

**CLAS Deans' comments on  
BA in Psychology, Non-Accredited Program Report  
Reviewer: Michael Cornebise, Associate Dean**

**Last report submitted by department:** Fall 2020 (Initial Assessment Plan).

**Comments:**

The BA in Psychology 4-year assessment report is comprehensive and draws from multiple data points to measure SLOs including capstone course ratings, faculty evaluation of student researchers, supervisor intern evaluation, the Psychology Comprehensive Exam, and poster and oral evaluations from the research methods course. The report includes detailed, color-coded data gathered for each SLO across the four-year span, though they explain that the learning goals changed slightly between years 2 and 3 to align with those of their professional organization (APA). The most recent assessment results were shared with the faculty who addressed concerns at a faculty meeting at the beginning of fall semester, 2022. In the meeting, they reviewed the recent curricular changes and discussed revising department learning goals following an anticipated revision by the APA. The department has utilized assessment data to make a number of programmatic changes over the past 4 years including the removal of their major exit exam, adding new coursework to address curricular gaps, and renumbering a course to assist transfer students with meeting upper division requirements. In my opinion, the BA in Psychology assessment plan, while mature, continues to evolve, and is effectively utilized by the department to inform curricular decisions.

**Academic Affairs –Review & Feedback**

**B.A. Psychology**

The B.A. in Psychology program has actively and reflectively improved its curricular offerings, requirements, and assessment mechanisms. The Psychology program has demonstrated how well and how often it prioritizes the experience of students in their progress through the major, from introductory to senior-level courses, and how attuned the program is to identifying and correcting barriers to student success (misalignments in transfer requirements and the tracking of the psychology exit exam). The program serves as a model of flexibility and continuous improvement.



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VPAA Office    Dr. Suzie Park

3/8/23

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Date

**BA in Psychology**  
**Year 4 Assessment Report**  
*Summer 2018 to Spring 2022*

**Student Learning Outcomes (SLOs) for Psychology Majors\***

**\*Updated Fall 2020 to match APA Guidelines 2.0 for the Undergraduate Major**

**1. Knowledge Base**

- 1.1 Describe key concepts, principles, and overarching themes in psychology
- 1.3 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of Psychology

**2. Scientific inquiry & critical thinking**

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

**3. Ethical & social responsibility in a diverse world**

- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

**4. Communication**

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

**5. Professional development**

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

## Introduction to the Direct Assessment Measures

Name	Description	Scale* and Sample Size
<b>Capstone Course Ratings</b>	Students enrolled in a capstone course as a senior (required for graduation) are rated by faculty at the end of the course on their engagement in original research, critical thinking, writing, and oral communication skills.	Items are rated on a 4-point scale from 1 (Not competent) to 4 (Highly competent). Year 1, N = 54 Year 2, N = 50 Year 3, N = 49 Year 4, N = 44
<b>Faculty Evaluation of Student Researchers</b>	Faculty mentors of students enrolled in undergraduate research (PSY3900, PSY 4100, or Honors equivalents) complete an evaluation of each student at the end the semester.	Items are rated on a 4-point scale from 1 (None) to 4 (A lot). Year 1, N = 36 Year 2, N = 8 Year 3, N = 17 Year 4, N = 14
<b>Intern Evaluation by Supervisor</b>	Off-site supervisors of undergraduate internship students rate the performance of the student at the end of the semester.	Eight items related to the department learning goals are rated on a 4-point scale from 1 (None) to 4 (A Lot). Year 1, N = 3 Year 2, N = 6 Year 3, N = 4 Year 4, N = 3
<b>Psychology Comprehensive Exam (PCE)</b>	The PCE is administered in D2L to graduating seniors during their last semester on campus; it became a graduation requirement with the 2007 catalog. It is a 56-item multiple choice test that covers the major domains of psychology. There are also 2 critical thinking essay questions.	Scored out of 100% possible. Target achievement is that half or more of the students will score at least 50% on the PCE. Year 1, N = 103 Year 2, N = 105 Year 3, N = 87 Year 4, No longer given
<b>Research Methods Poster Evaluation</b>	Students enrolled in Research Methods (PSY3805) create posters of their research projects. Faculty rate the posters using the Poster Evaluation form.	Nine items are rated on a 4-point scale from 1 (None) to 4 (A lot) Year 1, N = 39 Year 2, N = 40 Year 3, N = 53 Year 4, N = 54
<b>Research Methods Poster Oral Evaluation</b>	Students who created posters for their Research Methods class (PSY3805) present their research orally to faculty members in the hallway during the research methods forum in the last week of class.	Four items are rated on a 4-point scale from 1 (None) to 4 (A lot) Year 1, N = 25 Year 2, N = 20 Year 3, No oral presentations Year 4, No oral presentations

