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| **Assurance of Student Learning Report****2023-2024** |
| *Ogden College of Sciences and Engineering* | *Department of Psychological Sciences* |
| *BS in Psychological Science, Ref #747 and 747E* |
| *Program coordinator: Andrew Mienaltowski, PhD (andrew.mienaltowski@wku.edu)* |
| ***Is this an online program***? [ ]  ~~Yes~~ [x]  **No** | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [x]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1: Develop a working knowledge of psychology’s content domains** |
| **Instrument 1** | Assess student learning within Developmental Processes Foundation category across learning objectives (LOs) for courses using standardized assessment |
| **Instrument 2** | Assess student learning within Learning and Cognition Foundation category across LOs for courses using standardized assessment |
| **Instrument 3** | Assess student learning within Individual Differences and Social Processes Foundation category across LOs for courses using standardized assessment |
| **Instrument 4** | Assess student learning within Biological Bases of Behavior and Mental Processes Foundation category across LOs for courses using standardized assessment |
| **Based on your results, check whether the program met the goal for Student Learning Outcome 1.** | **[x]  Met** | **[ ]  ~~Not Met~~** |
| **Program Student Learning Outcome 2: Interpret, design, and conduct basic psychological research** |
| **Instrument 1** | Assess student learning across LOs for Research Methods and Research Methods Lab courses using standardized assessment |
| **Instrument 2** | Assess student learning across LOs for Statistics in Psychology course using standardized assessment |
| **Based on your results, check whether the program met the goal for Student Learning Outcome 2.** | **[x]  Met** | **[ ]  ~~Not Met~~** |
| **Program Student Learning Outcome 3: Apply ethical standards to evaluate psychological science and practice** |
| **Instrument 1** | Document student training in the appropriate conduct of research with human subjects via the students’ completion of CITI training within research methods course sequence (PSYS 210/211). |
| **Based on your results, check whether the program met the goal for Student Learning Outcome 3.** | **[x]  Met** | **[ ]  ~~Not Met~~** |

