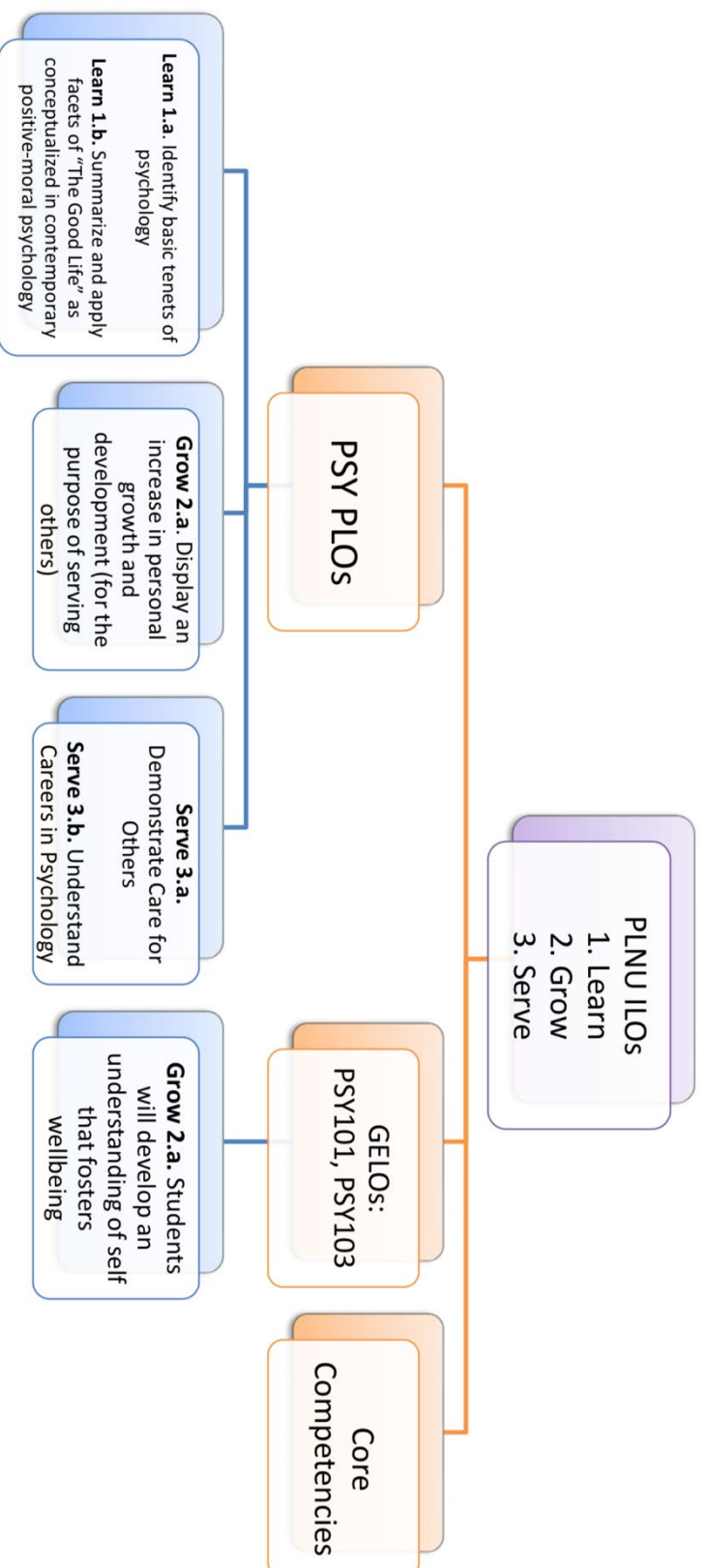


Psychology Department Assessment Framework



Psychology
PLO Data, FA2021-SP2022

Learning Outcome 1.a. (Learn):

Students will be able to identify the basic tenets of psychology.

Outcome Measure:

ACAT Nationally-Normed Examination of Psychology

Criteria for Success:

60% of our students will score in the 50th percentile or higher on the ACAT Psychology Subject Nationally-Normed Examination.

