

## INSTITUTIONAL EFFECTIVENESS REPORT

<b>Name of Program/Department:</b>	<b>Department of Psychology</b>
<b>Year:</b>	<b>2021-2022</b>
<b>Name of Preparer:</b>	<b>Teresa Herzog, Ph.D.</b>

### **Psychology Department Mission Statement**

The Mission of the Department of Psychology is to provide students with an understanding of psychology as the science of behavior and experience, including the major theories and issues within psychology; to emphasize the role of the liberal arts in higher education and personal development; to promote an appreciation for individual and cultural diversity; to develop critical thinking skills; to develop competence with methods of scientific research and data analysis; to assure that students have the necessary research experiences and coursework to undertake graduate education; and to assist students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology majors will become aware of the various career options related to the major. The program also provides opportunities for internships in applied settings. A major in psychology will provide students with a broad-based education that will equip them for entry-level positions in business, government, and a wide variety of human service organizations. The major also prepares students who wish to pursue further education in areas such as law, medicine, business, or seminary, as well as psychology.

### **Program Learning Outcomes**

The Psychology Department prepares students who:

1. Read and retain core psychological concepts and the major theories.
2. Reason with both critical thinking skills and scientific thinking skills.
3. Communicate well, both writing and speaking.
4. Apply psychological concepts to the real world, including envisioning a career

### **Student Learning Outcomes**

1. Identify and apply the major theories and core areas of the discipline  
SLO 1.0 Students will recognize and correctly identify primary findings in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains. Students will increase their knowledge of psychology, over and above their knowledge upon entrance to the program
2. Apply scientific reasoning to answer an original hypothesis using the scientific method  
SLO 2.0 Students will conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data. Students will analyze their findings and report on a poster at or above the 5 level

3. Explain and compare disparate perspectives on a real-life topic; apply theoretical or research concepts in psychology to take a position. Defend the position via both critical and analytical thinking.  
SLO 3.0 Students will write a position paper justified by research; employ psychological concepts, describe real-world manifestations, and defend a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document.
4. Choose potential career paths and formulate a step-wise plan of action to a desired career goal  
SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options and appraise these options using professional development opportunities.

## **Executive Summary of Report**

The current report presents our Student Learning Outcomes for the 2019-2020 academic year. The Assessment Map in Appendix V gives the overview of our measurement occasions and the individual assessment instruments may be viewed in Appendices I through IV.

For SLO1, we directly examined outcomes of students' knowledge of psychological concepts at graduation, in the context of PSYC 499, Senior Seminar. As may be viewed in Table 1, our yearly average exceeded our benchmark for the fourth year in a row (i.e., average rating = 78%). We also showed subdomain scores across the primary areas of psychology that we cover in our major. Our benchmark was exceeded in each area and students scored better at the elective domains than in any of the years we have been assessing them. Furthermore, we met our target for all domains except three: Research Methods, Developmental Psychology, and History and Systems. Implementing our Action Item #1, we gathered pre-data via the Exit Exam in PSYC 220, Careers in Psychology, (instead of Introductory Psychology) to gain more control over the timing of administration and harvesting of the data. The exam was administered the first week of class in PSYC 220 and, for the third year in a row (please see Table 2), we demonstrated an improvement in concept knowledge, from our "pre-point" (i.e., program entrance) to our "post-point" (i.e., graduation). The comparison of the Exit Exam scores showed that, on average, entering students failed the exam and graduating Seniors earned a high "C" average. It is also worth noting that three of the four graduating sections exceeded the target, showing a "B" average (Table 1). Despite this clear educational advancement by our graduating majors, we did not meet our overall benchmark of 30% improvement. Despite this, our indirect measure of students' self-assessment of their core learning outcomes (see Table 3) revealed that they felt that the Psychology program prepared them to better understand theories and issues, as well as cultural and individual differences, and also to read and analyze the psychological literature (i.e., average rating = 87%)

For SLO 2.0, we examined a research project write-up in PSYC 330, Research Methods in Psychology, a class taken mid-way in our program that focuses on students' executing, interpreting, and communicating results of a research project. As may be seen in Table 4, the overall student percentage exceeded the benchmark (i.e., average rating = 82%). Although they also exceeded the benchmark in six of the individual scores regarding their understanding of the scientific method, the Writing score failed to meet criterion. This may be due to students' relative lack of experience in writing at this point in the major. It is clear that student writing improves by the time of graduation, since students graduate with a "B" writing average (please see SLO 3, below); however, we need to focus on developing students' communication skills around research specifically. Underscoring student progress in scientific thinking, by the time students took PSYC 499 at

graduation, their indirect reports (see Table 5) of how well the Psychology program enabled them to understand and think scientifically won an average rating of 85%.

