

**STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM AY 2014-2015**

Degree and  
Program Name:

B.A. Psychology

Submitted By:

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**PART ONE**

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p><b>1. Content Area Knowledge:</b> Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the primary content areas of psychology.</p>	<p>a) Our locally developed <b>Psychology Comprehensive Exam (PCE)</b> is administered to graduating seniors during their last semester on campus; it became a graduation requirement with the 2007 catalog. <u>[direct measure]</u></p>	<p>a) At least half of the students will score at least 50% on the PCE.</p>	<p>a) Expectations were met. Out of 103 students who expected to graduate this year, 102 took the PCE. Their mean score on the multiple choice portion, which measures content knowledge, was 65%. The mean score on the short answer portion (integrative learning) was 67%. Overall, 88% of students exceeded a score of 50% on the PCE.</p>	<p>Results will be shared by <b>Assessment Committee Chair</b> with all psychology faculty and outcomes in specific domains discussed.</p>
	<p>b) Our <b>Senior Survey</b>, administered to graduating seniors, has students report their perceived mastery of subject matter in the major psychology domain areas covered in our curriculum (i.e., abnormal/social, biopsychology, cognitive/learning, and developmental)</p>	<p>c) 70% of graduating seniors will indicate being somewhat confident in their ability to give a presentation based on information learned from courses in the major domains, and overall mean scores will be above 2.8 (i.e., mean rating on a 4 point scale).</p>	<p>c) Expectations were met <b>for four out of six domains assessed</b>. Out of 102 graduating students in 2014-2015, 48 (47%) took the Senior Survey. The following percentage of those graduating students indicated feeling at least "somewhat confident" in the following domain areas: 87% in abnormal (M = 3.77), 87% in social (M = 3.68), 59% in biopsychology (M = 2.87), 57% in cognitive (M = 2.96), 87% in learning (M = 3.74, and 79% in developmental (M = 3.55).</p>	<p>Results will be shared by <b>Assessment Committee Chair</b> with all psychology faculty and outcomes in specific domains discussed.</p>

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	c) Students completing undergraduate internships (PSY4275) are administered an <b>Internship Evaluation</b> .	d) At least 70% of the interns should agree that their knowledge base has increased in the understanding and application of psychological theories.	d). Expectations were met. There were 12 students who completed 14 internship experiences in 2014-2015 (2 students did a second internship). Of these, 100% agreed or strongly agreed that, as a result of their internship, they had a greater understanding of psychological theories and concepts, and 100% agreed or strongly agreed that they had a greater understanding of the application of psychological theories to "real world" cases and work settings.	Results will be shared by <b>Assessment Committee Chair</b> with Internship Coordinator.
<b>2. Research:</b> Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in psychology.	a) Posters developed by students enrolled in Research Methods (PSY3805) classes are rated by independent faculty judges (excluding Research Methods instructors), using our <b>Poster Evaluation</b> instrument, on their Introduction, Method, Results, & Discussion sections, during each semester's Research Methods Forum. [direct measure]	a) The mean ratings for the Introduction, Method, Results, and Discussion sections of the posters will indicate a level of effectiveness equal to or higher than "Somewhat Effective" (a minimum rating of 4 on a 6 point scale).	a) Expectations were met. Across the academic year 2014-2015, 10 faculty were randomly assigned posters to evaluate. (Some posters represented projects by more than 1 student). Posters were rated as effective in the areas of Introduction (4.95) Method (M = 4.86), Results (M = 4.73), and Discussion/Conclusion (M =4.45).	Results will be shared by <b>Assessment Committee Chair</b> with Research Methods instructors.
	b) <b>Capstone course</b> students are assessed on their ability to "Engage Original Primary Literature in Psychology." [direct measure]	b) At least 70% of the students should be deemed competent (3 or a 4 point scale) in their ability to engage original literature in psychology.	b) Expectations were met. Across AY 2014-2015, 6 different faculty people completed capstone assessments on a total of 99 different students. 89% of the students evaluated were judged to be competent or highly competent in their ability to engage original literature in psychology.	Results will be shared by <b>Assessment Committee Chair</b> with Capstone Instructors.
	c) Students who conduct research are asked to complete a <b>Student Researcher Survey</b> rating their research skills. These students include Research Methods (PSY3805) students, students earning independent study (PSY3900) and Undergraduate Research (PSY4100) credit, and departmental honors students (PSY4444 and PSY4644).	c) At least 70% of the students conducting research will agree that participation in research improved their understanding of research methodology and statistics skills.	c) Expectations were met. Across semesters, there were 59 responses to the Student Researcher Survey. Of those, 88% agreed or strongly agreed that their understanding of research methodology improved, and 72% agreed or strongly agreed that their statistics skills improved.	Results will be shared by <b>Assessment Committee Chair</b> with capstone instructors, undergraduate research advisors and honors program coordinator to assist and improve students' research experience.
	d) On the <b>Senior Survey</b> , students indicate their perceived skill development with respect to research.	d) At least 70% of graduating students will indicate at least "some" skill development in research and at least 70% will agree that their ability to conduct research improved as a consequence of being a psychology major.	d) Expectations were met: 100% of respondents indicated at least "some" skill development in research skills, and 100% agreed that their ability to conduct research improved as a consequence of being a psychology major.	Results will be shared by <b>Assessment Committee Chair</b> with capstone instructors, undergraduate research advisors and honors program coordinator to assist and improve students' research experience.