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:

Percentage of PSY4020 Students Who Scored at the 50th Percentile or above on the ACAT Nationally-Normed Examination

	2017-18 (n = 54)	2018-19 (n = 79)	2019-20 (n = 22)	2020-21 (n = 46)	2021-22 (n = 39)
Pass Rate	<u>79.6%</u> (43/54)	<u>75.9%</u> (60/79)	<u>81.8%</u> (18/22)	<u>82.6%</u> (38/46)	<u>64.1%</u> (25/39)

Percentage of PSY4020 Students Who Scored at the 25th Percentile or Lower on the ACAT Nationally-Normed Examination

	2017-18 (n = 54)	2018-19 (n = 79)	2019-20 (n = 22)	2020-21 (n = 46)	2021-22 (n = 39)
Pass Rate	<u>0.0%</u> (0/0)	<u>20.4%</u> (10/79)	<u>13.6%</u> (3/22)	<u>6.5%</u> (3/46)	<u>10.3%</u> (4/39)

Conclusions Drawn from Data:

- Students met the criteria for success. Relative to a nationally-normed sample, 64.1% of our students scored at or above the national ACAT average overall.
- We noticed a drop from the previous four years in our pass rate, and wonder if we are seeing some of the residual effects of COVID remote instruction from the past two years.

- We continue to be pleased with the utilitarian value of administering this nationally-normed instrument to students and will continue making use of the four category ACAT.

Changes to be Made Based on Data:

- We are pleased with the 2019 updated criteria for success. The previous criteria was “50% of our students will score in the 60th percentile or higher on the ACAT Psychology Subject Nationally-Normed Examination” and the new criteria is “60% of our students will score in the 50th percentile or higher on the ACAT Psychology Subject Nationally-Normed Examination.” It allows for better interpretation clarity and our students continue to meet both standards.
- The department moved the ACAT assessment from PSY400 to PSY4020 beginning Fall 2019 to consolidate all assessment efforts into a single capstone course. After two years of success we believe that this strategy is sound.

Rubric Used: N/A

PLO Data, FA2021-SP2022

Learning Outcome 1.b. (Learn):

Students will be able to summarize and apply facets of “The Good Life” as conceptualized in contemporary positive-moral psychology.

Outcome Measure:

PSY 4020 Good Life Paper (this is the signature assignment for this course)

Criteria for Success:

80% of our students will score a 3 or higher on the Good Life 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:

Rubric Categories	2017-18 (n = 30)	2018-19 (n = 20)	2019-20 (n = 20)	2020-21 (n = 25)	2021-22 (n = 20)
Good Life Concepts	100.0% (30)	95.0% (19)	95.0% (19)	100% (25)	90% (18)
Theory and Research Findings	80.0% (24)	90.0% (18)	100.0% (20)	96% (24)	95% (19)
Practical Applications	93.3% (28)	95.0% (19)	100.0% (20)	96% (24)	90% (18)
<u>Summary</u>	<u>91.1%</u>	<u>93.3%</u>	<u>98.3%</u>	<u>97.3%</u>	<u>91.7%</u>

Conclusions Drawn from Data:

- Students met the criteria for success in all rubric categories.

Changes to be Made Based on Data:

- Continue to collaborate with the instructor of PSY4020 to communicate to students that the Good Life Paper content will be used for Departmental Assessment and is not confidential to the instructor.

- Continue emphasizing practical applications during the assignment period, including sample applications both in-class and in earlier assignments.
- Continue to incorporate the rubric in the syllabus.

Rubric Used:

(Updated Rubric as of 2019 to align with the current outcome measure)

PSY4020 Rubric <i>A course in "applied moral psychology" for the rest of your life</i>				
	<u>Capstone</u>	<u>Milestones</u>		<u>Benchmark</u>
	4	3	2	1
<u>"Good Life" Concepts</u> 1. Positive emotionality 2. Relationship 3. Arete (virtue) 4. Vital engagement 5. Spirituality	Student will be able to answer the question: what makes a "good life" good? Student can enumerate and clearly articulate detailed and comprehensive knowledge of 1 component of a "good life." Student provides clear explanation of how 1 component contributes to well-being.	Student can describe general knowledge of 1 component of a good life.	Student can describe satisfactory knowledge of the components of a good life.	Student cannot identify and adequately describe components of a good life. Descriptions are vague and incomplete.
<u>Theory and Research Findings</u>	Student can enumerate and clearly articulate detailed and comprehensive knowledge of theory and research findings related to 1 of the components of a good life. Student provides clear explanation of how theory and research supports 1 component.	Student can describe general knowledge of theory and research findings related to one component of a good life.	Student can describe satisfactory knowledge of theory and research findings related to one component of a good life.	Student cannot identify and adequately describe theory and research related to 1 component of a good life. Descriptions are vague and incomplete.
<u>Practical Applications</u>	Student can enumerate and clearly articulate detailed and comprehensive knowledge of how to apply (practice) 1 of the components of a good life.	Student can describe general knowledge of how to apply (practice) 1 component of a good life.	Student can describe satisfactory knowledge of how to apply (practice) 1 component of a good life.	Student cannot identify and adequately describe how to apply (practice) 1 component of a good life. Descriptions are vague and incomplete.

