PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19
This document only needs to be updated when changes are made.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>COLLEGE OF ARTS AND SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department (if applicable)</td>
<td>PSYCHOLOGY</td>
</tr>
<tr>
<td>Degree/Program</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Date Prepared</td>
<td>April 11, 2014</td>
</tr>
<tr>
<td>Date Revised</td>
<td>Updated to New Form (6/22/15): Revised PSLOs, Curriculum Map, Data Collection Calendar (7/13/15):</td>
</tr>
</tbody>
</table>

PROGRAM MISSION
Cell will expand to accommodate text.

We promote the value of psychological science through a personalized, quality education that helps students to create a more fulfilling life, prepare them for future careers, and build stronger communities.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)
If the program has more than 6 PSLO, hit “Tab” in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

<table>
<thead>
<tr>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>PSLO 3</th>
<th>PSLO 4</th>
<th>PSLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and distinguish between the major subfields of psychology, comparing and contrasting the different content and emphasis of each.</td>
<td>Use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Apply the peer-reviewed psychology literature to a specific issue or situation.</td>
<td>Apply basic research methods in psychology, including research design, data analysis and interpretation.</td>
<td>Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.</td>
</tr>
</tbody>
</table>

CURRICULUM MAP (Alignment)
List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught
X = Taught and Assessed
A = Assessed

If the program has more than 6 PSLO, “Copy and Paste” rows from this table below the existing table, beginning with the row numbering the PSLO.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>PSLO 3</th>
<th>PSLO 4</th>
<th>PSLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY100</td>
<td>T</td>
<td>T</td>
<td></td>
<td></td>
<td>T</td>
</tr>
<tr>
<td>PY151</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY209/210/211/212</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY231</td>
<td></td>
<td>T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY251</td>
<td></td>
<td></td>
<td>T</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PY299</td>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>X</td>
</tr>
<tr>
<td>PY301/306</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td>T</td>
</tr>
<tr>
<td>PY305/307</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td>T</td>
</tr>
</tbody>
</table>
ASSESSMENT PLAN

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

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Assessment Plan Template Modified July 2014

This program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Psychology/Bachelor of Arts

Last Review ~ August 2015

Assessment Plan

PSLO 1 | PSLO 2 | PSLO 3 | PSLO 4 | PSLO 5

DIRECT

Portfolio
Performance Assessment (Art, Music, Theatre, etc.)
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)
Professional Credentialing Exam
Major Field Test or National Exam
Course Embedded Assignment
Project Evaluation (e.g. research)
Course Grades
Other ~ Objective Test

INDIRECT
Surveys
Exit Interviews/Focus Groups
Other (Describe)

THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

Hit :Tab” in the last cell to add another row. Cells will expand to accommodate text.

<table>
<thead>
<tr>
<th>PSLO</th>
<th>MEASURE</th>
<th>THRESHOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Major Field Test</td>
<td>Students who complete the relevant coursework at WU will score within 1 standard deviation of the mean on the 10 content areas represented on the nationally standardized ACAT.</td>
</tr>
<tr>
<td>2</td>
<td>Project Evaluation</td>
<td>95% of students will receive an overall rating of “pass” or “pass with distinction” their capstone rubric from 2 faculty members.</td>
</tr>
</tbody>
</table>
PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19
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| 3 | Project Evaluation | 90% of students will receive a rating of “pass” or “pass with distinction” for “Presentation style,” “Answering questions,” and the “connection/discussion/conclusion” items on the relevant capstone rubric from 2 faculty members. |
| 4 | Major Field Test | Two of the 10 ACAT content areas are relevant to this PSLO and will be judged according to the standard in PSLO 1 |
| 4 | Course Grades | 75% of students will earn a C or better in PY151 Psychological Statistics; 75% of students will earn a C or better in PY251 Research Methods |
| 4 | Objective Test | 75% of students will earn 4/6 points the two “post” administrations of the Psychological Statistics – Experimental Psychology assessment test |
| 5 | Course Embedded Assignment | 95% of students enrolled in PY251 will receive at least an 80% on the IRB training module |
| 5 | Objective Test | 75% of students will receive a score of 70% or better on the department’s Ethic’s exam. |

DATA COLLECTION CALENDAR
Indicate how often assessment data are collected for each PSLO.
S=every semester
Y=every year
2=every other year
3=every 3 years, (etc.)
O-Other (please explain)
If the program has more than 6 PSLO, hit “Tab” in the last cell to add another row.

| PSLO 1 | S |
| PSLO 2 | O |
| PSLO 3 | O |
| PSLO 4 | Y |
| PSLO 5 | O |

ANALYSIS AND REPORTING CALENDAR
Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.
Cycle will repeat after Year 6.
If the program has more than 6 PSLO, “Copy and Paste” rows from this table below the existing table, beginning with the row numbering the PSLO.

| Year 1/2013-14 | PSLO 1 | PSLO 2 | PSLO 3 | PSLO 4 | PSLO 5 |
| X | X | X | | | |
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<table>
<thead>
<tr>
<th>Year</th>
<th>Program Assessment Plan Review</th>
<th>Were changes made and addressed in the Annual Report? Yes or No (update when applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2/2014-15</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Year 3/2015-16</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Year 4/2016-17</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Year 5/2017-18</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Year 6/2018-19</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

Cell will expand to accommodate text.

STAKEHOLDER INVOLVEMENT
Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

Cell will expand to accommodate text.

We discuss assessment results at our annual summer department faculty retreat and then discuss strategies for improvement.

PROGRAM ASSESSMENT PLAN REVIEW CYCLE
Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.
Cycle repeats after Year 6.

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<tr>
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<tbody>
<tr>
<td>Year 1/2013-14</td>
<td>X</td>
<td>YES</td>
</tr>
<tr>
<td>Year 2/2014-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3/2015-16</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Year 4/2016-17</td>
<td></td>
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</tr>
<tr>
<td>Year 5/2017-18</td>
<td>X</td>
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<tr>
<td>Year 6/2018-19</td>
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</table>