\*Unless otherwise noted, the expectation for excellence in our department is that average ratings on 4-point scales will be 3.5 or above and 90% of respondents will select the upper half of the scale (e.g., Some/A lot or Good/Excellent).

## Year 1 (Summer 2018 to Spring 2019)

### 1. Scientific Inquiry, Critical Thinking, & Quantitative Reasoning

Student Learning Objectives (ULG)	Measures/Instruments	Results
1.1 Apply innovative, integrative, and critical thinking skills to interpret psychological phenomena (C)	<b>Overall</b>	<b>M = 97% Some/A lot</b>
	Capstone Course Ratings	M = 3.41, 98% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.81, 97% Some/A lot
	PCE Critical Thinking Essay Questions	M = 42% correct
	Research Methods Poster Evaluation	M = 3.59, 95% Some/A lot
1.2 Apply innovative, integrative, and critical thinking skills to design and conduct research, analyze data, and interpret results. (C, Q)	<b>Overall</b>	<b>M = 94%</b>
	Faculty Evaluation of Student Researchers	M = 3.39, 97% Some/A lot
	Research Methods Poster Evaluation	M = 3.62, 90% Some/A lot M = 3.79, 95% Some/A lot M = 3.62, 95% Some/A lot
	<ul style="list-style-type: none"> <li>• Appropriate Design</li> <li>• Accurate Analysis</li> <li>• Effective Interpretation</li> </ul>	
1.3 Apply information literacy skills to find and evaluate research studies in psychology. (W)	<b>Overall</b>	<b>M = 86%</b>
	Faculty Evaluation of Student Researchers	M = 3.57, 89% Some/A lot
	Research Methods Poster Evaluation	M = 3.33, 82% Some/A lot
1.4 Produce, analyze, interpret, and evaluate quantitative materials. (C, Q)	<b>Overall</b>	<b>M = 97%</b>
	Faculty Evaluation of Student Researchers	M = 3.37, 97% Some/A lot

### 2. Communication

Student Learning Objectives (ULG)	Measures/Instruments	Results
2.1 Write critically and effectively in the discipline of psychology by developing a cogent scientific argument and evaluating evidence, issues, ideas, and problems from multiple perspectives. (C, W)	<b>Overall</b>	<b>M = 93%</b>
	Capstone Course Ratings	M = 3.48, 94% Some/A lot
	EWP	M = 3.38, 94% Satis./Superior
	Faculty Evaluation of Student Researchers	M = 3.21, 76% Some/A lot
	Research Methods Poster Evaluation	M = 3.72, 100% Some/ A lot M = 3.72, 100% Some/A lot M = 3.49, 92% Some/A lot
2.2 Evaluate primary sources in psychology, collect and employ source materials ethically, and understand the strengths and limitations of different types of sources. (C, W)	<b>Overall</b>	<b>M = 89%</b>
	Capstone Course Ratings	M = 3.39, 94% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.28, 83% Some/A lot
2.3 Demonstrate competence in oral communication skills by presenting information using a scientific approach,	<b>Overall</b>	<b>M = 92%</b>
	Capstone Course Ratings	M = 3.11, 88% Some/A lot
	EIU Speaking Rubric (Senior Seminar)	M = 3.42, 92% Comp/Highly Comp
	Faculty Evaluation of Student Researchers	M = 3.14, 71% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot

Student Learning Objectives (ULG)	Measures/Instruments	Results
engaging in discussion of psychological concepts, explaining the ideas of others, and expressing their own ideas with clarity. (S)	Research Methods Poster Oral Evaluation <ul style="list-style-type: none"> <li>Present Information</li> <li>Engage Discussion</li> <li>Express with Clarity</li> </ul>	M = 3.52, 96% Some/A lot M = 3.56, 96% Some/A lot M = 3.64, 100% Some/A lot
2.4 Exhibit flexible interpersonal approaches that optimize information exchange and relationship development. (R)	<b>Overall</b>	<b>M = 97%</b>
	Faculty Evaluation of Student Researchers	M = 3.81, 96% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
	Research Methods Poster Oral Evaluation <ul style="list-style-type: none"> <li>Effectively exchange information</li> </ul>	M = 3.44, 96% Some/A lot

### 3. Content Knowledge

Student Learning Objectives (ULG)	Measures/Instruments	Results
3. Comprehend fundamental knowledge, major concepts, theoretical perspectives, historical trends, and empirical findings in the primary content areas of psychology. (NA)	<b>Overall</b>	<b>M = 92%</b>
	Faculty Evaluation of Student Researchers	M = 3.61, 97% Some/A lot
	PCE	Overall mean score was 58%. 70% of students exceeded a score of 50% on the PCE.
	Research Methods Poster Evaluation <ul style="list-style-type: none"> <li>Knowledge of Psychology</li> </ul>	M = 3.41, 87% Some/A lot

### 4. Ethical and Social Responsibility

Student Learning Objectives (ULG)	Measures/Instruments	Results
4.1 Evaluate formal regulations that govern professional ethics in psychology. (R)	<b>Overall</b>	<b>M = 92%</b>
	Faculty Evaluation of Student Researchers	M = 3.34, 83% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot
4.2 Interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences. (R)	<b>Overall</b>	<b>M = 93%</b>
	Faculty Evaluation of Student Researchers	M = 3.36, 80% Some/A lot
	Intern Evaluation by Supervisor <ul style="list-style-type: none"> <li>Interact Effectively</li> <li>Understand sociocultural contexts</li> </ul>	M = 3.50, 100% Some/A lot M = 3.67, 100% Some/A lot
4.3 Implement values that will lead to positive outcomes in work settings and a society responsive to multicultural and global concerns. (R)	<b>Overall</b>	<b>M = 97%</b>
	Faculty Evaluation of Student Researchers	M = 3.69, 93% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot

## 5. Professional Development

Student Learning Objectives (ULG)	Measures/Instruments	Results
5.1 Apply psychology-specific content (NA)	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.83, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot
5.2 Work effectively as part of a team (NA)	<b>Overall</b>	<b>M = 96%</b>
	Faculty Evaluation of Student Researchers	M = 3.91, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
	Research Methods Poster Oral Evaluation	M = 3.22, 89% Some/A lot
5.3 Self-reflect in preparation for employment, graduate school, or professional school (NA)	<b>Overall</b>	<b>M = 97%</b>
	Faculty Evaluation of Student Researchers	M = 3.62, 94% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot

## Year 2 (Summer 2019 to Spring 2020)

### 1. Scientific Inquiry, Critical Thinking, & Quantitative Reasoning

Student Learning Objectives (ULG)	Measures/Instruments	Results
1.1 Apply innovative, integrative, and critical thinking skills to interpret psychological phenomena (C)	<b>Overall</b>	<b>M = 91% Some/A lot</b>
	Capstone Course Ratings	M = 3.44, 96% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.38, 88% Some/A lot
	PCE Critical Thinking Essay Questions	M = 48% correct
	Research Methods Poster Evaluation	M = 3.43, 90% Some/A lot
1.2 Apply innovative, integrative, and critical thinking skills to design and conduct research, analyze data, and interpret results. (C, Q)	<b>Overall</b>	<b>M = 85%</b>
	Faculty Evaluation of Student Researchers	M = 3.13, 63% Some/A lot
	Research Methods Poster Evaluation <ul style="list-style-type: none"> <li>• Appropriate Design</li> <li>• Accurate Analysis</li> <li>• Effective Interpretation</li> </ul>	M = 3.65, 100% Some/A lot M = 3.50, 95% Some/A lot M = 3.27, 83% Some/A lot
1.3 Apply information literacy skills to find and evaluate research studies in psychology. (W)	<b>Overall</b>	<b>M = 84%</b>
	Faculty Evaluation of Student Researchers	M = 3.38, 75% Some/A lot
	Research Methods Poster Evaluation	M = 3.43, 93% Some/A lot
1.4 Produce, analyze, interpret, and evaluate quantitative materials. (C, Q)	<b>Overall</b>	<b>M = 38%</b>
	Faculty Evaluation of Student Researchers	M = 2.50, 38% Some/A lot

### 2. Communication

Student Learning Objectives (ULG)	Measures/Instruments	Results
2.1 Write critically and effectively in the discipline of psychology by developing a cogent scientific argument and evaluating evidence, issues, ideas, and problems from multiple perspectives. (C, W)	<b>Overall</b>	<b>M = 91%</b>
	Capstone Course Ratings	M = 3.06, 88% Some/A lot
	EWP	No data provided
	Faculty Evaluation of Student Researchers	M = 3.50, 100% Some/A lot
	Research Methods Poster Evaluation <ul style="list-style-type: none"> <li>• APA Style</li> <li>• Clear Grammar</li> <li>• Scientific Argument</li> </ul>	M = 3.45, 93% Some/ A lot M = 3.40, 93% Some/A lot M = 3.15, 80% Some/A lot
2.2 Evaluate primary sources in psychology, collect and employ source materials ethically, and understand the strengths and limitations of different types of sources. (C, W)	<b>Overall</b>	<b>M = 98%</b>
	Capstone Course Ratings	M = 3.28, 96% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.71, 100% Some/A lot
2.3 Demonstrate competence in oral communication skills by presenting information using a scientific approach,	<b>Overall</b>	<b>M = 84%</b>
	Capstone Course Ratings	M = 3.30, 92% Some/A lot
	EIU Speaking Rubric (Senior Seminar)	No data provided
	Faculty Evaluation of Student Researchers	M = 2.29, 43% Some/A lot
	Intern Evaluation by Supervisor	M = 3.60, 80% Some/A lot

Student Learning Objectives (ULG)	Measures/Instruments	Results
engaging in discussion of psychological concepts, explaining the ideas of others, and expressing their own ideas with clarity. (S)	Research Methods Poster Oral Evaluation <ul style="list-style-type: none"> <li>Present Information</li> <li>Engage Discussion</li> <li>Express with Clarity</li> </ul>	M = 3.75, 95% Some/A lot M = 3.65, 95% Some/A lot M = 3.68, 100% Some/A lot
2.4 Exhibit flexible interpersonal approaches that optimize information exchange and relationship development. (R)	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.60, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot
	Research Methods Poster Oral Evaluation <ul style="list-style-type: none"> <li>Effectively exchange information</li> </ul>	M = 3.80, 100% Some/A lot

### 3. Content Knowledge

Student Learning Objectives (ULG)	Measures/Instruments	Results
3. Comprehend fundamental knowledge, major concepts, theoretical perspectives, historical trends, and empirical findings in the primary content areas of psychology. (NA)	<b>Overall</b>	<b>M = 99%</b>
	Faculty Evaluation of Student Researchers	M = 3.38, 100% Some/A lot
	PCE	Overall mean score was 61%. 77% of students exceeded a score of 50% on the PCE.
	Research Methods Poster Evaluation <ul style="list-style-type: none"> <li>Knowledge of Psychology</li> </ul>	M = 3.43, 98% Some/A lot