PLO Data, FA2021-SP2022

Learning Outcome 2.a. (Grow):

Students will display an increase in personal growth and development (for the purpose of serving others).

Outcome Measure:

- Indirect measure: *PSY4020 self-report item*, “As a result of experiences in the PLNU Psychology Program I have experienced personal growth and development.”
- Direct measure: *Increase in Personal Growth and Development rubric* as assessed by departmental faculty.

Criteria for Success:

- Indirect measure: 80% of our students will “Agree” or “Strongly Agree” with the *PSY4020 self-report item*.
- Direct measure: 80% of our students will score an average score of 3 or higher on the *Increase in Personal Growth and Development 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:

Table 1

Percentage of Psychology Majors who “Agreed” or “Strongly Agreed” with the statement : “As a result of experiences in the PLNU Psychology Program I have experienced personal growth and development.”

Student Response	2017-18 (n = 48)	2018-19 (n = 71)	2019-20 (n = 26)	2020-21 (n = 31)	2021-22 (n = 33)
<u>Rate</u>	<u>100%</u>	<u>100%</u>	<u>92.3%</u>	<u>93.5%</u>	<u>100%</u>

Table 2

Percentage of Psychology Majors rated 3 or higher on the Increase in Growth and Personal Development Rubric as rated by Department Faculty

Rubric Category	2017-18 (n= 30)	2018-19 (n = 20)	2019-20 (n = 20)	2020-21 (n = 20)	2021-22 (n = 20)
Preparedness	96.7% (29)	100% (20)	100% (20)	95% (19)	100% (20)
Personal Responsibility	100% (30)	95%(19)	100% (20)	100% (20)	100% (20)
Emotional Maturity	96.7% (29)	100%(20)	100% (20)	100% (20)	100% (20)
<u>Summary</u>	<u>97.8%</u>	<u>98.3%</u>	<u>100%</u>	<u>98.3%</u>	<u>100%</u>

Conclusions Drawn from Data:

- The criteria for success was achieved in both the direct measure (faculty rating) and indirect measure (student rating).

Changes to be Made Based on Data:

- None at this time.

Rubric Used: (see next page)

Increase in Growth and Personal Development Rubric				
	<u>Capstone</u>	<u>Milestones</u>		<u>Benchmark</u>
	4	3	2	1
Preparedness	Has significantly improved and/or already consistently shows competency in solving problems and proactively brings information that might be needed, in addition to bringing basic materials to class/appointments.	Has shown improvement in bringing basic information and/or materials necessary to class/appointments.	Has somewhat improved and occasionally comes to class/appointments without the necessary information and/or materials.	Has not improved; regularly comes to class/appointments without the necessary information and/or materials.
Personal Responsibility	Has significantly grown or has already competently identified their own role in a problem and sees their role in the solution. Has grown or has already shown acquiring the necessary knowledge to solve problems.	Has shown growth in identifying their own role in problem and sees their role in the solution but does not have necessary knowledge to solve problems.	Has somewhat shown growth in identifying their own role in problem but wants others to "fix it".	Has not shown growth in personal responsibility; Blames others for problems.
Emotional Maturity	Student has shown significant growth or has already shown competence in demonstrating the ability to evaluate personal situations and life experiences to make complex decisions relating to personal development. Student also shows increased ability to improve and/or shows competence to re-evaluate decisions.	Student has shown growth in possessing some level of emotional maturity but may find it difficult to make decisions related to social/personal situations or see how these decisions relate to personal development.	Student somewhat has grown in their understanding of basic decision making skills, but may not adequately be able to apply those skills to all areas.	Student shows little or no growth or understanding of decision making skills and is unable to use personal abilities to develop or improve decisions that relate to social, personal, and interpersonal decisions.

PLO Data, FA2021-SP2022

Learning Outcome 3.a. (Serve):

Students will demonstrate care for others.

Outcome Measure:

PSY Department Demonstrating Care for Others Rubric

Criteria for Success:

80% of our students will score a 3 or higher on the Demonstrating Care for Others rubric as assessed by Department Faculty.

