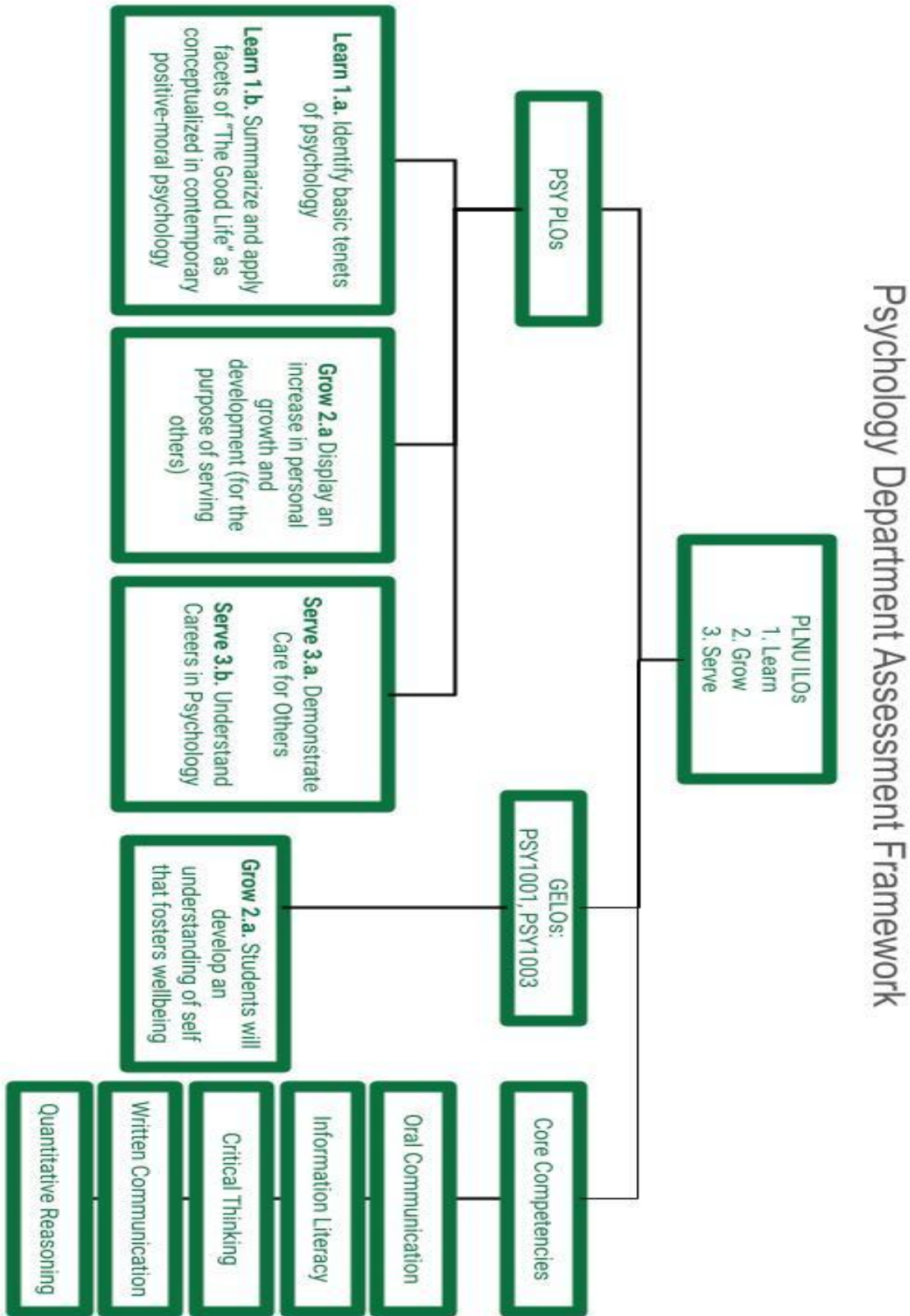




Psychology
PLO Data, FA2025-SP2026

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

	2021-22 (n = 39)	2022-23 (n = 20)	2023-24 (n = 20)	2024-25 (n = 20)	2025-26 (n = 20)
Pass Rate	64.1% (25/39)	55% (11/20)	70% (14/20)	50% (10/20)	80% (16/20)

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

	2020-21 (n = 46)	2021-22 (n = 39)	2022-23 (n = 20)	2023-24 (n = 20)	2025-26 (n = 20)
Pass Rate	6.5% (3/46)	10.3% (4/39)	10% (2/20)	15% (3/20)	20% (4/20)

Conclusions Drawn from Data:

- Students met the criteria for success.
- Instructor efforts to motivate students have shown promise. One useful strategy was to have additional lecture after the ACAT exam so that students are not tempted to answer quickly and leave.
- We will continue discussions whether the ACAT is an appropriate test of student abilities in the future. We appreciated the standardized format of the ACAT in the past, however, this means this test has not been updated in several years.

Changes to be Made Based on Data:

- We will continue to work with the instructor of this course to encourage students to try their best on this exam.

