of behavior in PY 352 [Developmental Psychology], PY 461 [Child Psychology], and PY 491). Criteria for evaluation will include identifying relevant basic principle sand describing how those principles relate to personal or observed experience.
SLO 5: Ability to identify career opportunities

Students will be able to identify career opportunities in psychology and related disciplines.

Connected Documents
- Curriculum Maps II-Psychology B.S.
- Curriculum Maps I-Psychology B.S.

Related Measures

M 16: Ability to identify career opportunities

This measure has been modified for the 2011/2012 assessment. Psychology majors now have the opportunity to take a one credit hour course in "Professional Issues in Psychology" (PY 321). Upon completion of the class, students will be expected to demonstrate knowledge of job possibilities and graduate school opportunities, the ability to search for credentials needed for acceptance in various graduate programs, and the ability to construct a resume suitable for application to jobs and graduate school. 90% of students are expected to exhibit good or very good skills necessary for identifying and applying for postgraduate opportunities as assessed by reaction paper assignments (e.g., locating graduate programs in PY and Writing a Resume).

Source of Evidence: Academic direct measure of learning - other

Target: No Target Established

Finding (2011-2012) - Target: Met

Results

Based on available course assessments, 88% of PY 321 students were able to produce good or very good resumes, locate graduate and professional program information and identify credentials necessary to apply to the programs, and identify sources to learn about job opportunities available to Psychology majors following graduation.

Interpretation and Conclusions

Students are interested in learning about opportunities in Psychology and related fields. It is clear that they benefited from an open and honest discussion of the value of Psychology as a major and the importance of developing credentials necessary to meet their goals. We will be adding this class to the Major Requirements as soon as it is feasible.

M 17: Identify relevant graduate school options

Psychology majors will be able to identify career opportunities for persons with MA, EdS., EdD, PsyD, and PhD. Degrees in Psychology and related fields. Data will be obtained from the Senior Exit Survey.

Source of Evidence: Academic direct measure of learning - other

Target: No Target Established

Finding (2011-2012) - Target: Partially Met

Results

85% of respondents on the senior exit survey indicated a desire to apply to a variety of graduate programs in Psychology and related areas. Most indicated that they learned of these opportunities through coursework, advising and the University Career Center.

Interpretation and Conclusions

Most undergraduates in Psychology are aware that the majority of career options in Psychology require some level of graduate training. However, we did not assess whether or not they felt prepared for applying to graduate school in the Survey and cannot evaluate whether this basic knowledge is of any real value to them. This will be assessed in future years.

Related Action Plans (by Established cycle, then alpha):

Evaluate Preparation to Apply to Graduate School

While it is clear that majors feel the need to get a graduate degree, it is not clear how prepared they feel to identify and make application to relevant graduate programs. We will attempt to assess that information with our senior exit survey.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: H3

Relationships (Measure | Outcome/Objective):

Measure: Identify relevant graduate school options | Outcome/Objective: Ability to identify career opportunities

Implementation Description: Appropriate questions will be added to students applying to graduate school within the two years of graduation.

Projected Completion Date: 03/2013
Responsible Person/Group: Ed Merrill/Undergraduate Committee

M 18: Experiment with a 1-hour elective class in professional issues

We will experiment with a 1-hour elective class in professional issues offered to sophomore Psychology majors. The number of students who enroll in the course will be reported.

Source of Evidence: Academic direct measure of learning - other
Target: No Target Established.