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:

Table 1

Percentage of Psychology Senior Students who Score 3 or Higher on the Demonstrate Care for Others Rubric as assessed by Department Faculty. Departmental Faculty who know the student well are assigned to assess each student according to the rubric below.

Rubric Categories	2017-18 (n = 30)	2018-19 (n = 20)	2019-20 (n = 20)	2020-21 (n = 20)	2021-22 (n = 20)
Active Listening	96.7% (29)	100% (20)	100% (20)	95% (19)	100% (20)
Cooperation	93.3% (28)	100% (20)	100% (20)	100% (20)	100% (20)
Care	100% (30)	100% (20)	100% (20)	100% (20)	100% (20)
<u>Summary</u>	<u>96.7%</u>	<u>100%</u>	<u>100%</u>	<u>98.3%</u>	<u>100%</u>

Conclusions Drawn from Data:

- We met the criteria for success. More than 80% of our students scored at least a 3 or more on the Demonstrate Care for Others Rubrics.

Changes to be Made Based on Data:

- None at this time.

Rubric Used:

Demonstrating Care for Others Rubric				
	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Active Listening	Student consistently is an active listener and shows full attention to others around them (supervisors, clients, classmates, fellow interns, etc.) Asks thought provoking questions.	Student frequently is an active listener and shows a large amount of attention to others around them (supervisors, clients, classmates, fellow interns, etc.)	Student occasionally is an active listener and shows an adequate amount of attention to others around them (supervisors, clients, classmates, fellow interns, etc.)	Student is not an active listener and shows an inadequate amount of attention to others around them (supervisors, clients, classmates, fellow interns, etc.)
Cooperation	Student worked with class and with teammates effectively. He/she had no behavior problems with peers, and was encouraging to classmates and/or supervisors.	Student worked with class and teammates effectively. He/she had no more than one or two behavior problems and was not discouraging to classmates and/or supervisors.	Student worked with class and teammates with some difficulty. Had no more than 3 or 4 behavior problems. Was not encouraging to classmates and supervisors.	Student worked with class and teammates ineffectively, had five or more behavior problems and was discouraging to others.
Care	Student consistently demonstrates care by striving to show attention to everyone they encounter equally.	Student frequently demonstrates care. Only occasionally does the student demonstrate favoritism.	Student occasionally demonstrates care and/or shows favoritism in demonstration.	Student rarely demonstrates care and shows favoritism in demonstration.

PLO Data, FA2021-SP2022

Learning Outcome 3.b. (Serve):

Students will understand careers in the field of psychology.

Outcome Measure:

PSY4020 Vital Engagement Vocation Paper

Criteria for Success:

80% of our students will score a 3 or higher on the outcome measure.

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:

Table 1

Percentage of students who met departmental standards on the Vital Engagement Vocation Paper

Rubric Categories	2017-18 (n = 30)	2018-19 (n = 30)	2019-20* (n = 20)	2020-21 (n = 25)	2021-22 (n = 20)
Vocational Calling Related to Career Goals	93.3% (28/30)	96.7% (29/30)	93.3% (28/30)	100% (25/25)	95% (19/20)
Details of 3 Graduate Programs	100% (20/20)	100% (17/17)	NA	NA	NA
Details of 3 Occupations	90.0% (9/10)	84.6% (11/13)	NA	NA	NA
Detailed Description of Graduate Program (or Occupation)	NA	NA	95% (19/20)	100% (20/20)	95% (19/20)
<u>Summary</u>	<u>95.0%</u>	<u>95.0%</u>	<u>94%</u>	<u>100%</u>	<u>95%</u>

*Note: In 2019, the assessment assignment and rubric were redesigned to better meet the aims of the department. See rubric below.

Conclusions Drawn from Data:

- The criteria for success were met in all categories and overall.

Changes to be Made Based on Data:

- Beginning in Fall 2019, the outcome measure was changed from the Individualized Career Project in PSY400 to the Vital Engagement Vocation Paper in PSY4020. This allows all senior assessment to take place in our mandated capstone course. After three years of evaluation this consolidation of assessment efforts has been successful for meeting departmental standards.
- We will continue to work with the instructor for our capstone course PSY4020 to ensure that this assignment integrates into our assessment plan and utilizes the current rubric.

