

FLORIDA GULF COAST UNIVERSITY
 College of Arts and Sciences
Psychology Program
Integrated Program Matrix
Synthesis & Revision – April 09

University and Program Learning Goals and Outcomes	Program Assessment Plan and Criteria	Use of Assessment Results for Continuous Program Improvement 2005-06 (Due February 06)	Use of Assessment Results for Continuous Program Improvement 2006-07 (Due February 07)	Use of Assessment Results for Continuous Program Improvement 2008-09 (Due February 09)
<p><u>Aesthetic Sensibility</u> (University Level)</p> <p>A. Know and understand the variety of aesthetic frameworks</p> <p>B. Analyze and evaluate aesthetic principles at work</p> <p>C. Collaborate in projects involving aesthetic awareness and/or analysis</p> <p><u>Aesthetic Sensibility</u> (Program Level)</p> <p>Students will demonstrate:</p> <ul style="list-style-type: none"> An understanding of the reciprocal relationships between humans and the built and natural environments and the interrelations between the social and physical environments and human experience. The ability to appreciate the aesthetic content of psychological works and theories 	<p><u>Plan and Criteria:</u> Course syllabi will be examined in order to identify courses that contain Aesthetic Sensitivity Learning Goals and work within these courses will be assessed, including:</p> <ul style="list-style-type: none"> Analytical papers (PSY 4990) Written examinations (CLP 4143; INP 4004; SOP 4004) Research critiques (DEP 4054) Research proposals (PSY 3017) <p>Work from graduating seniors, including final papers, presentations, and other assignments will be collected every semester. An Aesthetic Sensibility rubric, which includes criteria allowing faculty to analyze student awareness of aesthetic frameworks and student abilities to examine aesthetic qualities, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5 = best). Students will be given an Exit Survey that will address whether or not students feel that this program goal was achieved, and the expectation is that all students will ‘agree’ or ‘strongly agree’ that the program has met this goal.</p> <p>Faculty will review data generated from the assessment rubric and the Exit Survey and generate a list of recommendations for improving specific courses and/or the general curriculum. Faculty will meet regularly to discuss assessment results and improvements.</p>		<p><u>Direct Assessment:</u> The Senior Seminar PSY 4990 term papers were used to assess this learning outcome. Faculty reviewed papers based on a 5 point scale (5 indicating a student’s thorough understanding of the outcome), with 3.5 being the average goal achieved. The mean results from questions pertaining to aesthetic sensibility (of the 3 term papers assessed) were 2.67 and 3.00, which did not meet the goal of 3.5.</p> <p><u>Indirect Assessment:</u> The Exit Survey administered to the 16 seniors enrolled in PSY 4990 resulted in an average score of 4.25, which exceed the goal of 3.5. These results indicated that the students rated themselves higher in this outcome than the faculty’s assessment of their work.</p> <p><u>Plans for Continuous Improvement:</u> The faculty identifies the discrepancy between the students’ relatively high self-rating and their lower assessment. Overall, it has been decided that aesthetic sensibility would be better addressed in other courses; specifically INP 4004 and SOP 4004, which is specifically concerned with the effect of the physical and social environment on the way people think, feel, and behave, is a sub-discipline of both these fields. A unit on Environmental Psychology will be explicitly incorporated into both of these courses. The teaching of aesthetic sensibility, and how it can be incorporated into the content of various courses offered by the psychology department, will be further discussed.</p>	