For SLO 3.0, we directly assessed our students' application and communication of psychological concepts in PSYC 499, Senior Seminar. Thus, the measure may be interpreted as the average capstone level of psychological thinking and writing achieved by Seniors. For the fourth year in a row, students exceeded the target criterion (i.e., average rating = 84%). We did not directly measure research skills (SLO3) via public poster presentations at the Francis Marion University Research and Exhibition Day, but we did add an indirect measure of scientific and research skills (Table 7). Self-assessment in all three areas (i.e., applying classroom learning to everyday life, preparation by the psychology curriculum to think critically, and written and oral performance in psychology classes), showed students in agreement with the direct measure of psychological thinking (i.e., average rating = 88%).

For SLO 4.0, we applied a direct measure of students' ability to formulate a realistic career plan at two time points: coming into the program and at graduation. Students early in the major (PSY 220) demonstrated skill proficiency averaging at 65%, compared to Seniors' skill proficiency at 77%. For these new Psych majors, only the rating for 'Professionalism' (i.e., neatness and presentation) met the benchmark. Very differently, the Careers Packet assignment among graduating seniors (PSY 499) yielded an average of 85%, with all subscales meeting the benchmark. To our question of whether the psychology program familiarized students with career options, they agreed with that statement, on average, 82%.

Finally, we asked graduating Seniors to rate the course and faculty (see Table 11). Our positive marks ranged from 77% (Availability of Courses) to 89% (Faculty Knowledge of Subjects), with an overall rating of 83%.

In summary, we feel our Student Learning Outcomes for the 2021-2022 academic year reflect progress in meeting the goals of our Mission Statement and Program Learning Outcomes.

## **Assessment Methods**

### **Direct Assessment**

#### **Student Learning Outcome 1**

Identify and apply the major theories and *core areas of the discipline*

1A. SLO 1.0 Students will recognize and correctly identify primary findings in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains (PSY 499: Senior Exit Exam)

#### **Direct Assessment**

**Baseline = 82.75% correct**

**Benchmark = 70% correct**

**Target = 75% correct**

1B. Demonstrate **improvement** in psychological knowledge, over and above their knowledge upon entrance to the program (PSY 206: 25 Exam Items of PSY 499 Exit Exam)

#### **Direct Assessment**

**Baseline = 36.37% improvement**

**Benchmark = 30% improvement in graduating senior over students entering the program**

**Target = 35% improvement in graduating senior over students entering the program**

1C. Students will self-report that they judge that the Psychology program to have prepared them to understand theories and issues, to be sensitive to and be knowledgeable about cultural and individual differences, and to read, understand, and analyze the psychological literature

**Indirect Assessment**

**Baseline = 87%**

**Benchmark = 80%**

**Target = 85%**

**Student Learning Outcomes 2**

Apply scientific reasoning to answer an original hypothesis; use **the scientific method**

2A. SLO 2.0 Students will conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings. (PSY 304: Original Research Project and Poster; see in Appendix II for rubric).

**Direct Assessment**

**Baseline = 75.46%**

**Benchmark = 70%**

**Target = 80%**

2B. Students will analyze their findings and report on a poster at or above the 5 level (FMU Research and Exhibition Day; see Appendix I)

**Direct Assessment**

**Baseline = 89%**

**Benchmark = 80%**

**Target = 85%**

2C. Students will self-report that they judge that the Psychology program to have prepared them to understand the scientific method and to engage in scientific thinking.

