Central Washington University
Assessment of Student Learning
Psychology Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

College: COTS              Department: Psychology
Program: BA Psychology     Degree: BA

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 the CWU Strategic Plan.

   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 “Student Learning Outcome Assessment Plan; Department: Psychology” for a list of these SLOs and a summary of the related department, college and university mission and goals. We implemented these 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** (direct/indirect; performance, knowledge, and/or attitudes; specific standard of mastery)?
   **B) Who was assessed** (population, number)?
   **C) When was it assessed** (beginning/end of degree; specific term)?

   Please see Appendix 1 “Student Learning Outcome Assessment Plan; Department: Psychology” 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 147 graduating psychology majors submitted their portfolios between Fall 2014 and Summer 2015 (Ellensburg = 109, Online = 35, Des Moines = 3). As with the 2013-14 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, 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 172 students enrolled in PSY 200 in 2014-15 and 146 students completed this introductory course with a satisfactory grade (Fall 2014-Summer 2015). A total of 180 students enrolled in the PSY 489 Senior Assessment class in 2014-15 and 166 students completed this capstone course with a satisfactory grade (Fall 2014-Summer 2015). This class is intended for the last quarter before a student graduates. This is the eighth year that this class has been offered and the seventh year where it was a required class for psychology majors.
The Psychology Area Concentration Achievement Test (ACAT) was administered for the first time in 2014-15, replacing the MFT, which was administered in previous years. The ACAT assesses 10 different content areas in psychology. Psychology majors in Ellensburg took a proctored version of the test (ACAT Online) and Online and Des Moines psychology majors took the un-proctored online version (ACAT-N). A total of 169 graduating seniors between Fall 2014 and Summer 2015 (Ellensburg = 101, Des Moines/Online Major = 68) took the ACAT.