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
	e) The number of <b>students conducting Independent Study (PSY3900), Undergraduate Research (PSY4100), and Honors Theses (PSY4444 and PSY4644)</b> projects is monitored.	e) At least 15% of ALL majors should be involved in Independent Study or Undergraduate Research.	e) Expectations were <b>not</b> met. In Fall 2014, out of our total number of 425 majors, 10 were enrolled in PSY 3900, 21 in PSY 4100, and 6 in PSY 4444 for a total of 37 students (8.7%). Out of 393 majors in Spring 2015, 11 were enrolled in PSY 3900, 25 in PSY 4100, and 5 in PSY 4644 for a total of 41 students (10.4%).	Results will be shared by <b>Assessment Committee Chair</b> with undergraduate research advisors to encourage students to engage in supervised research.
	f) The number of <b>students disseminating research</b> (students in PSY4100 or PSY4644) presenting at psychological research conferences or publishing articles is monitored.	f) At least 50% of students completing Undergraduate Research or Honors Theses will present and/or publish their results.	f) Expectations were met. Of the 30 students enrolled in these courses in Spring 2015, 22 (73%) made a conference presentation.	Results will be shared by <b>Assessment Committee Chair</b> with undergraduate research advisors to encourage students to present their research at undergraduate and professional conferences and to submit research manuscripts for publication.
	g) The number of <b>research awards and grants</b> obtained by undergraduate students is monitored.	g) At least 30% of students completing Undergraduate Research or Honors Theses apply for research awards and grants.	g) Unknown if expectations were met: Out of 30 students enrolled in PSY 4100 (Undergraduate Research) or PSY 4644 (Honors Thesis) in Spring 2015, 1 student received a SURE Award.	Results will be shared by <b>Assessment Committee Chair</b> with undergraduate research advisors
<b>3. Technology:</b> Students will demonstrate familiarity with computer technologies used in conducting psychological research and learning psychological principles.	a) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a <b>Student Researcher Survey</b> rating their computer/technical skills.	a) At least 70% of the students conducting research will indicate that participation in research improved their computer/technical skills	a) Expectations were met. Of the 57 responses to the Student Researcher Survey, (72%) agreed or strongly agreed that their computer/technical skills improved as a result of conducting and/or assisting with research.	Results will be shared by <b>Assessment Committee Chair</b> with Research Methods instructors.
	b) On the <b>Senior Survey</b> , students indicate their perceived skill development with respect to electronic communication skills, computer/technical skills, and confidence using statistical computer program(s).	b) At least 70% of graduating students will indicate at least "some" skill development in electronic communication and computer/technical skills; at least 70% will indicate they are at least somewhat confident in their ability to use a statistical computer program.	b) Expectations were met: Of the 47 Senior Survey responses from graduating seniors this year, 85% indicated at least "some" skill development in electronic communication skills. Moreover, 87% reported some skill development with respect to computer/technical skills. 85% were at least somewhat confident in their ability to use a statistical computer program.	Results will be shared by <b>Assessment Committee Chair</b> with Research Methods instructors.
<b>4. Critical Thinking:</b> Students will demonstrate critical thinking skills with regards to psychology.	a) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a <b>Student Researcher Survey</b> rating their critical thinking skills.	a) At least 70% of the students conducting research will indicate that participation in research improved their critical thinking skills	a) Expectations were met: 88% of student researchers agreed that their critical thinking skills improved as a result of conducting and/or assisting with research.	Results will be shared by <b>Assessment Committee Chair</b> with all faculty.