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| **Program Student Learning Outcome 4: Applies learning outcomes of the methods and statistics courses in the lab (for students completing independent study)** |
| **Instrument 1** | Assess the diversity of activities of Psychological Sciences majors who complete Independent Study (e.g., PSYS 490) |
| **Based on your results, check whether the program met the goal for Student Learning Outcome 4.** | **[ ] [x]  Met** | **[ ] [ ]  ~~Not Met~~** |
| **Program Student Learning Outcome 5: Integrate knowledge gained in complementary disciplines of psychology (for students in 747E only)** |
| **Instrument 1** | Students complete open-ended instrument in which they are asked to describe at least two ways that theories or research findings in one discipline/core of psychology impacts or interacts with another (e.g., concentration). |
| **Based on your results, check whether the program met the goal for Student Learning Outcome 5.** | **[ ] [x]  Met** | **[ ] [ ]  ~~Not Met~~** |
| **Assessment Cycle Plan:**  |
| All of the program’s student learning outcomes were adequately met by the students whom we assessed. This reflects our students’ success in a diverse set of knowledge and skills within psychology as well as the dedication of faculty to ensuring that students have relevant, meaningful, and rich experiences in the classroom as well as in the laboratory. This past year, we reviewed learning objectives for SLO 1 in courses fitting into the Individual Differences and Social Process Foundation category. Over the next year, we will continue with our five-year plan for reviewing our assessment, specifically of the Biological Bases of Behavior segment of the major. We may make changes to the 5 SLOs based on program revisions that will be proposed given this year’s formal academic program review. An example of a revision would be to modify our Integrative Science in Psychology segment of the program to a Capstone Experience. All students completing capstone experience courses could be assessed for SLOs in 1 and 2 instead of relying solely on graduating seniors. Another revision could be to change the structure of the extended major from choosing two concentration to choosing one and completing 12 hours of upper-level electives in the program. SLO 5 may then be changed to reflect additional content in a newly created capstone segment of the major that discusses careers and future educational opportunities in the discipline post-bachelors degree. |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | **Develop a working knowledge of psychology's content domains** |
| **Measurement Instrument 1**  | Students must take at least one course in the Developmental Processes Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment.  |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance |
| **Program Success Target for this Measurement** | Sampled 22 of 36 graduating students (61.1%) from the 2023-2024 academic year. The goal is to have 50% of these students meet the criteria for success.  | **Percent of Program Achieving Target** | 747 (n = 17): 94.1% 747E (n = 5): 100%Total (n = 22): 95.5% |
| **Methods**  | The assessment includes 4 learning objectives for PSYS 220 Introduction to Lifespan Developmental Psychology and 3 learning objectives for PSYS 321 Child Developmental Psychology. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. Note that this process happens for each course. When a student meets the objectives for at least one course as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 68.9% for PSYS 220 objectives, and individual students performed at 71.2% for PSYS 321 objectives. |
| **Measurement Instrument 2** | Students must take at least one course in the Learning and Cognition Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance |
| **Program Success Target for this Measurement** | Sampled 21 of 36 graduating students (58.3%) from the 2023-2024 academic year. The goal is to have 50% of these students meet the criteria for success. | **Percent of Program Achieving Target** | 747 (n = 16): 93.8% 747E (n = 5): 80%Total (n = 21): 90.5% |
| **Methods** | The assessment includes 4 learning objectives for PSYS 333 Cognitive Psychology and 5 learning objectives for PSYS 331 Principles of Human and Animal Learning. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. When a student meets the objectives as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 59.5% for PSYS 333 objectives, and individual students performed at 68.1% for PSYS 331 objectives. |
| **Measurement Instrument 3** | Students must take at least one course in the Individual Differences and Social Processes Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment. |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance |
| **Program Success Target for this Measurement** | Sampled 22 of 36 graduating students (61.1%) from the 2023-2024 academic year. The goal is to have 50% of these students meet the criteria for success. | **Percent of Program Achieving Target** | 747 (n = 17): 94.1% 747E (n = 5): 80%Total (n = 22): 90.9% |
| **Methods** | The assessment includes 4 learning objectives for PSYS 350 Social Psychology and 3 learning objectives for PSYS 440 Abnormal Psychology. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. Note that this process happens for each course. When a student meets the objectives for at least one course as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 69.9% for PSYS 350 objectives, and individual students performed at 72.2% for PSYS 440 objectives. |
| **Measurement Instrument 4** | Students must take at least one course in the Biological Bases of Behavior and Mental Processes Foundation category within the program. This instrument assesses student learning within these courses using a standardized assessment. |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance |
| **Program Success Target for this Measurement** | Sampled 22 of 36 graduating students (61.1%) from the 2023-2024 academic year. The goal is to have 50% of these students meet the criteria for success. | **Percent of Program Achieving Target** | 747 (n = 17): 100% 747E (n = 5): 100%Total (n = 22): 100% |
| **Methods** | The assessment includes 4 learning objectives for PSYS 360 (362) Behavioral Neuroscience (with Lab) and 3 learning objectives for PSYS 363 Sensory and Perceptual Systems. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course. Note that this process happens for each course. When a student meets the objectives for at least one course as defined by 50%+, then they are classified as having met the objective for the entire foundation category. On average, individual students performed at 81.5% for PSYS 360/362 objectives, and individual students performed at 65.9% for PSYS 363 objectives. |
| **Based on your results, highlight whether the program met the goal for Student Learning Outcome 1.** | **[x]  Met** | **[ ]  ~~Not Met~~** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Overall, students satisfactorily met the outcomes in each of the four foundations of the major. The American Psychological Association's Guidelines for the Undergraduate Psychology Major recommend that all students majoring in psychology complete one course in each of four specific content domains – those described above. Our collection of foundation courses provides students with a strong, broad background within the discipline, prepares students for the rigor of graduate coursework on advanced topics in these domains. The courses also present students with exposure to many possible directions for future study and careers in psychology. Across the four measurement instruments, students are displaying evidence of meeting the learning outcomes for the four domains. Within the courses considered, the average percentage of objectives met by the typical student ranges from 59.5% (PSYS 333) to 81.5% (PSYS 360). **Conclusions**: Overall, students are developing a background that allows them to satisfy the learning outcomes within at least one course of the two courses per domain of study. The lowest level of overall performance on individual items included in the assessment appeared in Cognitive Psychology this past year. Last year, the lowest level of overall performance on individual items was for the Sensation and Perception course. In the past, the Learning and Cognition domain had the lowest performance. Ultimately, although students are meeting the expected outcomes, the variability in success likely stems from the complexity of these courses (experimental psychology) and students’ general greater interest in mental health than in core disciplines outside of mental health-related content. **Plans for Next Assessment Cycle**: Over this past year, modifications were made to the Individual Differences/Social Processes domain of our assessment. Questions were revised to reflect updates in course content. Over the next year, a similar review of assessment items for the Biological Bases of Behavior. Over the past year, we have seen improvement in students meeting the learning objectives for courses in this domain, suggesting that last year’s lower score may have been a one-off issue specific to the group of graduating seniors in that cohort.  |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | **Interpret, design, and conduct basic psychological research** |