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). Because the PMT was revised in Fall 2014, students who had taken the original version in PSY 200 were re-administered the same version in PSY 489 (N=132). Likewise, those who had taken the revised version of the PMT in PSY 200 were administered the revised version in PSY 489 (N=14). Paired samples t–tests were 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 109 students. Because the TSSS is being phased out, only students who completed the scale in PSY 200 were administered the scale in PSY 489. Again, 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, 134 graduating seniors took the End-of-Major Senior Survey (Ellensburg = 110, Des Moines = 5, Online = 19). 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.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Criterion of Mastery</th>
<th>Assessment Results</th>
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<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 ACAT total and content areas are consistent with national averages. <em>Method: Direct; knowledge</em></td>
<td>45th percentile rank overall on ACAT-Online (Ellensburg) for Fall-Spring (N=96). Area percentiles: Abnormal (48th), Clinical/Counseling (56th), Developmental (33rd), Experimental Design (48th), Human Learning/Cognition (67th), Personality (33rd), Physiological (66th), Sensation &amp; Perception (42nd), Social (47th), Statistics (65th)</td>
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<td>The average score for graduating psychology majors on the Psychology Major Test will be at least 65%. <em>Method: Direct; knowledge</em></td>
<td>34th percentile rank on ACAT-N (Online/Des Moines) for Fall-Spring (N=55); Area percentiles: Abnormal (39th), Clinical/Counseling (48th), Developmental (28th), Experimental Design (34th), Human Learning/Cognition (64th), Personality (26th), Physiological (58th), Sensation &amp; Perception (39th), Social (52nd), Statistics (48th)</td>
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<tr>
<td>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 paired samples t-test. <em>Method: Direct; knowledge</em></td>
<td>One hundred and twenty-two graduating psychology majors took the original version of the Psychology Major Test. The average score on this exam for students in PSY 489 was 31.94 (SD = 5.72) out of 50 (63%). Results by campus: Ellensburg (mean = 31.95, 63%), Online (mean = 31.32, 62%), Des Moines (mean = 33, 66%)</td>
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<td>Fifteen graduating psychology majors took the revised version of the Psychology Major Test. The average score on this exam for students in PSY 489 was 33.6 (SD = 5.32) out of 50 (67%). No breakdown by campus because of the small sample size.</td>
<td>One hundred and thirty-two students took the original Psychology Major Test in both PSY 200 (mean = 26.5, SD = 5.87) and PSY 489 (mean = 31.71, SD = 5.56). The resulting t-score was 11.84, which is significant at the .001 level (with a 95% confidence interval). Results by campus: Ellensburg (t-score = 10.41, significant at .001 level), Online (t-score = 5.21, significant at .001 level), Des Moines (t-score = 2.93, significant at .05 level).</td>
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<td>Fourteen students took the revised Psychology Major Test in both PSY 200 (mean = 28.14, SD = 7.33) and PSY 489 (mean = 33.14, SD = 5.67). The resulting t-score was 3.25, which is significant at the .05 level (with a 95% confidence interval). No breakdown by campus because of the small sample size.</td>
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<tr>
<td>Research Methods in Psychology: Apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
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<tr>
<td>In the End-of-Major Survey, 95% of psychology majors will report that they developed a research project. <em>Method: Indirect; performance</em></td>
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<td>Ninety-five percent (95%) of psychology majors will include in their portfolio a copy of their Responsible Conduct of Research (RCR) certificate. <em>Method: Direct; knowledge</em></td>
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<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 satisfactory (75% of higher) by a faculty member on the criteria on the Research Methods in Psychology rubric. <em>Method: Direct; knowledge, performance</em></td>
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<td>CWU percentiles on ACAT content areas of Experimental Design and Statistics are consistent with national averages. <em>Method: Direct; knowledge</em></td>
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<tr>
<th>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.</th>
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<tr>
<td>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. <em>Method: Direct; knowledge, performance</em></td>
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<td>Of the 147 graduating psychology majors who submitted an electronic portfolio, 123 students submitted a paper from a Group IV class that was evaluated using the Critical Thinking Skills in Psychology rubric. Of these 123 students, 120 (97%) received satisfactory ratings. The average score for these students was 3.93 on this 4-point scale. Results by campus: Ellensburg (91 out of 92, 98%), Online (27 out of 29, 93%), Des Moines (2 out of 2, 100%)</td>
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<td><strong>Application of Psychology:</strong></td>
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<td><strong>Values in Psychology:</strong></td>
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<td>Values in Psychology: Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
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<tr>
<td><strong>In the End-of-Major Survey, 95% of psychology majors will report that they have completed a human subjects protection certification course. Method: Direct; knowledge</strong></td>
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<td>Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.</td>
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<td>In the End-of-Major Survey, 95% of psychology majors will report they used Blackboard in at least one psychology class. Method: Indirect; performance</td>
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<td>The average score for graduating psychology majors on the Technology Skills Self-Efficacy Scale will be 70% or higher. Method: Direct; attitudes/Indirect; knowledge</td>
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<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. Method: Direct; attitudes/Indirect; knowledge</td>
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<td>In the End-of-Major Survey, 133 out of 134 (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 (110 out of 110, 100%), Des Moines (5 out of 5, 100%), Online (18 out of 19, 94%).</td>
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<td>In the End-of-Major Survey, 128 out of 134 (95%) graduating psychology majors who responded to this item reported they used Blackboard in at least one psychology class. Results by campus: Ellensburg (104 out of 110, 94%), Des Moines (5 out of 5, 100%), Online (19 out of 19, 100%).</td>
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<td>One hundred and twenty-one graduating psychology majors completed the Technology Skills Self-Efficacy Scale. The average score on this measure was 44.55 (SD = 7.28) out of 60 (74%).</td>
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<td>One hundred and ten students took the Technology Skills Self-Efficacy Scale in both PSY 200 (Mean = 38.18, SD = 8.34) and PSY 489 (Mean = 44.49, SD = 7.29). The resulting t-score was 4.74, which is significant at the .001 level (with a 95% confidence interval).</td>
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</table>
| **Communication Skills:**  
| Communicate effectively in a variety of formats. | 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. *Method: Indirect; performance*  
| 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. *Method: Direct; performance, knowledge*  
| In the End-of-Major Survey, 95% of psychology majors will report they gave an oral presentation in at least one psychology class. *Method: Indirect; performance*  
| Ninety-five percent (95%) of 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 (75% or higher) ratings on the criteria for Communication Skills in Psychology rubric. *Method: Direct; performance*  
| In the End-of-Major Survey, 134 out of 134 (100%) graduating psychology majors who responded to this item reported they wrote a paper in APA style in at least one psychology class.  
| Of the 147 graduating psychology majors who submitted an electronic portfolio, 91 submitted a research proposal from PSY 300 that was evaluated using the Research Methods in Psychology rubric for APA style. Of these 91 students, 81 (89%) received satisfactory ratings on the use of APA style. Results by campus: Ellensburg (55 out of 62, 88%), Online (26 out of 29, 89%). No student in Des Moines were evaluated.  
| In the End-of-Major Survey, 129 out of 134 (96%) graduating psychology majors who responded to this item reported they gave an oral presentation in at least one psychology class. Results by campus: Ellensburg (108 out of 110, 98%), Des Moines (4 out of 5, 80%), Online (17 out of 19, 89%).  
| Of the 147 graduating psychology majors who submitted an electronic portfolio, 142 were evaluated using the Communication Skills in Psychology rubric. Of the 142 students, 100% earned satisfactory ratings on the criteria for Communication Skills in Psychology rubric. The average score for these students was 4.99 on this 5-point scale.  
| **Sociocultural and International Awareness:**  
| Recognize and respect the complexity of sociocultural and international diversity. | 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. *Method: Indirect; knowledge*  
| 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 Values and Cultural Awareness in Psychology rubric. *Method: Direct; knowledge, performance, attitudes*  
| In the End-of-Major Survey, 134 out of 134 (100%) graduating psychology majors who responded to this item reported they learned about sociocultural or human diversity themes in at least one psychology class.  
| Of the 147 graduating psychology majors who submitted an electronic portfolio, 106 students submitted a paper from a Group II that was evaluated using the Values and Cultural Awareness in Psychology rubric. Of these 106 students, 94 (88%) received satisfactory ratings. The average score for these students was 4.5 on this 5-point scale. Results by campus: Ellensburg (64 out of 75, 85%, mean = 4.39), Online (29 out of 29, 100%, mean = 4.79), Des Moines (1 out of 2, 50%, mean = 3.5)
### Personal Development:
Develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