**Indirect Assessment**

**Baseline = 85%**

**Benchmark = 80%**

**Target = 85%**

**Student Learning Outcomes 3**

Explain and compare disparate perspectives on a real-life topic; *apply psychological concepts to take a position*. Defend the position via both critical and analytical thinking.

3A. SLO 3.0 Students will write a position paper justified by research; employ psychological concepts, describe real-world manifestations, and defend a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document (PSY 499: Research/Position paper; see Appendix III).

**Direct Assessment**

**Baseline = 87.45%**

**Benchmark = 70%**

**Target = 80%**

3B. Students will self-report that they judge that the Psychology program to have prepared them to apply psychological concepts to everyday life, to write and speak with proficiency about psychology, and to engage in critical thinking.

**Indirect Assessment**

**Baseline = 88%**

**Benchmark = 80%**

**Target = 85%**

**Student Learning Outcome 4**

*Choose potential career paths* and formulate a step-wise plan of action to a desired career goal

4A. SLO 4.0 Students will investigate career options open to undergraduate psychology majors and graduate training options (PSY 220, Career Paper), and make a professional plan (PSY 499). Both classes are rated via the Career Packet Assignment, see Appendix IV. The scores of students beginning the program (PSY 220) will be compared with graduating seniors (PSY 499).

**Direct Assessment**

**Baseline = 80%**

**Benchmark = 70%**

**Target = 75%**

4B. Students will self-report that they judge that the Psychology program instrumental in identifying career options in psychology.

**Indirect Assessment**

**Baseline = 82%**

**Benchmark = 80%**

**Target = 85%**

**Assessment Results**

**Student Learning Outcomes 1**

1A. Identify and apply the major theories and *core areas of the discipline*

1. We assessed student knowledge in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains (i.e., on the PSY 499: Senior Exit Exam).

**a. Baseline = 82.75% correct; Benchmark = 70% correct; Target = 75% correct**

b. Results for 2020-2021 academic year were 82.75% average score on the Exit Exam. Both baseline and benchmarks were exceeded.

Table 1. Student Learning Outcome 1, Results of Exit Exam for Graduating Seniors.

Learning Outcome	Year 2018-2019 (Mean % correct)	Year 2019-2020 (Mean %correct)	Year 2020-2021 (Mean % correct)	Year 2021-2022 (Mean % correct)		
				Fall 2021 (n =20)	Spring 2022 (n = 41)	Year Average (N = 61)
<b>Benchmark: 70% or greater</b>	(n = 40)	(N = 69)	(n = 13)			
Total Score	72.76%	76.81%	82.75%	Sec 1: 83% Sec 2: 82% Tot: 82.5	Sec 1: 87% Sec 2: 61% Tot: 74%	<b>78.25%</b>
Physiological Psychology	75%	76.73%	NA	88.89% 61.11% <b>75%</b>	90.33% 93.11 <b>91.72%</b>	<b>86.21%</b>
Social Psychology	73%	79.93%	NA	93.75% 70.25% <b>82%</b>	94.13 92.25 <b>93.19%</b>	<b>78.77%</b>
Learning and Cognition	73.5%	73.64%	NA	85.71% 57.42% <b>71.56%</b>	86.19% 86.26% <b>85.99%</b>	<b>78.78%</b>
Research Methods	71.5%	76.71%	NA	75% 68.25% <b>71.63%</b>	76.75% 73% <b>74.88%</b>	<b>73.26%</b>
Statistics	71%	68.83%	NA	78.57% 59.86% <b>69.22%</b>	83.86% 79.14% <b>81.50%</b>	<b>75.36%</b>
Developmental Psychology	68.5	76.24	NA	75% 52.91% <b>64.96%</b>	85.45% 76.18% <b>80.82%</b>	<b>72.89%</b>
Careers in Psychology	89%	76.98%		96% 86% <b>91%</b>	97.67% 97.33% <b>97.5%</b>	<b>94.25%</b>
<b>Elective Domains):</b>	<b>70.5%</b>	<b>79.77%</b>				<b>84.57%</b>
History & Systems				75% 56.33% <b>65.67%</b>	88.83% 78.17% <b>83.5%</b>	<b>74.59%</b>
Clinical	NA	NA	NA	96% 75.67% <b>85.84%</b>	95.67% 89.67% <b>92.67%</b>	<b>95.67%</b>
Abnormal				89.67% 65.33% <b>77.50%</b>	93.33% 91% <b>92.17%</b>	<b>84.84%</b>
Personality				87.5% 67.25% <b>77.37%</b>	90% 84.5% <b>87.25%</b>	<b>82.31%</b>
Gender				94% 75.40% <b>84.72%</b>	92% 86.20% <b>89.1%</b>	<b>86.91%</b>

