Department: Psychology

Assessment Coordinator: Todd Haskell

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, (department or program) 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

Student Learning Outcomes Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLOs Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created a writing rubric to assess “style and format” and “content and organization” of 301, 303, and senior seminar papers</td>
<td>5, 6</td>
<td>Overall, ratings improved from 301 to 303 to the senior seminars. Ratings for content and organization were lower than for style and format for 301 and 303, but the difference was not apparent for senior seminar papers. The results are consistent with a development progression in ability.</td>
</tr>
</tbody>
</table>

Changes based on assessment findings:

The findings of the rubric were encouraging, but somewhat surprising, given that faculty are of the impression that there remain gaps in ability at the senior seminar level. We will be
surveying faculty to see what components of communication and critical thinking are important at different course levels. This will be used to determine what further analyses to perform for following years.