## Psychology BA/Minor - Humanities and Social Sciences

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<th>Outcome</th>
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<td>SLO1: Students will be able to communicate effectively in writing using APA (American Psychological Association) style, the accepted publication style of the discipline. Coverage agreements for the required Research Methods (PSYC 220) and upper-level (PSYC 351 and above) courses address this learning outcome with a required written assignment in APA (American Psychological Association) style.</td>
<td>The method of PSYC351+ assessment was changed during the 2017-2018 assessment period that required the piloting of a new rubric designed to evaluate empirical research proposals on a topic of the student's choosing. The assessment rubric will continue to be used for the 2018-2019 assessment period. <strong>Measure 1:</strong> PSYC351+ students will be required to write an APA-style research proposal on a topic that is relevant to the course. The student's ability to adhere to APA formatting as well as their ability to logically organize their research proposal will be assessed as a measure of written communication effectiveness. <strong>Performance Target:</strong> The rubric for this assessment is currently ongoing evaluation. But, based on data from 2017-2018 assessment period, the benchmark performance target will be set at (or above) 70% for this measure. <strong>Measure 2:</strong> PSYC351+ students will be required to write an APA-style research proposal on a topic that is relevant to the course. The student's ability to provide logical arguments for their proposed research as well as provide a clearly written description of the proposed methodology will be assessed as a measure of written communication effectiveness. <strong>Performance Target:</strong> The rubric for this assessment is currently ongoing evaluation. But, based on data from 2017-2018 assessment period, the benchmark performance target will be set at (or above) 70% for this measure.</td>
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<td>SLO3: Students will demonstrate familiarity with descriptive analyses, inferential analyses, and the interpretation of quantitative data sets. Specifically, students will demonstrate knowledge of (1): Familiarity with basic statistical concepts Interpretation of basic statistical results Application of commonly used inferential analytical procedures 1 Adapted from the American Psychological Association’s Guidelines for the Undergraduate Psychology Major</td>
<td><strong>Measure 1:</strong> Overall Understanding of Statistics: All sections of PSYC211 (Statistics) and PSYC250 (Combined Statistics/Research Methods) will be administered a 10-item assessment designed to measure overall student understanding of (1) basic statistical concepts and (2) basic statistical results and (3) application of commonly used analytical procedures. The student's will be assessed at the beginning of the semester (pre-test) and again at the end of the semester (post-test). <strong>Performance Target:</strong> We expect students to show significant improvement between the pre-test and the post-test. Furthermore, our overall performance target for the post-test will be equal to (or above) 70 percent correct. <strong>Measure 2:</strong> Statistical Procedures and Data Interpretation: All sections of PSYC211 (Statistics) and PSYC250 (Combined Statistics/Research Methods) will be administered a 10-item assessment designed to measure student understanding of (1) basic statistical concepts and (2) basic statistical results and (3) application of commonly used analytical procedures. Questions #1, 3, and 9 assess student understanding of statistical procedures while questions #5, 7, and 10 assess data interpretation. We will compare the post-test scores of these categories (statistical procedures vs. data interpretation) to assess student understanding of each. <strong>Performance Target:</strong> We expect students to show mastery of these two assessment categories. Our overall performance target for the post-test will be equal to (or above) 70 percent correct for each category (statistical procedures and data interpretation).</td>
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Outcome | Assessment Method
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SLO2a: Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation. Specifically, students demonstrate knowledge of the theory and research that is represented in Research Methodology. [1] | APA Learning Outcome: Apply Basic Research Methods (GOAL 2 OF Curricular Map) This assessment goal was developed and adopted during the 2017-2018 assessment period that required the piloting of a new Research Experience Questionnaire designed to assess student participation and interpretation of empirical research. The assessment will continue to be used for the 2018-2019 assessment period. 
**Measure 1:** Importance of Research Experience: Learning to apply knowledge of basic research methods to the interpretation of empirical work in the field of psychology begins with the first required course in the major, PSYC103, Introduction to Psychological Science. In addition to covering important basic concepts in research methods in the course content, all students in this course are required to complete an experiential assignment intended to provide them a closer look at research in the discipline, including some knowledge of and appreciation for the complexities of conducting research in Psychology. PSYC103 students will take a newly developed Research Experience Questionnaire, designed to assess their participation and interpretation of this experience, their confidence in understanding research methodology and statistical analyses, and their likelihood of wanting to work in a psychology research lab in the future. 
**Performance Target:** Students will report their level of understanding and confidence above the midpoint (4) on the 7-point Likert scale. We will determine whether a difference exists between majors and non-majors. 
**Measure 2:** Understanding of Journal Articles: In addition, PSYC103 instructors will be asked to randomly select 10 journal review article response sheets and the assessment committee will grade them for: 1) the accuracy of their reporting of research methodology and 2) their accuracy of reporting research findings. 
**Performance Target:** Student’s average performance to be at or above 70 percent for each question.

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[1] Adapted from the American Psychological Association's Guidelines for the Undergraduate Psychology Major.
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| SLO2b: Students show evidence that they can apply basic research methods in psychology, including research design, data analysis, and interpretation. Specifically, students demonstrate knowledge of the theory and research that is represented in the area of research methodology. | APA Learning Outcome: Apply Basic Research Methods (GOAL 2 OF Curricular Map)

**Measure 1:** Identification of Core Research Concepts: All PSYC103 students complete the General Education Assessment requirement. Those not used by the Gen Ed Committee will be used for departmental assessment. Students' ability to identify or justify relevant theories/models/concepts will be assessed using the established Gen Ed Rubric. This will be assessed with the following three questions: (1) Identify whether these data represent a positive or negative correlation. (2) Identify which variable could be manipulated and describe how you might manipulate this variable. (3) Identify the dependent variable in your experimental study and describe how you might operationally define this variable so that it could be measured.

**Performance Target:** Student's average performance will be at or above 70 percent.

**Measure 2:** Explanation and Application of Core Research Concepts: All PSYC103 students complete the General Education Assessment requirement. Those not used by the Gen Ed Committee will be used for departmental assessment. Students' ability to describe and apply relevant theories/models/concepts will be assessed using the established Gen Ed Rubric. This will be assessed with the following four questions: Describe/Explain (1) Explain the relationship between children's viewing of violent television programming and aggressive behavior that is represented by this figure. (2) We cannot make causal inferences about relationships between variables from a non-experimental (or correlational) study. Describe several reasons why, in general, we cannot determine why one variable causes the other variable with data of this type. Apply (3) Based on this figure, can we predict a child's aggressive behavior with perfect accuracy if we know how many hours of violent TV he or she watched? Why or why not? (4) How would you design an experiment on this topic involving two groups of children to determine cause and effect? Specifically describe any necessary procedures to follow in the creation of groups.

**Performance Target:** Student's average performance will be at or above 70 percent. |

[1] Adapted from the American Psychological Association's Guidelines for the Undergraduate Psychology Major