| **Measurement Instrument 1** | Students must take a Research Methods course and a Research Methods lab course. This instrument assesses student learning within these courses using a standardized assessment. |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance |
| **Program Success Target for this Measurement** | Sampled 21 of 36 graduating students (58.3%) from the 2023-2024 academic year. The goal is to have 50% of these students meet the criteria for success. | **Percent of Program Achieving Target** | 747 (n = 16): 87.5% 747E (n = 5): 80%Total (n = 21): 85.7% |
| **Methods**  | The assessment includes 4 learning objectives for PSYS 210/211 Research Methods and Research Methods Lab. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course sequence. When a student meets the objectives for the course sequence as defined by 50%+, then they are classified as having met the student learning outcome. On average, individual students performed at 74.4% for PSYS 210/211 objectives. |
| **Measurement Instrument 2** | Students must take a Statistics in Psychology course. This instrument assesses student learning within the course using a standardized assessment. |
| **Criteria for Student Success** | Meets expectations: 50% performance; Exceeds expectations: 70% performance; Exceptional: 90% performance |
| **Program Success Target for this Measurement** | Sampled 22 of 36 graduating students (61.1%) from the 2023-2024 academic year. The goal is to have 50% of these students meet the criteria for success. | **Percent of Program Achieving Target** | 747 (n = 17): 76.4% 747E (n = 5): 60%Total (n = 22): 72.7% |
| **Methods** | The assessment includes 3 learning objectives for PSYS 313 Statistics in Psychology. Students complete 2 items in the assessment for each learning objective, and then the percentage correct across all learning objectives within a course are used to determine if a student has met the objectives for the course sequence. When a student meets the objectives for the course sequence as defined by 50%+, then they are classified as having met the student learning outcome. On average, individual students performed at 55.3% for PSYS 313 objectives. |
| **Based on your results, circle or highlight whether the program met the goal for Student Learning Outcome 2.** | **[x]  Met** | **[ ]  ~~Not Met~~** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The results of the assessments performed in research methods and statistics are comparable to those observed in previous academic years. Our research methods course covers prerequisite knowledge for many of our upper level courses. It appears that knowledge from this course is reinforced in subsequent courses in the major. Quantitative skills are important to the discipline; however, students can struggle in applying this knowledge to their learning ***after completing*** the stats course. This may account for the proportion of students who were challenged by our statistics assessment items. **Conclusions**: Consistent with the guidelines of the American Psychological Associations for undergraduate psychology majors, all Psychological Science majors complete courses in Research Methods and Statistics. The practical research design and analysis skills taught in these courses serve as a foundation for subsequent growth of skill in scientific inquiry and support further training in graduate school or employment within human science, health, and service fields. Note that roughly 50% of our graduating seniors take part in independent study with a faculty mentor. Within independent study, students often apply the stats skills they gained in the program (see SLO 4). Students who do not take part in independent study but who complete the stats course in their sophomore/junior year may be rusty at stats test application. In future terms, should we modify our program to add a capstone segment, it would be valuable to track of the additional discussion of research design and stats there would be associated with an increase in the percentage of individual objectives met by students in the PSYS 313 course.**Plans for Next Assessment Cycle**: Assessment of this SLO did not yield changes to the assessment items. The assessment items are administered via Qualtrics and are thus easy to share with graduating students. The assessment will be administered by the undergraduate program coordinator or the department head of the Department of Psychological Sciences. Student recruitment for the assessment takes place via a direct appeal to the graduating seniors. Our response rate is better when we reach out to students in this centralized manner than asking individual faculty to reach out to graduating seniors. A list of graduates is compiled and then used for outreach.  |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | **Apply ethical standards to evaluate psychological science and practice** |
| **Measurement Instrument 1** | Document student training in the appropriate conduct of research with human subjects via the students’ completion of CITI training within research methods course sequence (PSYS 210/211). |
| **Criteria for Student Success** | Meets expectations: 60% of students complete; Exceeds expectations: 75% of students complete; Exceptional: 90% of students complete |
| **Program Success Target for this Measurement** | 100% of graduating students were sampled (*n* = 36). The goal is to have 60% of students complete the training. | **Percent of Program Achieving Target** | 747 (n = 29): 86% 747E (n =7): 100%Total (n = 36): 89% |
| **Methods**  | Within the research method course and lab, within content courses, and within student independent study, students discuss the appropriate conduct of research with human subjects. To assess students’ understanding and application of this knowledge, students complete CITI training in the responsible conduct of research. This is a requirement for students completing PSYS 210 and PSYS 211. All students were sampled. Records of students who did not complete PSYS 210/211 but instead completed PSY 210/211 were further explored to see if students completed a PSYS 490 (where the training is required) or completed a section of PSY 210/211 where the training was required. |
| **Based on your results, circle or highlight whether the program met the goal for Student Learning Outcome 3.** | **[x]  Met** | **[ ]  ~~Not Met~~** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The results were consistent with expectations, 89% of our students fulfilled this outcome.**Conclusions**: The American Psychological Association's Guidelines for the Undergraduate Psychology Major recommend that all students majoring in psychology receive an educational background in the ethics of designing experiments, working with human subjects, managing data and participant confidentiality, and the responsibilities that researchers have to their participants. In addition to research design related knowledge, students complete training in the responsible conduct of research on human subjects through the CITI (Collaborative Institutional Training Initiative) training program. Training documentation is submitted to course instructors and faculty research mentors sponsoring undergraduate research projects. Faculty teaching PSYS 210/211 and working with students on research projects should continue to have students complete this training or require it for their involvement in research. This is a good system for ensuring that all students receive a standardized exposure to pertinent ethics-related knowledge. We will continue to double check student progress on this outcome if they do not complete the PSYS version of the research methods course by (1) tracking student independent study experiences, all of which also require this training, and (2) reviewing the syllabi of the sections of the PSY version of the course completed by our major to determine if the instructor includes this training.**Plans for Next Assessment Cycle**: This assessment takes place each spring. A list of graduating seniors is compiled, and then this list is used by the undergraduate program coordinator to identify those students who have completed the coursework and/or independent study activities requiring ethics training. It is possible to sample more broadly in this manner, as we are not relying on students to complete a survey to share their training information. We do not anticipate that this SLO will be revised in the next cycle as we consider program revisions following our WKU academic program review (completed AY 23-24).  |

