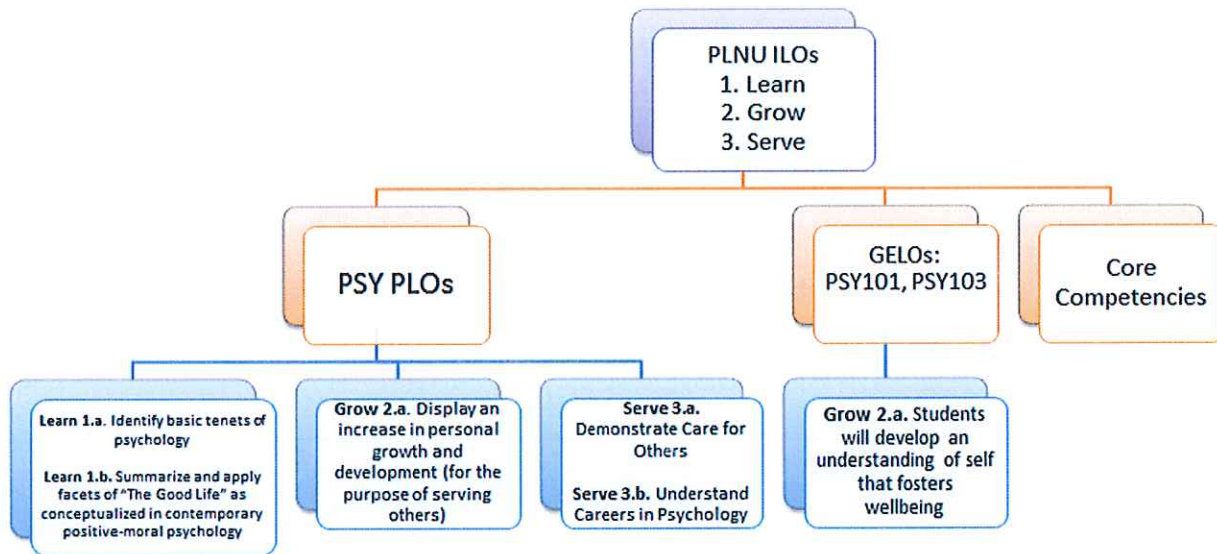


# Psychology Department Assessment Framework



## Assessment Data Psychology Outcome 1.a. (Learn)

### Learning Outcome:

Psychology Outcome 1.a. (Learn): Identify Basic Tenets of Psychology

### Outcome Measure:

PSY400 Comprehensive Examination

**Criteria for Success (if applicable):** 85% of our students will score a passing score (50%) on the comprehensive examination

### Longitudinal Data:

Table 1

*Percentage of PSY400 Students who Score 50% or Higher on the Psychology Department Comprehensive Examination*

	2012 (n = 26)	2013 (n = 42)	2014 (n = 48)	2015 (n = 27)	Total (n = 143)
Pass rate	65%	90%	63%	100%	78%

### Additional Longitudinal Data:

Table 2

*Mean score of General Psychology Students versus PSY400 students on the Department Comprehensive Examination*

2012-2015 <sup>a</sup>			
Group	n	M	SD
General Psychology Students	487	31.7%	7.9%
Upper Division Psychology Majors <sup>b</sup>	143	63.1%	15.3%

*Note.* <sup>a</sup> In the Fall of 2012, we began testing freshmen general psychology students during the first week of the course. PSY101 (Psychology of Personal Development) would have been the only other psychology course that students might have completed at that time. <sup>b</sup> Psychology majors take the department comprehensive examination in PSY400. They are encouraged to take PSY400 during the 2nd semester of their junior year.

### Conclusions Drawn from Data:

- Table 1 shows that 2013 and 2015 results are strong while 2012 and 2014 results are relatively weak.
- Please note that in Spring of 2014 and Spring of 2015 the examination was accidentally administered open book and online instead of in the classroom.
- Please note that in the Fall of 2014 we noted atypical test scores. These scores were still included but cannot be verified because we cannot locate the original data.
- Table 2 shows that although the pass rate data does not attain our criteria for success, it is clear that overall our students are learning:
  - PSY400 students perform twice as well as PSY103 students (63.1% vs. 31.7%)
  - The difference between the mean score of PSY103 and PSY400 students is approximately 3 standard deviations.