Motivation & Emotion				90.63% 53.85% <b>72.24%</b>	85% 80.77% <b>82.89%</b>	<b>77.57%</b>
Culture				81.5% 86.5% <b>84.0%</b>	96.5% 96% <b>96.25%</b>	<b>90.13%</b>

1B. Demonstrate **improvement** in psychological knowledge

- a. Students increased their knowledge of psychology, over and above their knowledge upon entrance to the program (PSY 206: 25 Exam Items of PSY 499 Exit Exam)
- b. **Baseline = 36.37% improvement from Pre-test to Post-test; Benchmark = 30% improvement; Target = 35% improvement**
- c. Results for 2020-2021 academic year were a 36.37% increase of average senior scores over the scores of students coming into the program. Thus, both the baseline and benchmark were exceeded.
- d.

Table 2. Student Learning Outcome 1 – Improvement Over Duration of Program

<b>Benchmark = 30% Improvement from Pre to Post.</b>	<b>PSY 216 Year 2019-2020</b> Exam items = 25 (n = 157/69)	<b>PSY 499 2020-2021</b> Exam items = 100 (n = 43/13)	<b>PSY 499 2021-2021</b> Exam items = 100 (n = 29/62)
<b>Pre-Measure</b>	50%	46.38%	50%
<b>Post-Measure</b>	76.81%	82.75%	78.25
<b>Percent Increase</b>	22.81%	36.37%	28.25%

1C. Indirect Assessment of Students’ Core Learning Outcomes

Table 3. Indirect measures of SLO 1.

<b>“To what extent has the psychology program enabled you to...”</b>			
	<b>Understand Theories &amp; Issues in Psychology</b>	<b>Understand Cultural &amp; Individual Differences</b>	<b>Analyze Psychological Concepts &amp; Literature</b>
	<b>Scale 1-7</b>	<b>Scale 1-7</b>	<b>Scale 1-7</b>
<b>Fall 2021</b>	<b>5.87/83.85%</b>	<b>6.13/87.57%</b>	<b>5.7/86.57</b>
<b>Spring 2022</b>	<b>6.11/82.28%</b>	<b>6.13/87.57%</b>	<b>6.1/87.14</b>
<b>Year 2021-2022</b>	<b>86%</b>	<b>88%</b>	<b>86%</b>

## Student Learning Outcomes 2

2A. Apply scientific reasoning to answer an original hypothesis; **use the scientific method**

- a. SLO 2.0 Students conducted an appropriate literature review, formulated a hypothesis, tested the hypothesis, organized and interpreted their data, and summarized their findings. (PSY 304: Original Research Project and Poster; see in Appendix II for rubric).

**b. Baseline = 75.46%; Benchmark = 72%; Target = 77%**

Table 4. Direct Measures of SLO 2.

Skill	Benchmark: Above 60% (Range)	2019-2020 Year	2020-2021 Year	2021-2022 Year Score	2021-2022 Skill Percentile
Summarize Topic Area and Previous Research	2.4 (1-4)	3.56	NA	3.94	99%
Knowledge of Previous Research	2.4 (1-4)	3.21	NA	3.21	80%
Research Design	2.4 (1-4)	3	NA	3.55	89%
Analyze Evidence	2.4 (1-4)	3.37	NA	3.19	79%
State Conclusions	2.4 (1-4)	3.48	NA	3.31	83%
Limitations & Implications	2.4 (1-4)	3.66	NA	3.32	83%
Writing APA style	2.4 (1-6)	5.57	NA	3.95	66%
Overall Average		75.46%	NA	82%	

- a. No results for FMU Research & Exhibition Day

**b. Baseline = 89%; Benchmark = 60%; Target = 70%**

2B. Indirect Assessment of Students' Understanding of Science

Table 5. Indirect measures of SLO 2.

