Learning Outcome(s)

Students should understand the broad underpinnings of thought and action, including sensation, perception, and the functioning of the nervous system. A basic grasp of these processes provides the foundation for understanding learning and cognition.

Aligns with University Learning Outcome(s):
Learn and Integrate Think and Create

Assessment Tools and Procedures

Direct Measure
(a) Test data from MFT (Major Field Test) administered to a random sample of graduating seniors. (b) GRE scores.

Indirect Measure
(a) Senior Survey data. (b) Alumni surveys to assess graduate school attendance, employment, and other relevant matters.

Face-to-Face Measures
We conducted a focus group with four senior psychology majors. In addition to asking for general feedback and suggestions, we asked how well they achieved each of our learning outcome benchmarks.

Direct Benchmarks
Hundreds of psychology departments administer the MFT each year; ETS provides subtest scores for each domain of psychology and comparison data from other schools. Our scores in this domain should be equivalent or greater than scores from other schools in the normative sample.

Indirect Benchmarks
Most respondents should report being satisfied or very satisfied with the quality of our offerings and the experiences they provided.

Findings

Direct Findings
Eight graduating seniors agreed to complete the Major Field Test. Results ranged from a score of 129 to 171, with a mean of 153 and a median of 156. These scores are lower than the results from last year. However, they are in line with national norms, with a mean of 156 and a median of 155. The MFT is divided into 4 sections. Average performance on each section ranged from 49 to 57, compared to the national norm of 56. The pattern of scores indicates that our students performed slightly worse in the cognitive/biological/experimental areas compared to the personality/social/developmental areas. However, the differences were small, and may simply reflect students' choice of courses. Students may have taken more of the personality/social/developmental courses compared to the cognitive/biological/experimental courses.

Indirect Findings
An email was sent to 95 alumni, suggesting that we are doing well in this area. We are trying to expand the frequency with which we offer some of our biological/experimental bases of behavior courses to encourage students to take more of those courses.
alumni who had received a Psychology BA/BS degree 5 years earlier (i.e., in 2011) inviting them to complete a brief, online survey; 14 completed the survey. Thirteen of the 14 respondents (93%) were currently employed or full-time graduate students. Of those employed, the mean rating of satisfaction with their current employment situation on 1 (very dissatisfied) to 3 (neutral) to 5 (very satisfied) scale was 3.64. Eleven students applied to graduate school and seven attended, so half of our respondents (7/14; 50%) pursued a graduate degree. The 2015 Graduating Senior Survey revealed that students were generally satisfied with the education they received from their major (Q2), with 39% satisfied and 56% very satisfied. Although our student satisfaction percentage (95%) was the same as the university in general (95%), we had a higher percentage of very satisfied (56%) students compared to the university overall (44%).

**Face-to-Face Findings**
A focus group was conducted in April 2016 with four senior psychology majors. Students felt that the
broad underpinnings of thought and action were covered in every class, and that students taking Psyc 372 and Psyc 444 would have in-depth knowledge of this area.
Learning Outcome(s)

Students should understand the fundamentals of development, and the dynamic influences of personality and situations on cognition and behavior. They should be cognizant of contemporary theory and research pertaining to psychopathology, addiction, and therapeutic intervention.

Aligns with University Learning Outcome(s):
Learn and Integrate
Think and Create

Assessment Tools and Procedures

Direct Measure
(a) Test data from MFT (Major Field Test) administered to a random sample of graduating seniors. (b) GRE scores.

Indirect Measure
(a) Senior Survey data. (b) Alumni surveys to assess graduate school attendance, employment, and other relevant matters.

Face-to-Face Measures
We conducted a focus group with four senior psychology majors. In addition to asking for general feedback and suggestions, we asked how well they achieved each of our learning outcome

Benchmarks

Direct Benchmarks
Our scores in this domain should be equivalent or greater than scores from peer schools.

Indirect Benchmarks
Most respondents should report being satisfied or very satisfied with the quality of our offerings and courses, the understanding and skills those experiences provided.

Findings

Direct Findings
Eight graduating seniors agreed to complete the Major Field Test. Results ranged from a score of 129 to 171, with a mean of 153 and a median of 156. These scores are lower than the results from last year. However, they are in line with national norms, with a mean of 156 and a median of 155. The MFT is divided into 4 sections. Average performance on each section ranged from 49 to 57, compared to the national norm of 56. The pattern of scores indicates that our students performed slightly worse in the cognitive/biological/experimental areas compared to the personality/social/developmental areas. However, the differences were small and may simply reflect students' choice of courses (students may have taken more of the personality/social/developmental courses compared to the cognitive/biological/experimental courses).