Rubric Used: N/A

PLO Data, FA2025-SP2026

Program 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	2021-22 (n = 20)	2022-23 (n = 20)	2023-24 (n = 20)	2024-25 (n = 20)	2025-26 (n = 20)
Good Life Concepts	90% (18)	90% (18)	100% (20)	100% (20)	85% (17)
Theory and Research Findings	95% (19)	95% (19)	100% (20)	100% (20)	80% (16)
Practical Applications	90% (18)	90% (18)	100% (20)	100% (20)	85% (17)
<u>Summary</u>	<u>91.7%</u>	<u>91.7%</u>	<u>100%</u>	<u>100%</u>	<u>83.3%</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:

PSY4020 Rubric <i>A course in "applied moral psychology" for the rest of your life</i>				
	<u>Capstone</u> 4	<u>Milestones</u> 3 2		<u>Benchmark</u> 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, FA2025-SP2026

Program 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: *Psychology Senior Survey 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 *Psychology Senior Survey 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	2021-22 (n = 33)	2022-23 (n = 30)	2023-24 (n = 42)	2024-25 (n = 46)	2025-26 (n = 39)
<u>Rate</u>	<u>100%</u>	<u>96.7%</u>	<u>97.6%</u>	<u>100%</u>	<u>97.4%</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	2021-22 (n = 20)	2022-23 (n = 20)	2023-24 (n = 20)	2024-25 (n = 20)	2024-25 (n = 20)
Preparedness	100% (20)	95% (19)	95% (19)	95% (19)	85% (17)
Personal Responsibility	100% (20)	95% (19)	95% (19)	100% (20)	85% (17)
Emotional Maturity	100% (20)	100% (20)	100% (20)	100% (20)	95% (19)
<u>Summary</u>	<u>100%</u>	<u>96.7%</u>	<u>96.7%</u>	<u>98.3%</u>	<u>88.3%</u>

Conclusions Drawn from Data:

- The criteria for success was achieved in both the direct measure (faculty rating) and indirect measure (student rating).
- The data indicates an enormous success in the PLO of personal growth and development for our students.
- Note: Because of an earlier than expected employee departure, we lost access to the online senior survey results. A backup data collection plan was implemented where graduating seniors completed a mini questionnaire certifying that they were graduating psychology students and answering the question listed in Table 1. While the data collection method differs from previous years, the number of respondents and results are inline with previous years.

Changes to be Made Based on Data:

- Continue to share with faculty that their efforts to shape students bear positive results.
- Ensure that all Qualtrics surveys are hosted by multiple individuals to provide continuous access to results.

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, FA2025-SP2026

Program Learning Outcome 3.a. (Serve):

Students will demonstrate care for others.

Outcome Measure:

Psychology 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	2021-22 (n = 20)	2022-23 (n = 20)	2023-24 (n = 20)	2024-25 (n = 20)	2025-26 (n = 20)
Active Listening	100% (20)	100% (20)	100% (20)	95% (19)	90% (18)
Cooperation	100% (20)	100% (20)	100% (20)	100% (20)	95% (19)
Care	100% (20)	100% (20)	100% (20)	100% (20)	90% (18)
<u>Summary</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>98.3%</u>	<u>91.7%</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, FA2025-SP2026

Program 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	2021-22 (n = 20)	2022-23 (n = 20)	2023-24 (n = 20)	2024-25 (n = 19)	2025-26 (n = 20)
Vocational Calling Related to Career Goals	95% (19/20)	100% (20/20)	95% (19/20)	100% (19/19)	100% (20/20)
Detailed Description of a Graduate Program (or Occupation)	95% (19/20)	90% (18/20)	95% (19/20)	100% (19/19)	100% (20/20)
<u>Summary</u>	<u>95%</u>	<u>95%</u>	<u>95%</u>	<u>100%</u>	<u>100%</u>

Conclusions Drawn from Data:

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

Changes to be Made Based on Data:

- 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)

PSY 4020 — Understanding careers in the field of psychology

Capstone		Milestones		Benchmark
	4	3	2	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: ☐ Focus of program (e.g., degree, content area, length of program) ☐ Cost including possible sources of funding ☐ Acceptance rate (e.g. number applied, number admitted) ☐ GPA and GRE requirements (if applicable) ☐ Identification of faculty mentor in each program ☐ Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)	For one graduate school includes five of the following: ☐ Focus of program (e.g., degree, content area, length of program) ☐ Cost including possible sources of funding ☐ Acceptance rate (e.g. number applied, number admitted) ☐ GPA and GRE requirements (if applicable) ☐ Identification of faculty mentor in each program ☐ Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)	For one graduate school includes four of the following: ☐ Focus of program (e.g., degree, content area, length of program) ☐ Cost including possible sources of funding ☐ Acceptance rate (e.g. number applied, number admitted) ☐ GPA and GRE requirements (if applicable) ☐ Identification of faculty mentor in each program ☐ Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)	For one graduate school includes three of the following: ☐ Focus of program (e.g., degree, content area, length of program) ☐ Cost including possible sources of funding ☐ Acceptance rate (e.g. number applied, number admitted) ☐ GPA and GRE requirements (if applicable) ☐ Identification of faculty mentor in each program ☐ 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: ☐ Definition of occupation (include names of typical companies) ☐ Education and skills required ☐ Salary/Advancement ☐ Qualities of successful applicants (e.g., major, degree, experience) ☐ Identify the title and role of your supervisor ☐ Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)	For one job includes five of the following: ☐ Definition of occupation (include names of typical companies) ☐ Education and skills required ☐ Salary/Advancement ☐ Qualities of successful applicants (e.g., major, degree, experience) ☐ Identify the title and role of your supervisor ☐ Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)	For one job includes four of the following: ☐ Definition of occupation (include names of typical companies) ☐ Education and skills required ☐ Salary/Advancement ☐ Qualities of successful applicants (e.g., major, degree, experience) ☐ Identify the title and role of your supervisor ☐ Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)	For one job includes three of the following: ☐ Definition of occupation (include names of typical companies) ☐ Education and skills required ☐ Salary/Advancement ☐ Qualities of successful applicants (e.g., major, degree, experience) ☐ Identify the title and role of your supervisor ☐ 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.