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<p><u>Culturally Diverse Perspective</u> (University Level)</p> <p>A. Know and understand diversity in local/global communities</p> <p>B. Analyze and evaluate the impact of cultural differences</p> <p>C. Participate in projects involving interaction with diverse people, ideas, & values</p> <p><u>Culturally Diverse Perspective</u> (Program Level)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Interpret and compare and contrast the developmental, cognitive, social, organizational, and physiological diversity of human behavior and experience, including their pathological variants (Academic Learning Compact 1.1) • Demonstrate an appreciation of the opportunities for science and social interaction that such differences provide <p>Courses include: PSY 4990; CLP4143; DEP 4054; PSY 3017; INP 4004; SOP 4004</p>	<p><u>Plan and Criteria:</u> Prerequisites and core courses contain specific assignments that address this goal, including:</p> <ul style="list-style-type: none"> • Analytical papers (PSY 4990) • Written examinations (CLP 4143; INP 4004; SOP 4004) • Research critiques (DEP 4054) • Research proposals (PSY 3017) <p>This work will be collected from graduating seniors and analyzed in order to determine if students are developing an understanding of the effects of culture on our development and life experiences. A Culturally Diverse Perspective rubric, which includes criteria allowing faculty to analyze student ability to consider diverse perspectives, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5=best). Students will be given an Exit Survey that will address whether or not students feel that this program goal was achieved, and the expectation is that all students will 'agree' or 'strongly agree' that the program has met this goal.</p>	<p><u>Direct Assessment:</u> Student average for the direct measure was 3.55.</p> <p><u>Indirect Assessment:</u> Student average for the indirect measure was 4.49. Student survey results were higher than the results of the direct measures. Although the psychology faculty are pleased that the students feel that they are receiving a well rounded education, the faculty are intent on continuing to improve the students' experience, as noted above.</p> <p><u>Plans for Continuous Improvement:</u> Faculty discussions resulted in the following recommendations: rubrics for subsequent assessment have to be refined for improved measurement data; implementation of direct assessments of students' works by faculty members not responsible for overseeing the production of said works; a subset of classes will move from a more lecture-based format to a more interactive format in order to improve learning and retention of the psychology curriculum; refinement of the psychology senior seminar for a more accurate assessment of student knowledge and application of abilities within the field.</p> <p>Coursework will contain better coverage of the culturally diverse perspective.</p>		

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<p><u>Ecological Perspective</u> (University Level)</p> <p>A. Know issues of ecological/economic sustainability B. Analyze and evaluate local & global ecological issues C. Participate in ecological/environmental projects</p> <p><u>Ecological Perspective</u> (Program Level)</p> <p>Students will demonstrate:</p> <ul style="list-style-type: none"> • An understanding of human behavior and well-being in relation to social and physical environments. • An understanding of the systematic and reciprocal interrelationships between the social and the human experience. <p>Courses include: SOP 4004; SOP 4714C; DEP 4005; EXP 4523</p> <p>This outcome is covered by student participation in the university required course IDS 3920 Colloquium</p>	<p><u>Plan and Criteria:</u> Prerequisite and core courses contain specific assignments that address this goal including:</p> <ul style="list-style-type: none"> • Analytical papers (PSY 4990) • Written examinations (CLP 4143; INP 4004; SOP 4004) • Research critiques (DEP 4054) • Research proposals (PSY 3017) <p>This work will be collected from graduating seniors and analyzed in order to determine if students are developing an understanding of the ecological perspective of psychology. An Ecological Perspective rubric, which includes criteria allowing faculty to analyze student ability to consider an ecological perspective, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5=best).</p> <p>In addition, the University Quality Enhancement Plan provides an assessment strategy to determine how well students meet this learning goal.</p>	<p><u>Direct Assessment:</u> Student average for the direct measure was 4.13.</p> <p><u>Indirect Assessment:</u> Student average for the indirect measure was 4.59. Student survey results were higher than the results of the direct measures. Although the psychology faculty are pleased that the students feel that they are receiving a well rounded education, the faculty are intent on continuing to improve the students' experience, as noted above.</p> <p><u>Plans for Continuous Improvement:</u> Faculty discussions resulted in the following recommendations: rubrics for subsequent assessment have to be refined for improved measurement data; implementation of direct assessments of students' works by faculty members not responsible for overseeing the production of said works; a subset of classes will move from a more lecture-based format to a more interactive format in order to improve learning and retention of the psychology curriculum; refinement of the psychology senior seminar for a more accurate assessment of student knowledge and application of abilities within the field.</p>		

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<p><u>Effective Communication</u> (University Level)</p> <p>A. Know principles for effective communication</p> <p>B. Organize thoughts and compose ideas</p> <p>C. Participate in collaborative communication projects</p> <p><u>Effective Communication</u> (Program Level)</p> <p>Students will demonstrate:</p> <ul style="list-style-type: none"> The ability to express thoughts, knowledge, and research related information through both speech and writing. The ability to interpret and defend psychological concepts while recognizing alternate explanations (Academic Learning Compact 1.3) <p>Courses include: PSY 4990; PSY 3044; PSY 3213; SOP 4004; CLP 4143; DEP 4005</p>	<p><u>Plan and Criteria:</u> Prerequisite and core courses contain specific assignments that address this goal including:</p> <ul style="list-style-type: none"> Analytical papers (PSY 4990) Written examinations (CLP 4143; INP 4004; SOP 4004) Research critiques (DEP 4054) Research proposals (PSY 3017) <p>This work will be collected from graduating seniors and analyzed in order to determine if students are developing an ability to communicate effectively within the field of psychology. An Effective Communication rubric, which includes criteria allowing faculty to analyze student ability to communicate effectively in both written and oral formats, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5=best). Students will be given an Exit Survey that will address whether or not students feel that this program goal was achieved, and the expectation is that all students will 'agree' or 'strongly agree' that the program has met this goal.</p>	<p><u>Direct Assessment:</u> Student average for the direct measure was 3.94.</p> <p><u>Indirect Assessment:</u> There was general agreement from the Exit Survey regarding support of the program goal. Student survey results paralleled direct measures.</p> <p><u>Plans for Continuous Improvement:</u> Faculty discussions resulted in the following recommendations: rubrics for subsequent assessment have to be refined for improved measurement data; indirect measures need to be calibrated against rubrics used for direct measures; statistical significance of measurements needs to be increased by expanding data base.</p> <p>Coursework will require more oral and written work to improve communication skills.</p>		