- 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. *Method: Indirect; attitudes*

  - In PSY 489, graduating psychology majors will self-assess their intellectual growth, development of self-management and professional behavior, and enhanced self-awareness and personal growth on the Personal Development Self-Assessment Scale, resulting in average self-ratings of 6 or higher on a 9-point scale. *Method: Direct; attitudes*

- In the End-of-Major Survey, 135 graduating psychology majors rated how well their psychology major helped them develop insight into their own and others’ behavior and mental processes, resulting in an average rating of 5.9 on a 7-point scale. Results by campus: Ellensburg (5.8), Online (6.47), Des Moines (5.8)

### Career Planning and Development:
Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

- Ninety-five percent (95%) of graduating psychology majors will include a current resume or vita in their portfolio. *Method: Direct; performance*

  - 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% or higher) by a faculty member on the Career Planning and Development rubric. *Method: Direct; performance*

- Of the 147 graduating psychology majors who submitted an electronic portfolio, 143 (97%) self-assessed their intellectual growth, development of self-management and professional behavior, and enhanced self-awareness and personal growth on the Personal Development Self-Assessment Scale, resulting in average self-ratings of 6.48 on a 9-point scale. In the area of intellectual growth, the average self-rating was 1.99 out of 3. In self-management and professional behavior, the average self-rating was 2.17 out of 3. Finally, in self-awareness and personal growth, the average self-rating was 2.32 out of 3. Results by campus: Ellensburg (means = 6.46, 2.01, 2.14, 2.3), Online (means = 6.43, 1.89, 2.2, 2.34), Des Moines (means = 8.0, 2.33, 3.0, 2.67)

- Of the 147 graduating psychology majors who submitted an electronic portfolio, 147 (100%) included a current resume or vita in their portfolio.