Rubric Used: (see next page)

(Updated Rubric as of 2019 to align with the current outcome measure)

PSY 4020 — Understanding careers in the field of psychology

	Capstone 4	Milestones 3	2	Benchmark 1
Vocational Calling & Career Goals	Specifies their vocational calling(s) and relates it to their career goal(s). Describes three concrete experiences that support their vocational calling and/or career goals.	Specifies their vocational calling(s) and relates it to their career goal(s). Describes two concrete experiences that support their vocational calling and/or career goals.	Specifies their vocational calling(s) and relates it to their career goal(s). Describes one concrete experience that supports their vocational calling and/or career goals.	Specifies their vocational calling(s) and relates it to their career goal(s). Describes no concrete experiences that support their vocational calling and/or career goals.
Details of 1 Graduate Program	For one graduate school includes all six of the following: <input type="checkbox"/> Focus of program (e.g., degree, content area, length of program) <input type="checkbox"/> Cost including possible sources of funding <input type="checkbox"/> Acceptance rate (e.g., number applied, number admitted) <input type="checkbox"/> GPA and GRE requirements (if applicable) <input type="checkbox"/> Identification of faculty mentor in each program <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)	For one graduate school includes five of the following: <input type="checkbox"/> Focus of program (e.g., degree, content area, length of program) <input type="checkbox"/> Cost including possible sources of funding <input type="checkbox"/> Acceptance rate (e.g., number applied, number admitted) <input type="checkbox"/> GPA and GRE requirements (if applicable) <input type="checkbox"/> Identification of faculty mentor in each program <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)	For one graduate school includes four of the following: <input type="checkbox"/> Focus of program (e.g., degree, content area, length of program) <input type="checkbox"/> Cost including possible sources of funding <input type="checkbox"/> Acceptance rate (e.g., number applied, number admitted) <input type="checkbox"/> GPA and GRE requirements (if applicable) <input type="checkbox"/> Identification of faculty mentor in each program <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)	For one graduate school includes three of the following: <input type="checkbox"/> Focus of program (e.g., degree, content area, length of program) <input type="checkbox"/> Cost including possible sources of funding <input type="checkbox"/> Acceptance rate (e.g., number applied, number admitted) <input type="checkbox"/> GPA and GRE requirements (if applicable) <input type="checkbox"/> Identification of faculty mentor in each program <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)
(Graduate school track)				
OR				
Details of 1 Occupation	For one job includes all six of the following: <input type="checkbox"/> Definition of occupation (include names of typical companies) <input type="checkbox"/> Education and skills required <input type="checkbox"/> Salary/Advancement <input type="checkbox"/> Qualities of successful applicants (e.g., major, degree, experience) <input type="checkbox"/> Identify the title and role of your supervisor <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)	For one job includes five of the following: <input type="checkbox"/> Definition of occupation (include names of typical companies) <input type="checkbox"/> Education and skills required <input type="checkbox"/> Salary/Advancement <input type="checkbox"/> Qualities of successful applicants (e.g., major, degree, experience) <input type="checkbox"/> Identify the title and role of your supervisor <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)	For one job includes four of the following: <input type="checkbox"/> Definition of occupation (include names of typical companies) <input type="checkbox"/> Education and skills required <input type="checkbox"/> Salary/Advancement <input type="checkbox"/> Qualities of successful applicants (e.g., major, degree, experience) <input type="checkbox"/> Identify the title and role of your supervisor <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)	For one job includes three of the following: <input type="checkbox"/> Definition of occupation (include names of typical companies) <input type="checkbox"/> Education and skills required <input type="checkbox"/> Salary/Advancement <input type="checkbox"/> Qualities of successful applicants (e.g., major, degree, experience) <input type="checkbox"/> Identify the title and role of your supervisor <input type="checkbox"/> Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)
(Career track)				

Please follow "Graduate school track" OR "Career track" criteria. Evaluators are encouraged to assign a zero to any work sample that does not meet benchmark (all one) level performance.



Psychology Department

General Education

Learning Outcome

GELO 2.a. “Students will develop an understanding of self that fosters personal wellbeing”

PSY 1001 (Psychology of Personal Development)
Autobiography Rubric

PSY 1003 (General Psychology)
Psychology and You: Three Concepts Rubric

FELO Data, FA2021-SP2022

FE Learning Outcome 2a:

Students will develop an understanding of self that fosters personal wellbeing.