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| **Program Student Learning Outcome 4** |
| **Program Student Learning Outcome**  | **Applies learning outcomes of the methods and statistics courses in the lab (for students completing independent study)** |
| **Measurement Instrument 1**  | Assess the diversity of activities of Psychological Sciences majors who complete Independent Study (e.g., PSYS 490) |
| **Criteria for Student Success** | Meets expectations: 2 activities; Exceeds expectations: 3 activities; Exceptional: 4 or more activities |
| **Program Success Target for this Measurement** | Sampled 35 students of 41 in program who registered for independent study during 2023-2024 academic year (85.3%). The goal is to have 50% of these students meet the criteria for success.  | **Percent of Program Achieving Target** | 747 (n = 25): 100% 747E (n = 10): 100%Total (n = 35): 100% |
| **Methods**  | Students complete a survey after completing an independent study course (e.g., PSYS 490) and, from a list of activities, they check all of the activities in which they were engaged during the experience. On average, individual students engaged in 5.9 of activities (range: 2-13; SD = 2.5). 747: M = 5.8; SD = 2.7. 747E: M = 6.2; SD = 1.9. |
| **Based on your results, highlight whether the program met the goal for Student Learning Outcome 4.** | **[ ] [x]  Met** | **[ ] [ ]  ~~Not Met~~** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The results for this year are consistent with expectations and are consistent with last year’s results. Students who take part in independent study within the Psychological Science major are very active in the lab. Of the 35 students from which data were collected, 30 could be rated as exceptional, 3 as exceeds expectations, and only 2 as meets expectations**Conclusions**: All students completing this assessment met the learning outcomes. This demonstrates that students who are taking part in independent study are utilizing the knowledge and skills that they developed in their research methods and statistics courses in an applied manner to address research questions in their concentrations of study. We will continue to monitor student success with this learning outcome to ensure that Psychological Science majors have outstanding and relevant research experiences.**Plans for Next Assessment Cycle**: Sampling involves compiling a list of students who completed independent study credit in the fall and spring terms. The undergraduate coordinator reaches out to these students, which consists of students from all standings in the major, to ask them to complete a short survey that captures the types and variety of activities the students were involved in over the course of their independent study. Administering this each year is relatively low cost, as students complete a very short (2-5 minute) inventory. |