**Finding (2011-2012) - Target: Met**

**Results**
56

**Interpretation and Conclusions**
56 students took the class. SOIs indicated it was well received.

### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

#### OthOtcm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality. The following improvements were implemented to address the committees’ concern that Pre PY majors were not receiving adequate advice/guidance about the department and their major: 1. Pre- PY majors can choose to receive academic advising in the department. The department has initiated general advising sessions. At first, these were conducted by the director of advising. During the past two years, a peer advising program has been implemented allowing freshman and sophomore pre-majors to learn about the department from Honors students and Psi Chi students. 2. A departmental undergraduate handbook has been developed and is available to anyone interested in a Psychology Major. The handbook includes information about the Major and Minor curriculum, declaring a major/minor, extra-curricular activities, preparing for graduate school, career options, etc. 3. An active Psychology Club has been started. The Psychology Club provides a bridge for students who have not completed enough hours to join Psi Chi and an avenue for students who have not achieved grades for Psi Chi eligibility to learn about the Psychology Department. Psychology Club provides information about the department (e.g., research opportunities, advising) to interested Psychology Majors. 4. A departmental Webpage is available with information about the department and is accessible to all. 5. The Undergraduate Honors Program has nearly doubled in size since the external review – going from 10 to 18 students

**Related Measures**

**M 20: Report Strength**
Strengths from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
No Results Available

**M 21: Report Opportunities**
Opportunities from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
No Results Available.

**M 22: Report List of Recommendations**
Recommendations from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
No Results Available.

**M 23: Report actions taken based on recommendations**
Actions taken based on recommendations from the 2011-2012 program review (specific to the degree) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
No Results Available.

**M 24: Summarize the impact of improvements**
The impact of the improvements from 2009-10 will be summarized.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
No Results Available.

#### OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 25: Number of declared PY and Pre-PY majors**
Number of declared PY and Pre-PY majors, as of the fall semester, for the past 5 years will be calculated.
Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
No Results Available.

M 26: Number of Degrees Awarded
Number of degrees (BA and BS) awarded for the past 5 years (summer, fall, spring combined) will be reported.
Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
No Results Available.

M 27: Number of senior seminars offered
Number of senior seminars offered (summer, fall, spring combined) for the past 5 years will be reported.
Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
No Results Available.

OthOtcm 8: Program Outcome: Highly Valued by Graduates and Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves. According to the data, the vast majority of our students value the psychology major, and almost 70% indicated that the program prepared them for graduate or professional school. However, less than 50% of the participants responded that the courses prepared them for employment. This is because the psychology major is a liberal arts degree, not a professional degree, which means that there is no single type of employment to prepare the students for.

Related Measures

M 28: Results of the NSSE on quality of the major
The number and percent of graduating majors who rate as Excellent or Good the quality of the major, based on the most recent National Survey of Student Engagement (NSSE), will be calculated.
Source of Evidence: Student course evaluations on learning gains made

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
No Results Available.

M 29: Results of the NSSE on quality of the courses preparation for further study
The number and percent of graduating majors who rate as Excellent or Good the quality of the courses for preparation for graduate or professional school, based on the most recent National Survey of Student Engagement (NSSE) will be calculated.
Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
No Results Available.

M 30: Results of the NSSE on quality of the courses preparation for employment
The number and percent of graduating majors who rate as Excellent or Good the quality of the courses for preparation for employment, based on the most recent National Survey of Student Engagement (NSSE) will be calculated.
Source of Evidence: Student course evaluations on learning gains made

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
No Results Available.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Evaluate Preparation to Apply to Graduate School
While it is clear that majors feel the need to get a graduate degree, it is not clear how prepared they feel to identify and make application to relevant graduate programs. We will attempt to assess that information with our senior exit survey.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Identify relevant graduate school options | Outcome/Objective: Ability to identify career opportunities

Implementation Description: Appropriate questions will be added to the senior exit survey. These questions will be answered by students applying to graduate school within two years of graduation.

Projected Completion Date: 03/2013
Responsible Person/Group: Ed Merrill/Undergraduate Committee
Increase Exercises Related to Identifying Research Hypotheses
Many students experience a great deal of difficulty identifying testable research hypotheses associated with specific research questions. Although we observed some improvement in the past year - we want to see more.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Ability to write research reports in APA style | Outcome/Objective: Demonstrate ability to communicate knowledge of Psychology

Implementation Description: PY 356 supervisor will increase opportunities to learn how to generate research hypotheses from general research questions. In the past, these were non-credit exercises. They will now be added as graded exercises.

Responsible Person/Group: Ed Merrill or other supervisor of PY 356 sections.