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	b) On the <b>Senior Survey</b> , students indicate their perceived skill development with respect to critical thinking.	b) At least 70% of graduating students will indicate at least "some" skill development in critical thinking.	b) Expectations were met: Based on the Senior Survey responses, 96% of graduating students indicated at least "some" skill development in critical thinking due to being a psychology major.	Results will be shared by <b>Assessment Committee Chair</b> with all faculty.
	c) <b>Capstone course</b> students are assessed on their ability to think critically about psychology: "Students will demonstrate critical and integrative thinking pertaining to psychology (e.g., use the scientific approach to solve problems related to affect, behavior, and mental processes)." <u>[direct measure]</u>	c) At least 70% of the students should be deemed competent (3 on a 4 point scale) in their critical thinking about psychology.	c) Expectations were met: 93% of the students evaluated were judged to be competent or highly competent in their critical thinking skills. The mean was 3.32.	Results will be shared by <b>Assessment Committee Chair</b> with Capstone Instructors.
	d) The results for psychology students taking the <b>Watson-Glaser test</b> is monitored. <u>[direct measure]</u>	d) Psychology students will meet or exceed the average score across all students.	d) Expectations were not met. In the Fall 2014 semester, the average composite score of the 49 Psychology majors taking the test was 24.82, which was slightly below the average of all 646 students taking the test (25.02). In the Spring 2015 semester, the average composite score of the 46 Psychology majors taking the test was 23.83, which was slightly below the average of all 515 students taking the test (24.10).	Results will be shared by <b>Assessment Committee Chair</b> with all faculty.
	e) Posters developed by students enrolled in Research Methods (PSY3805) classes are rated by independent faculty judges (excluding Research Methods instructors), using our <b>Poster Evaluation</b> instrument, on their Critical Thinking ability, during each semester's Research Methods Forum. <u>[direct measure]</u>	e) The mean ratings for the Methods, Results, and Discussion sections of the posters will indicate a level of effectiveness equal to or higher than "Somewhat Effective" (a minimum rating of 4 on a 6 point scale).	e) Expectations were met. Across the academic year 2014-2015, 10 faculty were randomly assigned student posters to evaluate. Poster were rated as effective in the area of Critical Thinking (M = 4.89).	Results will be shared by <b>Assessment Committee Chair</b> with all research methods instructors.
<b>5. Communication:</b> Students will demonstrate the ability to communicate information about psychology effectively.	a) Students' (PSY3805) ability to orally communicate the results of their statistical analyses is assessed by individuals attending the Research Methods Forum using the <b>Attendee Evaluation Form</b> . <u>[direct measure]</u>	a) The mean ratings for the students' ability to clearly communicate understanding of the background/rationale, methodology/design and the results/implications of the study will be "somewhat effective" or above (A minimum rating of 4 on a 6 point agreement scale.)	a) Expectations were met. Across AY 2014-2015, there were 72 <b>faculty</b> attendee ratings of oral presentation of research methods posters. Overall, the faculty attendees rated the students as effective in discussing the background/rationale (M = 4.94), methodology/design (M = 5.08) and results/implications (M = 4.90).	Results will be shared by <b>Assessment Committee Chair</b> with all faculty.
	b) <b>Capstone course</b> students are assessed on their ability to Write Effectively about Psychology." <u>[direct measure]</u>	b) At least 70% of the students should be deemed competent (3 on a 4 point scale) in their ability to write effectively about psychology.	b) Expectations were met: 84% of students evaluated were judged to be competent or highly competent to write effectively about Psychology.	Results will be shared by <b>Assessment Committee Chair</b> with Capstone Instructors.