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| **Program Student Learning Outcome 5** |
| **Program Student Learning Outcome**  | **Integrate knowledge gained in complementary disciplines of psychology (for students in 747E only)** |
| **Measurement Instrument 1**  | Students complete open-ended instrument in which they are asked to describe at least two ways that theories or research findings in one discipline/core of psychology impacts or interacts with another (e.g., concentration). |
| **Criteria for Student Success** | Meets expectations: 50% of students meet standards in all 4 dimensions; Exceeds expectations: 70% of students meet standards in all 4 dimensions; Exceptional: 90% of students meet standards in all 4 dimensions |
| **Program Success Target for this Measurement** | 80% of the sampled 747E graduating students that completed the exit survey responded to the open-ended assessment items on being in the extended major (so *n* = 4 of 5). The goal is to have 50% of these students meet the criteria for success.  | **Percent of Program Achieving Target** | 75% of 747E graduating students that completed the inventory met the criteria for success. |
| **Methods**  | Responses are scored with a rubric along 4 dimensions: Connections within disciplines, Transfer across disciplines, Mechanics of response focus, and Mechanics of interconnected thought. Students earn ratings of exceptional (4), exceeds standards (3), meets standards (2), or fails to meet standards (1). Responses are scored by at least one faculty member using the rubric. The average scored responses for each dimension were: Connections within discipline 2.25, Transfer across disciplines 2.5, Mechanics of response focus 2.5, and Mechanics of interconnected thought 2.25. 75% of the students reached, at minimum, meets standards on all three dimensions. |
| **Based on your results, highlight whether the program met the goal for Student Learning Outcome 5.** | **[ ] [x]  Met** | **[ ] [ ]  ~~Not Met~~** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Relative to last year, the results are slightly better this year. That said, the response rate for graduating students in 747E could be better. One respondent failed to meet expectations because they did not read the prompts close enough and seemed to mention things not connected to the prompt.**Conclusions**: Overall, offering a two-concentration extended major and the quantitative concentration have been useful for helping students to narrow their area of study to psychology. In so doing, students, for the most part, do draw distinctions between the content courses in the concentrations, but they also see how they are interconnected and can support growing knowledge in each respective concentration. Sometimes students may adopt the extended major to avoid picking up a minor or second major. These students may be too narrowly focused on checking boxes within the major. This seems likely for only a minority of the graduates, however. As we consider program revisions in AY 24-25 for AY 25-25, the 747E program may be revised such that students will choose one concentration instead of two and then complete 12 hours of upper-level electives in the major. This would facilitate students’ enrolling in courses they need to graduate, as we use a course rotation where a lack of student planning can create a bottleneck. This learning outcome may be changed in the future such that it captures info from capstone courses on engagement in post-graduation activities. We would continue to assess 747 and 747E as we have been doing otherwise.**Plans for Next Assessment Cycle**: As in prior years, this outcome (or a revised outcome) will be assessed next year at the end of the spring term. The assessment items are administered via Qualtrics and are thus easy to share with graduating students. The assessment will be administered by the undergraduate program coordinator or the department head of the Department of Psychological Sciences. Student recruitment for the assessment takes place via a direct appeal to the graduating seniors. Our response rate is better when we reach out to students in this centralized manner than asking individual faculty to reach out to graduating seniors. A list of graduates is compiled and then used for outreach. In the next year, as we consider revisions to our program, one likely revision will change the structure of 747E. Currently students choose 2 concentrations, but, in the future, we will likely limit students to one and allow students to complete the extended component of the major by taking additional courses from our program. This may require changing this learning outcome. A revision may revolve around a modification to the capstone segment of the major that adds career/future education activities to courses. |