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<p><u>Ethical Responsibility</u> (University Level)</p> <p>A. Know and understand ethical issues</p> <p>B. Analyze and evaluate ethical issues in a variety of contexts</p> <p>C. Participate in collaborative projects involving ethical analysis and/or decisions</p> <p><u>Ethical Responsibility</u> (Program Level)</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate the scientific integrity and ethical and legal issues involved in basic and applied psychological research (Academic Learning Compact 1.2) Knowledge of APA's ethical guidelines concerning human and animal research. <p>Courses include: PSY 2012; PSY 4990; PSY 3044; PSY 3213; CLP 4143; PSB 4013</p> <p>This outcome is covered by student participation in the Interdisciplinary Core in the college where students engage contemporary issues for a diversity of perspectives.</p>	<p><u>Plan and Criteria:</u> Work from graduating seniors will be collected every semester and analyzed, including:</p> <ul style="list-style-type: none"> Analytical papers (PSY 4990) Written examinations (CLP 4143; INP 4004; SOP 4004) Research critiques (DEP 4054) Research proposals (PSY 3017) <p>An Ethical Responsibility rubric, which includes criteria allowing faculty to analyze student abilities to engage ethical issues, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5=best). Students will be given an Exit Survey to determine the extent to which they feel this program goal was achieved, and the expectation is that all students will 'agree' or 'strongly agree' that the program has met this goal.</p> <p>Faculty will review data generated from the assessment rubric and the Exit Survey and generate a list of recommendations for improving specific courses and /or the general curriculum.</p> <p>Faculty will meet regularly to discuss assessment results and improvements.</p>		<p><u>Direct Assessment:</u> Experimental Psychology PSY 3017 essay exams were used to assess this learning outcome. Faculty reviewed exams based on a 5 point scale (5 indicating a student's thorough understanding of the outcome), with 3.5 being the average goal achieved. The mean results from questions pertaining to ethical responsibility (of the 10 exams assessed) were 4.0 and 4.33, which exceeded the goal of 3.5.</p> <p><u>Indirect Assessment:</u> The Exit Survey administered to the 16 seniors enrolled in the senior seminar resulted in an average score of 4.29, which exceeded the goal of 3.5.</p> <p><u>Plans for Continuous Improvement:</u> The indirect and direct assessments were generally in close agreement. Faculty feels that students in the experimental psychology course are getting a good sense of ethical responsibility. However, it was resolved to further reinforce students' understanding of ethics by continuing to incorporate the topic into each of the upper level required content courses.</p>	<p><u>Direct Assessment:</u> PSY 4990-Senior Seminar term papers were used to assess this learning outcome. Faculty reviewed 6-20 grant proposals (30% of class) in which the students described a study and submitted an application to the Institutional Review Board related to proposed research. The program's goal was to achieve an average of 3.5 on 5 point scale. The mean results from questions pertaining to ethical responsibility were 3.8 and 4.2, which exceeded the goal of 3.5.</p> <p><u>Indirect Assessment:</u> The Exit Survey administered to the 14 seniors enrolled in the senior seminar (70% of class) resulted in an average score of 4.3, which exceeded the goal of 3.5.</p> <p><u>Plans for Continuous Improvement:</u> The indirect and direct assessments were generally in close agreement. Faculty feels that students in the senior seminar course are getting a good sense of ethical responsibility. Although means on the indirect assessment are slightly lower than the last round, faculty believe they more accurately reflect students' understanding. Faculty are concerned that the direct measure assessed students' performance on collaborative projects, whereas the senior seminar paper was based on students' individual work. It was resolved to rate collaborative assignments from PSY 3017, Experimental Psychology in the future. Additionally, it was resolved to further reinforce students' understanding of ethics by continuing to incorporate the topic into each of the upper level required content courses.</p>

