



# 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)
<b><u>Summary</u></b>	<b><u>93.6%</u></b>	<b><u>92.1%</u></b>	<b><u>91.3%</u></b>	<b><u>92.7%</u></b>	<b><u>93.3%</u></b>

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%*

<b>Self-Report Item</b>	<b>2017-18 (n = 256)</b>	<b>2018-2019 (n = 550)</b>	<b>2019-20 (n = 262)</b>	<b>2020-21 (n = 486)</b>	<b>2021-22 (n = 545)</b>
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)
<b>Summary</b>	<b><u>80.2%</u></b>	<b><u>88.4%</u></b>	<b><u>88.7%</u></b>	<b><u>89.8%</u></b>	<b><u>87.1%</u></b>

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)
<b><u>Summary</u></b>	<b><u>96.6%</u></b>	<b><u>97.4%</u></b>	<b><u>99.4%</u></b>	<b><u>94.75%</u></b>	<b><u>99.5%</u></b>

**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				
	<b><u>Capstone</u></b>	<b><u>Milestones</u></b>		<b><u>Benchmark</u></b>
	4	3	2	1
<b>Understanding of <u>story</u></b>	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.
<b>Exhibits <u>accurate perceptions of situations to facilitate wellbeing</u></b>	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.
<b>Articulates an understanding of <u>healthy and satisfying relationships</u></b>	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"><li>● Clear/concise; relates three concepts to own life (4 points)</li><li>● Somewhat clear/concise; relates at least two concepts to own life (3 points)</li><li>● Clarity needs work <u>and</u> relates one or fewer concepts to own life (2 points)</li><li>● Off topic (1 points)</li></ul>	____/4
1b: Thriving	<ul style="list-style-type: none"><li>● Provides clear picture of how course content fosters personal wellbeing and uses at least one personal example per concept (4 points)</li><li>● Somewhat clear picture or fewer than one personal example per concept (3 points)</li><li>● Pictures needs work <u>and</u> examples not used (2 points)</li><li>● Off topic (1 points)</li></ul>	____/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%*

<b>Rubric Categories</b>	<b>2017-18 (n = 30)</b>	<b>2018-19 (n = 20)</b>	<b>2019-20 (n = 21)</b>	<b>2020-21 (n = 24)</b>	<b>2021-22 (n = 20)</b>
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)
<b><u>Summary</u></b>	<b><u>98.7%</u></b>	<b><u>98%</u></b>	<b><u>95%</u></b>	<b><u>97.5%</u></b>	<b><u>96%</u></b>



### 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 [value@aacu.org](mailto:value@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.

## 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)
<b><u>Summary</u></b>	<b><u>73.3%</u></b>	<b><u>89%</u></b>	<b><u>89%</u></b>	<b><u>84%</u></b>	<b><u>89%</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 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](mailto: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
<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.

## 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
<b>ETS Proficiency Profile Level 2 Critical Thinking</b>	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
<b>ETS Proficiency Profile Level 2 Writing</b>	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
<b>ETS Proficiency Profile Level 2 Math</b>	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.