**Curriculum Map found on next page**

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| **Programs 747 and 747E - Curriculum Map [Symbol key at bottom of table]** | **SLO1: Develop a working knowledge of psychology's content domain [#]** | **SLO2: Interpret, design, and conduct basic psychological research [**\***]** | **SLO3: Apply ethical standards to evaluate psychological science and practice [^]** | **SLO4: Applies learning outcomes of the methods and statistics courses in the lab. (for students in 490)** | **SLO5: (For students in extended major only) Integrate knowledge gained in complementary disciplines of psychology. [&]** |
| **Course Number** | **Course Name** |
| *Introductory* |
| PSYS 100 | Introduction to Psychology | I | I | I |  | I |
| PSYS 160 | Introduction to Biopsychology | I | I | I |  | I |
| PSYS 161 | Introduction to Biopsychology Lab | I |  |  | I | I |
| PSYS 175 | University Experience - PSYS | I |  | I |  | I |
| PSYS 220 | Introduction to Lifespan Developmental Psychology | I | I | I |  | I |
| *Methods/Stats Core* |
| PSYS 210 | Research Methods |  | M\* | M,A^ | I |  |
| PSYS 211 | Research Methods Lab |  | R | R | I |  |
| PSYS 313 | Statistics in Psychology |  | M\* |  | R |  |
| *Applied Research and Critical Analysis* |
| PSYS 290 | Supervised Studies in Psychological Sciences |  | I,R | M,A^ | R |  |
| PSYS 300 | Writing in the Psychological Sciences |  | R |  | R |  |
| PSYS 490 | Independent Study in Psychological Sciences |  | M\* | M,A^ | M,A | M& |
| *Foundational Courses* |
| PSYS 321 | Child Developmental Psychology | R# | M | R |  | R |
| PSYS 331 | Priniciples in Human and Animal Learning | R# | M | R |  | R |
| PSYS 333 | Cognitive Psychology | R# | M | R |  | R |
| PSYS 350 | Social Psychology | R# | M | R |  | R |
| PSYS 440 | Abnormal Psychology | R# | M | R |  | R |
| PSYS 360 | Behavioral Neuroscience | R# | M | R |  | R |
| PSYS 363 | Sensory and Perceptual Systems | R# | M | R |  | R |
| *Lab Courses* |
| PSYS 322 | Laboratory in Developmental Psychology | R,M# | M |  | R | R |
| PSYS 334 | Laboratory in Cognition | R,M# | M |  | R | R |
| PSYS 362 | Behavioral Neuroscience with Lab | R,M# | M | R | R | R |
| PSYS 365 | Lab in Behavioral Neuroscience | R,M# | M |  | R | R |
| PSYS 413 | Psychological Measurement |  | M |  | R | M |
| PSYS 415 | Programming for Social Sciences |  | M |  | R | M |
| *Concentration Courses* |
| PSYS 353 | Psychology of Prejudice and Stereotyping | M |  |  |  | M& |
| PSYS 370 | Industrial-Organizational Psychology | R |  |  |  | M& |
| PSYS 380 | Psychology and Science Fiction | M |  |  |  | M& |
| PSYS 423 | Psychology of Adult Life and Aging | M |  |  |  | M& |
| PSYS 424 | Topics in Developmental Psychology | M |  |  |  | M& |
| PSYS 425 | Developmental Psychopathology | M |  |  |  | M& |
| PSYS 431 | Psychology of Language | M |  |  |  | M& |
| PSYS 433 | Judgment and Decision Making | M |  |  |  | M& |
| PSYS 442 | Psychology of Suicide and Self-Injury | M |  |  |  | M& |
| PSYS 444 | Psychology of Substance Use Disorders | M |  |  |  | M& |
| PSYS 450 | Psychology of Personality | M |  |  |  | M& |
| PSYS 451 | Psychology of Religion | M |  |  |  | M& |
| PSYS 453 | Psychology of Women | M |  |  |  | M& |
| PSYS 462 | Neuroscience of Learning and Memory | M |  |  |  | M& |
| PSYS 463 | Evolutionary Psychology | M |  |  |  | M& |
| PSYS 465 | Psychopharmacology | M |  |  |  | M& |
| PSYS 473 | Training in Business and Industry | M |  |  |  | M& |
| PSYS 481 | History of Psychology | M |  |  |  | M& |
| PSYS 482 | Psychology of Sexuality | M |  |  |  | M& |
| PSYS 499 | Senior Seminar in Psychology | M | R,M |  |  | M& |
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| # | For SLO1, the assessment takes place using an objective test adminstered to graduating seniors. |
| \* | For SLO2, the assessment takes place using an objective test administered to gradauting seniors. Assessment items are based on PSYS 210, 211, and 313. Application of research design is also reinforced in the foundational courses for the program. |
| ^ | For SLO3, the indicator is a certification program on the conduct of ethical research. This is completed in PSYS 210/211 and is required to take part in PSYS 290/490. |
| & | For SLO5, the assessment takes place using an open-ended test administered to gradauting seniors and scored with a rubric. |
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| KEY: | I = Introduced R = Reinforced/Developed M = Mastered A = Assessed |

