1. **What student learning outcomes were assessed this year, and why?**

   *In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.*

   Our department continues to believe it is important to assess all ten of our Student Learning Objectives (SLOs) so we can keep track of whether PSY 200, PSY 489 and the End-of-Major Survey are meeting our assessment needs and whether there is a good match between PSY 200, PSY 489, the End-of-Major Survey and our Assessment Plan. Please see Appendix 1 “Psychology Student Learning Outcomes Assessment Plan” for a list of these SLOs and a summary of the related department, college and university mission and goals. We implemented these revised SLOs for the first time in 2011-12.

2. **How were they assessed?**

   *In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.*

   **A) What methods were used?**
   **B) Who was assessed?**
   **C) When was it assessed?**

   Please see Appendix 1 “Psychology Student Learning Outcomes Assessment Plan” for a summary of the methods of assessment employed, populations assessed, and where assessments were conducted. We first implemented the new program assessment rubrics in Spring 2012, marking a significant assessment change in the psychology major. We worked on developing and revising these rubrics for over a year prior to their implementation. In Spring 2012, we also moved to a fully online electronic portfolio for our psychology majors. A total of 155 graduating psychology majors submitted their portfolios between Fall 2013 and Summer 2014. As with the 2012-13 year, many of the students who graduated last year had completed some of the rubric classes prior to Spring 2012. Therefore, we have fewer rubric results for SLOs 2, 3, 4, 5, and 8 than we do for SLOs assessed in PSY 489.

   PSY 200 Introduction to the Psychology Major, is required the first quarter that students declare their major in psychology. A total of 211 students completed this introductory course with a satisfactory grade in 2013-14 (Fall 2013-Summer 2014). A total of 158 students completed the PSY 489 Senior Assessment class with a satisfactory grade in 2013-14. This class is intended for the last quarter before a student graduates. This is the seventh year that this class has been offered and the sixth year where it was a required class for psychology majors.

   The Major Field Test (MFT) was administered to a total of 155 graduating seniors between Fall 2013 and Summer 2014 (Ellensburg = 125, Des Moines = 2, Online Major = 28). Because of the small number of
students from Des Moines, separate analyses of these test results were not conducted. In addition, the psychology department administers a department-created test (the Psychology Major Test, PMT) at both the beginning of the major (in PSY 200) and the end of the major (in PSY 489). The PMT was taken by 204 students in PSY 200 and 129 students in PSY 489. Of the PSY 489 students who took the PMT, 128 had previously taken it in PSY 200 so a paired samples t–test was used to analyze the difference in their scores from the beginning of the major to the end of the major. The Technology Skills Self-Efficacy Scale (TSSS) was completed by 196 students in PSY 200 and 128 students in PSY 489. Of the PSY 489 students who took the TSSS, 69 had previously taken it in PSY 200 so a paired samples t–test was used to analyze the difference in their scores from the beginning of the major to the end of the major. Finally, 140 graduating seniors took the End-of-Major Senior Survey (Ellensburg = 113, Des Moines = 3, Online = 20, Other CWU Center = 2, no reply = 2). Not all of the respondents answered every question so the total number of respondents on each item varied slightly.

3. What was learned?
In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

**PSYCHOLOGY BACHELOR OF ARTS MAJOR ASSESSMENT**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Criterion of Mastery</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Base of Psychology: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>CWU percentiles on MFT total and content areas are consistent with national averages.</td>
<td>45th percentile rank overall on MFT (subscale range from 43rd to 51st) 48th percentile rank for Ellensburg majors overall (N=125; subscale ranges from 45th to 54th) 33rd percentile rank for Online majors overall (N=28; subscale ranges from 33rd to 47th)</td>
</tr>
<tr>
<td>Research Methods in Psychology: Apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>In the End-of-Major Survey, 95% of psychology majors will report that they developed a research project.</td>
<td>In the End-of-Major Survey, 136 out of 137 (99%) graduating psychology majors who responded to this item reported they had developed a research project. Results by campus: Ellensburg (111 out of 112, 99%), Des Moines (3 out of 3, 100%), Online (20 out of 20, 100%), Other CWU campuses (2 out of 2, 100%).</td>
</tr>
</tbody>
</table>

In the End-of-Major Survey, 95% of graduating psychology majors report that they have completed a human subjects protection certification course.