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<p><u>Information Literacy</u> (University Level)</p> <p>A. Identify and locate sources of information</p> <p>B. Analyze and evaluate information in a variety of contexts</p> <p>C. Participate in collaborative analysis/application of information</p> <p><u>Information Literacy</u> (Program Level)</p> <p>Students will demonstrate:</p> <ul style="list-style-type: none"> • The ability to locate information competently through the use of traditional and electronic literature and research inquiries. • The ability to analyze, synthesize and apply information from a variety of sources. • The ability to critically evaluate the scientific integrity of information acquired through the use of technology. <p>Courses include: PSY 2012; PSY 4990; PSY 3044; PSY 3213; SOP 4004; CLP 4143; PSB 4013; SOP 4714C; DEP 4005; EXP 4523</p>	<p><u>Plan and Criteria:</u> Prerequisite and core courses contain specific assignments that address this goal including examinations, group and individual presentations, papers, and research projects.</p> <p>Work from graduating seniors will be collected every semester' including:</p> <ul style="list-style-type: none"> • Analytical papers (PSY 4990) • Written examinations (CLP 4143; INP 4004; SOP 4004) • Research critiques (DEP 4054) • Research proposals (PSY 3017) <p>An Information Literacy rubric, which includes criteria allowing faculty to analyze student abilities to use data bases and resource systems and to synthesize and communicate material gathered, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5=best). Students will be given an Exit Survey to determine the extent to which they feel this program goal was achieved, and the expectation is that all students will 'agree' or 'strongly agree' that the program has met this goal.</p>	<p><u>Direct Assessment:</u> Student average for the direct measure was 4.21.</p> <p><u>Indirect Assessment:</u> Student average for the indirect measure was 4.65. Student survey results were higher than the results of the direct measures. Although the psychology faculty are pleased that the students feel that they are receiving a well rounded education, the faculty are intent on continuing to improve the students' experience, as noted above.</p> <p><u>Plans for Continuous Improvement:</u> Faculty discussions resulted in the following recommendations: rubrics for subsequent assessment have to be refined for improved measurement data; implementation of direct assessments of students' works by faculty members not responsible for overseeing the production of said works; a subset of classes will move from a more lecture-based format to a more interactive format in order to improve learning and retention of the psychology curriculum; refinement of the psychology senior seminar for a more accurate assessment of student knowledge and application of abilities within the field.</p>		

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<p><u>Problem-Solving Abilities</u> (University Level)</p> <p>A. Understand multi/interdisciplinary nature of knowledge</p> <p>B. Apply critical, analytical creative and systems thinking</p> <p>C. Work individually and collaboratively to recognize and solve problems</p> <p><u>Critical Thinking and Problem-Solving Abilities</u> (Program Level)</p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Develop critical thinking skills to analyze and interpret information. • Develop skills necessary for effective and creative thinking and the application of these skills outside of the classroom setting. • Determine scientifically based research from pseudoscience. • Understand empirical reasoning. <p>Courses include: PSY 2012; PSY 4990; PSY 3044; PSY 3213; SOP 4004; CLP 4143; INP 4004; SOP 4714C; DEP 4005; EXP 4523</p>	<p><u>Plan and Criteria:</u> Prerequisite and core courses contain specific assignments that address this goal including :</p> <ul style="list-style-type: none"> • Analytical papers (PSY 4990) • Written examinations (CLP 4143; INP 4004; SOP 4004) • Research critiques (DEP 4054) • Research proposals (PSY 3017) <p>Program-level measures, to be assessed using syllabus audits and representative assignments, include the following:</p> <ul style="list-style-type: none"> • level of emphasis on general problem solving content courses; • level of commitment to required psychology courses and electives <p>Additional student-level measures of success include the following:</p> <ul style="list-style-type: none"> • success of students taking graduate examinations; • success of students taking external competitive examinations; • admission to graduate programs in psychology and psycho -related discipline programs; • participation in honors program • graded homework; • written quizzes and examinations; oral presentations; • extended projects; • undergraduate research <p>Work from graduating seniors, including final papers, presentations, and other assignments will be collected every semester. A Critical Thinking rubric, which includes criteria allowing faculty to analyze student abilities to analyze course content, including various methodologies and concepts, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5=best). Students will be given an Exit Survey to determine the extent to which they feel this program goal was achieved, and the expectation is that all students will 'agree' or 'strongly agree' that the program has met this goal.</p>	<p><u>Direct Assessment:</u> Student average for the direct measure was 3.75.</p> <p><u>Indirect Assessment:</u> There was general agreement from the Exit Survey regarding support of the program goal. Student survey results paralleled direct measures.</p> <p><u>Plans for Continuous Improvement:</u> Faculty discussions resulted in the following recommendations: rubrics for subsequent assessment have to be refined for improved measurement data; indirect measures need to be calibrated against rubrics used for direct measures; statistical significance of measurements needs to be increased by expanding data base.</p> <p>Coursework will be directed more toward challenging and improving problem solving and critical thinking skills.</p>		