Current five-year plan (Last updated in 2022)

**Year 1 (AY 2021-2022) - COMPLETED**

* Fall term
	+ Outcome 1 - Solicit input from faculty teaching courses in Developmental Processes Foundation category for revisions to learning outcomes and items assessing these outcomes
* Spring term
	+ Incorporate recommended changes in assessment of learning outcomes
	+ Administer full assessment of learning outcomes (1-5) including newly revised category items

Update: Items for the Developmental Processes Foundation category were reviewed. No additional updates were needed at this time, as the items map well onto the student learning outcomes for the courses.

**Year 2 (AY 2022-2023) - COMPLETED**

* Fall term
	+ Outcome 1 - Solicit input from faculty teaching courses in Learning and Cognition Foundation category for revisions to learning outcomes and items assessing these outcomes
	+ Outcome 3 – Solicit input from department faculty about adequacy of existing assessment criteria for training in fundamentals in research ethics
* Spring term
	+ Incorporate recommended changes in assessment of learning outcomes
	+ Administer full assessment of learning outcomes (1-5) including newly revised category items

**Year 3 (AY 2023-2024)**

* Fall term
	+ Outcome 1 - Solicit input from faculty teaching courses in Individual Differences and Social Processes Foundation category for revisions to learning outcomes and items assessing these outcomes
	+ Outcome 4 – Solicit input from department faculty about adequacy of existing assessment criteria for activities that students engage in during research experiences
* Spring term
	+ Incorporate recommended changes in assessment of learning outcomes
	+ Administer full assessment of learning outcomes (1-5) including newly revised category items

**Year 4 (AY 2024-2025)**

* Fall term
	+ Outcome 1 - Solicit input from faculty teaching courses in Biological Bases of Behavior and Mental Processes Foundation category for revisions to learning outcomes and items assessing these outcomes
	+ Outcome 5 - Solicit input from department faculty about adequacy of existing assessment criteria for integration of concentration content
* Spring term
	+ Incorporate recommended changes in assessment of learning outcomes
	+ Administer full assessment of learning outcomes (1-5) including newly revised category items