"To what extent has the psychology program enabled you to..."			
	Understand Psychological Science	Engage in Scientific Thinking	Understand the Scientific Method
	Scale 1-7	Scale 1-7	Scale 1-7
Fall 2021 (n = 15)	5.88/84%	5.94/84.85%	5.81/83%
Spring 2022 (n = 34)	6.17/ 88.14%	6.11/87.28%	5.88/84%
Year 2021-2022 (n = 49)	86%	86%	84%

## Student Learning Outcomes 3

3A. Explain and compare disparate perspectives on a real-life topic; **apply psychological concepts to take a position**. Defend the position via both critical and analytical thinking.

1. Students wrote a position paper justified by research; employed psychological concepts, described real-world manifestations, and defended a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document (PSY 499: Research/Position paper; see Appendix III).

**2. Baseline = 84.98%; Benchmark = 70%; Target = 75%**



3. Ratings for 2020-2021 academic year were 87.45%. We exceeded our baseline and our benchmark.

Table 6. Learning Outcome 3: Writing and Critical Thinking at Graduation

Skill	Benchmark: Above 70% (Range)	2018- 2019 Year Average	2019 -2020 Year Average	2020-2021 Year Average	Fall 2021-2022	Spring 2021- 2022	2021-2022 Year Average
		(n = 40)	(n = 38)	(n=17)	(n = 8)	(n = 15)	(n = 24)
Summarize Topic Area and Previous Research	3.6 (1-6)	5.56	5.67	5.52	4.75 79%	5.53 92.2%	5.14 85.7%
Consider Context	3.6 (1-6)	5.21	5.11	5.88	4.875 81%	5.73 95.0%	5.30 88.4%
Communicate One's Own Per Perspective	3.6 (1-6)	5	4.50	4.45	5 83%	6 100%	5.5 91.7%
Analyze Evidence	3.6 (1-6)	5.37	5.0	5.71	4.5 75%	5.4 90%	4.95 82.5%
Formulate Alternative Viewpoint	3.6 (1-6)	5.48	4.49	4.62	4.125 69%	6 100%	5.06 84.4%
Conclude Base on Existing Evidence	3.6 (1-6)	5.66	5.71	5.71	5.375 90%	5.6 93%	5.49 91.5%
Writing APA style	11 (1-14)	9.57	9.46	4.87 (Change Scale)	4.25 71%	4.13 68.83%	4.19 69.8%
Total Score		83%	84.98%	5.25 <b>87.45%</b>	4.64 78%	5.49 91.5%	<b>5.07</b> <b>84.42%</b>

3B. Indirect Assessment of Students' Applying and Communicating Psychological Concepts

Table 7. Indirect measures of SLO 3.

<b>“To what extent has the psychology program enabled you to...”</b>			
	<b>Apply Psychology to Human Life</b>	<b>Engage in Critical Thinking</b>	<b>Communicate Written &amp; Oral Concepts</b>
	Scale 1-7	Scale 1-7	Scale 1-7
Fall 2021 (n = 15)	6.5/92.85%	6.18/88.28%	5.81/83%
Spring 2022 (n = 34)	63.8/91.25%	6.22/88.85%	6.16/88%
Year 2021-2022 (n = 49)	92%	88%	84%

## Student Learning Outcome 4

### 4A. Choose potential career paths and formulate a step-wise plan of action to a desired career goal

1. We were unable to assess data for students investigating diverse career options open to undergraduate psychology majors and graduate training options (i.e., in PSY 220: Career Scavenger Hunt), however we did analyze data of seniors evaluating options among multiple professional development opportunities (i.e., in PSY 499: Career Packet Assignment, see Appendix IV).
2. **Baseline = 3.30; Benchmark = 70%; Target = 75%**
3. Ratings for 2020-2021 academic year were 82.5%. We did not exceed our baseline of last year, but we exceeded our benchmark. In addition, we exceeded this benchmark percentage on every individual skill in the learning objective.
- 4.

