

Department of Psychology
Assessment Plan for the General Education Learning Outcome 2.a.

The general education courses offered in the Psychology Department are PSY101 and PSY103 (Psychology of Personal Development and General Psychology, respectively). Each semester, professors who teach these courses assign the approved signature assignment to assess General Education Learning Outcome 2.a (“Students will develop an understanding of self that fosters personal wellbeing”).

In PSY101 the signature assignment is the freshmen student autobiography. The autobiography focuses on significant life events and analysis of these events for the purposes of living a more meaningful life. In PSY103 students write an essay that explains how insights from psychology can help them thrive on a personal and interpersonal level.

In PSY101 students submit hard copies of their autobiography to their section professor. This is done instead of an electronic submission due to the potentially sensitive nature of the information. In PSY103 the assignment is uploaded by the students to their PSY103 Canvas course.

Each semester PSY101 and PSY103 instructors will assess the signature assignments using the approved rubrics. If a PSY101 professor teaches more than one section of PSY101, they will only assess their largest section. Therefore, we expect at least 50% of our freshmen to be assessed each year. In PSY103, professors will assess the signature assignments of all students. The raw data will be submitted to the University’s Research Analyst at the end of each semester.

PSY101 GE Autobiography Rubric				
GELO 2.a. Students will develop an understanding of self that fosters personal wellbeing				
	<u>Capstone</u>	<u>Milestones</u>		<u>Benchmark</u>
	4	3	2	1
<u>Understanding of story</u>	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.
<u>Exhibits accurate perceptions of situations to facilitate wellbeing</u>	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.
<u>Articulates an understanding of healthy and satisfying relationships</u>	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.

PSY103 GE Psychology and You Rubric

GELO 2.a Students will develop an understanding of self that fosters personal wellbeing.

	<u>Capstone</u>	<u>Milestones</u>		<u>Benchmark</u>
	4	3	2	1
Why these?	Clear/concise; relates three concepts to own life.	Somewhat clear/concise; relates at least two concepts to own life.	Clarity needs work and relates one or fewer concepts to own life.	Off topic.
Thriving	Provides clear picture of how course content fosters personal wellbeing and uses at least one personal example per concept.	Somewhat clear picture or fewer than one personal example per concept.	Picture needs work and examples not used.	Off topic.