### Changes to be Made Based on Data:

- Physical copies of each semester's examination will now be stored in one location (locked top file drawer by the Departmental Assistant's desk)
- It will be emphasized that PSY400 professors must administer the Comprehensive Examination in class and closed book only.
- The Comprehensive Examination will continue to be administered in 103 so that an adequate sample can be obtained for the purposes of a test-retest design.
- Once the above is completed, in two years an item analysis of the Comprehensive Examination will be conducted. For example, some items might not be psychometrically valid. Issues such as this could be a reason for lower scores.

### Appendix: Exam Results by Year

2012			
Group	<i>n</i>	<i>M</i>	<i>SD</i>
General Psychology Students	67	31.5%	8.1%
Upper Division Psychology Majors	26	55.1%	10.1%
2013			
Group	<i>n</i>	<i>M</i>	<i>SD</i>
General Psychology Students	162	31.7%	8.3%
Upper Division Psychology Majors	42	64.5%	10.2%
2014			
Group	<i>n</i>	<i>M</i>	<i>SD</i>
General Psychology Students	172	32.1%	7.3%
Upper Division Psychology Majors	48	58.0%	17.6%
2015			
Group	<i>n</i>	<i>M</i>	<i>SD</i>
General Psychology Students	86	31.3%	8.1%
Upper Division Psychology Majors	27	77.6%	11%

## Assessment Data Psychology Outcome 1.b. (Learn)

### Learning Outcome:

Summarize and apply facets of “The Good Life” as conceptualized in contemporary positive-moral psychology

### Outcome Measure:

PSY420

**Criteria for Success (if applicable):** 80% of our students will score a 3 or higher on the Good Life rubric

### Longitudinal Data:

Rubric Categories	2015 ( <i>n</i> = 30)
Good Life Concepts	100.0% (30)
Theory and Research Findings	93.3% (28)
Practical Applications	86.7% (26)
Average	96.7% (29)

### Conclusions Drawn from Data:

We have met the criteria for success.

Practical applications is weakest but still high at 87%.

### Changes to be Made Based on Data:

Consider more emphasis of practical applications during the assignment period.

Consider including rubric in syllabus.

### Rubric Used:

PSY 420 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
<p><b>"Good Life" Concepts</b></p> <ol style="list-style-type: none"> <li>1. Positive emotionality</li> <li>2. Relationship</li> <li>3. Arete (virtue)</li> <li>4. Vital engagement</li> <li>5. Spirituality</li> </ol>	<p>Student will be able to answer the question: What makes a "good life" good? Student can enumerate and clearly articulate <b>detailed and comprehensive knowledge of all components or specifically</b> describe a majority of the five components of a good life. Student provides clear explanation of how each component contributes to well-being.</p>	<p>Student can describe <b>general knowledge</b> of the components of a good life.</p>	<p>Student can describe <b>satisfactory knowledge</b> of the components of a good life.</p>	<p>Student cannot identify and adequately describe components of a good life. Descriptions are vague and incomplete.</p>
<p><b>Theory and Research Findings</b></p>	<p>Student can enumerate and clearly articulate <b>detailed and comprehensive knowledge</b> of theory and research findings related all or a majority of the components of a good life. Student provides clear explanation of how theory and research supports each component.</p>	<p>Student can describe <b>general knowledge</b> of theory and research findings related to one component of a good life.</p>	<p>Student can describe <b>satisfactory knowledge</b> of theory and research findings related to one component of a good life.</p>	<p>Student cannot identify and adequately describe theory and research related to each component of a good life. Descriptions are vague and incomplete.</p>
<p><b>Practical Applications</b></p>	<p>Student can enumerate and clearly articulate <b>detailed and comprehensive knowledge</b> of how to apply (practice) all or a majority of the components of a good life.</p>	<p>Student can describe <b>general knowledge</b> of how to apply (practice) the components of a good life.</p>	<p>Student can describe <b>satisfactory knowledge</b> of how to apply (practice) the components of a good life.</p>	<p>Student cannot identify and adequately describe how to apply (practice) the components of a good life. Descriptions are vague and incomplete.</p>

## Assessment Data Psychology Outcome 2.a. (Grow)

### Learning Outcome:

Psychology Outcome 2.a. (Grow): Display an increase in personal growth and development (for the purpose of serving others).

### Outcome Measure:

PSY400 Self Report (Senior Surveys administered in PSY400 course)  
PSY Department Faculty Assessment (Academic Advisor)

### Criteria for Success (if applicable):

For the PSY400 Self Report: 80% of our students will report that they have experienced "Some" or "Significant Improvement" in personal growth and development as a result of the PLNU Psychology Program when administered the Senior Survey in PSY400.

For the PSY Department Faculty Assessment: 80% of our students will score an average score of 3 or higher on the Psychology Increase in Personal Growth and Development Rubric.

### Longitudinal Data:

Table 1

*Percentage of Psychology Majors who reported "Some" or "Significant Improvement" in Personal Growth and Development as a Result of the PLNU Psychology Program.*

Student Response	2012-13	2013-14	2014-15	Average
Improvement	100%	100%	100%	100%
"Significant Improvement"	72%	80%	82%	78%
"Some Improvement"	28%	20%	18%	22%

Table 2

*Percentage of Psychology Majors rated 3 or higher on the Increase in Growth and Personal Development Rubric*

Rubric Category	2014-15 (n = 48)
Preparedness	75% (36)
Personal Responsibility	83% (40)
Emotional Maturity	81% (39)
Average	71% (34)

### Conclusions Drawn from Data:

Table 1 shows that 100% of our majors showed at least "Some" improvement in their growth. Impressively, three out of four Psychology Majors reported "Significant" improvement. Please note that the response choices were "Significant Decline," "Some Decline," "No Change," "Some Improvement," and "Significant Improvement."

Table 2 shows that the faculty generally agree with the self-rating of students. Approximately, three out of four students exceeded the rubric criteria.

## Changes to be Made Based on Data:

To be determined by leadership of next Departmental Chair.

### Rubric Used:

Increase in Growth and Personal Development Rubric				
	<u>Capstone</u>	<u>Milestones</u>		<u>Benchmark</u>
	4	3	2	1
<b>Preparedness</b>	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.
<b>Personal Responsibility</b>	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.
<b>Emotional Maturity</b>	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.

## Assessment Data Psychology Outcome 3.a. (Serve)

### Learning Outcome:

Demonstrate Care for Others

### Outcome Measure:

PSY Department Demonstrating Care for Others Rubric

**Criteria for Success (if applicable):** 80% of our students will score a 3 or higher on the Demonstrating Care for Others Rubric

### Longitudinal Data:

Table 1

*Percentage of Psychology Senior Students who Score 3 or Higher on the Demonstrate Care for Others Rubric*

Rubric Categories	2014-15 ( <i>n</i> = 48)
Active Listening	75% (36)
Cooperation	88% (42)
Care	85% (41)
Average	81% (39)

### Conclusions Drawn from Data:

More than 80% of our students scored at least a 3 or more on the Demonstrate Care for Others Rubric.

### Changes to be Made Based on Data:

None at this time.



**Rubric Used:**

<b>Demonstrating Care for Others Rubric</b>				
	<b>Capstone 4</b>	<b>Milestones 3</b>	<b>Milestones 2</b>	<b>Benchmark 1</b>
<b>Active Listening</b>	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.)
<b>Cooperation</b>	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.
<b>Care</b>	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.

## Assessment Data Psychology Outcome 3.a. (Serve)

### Learning Outcome:

Understand Careers in Psychology

### Outcome Measure:

PSY400 Individualized Career Project

### Criteria for Success (if applicable):

PSY400 Individualized Career Project: 80% of our students will score a 3 or higher on the Individualized Career project rubric.

### Longitudinal Data:

Table 1

*Percentage of students who met departmental standards on the Individualized Career Project*

Rubric Categories	2014-15 (n = 52)
Vocational Calling Related to Career Goals	54% (28)
3 Grad Programs	96% (50)
3 Occupations	96% (50)
Average	83% (43)

### Conclusions Drawn from Data:

We achieved our goal on the details of graduate programs and/or occupations. However, the ability of students to express their vocational calling to career goals was not adequate.

### Changes to be Made Based on Data:

- There were differences between the fall and spring semesters of this course. Better communication between the instructors regarding the rubric is suggested.
- Include Individualized Career Project Rubric in syllabus so that students are made aware to include supporting details in regards to their vocational calling.

### Rubric Used:

# PSY 400 — “BIG 3” ICP RUBRIC

	Capstone 4	Milestones 3	2	1 Benchmark
<b>Vocational Calling &amp; Career Goals</b>	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 goals. 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.
<b>Details of 3 Graduate Programs (Graduate school track)</b>	For each 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 each 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 each 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 each 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
<b>Details of 3 Occupations (Career track)</b>	For each 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 each 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 each 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 each 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)

*Please follow “Graduate school track” OR “Career track” criteria. Evaluators are encouraged to assign a zero to any work sample that does not meet benchmarks (cell one) level performance.*