### 4. Ethical and Social Responsibility

Student Learning Objectives (ULG)	Measures/Instruments	Results
4.1 Evaluate formal regulations that govern professional ethics in psychology. (R)	<b>Overall</b>	<b>M = 85%</b>
	Faculty Evaluation of Student Researchers	M = 3.14, 71% Some/A lot
	Intern Evaluation by Supervisor	M = 3.50, 100% Some/A lot
4.2 Interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences. (R)	<b>Overall</b>	<b>M = 78%</b>
	Faculty Evaluation of Student Researchers	M = 3.29, 86% Some/A lot
	Intern Evaluation by Supervisor <ul style="list-style-type: none"> <li>Interact Effectively</li> <li>Understand sociocultural contexts</li> </ul>	M = 3.83, 100% Some/A lot M = 3.00, 67% Some/A lot
4.3 Implement values that will lead to positive outcomes in work settings and a society responsive to multicultural and global concerns. (R)	<b>Overall</b>	<b>M = 83%</b>
	Faculty Evaluation of Student Researchers	M = 3.29, 86% Some/A lot
	Intern Evaluation by Supervisor	M = 3.20, 80% Some/A lot



## 5. Professional Development

Student Learning Objectives (ULG)	Measures/Instruments	Results
5.1 Apply psychology-specific content (NA)	<b>Overall</b>	<b>M = 76%</b>
	Faculty Evaluation of Student Researchers	M = 3.43, 71% Some/A lot
	Intern Evaluation by Supervisor	M = 3.20, 80% Some/A lot
5.2 Work effectively as part of a team (NA)	<b>Overall</b>	<b>M = 94%</b>
	Faculty Evaluation of Student Researchers	M = 4.00, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.17, 83% Some/A lot
	Research Methods Poster Oral Evaluation	M = 3.94, 100% Some/A lot
5.3 Self-reflect in preparation for employment, graduate school, or professional school (NA)	<b>Overall</b>	<b>M = 69%</b>
	Faculty Evaluation of Student Researchers	M = 3.14, 71% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 67% Some/A lot

## Year 3 (Summer 2020 to Spring 2021)

### 1. Knowledge Base

Student Learning Objectives (ULG)	Measures/Instruments	Results
1.1 Describe key concepts, principles, and overarching themes in psychology	<b>Overall</b>	<b>M = 98%</b>
	Faculty Evaluation of Student Researchers	M = 3.71, 100% Some/A lot
	Psychology Comprehensive Exam	Overall mean score was 59%. 79% of students exceeded a score of 50% on the PCE.
	Research Methods Poster Evaluation	M = 3.58, 96% Some/A lot
1.2 Develop a working knowledge of psychology's content domains	Faculty Evaluation of Student Researchers	M = 3.71, 100% Some/A lot
1.3 Describe applications of Psychology	<b>Overall</b>	<b>M = 88%</b>
	Faculty Evaluation of Student Researchers	M = 3.71, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.25, 75% Some/A lot

### 2. Scientific Inquiry & Critical Thinking

#### (EIU LG "Critical Thinking" and "Quantitative Reasoning")

Student Learning Objectives (ULG)	Measures/Instruments	Results
2.1 Use scientific reasoning to interpret psychological phenomena	<b>Overall</b>	<b>M = 98%</b>
	Capstone Course Ratings	M = 3.47, 96% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.76, 100% Some/A lot
	PCE Critical Thinking Essay Questions	M = 42% correct
	Research Methods Poster Evaluation	M = 3.57, 98% Some/A lot
2.2 Demonstrate psychology information literacy	<b>Overall</b>	<b>M = 97%</b>
	Faculty Evaluation of Student Researchers	M = 3.65, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.72, 96% Some/A lot
	Capstone Course Ratings	M = 3.57, 96% Some/A lot
2.3 Engage in innovative and integrative thinking and problem solving	<b>Overall</b>	<b>M = 99%</b>
	Faculty Evaluation of Student Researchers	M = 3.82, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.49, 98% Some/A lot
2.4 Interpret, design, and conduct basic psychological research	<b>Overall</b>	<b>M = 96%</b>
	Faculty Evaluation of Student Researchers	M = 3.76, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.60, 91% Some/A lot
2.5 Incorporate sociocultural factors in scientific inquiry	<b>Overall</b>	<b>M = 88%</b>
	Faculty Evaluation of Student Researchers	M = 3.19, 94% Some/A lot
	Research Methods Poster Evaluation	M = 3.21, 81% Some/A lot