Re-evaluate Application of Statistical Knowledge
An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Ability to use computer software analyzing psychological data | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Re-evaluate Assessment of Statistical Knowledge
An influx of new instructors has changed many aspects of the manner in which the course is taught and student performance is evaluated. It is necessary to consider options new options for assessing student learning across the various sections during the coming semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Knowledge of primary statistical procedures | Outcome/Objective: Demonstrate ability to apply basic research methods

Implementation Description: Director of undergraduate studies will meet with PY 211 instructors to consider and select options.

Responsible Person/Group: Ed Merrill/PY 211 instructors.

Re-evaluate Student Assessment of Own Knowledge
For the past two years, students have identified "Personality" and "Physiological" psychology as weaknesses in their knowledge base in responses on our senior exit survey. If true, I would pass this information on to the instructors and expect them to address it. However, a higher percentage have responded to these classes than would be expected based on course enrollments. We want to determine if persons who consider this a weakness actually took the relevant classes or if they are responding to knowledge based on, for example, material taught in an introductory class.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Response to Senior Exit Survey | Outcome/Objective: Demonstrate knowledge of psychology

Implementation Description: We will modify the Senior Exit Survey to restrict responses on knowledge questions to students who identify themselves as having taken the class. This will provide a more accurate data base.

Responsible Person/Group: Ed Merrill/Undergraduate Committee
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)
Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

Curriculum Map 1 (Student Learning Outcomes) – PY BA/BS degree

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Course 7</th>
<th>Course 8</th>
<th>Course 9</th>
<th>Course 10</th>
<th>Course 11</th>
<th>Course 12</th>
<th>Course 13</th>
<th>Course 14</th>
<th>Career Fair/Grad School Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 211</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 313</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 352</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 355</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 356</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 358</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 361</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 365</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 372</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 413</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 461</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 470</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 471</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY 491</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Career Fair/Grad School Planning
Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

Curriculum Map II (Assessment Measures) – PY BA/BS degree

| Course  | PY 211  | PY 313  | PY 352  | PY 355  | PY 356  | PY 358  | PY 361  | PY 365  | PY 372  | PY 413  | PY 461  | PY 470  | PY 471  | PY 491  | Career Fair/ Grad School Planning Day |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------------------------------------|
| SLO 1   | Basic PY Knowledge | Communication | Research Methods | Application of Principles | Career Development |
| Theory/Concepts/Studies | Oral/Written | Knowledge/Skills | Lab Projects | Essays |
| Course  | SPSS Projects | Exams & Quizzes | Matching Data with Statistical Procedures | Essays |
| PY 211  | Exam Questions | Lab Projects | SPSS Projects | Lab Projects |
| PY 313  | Exam Questions | Lab Projects | SPSS Projects | Lab Projects |
| PY 352  | Exam Questions | Short Paper/Essay Discussion Outlines | Exam Questions | Essays |
| PY 355  | Exam Questions | Exam Questions | Exam Questions | Exam Questions |
| PY 356  | Research Reports | Research Reports | Research Proposal | Research Proposal |
| PY 358  | Exam Questions | Class Discussion | Exam Questions | Exam Questions |
| PY 361  | Exam Questions | Essays | Exam Questions | Applied Essays |
| PY 365  | Interview Paper | Exam Questions | Interview Paper | Interview Paper |
| PY 372  | Exam Questions | Film Analysis | Exam Questions | Exam Questions |
| PY 413  | Exam Questions | Exam Questions | Exam Questions | Exam Questions |
| PY 461  | Exam Questions | Exam Questions | Exam Questions | Exam Questions |
| PY 470  | Exam Questions | Exam Questions | Exam Questions | Exam Questions |
| PY 471  | Exam Questions | Exam Questions | Exam Questions | Exam Questions |
| PY 491  | Thought Papers Major Term Papers Oral Presentations | Literature Review Research Proposal | Field Experience Oral/Written Presentation Intervention Report | Preparing Grad School Applications |
| Career Fair/ Grad School Planning Day | | | | Response to Advising Response to Career Fair and Grad. Schl Prep Day |