Table 8. Direct Measure of SLO 4 upon Program Entry (PSYC 220, Careers in Psychology)

Skill	Benchmark: Above 70% (Range)	PSY 220 Careers Fall 2021-Spring 2022 Average (n = 62/73)	PSY 220 Careers Fall 2021 Average (n = 6)	PSY 220 Careers Spring 2022 Average (n = 14)	Year 2021-2022 Average Percentile
Curiosity	2.4 (1-4)	60%	2.65/66%	2.16/54%	60%
Initiative	2.4 (1-4)	69.5%	2.76/69%	2.81/70%	69%
Independence	2.4 (1-4)	65%	2.53/64%	2.64/66%	65%
Transfer	2.4 (1-4)	53.5%	1.96/49%	2.24/56%	53%
Reflection	2.4 (1-4)	64.5%	2.26/57%	2.89/72%	64%
Professionalism	2.4 (1-4)	71.5%	2.92/73%	2.72/70%	71%
Writing	2.4 (1-4)	71.5%	2.96/74%	2.75/69%	72%
Average Benchmark 65% Target 75%		<b>65%</b>	65%	<b>65%</b>	<b>65%</b>

Table 9. Direct Measure of SLO 4 at Graduation (PSYC 499, Senior Seminar)

Skill	Benchmark: 70% (Range)	PSY 499 2019-2020 Average (n = 20)	PSY 499 2020-2021 Average (n = 15)	Fall 2021 PSY 499 2020-2021 Average (n = 15)	Spring 2022 PSY 499 2020-2021 Average (n = 15)	Year Total PSY 499 2020-2021 Average (n = 15)
Curiosity	2.4 (1-4)	2.85 / 71%	3.33/72%	2.83/71%	2.29/57%	64%
Initiative	2.4 (1-4)	3.5 / 87%	3.6/ 89%	3.33/83%	3.57/89%	86%
Independence	2.4 (1-4)	3.35 / 84%	3.67/84%	3.16/79%	3.43/86%	83%
Transfer	2.4 (1-4)	3.15 / 79%	2.46/79%	3.5/88%	2.21/55%	72%
Reflection	2.4 (1-4)	3.45 / 86%	2.46 / 86%	3/75%	2.43/61%	68%
Professionalism	2.4 (1-4)	3.65 / 91%	3.53 / 91%	3.67/79%	3.15/79%	79%
Writing		3.2 /75% Scale 1-4	3.33 / 80% Scale 1-4	5.5/92% Scale 1-6 Change	5.23/87% Scale 1-6	90%
Average Benchmark 70%		82%	83%	81%	73%	77%

#### 4B. Indirect Assessment of Students' Careers Preparation

Table 10. Indirect Measure of SLO 4 at Graduation (PSYC 499, Senior Seminar)

"To what extent has the psychology program enabled you to have ...."	
	Awareness of Career Options
	Scale 1-7
Fall 2021 (n = 15)	5.62/80.28%
Spring 2022 (n = 34)	5.88/84%
Year 2021-2022 (n = 49)	82%

#### Students Rate the Psychology Department

Table 11. Indirect Rating of Psychology Courses and Faculty (PSYC 499, Senior Seminar)

(Scale 1-7)	Fall 2021	Spring 2022	Year 2021-2022
Availability of courses	5.43	5.30	76.64%
Class objectives stated	5.56	5.97	82.35%
Class objectives met	5.62	5.80	81.57%
Overall quality of instruction	5.5	6.03	82.35%
Fairness in grading	5.56	5.81	81.21%
Quality of classes	5.88	6.00	84.85%
Faculty knowledge of subjects	6.13	6.42	89.64%
Faculty preparation and clarity of presentation	5.75	6.31	86.14%
Advising	5.5	5.86	81.14%
Faculty approachability and availability	5.5	6.11	82.82%
Faculty treatment of students in the classroom	5.88	6.17	86.07%
<b>Overall</b>	<b>5.66/ 81%</b>	<b>5.98/85%</b>	<b>83.17%</b>
n = 49			

## **Action Items**

In order to better assess our Program Learning Outcomes and Student Learning Outcomes, we will implement the following in the next academic year.

