

BA in Psychology Year 2 Assessment Report

Summer 2018 to Spring 2020

Student Learning Outcomes (SLOs) for Psychology Majors

1. Scientific Inquiry, Critical Thinking, & Quantitative Reasoning

1.1. Apply innovative, integrative, and critical thinking skills to interpret psychological phenomena.

1.2. Apply innovative, integrative, and critical thinking skills to design and conduct research, analyze data, and interpret results.

1.3. Apply information literacy skills to find and evaluate research studies in psychology.

1.4. Produce, analyze, interpret, and evaluate quantitative materials.

2. Communication

Writing and Critical Reading

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.

2.2. Evaluate primary sources in psychology, collect and employ source materials ethically, and understand the strengths and limitations of different types of sources.

Speaking and Listening

2.3. Demonstrate competence in oral communication skills by presenting information using a scientific approach, engaging in discussion of psychological concepts, explaining the ideas of others, and expressing their own ideas with clarity.

2.4. Exhibit flexible interpersonal approaches that optimize information exchange and relationship development.

3. Content Area Knowledge

Comprehend fundamental knowledge, major concepts, theoretical perspectives, historical trends, and empirical findings in the primary content areas of psychology.

4. Ethical and Social Responsibility

4.1. Evaluate formal regulations that govern professional ethics in psychology.

4.2. Interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences.

4.3. Implement values that will lead to positive outcomes in work settings and a society responsive to multicultural and global concerns.

5. Professional Development

Apply psychology-specific content, teamwork skills, and effective self-reflection in preparation for employment, graduate school, or professional school.

Introduction to the Direct Assessment Measures

Name	Description	Scale*
Capstone Course Ratings	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
EIU Speaking Rubric	Students enrolled in CMN 1310G (Speech) and Senior seminars (EIU 4XXXG) are rated on their speaking ability	Items are rated on a 4-point scale from 1 (Not Competent) to 4 (Highly Competent) Year 1, N = 86 Year 2, data not provided
Electronic Writing Portfolio (EWP)	Students submit papers from classes that meet the EWP submission requirements.	Faculty assign a holistic score between 1 (Unsatisfactory) and 4 (Superior) Year 1, N = 274 Year 2, data not provided
Faculty Evaluation of Student Researchers	Faculty mentors of students enrolled in undergraduate research (PSY3900, PSY 4100, or Honors equivalents) complete an evaluation of their students at the end of each semester.	Items are rated on a 4-point scale from 1 (None) to 4 (A lot). Year 1, N = 36 Year 2, N = 8
Intern Evaluation by Supervisor	Off-site supervisors of students enrolled in undergraduate internship rate the performance of their students at the end of each 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
Psychology Comprehensive Exam (PCE)	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
Research Methods Poster Evaluation	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
Research Methods Poster Oral Evaluation	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

*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)	Overall	M = 97% Some/A lot
	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)	Overall	M = 94%
	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"> • Appropriate Design • Accurate Analysis • Effective Interpretation 	
1.3 Apply information literacy skills to find and evaluate research studies in psychology. (W)	Overall	M = 86%
	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)	Overall	M = 97%
	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)	Overall	M = 93%
	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)	Overall	M = 89%
	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,	Overall	M = 92%
	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"> Present Information Engage Discussion Express with Clarity 	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)	Overall	M = 97%
	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"> Effectively exchange information 	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)	Overall	M = 92%
	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"> Knowledge of Psychology 	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)	Overall	M = 92%
	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)	Overall	M = 93%
	Faculty Evaluation of Student Researchers	M = 3.36, 80% Some/A lot
	Intern Evaluation by Supervisor <ul style="list-style-type: none"> Interact Effectively Understand sociocultural contexts 	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)	Overall	M = 97%
	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)	Overall	M = 100%
	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)	Overall	M = 96%
	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)	Overall	M = 97%
	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)	Overall	M = 91% Some/A lot
	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)	Overall	M = 85%
	Faculty Evaluation of Student Researchers	M = 3.13, 63% Some/A lot
	Research Methods Poster Evaluation <ul style="list-style-type: none"> • Appropriate Design • Accurate Analysis • Effective Interpretation 	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)	Overall	M = 84%
	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)	Overall	M = 38%
	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)	Overall	M = 91%
	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"> • APA Style • Clear Grammar • Scientific Argument 	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)	Overall	M = 98%
	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,	Overall	M = 84%
	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"> Present Information Engage Discussion Express with Clarity 	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)	Overall	M = 100%
	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"> Effectively exchange information 	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)	Overall	M = 99%
	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"> Knowledge of Psychology 	M = 3.43, 98% Some/A lot

