Department: Psychology

Assessment Coordinators: Larry Symons/Alex Czopp

Departmental Mission: The WWU Department of Psychology provides an exemplary educational program based on the scientific study of psychological processes. The department represents the comprehensive scope of psychology including its historical, developmental, biological, cognitive, social and cultural foundations. Through pedagogy, scholarship and service the faculty emphasizes scientific methodology to enhance critical thinking, writing, research skills, and promote the application of psychological knowledge to the world’s needs and problems.

Department Student Learning Outcomes: Upon graduation, Psychology majors will be able to:

1. demonstrate knowledge of psychological theory across a broad range of content areas
2. design and implement theoretically based and methodologically sound research projects
3. evaluate data and draw appropriate conclusions
4. recognize applicability of psychological theories and principles in real world settings
5. communicate effectively
6. demonstrate critical thinking
7. recognize the importance of individual differences
8. view their education in psychology as relevant to their lives post-graduation

GUR (liberal arts & sciences) Student Learning Outcomes:

9. __________
10. __________
### Psychology (cont.)

**Student Learning Outcomes (Departmental and GUR) Assessed This Year:**

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student feedback, enrollment/waitlist data in 400-level seminars</td>
<td>1</td>
<td>Using enrollment &amp; waitlist data, we discovered that students, for a variety of reasons, were only eligible for a limited number of seminars within the 410-424 block. This put disproportionate pressure on those courses and led to overrides and the creation of new sections. Students’ lack of flexibility was partly due to not having appropriate pre-requisites to enroll in other seminars within the block that would satisfy similarly the major requirement.</td>
</tr>
<tr>
<td>Student performance on exams, papers, &amp; presentations in PSY 301-303</td>
<td>2, 3</td>
<td>Based on the variability of student performance as they progressed through the stats/methods sequence, faculty teaching PSY 301-303 met to discuss their choice of textbooks with other instructors teaching the same course to ensure that similar material was being covered. Faculty compared the strengths and weaknesses of the various textbooks as well as the advantages of not using textbooks (e.g., for PSY 303).</td>
</tr>
</tbody>
</table>

### Examples of Changes Based on Assessment:

1) Discussion at the annual faculty retreat led to reconsideration and broadening of prerequisites for PSY 420. These changes should free up students to select a wider variety of seminars and contribute to SLO 1.

2) After listening to colleague’s goals and choices, instructors examined new texts and made changes to their curriculum as appropriate.