Department: Psychology

Assessment Coordinator: Todd Haskell

Program Learning Objectives:

Upon graduation, all majors in the psychology department will be able to:

1. evaluate data and draw appropriate conclusions
2. communicate effectively
3. demonstrate critical thinking
4. recognize the importance of individual differences
5. view their education in psychology as relevant to their lives post-graduation

Students pursuing the BS in Psychology will also be able to:

6. demonstrate knowledge of psychological theory across a broad range of content areas
7. design and implement theoretically based and methodologically sound research projects
8. recognize applicability of a broad range of psychological theories and principles in real world settings

Students pursuing the BAE in Human Development: Elementary Education will also be able to:

9. demonstrate knowledge of human development theory across domains of development
10. recognize applicability of theories and principles of human development in real world settings

GUR Student Learning Objectives: Upon completing Psychology GUR courses, students will have improved their ability to:

7. recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society
9. understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities
11. understand and assess the impacts of interactions among the individual, society, and the environment
Student Learning Outcomes Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLO Assessed</th>
<th>Program</th>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td>Appropriate (a) disciplinary writing style/format and (b) content/organization in 400-level seminars; based on evaluation of final papers by a sample of instructors</td>
<td>2</td>
<td>Psychology</td>
<td>On average, the sampled students met departmental expectations by the time of graduation. However, there was quite a bit of variability; while many students exceeded standards, somewhere between 5 and 10% of students were judged to not meet standards.</td>
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<td>Emphasis on writing in various courses across the curriculum and pedagogical approaches to writing within courses; based on survey of the faculty</td>
<td>2</td>
<td>Psychology, Human Development</td>
<td>A large majority of faculty believe writing should be emphasized in all our upper-division courses, whether or not they carry a WP designation. All respondents indicated they specifically teach writing in their upper-division courses, and many reported teaching it in their lower-division courses as well. At the upper division level, with a few exceptions at least 25% of the course grade is based on written work, and over 95% of respondents reported providing written comments on student writing.</td>
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<td>Student use of feedback for improving writing; based on survey of the faculty</td>
<td>2</td>
<td>Psychology, Human Development</td>
<td>This data point is limited by a small number of faculty respondents, but the available data suggest that, despite the voluminous quantity of feedback provided to students on their writing, this feedback may not consistently lead to improved writing skills. In particular, faculty reported that students typically used comments to fix specific, localized problems in a particular paper, but didn’t always internalize the general principle behind those comments and consequently sometimes ended up making similar mistakes in subsequent work.</td>
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<td>Student knowledge of effects of culture within each of the five sub-fields represented in our 200-level courses, as well as student views on emphasis on and importance of culture in these sub-fields; based on a sample of 200-level students completing a questionnaire</td>
<td>4</td>
<td>Psychology, Human Development</td>
<td>For the true/false knowledge questions, on average students performed slightly above chance. However, the questions were based on the aspects of culture emphasized by a particular instructor; if other instructors emphasize other aspects of culture, this measure could underestimate student knowledge. Regarding student views on emphasis and importance, students felt that culture was most important in social and developmental psychology and less important for cognition and neuroscience. Student perceptions regarding emphasis on culture within courses paralleled their views on its importance, that is, culture was most emphasized within the sub-fields where students thought it was most important.</td>
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