- Of the 147 graduating psychology majors who submitted an electronic portfolio, 141 students (95%) prepared a personal statement of career purpose that would be suitable to include in a job or graduate school application. Of the 141 students, 127 (90%) earned satisfactory ratings on Career Planning and Development rubric. The average score for these students was 3.76 on this 4-point scale. Results by campus: Ellensburg (90 out of 103, 87%, mean = 3.69), Online (34 out of 35, 97%, mean = 3.91), Des Moines (3 out of 3, 100%, mean = 4.0)
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 ACAT Total and Specific Content Areas consistent with national averages:
  - Ellensburg score for Content Areas: 2 (54th), 5 (67th), 7 (66th), and 10 (65th)
  - Online/Des Moines score for Content Areas: 5 (64th), 7 (58th), and 9 (52nd)
- Significant increase in scores on Psychology Major Test (PMT) from pre-test (PSY 200) to post-test (PSY 489), both for the original PMT and the revised PMT
  - Combined campuses
  - All separate campuses (Ellensburg, Online/Des Moines)
- Average score on original PMT at least 65%
  - Des Moines
- Average score on the revised PMT at least 65%

Goals Not Met:
- CWU percentiles on ACAT Total and Specific Content Areas consistent with national averages:
  - Ellensburg score for Content Areas: 1 (48th), 3 (33rd), 4 (48th), 6 (33rd), 8 (42nd), and 9 (47th)
  - Online/Des Moines score for Content Areas: 1 (39th), 2 (48th), 3 (28th), 4 (45th), 6 (26th), 8 (39th), and 10 (48th)
- Average score on original PMT at least 65%
  - Combined campuses
  - Ellensburg, Online

Comments/Conclusions: The evidence of student mastery of SLO 1 was mixed, as it has been the past few years. The significant increase in scores on the PMT from pre-test to post-test (both versions) confirms that students are actually increasing their knowledge base in psychology during their participation in the psychology major. This is the first year we’ve administered the ACAT so we don’t have prior data for comparison. However, it is encouraging that the core content areas of the major (Experimental Design and Statistics) are near or above the national averages. Some of the other content areas with lower scores (i.e. Developmental, Personality, and Sensation & Perception) are not taken by all psychology majors so the lower scores are not surprising. The ACAT reports also includes correlations between self-reported GPA and scores in content areas. For the Ellensburg students there was a significant positive correlation between GPA and scores in Experimental Design and Statistics, though no significant correlations were found for the Online/Des Moines students. Furthermore, the ACAT report provides correlations between courses taken by students in specific content areas (based on self-report) and scores. For the Ellensburg students there was a significant positive correlation between scores in Experimental Design and Personality with courses taken in those areas. Again, no significant correlations were found for the Online/Des Moines students.

SLO 2: Research Methods in Psychology

Goals Met:
- Psychology majors’ self-report that they developed a research project:

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January 3, 2018
• Combined campuses
• All separate campuses (Ellensburg, Des Moines, Online)
• Psychology majors’ self-report that they completed a human subjects protection certification course:
  • Ellensburg
• ACAT Content Area scores in Statistics are at or above national averages
  • Ellensburg

Goals Not Met:
• Psychology majors’ self-report that they completed a human subjects protection certification course:
  • Combined campuses (91%)
  • Des Moines (20%) and Online (84%)
• Inclusion of RCR certificate in portfolio
  • Combined campuses (85%)
  • Ellensburg (90%), Online (74%), Des Moines (33%)
• Satisfactory score on Research Methods in Psychology rubric
  • Combined campuses (76%)
  • Ellensburg (82%), Online (62%) Des Moines (N/A)
• ACAT Content Area scores in Experimental Design are at or above national averages
  • Ellensburg (48th percentile) and Online/Des Moines (34th percentile)
• ACAT Content Area scores in Statistics are at or above national averages
  • Online/Des Moines (48th percentile)

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 76% of the 92 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 graduating majors in Des Moines and Online who report completing this requirement. Also, only 85% of the students who submitted their portfolios included a copy of the RCR certificate in their portfolio.

