### PART ONE:

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| 1. Students will have a clear understanding of psychological theories, methodologies, and empirical findings for studying behavior and mental, cognitive, and physiological processes. | a) We have a locally developed Psychology Comprehensive Exam (PCE) which has traditionally been administered to Introductory Psychology students during the first week of classes and to Graduating Seniors during their last semester on campus. This was not done in 2003-2005, due primarily to poor rates of completion in previous years, as well as decision by faculty to either significantly revise the PCE or utilize another test of psychology domain knowledge.  
  b) On the Exit Survey administered to graduating seniors, students will be surveyed regarding their mastery of subject matter within the major domains in the psychology department curriculum (i.e., abnormal/social, biopsychology, cognitive/learning, and developmental)  
  c) Students completing undergraduate internships will be administered an Internship Evaluation.  
  d) The number of students continuing their education in graduate or professional schools is monitored. | a) To be established when a decision is made regarding which type of test to use.  
  b) 70% of graduating seniors will indicate being somewhat confident in their ability to present on information learned from courses in the major domains (i.e., mean rating of 2 on a 4 point scale).  
  c) At least 70% of the interns should agree that their knowledge base has increased in the following areas: understanding and application of psychological theories, ethical principles, and diversity issues in mental health settings.  
  d) At least 15% of graduating seniors should continue their education in graduate or professional schools. | a) Not available for 2004-2005 academic year.  
  b) The following percentage of students indicated feeling at least “somewhat confident” in the following domain areas: 86% in abnormal/social (mean = 2.65)  
  58% in biopsychology (mean = 1.84), 69% in cognitive/learning (mean = 2.12), and 68% in developmental (mean = 2.26).  
  c) 92% of the respondents (N = 18/86% of registered internship students) agreed or strongly agreed that their understanding in these areas had increased as a result of the internship experience.  
  d) 44% of the graduating seniors (SP and SU 05) provided information about their post-graduate plans. Of these students, 42% intend to continue their education in graduate or professional schools. This number represents 18% of the total number of graduating seniors. | a) Not applicable  
  b) Results will be disseminated to the department curriculum committee. Additionally, will discuss results at departmental faculty retreat to explore possible causal underpinnings for the variability in confidence ratings.  
  c) Will review results with internship coordinator and faculty. Results will be useful for Orientation to Internship course and internship site supervisors.  
  d) Will continue to monitor rates of students applying to graduate and professional programs. Additionally, this data will be useful for faculty advisors to better serve our majors. |

**COMMITTEE/PERSON RESPONSIBLE:**
Assessment Committee; All faculty
### 2. Students will acquire analytic skills in the use of computer technology for the collection, statistical analysis, and interpretation of research data.

| a) To assess this objective, posters developed by students enrolled in Research Methods classes were rated by independent faculty judges (not Research Methods instructors) during each semester’s Research Methods Poster Forum in the following areas: Methods Section, Results Section, Discussion Section. There were 5-7 faculty raters each semester.  
| b) All students who conducted research were requested to complete a Student Researcher Survey. These students included research methods students, students earning independent study and supervised research credit and departmental honors students.  
| c) Students’ ability to discuss the results of their statistical analyses was assessed by individuals attending the Research Methods Forum using the Attendee Evaluation Form.  
| d) On the Exit Survey, students will indicate their skill development with respect to research and general computer/technical skills; and confidence using software for data analysis.  
| e) The number of students conducting independent study, supervised research and honors theses projects will be monitored |

**COMMITTEE/PERSON RESPONSIBLE:**  
Assessment Committee, Research Methods faculty, Faculty poster judges, faculty supervising student research

### 3. Students will acquire research and oral/written communication skills appropriate to the discipline.

| a) Students enrolled in Research Methods classes will be assessed during each semester’s Research Methods Forum (a student research conference held each semester). Both individual and group presentations will be assessed. Posters will be rated in the following broad areas: Introduction, Methods, Results,  
| a) The mean ratings for the Introduction, Methods, Results, Discussion, and Appearance of the posters will be “minimally competent or above” (A minimum rating of 3 on a 7 point scale).  
| b) At least 70% of the students conducting research will indicate that |

| a) Posters were rated as competent in the areas of Methods (mean rating 5.26), Results (mean rating 4.82) and Discussion (mean rating 4.55).  
| b) At least 90% of the Research Methods students and 100% of the other students specifically expressed that their computer/technical skills had improved as a result of conducting and/or assisting with research.  
| c) Overall, the attendees rated the students as competent in discussing the methodology/design (mean rating = 5.88) and results/implications (mean rating = 5.86)  
| d) 94% indicated at least “some” skill development in research and computer skills and 70% reported being at least “somewhat confident” in use of software.  
| e) 25 students participated in independent study in Fall ’04 and 24 in Spring ’05; 24 students conducted supervised research in Fall ’04 and 32 in Spring ’05; and 5 students conducted honors thesis research |

**COMMITTEE/PERSON RESPONSIBLE:**  
Assessment Committee, Research Methods faculty, All faculty

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a and c,d) Results will be used to provide feedback to Research Methods instructors to assist in developing more systematic research methods instruction for students across all sections.

b, d) Results will be used to provide feedback to Research Methods instructors, faculty research advisors and honors program coordinator to assist improve students’ research experience.

e) Data from the past several years will be reviewed. From this, a target expectation will be established for percentage of students who will participate in supervised research and conduct independent empirical investigations each year.

