<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Plan</th>
<th>Assessment Findings</th>
<th>Interpretation of Findings</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate understanding of the scientific method as it is applied in psychology, including the nature of theory testing, types of research designs and methods, sound research practices, common problems and issues in research, and research ethics, with particular attention to the nature and quality of research studies and the relationships between theory and data.</td>
<td>40-item multiple-choice test and essay calling for analysis of the strengths and weaknesses of a study. To be given to general psychology students and students in advanced lab courses. See test in Supplemental Data.</td>
<td>Results of Department Critical Thinking Test assessing both research concept learning and critical thinking about research. A 40-item multiple choice Critical Thinking (CT) pre-test evaluating main research concepts was administered at Psych 1001 (introductory psychology) at the beginning of the semester in Fall 2016. The CT post-test was administered in the Advanced Research Labs (ARLs) in the Fall semester 2016 and Spring semester 2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall 2016&lt;br&gt;Psych 1001 Pre-Test Results:&lt;br&gt;N=339 M = 15.51, SD = 6.49&lt;br&gt;ARLs (4203W: Developmental, 4106W: Sensation &amp; Perception)&lt;br&gt;Pre-Test Results:&lt;br&gt;N=63 M = 18.03, SD = 5.83&lt;br&gt;Note: no differences b/t courses (total reported across ARLs)</td>
<td>The test will be reduced from 40 to 25 items and more squarely focused on critical thinking about research. A new research concepts test will be developed for administration in Psyc 2101 on a pre-post basis.</td>
<td>A new test of basic research concepts will be developed for use in 2018-2019 at the beginning and end of Psyc 2101 Research Methods courses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2017&lt;br&gt;ARLs (4201W: Clinical/community Psychology, 4107W: Cognitive Neuroscience)&lt;br&gt;N=110 M = 24.30, SD = 7.09</td>
<td></td>
<td></td>
<td>-------------</td>
</tr>
</tbody>
</table>

**Measure A** (must be direct)<br>Examples of Direct Measures: scores on capstone presentations and/or papers, comprehensive exams, pre-post test scores, or scores on exam questions.

**Measure B** may be direct or indirect; indicate which it is: indirect<br>Examples of Indirect Measures: course grades, responses on student feedback surveys referring to student learning, job placements

<table>
<thead>
<tr>
<th>Year: 2016-17</th>
<th>Student course evaluation survey.</th>
<th>For gateway courses, 3.75 of 5 in fall 2016 (n = 475) 3.86 of 5 in spring 2017 (n = 490)</th>
<th>This item is one of the lower rated items; should note it with faculty</th>
<th></th>
</tr>
</thead>
</table>
### B.A. in Psychology (Assessment Example – 2016-17)

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Plan</th>
<th>Assessment Findings</th>
<th>Interpretation of Findings</th>
<th>Action Plan</th>
</tr>
</thead>
</table>
| 2. Students will demonstrate the ability to think critically about psychological research studies, whether encountered in academic outlets, the media, or elsewhere, identifying studies’ strengths and weaknesses and interpreting their conclusions appropriately based on how data were generated. | Measure A (must be direct)  
*Examples of Direct Measures: scores on capstone presentations and/or papers, comprehensive exams, pre-post test scores, or scores on exam questions.*  
See critical thinking about psychology test in Supplemental Data. 40-item test is being refined and reduced to 25 items to be administered starting in 2017-2018 in intro psychology (pretest) and at the end of advanced lab courses (posttest).  
A 40-item multiple choice Critical Thinking (CT) pre-test evaluating main research concepts was administered in Psyc 1001 (introductory psychology) at the beginning of the semester in Fall 2016. The CT post-test was administered in the Advanced Research Labs (ARLs) in the Fall semester 2016 and Spring semester 2017.  
**Fall 2016**  
Psych 1001 Pre-Test Results:  
N=339 M = 15.51, SD = 6.49  
ARLs (4203W: Developmental, 4106W: Sensation & Perception)  
Pre-Test Results:  
N=63 M = 18.03, SD = 5.83  
Note: no differences b/t courses  
**Spring 2017**  
ARLs (4201W: Clinical/community Psychology, 4107W: Cognitive Neuroscience)  
N=110 M = 24.30, SD = 7.09  
Note: no differences b/t courses  
Overall, students’ post-test scores were higher than their pre-test scores. | The results suggest significant growth from freshman to senior year but the test should be further refined and shortened. The BA Learning Outcomes Assessment Committee has reviewed the individual items of the CT test quantitatively (item response theory) and qualitatively (reviewed with group consensus). The review resulted in 25 items that mapped more specifically and conceptually on the critical thinking about research goal outcome. Next academic year, we will administer this shorter 25-item version of the CT test in the same courses (Psyc 1001 for pre-test; ARLs for post-test). | The BA Learning Outcomes Assessment Committee has reviewed the individual items of the CT test quantitatively (item response theory) and qualitatively (reviewed with group consensus). The review resulted in 25 items that mapped more specifically and conceptually on the critical thinking about research goal outcome. Next academic year, we will administer this shorter 25-item version of the CT test in the same courses (Psyc 1001 for pre-test; ARLs for post-test). |
| Measure B may be direct or indirect; indicate which it is: ___________  
*Examples of Indirect Measures: course grades, responses on student feedback surveys referring to student learning, job placements.*  
Student course evaluation survey  
Single item "course improved critical thinking skills" | For gateway courses,  
4.08 of 5 (n = 493) for fall 2016  
4.01 of 5 (n = 504) for spring 2017 |  
The faculty will continue to work toward more consistent and quantifiable assessment of critical thinking learning outcomes in gateway courses by having the faculty who teach each gateway course decide on common approaches, or at least more quantitative individual approaches, for that particular course. Main remaining challenge is for those who used assessments to get at 2 or 3 of the critical thinking goals holistically to assess the goals separately. |  
The faculty will continue to work toward more consistent and quantifiable assessment of critical thinking learning outcomes in gateway courses by having the faculty who teach each gateway course decide on common approaches, or at least more quantitative individual approaches, for that particular course. Main remaining challenge is for those who used assessments to get at 2 or 3 of the critical thinking goals holistically to assess the goals separately. |

**Year: 2016-17**
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Plan</th>
<th>Assessment Findings</th>
<th>Interpretation of Findings</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Students will be able to critically review, integrate, synthesize, and apply theories and research on current psychological issues.</td>
<td>Develop and use an appropriate rubric for assessing papers that require critically reviewing, integrating, and/or applying theories and research.</td>
<td>The agreed upon rubric was used in Sigelman's 3132 course in fall 2016. Six areas of performance were scored and the average percentage of the total possible points for each was determined. This suggested that students did best at selecting an appropriate group of studies to review (partly because they needed instructor OK to proceed). Scores were lowest for critique of the studies and writing. Dr. Ganiban did not teach her course this year. Performance was generally good (overall average 90% of available points), but a number of students had difficulty communicating the important elements of studies clearly and identifying strengths and weaknesses of the studies.</td>
<td>The rubric remains useful.</td>
<td>Encourage broader use of the literature review rubric and report results of its use in 2017-2018. So far, Profs. Ganiban, Dodge, and Sigelman have used it.</td>
</tr>
<tr>
<td>Year: 2016-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Measure A** (must be direct)

*Examples of Direct Measures: scores on capstone presentations and/or papers, comprehensive exams, pre-post test scores, or scores on exam questions.*

**Measure B** may be direct or indirect; indicate which it is: __________

*Examples of Indirect Measures: course grades, responses on student feedback surveys referring to student learning, job placements*