Outcome Measures:

PSY1001 (Psychology of Personal Development) Autobiography Paper Rubric

PSY1001 Freshmen Self-Report of Personal Development

PSY1003 (General Psychology) Psychology and You: Three Concepts Paper Rubric

Criteria for Success:

PSY1001: 80% of our students will score a 3 or higher on the PSY1001 Autobiography Rubric (see Table 1)

PSY1001: 70% of our students will agree overall on a self-report measure of personal development (see Table 2)

PSY1003: 80% of our students will score a 3 or higher on the PSY1003 Psychology and You: Three Concepts Rubric (see Table 3)

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:

Table 1

*Percentage of PSY1001 Students who Score 3 or Higher on the Autobiography Rubric:
Summary Criteria for Success is 80%*

Rubric	2017-18 (n = 295)	2018-19 (n = 253)	2019-20 (n = 158)	2020-21 (n = 271)	2021-22 (n = 194)
Students Enrolled	607	635	315	558	649
% Students Assessed	48.6%	40%	50.2%	48.6%	30%
Understanding of Story	92.5% (273)	92.5% (234)	88% (139)	94.8% (257)	95.9% (186)
Exhibits accurate perceptions of situations to facilitate wellbeing	94.6% (279)	91.3% (231)	91.1% (144)	92.3% (250)	90.2% (175)

Articulates an understanding of healthy and satisfying relationships	93.6% (276)	92.5% (234)	94.9% (150)	91.1% (247)	93.8% (182)
<u>Summary</u>	<u>93.6%</u>	<u>92.1%</u>	<u>91.3%</u>	<u>92.7%</u>	<u>93.3%</u>

Table 2

Percentage of PSY1001 Students Who Agreed or Strongly Agreed with this Self-Report Measure of Personal Development: Summary Criteria for Success is 70%

Self-Report Item	2017-18 (n = 256)	2018-2019 (n = 550)	2019-20 (n = 262)	2020-21 (n = 486)	2021-22 (n = 545)
Students Enrolled	607	635	315	558	649
% Students Assessed	42%	87%	83.2%	87.1%	84.0%
I understand my story better	79.7% (204)	85.4% (465)	83.2% (218)	88.9% (432)	84.8% (462)
I feel that this course allowed me to contribute to my personal growth and development	82.0% (210)	90.4% (497)	92.75% (243)	90.9% (442)	89.9% (490)
I have developed alternative ways of thinking about myself	75.0% (197)	87.1% (479)	88.17% (231)	87.4% (425)	85.3% (465)
This course has allowed me to reflect on my spiritual journey	84.0% (215)	91.5% (503)	90.84% (238)	91.8% (446)	88.4% (482)
Summary	<u>80.2%</u>	<u>88.4%</u>	<u>88.7%</u>	<u>89.8%</u>	<u>87.1%</u>

Table 3

Percentage of PSY 1003 Students Who Score 3 or Higher on the Psychology and You Rubric: Summary Criteria for Success is 80%

Rubric	2017-18 (n = 127)	2018-19 (n = 134)	2019-20 (n = 88)	2020-21 (n = 143)	2021-22 (n = 97)
Students Enrolled	163	172	88	181	160
% Students Assessed	77.9%	77.9%	100%	79%	60.6%
1a: Why these?	96.1% (123)	98.5% (132)	98.9% (87)	98.6% (141)	99% (96)
1b: Thriving	95.3% (122)	96.3% (129)	100% (88)	90.9% (130)	100% (97)
<u>Summary</u>	<u>96.6%</u>	<u>97.4%</u>	<u>99.4%</u>	<u>94.75%</u>	<u>99.5%</u>

Conclusions Drawn from Data:

- The criteria for success was met for both PSY1001 and PSY1003.
- It is notable that in evaluating the university's learning objective "to develop an understanding of self that fosters well-being" over half of the first year entering class are evaluated using both direct (faculty evaluation) and indirect (student evaluation) measures and successfully pass. *See Table 1 and Table 2.*

Changes to be Made Based on Data:

None at this time.