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	c) <b>Capstone course</b> students are assessed on their ability to present information orally: Students will demonstrate the ability to communicate information about psychology effectively in an oral format (e.g., conference presentation, debate, and lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching). <u>[direct measure]</u>	c) At least 70% of the students should be deemed competent (3 on a 4 point scale) in their ability to present information orally.	c) Expectations were met: 87% of the students evaluated were judged to be competent or highly competent to communicate about Psychology effectively in an oral format.	Results will be shared by <b>Assessment Committee Chair</b> with Capstone Instructors.
	d) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a <b>Student Researcher Survey</b> rating their written communication skills.	d) At least 70% of the students conducting research will indicate that participation in research improved their communication skills	d) Expectations were met: 72% of the students agreed that their oral communication skills improved and 77% agreed that their written communication skills had improved as a result of conducting or assisting with research.	Results will be shared by <b>Assessment Committee Chair</b> with research supervisors and research methods instructors
	e) On the <b>Senior Survey</b> , students indicate their perceived skill development with respect to oral and written communication.	e) At least 70% of graduating students will indicate at least "some" skill development in oral and written communication.	e) Expectations were met: Based on the 2014-2015 Senior Survey responses, 81% of students indicated that their oral communication skills improved at least "some"; 92% agreed that their written communication skills had improved at least "some."	Results will be shared by <b>Assessment Committee Chair</b> with all faculty.
	f) Posters developed by students enrolled in Research Methods (PSY3805) classes are rated by independent faculty judges (excluding Research Methods instructors), using our <b>Poster Evaluation</b> instrument, on their Writing Ability, including APA style and grammatical knowledge, during each semester's Research Methods Forum. <u>[direct measure]</u>	f) The mean ratings on the Writing Clarity scale of the Poster Evaluation instrument will indicate a level of effectiveness equal to or higher than "Somewhat Effective" (a minimum rating of 4 on a 6 point scale)..	f) Expectations were met. Across the academic year 2014-2015, 10 faculty were randomly assigned posters to evaluate. (Some posters represented projects by more than 1 student). Posters were rated, on average, as "Effective" in the areas of APA format (M = 5.01) and Writing Clarity (M = 4.88).	Results will be shared by <b>Assessment Committee Chair</b> with research methods instructors
<b>6. Global Citizenship /Ethical Behavior:</b> Students will interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences	a) Students completing undergraduate internships (PSY4275) have their supervisors complete a <b>Supervisor's Internship Evaluation</b> . <u>[direct measure]</u>	a) At least 70% of the interns should be evaluated by internship supervisors as being 'good' or better in their ability to understand the problems of others, accept options & actions different from their own, and work with diverse populations.	a) Expectations were met. Out of 15 students who completed an internship during AY 2014-2015, 15 were evaluated by their onsite supervisor. Of the supervisors who made judgment of the intern's abilities, 100% of interns were rated as 'good' or better in their ability to understand the problems of others, accept options & actions different from their own (100%), and work with diverse populations (100%).	Results will be shared by <b>Assessment Committee Chair</b> with Internship Coordinator and faculty. Results will be useful for Orientation to Internship course and internship site supervisors.