Indirect Findings
An email was sent to 95 alumni who had received a Psychology BA/BS degree

Curricular and Co-Curricular Changes to be Made

No major changes. We are offering Psyc 347 routinely again, which should help meet the second part of this learning outcome regarding therapeutic intervention.
5 years earlier (i.e., in 2011) inviting them to complete a brief, online survey; 14 completed the survey. Thirteen of the 14 respondents (93%) were currently employed or full-time graduate students. Of those employed, the mean rating of satisfaction with their current employment situation on 1 (very dissatisfied) to 3 (neutral) to 5 (very satisfied) scale was 3.64. Eleven students applied to graduate school and seven attended, so half of our respondents (7/14, 50%) pursued a graduate degree. The 2015 Graduating Senior Survey revealed that students were generally satisfied with the education they received from their major (Q2), with 39% satisfied and 56% very satisfied. Although our student satisfaction percentage (95%) was the same as the university in general (95%), we had a higher percentage of very satisfied (56%) students compared to the university overall (44%).

**Face-to-Face Findings**

A focus group was conducted in April 2016 with four senior psychology majors. Students believed that the fundamentals of development and the
influence of personality and situations on cognition and behavior were well-covered in courses such as Psyc 320, Psyc 311, Psyc 310, and Psyc 305. Students thought therapeutic intervention was not covered as much, except in Psyc 347 (where it was covered extensively). Students appreciated the opportunity to analyze case studies using the DSM in Psyc 311.
Learning Outcome(s)
Students should be able to move, intellectually and ethically, between theory/research and real-world applications of psychology in domains such as organizations/business, technology, health, forensics, and interpersonal/group relations.

Aligns with University Learning Outcome(s):
Think and Create
Communicate
Clarify Purpose and Perspective
Practice Citizenship

Assessment Tools and Procedures

Direct Measure
Performance in projects in relevant course projects and practicum experiences.

Indirect Measure
(a) Senior Survey Data. (b) Alumni surveys to assess graduate school attendance, employment and other relevant matters.

Face-to-Face Measures
We conducted a focus group with four senior psychology majors. In addition to asking for general feedback and suggestions, we asked how well they achieved each of our learning outcome benchmarks.

Benchmarks

Direct Benchmarks
At least two thirds of students should be evaluated as reliably meeting this objective by instructors and practicum supervisors.

Indirect Benchmarks
Most respondents should report being satisfied or very satisfied with the quality of our offerings and courses, the understanding and skills those experiences provided.

Findings

Direct Findings
No performance changes have been noticed on assignments and projects. Similar numbers of students participated in internships (33 in the fall and 36 in the spring) compared to previous years.

Indirect Findings
An email was sent to 95 alumni who had received a Psychology BA/BS degree 5 years earlier (i.e., in 2011) inviting them to complete a brief, online survey; 14 completed the survey. Thirteen of the 14 respondents (93%) were currently employed or full-time graduate students. Of those employed, the mean rating of satisfaction with their current employment situation on 1 (very dissatisfied) to 3 (neutral) to 5 (very satisfied) scale was 3.64. Eleven students applied to graduate school and seven attended, so half of our respondents (7/14; 50%) pursued a graduate degree. The 2015 Graduating Senior Survey revealed that students were generally satisfied with the education they received from their major (Q2), with

Curricular and Co-Curricular Changes to be Made
We continue to work on making our applied courses more visible to students, through announcements in Psyc 201, emails, and social media.
39% satisfied and 56% very satisfied. Although our student satisfaction percentage (95%) was the same as the university in general (95%), we had a higher percentage of very satisfied (56%) students compared to the university overall (44%).

**Face-to-Face Findings**

A focus group was conducted in April 2016 with four senior psychology majors. Students felt that courses in the department were more focused on theory than application. They would like to see more use of case studies and practical applications. Students were also interested in a course on forensic psychology.
Learning Outcome(s)

Students should understand both the common biological and social heritage they share with their fellow humans, and the individual differences (in age, culture, gender, abilities, ethnicity, etc.) that make each of us unique, interesting, and valuable. They should acknowledge human flaws and limitations, but also celebrate human capabilities and potential.

Aligns with University Learning Outcome(s):
Communicate
Clarify Purpose and Perspective
Practice Citizenship

Assessment Tools and Procedures

Direct Measure
(a) Test data from MFT (Major Field Test) administered to a random sample of graduating seniors. (b) GRE scores.

Indirect Measure
(a) Senior Survey data. (b) Alumni surveys to assess graduate school attendance, employment and other relevant matters.

Face-to-Face Measures
We conducted focus groups with senior psychology majors. In addition to asking for general feedback and suggestions, we asked how well they achieved each of our learning outcomes.

Benchmarks

Direct Benchmarks
Our scores in this domain should be equivalent or greater than scores from peer schools.

Indirect Benchmarks
Most respondents should report being satisfied or very satisfied with the quality of our offerings and courses, the understanding and skills those experiences provided.

Findings

Direct Findings
Eight graduating seniors agreed to complete the Major Field Test. Results ranged from a score of 129 to 171, with a mean of 153 and a median of 156. These scores are lower than the results from last year. However, they are in line with national norms, with a mean of 156 and a median of 155. The MFT is divided into 4 sections. Average performance on each section ranged from 49 to 57, compared to the national norm of 56. The pattern of scores indicates that our students performed slightly worse in the cognitive/biological/experimental areas compared to the personality/social/developmental areas. However, the differences were small and may simply reflect students' choice of courses (students may have taken more of the personality/social/developmental courses compared to the cognitive/biological/experimental courses).