### **Student Learning Outcome 1**

SLO 1.0 Students will recognize and correctly identify primary findings in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains (PSY 499: Senior Exit Exam)

1. In order to better interpret our pre-post, we will break out our analysis by incoming students who are well along in the program from those who are truly entering. Due to the high numbers of transfer students and no way to ensure that incoming majors take PSY 220 their first semester at FMU, we have numerous Seniors in each section of PSYC 220m Careers in Psychology. .
2. We have kept our target of 75%

### **Student Learning Outcomes 2**

SLO 2.0 Students will conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings. (PSY 304: Original Research Project and Poster; see in Appendix II for rubric).

1. Rate undergraduates at the Francis Marion University Research and Exhibition Day

### **Student Learning Outcomes 3**

SLO 3.0 Students will write a position paper justified by research; employ psychological concepts, describe real-world manifestations, and defend a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document (PSY 499: Research/Position paper; see Appendix III).

1. We have added a rating to the Career Rating Plan (Appendix IV) to provide a global measure of critical thinking skills to allow a pre-post comparison from PSYC 220 to PSY, Senior seminar.

### **Student Learning Outcome 4**

SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options (PSY 220: Career Scavenger Hunt), and closely evaluate options using multiple professional development opportunities (PSY 499: Career Packet Assignment, see Appendix IV). The scores of students beginning the program (PSY 220) will be compared with graduating seniors (PSY 499).

1. We have now revised our Career Rating Plan (Appendix IV) to increase its validity.

## APPENDIX I

**Learning Outcomes for Research** - Student ID Numbers \_\_\_\_\_

*Evaluator should assign a "0" to any area that does not meet the minimal level of performance*

<b>Bloom Categories</b>	<b>Actions Areas</b>	<b>Actions</b>	<b>Rating (3 pts each)</b>
Cognitive			
	Knowledge	<i>Recall</i> verbal presentation	
	Comprehension	<i>Discuss</i> variables and statistical techniques	
	Analysis	<i>Infer</i> applications of findings	
	Synthesis	<i>Formulate</i> questions for follow-up research	
	Evaluation	<i>Critique</i> what could have been done differently	
Affective			
	<i>Share</i> information effectively		
Psychomotor			
	<i>Compose/Design</i> a professional presentation		

**Total Score** \_\_\_\_\_

## APPENDIX II

### Learning Outcomes for Public Presentations of Research

Student & Project \_\_\_\_\_

	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Minimal 1</b>
Topic Selection (Possible 4 pts)	Identifies a focused, manageable topic that addresses significant aspects of the topic in a creative/unexplored way	Identifies a focused, manageable topic that addresses relevant aspects of the topic	Identifies a manageable topic, addressed narrowly, omitting well-known aspects of the topic	Identifies a that is too general and broad to be manageable and doable
Existing Knowledge, Research/Views (Possible 4 pts)	Synthesizes in-depth information from relevant sources representing various points of view	Presents information from various sources	Presents information from a limited point of view	Presents information from irrelevant sources
Research Design (Possible 4 pts)	Methodology well-developed	Methodology appropriately developed, although more well-known elements are unaccounted for	Critical elements of methodology are missing	Methodology is misunderstood
Analysis (Possible 4 pts)	Evidence organized to reveal patterns, differences or similarities	Evidence organized	Lists evidence	Evidence not organized
Conclusions (Possible 4 pts)	Conclusion logically follows from findings	Conclusion examines only part of findings from findings	Conclusion is too broad (i.e., it also applies beyond the current findings)	States an ambiguous, illogical, or unsupported conclusion
Limitations & Implications (Possible 4 pts)	Insightfully discusses	Relevantly discusses	Presents some	Irrelevant and unsupported
Writing (Possible 6 pts)	Clear English and minimal APA-style errors	Errors in English and APA-style errors, but good content	Poor English and APA-style; poor content	Minimal investment in writing

