

## Department of Psychology

### Assessment Plan for the Program Learning Outcomes (PLOs)

The Assessment Plan for the five PLOs in the Department of Psychology are as follows:

**Learn 1.a. Identify basic Tenets of Psychology.** The signature test for this PLO is the Departmental Comprehensive Examination. Each semester all students in PSY103 (General Psychology) take the test (formative assessment) during the 1<sup>st</sup> or 2<sup>nd</sup> week of the semester. All psychology majors in the PSY400 course take the examination at the end of the semester (summative assessment). 85% of our students will score a passing score (50%) on the comprehensive examination. We chose these standards as a starting point in “use of evidence of student learning”. During the summer of ‘16 the Assessment Committee will conduct a test-retest study with the performance of the graduating seniors on the Comprehensive Examination. During the summer of ‘17 the Assessment Committee will evaluate the psychometric validity of each item on the test for the purposes of possible revision of the exam. We are not doing this now because using two different tests would confound the test-retest study we plan on conducting during the next two years. Our initial criteria for success for the test-retest study, is that students will increase their scores by at least three standard deviations.

Beginning the Spring of ‘16 in our Senior Graduate Survey, we will ask the students how well the Department did in identifying basic tenets of psychology.

**Learn 1.b. Summarize and apply facets of “The Good Life” as conceptualized in contemporary positive-moral psychology.** Each semester in PSY420 (Pursuing Goodness) students will write a signature assignment paper summarizing and applying facets of “The Good Life” during the annual assessment day of the Department. 30 of these assignments will be randomly assessed; two Faculty will assess each paper. The rubric for this signature assignment is in the Appendix below.

Beginning the Spring of ‘16 in our Senior Graduate Survey, we will ask the students how well the Department did in helping them understand “The Good Life”.

**Grow 2.a. Display an increase in personal growth and development (for the purpose of serving others).** During the Departmental Assessment Day, the Monday following Commencement, Faculty will assess all graduating seniors on this PLO using the rubric found in the Appendix below. Our criterion for success is that 80% of our students will score an average score of 3 or higher. We are using this criterion for success as a starting point in our efforts to use assessment data to increase the learning experience of our students.

In addition during our Senior Survey, students assess the degree of their progress on this PLO. The criterion for success is that 80% of our students will report that they have experienced some or significant improvement as a result of the PLNU Psychology program. The Department is considering increasing this criterion of success to 90% because over the past several years 100% of our students reported at least some improvement.

**Serve 3.a. Demonstrate Care for Others.** During the Departmental Assessment Day, the Monday following Commencement, Faculty will assess all graduating seniors on this PLO using the rubric found in the Appendix below. Our criterion for success is that 80% of our students will score an average score of

3 or higher. We are using this criterion for success as a starting point in our efforts to use assessment data to increase the learning experience of our students.

In addition during our Senior Survey, students assess the degree of their progress on this PLO. The criterion for success is that 80% of our students will report that they have experienced some or significant improvement as a result of the PLNU Psychology program.

**Serve 3.b. Understand Careers in Psychology.** In PSY400 all students complete the signature assignment, referred to as the “Individualized Career Project”. The rubric for this assignment can be found below in the Appendix. We expect 80% of our students will score a 3 or higher on this rubric. The Department is considering increasing this standard to 90% based on the performance of recent graduates.

In addition during our Senior Survey, students assess the degree of their progress on this PLO. The criterion for success is that 80% of our students will report that they have experienced some or significant improvement as a result of the PLNU Psychology program.

## Appendix

<b>PSY 420 Rubric</b>				
<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><u>Theory and Research Findings</u></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><u>Practical Applications</u></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>

<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.

## 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.

## PSY 400 – “BIG 3” ICP RUBRIC

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