Additionally, faculty advisors will continue to encourage students to engage in independent research.

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b) All students who conducted research were requested to complete a Student Researcher Survey. These students included those in research methods classes, students earning independent study and supervised research credit and departmental honors students.

c) Students’ ability to discuss their research projects was assessed by individuals attending the Research Methods Forum using the Attendee Evaluation Form.

d) On the Exit Survey, students will indicate their skill development with respect to research and computer skills, oral/written/electronic communication, reading academic material in psychology; and confidence using software for data analysis; and ability to conduct research.

e) The number of students conducting independent study, supervised research and honors theses projects will be monitored.

f) The number of students presenting scholarly research at professional meetings is tallied each year. Also, the number of Departmental Honors Theses completed each year is recorded (required oral defense of thesis).

g) Data is collected on the number of students receiving research awards or grants to conduct and/or present research.

COMMITTEE/PERSON RESPONSIBLE:
Assessment Committee; Research methods faculty; Faculty poster judges; Faculty supervising student research

b, d) Results will be used to provide feedback to Research Methods instructors, faculty research advisors and honors program coordinator to assist improve students’ research experience.

c) Overall, the attendees rated the students as competent in discussing the background/rationale (mean rating = 6.05), methodology/design (mean rating = 5.88) and results/implications (mean rating = 5.86)

d) At least 70% will indicate: at least “some” skill development in these areas; being “somewhat confident” in use of software; and having an improved ability to conduct research as a result of being a Psychology major.

e-g) Performance expectations have not been established for these indirect measures.

COMMITTEE/PERSON RESPONSIBLE:
Assessment Committee; Instructors for Research Methods; Faculty research advisors

b, d) Results will be used to provide feedback to Research Methods instructors, faculty research advisors and honors program coordinator to assist improve students’ research experience.

c) Faculty advisors continue to encourage students to engage in Independent Study, and Supervised Research

f) Faculty advisors continue to encourage students to present their research at undergraduate and professional conferences and to submit research manuscripts for publication.

g) Faculty advisors will continue to nominate students for research awards and to encourage students to seek out grants and other funding opportunities.

COMMITTEE/PERSON RESPONSIBLE:
Assessment Committee; Instructors for Research Methods; Faculty research advisors

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PART TWO:
SUMMARIZE CHANGES AND IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND LEARNING THAT HAVE RESULTED FROM THE IMPLEMENTATION OF YOUR ASSESSMENT PROGRAM.

We have developed or revised several measures to improve collection of assessment data on our students. These improvements are noted below:

1. We have implemented an Exit Survey that is administered to graduating seniors. This new survey extends our previous Post-Graduation Plans Questionnaire, and will enable us to better assess the following areas: students’ post-graduate career/educational plans, knowledge of the specific domain areas in our curriculum, skills development, technology experiences, and overall satisfaction with various aspects of the Department. The Exit Survey was administered in both Fall 2004 and Spring 2005 semesters. We have also developed and/or revised a number of assessment measures:
   2. Created a new Undergraduate Internship Survey
   3. Developed a Research Methods Forum Attendee Survey
   4. Developed a Student Researcher Survey
   5. Revised the Research Methods Forum Assessment Survey
   6. Reviewed possibility of implementing a version of the AP psychology exam. Pros/cons determined this will not be used in near future.

The following are important areas which we are committed to addressing in the 2005-2006 academic calendar year:

1. A major goal for the upcoming year is to revise the 3 primary learning goals and related learning objectives. The faculty have been consulted on this issue, and, along with guidelines published by the American Psychological Association, we will complete a revised list of broad goals and learning objectives during the 2005-2006 academic year.

2. We are currently in the process of determining how to best revise our existing PCE to assess student learning within our curriculum or to adopt a pre-existing measure. In previous years, the low number of graduating seniors taking the PCE resulted in limited generalizability and usefulness of the PCE results. In particular, we will look to adapt the PCE to more directly assess each of the major knowledge domains in our curriculum, as suggested by this year’s external reviewers.

3. The Department is also considering the addition of a capstone course as a graduation requirement. The process of developing and/or adapting the existing Psychology Seminar course for this purpose will be done in collaboration with the Department Curriculum Committee and input from faculty. A capstone course would allow for administration of either the PCE or another Psychology Knowledge Test to all graduating seniors.

4. In conjunction with the Department External Relations Committee, the Alumni Surveys will be modified to better evaluate the indirect benefits of our program.