

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	BA in Psychology
Department	Counseling and Psychology
Date of Departmental Approval	10/1/2021
Name of Submitter	Eb de Oliveira

Date of data distribution: ____August 6, 2021____

PLO data from 2020-2021 (and existing data from the two previous academic years) for the program of study was distributed to departmental faculty on the date above

Date of meeting: ____10/1/2021____

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were:

Mission Statement: “to promote the development of students who understand a broad range of areas within psychology and make connections among Christian faith, learning and living” (University Catalog).

Program Goals (these are broad goals rather than specific, measurable learning outcomes):

1. Develop students' knowledge across a broad range of areas within psychology.
2. Teach Students to use ethical guidelines and procedures involved in psychological research.
3. Challenge students to contemplate the connections among Christian faith, learning, and living.
4. Prepare students to serve in their future educational, career, and personal endeavors.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1

Wording of PLO: Students will articulate an informed position on foundational issues, contributions of theology to a holistic view of persons, contributions of psychology to a holistic view of persons, and their own personal philosophy of integration.

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence: In PSYC 410 (Integrative Approaches to Psychology and Christianity), students write a paper on the relationship of psychology with Christianity; the paper is scored with a rubric. In the last two assessment cycles when this PLO was measured (2019-2020 and 2017-2018), all of the four rubric elements met the criterion of at least 66% scores at or above 3, i.e., “Meet Expectations.”

Key Strength #2

Wording of PLO: Students will evidence reflection upon their reasons for studying psychology, their short- and long-term educational and career goals, and their intellectual, personal, and interpersonal strengths and weaknesses. They will also evidence the ability to reflect back on their undergraduate careers and describe continuity and change in these areas as well as plans for the future. Students’ reflections on these areas will exhibit an understanding of relations among faith, learning, and living.

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence: Seniors in PSYC 480 (Senior Seminar in Psychology) write a reflection paper (Personal and Vocational Reflection Paper, PVRP) about their journey as psychology majors by looking at papers they wrote in the sophomore year (i.e., at a snapshot of their previous selves). Papers are scored with a rubric. In the last two assessment cycles when this PLO was measured (2020-2021 and 2018-2019), all of the four Rubric Elements met the criterion of at least 66% scores at or above 3, i.e., “Meet Expectations.”

Key Challenge

Wording of PLO: Students will evidence a satisfactory level of knowledge of key theories, findings, and methods across a broad range of the primary sub-disciplines in psychology.

Brief summary of the evidence used to identify PLO as a key challenge, including reference to the amount and quality of the evidence: A preliminary pool of 30 random items out of 84 was pilot tested. Items covered the basic sub-disciplines of psychology such as neuroscience, history systems, development, personality, research methods, social psychology, mental disorders, and learning/memory. The criterion for this PLO is a mean score of 22/30 items correct (73.33%), but the actual mean score in this assessment cycle was 20/30 (66.67%), $SD = 3.76$. In 2018, the ETS Major Field’s Test showed similar results, with mean scores below the national comparative norms across all of the sub-scales.

Proposed Action Steps: The faculty should discuss strategies to maximize test-taking usage of time, along with a refinement of the General Psychology Knowledge Exam and standard operationalization of this exam to avoid leak and cheating. Courses need to stress content knowledge more in order to reach the target mean.

Implications for Planning and Budgeting As an incentive to improve performance level on the General Psychology Knowledge Exam, the Psychology Program will provide as reinforcers a 25-dollar gift card to the highest test scorer, and a 15-dollar gift card to each one of the second and third scorer on the GPKE.

Enter your mapping information in the [Mapping PLOs to MU Educational Goals](#) Google sheet