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
	b) Students completing undergraduate internships (PSY4175) are administered an <b>Internship Evaluation</b> .	b) At least 70% of the interns should agree that they have a greater understanding of the importance and application of ethical principles in psychology, have learned more about ethical judgments, and have a greater appreciation for diversity, particularly for agency consumers with either psychological disorders, family and emotional problems, or economic hardship.	b) Expectations were met. 100% of the 14 interns who responded either agreed or strongly agreed that their understanding of the importance and application of ethical principles has increased, as did their appreciation for diversity	Results will be shared by <b>Assessment Committee Chair</b> with Internship Coordinator and faculty. Results will be useful for Orientation to Internship course and internship site supervisors.
	c) Students completing study abroad experiences are administered a <b>Study Abroad Assessment</b> .	c) The mean ratings will indicate that students at least agree to being more receptive to different ideas & ways of seeing the world, having an increased tolerance of others, and greater interest in social issues (a minimum rating of 4 on a 5 point scale).	We no longer have a study abroad experience in our major.	N/A
	d) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a <b>Student Researcher Survey</b> rating their teamwork/interpersonal skills.	d) At least 70% of the students conducting research will indicate that participation in research improved their teamwork/ interpersonal skills.	d) Expectations were met: 79% of students who responded agreed or strongly agreed that their teamwork/interpersonal skills improved.	Results will be shared by <b>Assessment Committee Chair</b> with research methods instructors, undergraduate research supervisors
	e) On the <b>Senior Survey</b> , students indicate their perceived skill development with respect to teamwork/interpersonal skills, and their learning in how to interact effectively, sensitively, and ethically with people from diverse backgrounds.	e) At least 70% of graduating students will indicate at least "some" development in teamwork/interpersonal skills, and agree that they have learned how to interact effectively, sensitively, and ethically with people from diverse backgrounds.	e) Expectations were met: 94% of students indicated at least "some" development in their teamwork/interpersonal skills; 86% agreed to some extent that they had learned how to interact effectively, sensitively, and ethically with people from diverse backgrounds.	Results will be shared by <b>Assessment Committee Chair</b> with all faculty.
<b>7. Integrative Learning:</b> Students will demonstrate the ability to connect knowledge gained in Psychology coursework, internships and research experiences, and will reflect on such learning with meaning and purpose as part of their intellectual and personal development.	a) Our locally developed <b>Psychology Comprehensive Exam</b> (PCE) has been modified to include two short answer essay questions that will measure the student's ability to vertically <b>connect</b> learning occurring in different courses in the curriculum. <u>[direct measure]</u>	a) Essay responses were scored using a standardized rubric. Average student performance will be at least at 50%, indicating that the students can connect at least half of the terms used in the short-answer essays.	a) Expectations were met. For the 2014-2015 year, the mean percent correct was 67%.	Results will be shared by <b>Assessment Committee Chair</b> with Psychology Department Curriculum Committee for discussion of ways to increase "scaffolding" in the curriculum to enable students to see and comprehend connections in curricular knowledge.

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	<p>b) Posters developed by students enrolled in Research Methods (PSY3805) classes are rated by independent faculty judges (excluding Research Methods instructors), using our <b>Poster Evaluation</b> instrument, on their Integrative Learning ability, during each semester's Research Methods Forum. <u>[direct measure]</u></p>	<p>b) The mean ratings for the Integrative Learning capabilities of the students will indicate a level of effectiveness equal to or higher than "Somewhat Effective" (a minimum rating of 4 on a 6 point scale). Integrative Learning was rated by evaluators using Integrative Learning guidelines provided on the Provost's website. This information was provided directly to the evaluators at the time of their assessment.</p>	<p>b) Expectations were met. Across the academic year 2014-2015, 10 faculty were randomly assigned posters to evaluate. (Some posters represented projects by more than 1 student). Posters were rated as effective in the area of Integrative Learning (M = 4.89).</p>	<p>Results will be shared by <b>Assessment Committee Chair</b> with research methods instructors</p>

## **PART TWO**

Describe what your program's assessment accomplished since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

### **Previous Plans Addressed**

1. We successfully integrated the new APA learning goals with EIU's revised University Learning Goals and are currently modifying our assessment tools, as needed, to accurately capture the success of our program in preparing EIU Psychology graduates for the future.
2. Because we are significantly revising all of our assessment measures for Fall 2015, some of our prior plans are now no longer relevant. However, we have (as planned):
  - a. Added instructions on the PCE itself to make sure that the students are aware that the top 10% of the PCE scorers will receive a letter of accomplishment. Although this incentive was already in place, the increased visibility should encourage further motivation to do well.
  - b. We posted last year's assessment report on our department web site and distributed the report to all department faculty.
  - c. To better assess integrative learning experiences, we have added a question to the Student Internship Survey (starting Fall 2015) that asks students to generate examples of how course content has been applied in their internship experience.
  - d. To better assess ethics, we have added two questions to the student researcher survey.
  - e. We have further refined the PCE using data from individual item analyses to eliminate questions on which students appear to be randomly guessing (i.e., they have a very low or negative correlation with the total score.) We have also reduced the number of integrative learning questions from two to one (students scored similarly on both items so we now randomize which question each student receives).
3. We did not have extensive discussion of last year's assessment reports at our department meetings because we were focusing on revising our psychology major learning goals.