Rubrics Used:

PSY1001 GE Autobiography Rubric

GELO 2.a. Students will develop an understanding of self that fosters personal wellbeing				
	<u>Capstone</u>	<u>Milestones</u>		<u>Benchmark</u>
	4	3	2	1
Understanding of <u>story</u>	Student has made dramatic increases in the understanding of their story.	Student has made significant increases in the understanding of their story.	Student has made some increases in the understanding of their story.	Student has made minimal to no increases in the understanding of their story.
Exhibits <u>accurate perceptions of situations to facilitate wellbeing</u>	Independently and quickly implements strategies for correcting thought distortions.	Learns and implements strategies for correcting thought distortions.	Recognizes one's own tendencies toward thought distortions and situations in which they occur but has difficulty implementing strategies for correcting thought distortions.	Begins to understand that we create our own feelings through our perceptions.
Articulates an understanding of <u>healthy and satisfying relationships</u>	Student consistently creates positive methods of developing and maintaining healthy/satisfying relationships.	Student has demonstrated flexible behavior in order to maintain healthy/satisfying relationships.	Student recognizes one's own self-defeating patterns of interaction but has not yet began implementing appropriate behavior changes to maintain healthy/satisfying relationships.	Student begins to understand the components of self-defeating patterns of interaction that prohibit maintaining healthy/satisfying relationships.

PSY1003

Final Essay: Psychology and You: Three Concepts

8 points

Objective

- Demonstrate an understanding of self that fosters personal wellbeing

Instructions

1. Write an essay explaining how insights from psychology can tell you more about yourself, other people, or your relationships. In your essay, be sure to...
 - a. Choose three concepts from this course that involve you or your life in some way (e.g., depression, stress, cognition, etc.). Define them in your own words. Explain why you chose to include each of those three concepts. Be sure to discuss how each concept affects you/your life on a personal level.
 - b. Describe how learning about these concepts can help you thrive and achieve personal wellbeing. Include examples of how this course gave your insight on how to better thrive on a personal level.
2. Be sure to write approximately 500 words.
3. Turn your assignment in electronically on Canvas

	Criteria	Score
1a: Why these?	<ul style="list-style-type: none">● Clear/concise; relates three concepts to own life (4 points)● Somewhat clear/concise; relates at least two concepts to own life (3 points)● Clarity needs work <u>and</u> relates one or fewer concepts to own life (2 points)● Off topic (1 points)	____/4
1b: Thriving	<ul style="list-style-type: none">● Provides clear picture of how course content fosters personal wellbeing and uses at least one personal example per concept (4 points)● Somewhat clear picture or fewer than one personal example per concept (3 points)● Pictures needs work <u>and</u> examples not used (2 points)● Off topic (1 points)	____/4
Total		____/8



Psychology Department Core Competencies

PSY 4020 Vital Engagement Video Presentation
Oral Communication

PSY 4020 Good Life Paper
Information Literacy

ETS Proficiency Profile Examination
Critical Thinking
Written Communication
Quantitative Reasoning

Psychology
Core Competencies FA2021-SP2022

Core Competency Outcome: Oral Communication

Students will be able to speak about their work with precision, clarity and organization (Oral Communication).

Outcome Measure:

PSY4020 Vital Engagement Video Presentation

Criteria for Success:

80% of our students will score a 3 or higher on the Core Competency AAC&U Oral Communication on the outcome measure.

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:

Table 1

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

Rubric Categories	2017-18 (n = 30)	2018-19 (n = 20)	2019-20 (n = 21)	2020-21 (n = 24)	2021-22 (n = 20)
Organization	100.0% (30)	100% (20)	90% (18)	87.5% (21)	90% (18)
Language	100.0% (30)	100% (20)	95% (19)	100% (24)	100% (20)
Delivery	96.7% (29)	95% (19)	100% (20)	100% (24)	100% (20)
Supporting Material	96.7% (29)	95% (19)	95% (19)	100% (24)	90% (18)
Central Message	100.0% (30)	100% (20)	95% (19)	100% (24)	100% (20)
<u>Summary</u>	<u>98.7%</u>	<u>98%</u>	<u>95%</u>	<u>97.5%</u>	<u>96%</u>

Conclusions Drawn from Data:

- The criteria for success was met for all categories of the rubric and overall.

Changes to be Made Based on Data:

- Beginning in Fall 2019, the outcome measure was changed from the Oral Resume Video Project in PSY400 to the Vital Engagement Vocation Video Project in PSY4020. This allows all senior assessment to take place in our mandated capstone course. After three years of evaluation this consolidation of assessment efforts has been successful for meeting departmental standards.
- We will continue to work with the instructor for our capstone course PSY4020 to ensure that this assignment integrates into our assessment plan and utilizes the current rubric.

Rubric Used: The AAC&U Oral Communication Rubric.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact 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
Organization	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.
Language	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.
Delivery	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.
Supporting Material	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.
Central Message	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.