In the End-of-Major Survey, 124 out of 137 (90%) graduating psychology majors who responded to this item reported they had completed a human subjects protection
<p>| Critical Thinking Skills in Psychology: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. | Ninety-five percent (95%) of psychology majors will include in their portfolio at least one paper that they completed in a Group IV major class that was rated satisfactory (75% or higher) by a faculty member on the criteria in the Critical Thinking Skills in Psychology rubric. | Of the 155 graduating psychology majors who submitted an electronic portfolio, 102 students submitted a paper from a Group IV class that was evaluated using the Critical Thinking Skills in Psychology rubric. Of these 102 students, 101 (99%) received satisfactory ratings. The average score for these students was 3.95 on this 4-point scale. |
| Application of Psychology: Apply psychological principles to personal, social, and organizational issues. | Ninety-five percent (95%) of psychology majors will provide evidence in their portfolio that they engaged in some formal application of principles to personal, social, and organization issues. Evidence of at least 10 hours of participation in service learning activities and/or research assistant experience will be documented by Affirmation of Service or Research Assistant documents, signed by supervisors of the applied experience. | Of the 155 graduating psychology majors who submitted an electronic portfolio, 152 students (98%) provided evidence of 10 or more hours of service learning and/or research assistant experience. |
| Values in Psychology: Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science. | Ninety-five percent (95%) of psychology majors will include in their portfolio a Controversial Issues in Psychology paper that they completed in a Group II major class that was rated satisfactory (75% or higher) by a faculty member on the criteria on the Research Methods in Psychology rubric. | Of the 155 graduating psychology majors who submitted an electronic portfolio, 96 students submitted a research proposal from PSY 300 that was rated satisfactory (75% of higher) by a faculty member on the criteria on the Research Methods in Psychology rubric. Of these 96 students, 93 (96%) received satisfactory ratings. The average score for these students was 7.6 on a 9-point scale. |</p>
<table>
<thead>
<tr>
<th>Information and Technological Literacy:</th>
<th>Communication Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate information competence and the ability to use computers and other technology for many purposes.</td>
<td>Communicate effectively in a variety of formats.</td>
</tr>
<tr>
<td>In the End-of-Major Survey, 95% of psychology majors will report they used databases for literature reviews in at least one psychology class.</td>
<td>In the End-of-Major Survey, 95% of psychology majors will report they wrote a paper in APA style in at least one psychology class.</td>
</tr>
<tr>
<td>In the End-of-Major Survey, 95% of psychology majors will report they used Blackboard in at least one psychology class.</td>
<td>Ninety-five percent (95%) of psychology majors will include in their portfolio at least one research proposal or research study that they completed in a PSY 300 that was rated by a faculty member as satisfactory on the correct use of APA style on the Research Methods in Psychology rubric.</td>
</tr>
<tr>
<td>The average score for graduating psychology majors on the Technology Skills Self-Efficacy Scale will be 70% or higher.</td>
<td>In the End-of-Major Survey, 95% of psychology majors will include in their portfolio at least one research proposal or research study that they completed in a PSY 300 that was rated by a faculty member as satisfactory on the correct use of APA style on the Research Methods in Psychology rubric.</td>
</tr>
<tr>
<td>Average self-ratings of graduating psychology majors on the Technology Skills Self-Efficacy Scale will be significantly higher than these students’ self-ratings as new psychology majors, as evidenced by a t-test.</td>
<td>Of the 155 graduating psychology majors who submitted an electronic portfolio, 69 submitted a research proposal from PSY 300 that was evaluated using the Research Methods in Psychology rubric. Of these 69 students, 58 (84%) received satisfactory ratings on the use of APA style.</td>
</tr>
<tr>
<td>In the End-of-Major Survey, 137 out of 138 (99%) graduating psychology majors who responded to this item reported they used databases for literature reviews in at least one psychology class. Results by campus: Ellensburg (112 out of 113, 99%), Des Moines (3 out of 3, 100%), Online (20 out of 20, 100%), Other CWU campuses (2 out of 2, 100%).</td>
<td>In the End-of-Major Survey, 137 out of 138 (99%) graduating psychology majors who responded to this item reported they used databases for literature reviews in at least one psychology class. Results by campus: Ellensburg (112 out of 113, 99%), Des Moines (3 out of 3, 100%), Online (20 out of 20, 100%), Other CWU campuses (2 out of 2, 100%).</td>
</tr>
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<td>In the End-of-Major Survey, 137 out of 138 (99%) graduating psychology majors who responded to this item reported they used Blackboard in at least one psychology class. Results by campus: Ellensburg (112 out of 113, 99%), Des Moines (3 out of 3, 100%), Online (20 out of 20, 100%), Other CWU campuses (2 out of 2, 100%).</td>
<td>Of the 155 graduating psychology majors who submitted an electronic portfolio, 69 submitted a research proposal from PSY 300 that was evaluated using the Research Methods in Psychology rubric. Of these 69 students, 58 (84%) received satisfactory ratings on the use of APA style.</td>
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<td>In the End-of-Major Survey, 137 out of 138 (99%) graduating psychology majors who responded to this item reported they used databases for literature reviews in at least one psychology class. Results by campus: Ellensburg (112 out of 113, 99%), Des Moines (3 out of 3, 100%), Online (20 out of 20, 100%), Other CWU campuses (2 out of 2, 100%).</td>
<td>In the End-of-Major Survey, 137 out of 138 (99%) graduating psychology majors who responded to this item reported they gave an oral presentation in at least one psychology class. Results by campus: Ellensburg (112 out of 113, 99%), Des Moines (3 out of 3, 100%), Online (20 out of 20, 100%), Other CWU campuses (2 out of 2, 100%).</td>
</tr>
<tr>
<td>Sociocultural and International Awareness: Recognize and respect the complexity of sociocultural and international diversity.</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will indicate they learned about sociocultural or human diversity themes in at least one of their psychology classes.</td>
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<tr>
<td>Personal Development: Develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will rate how well their psychology major helped them develop insight into their own and others’ behavior and mental processes, resulting in an average rating of 5 or higher on a 7-point scale.</td>
</tr>
<tr>
<td>Career Planning and Development: Pursue realistic ideas about how to implement their psychological knowledge.</td>
<td>Ninety-five percent (95%) of graduating psychology majors will include a current resume or vita in their portfolio.</td>
</tr>
<tr>
<td>skills, and values in occupational pursuits in a variety of settings.</td>
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<tr>
<td>In PSY 489, 95% of graduating psychology majors will prepare a personal statement of career purpose that would be suitable to include in a job or graduate school application that was rated satisfactory (75% or higher) by a faculty member on the Career Planning and Development rubric.</td>
<td></td>
</tr>
<tr>
<td>included a current resume or vita in their portfolio.</td>
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</tr>
<tr>
<td>Of the 155 graduating psychology majors who submitted an electronic portfolio, 151 students (97%) prepared a personal statement of career purpose that would be suitable to include in a job or graduate school application. Of the 151 students, 149 (98%) earned satisfactory ratings on Career Planning and Development rubric. The average score for these students was 3.95 on this 4-point scale.</td>
<td></td>
</tr>
</tbody>
</table>
Conclusions based on Assessment Results: BA Psychology

Following is a summary of goals met and not met within each SLO, as well as comments and conclusions regarding the results.

**SLO 1: Knowledge Base of Psychology**

**Goals Met:**
- CWU percentiles on MFT Total and Subscales\(^1\) consistent with national averages:
  - Combined campus score for Subscale 2 (51\(^{st}\))
  - Ellensburg score for Subscale 2 (54\(^{th}\))
- Significant increase in scores on Psychology Major Test (PMT) from pre-test (PSY 200) to post-test (PSY 489)

**Goals Not Met:**
- CWU percentiles on MFT Total and Subscales consistent with national averages:
  - Total scores for Combined campus (45\(^{th}\)), Ellensburg (48\(^{th}\)), and Online (33\(^{rd}\))
  - Combined campus score for Subscales 1 (45\(^{th}\)), 3 (47\(^{th}\)), and 4 (43\(^{rd}\))
  - Ellensburg score for Subscales 1 (46\(^{th}\)), 3 (47\(^{th}\)), and 4 (45\(^{th}\))
  - All Online Subscale scores: 1 (36\(^{th}\)), 2 (35\(^{th}\)), 3 (47\(^{th}\)), 4 (35\(^{th}\))
- Average score on PMT at least 65%

**Comments/Conclusions:** The evidence of student mastery of SLO 1 was mixed, though mostly leaning in the negative direction. The significant increase in scores on the PMT from pre-test to post-test confirms that students are actually increasing their knowledge base in psychology during their participation in the psychology major. However, once again, we did not quite reach our goal of graduating psychology majors earning an average of 65% on the PMT. In addition, our Ellensburg psychology majors’ performance on the MFT was down considerably from last year. Furthermore, this is the third year in a row that Online majors received below average scores on the MFT. NOTE: MFT results for Des Moines are not reported because only two students took the test.

**SLO 2: Research Methods in Psychology**

**Goals Met:**
- Psychology majors’ self-report that they developed a research project:
  - Combined campuses
  - All separate campuses (Ellensburg, Des Moines, Online, Other)
- Psychology majors’ self-report that they completed a human subjects protection certification course:
  - Ellensburg and Other CWU campus

**Goals Not Met:**
- Psychology majors’ self-report that they completed a human subjects protection certification course:
  - Combined campuses
  - Des Moines campus
  - Online
- Satisfactory score on Research Methods in Psychology rubric

**Comments/Conclusions:** The evidence for student mastery of SLO 2 is mixed. Based on student self-report, 99% of graduating psychology majors developed a research proposal during their major. However, only 85% of the 69 research proposals rated on the Research Methods in Psychology rubric received satisfactory scores. Furthermore, though all of our majors are required to take PSY 300 (in which human subjects protection certification course is supposed to be a requirement), we continue to have less than 95% of our majors completing the course.

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\(^1\) Subscale 1: Learning, Cognition, Memory; Subscale 2: Perception, Sensation, Physiology; Subscale 3: Clinical, Abnormal, Personality; Subscale 4: Developmental, Social
graduating majors who report completing this requirement. Starting in Spring 2014, the portfolio requirements were changed and students were asked to include a copy of their “Responsible Conduct of Research” certificate in their portfolio. Of the 92 students who submitted their portfolios in Spring and Summer 2014, 79 students included the certificate in their portfolio (85%).

**SLO 3: Critical Thinking Skills in Psychology**
Goals Met:
- Satisfactory score on Critical Thinking in Psychology rubric
Goals Not Met: None
Comments/Conclusions: This is positive evidence for student mastery of SLO 3. We’ve met this goal for four years in a row.

**SLO 4: Application in Psychology**
Goals Met:
- Evidence of at least 10 hours of participation in service learning activities and/or research assistant experience
Goals Not Met: None
Comments/Conclusions: This goal was met by 98% of the 155 students who submitted an electronic portfolio. We are very pleased with the high level of participation of psychology majors in research and service experiences outside of their traditional academic courses.

**SLO 5: Values in Psychology**
Goals Met:
- Satisfactory score on Values and Cultural Awareness in Psychology rubric
- Psychology majors’ self-report that they learned about ethical standards in research in at least one psychology course:
  - Combined campuses
  - All separate campuses (Ellensburg, Des Moines, Online, Other)
- Psychology majors’ self-report that they completed a human subjects protection certification course:
  - Ellensburg and Other CWU campuses
Goals Not Met:
- Psychology majors’ self-report that they completed a human subjects protection certification course:
  - Combined campuses
  - Des Moines campus
  - Online
Comments/Conclusions: Overall, the evidence for student mastery SLO 5 is encouraging, except in the area of self-reported completion of the human subjects protection certification course (see comments under SLO 2 regarding this goal). We are pleased that 99% of our psychology majors, regardless of campus, said they learned about ethical standards in research in at least one psychology class. In addition, 96% of the 96 students of who had a paper evaluated using the Values and Cultural Awareness in Psychology rubric received a satisfactory rating.

**SLO 6: Information and Technology Literacy**
Goals Met:
- Significant increase in scores on Technology Skills Self-Efficacy Scale from pre-test (PSY 200) to post-test (PSY 489)
- Psychology majors’ self-ratings on Technology Skills Self-Efficacy Scale
- Psychology majors’ self-report that they used databases for literature reviews in at least one psychology course:
  - Combined campuses
• All separate campuses (Ellensburg, Des Moines, Online, Other)
• Psychology majors’ self-report that they used Blackboard in at least one psychology course:
  • Combined campuses
  • All separate campuses (Ellensburg, Des Moines, Online, Other)

Goals Not Met: None

Comments/Conclusions: Our graduating psychology majors demonstrated mastery on every measurable goal under SLO 6.

**SLO 7: Communication Skills**

Goals Met:
• Satisfactory score on Communication Skills in Psychology rubric
• Psychology majors’ self-report that they wrote a paper in APA style in at least one psychology course:
  • Combined campuses
  • All separate campuses (Ellensburg, Des Moines, Online, Other)
• Psychology majors’ self-report that they gave an oral presentation in at least one psychology course:
  • Combined campuses
  • All separate campuses (Ellensburg, Des Moines, Online, Other)

Goals Not Met:
• Satisfactory rating on correct use of APA style as part of the Research Methods in Psychology rubric

Comments/Conclusions: The evidence for student mastery of SLO 7 is mostly positive. One hundred percent of graduating psychology majors who submitted an electronic portfolio were given satisfactory ratings on the Communication Skills in Psychology rubric. In addition, 99% of the students who completed the End-of-Major Survey reported they had given an oral presentation in a psychology class. Furthermore, 99% of graduating psychology majors reported that they wrote at least one paper in APA style. However, only 84% of the 69 students who had a research proposal assessed with Research Methods in Psychology rubric received satisfactory ratings for use of APA style.

**SLO 8: Sociocultural and International Awareness**

Goals Met:
• Psychology majors’ self-report that they learned about sociocultural/human diversity in at least one psychology course:
  • Combined campuses
  • Ellensburg, Des Moines, and Online campuses
• Satisfactory score on Values and Cultural Awareness in Psychology rubric

Goals Not Met:
• Psychology majors’ self-report that they learned about sociocultural/human diversity in at least one psychology course:
  • Other CWU campuses

Comments/Conclusions: The evidence for student mastery of SLO 8 is mostly positive. Ninety-eight percent of our graduating psychology majors reported that they learned about human diversity in at least one psychology class. This result is not surprising, given that almost all of the classes taught within the psychology department address issues of human diversity. The unmet goal by Other CWU campus majors is due to the low sample size (one of the two students responded no). The met goal of satisfactory scores on the Values and Cultural Awareness in Psychology rubric is also encouraging.

**SLO 9: Personal Development**

Goals Met:
• Psychology majors’ rating on how well their psychology major helped them develop insight into their own and others’ behavior and mental processes
• Combined campuses
• All separate campuses (Ellensburg, Des Moines, Online, Other)

Psychology majors’ self-rating on the Personal Development Self-Assessment Scale

Goals Not Met: None

Comments/Conclusions: The evidence of student mastery of SLO 9 is positive. Because the students themselves are the best ones to assess their own personal development, both of these measures are based on self-report. Regardless of campus, our majors reported that their psychology major helped them develop insight into their own and others’ behavior and mental processes. Since that is the reason that many students major in psychology, we are pleased that we helped them meet this goal. It was interesting to see student responses on the Personal Development Self-Assessment Scale because they appeared to take this measure quite seriously. Few students (8%) gave themselves the maximum self-rating on all of the three personal development areas. The personal development area with the lowest mean was Intellectual Growth (72nd percentile), followed by Self-Management and Professional Behavior (75th percentile), and then Self-Awareness and Personal Growth (81st percentile). These results are very similar to last year.

SLO 10: Career Planning and Development

Goals Met:
• Current resume/vita included in electronic portfolio
• Satisfactory score on Career Planning and Development rubric

Goals Not Met: None

Comments/Conclusions: The evidence for mastery of SLO 9 is positive. Ninety-nine percent of the students submitted an electronic portfolio included a current resume or vita. Also 98% of the students who prepared a personal statement of career purpose received satisfactory ratings on the Career Planning and Development rubric.

Overall Comments/Conclusions

We are generally pleased with how our students performed on the various assessment measures. Every student learning objective was met, either in part or entirely.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.)?

Plans based on Assessment Results:

• The assessment results have not yet been reviewed by the department faculty. One of our first steps will be to discuss these results in detail at one or more department meetings during Winter and/or Spring quarter and seek suggestions and recommendations from all of the faculty. In addition, the department’s Undergraduate Curriculum Committee will be asked to review the assessment results and provide recommendations.

• Based on these results, there is no need for immediate changes in our curriculum in regards to SLOs 3, 4, 6, 8, 9, and 10. Evidence of student mastery on these SLOs was either entirely or mostly positive. This same conclusion was made about these SLOs in both the 2011-2012 and 2012-2013 Assessment Reports.

• All PSY 300 instructors will be reminded about the requirement for students to complete the human subjects protection certification course and the new requirement that students upload a copy of their certificate to their portfolio.
The department has used the MFT for over a decade. Sometimes our graduating psychology majors receive average or above average scores and sometimes they receive below average scores. However, given the lack of congruency between the subtests on the MFT and our curriculum, we have had difficulty figuring out how to make meaningful program and instructional changes based on the MFT scores. Therefore, we have decided to switch our end-of-major exam from the MFT to the ACAT, beginning in Fall 2014. The ACAT has the advantage of allowing the department to customize the test so that the subject areas being assessed correspond more closely to our curriculum. In addition, the ACAT can be administered to students in our Online Major program without requiring them to travel to Ellensburg or Des Moines to take the test in person.

Assessment results will be disseminated through both a department newsletter and the department website.

5. What did the department or program do in response to last year’s assessment information?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

- Starting in Fall 2014, we added pre-admission requirements to the major, largely to ensure that all of our students would have the necessary pre-requisite courses to be successful in the major. Unfortunately, after these curriculum changes had been approved and added to the catalog, we were then informed that we must change our major again and add the pre-admission courses to the major itself. We do not want to add math and biology classes to our major so we have decided to drop those pre-requisite courses. Instead, we will add a minimum GPA of 2.25 requirement for admittance to the major, along with a grade of C or higher in PSY 101. We are very concerned about the apparent lack of basic academic skills and study skills in students applying for the major.

- We are in the process of revising/updating the SLOs for each of our undergraduate psychology courses. Once we complete this process, faculty will be regularly reminded to include the department-approved SLOs for their specific courses. Our hope is that this will lead to greater consistency between different sections of courses and overall better preparation for our students.

- We also did a major revision of the Psychology Major Test this year. We reviewed each item, eliminated many of them and added new items so that every course in our required core and every group course was proportionally represented in the PMT. All PSY 200 students this year will take the new PMT. PSY 489 students who took the original PMT in PSY 200 will still be given that version of the test. Eventually all of our students will move to the new PMT in both classes. Because of the way we selected the items, we will have a better idea of where instructional changes are needed.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

None
## CWU Student Learning Outcomes Assessment Plan Preparation Form

**Department: Psychology**

**Program: B. A. in Psychology (45 and 60 credit majors)**

Our Student Learning Outcomes are informed by the standards of the American Psychological Association for the undergraduate psychology major. Goals 1-5 are discipline-specific goals and goals 6-10 are general education goals for psychology students.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Departmental/Program Goals</th>
<th>Related College Goals</th>
<th>Related University Goals</th>
<th>Method(s) of Assessment</th>
<th>Who Assessed</th>
<th>When Assessed</th>
<th>Standard of Mastery/ Criterion of Achievement</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Knowledge Base of Psychology:</strong> Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td></td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites  Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites  Goal V: Achieve regional and national prominence for the university.</td>
<td>ETS Major Field Test (MFT)  Psychology Major Test (department created)</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489  PSY 489  PSY 200 (pre-test) and PSY 489 (post-test)</td>
<td>The percentile scores of graduating psychology majors on the MFT total and each content area will be equal to or greater than national averages.  The average score for graduating psychology majors on the Psychology Major Test will be at least 65%.  Average post-test scores on the Psychology Major Test (PSY 489) will be significantly higher than the same students’ average pre-test scores (PSY 200), as evidenced by a t-test.</td>
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</tbody>
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<tr>
<td><strong>2. Research Methods in Psychology:</strong> Apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites</td>
<td>End-of-Major Survey</td>
<td>PSY 489</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will report that they developed a research project.</td>
<td>Ninety-five percent (95%) of graduating psychology majors will include in their portfolio at least one research proposal or research study that they completed in a PSY 300 that was rated satisfactory (75% of higher) by a faculty member on the criteria on the Research Methods in Psychology rubric.</td>
</tr>
<tr>
<td></td>
<td>Goal 4. Support involvement of undergraduate and graduate students in psychological research</td>
<td>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>Goal V: Achieve regional and national prominence for the university.</td>
<td>End-of-Major Survey</td>
<td>PSY 489</td>
<td>PSY 300</td>
<td>Ninety-five percent (95%) of graduating psychology majors will include in their portfolio at least one paper that they completed in a Group IV major class that was rated satisfactory (75% of higher) by a faculty member on the criteria in the Critical Thinking Skills in Psychology rubric.</td>
</tr>
<tr>
<td><strong>3. Critical Thinking Skills in Psychology:</strong> Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites</td>
<td>Research Methods in Psychology rubric (department created)</td>
<td>All students graduating with an undergraduate degree in psychology.</td>
<td>Critical Thinking Skills in Psychology rubric (department created)</td>
<td>Ninety-five percent (95%) of graduating psychology majors will include in their portfolio at least one paper that they completed in a Group IV major class that was rated satisfactory (75% of higher) by a faculty member on the criteria in the Critical Thinking Skills in Psychology rubric.</td>
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<td>Goal 4. Support involvement of undergraduate and graduate students in psychological research</td>
<td>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>Goal V: Achieve regional and national prominence for the university.</td>
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December 21, 2017
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<tr>
<th>Student Learning Outcomes</th>
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<td>4. Application of Psychology: Apply psychological principles to personal, social, and organizational issues.</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study 8. Serve as a center for psychological and educational services to the community and region</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence. Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations.</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal V: Achieve regional and national prominence for the university.</td>
<td>Affirmation of Service or Research Assistant Experience (department created)</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489</td>
<td>Ninety-five percent (95%) of graduating psychology majors will provide evidence in their portfolio that they engaged in some formal application of principles to personal, social, and organization issues. Evidence of at least 10 hours of participation in service learning activities and/or research assistant experience will be documented by Affirmation of Service or Research Assistant documents, signed by supervisors of the applied experience.</td>
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### Student Learning Outcomes

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<td>5. Values in Psychology:</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites</td>
<td>End-of-Major Survey</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will report that they have completed a human subjects protection certification course.</td>
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<td>Goal 6. Pursue diversity goals in attracting women and minority students and faculty members.</td>
<td>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>Goal V: Achieve regional and national prominence for the university.</td>
<td>End-of-Major Survey</td>
<td></td>
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<td>In the End-of-Major Survey, 95% of graduating psychology majors will report that they learned about ethical standards in research in at least one psychology class.</td>
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<td>Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations.</td>
<td>Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry.</td>
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<td>Values and Cultural Awareness in Psychology rubric (department created)</td>
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<td>Ninety-five percent (95%) of graduating psychology majors will include in their portfolio a Controversial Issues in Psychology paper that they completed in a Group II major class that was rated satisfactory (75% of higher) by a faculty member on Values and Cultural Awareness in Psychology rubric.</td>
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<td>6. Information and Technological Literacy:</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence. Goal V: Achieve regional and national prominence for the university.</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites</td>
<td>End-of-Major Survey</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will report they used databases for literature reviews in at least one psychology class. In the End-of-Major Survey, 95% of psychology majors will report they used Blackboard in at least one psychology class. The average score for graduating psychology majors on the Technology Skills Self-Efficacy Scale will be 70% or higher. Average self-ratings of graduating psychology majors on the Technology Skills Self-Efficacy Scale will be significantly higher than their self-ratings as new psychology majors, as evidenced by a t-test.</td>
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<td>End-of-Major Survey, Technology Skills Self-Efficacy Scale (department created)</td>
<td>All psychology majors when they begin the major and complete the major</td>
<td>PSY 489</td>
<td>PSY 200 and PSY 489</td>
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| 7. Communication Skills: Communicate effectively in a variety of formats. | Goal 3. Promote excellence in learning to prepare students for careers and advanced study | Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites  
Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.  
Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations. | Goals I & II: Maintain and strengthen an outstanding academic and student life at all sites  
Goal V: Achieve regional and national prominence for the university. | End-of-Major Survey  
End-of-Major Survey  
Communication Skills in Psychology rubric (department created)  
Research Methods in Psychology rubric (department created) | All students graduating with an undergraduate degree in psychology | PSY 489  
PSY 489  
PSY 489  
PSY 300 | In the End-of-Major Survey, 95% of graduating psychology majors will report they wrote a paper in APA style in at least one psychology class.  
In the End-of-Major Survey, 95% of graduating psychology majors will report they gave an oral presentation in at least one psychology class.  
Ninety-five percent (95%) of graduating psychology majors will independently research either (1) job listings for positions related to an undergraduate psychology degree OR (2) graduate programs in their intended area of specialization and give at least one oral presentation in PSY 489, summarizing their research. Students will earn satisfactory ratings (75% of higher) on the criteria for Communication Skills in Psychology rubric.  
Ninety-five percent (95%) of psychology majors will include in their portfolio at least one research proposal or research study that they completed in a PSY 300 that was rated by a faculty member as satisfactory on the correct use of APA style on the Research Methods in Psychology rubric. |
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<td><strong>8. Sociocultural and International Awareness:</strong> Recognize and respect the complexity of sociocultural and international diversity.</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study Goal 6. Pursue diversity goals in attracting women and minority students and faculty members.</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence. Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations.</td>
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<td>End-of-Major Survey Values and Cultural Awareness in Psychology rubric (department created)</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489 PSY 310, PSY 313, and/or PSY 346 (Group II classes)</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will report they learned about sociocultural or human diversity themes in at least one of their psychology classes. Ninety-five percent (95%) of graduating psychology majors will include in their portfolio a Controversial Issues in Psychology paper that they completed in a Group II major class that was rated satisfactory (75% of higher) by a faculty member on Values and Cultural Awareness in Psychology rubric.</td>
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<td>9. Personal Development:</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>End-of-Major Survey</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will rate how well their psychology major helped them develop insight into their own and others’ behavior and mental processes, resulting in an average rating of 5 or higher on a 7-point scale.</td>
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<td>Personal Development Self-Assessment Scale (department created)</td>
<td>PSY 489</td>
<td>Ninety-five percent (95%) of graduating psychology majors will include a current resume or vita in their portfolio.</td>
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<td>10. Career Planning and Development:</td>
<td>Goal 3. Promote excellence in learning to prepare students for careers and advanced study</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>Goals I &amp; II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</td>
<td>Completion of resume or vita</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489</td>
<td>Ninety-five percent (95%) of graduating psychology majors will prepare a personal statement of career purpose that would be suitable to include in a job or graduate school application that was rated satisfactory (75% of higher) by a faculty member on the Career Planning and Development rubric.</td>
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