SLO 3: Critical Thinking Skills in Psychology
Goals Met:
• Satisfactory score on Critical Thinking in Psychology rubric
  • Combined campuses
  • Ellensburg and Des Moines

Goals Not Met:
• Satisfactory score on Critical Thinking in Psychology rubric
  • Online (93%)

Comments/Conclusions: This is mostly positive evidence for student mastery of SLO 3. Even though the Online program didn’t meet the 95% goal, their 93% success is quite close.

SLO 4: Application in Psychology
Goals Met:
• Evidence of at least 10 hours of participation in service learning activities and/or research assistant experience
  • Combined campuses
  • Ellensburg and Des Moines

Goals Not Met:
• Evidence of at least 10 hours of participation in service learning activities and/or research assistant
experience
  • Online (91%)

Comments/Conclusions: This goal was met by 95% of the 147 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
  • Online
  • 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)
  • Psychology majors’ self-report that they completed a human subjects protection certification course:
    • Ellensburg

Goals Not Met:
  • Satisfactory score on Values and Cultural Awareness in Psychology rubric
  • Combined campuses (88%)
  • Ellensburg (85%) and Des Moines (50%)
  • Psychology majors’ self-report that they completed a human subjects protection certification course:
    • Combined campuses (91%)
    • Des Moines (20%) and Online (84%)

Comments/Conclusions: Overall, the evidence for student mastery SLO 5 is mixed. As noted in the comments for SLO 2, fewer than 95% of the students self-report the completion of the human subjects protection certification course, even though it is a requirement in PSY 300. This has been an issue for several years. In addition, only the Online students met the goal of 95% success on the Values and Cultural Awareness rubric. However, we are pleased that 100% of our psychology majors, regardless of campus, said they learned about ethical standards in research in at least one psychology class.

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
    • Ellensburg and Des Moines
  • Psychology majors’ self-report that they used Blackboard in at least one psychology course:
    • Combined campuses
    • Des Moines and Online

Goals Not Met:
  • Psychology majors’ self-report that they used databases for literature reviews in at least one psychology course:
    • Online (94%)
  • Psychology majors’ self-report that they used Blackboard in at least one psychology course:
Comments/Conclusions: For the most part, 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)
- Psychology majors’ self-report that they gave an oral presentation in at least one psychology course:
  - Combined campuses
  - Ellensburg

**Goals Not Met:**
- Psychology majors’ self-report that they gave an oral presentation in at least one psychology course:
  - Des Moines (80%) and Online (89%)
- Satisfactory rating on correct use of APA style as part of the Research Methods in Psychology rubric
  - Combined campuses (89%)
  - Ellensburg (88%), Online (89%), Des Moines (N/A)

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, 96% of the students who completed the End-of-Major Survey reported they had given an oral presentation in a psychology class. Furthermore, 100% of graduating psychology majors reported that they wrote at least one paper in APA style. However, only 89% of the 91 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
  - All separate campuses (Ellensburg, Des Moines, and Online)
- Satisfactory score on Values and Cultural Awareness in Psychology rubric
  - Online

**Goals Not Met:**
- Satisfactory score on Values and Cultural Awareness in Psychology rubric
  - Combined campuses (88%)
  - Ellensburg (85%) and Des Moines (50%)

Comments/Conclusions: The evidence for student mastery of SLO 8 mixed. One hundred 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. However, the unmet goal of having 95% satisfactory scores on the Values and Cultural Awareness rubric is discouraging.

