Program-Level Assessment Plan

Program: BA	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG
Department: Psychology	College/School: Arts and Sciences
Date (Month/Year): September 2023	Primary Assessment Contact: Lisa Willoughby

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	**Students will demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in psychology in their application to complex problems.** APA SLO1 (Knowledge base in psychology)	Introduce PSY1010 Developed (cluster courses) Reinforced (electives) Achieved (capstone)	A1. General Knowledge Quiz scores A2. PSY1010 (end of semester; also considering capstone sections) B1. Capstone project posters and presentations B2. PSY4969 (or 4965/4967)	1. General knowledge quiz scores and capstone judge ratings (which will be made by faculty and graduate student judges, typically during our Spring Capstone symposium) will be summarized by department personnel. The Undergraduate program coordinator will summarize the data and share with faculty and relevant others to determine what the next steps will be. 2.A2. General knowledge quiz – a 70% or better considered success (C- which is minimally passing). 2.B2. Capstone Judge ratings of 4 or better on items C1 & C4 will be considered success (acceptable or higher)
2	**Students will demonstrate their**	Introduce PSY1010	A1. Assessment tool: Application of	1. Assessment tools and capstone judge

	ability to discern the quality of research conducted by others and apply their research knowledge through an evidence-based psychology project. APA SLO2 Scientific Inquiry and Critical Thinking	Developed (PSY2050) Reinforced (cluster and elective courses) Achieved (capstone)	foundational knowledge scores A2. PSY2050 and PSY4969 (or 4965/4967) B1. Assessment tool: Analysis of empirical articles scores B2. PSY2050 and PSY4969 (or 4965/4967) C1. Capstone project posters and presentations C2. PSY4969 (or 4965/4967)	ratings (which will be made by faculty and graduate student judges, typically during our Spring Capstone symposium) will be summarized by department personnel. The Undergraduate program coordinator will summarize the data and share with faculty and relevant others to determine what the next steps will be. 2.A2. Both assessment tools – a 70% or better considered success (C- which is minimally passing). 2.B2. Assessment tools (1a & 1b)– a 70% or better considered success (C- which is minimally passing). 2.C2. Capstone Judge ratings of 4 or better on item C2 considered success (acceptable or higher)
3	**Students will demonstrate their abilities to recognize ethically and socially responsible behaviors and engage in such behaviors through applied experiences and through an evidence-based psychology project.** APA SLO3 Ethical and Social Responsibility in a Diverse World	Introduce PSY1010 Developed (PSY2050) Reinforced (cluster and elective courses) Achieved (capstone)	A1. Assessment tool: Analysis of empirical articles & Application of foundational knowledge (select questions related to ethics) A2. PSY2050 and PSY4969 (or 4965/4967) B1. Capstone project posters and presentations B2. PSY4969 (or 4965/4967) C1. Capstone impact essay rubric for social responsibility reflections C2. PSY4969 (or 4965/4967)	1. Assessment tools, capstone judge ratings (which will be made by faculty and graduate student judges, typically during our Spring Capstone symposium), and capstone impact essay ratings on relevant rubric items made typically by two faculty members will be summarized by department personnel. The Undergraduate program coordinator will summarize the data and share with faculty and relevant others to determine what the next steps will be. 2.A2. Both assessment tools – a 70% or better across items to be considered success (C- which is minimally passing). 2.B2. Capstone Judge ratings of 4 or better on item C3 considered success (acceptable or higher) 2.C2. Reviewer rubric items for capstone impact essays relevant to this outcome will be used. The rubric will follow the judges form where 4 or higher will