Core Competencies FA2021-SP2022

Core Competency Outcome: Information Literacy

Students will be able to identify, locate, evaluate, and effectively and responsibly use and cite information for the task at hand (Information Literacy)

Outcome Measure:

PSY 4020 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

Table 1

Percentage of students who met department standards for Information Literacy

Rubric Categories	2017-18 (n = 30)	2018-19 (n = 20)	2019-20 (n = 20)	2020-21 (n = 25)	2021-22 (n = 20)
Determine the Extent of Information Needed	80% (24)	100% (20)	95% (19)	84% (21)	90% (18)
Access the Needed Information	93.3% (28)	85% (17)	90% (18)	84% (21)	95% (19)
Evaluate Information and its Sources Critically	43.3% (13)	75% (15)	70% (14)	84% (21)	95% (19)
Use Information Effectively to Accomplish a Specific Purpose	86.7% (26)	90% (18)	100% (20)	92% (23)	90% (18)
Access and Use Information Ethically and Legally	63.3% (19)	95% (19)	90% (18)	76% (19)	75% (15)
<u>Summary</u>	<u>73.3%</u>	<u>89%</u>	<u>89%</u>	<u>84%</u>	<u>89%</u>

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 for all categories and overall.
- In 2017-2018, the Information Literacy assignment we assessed was changed from the PSY SR Research Paper to the PSY 4020 Good Life Paper. Upon reflection, this change was successful. 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.
 - The Good Life Paper is both more robust and easier to grade than our previous measure.

Changes to be Made Based on Data:

- None at this time.

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 value@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 (all one) level performance.

	Capstone 4	3	2	Benchmark 1
Determine the Extent of Information Needed	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.
Access the Needed Information	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.
Evaluate Information and its Sources Critically	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.
Use Information Effectively to Accomplish a Specific Purpose	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.
Access and Use Information Ethically and Legally	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.

Core Competencies FA2021-SP2022

Core Competency Outcome: Critical Thinking

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:

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

Aligned with DQP Learning Areas:

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				
	2017-18	2018-19	2019-20	2020-21	2021-22
	N=58	N=59	N=44	N=43	N=63
ETS Proficiency Profile Level 2 Critical Thinking	82.8%	69.5%	63.6%	39.5%	81.0%

Conclusions Drawn from Data:

- The 2021-2022 learning outcome was met. The increased scores lend support to the hypothesis that the previous year's drop was due to transient factors such as the COVID-19 remote learning adaptations and timing of the ETS test.

Changes to be Made Based on Data:

- We will continue to work with the Professor of this course to emphasize the importance of University-wide assessment. We will work with the Professor to schedule the exam in-person and within the original time frame of the semester.

Rubric Used

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

Core Competencies FA2021-SP2022

Core Competency Outcome: Written Communication

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:

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

Aligned with DQP Learning Areas:

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				
	2017-18	2018-19	2019-20	2020-21	2021-22
	N=58	N=59	N=44	N=43	N=63
ETS Proficiency Profile Level 2 Writing	84.5%	78.0%	65.9%	48.8%	77.8%

Conclusions Drawn from Data:

- The 2021-2022 learning outcome was met. The increased scores lend support to the hypothesis that the previous year's drop was due to transient factors such as the COVID-19 remote learning adaptations and timing of the ETS test.

Changes to be Made Based on Data:

- We will continue to work with the Professor of this course to emphasize the importance of University-wide assessment. We will work with the Professor to schedule the exam in-person and within the original time frame of the semester. We will continue to monitor the department performance in this area.

Rubric Used

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

Core Competencies FA2021-SP2022

Core Competency Outcome: Quantitative Reasoning

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

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success:

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

Aligned with DQP Learning Areas:

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				
	2017-18	2018-19	2019-20	2020-21	2021-22
	N=58	N=59	N=44	N=43	N=63
ETS Proficiency Profile Level 2 Math	74.1%	71.2%	63.5%	44.2%	63.5%

Conclusions Drawn from Data:

- The 2021-2022 data indicates that this learning outcome was not met. The increase from the previous year supports our hypothesis that last year's underperformance was affected by transient factors such as the COVID-19 remote learning adaptations and timing of the ETS test. However, we will continue to monitor performance in this area.

Changes to be Made Based on Data:

- We will continue to work with the Professor of this course to emphasize the importance of University-wide assessment. We will work with the Professor to schedule the exam in-person and within the original time frame of the semester. We will continue to monitor the department performance in this area.

Rubric Used

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