### **Specific Responses to CASA Director's Report**

On our previous submitted report (AY 2013-2014), Karla Sanders, CASA Director, suggested the following:

1. "My assumption is that quantitative reasoning is embedded in objective 2 given the kind of research conducted in your discipline, but you may want to consider making that more explicit." We have done so in our revised department learning goals.
2. "You might talk to the new Study Abroad coordinator about ways to receive information from your majors engaging in this experience. With the changes in the subgoals for responsible citizenship, you might find it useful to look at your research methods class since ethics is part of that goal. How research is conducted could be part of the assessment for professional ethics and might increase the data and the number of majors for responsible citizenship." We have added two ethics questions to the survey completed by student researchers (and graduating seniors). Students enrolled in the Research Methods course must complete the CITI "Basic Course - Human Subjects Research" that provides tutorial instruction and verification of knowledge of ethical issues associated with conducting human research.



### PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

#### How have you used the data? What have we learned?

1. We continue to fall short of the number of undergraduates that we want to be enrolled in undergraduate research (15%), Research Goals (2e). It is unlikely to change as we continue to see a decline in the number of faculty at a rate faster than the decline in the number of majors. However, one option would be for faculty to engage students in small group projects rather than individual projects, which would give more students the opportunity to be involved at some level of the research experience.
2. For the most part, our assessment results are stable. However, the percentage of capstone students who were rated by a faculty member as competent or highly competent in oral communication declined from 96% last year to 87% this year. This could just be added variation in the ratings by newer faculty, but we'll need to monitor this.
3. The percentage of students who feel their written communication skills improved as a result of their research experience has dropped from 91% to 77%. This may be due to a smaller sample of students who responded this year (59 students versus 107 students). It may be helpful to move the timing of the survey to earlier in the semester to avoid the end-of-semester rush.
4. For some years we have noted that our graduating seniors are not equally confident about their knowledge levels across the various domains of Psychology (Content areas of knowledge, Goal 1c). However, the percentages of students reporting at least "some" confidence in these areas rose significantly for the two lowest areas: Biological from 45% to 58% and Cognitive from 48% to 57%. Scores in the other domains remained stable (and high). Adding Cognitive Neuroscience to the curriculum may have accounted for the increase in both Biological and Cognitive, as it is an interdisciplinary course that covers both domains. We expect performance in these domains to somewhat lower than others for several reasons: Most students will not enter a profession that directly deals with these areas of psychology and there is likely to be more interest (and repetition) of the other topics across the curriculum. Performance on the PCE has improved in the domains mentioned above, and as a result the overall is also higher. It appears that we are developing a culture of expectations to do well on the PCE and the incentive of a letter of accomplishment may be furthering motivation. This year, 88% scored higher than a 50% on the PCE, compared to 77% last year who did.
5. Although students in our department score very close to the mean for the university on the Watson-Glaser test, that's not much to get excited about, considering the overall mean is below the national average. However, we continue to see an incongruity between the critical thinking ability of our students as measured by the Watson-Glaser, and the two direct measures of assessment that we have developed in the Department. Our first direct measure of critical thinking is based on an assessment made by faculty members teaching our Capstone courses. Faculty assessment of critical thinking in the Capstone classes indicated a somewhat incredible 93% of students who were rated at least "competent" (3 or higher on a 4 point scale) by faculty in Critical Thinking (Goal 4c), with a mean rating of 3.32 out of 4 (a ratio of .83). Second, faculty assessing critical thinking on the research methods posters rated the students at a mean of 4.89 on a 6-point scale (a ratio of .82). Thus, our faculty rate our students' critical thinking skills as good, whereas according to the Watson-Glaser they are mediocre at best. One hypothesis is that what we are seeing is a discrepancy between "domain-general" and "domain-specific" thinking skills. Given that most reasoning and critical thinking occurs in the context of a profession in the real world, it may be the case that the institution has a whole has put too much emphasis on the Watson-Glaser scores as the defining measure of critical thinking skills.

### **Plans for the Future**

1. Since 2012, our department has not offered a study abroad course. However, Dr. Daniele Nardi has applied to develop a new study abroad course to Italy, which (if approved) will allow us to resume further assessment of our Global Citizenship Goal.
2. The Department Assessment Committee realized that we often collect data that doesn't directly relate to our learning goals. As such, we have streamlined the surveys to focus on the learning goals. We will need to be creative in determining the most direct ways to assess our new goals:

### **Psychology Department Learning Goals for Psychology Undergraduate Students**

*Approved Jan 20, 2015*

Students majoring in psychology will:

#### **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 psychology information literacy skills in finding and evaluating 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.