				represent indication of achievement of the ability to recognize personal engagement and recognition of ethically and socially responsible behaviors.
4	**Students will demonstrate competence in writing and in oral and interpersonal communication skills through an evidence-based psychology project.** APA SLO4 Communication	Introduce PSY1010 Developed (PSY2050) Reinforced (cluster and elective courses) Achieved (capstone)	A1. Final paper (group project) related to an empirical data collection and analysis project. A2. PSY2050 B1. Capstone project posters and presentations B2. PSY4969 (or 4965/4967)	1. PSY2050 instructors will provide a summary of final grades to the undergraduate program coordinator and capstone judge ratings (which will be made by faculty and graduate student judges, typically during our Spring Capstone symposium) will be summarized by department personnel. The Undergraduate program coordinator will summarize the data and share with faculty and relevant others to determine what the next steps will be. 2.A2. Both assessment tools – a 70% or better across items to be considered success (C- which is minimally passing). 2.B2. Assessment tools (1a & 1b)– a 70% or better considered success (C- which is minimally passing). 2.C2. Capstone Judge ratings of 4 or better on item C3 considered success (acceptable or higher)
5	**Students will demonstrate their ability to manage, present, and reflect on a major evidence-based psychology project.** APA SLO5 Professional Development	Introduce PSY1010 Developed (PSY2050) Reinforced (cluster and elective courses) Achieved (capstone)	A1. Capstone project posters and presentations A2. PSY4969 (or 4965/4967) B1. Capstone impact essay rubric for personal/professional development reflections. B2. PSY4969 (or 4965/4967)	1. Capstone judge ratings (which will be made by faculty and graduate student judges, typically during our Spring Capstone symposium) and capstone impact essay ratings on relevant rubric items made typically by two faculty members will be summarized by department personnel. The Undergraduate program coordinator will summarize the data and share with faculty and relevant others to determine what the next steps will be. 2.A2. Capstone Judge ratings of 4 or better on items B1 & B2 will be considered

				success (acceptable or higher) 2.C2. Reviewer rubric items for capstone impact essays relevant to this outcome will be used. The rubric will follow the judges form where 4 or higher will represent indication of achievement of critical reflection of a capstone project.

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

   We aspire to review the previous year's submission during the subsequent Fall semester to evaluate needed changes in pedagogy, curriculum design, and/or assessment practices.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

   Our undergraduate program holds monthly meetings and we will dedicate one meeting to the review of outcomes from the previous year and to discuss feasible and concrete action plans.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

   We anticipate evaluating one outcome per year on a 5-year rotation.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

   The assessment plan was share with the faculty when the new curriculum proposal was discussed during the faculty meeting and the undergraduate program meetings prior to curriculum change submission. Thus all FTE Psychology faculty members present during the 2021/2022 year were given the opportunity to provide input.

IMPORTANT: Please remember to submit/attach any rubrics or other assessment tools along with this plan.

Spring 2020 Psychology Capstone Symposium
Project Ratings Form: Critical Thinking Capstone Projects

Poster Number _____
Judge Number _____

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
2	Poorly executed (mostly misses minimum standards)
3	Somewhat poorly executed (somewhat misses minimum standards)
4	Acceptably executed (barely meets minimum standards)
5	Well-executed (somewhat exceeds minimum standards)
6	Very well-executed (mostly exceeds minimum standards)
7	Superior execution (far exceeds minimum standards)

PHYSICAL POSTER RATINGS

A1. POSTER: Visual Format (40%)								
A1a	**Text readability** *Quality of text readability from about 6 feet away*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1b	**Effectiveness of the layout** *Flow of the layout*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1d	**Appropriateness of images, tables, and figures** *Images, tables, and figures effectively support content*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1*	**Overall rating for the poster physical appearance** *Overall visual and aesthetic qualities*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

A2. POSTER: Content (60%)								
A2a	**Quality of information related to real-world event** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2b	**Critical presentation of empirical literature** *Empirical literature presents multiple perspectives*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2c	**Connection between psychological theory and/or concepts to action plan** *Psychological research/concepts clearly presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2d	**Presentation of interviews** *Interviews appropriately incorporated into project*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2e	**Action plan quality** *Action plan logically follows the evidence*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2*	**Overall rating for the poster content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
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5	Well-executed (somewhat exceeds minimum standards)
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7	Superior execution (far exceeds minimum standards)

ORAL PRESENTATION RATINGS

B1. ORAL PRESENTATION: Presentation Style (40%)								
B1a	**Length of presentation** *Timing appropriate*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1b	**Speaking skills and composure** *Information presented with clarity (preparation evident)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1*	**Overall presentation style ratings.** *Overall quality rating of the oral presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

B2. ORAL PRESENTATION: Content (60%)								
B2a	**Depth of details** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2b	**Accuracy of information presented** *Information correctly represented by speaker*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2*	**Overall rating for the presentation content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

OVERALL STUDENT LEARNING OUTCOMES

C1	**Overall ratings of familiarity with major concepts, theoretical perspectives, empirical findings, historical trends, and/or applications in psychology.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C2	**Overall ratings of critical synthesis of the literature, critical thinking, and/or problem solving.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C3	**Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C4	**Overall, how well did students demonstrate their ability to apply psychological concepts, principles, and skills to their capstone project?**	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Spring 2020 Psychology Capstone Symposium
Project Ratings Form: Practicum Capstone Projects

