Assessment of Student Learning Plan (ASLP): Psychology Department

2014-15 Report

A. College, Department, Date:
CSTH,   Psychology Dept,   April 2015

B. Contact Person for the Assessment Plan:
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C. Degree Program:
BA in Psychology

D. Assessment of Student Learning…Process

Step 1: Identify Student Learning Outcomes (For example, what are the most important things for students to know and be able to do when they have completed the degree?)

> *List 3-5 of the most important student learning outcomes for your program. Then, identify which student learning outcomes will be assessed in this academic year. *(Outcomes may come from any Core course proposals your department has submitted).*

Quantitative Literacy: Students will demonstrate competence in statistical computational skills, interpretation of graphs, tables, and statistical results; define statistical significance and differentiate it from practical significance.

Critical Thinking: Students will effectively and accurately extract meaning from complex texts, demonstrate innovative and integrative thinking; analyze problems from multiple perspectives; evaluate the quality of evidence supporting an argument, develop effective arguments, employing clear thesis, acceptable evidence, and sound logical argument, and identify errors in psychological reasoning, including errors arising from psychological, social, and cultural influences on our own reasoning processes.

Meta-cognitive Self-Regulation: Students will attend to and monitor the quality of their thinking processes and academic performance; design strategies to produce desired changes in outcomes.

Step 2: How and When will the Learning Outcomes be assessed?

      a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

      b. *Briefly describe when and how you implemented the assessment activity.*

Planned Assessment Tools- (beginning 2015-16 academic year)

Quantitative Literacy: Plan to use the "Quantitative Reasoning Quotient" (QRQ) tool, which is a 40-item assessment inventory. Students read a brief passage and indicate their level of agreement on various items; measuring their reasoning skills on quantitative material.

Critical Thinking: Plan to use one of the following tools to assess critical thinking.

1) The "Halpern Critical Thinking Assessment" (HCTA) tool, which assesses the dimensions of verbal reasoning, argument analysis, hypothesis testing, likelihood and uncertainty, and decision-making/problem solving.   OR
2) The "Watson-Glaser Critical Thinking Appraisal" (WGCTA) tool, which effectively assess the critical thinking attributes of inference, assumption, recognition, deduction, interpretation, and evaluation of arguments.

Meta-Cognitive Self-Regulation: Plan to use two subscales of the "Motivated Strategies for Learning Questionnaire" (MSLQ): the General Strategies for Learning subscale and the Clarification Strategies for Learning subscale for measuring metacognition.

Planned Assessment Strategy- (beginning 2015-16 academic year)

We will administer the above inventories to freshmen/sophomores and senior majors in a cross-sectional design to assess group differences in student performance using the above measures.

Plan to administer the tools on a rotating schedule; QRQ and MSLQ in the first year, CTA and MSLQ in the second year. Plan to follow this rotation in subsequent years.

1st year: The QRQ and MSLQ to be administered in the first week of the PSY 101 course to freshmen-sophomore psychology majors, and during the final exam period for graduating senior psychology majors.

2nd year: The WGCTA and the MSLQ to be administered in the first week of the PSY 101 course to freshmen-sophomore psychology majors, and during the final exam period for graduating senior psychology majors.

Step 3: The Process of Using the Assessment results to Improve Student Learning

   a. *Briefly describe your department/program's plan for reviewing the assessment results and using them to improve teaching and learning.*

   *Will plan improvements after assessments are administered during 2015-16 year

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Additional Section:

Are there "community engagement" activities integrated in your departmental curriculum?

   a. *Please indicate which of the components, listed below, are <u>included</u> in your program's curriculum, and then indicate if the activities are <u>required or optional</u> for students in your major.*

Community Engagement Activity	*Included*	*Required/Optional*
Student Research (related to a community-based problem)	X__	Optional
Student-Faculty Community Research Project	_X_	Optional
Internship, or a Field Experience	_X_	Optional
Independent Study (community-related project)	_X_	Optional
Capstone Course (community-related project)	___	R O
Service-Learning (a component of a course)	___	R O
Study Abroad, or an International Program	___	R O
Interdisciplinary Collaborative Project (community related)	___	R O
Student Leadership Activities (related to a team project)	___	R O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	_X_	Optional

Other Activities (not mentioned above):

b. *Please list the courses (i.e. EDU 400) that have a "community engagement" activity in your program:*

   Entry-level courses:

   Mid-level courses:

   Upper-level courses: PSY 410: Internship/Field Experience always incorporates community engagement. PSY 400 (Independent Study) and PSY 401 (Research Assistantship) may involve a community engagement component, based upon the initiative of the student and interests of the faculty member in question.