**Year 5 (AY 2025-2026)**

* Fall term
	+ Outcome 2 - Solicit input from faculty teaching courses in Statistics and Research Methods for revisions to learning outcomes and items assessing these outcomes
* Spring term
	+ Incorporate recommended changes in assessment of learning outcomes
	+ Administer full assessment of learning outcomes (1-5) including newly revised category items

**Supplemental Materials**

Below find specific outcomes used to develop assessment items for each instrument for student learning outcomes (objectives) 1 and 2.

**Student Learning Objective 1:**

* **Develop a working knowledge of psychology's content domains**

Instrument 1: Developmental Processes Foundation assessment (PSYS 220 and PSYS 321)

* ***PSYS 220 outcomes***
1. Demonstrate understanding of key issues in lifespan perspective of human development
2. Demonstrate understanding of physical development
3. Demonstrate understanding of cognitive development
4. Demonstrate understanding of social and emotional development
* ***PSYS 321 outcomes***
1. Develop an understanding of the enduring key issues in child developmental psychology
2. An appreciation of the scientific process and how child development research is formulated, carried out, and evaluated
3. Application of knowledge gained in child developmental psychology to real world situations

Instrument 2: Learning and Cognition Foundation assessment (PSYS 331 and PSYS 333)

* ***PSYS 331 outcomes***
1. Describe classical conditioning and the factors that govern acquisition and extinction of the conditioned response
2. Describe instrumental conditioning and the factors that govern the acquisition and extinction of responding
3. Distinguish between discrimination and generalization and describe the major theories of stimulus control
4. Identify the type of operant conditioning used to train a learner
5. Distinguish between common types of schedules of reinforcement
* ***PSYS 333 outcomes***
1. Identify attentional phenomena observed by psychologists
2. Recognize fundamental components of memory systems
3. Display understanding of how people represent and use knowledge to make decisions or solve problems
4. Displays an understanding of how traditional methods of cognitive psychology as well as newer methods from cognitive neuroscience that can be used as tools to study mental events

Instrument 3: Individual Differences and Social Processes assessment (PSYS 350 and PSYS 440)

* ***PSYS 350 outcomes***
1. Understand the major research methods used by Social Psychologists
2. Understand and describe basic processes and common errors in perceiving self and others
3. Describe the psychological aspects of basic social problems such as prejudice, discrimination, and aggression as well as potential solutions to these problems
4. Describe how differences pertaining to race, gender, social class, and other social groupings influence social behavior and perception
* ***PSYS 440 outcomes***
1. Summarize the biological, psychological and social challenges of maladaptive functioning
2. Explain scientific approaches to understanding and treating abnormal behavior
3. Classify, at a beginning level, abnormal behavior

Instrument 4: Biological Bases of Behavior and Mental Processes assessment (PSYS 360, PSYS 362, and PSYS 363)

* ***PSYS 360/PSYS 362 outcomes***
1. Demonstrate proficiency in neuron function
2. Demonstrate an understanding of how the physical world is converted into a neural representation
3. Demonstrate a proficient understanding of how complex behaviors occur in the brain
4. Demonstrate a proficient understanding of how behaviors problems are associated with abnormal brain conditions

Student Learning Objective 2:

* Interpret, design, and conduct basic psychological research

Instrument 1: Research Methods and Research Methods Lab assessment (PSYS 210 and PSYS 211)

1. Explain how theories and data interact to form empirical inquiry
2. Describe a variable both as a conceptual variable and as an operational definition
3. Apply basic ethical guidelines to research in psychology
4. Explain differences in experimental and non-experimental research designs

Instrument 2: Statistics in Psychology assessment (PSYS 313)

1. Recognize how psychologists describe central tendency and variability of scores from samples selected to represent a population
2. Identify which basic statistical test one would use to compare the impact of the levels of an independent variable on the dependent variable in an experimental design
3. Describe the nature of the relationship between two continuous variables that covary with one another

Below find rubric used to score student learning outcome 5:

