



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

**Learning Outcome:**

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 50<sup>th</sup> percentile or higher on the ACAT Psychology Subject Nationally-Normed Examination. \*See Commentary

**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 PSY400 Students Who Scored at the 50<sup>th</sup> Percentile or above on the ACAT Nationally-Normed Examination*

		2015-2016 (n = 34)		2016-2017 (n = 52)		2017-2018 (n = 54)	
Pass rate		<b><u>82.4% (28/34)</u></b>		<b><u>59.6% (31/52)</u></b>		<b><u>79.6% (43/54)</u></b>	
Fall	Spring	n/a	82.4% (28/34)	75.0% (18/24)	46.4% (13/28)	72.7% (16/22)	84.4% (27/32)

*Note: The following tables are not directly related to the criteria for success but they are used by the department for the purpose of enhancing PLO 1.a.*

*Percentage of PSY400 Students Who Scored at the 60<sup>th</sup> Percentile or above (Criteria for Success) on the ACAT Nationally-Normed Examination*

		2015-2016 (n = 34)		2016-2017 (n = 52)		2017-2018 (n=54)	
Pass rate		<b><u>76.5% (26/34)</u></b>		<b><u>51.9% (27/52)</u></b>		<b><u>72.2% (39/54)</u></b>	
Fall	Spring	n/a	76.5% (26/34)	62.5% (15/24)	42.9% (12/28)	63.6% (14/22)	78.1% (25/32)

*Percentage of PSY400 Students Who Scored at the 25<sup>th</sup> Percentile or Lower on the ACAT Nationally-Normed Examination*

		2015-2016 (n = 34)		2016-2017 (n = 52)		2017-2018 (n = 54)	
Rate		<b><u>5.8%(2/34)</u></b>		<b><u>25%(13/52)</u></b>		<b><u>0.0% (0/0)</u></b>	
Fall	Spring	n/a	5.8% (2/34)	20.8% (5/24)	28.6% (8/28)	0.0% (0/0)	0.0% (0/0)

*Correlation of the ACAT with Overall GPA*

		2015-2016 (n = 34)		2016-2017 (n = 52)		2017-2018 (n = 54)	
r =		<b><u>.61</u></b>		<b><u>.72</u></b>		<b><u>.66</u></b>	
Fall	Spring	n/a	.61	.71	.78	.59	.73

*Percentage of PSY400 Transfer and Non-Transfer Students Who Scored at the 50<sup>th</sup> Percentile or above (Criteria for Success) on the ACAT Nationally-Normed Examination*

		SP2016-SP2017 (n = 85)		FA2017-SP2018 (n = 54)	
Transfer		<b>38.1% (8/21)</b>		<b>64.7% (11/17)</b>	
Non-Transfer		<b>78.1% (50/64)</b>		<b>86.5% (32/37)</b>	

*Percentage of PSY400 Transfer and Non-Transfer Students Who Scored at the 60<sup>th</sup> Percentile or above (Criteria for Success) on the ACAT Nationally-Normed Examination*

		SP2016-SP2017 (n = 85)		FA2017-SP2018 (n = 54)	
Transfer		<b>28.6% (6/21)</b>		<b>52.9% (9/17)</b>	
Non-Transfer		<b>71.9% (46/64)</b>		<b>81.1% (30/37)</b>	

**Conclusions Drawn from Data:**

- Students met the criteria for success. Relative to a nationally-normed sample, 79.6% of our students scored at or above the national average overall.

- Compared to last year, our transfer students did much better on the ACAT, with both Transfer and Non-Transfer students passing the ACAT standard, and no one scoring in the bottom 25th percentile. However, Transfer students continue to pass at a lower rate than Non-Transfer students.
- We are pleased with the administration changes we made: collaborating more closely with the PSY400 instructor, emphasizing the importance of the ACAT scores, and utilizing the four category ACAT versus the six category ACAT used in year's past. The change to the four category ACAT ensured only required course material to be assessed and allowed the test to fit within a single class period.
- 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 have updated our criteria for success from “50% of our students will score in the 60<sup>th</sup> percentile or higher on the ACAT Psychology Subject Nationally-Normed Examination” to “60% of our students will score in the 50<sup>th</sup> percentile or higher on the ACAT Psychology Subject Nationally-Normed Examination.”
  - Justifications: Better interpretive clarity, aligns with other PLNU Departments' standards for the ACAT, External Reviewer from 2018 Program Review supported this change, and the Department unanimously supported this change (May, 2018).
  - Note the department met both criteria for success each year since the ACAT was initiated.
- The department will continue to work with the PSY400 professor to increase consistency in preparation and motivation for testing.
- Given the lower average scores of transfer students, the department will continue to discuss the best ways to meet their additional and unique needs. For example, one strategy initiated this year was to reserve space in impacted psychology classes of full-time professors specifically for incoming transfer students.

**Rubric Used:** N/A

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

### Learning Outcome:

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

### Outcome Measure:

PSY 420 Good Life Paper

### 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	2014-15 (n = 30)	2015-16 (n = 30)	2016-17 (n =30)	2017-18 (n=30)
Good Life Concepts	100.0% (30)	93.3% (28)	96.7% (29)	100.0% (30)
Theory and Research Findings	93.3% (28)	93.3% (28)	96.7% (29)	80.0% (24)
Practical Applications	86.7% (26)	80.0% (24)	83.3% (25)	93.3% (28)
<b><u>Summary</u></b>	<b><u>93.3%</u></b>	<b><u>88.9%</u></b>	<b><u>92.2%</u></b>	<b><u>91.1%</u></b>

### Conclusions Drawn from Data:

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

### Changes to be Made Based on Data:

- Collaborate with the instructor of PSY420 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 revising course format and content to include a greater number of in-class and take-home exercises focused on the practical application of theoretical material to the students' own lives.
- Continue to incorporate the rubric in the syllabus.

**Rubric Used:**

<b>PSY 420 Rubric</b>				
<i>A course in 'applied moral psychology' for the rest of your life</i>				
	<b>Capstone</b>	<b>Milestones</b>		<b>Benchmark</b>
	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:

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

### Outcome Measure:

- Indirect measure: *PSY400 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 *PSY400 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 Outcome Measure.*

Student Response	<u>2013-14</u> (n = 40)	<u>2014-15</u> (n = 50)	<u>2015-16</u> (n=57)	<u>2016 Fall</u> (n = 30)	<u>2017-18</u> (n= 48)	<u>2013-18</u> Average
<b><u>Passing Score</u></b>	<b><u>100%</u></b>	<b><u>100%</u></b>	<b><u>100%</u></b>	<b><u>96.7%</u></b>	<b><u>100%</u></b>	<b><u>99.4%</u></b>
“Strongly Agree”	80.0% (30) <sup>a</sup>	82.0% (41) <sup>a</sup>	70.2% (40)	76.7% (23)	77.1% (37)	77.2%
“Agree”	20.0% (10) <sup>b</sup>	18.0% (9) <sup>b</sup>	29.8% (17)	20.0% (6)	22.9% (11)	22.2%

Note: <sup>a</sup> “Significant Improvement”. <sup>b</sup> “Some Improvement”. We changed the item responses to strongly disagree, disagree, undecided, agree, and strongly agree during the Spring 2016 semester.

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)	2015-16 (n = 30)	2016-17 (n = 31)	2017-2018 (n = 30)
Preparedness	75.0% (36)	96.7% (29)	87.1% (27)	96.7% (29)
Personal Responsibility	83.3% (40)	100% (30)	90.3% (28)	100% (30)
Emotional Maturity	81.3% (39)	100% (30)	93.5% (29)	96.7% (29)
<b><u>Summary</u></b>	<b><u>79.9%</u></b>	<b><u>98.9%</u></b>	<b><u>90.3%</u></b>	<b><u>97.8%</u></b>

**Conclusions Drawn from Data:**

- The criteria for success was achieved in both the direct and indirect measures.

**Changes to be Made Based on Data:**

- Psychology Majors Outcome survey will continue to be administered earlier in the semester to ensure full data collection.

**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:

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.

### 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*

Rubric Categories	2014-15 (n = 48)	2015-16 (n = 30)	2016-17 (n = 31)	2017-2018 (n = 30)
Active Listening	75.0% (36)	96.7% (29)	77.4% (24)	96.7% (29)
Cooperation	87.5% (42)	96.7% (29)	90.3% (28)	93.3% (28)
Care	85.4% (41)	100% (30)	90.3% (28)	100% (30)
<b><u>Summary</u></b>	<b><u>82.6%</u></b>	<b><u>97.8%</u></b>	<b><u>86.0%</u></b>	<b><u>96.7%</u></b>

### 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 Rubric.

### Changes to be Made Based on Data:

- No changes.

**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.b. (Serve)

### Learning Outcome:

Students will understand careers in the field of psychology.