Poster Number _____
Judge Number _____

RATING SCALE	
1	Extremely poorly executed (completely misses minimum standards)
2	Poorly executed (mostly misses minimum standards)
3	Somewhat poorly executed (somewhat misses minimum standards)
4	Acceptably executed (barely meets minimum standards)
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7	Superior execution (far exceeds minimum standards)

PHYSICAL POSTER RATINGS

A1. POSTER: Visual Format (40%)									
A1a	**Text readability** *Quality of text readability from about 6 feet away*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1b	**Effectiveness of the layout** *Flow of the layout*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1d	**Appropriateness of images, tables, and figures** *Images, tables, and figures effectively support content*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1*	**Overall rating for the poster physical appearance** *Overall visual and aesthetic qualities*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

A2. POSTER: Content (60%)								
A2a	**Quality of information related to practicum experience** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2b	**Quality of psychological science presented** *Clear presentation with appropriate references*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2c	**Critical evaluation of the literature and/or practice** *Evidence of critical thinking present in presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2d	**Connection between psychological theory and/or concepts to practicum experience** *Associations between psychology and experience are clear*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2e	**Quality of conclusion or final evaluation** *Assertions/conclusions logically follow information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2*	**Overall rating for the poster content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

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ORAL PRESENTATION RATINGS

B1. ORAL PRESENTATION: Presentation Style (40%)								
B1a	**Length of presentation** *Timing appropriate*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1b	**Speaking skills and composure** *Information presented with clarity (preparation evident)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1*	**Overall presentation style ratings.** *Overall quality rating of the oral presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

B2. ORAL PRESENTATION: Content (60%)								
B2a	**Depth of details** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2b	**Accuracy of information presented** *Information correctly represented by speaker*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2*	**Overall rating for the presentation content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

OVERALL STUDENT LEARNING OUTCOMES

C1	**Overall ratings of familiarity with major concepts, theoretical perspectives, empirical findings, historical trends, and/or applications in psychology.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C2	**Overall ratings of critical synthesis of the literature, critical thinking, and/or problem solving.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C3	**Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C4	**Overall, how well did students demonstrate their ability to apply psychological concepts, principles, and skills to their capstone project?**	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Spring 2020 Psychology Capstone Symposium
Project Ratings Form: Research Capstone Projects

Poster Number _____
Judge Number _____

RATING SCALE	
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A1b	**Effectiveness of the layout** *Flow of the layout*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1d	**Appropriateness of images, tables, and figures** *Images, tables, and figures effectively support content*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A1*	**Overall rating for the poster physical appearance** *Overall visual and aesthetic qualities*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

A2. POSTER: Content (60%)								
A2a	**Quality of background and rationale** *Clear with past works appropriately incorporated*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2b	**Presentation of research hypotheses** *Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2c	**Compatibility of study design to hypothesis** *Study design optimally addresses hypothesis*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2d	**Quality of the data analysis and interpretation** *Analytic methods appropriate for addressing hypotheses*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2e	**Conclusions** *Conclusion(s) reasonably follows the analyses*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
A2*	**Overall rating for the poster content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

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ORAL PRESENTATION RATINGS

B1. ORAL PRESENTATION: Presentation Style (40%)								
B1a	**Length of presentation** *Timing appropriate*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1b	**Speaking skills and composure** *Information presented with clarity (preparation evident)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B1*	**Overall presentation style ratings.** *Overall quality rating of the oral presentation*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

B2. ORAL PRESENTATION: Content (60%)								
B2a	**Depth of details** *Clear presentation with relevant details*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2b	**Accuracy of information presented** *Information correctly represented by speaker*	**1**	**2**	**3**	**4**	**5**	**6**	**7**
B2*	**Overall rating for the presentation content** *Overall quality of the information presented*	**1**	**2**	**3**	**4**	**5**	**6**	**7**

OVERALL STUDENT LEARNING OUTCOMES

C1	**Overall ratings of familiarity with major concepts, theoretical perspectives, empirical findings, historical trends, and/or applications in psychology.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C2	**Overall ratings of critical synthesis of the literature, critical thinking, and/or problem solving.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C3	**Overall ratings of demonstration of understanding, awareness, and respect for human diversity and dignity.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
C4	**Overall, how well did students demonstrate their ability to apply psychological concepts, principles, and skills to their capstone project?**	**1**	**2**	**3**	**4**	**5**	**6**	**7**