

List the learning outcomes to be assessed and the methods of assessment to be used for each. Also indicate if assessments are direct or indirect and when they are scheduled to be conducted.

| Learning Outcomes | Methods of Assessment | Direct or Indirect | Time-Table 2006 - 2012 |
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| 1. Demonstrate an understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology | <u>Exit Competency Test</u> consisting of multiple choice questions representing major concepts and theoretical perspective in psychology. | Direct | Spring 2008 + Spring and fall of every year |
| | Develop plans to assess the other components of this learning outcome (empirical findings and historical trends in psychology) | Direct | Spring 2009 |
| | <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about their understanding of the major psychological concepts and theories | Indirect | Spring 2008 + Spring and fall of every year |
| 2. Exhibit an understanding and ability to apply basic research methods in psychology including research design, data analysis, and interpretation | <u>Exit Competency Test</u> consisting of multiple choice questions representing students' ability to apply basic research methods. | Direct | Fall 2008 + Spring and fall. of every year |
| | Develop plans to assess the other components of this learning outcome (data analysis and interpretation) | Direct | Spring 2010 |
| | <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about their understanding of research design, data analysis and interpretation of results. | Indirect | Spring 2008 + Spring and fall of every year |
| 3. Understand the importance of and exhibit an ability to use critical thinking, skeptical inquiry, and the scientific approach to solving problems related to behavior and mental processes | <u>Research papers in SOS4301</u> (special project psychology course) will be evaluated by the psychology faculty using a rubric to assess students' abilities to use critical thinking, skeptical inquiry, and the scientific approach | Direct | Fall 2008 |
| | Develop plans to assess the other components of this learning outcome (skeptical inquiry, and using the scientific approach to solving problems) | Direct | Fall 2009 |
| | <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about their understanding of research design, data analysis and interpretation of results | Indirect | Spring 2008 + Spring and fall of every year |
| 4. Understand and apply psychological principles to | <u>Internship coordinators</u> will use a rubric to evaluate students' internship portfolios for the ability to apply psychological principles to personal, social, and organizational | Direct | Spring 2008 + Spring and fall of |

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| personal, social, and organizational issues | issues <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about understanding and applying psychological principles to personal, social and organizational issues. | Indirect | every year Spring 2008 + Spring and fall of every year |
| 5. Exhibit an understanding of the core values accompanying psychology including an understanding of the value of empirical evidence, the ability to tolerate ambiguity, and the importance of acting ethically | <u>Evaluate the number of NIH Ethics Training</u> for the Protection of Human Subjects certificates completed by research project students (SOS4301) | Direct | Spring 2008 + Spring and fall of every year |
| | Develop plans to assess the other components of this learning outcome (understanding the value of empirical evidence and the ability to tolerate ambiguity) | Direct | Spring 2010 |
| | <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about their internship and/or research project experience | Indirect | Spring 2008 + Spring and fall of every year |
| 6. Demonstrate the ability to use information and technology when doing work in psychology. This includes such abilities as using computers to find information, work with data, write papers, and other tasks critical to work in psychology | Develop a plan to assess students' ability to submit assessments online, participate in online discussions, and use other learning tools in Blackboard/Vista | Direct | Fall 2010 |
| | <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about acquiring technological skills | Indirect | Spring 2008 + Spring and fall of every year |
| 7. Exhibit an ability to effectively communicate about psychology. This includes an ability to use correct terminology and to write papers in APA format | Evaluate students' research papers using a rubric | Direct | Spring 2011 |
| | <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about their abilities to communicate in writing about psychology and using APA format | Indirect | Spring 2008 + Spring and fall of every year |
| 8. Recognize and respect the complexity of sociocultural diversity in psychology and the need for such consideration in psychological study | Develop a rubric to assess students' papers for recognition and respect for the complexity of sociocultural diversity in psychology | Direct | Fall 2011 |
| | Develop plans to assess the other components of this learning outcome (the need for considering complexity in psychological study) | Direct | Spring 2012 |
| | <u>Students' Perception of Learning Survey</u> consisting of Likert-scale items about their abilities to recognize and respect the complexity of diversity | Indirect | Spring 2008 + Spring and fall of every year |