### Outcome Measure:

PSY400 Individualized Career Project

### 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 Individualized Career Project*

Rubric Categories	2014-15 (N = 52)	2015-16 (N = 50)	2016-17 (N = 32)	2017-18 (N = 30)
Vocational Calling Related to Career Goals	53.8% (28/52)	92.0% (46/50)	87.5% (28/32)	93.3% (28/30)
3 Graduate Programs	96.2% (50/52)	80.5% (29/36)	94.4% (17/18)	100% (20/20)
3 Occupations	96.2% (50/52)	78.5% (11/14)	87.5% (14/16)	90.0% (9/10)
<b>Summary</b>	<b><u>82.1%</u></b>	<b><u>83.67%</u></b>	<b><u>89.8%</u></b>	<b><u>94.4%</u></b>

*Note.* Since the 2015-16 academic year students chose to complete the individualized career project for either graduate programs or occupations.

### Conclusions Drawn from Data:

- The criteria for success were met.
- The dramatic improvement in all three categories of the rubric in the past three years was due to, among other things, the inclusion of the rubric in the syllabus and instructor emphasis of this category.

**Changes to be Made Based on Data:**

- Continue as is and emphasize to students the importance of finding the necessary detailed information to complete the project satisfactorily.
- For 3 Occupations, students should continue to be encouraged to find concrete job opportunities (versus a vague statement such as “I want to be in ministry”) and/or complete an informational interview with a professional in the student’s field of choice.

**Rubric Used:**

**PSY 400 – “BIG 3” ICP RUBRIC**

	<b>Capstone</b>			
	4	3	2	1
<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 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.
<b>Details of 3 Graduate Programs</b>  <b>(Graduate school track)</b>	For each graduate school includes all six of the following: <ul style="list-style-type: none"> <li>□ Focus of program (e.g., degree, content area, length of program)</li> <li>□ Cost including possible sources of funding</li> <li>□ Acceptance rate (e.g. number applied, number admitted)</li> <li>□ GPA and GRE requirements (if applicable)</li> <li>□ Identification of faculty mentor in each program</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)</li> </ul>	For each graduate school includes five of the following: <ul style="list-style-type: none"> <li>□ Focus of program (e.g., degree, content area, length of program)</li> <li>□ Cost including possible sources of funding</li> <li>□ Acceptance rate (e.g. number applied, number admitted)</li> <li>□ GPA and GRE requirements (if applicable)</li> <li>□ Identification of faculty mentor in each program</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)</li> </ul>	For each graduate school includes four of the following: <ul style="list-style-type: none"> <li>□ Focus of program (e.g., degree, content area, length of program)</li> <li>□ Cost including possible sources of funding</li> <li>□ Acceptance rate (e.g. number applied, number admitted)</li> <li>□ GPA and GRE requirements (if applicable)</li> <li>□ Identification of faculty mentor in each program</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)</li> </ul>	For each graduate school includes three of the following: <ul style="list-style-type: none"> <li>□ Focus of program (e.g., degree, content area, length of program)</li> <li>□ Cost including possible sources of funding</li> <li>□ Acceptance rate (e.g. number applied, number admitted)</li> <li>□ GPA and GRE requirements (if applicable)</li> <li>□ Identification of faculty mentor in each program</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, employment profile of graduates)</li> </ul>
<b>OR</b>				
<b>Details of 3 Occupations</b>  <b>(Career track)</b>	For each job includes all six of the following: <ul style="list-style-type: none"> <li>□ Definition of occupation (include names of typical companies)</li> <li>□ Education and skills required</li> <li>□ Salary/Advancement</li> <li>□ Qualities of successful applicants (e.g., major, degree, experience)</li> <li>□ Identify the title and role of your supervisor</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)</li> </ul>	For each job includes five of the following: <ul style="list-style-type: none"> <li>□ Definition of occupation (include names of typical companies)</li> <li>□ Education and skills required</li> <li>□ Salary/Advancement</li> <li>□ Qualities of successful applicants (e.g., major, degree, experience)</li> <li>□ Identify the title and role of your supervisor</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)</li> </ul>	For each job includes four of the following: <ul style="list-style-type: none"> <li>□ Definition of occupation (include names of typical companies)</li> <li>□ Education and skills required</li> <li>□ Salary/Advancement</li> <li>□ Qualities of successful applicants (e.g., major, degree, experience)</li> <li>□ Identify the title and role of your supervisor</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)</li> </ul>	For each job includes three of the following: <ul style="list-style-type: none"> <li>□ Definition of occupation (include names of typical companies)</li> <li>□ Education and skills required</li> <li>□ Salary/Advancement</li> <li>□ Qualities of successful applicants (e.g., major, degree, experience)</li> <li>□ Identify the title and role of your supervisor</li> <li>□ Additional relevant information (e.g., practicum opportunities, licenses/credentials, people known in the field)</li> </ul>

*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 (cell one) level performance.*