**SLO 9: Personal Development**

January 3, 2018
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, and Online)
- Psychology majors’ self-rating on the Personal Development Self-Assessment Scale
  - Combined campuses
  - All separate campuses (Ellensburg, Des Moines, and Online)

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 (4%) 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, followed by Self-Management and Professional Behavior, and then Self-Awareness and Personal Growth. These results are very similar to the last couple of years.

SLO 10: Career Planning and Development
Goals Met:
- Current resume/vita included in electronic portfolio
  - Combined campuses
  - All separate campuses (Ellensburg, Des Moines, and Online)
- Satisfactory score on Career Planning and Development rubric
  - Des Moines and Online

Goals Not Met:
- Satisfactory score on Career Planning and Development rubric
  - Combined campuses (90%)
  - Ellensburg (87%)

Comments/Conclusions: The evidence for mastery of SLO 9 is mixed. One hundred percent of the students submitted an electronic portfolio included a current resume or vita. However, fewer than 95% of the students prepared a personal statement of career purpose that 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. Though the results are mostly broken down by campus, the small number of students in the Online program and especially the Des Moines program makes some of the comparisons relatively meaningless. Also, the ACAT results combined the Online and Des Moines students because there were too few Des Moines students for comparison purposes.

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, 7, and 9. Evidence of student mastery on these SLOs was either entirely or mostly positive.
- 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. (Same recommendation as last year).
- We are in the process of discussing the SLO 2 (PSY 300) rubric because several faculty members believe that the current rubric is too restrictive regarding the types of research proposals expected of our students. Depending on the results of this discussion we may make changes in the SLO 2 rubric, beginning in 2016-17.
- In the process of compiling the results from the student portfolios it became clear that there was too much missing data from the portfolios. Though ultimately it is the student’s responsibility to complete the portfolio, it appears that the approval of these portfolios by PSY 489 faculty may be too lax. In fact, in one case the PSY 489 faculty member didn’t even complete the rubrics assigned in that class. In other cases, some faculty did not complete the rubrics entirely, selecting “Not Applicable” for one or more items. As a result, the department chair removed the “Not Applicable” column from the rubrics and re-emphasized that the assignments evaluated by these rubrics should expect students to demonstrate knowledge, skills, and/or attitudes in all of the areas listed. Furthermore, clearer guidelines and expectations should be communicated with faculty teaching PSY 489 and any of the other classes in which a department rubric is used.
- This is the first year we have used the ACAT as our end of major assessment. We need to work closer with company to ensure that we get the reports that we need. For example, the summer ACAT results were not included in the totals provided by the organization.
- As with past years, the 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 admission requirements to the major, largely to ensure that all of our students would have the necessary basic academic skills and study skills to be successful in the major. Students must have a minimum GPA of 2.25 for admittance to the major, along with a grade of C or higher in PSY 101. The slight decline in students in entering the major this year may be due to the added admission requirements.
- We are still 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.

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

None
Appendix 1: Student Learning Outcome Assessment Plan

Department: Psychology
Degree Program: BA-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 Outcome (performance, knowledge, attitudes)</th>
<th>Related CWU Strategic Outcome(s)</th>
<th>Method(s) of Assessment (What is the assessment?)*</th>
<th>Who Assessed (Students from what courses - population)**</th>
<th>When Assessed (term, dates)***</th>
<th>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge Base of Psychology: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</td>
<td>Area Concentration Achievement Tests (ACAT) in Psychology</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 489</td>
<td>The percentile scores of graduating psychology majors on the ACAT total and each content area will be equal to or greater than national averages.</td>
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<td>Psychology Major Test (department created)</td>
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<td>PSY 200 (pre-test) and PSY 489 (post-test)</td>
<td>The average score for graduating psychology majors on the Psychology Major Test will be at least 65%.</td>
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<td>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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<tr>
<td>2. Research Methods in Psychology: Apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</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 developed a research project.</td>
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<td>3.1.2 Sustain the number of courses that include research,</td>
<td>End-of-Major Survey</td>
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<td>PSY 489</td>
<td>In the End-of-Major Survey, 95% of graduating psychology majors will report that they have completed the Responsible Conduct of Research (RCR) Training.</td>
</tr>
</tbody>
</table>