4. Ethical and Social Responsibility

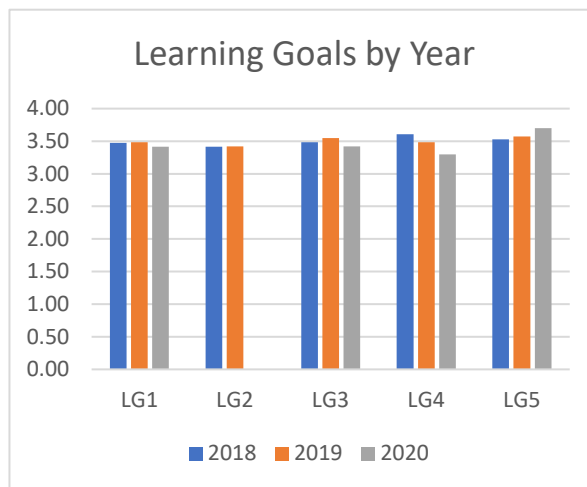
Student Learning Objectives (ULG)	Measures/Instruments	Results
4.1 Evaluate formal regulations that govern professional ethics in psychology. (R)	Overall	M = 85%
	Faculty Evaluation of Student Researchers	M = 3.14, 71% Some/A lot
	Intern Evaluation by Supervisor	M = 3.50, 100% Some/A lot
4.2 Interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences. (R)	Overall	M = 78%
	Faculty Evaluation of Student Researchers	M = 3.29, 86% Some/A lot
	Intern Evaluation by Supervisor <ul style="list-style-type: none"> Interact Effectively Understand sociocultural contexts 	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)	Overall	M = 83%
	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)	Overall	M = 76%
	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)	Overall	M = 94%
	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)	Overall	M = 69%
	Faculty Evaluation of Student Researchers	M = 3.14, 71% Some/A lot
	Intern Evaluation by Supervisor	M = 3.00, 67% Some/A lot

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 two 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. No curricular changes have been made to the psychology major in the past 2 years and none are pending.
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 rating for each of the five department learning goals was calculated across all direct assessment measures that assess the learning goal, weighted by sample size. Our expectation is that we 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. There has been a slight drop in ratings of SLO#4, which is ethical and social responsibility. It's possible that the failure to complete some of the Spring 2020 student research projects due to COVID-19 may have lowered the ratings a bit as students had less of an opportunity to "Evaluate formal regulations that govern professional ethics in psychology; Interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences; and Implement values that will lead to positive outcomes in work settings and a society responsive to multicultural and global concerns." This will continue to be monitored.
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...)
9/18/2020	Psychology Department Faculty	Now that we don't have to conform our learning goals to mesh specifically with the university learning goals, we are currently discussing whether to adopt wholly the language for our learning goals from the APA Undergraduate Learning Goals 2.0. The current department learning goals align closely with both the university's and APA's learning goals, but adoption of the APA learning goals will simplify the language and match the accepted standards in our discipline.

Dean Review & Feedback

Dean or designee

Date

CLAS Deans' comments on Psychology B.A. report

Reviewer: Michael Cornebise

Please note: This is a **STARTING POINT** for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspitant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!

1. SLOs are generally clear and measurable, using a good mix of high-level, mid-level, and low-level Bloom's Taxonomy verbs.
2. The assessment plan includes a nice combination of measurements to gather data at different levels: capstone course ratings, speaking and writing rubrics, a faculty evaluation of student researchers, a comprehensive Psychology exam, and evaluation of research methods posters and oral presentations.
3. The targets are clearly identified in the plan, and it appears the data will be shared with the department and used to inform curricular and programmatic changes.

At this point, the plan for the Psychology B.A. is well developed and is ready for data collection. The "improvements and changes based on assessment" can be modified after data for this cycle is collected.