**Total Score** \_\_\_\_\_

### APPENDIX III Critical & Analytical Thinking – Rated for Paper

Student \_\_\_\_\_ Critical Thinking (Out of 36) \_\_\_\_\_

Writing (Out of 14) \_\_\_\_\_ Total (out of 50) \_\_\_\_\_

Critical Thinking Criteria	Emerging	Developing	Mastering
<b>Summarized topic</b>	Fails to identify and summarize accurately.	Summarizes issue, though some aspects are incorrect or confused. Key details are missing or glossed over.	Clearly identifies.
	1 to 1.75	1.8 to 2.5	2.6 to 4
<b>Considers context and assumptions</b>	Approach to the issue is in egocentric. Does not relate to other contexts.	Presents relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities.	Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. addressing dimensions underlying the issue.
	1 to 1.75	1.8 to 2.5	2.6 to 4
<b>Communicates own perspective, hypothesis, or position.</b>	Position is clearly adopted with little consideration.	Presents own position, which includes some original thinking, though inconsistently	Position demonstrates ownership, drawing support from information not from assigned sources. Justifies own view while integrating contrary interpretations.
	1 to 1.75	1.8 to 2.5	2.6 to 4

<b>Analyzes supporting data and evidence</b>	No evidence of selection or source evaluation. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.	Selects and evaluates sources to meet information need. Appropriate evidence is provided although exploration is routine.	Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation clearly organized
	1 to 1.75	1.8 to 2.5	2.6 to 4
<b>Uses other perspectives and positions</b>	Single perspective fails to discuss alternatives. Ideas are obvious. Treats other positions superficially.	Rough integration of multiple viewpoints. Ideas investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate.	Addresses diverse perspectives. Analogies used effectively. Justifies own view while respecting views of others. Analysis of other positions is accurate and respectful.
	1 to 1.75	1.8 to 2.5	2.6 to 4
<b>Assesses conclusions, implications, and consequences</b>	Fails to identify conclusions, implications, and consequences, or conclusions absolute.	Conclusions consider evidence of consequences extending beyond a single issue; loosely related to consequences. Implications may include vague reference to conclusions.	Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Implications consider ambiguities.
	1 to 1.75	1.8 to 2.5	2.6 to 4
Writing	Clear English and minimal APA-style errors	Adequate clarity, organization, and professionalism	Little clarity, organization, and professionalism
	1 to 1.75	1.8 to 2.5	2.6 to 4



#### APPENDIX IV - Rate Career Plan

	Capstone 4	3	2	Minimal 1
Critical Thinking	Fully explores pros & cons in depth yielding new awareness	Explores some pros & cons	Explores in a pros & cons perfunctory way/	Fails to fulfill even minimal exploration of pros & cons
Initiative	Demonstrates insight into suitability of choice. Mentions skills and abilities	Shows some suitability of choice relative to skills and abilities	At least mention of skills and abilities	No mention of skills and abilities
Support Seeking	Finds supports inside and outside of classroom	Knows how to access teachers for support	Accesses classmates and family only for support	No avenues of support seeking
Transfer	Incorporates a broad sampling of undergraduate experience	Incorporates some undergraduate experience	Little mention of classes	No mention of classes
Reflection	Is able to reflect on how undergraduate learning has or has not shaped desires for future	Mentions undergraduate learning in future plans in a predictable way	Briefly mentions undergraduate learning in future plans	No mention of undergraduate learning
Professionalism	Care taken to make an appealing, readable paper	Some organization of packet & some professional care	Little organization of packet or professional care	No organization or professional care
Writing	Clear, well-organized	Adequate clarity, organization	Little clarity, organization	No clarity, organization

**APPENDIX V**  
**Assessment Map**

	Pre-Measure	Interim Measure	Post-Measure
SLO 1.0	Exit Exam PSY 220 Careers in Psychology		Exit Exam PSY 499 Senior Seminar
SLO 2.0		Research Project PSY 303 Research Methods APPENDIX I <hr/> Public Presentation of Research at RED <b>Appendix II</b>	
SLO 3.0	Careers Paper PSY 220 Careers in Psychology APPENDIX IV		Paper II PSY 499 Senior Seminar APPENDIX IV
SLO 4.0	Careers Paper PSY 220 Careers in Psychology APPENDIX IV		Career Packet PSY 499 Senior Seminar APPENDIX IV

\* Color font indicates the measure was implemented