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**Face-to-Face Findings**
A focus group was conducted in April 2016 with four senior psychology majors. Students felt that cultural issues and individual differences were covered
in depth in Psyc 320 and Psyc 315. They also noted that other classes, such as Psyc 305, 311, and 325, also covered this information. Some students found that their internship experiences were helpful in meeting this learning objective.
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<td>Students should be capable of evaluative thinking, and understand that conclusions should be supported with evidence. They should have the ability to be critical consumers of popular accounts related to psychological phenomena, to be skeptical of overly broad and unsupported claims about behavior and cognition.</td>
<td><strong>Direct Measure</strong>&lt;br&gt;Performance in relevant course assignments.&lt;br&gt;<strong>Indirect Measure</strong>&lt;br&gt;(a) Senior Survey data. (b) Alumni surveys to assess graduate school attendance, employment, and other relevant matters.&lt;br&gt;<strong>Face-to-Face Measures</strong>&lt;br&gt;We conducted a focus group with senior psychology majors. In addition to asking for general feedback and suggestions, we asked how well they achieved each of our learning outcomes.</td>
<td><strong>Direct Benchmarks</strong>&lt;br&gt;At least two-thirds of students should be mastering assignments and correctly answering questions relating to this outcome.&lt;br&gt;<strong>Indirect Benchmarks</strong>&lt;br&gt;Most respondents should report being satisfied or very satisfied with the quality of our offerings and courses, the understanding and skills those experiences provided.</td>
<td><strong>Direct Findings</strong>&lt;br&gt;Students’ performance in our methods course has been good. Passing grades were achieved by 88% and 91% of the students in the fall and spring semesters, respectively.&lt;br&gt;<strong>Indirect Findings</strong>&lt;br&gt;An email was sent to 95 alumni who had received a Psychology BA/BS degree 5 years earlier (i.e., in 2011) inviting them to complete a brief, online survey; 14 completed the survey. Thirteen of the 14 respondents (93%) were currently employed or full-time graduate students. Of those employed, the mean rating of satisfaction with their current employment situation on 1 (very dissatisfied) to 3 (neutral) to 5 (very satisfied) scale was 3.64. Eleven students applied to graduate school and seven attended, so half of our respondents (7/14; 50%) pursued a graduate degree. The 2015 Graduating Senior Survey revealed that students were generally satisfied with the education they received from their major (Q2), with 39% satisfied and 56%</td>
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<td>We continue to encourage students to get involved as research assistants. We face some space limitations which makes it difficult to encourage more independent research projects.</td>
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very satisfied. Although our student satisfaction percentage (95%) was the same as the university in general (95%), we had a higher percentage of very satisfied (56%) students compared to the university overall (44%).

Face-to-Face Findings
A focus group was conducted in April 2016 with four senior psychology majors. Students felt that evaluative thinking, and the understanding that conclusions should be supported with evidence, was covered in great depth in their courses. They stated that all their courses emphasized this learning outcome (including courses outside the major). Within the major, students indicated that Psyc 218 and Psyc 430 emphasized this learning outcome.
**Learning Outcome(s)**

Students should have an undergraduate mastery of descriptive and inferential statistics. They should be able to conduct research (at the level of the tools we have provided). They should be able to defend an intellectual position, and to integrate information from the diverse areas of the field into coherent arguments.

**Aligns with University Learning Outcome(s):**
Learn and Integrate Think and Create

**Assessment Tools and Procedures**

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<td>We have decided to add a course to the curriculum focused on quantitative methods in psychology. We believe this course will better integrate with our existing methods course to show students the importance of statistics to psychology. This course could be taken in addition to Stat 251 to enhance students’ understanding of quantitative methods.</td>
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Face-to-Face Findings
A focus group was conducted in April 2016 with four senior psychology majors. Students felt that Stat 251 was not sufficient to meet the goal of undergraduate
mastery of descriptive and inferential statistics. They believed that the integration of information for diverse areas was emphasized in most of their classes. They had mixed responses to being able to conduct research. Some felt that their experiences working with faculty members as research assistants were very rewarding and helpful, and others felt that the research experience was not sufficiently challenging, consisting mainly of data entry and collection.

Close the Loop Questions

Discuss your progress on the actions identified in your Assessment plan for 2014-15.

We added a computer lab in the Student Health Center to make it easier for students to access commonly used statistical software. We have also been working on better communicating opportunities (such as internships, research, etc.) through our Psyc 201 class and via email. We centralized our internships to our newest faculty member.

In what ways were the changes you made in 2014-15 effective in improving your program?

The computer lab has facilitated interactions among students and faculty. It provides a space for students to go between classes. Our internship program is going well and I think it is easier for students to find out about internships and get involved. We continue to work on ways to communicate with students so that they are deluged with emails but are informed about opportunities and requirements.