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<table>
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<tr>
<th>Student Learning Outcome (performance, knowledge, attitudes)</th>
<th>Related CWU Strategic Outcome(s)</th>
<th>Method(s) of Assessment (What is the assessment?)*</th>
<th>Who Assessed (Students from what courses - population)**</th>
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<th>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</th>
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<tbody>
<tr>
<td>scholarship, and creative expression skills as key outcomes.</td>
<td><a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a></td>
<td>Senior Portfolio</td>
<td>PSY 489</td>
<td>In the senior portfolio, 95% of graduating psychology majors will include a copy of their RCR certificate.</td>
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<td>Research Methods in Psychology rubric (department created)</td>
<td>PSY 300</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>
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<td>ACAT Content Area scores</td>
<td>PSY 489</td>
<td>The percentile scores of graduating psychology majors on the ACAT content areas of Experimental Design and Statistics will be equal to or greater than national averages.</td>
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<tr>
<td>3. Critical Thinking Skills in Psychology:</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</td>
<td>Critical Thinking Skills in Psychology rubric (department created)</td>
<td>All students graduating with an undergraduate degree in psychology</td>
<td>PSY 460 or PSY 420 (Group IV classes)</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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<tr>
<td>Student Learning Outcome (performance, knowledge, attitudes)</td>
<td>Related CWU Strategic Outcome(s)</td>
<td>Method(s) of Assessment (What is the assessment?)*</td>
<td>Who Assessed (Students from what courses - population)**</td>
<td>When Assessed (term, dates)**</td>
<td>Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)</td>
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<td>4. Application of Psychology: Apply psychological principles to personal, social, and organizational issues.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</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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<td>3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.</td>
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<td>4.1.2 Increase the number of collaborations and partnerships with external community entities and organizations.</td>
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<td>5. Values in Psychology: Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</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. 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. 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>End-of-Major Survey</td>
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<td>PSY 489</td>
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<td>Values and Cultural Awareness in Psychology rubric (department created)</td>
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<td>PSY 310, PSY 313, and/ or PSY 346 (Group II classes)</td>
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<td>Student Learning Outcome (performance, knowledge, attitudes)</td>
<td>Related CWU Strategic Outcome(s)</td>
<td>Method(s) of Assessment (What is the assessment?)*</td>
<td>Who Assessed (Students from what courses - population)**</td>
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<tr>
<td>6. Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</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 Canvas in at least one psychology class.</td>
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<td>End-of-Major Survey</td>
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<td>PSY 489</td>
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<td>Communication Skills in Psychology rubric (department created)</td>
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<td>PSY 489</td>
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<td></td>
<td>Research Methods in Psychology rubric (department created)</td>
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<td>PSY 300</td>
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<td>7. Communication Skills: Communicate effectively in a variety of formats.</td>
<td>1.1.1 Students will achieve programmatic learning outcomes.</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 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.</td>
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<td>Research Methods in Psychology rubric (department created)</td>
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<td>PSY 300</td>
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<td>8. Sociocultural and International Awareness: Recognize and respect the complexity of sociocultural and international diversity.</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 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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| 1.1.1 Students will achieve programmatic learning outcomes. | Values and Cultural Awareness in Psychology rubric (department created) | | | |

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (face-to-face, online)

***Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)
Assessment Cycle

Analysis and Interpretation: December
Improvement Actions: Completed by June
Dissemination: Completed by June

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<th>Year SLOs</th>
<th>15-16</th>
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Assessment Oversight

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<th>Department Affiliation</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
</thead>
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<tr>
<td>Stephanie Stein</td>
<td>Psychology</td>
<td><a href="mailto:steins@cwu.edu">steins@cwu.edu</a></td>
<td>X1653</td>
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