### 3. Ethical & Social Responsibility in a Diverse World

#### (EIU LG "Responsible Citizenship")

Student Learning Objectives (ULG)	Measures/Instruments	Results
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3.1 Apply ethical standards to evaluate psychological science and practice	<b>Overall</b>	<b>M = 76%</b>
	Faculty Evaluation of Student Researchers	M = 3.76, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 2.00, 33% Some/A lot
3.2 Build and enhance interpersonal relationships	<b>Overall</b>	<b>M = 75%</b>
	Faculty Evaluation of Student Researchers	M = 3.00, 75% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 75% Some/A lot
3.3 Adopt values that build community at local, national, and global levels	<b>Overall</b>	<b>M = 76%</b>
	Faculty Evaluation of Student Researchers	M = 2.92, 85% Some/A lot
	Intern Evaluation by Supervisor	M = 3.33, 67% Some/A lot

#### 4. Communication

##### (EIU LGs “Writing and Critical Reading” and “Speaking and Listening”)

Student Learning Objectives (ULG)	Measures/Instruments	Results
4.1 Demonstrate effective writing for different purposes	<b>Overall</b>	<b>M = 96%</b>
	Capstone Course Ratings	M = 3.51, 92% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.82, 100% Some/A lot
4.2 Exhibit effective presentation skills for different purposes	<b>Overall</b>	<b>M = 86%</b>
	Capstone Course Ratings	M = 3.45, 90% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.73, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 2.33, 67% Some/A lot
4.3 Interact effectively with others	<b>Overall</b>	<b>M = 81%</b>
	Faculty Evaluation of Student Researchers	M = 3.29, 86% Some/A lot
	Intern Evaluation by Supervisor	M = 3.50, 75% Some/A lot
	Research Methods Poster Oral Evaluation	X

#### 5. Professional Development

Student Learning Objectives (ULG)	Measures/Instruments	Results
5.1 Apply psychological content and skills to career goals	<b>Overall</b>	<b>M = 88%</b>
	Faculty Evaluation of Student Researchers	M = 3.59, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 75% Some/A lot
5.2 Exhibit self-efficacy and self-regulation	<b>Overall</b>	<b>M = 84%</b>
	Faculty Evaluation of Student Researchers	M = 3.88, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 67% Some/A lot
5.3 Refine project-management skills	<b>Overall</b>	<b>M = 88%</b>
	Faculty Evaluation of Student Researchers	M = 3.76, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 75% Some/A lot
5.4 Enhance teamwork capacity	<b>Overall</b>	<b>M = 77%</b>
	Faculty Evaluation of Student Researchers	M = 3.33, 67% Some/A lot
	Intern Evaluation by Supervisor	M = 2.75, 75% Some/A lot
	Research Methods Poster Oral Evaluation	X

5.5 Develop meaningful professional direction for life after graduation	<b>Overall</b>	<b>M = 81%</b>
	Faculty Evaluation of Student Researchers	M = 3.21, 86% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 75% Some/A lot

## Year 4 (Summer 2021 to Spring 2022)

### 1. Knowledge Base

Student Learning Objectives (ULG)	Measures/Instruments	Results
1.1 Describe key concepts, principles, and overarching themes in psychology	<b>Overall</b>	<b>M = 99%</b>
	Faculty Evaluation of Student Researchers	M = 3.85, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.59, 98% Some/A lot
1.2 Develop a working knowledge of psychology's content domains	Faculty Evaluation of Student Researchers	M = 3.85, 100% Some/A lot
1.3 Describe applications of Psychology	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.92, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot

### 2. Scientific Inquiry & Critical Thinking (EIU LG "Critical Thinking" and "Quantitative Reasoning")

Student Learning Objectives (ULG)	Measures/Instruments	Results
2.1 Use scientific reasoning to interpret psychological phenomena	<b>Overall</b>	<b>M = 89%</b>
	Capstone Course Ratings	M = 3.09, 75% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.93, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.50, 93% Some/A lot
2.2 Demonstrate psychology information literacy	<b>Overall</b>	<b>M = 91%</b>
	Faculty Evaluation of Student Researchers	M = 3.86, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.61, 100% Some/A lot
	Capstone Course Ratings	M = 3.14, 73% Some/A lot
2.3 Engage in innovative and integrative thinking and problem solving	<b>Overall</b>	<b>M = 99%</b>
	Faculty Evaluation of Student Researchers	M = 3.79, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.56, 98% Some/A lot
2.4 Interpret, design, and conduct basic psychological research	<b>Overall</b>	<b>M = 99%</b>
	Faculty Evaluation of Student Researchers	M = 3.64, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.59, 98% Some/A lot
2.5 Incorporate sociocultural factors in scientific inquiry	<b>Overall</b>	<b>M = 86%</b>
	Faculty Evaluation of Student Researchers	M = 3.50, 92% Some/A lot
	Research Methods Poster Evaluation	M = 3.26, 80% Some/A lot

### 3. Ethical & Social Responsibility in a Diverse World (EIU LG "Responsible Citizenship")

Student Learning Objectives (ULG)	Measures/Instruments	Results
3.1 Apply ethical standards to evaluate	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.77, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.33, 100% Some/A lot

psychological science and practice	Research Methods Poster Evaluation	M = 3.62, 100% Some/A lot
3.2 Build and enhance interpersonal relationships	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.83, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
3.3 Adopt values that build community at local, national, and global levels	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.75, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 100% Some/A lot

#### 4. Communication

##### (EIU LGs “Writing and Critical Reading” and “Speaking and Listening”)

Student Learning Objectives (ULG)	Measures/Instruments	Results
4.1 Demonstrate effective writing for different purposes	<b>Overall</b>	<b>M = 90%</b>
	Capstone Course Ratings	M = 3.05, 71% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.67, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.43, 98% Some/A lot
4.2 Exhibit effective presentation skills for different purposes	<b>Overall</b>	<b>M = 77%</b>
	Capstone Course Ratings	M = 3.25, 82% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.43, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 2.50, 50% Some/A lot
	Research Methods Poster Oral Evaluation	X
4.3 Interact effectively with others	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.90, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
	Research Methods Poster Oral Evaluation	X

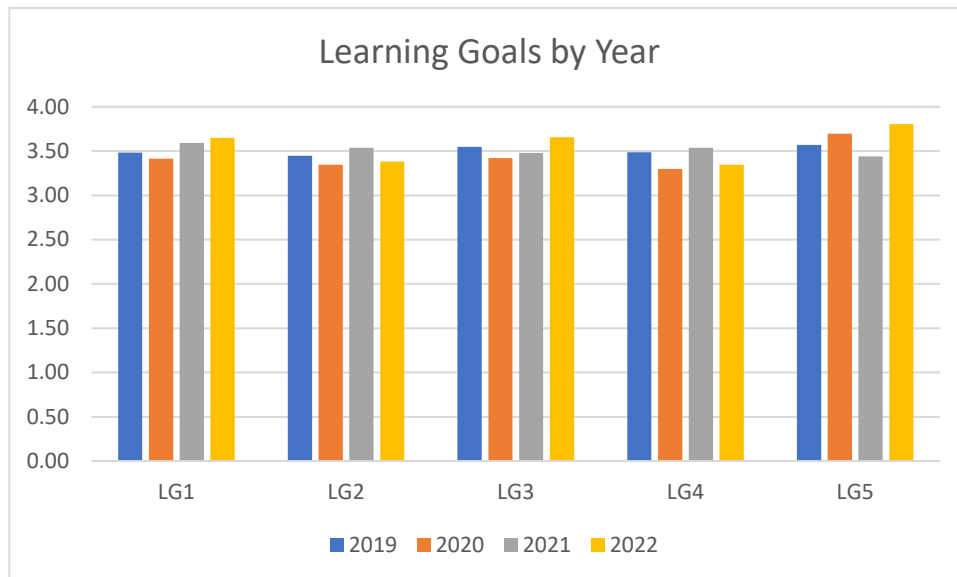
#### 5. Professional Development

Student Learning Objectives (ULG)	Measures/Instruments	Results
5.1 Apply psychological content and skills to career goals	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.79, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot
5.2 Exhibit self-efficacy and self-regulation	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.93, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
5.3 Refine project-management skills	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.93, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 2.67, 100% Some/A lot
5.4 Enhance teamwork capacity	<b>Overall</b>	<b>M = 84%</b>
	Faculty Evaluation of Student Researchers	M = 4.00, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.33, 67% Some/A lot
	Research Methods Poster Oral Evaluation	X
	<b>Overall</b>	<b>M = 100%</b>
	Faculty Evaluation of Student Researchers	M = 3.80, 100% Some/A lot

5.5 Develop meaningful professional direction for life after graduation	Intern Evaluation by Supervisor	M = 3.33, 100% Some/A lot
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## Summary

The following graph shows overall performance across the 5 measured learning goals. Note, however, that the learning goals changed slightly between years 2 and 3 to align with APA's current learning goals. Nevertheless, student performance is fairly consistent over time and students are largely meeting the expectations we have for them.



## Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?
  - a. Because Degree Works cannot easily track the psychology major exit exam requirement, we removed it as a graduation requirement. Our department is considering a greater integrated assessment of psychology content knowledge, rather than the former single comprehensive exam administered in D2L during a student's last term before graduation.
  - b. PSY 2610 Statistical Methods of Psychology was renumbered to PSY 3610 to assist transfer students with meeting upper division graduation requirements.
  - c. We added a new course, PSY 3628 Psychology of Sexual and Gender Diversity. The course offers students an introduction to this research to increase their understanding of themselves and of the diversity that surrounds them. It seeks to create a greater understanding and a greater level of tolerance of individuals with diverse ways of experiencing and expressing their gender and sexuality and to contribute to the development of individuals who can participate in the civic discussion from a base of scientific knowledge.
2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

- a. The average ratings for each of the five department learning goals have been fairly consistent over the past four years. Our expectation is that students will score a mean of 3.5 or higher on our 4-point rating scales. Overall, the learning goal means are either just below or just above the expectation.
  - b. Currently, the APA Undergraduate Learning Goals 2.0 are undergoing revision (2<sup>nd</sup> round of public comment are due Oct 26, 2022). When the final version is published, our department will review the changes in anticipation of adopting the updated APA 3.0 learning goals for the psychology major.
3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
September 16, 2022	Psychology Department Faculty	The department faculty received a copy of the assessment report prior to the department meeting on 9/16/22. We reviewed the recent curricular changes and reiterated the likelihood of revising our department learning goals when APA completes revision of their learning goals (see 2b above).

**Dean Review & Feedback**



Dean or designee

November 22, 2022

Date

**Academic Affairs –Review & Feedback**

**B.A. Psychology**

The B.A. in Psychology program has actively and reflectively improved its curricular offerings, requirements, and assessment mechanisms. The Psychology program has demonstrated how well and how often it prioritizes the experience of students in their progress through the major, from introductory to senior-level courses, and how attuned the program is to identifying and correcting barriers to student success (misalignments in transfer requirements and the tracking of the psychology exit exam). The program serves as a model of flexibility and continuous improvement.



VPAA Office Dr. Suzie Park

3/8/23

Date