



# **Psychology Department**

## **Core Competencies**

PSY SR Oral Resume Video Project  
Oral Communication

PSY 420 Good Life Paper  
Information Literacy

ETS Proficiency Profile Examination  
Critical Thinking  
Written Communication  
Quantitative Reasoning

## Assessment Data Core Competencies: Oral Communication

### Learning Outcome:

Upon graduation, students will have developed oral communication skills.

### Outcome Measure:

PSYSR Oral Resume Video Project

### Criteria for Success:

80% of our students will score a 3 or higher on the Core Competency AAC&U Oral Communication rubric based on a revised oral resume video project completed during the senior year.

### Aligned with DQP Learning Areas:

1. **Specialized Knowledge**
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

**Longitudinal Data:** This is the third academic year that we have utilized the AAC&U Oral Communication rubric in LiveText.

Table 1

*Percentage of students who met department standards on the Oral Resume Video Project:  
Criteria for Success is 80%*

Rubric Categories	2014-15	2015-16	2016-17	2017-2018
N	32	30	30	30
Organization	87.5% (28)	86.7% (26)	90.0% (27)	100.0% (30)
Language	84.4% (27)	86.7% (26)	96.7% (29)	100.0% (30)
Delivery	68.8% (22)	86.7% (26)	93.3% (28)	96.7% (29)
Supporting Material	75.0% (24)	86.7% (26)	93.3% (28)	96.7% (29)
Central Message	71.9% (23)	86.7% (26)	90.0% (27)	100.0% (30)
<b><u>Summary</u></b>	<b><u>77.5%</u></b>	<b><u>86.7%</u></b>	<b><u>92.7%</u></b>	<b><u>98.7%</u></b>

## Conclusions Drawn from Data:

- The goal of 80% was met for all categories this year. We achieved our goal due to further clarification of the assignment requirements, and increased use of the AAC&U Oral Communication rubric (in both this and other Psychology courses).

## Changes to be Made Based on Data:

- Maintain the improvements that we implemented this past academic year.

**Rubric Used:** The AAC&U Oral Communication Rubric.

### ORAL COMMUNICATION VALUE RUBRIC

*for more information, please contact [valuel@aacu.org](mailto:valuel@aacu.org)*



#### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## Assessment Data Core Competencies: Information Literacy

### Learning Outcome:

Students will have developed information literacy skills.

### Outcome Measure:

PSY 420 Good Life Paper

### Criteria for Success:

70% of our students will score a 3 or higher on the Information Literacy Rubric.

### Aligned with DQP Learning Areas:

1. **Specialized Knowledge**
2. Broad Integrative Knowledge
3. **Intellectual Skills/Core Competencies**
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

**Longitudinal Data:** This year is the second academic year that we have utilized the AAC&U Information Literacy rubric.

Table 1

*Percentage of students who met department standards for Information Literacy*

Rubric Categories	2014-15 (n = 30)	2015-16 (n = 30)	2016-17 (n = 30)	2017-18 (n = 30)
Determine the Extent of Information Needed	80.0% (24)	76.7% (32)	86.7% (26)	80% (24)
Access the Needed Information	93.3% (28)	83.3% (25)	90.0% (27)	93.3% (28)
Evaluate Information and its Sources Critically	80.0% (24)	73.3% (22)	86.7% (26)	43.3% (13)
Use Information Effectively to Accomplish a Specific Purpose	80.0% (24)	73.3% (22)	86.7% (26)	86.7% (26)
Access and Use Information Ethically and Legally	90.0% (27)	83.3% (25)	90.0% (27)	63.3% (19)
<b><u>Summary</u></b>	<b><u>84.7%</u></b>	<b><u>78.0%</u></b>	<b><u>88.0%</u></b>	<b><u>73.3%</u></b>

*Note: Starting in 2017-18, the department chose to use the Good Life Paper to assess Informational Literacy instead of the PSY SR Research Paper.*

## Conclusions Drawn from Data:

- We met our criteria for success overall. The categories Evaluate Information and its Sources Critically and Access and Use Information Ethically and Legally were below the target standard.
- One explanation is the use of a new assessment assignment and some confusion by the students on the grading standards.

## Changes to be Made Based on Data:

- This year the Literacy assignment we assessed was changed from the PSY SR Research Paper to the PSY 420 Good Life Paper. This change was made for the following reasons:
  - Some of the work on PSY SR Research Paper was based on our research courses that take place before senior year, while the new assignment takes place in our senior capstone course.
  - The Good Life Paper allows a melding of both research and application that is a higher standard than the literature review of our previous standard.
- Collaborate with the instructor of PSY 420 to communicate to students the different goals of the Good Life Paper and review the rubric. Not only is the conceptual and application knowledge being assessed, but in the research section, Informational Literacy is being assessed. Reviewing the rubric prior to submission of the assignment may help clarify this, as would a brief review of specific skills that students struggled with on this specific assignment (e.g., critical evaluation of sources, APA style, etc.).
- We will continue to critically evaluate all elements of this rubric in the future.

**Rubric Used:** We used the AAC&U Information Literacy rubric to assess our students in Information Literacy.

### INFORMATION LITERACY VALUE RUBRIC

for more information, please contact [valuel@aacu.org](mailto:valuel@aacu.org)



#### Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	2	Benchmark 1
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies; retrieves information from limited and similar sources.	Accesses information randomly; retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

## Assessment Data Core Competencies: Critical Thinking

### Learning Outcome:

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

### Outcome Measure:

ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Critical Thinking	100.0%	91.7%	28.6%	86.3%	81.3%	82.8%

### Conclusions Drawn from Data:

The outcome measure shows this learning outcome was exceeded.

### Changes to be Made Based on Data:

None at this time. The 15-16 academic year was the first time that the department used a standardized and nationally normed instrument (ETS-GE) to assess this competency.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

## Assessment Data Core Competencies: Written Communication

### Learning Outcome:

Written: Students will be able to effectively express ideas and information to others through written communication.

### Outcome Measure:

ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Writing.

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Writing	100.0%	83.3%	42.9%	78.4%	77.1%	84.5%

### Conclusions Drawn from Data:

The outcome measure shows this learning outcome was exceeded.

### Changes to be Made Based on Data:

None at this time. The 15-16 academic year was the first time that the department used a standardized and nationally normed instrument (ETS-GE) to assess this competency.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.



## Assessment Data Core Competencies: Quantitative Reasoning

### Learning Outcome:

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

### Outcome Measure:

ETS Proficiency Profile Exam

### Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Math.

### Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

### Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Math	83.3%	50.0%	71.4%	76.5%	68.8%	74.1%

### Conclusions Drawn from Data:

The outcome measure shows this learning outcome was exceeded.

### Changes to be Made Based on Data:

We will consult the professors of Research Methods and Statistics (PSY390 and PSY391) as we look toward changes that can be made to improve our students Quantitative Reasoning proficiency. The 15-16 academic year was the first time that the department used a standardized and nationally normed instrument (ETS-GE) to assess this competency.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.