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<p><u>Technological Literacy</u> (University Level)</p> <p>A. Develop knowledge of modern technology</p> <p>B. Process information through use of technology</p> <p>C. Collaborate with others using technology tools</p> <p><u>Technological Literacy</u> (Program Level)</p> <p>Learners will demonstrate:</p> <ul style="list-style-type: none"> • The ability to utilize technology to acquire knowledge • The ability to effectively utilizing technology for communication purposes. • The ability to critically evaluate the scientific integrity of information acquired through the uses of technology <p>Courses include: PSY 2012; PSY 4990; PSY 3044; PSY 3213; SOP 4004; INP 4004; CLP 4143; PSB 4013; SOP 4714C; DEP 4005; EXP 4523</p>	<p><u>Plan and Criteria:</u> Prerequisite and core courses contain specific assignments that address this goal including:</p> <ul style="list-style-type: none"> • Analytical papers (PSY 4990) • Written examinations (CLP 4143; INP 4004; SOP 4004) • Research critiques (DEP 4054) • Research proposals (PSY 3017) <p>Program-level measures, to be assessed using syllabus audits and representative assignments, include the following:</p> <ul style="list-style-type: none"> • level of instructional commitment to technology; • level of emphasis on general problem solving content in courses; • level of commitment to required applied psychology courses and electives <p>Additional student-level measures of success include the following:</p> <ul style="list-style-type: none"> • success of students taking graduate examinations; • success of students taking external competitive examinations; • admission to graduate programs in psychology and psycho-related discipline programs; • participation in honors program • graded homework; • written quizzes and examinations; oral presentations; • extended projects; • undergraduate research <p>Work from graduating seniors, including final papers, presentations, and other assignments will be collected every semester. A Technological Literacy rubric, which includes criteria allowing faculty to analyze student abilities to analyze texts and connect the study of psychology to other disciplines and the world at large, will be used to assess how well students meet this goal. Student averages will exceed 3.5 on a 1-5 scale (5=best). Students will be given an Exit Survey to determine the extent to which they feel this program goal was achieved, and the expectation is that all students will 'agree' or 'strongly agree' that the program has met this goal.</p>	<p><u>Direct Assessment:</u> Student average for the direct measure was 4.53.</p> <p><u>Indirect Assessment:</u> Student average for the indirect measure was 4.84. Student survey results were higher than the results of the direct measures. Although the psychology faculty are pleased that the students feel that they are receiving a well rounded education, the faculty are intent on continuing to improve the students' experience, as noted above.</p> <p><u>Plans for Continuous Improvement:</u> Faculty discussions resulted in the following recommendations: rubrics for subsequent assessment have to be refined for improved measurement data; implementation of direct assessments of students' works by faculty members not responsible for overseeing the production of said works; a subset of classes will move from a more lecture-based format to a more interactive format in order to improve learning and retention of the psychology curriculum; refinement of the psychology senior seminar for a more accurate assessment of student knowledge and application of abilities within the field.</p>		

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<p><u>Community Awareness and Involvement</u> (University Level)</p> <p>A. Know and understand relationships between individuals and their communities</p> <p>B. Analyze, evaluate and assess human needs and practices</p> <p>C. Participate collaboratively in community service projects</p> <p><u>Community Awareness and Involvement</u> (Program Level)</p> <p>Learners will demonstrate:</p> <ul style="list-style-type: none"> Understanding how the study of psychology enables individuals to contribute to making their community a better place. <p>Courses include: PSY 2012; PSY 4990; SOP 4004; INP 4004; CLP 4143; DEP 4004; EXP 4523</p>	<p><u>Plan and Criteria:</u> Work from graduating seniors, including:</p> <ul style="list-style-type: none"> Analytical papers (PSY 4990) Written examinations (CLP 4143; INP 4004; SOP 4004) Research critiques (DEP 4054) Research proposals (PSY 3017) <p>A Community Awareness and Involvement rubric, which includes criteria allowing faculty to analyze student engagement of the local and professional communities, will be used to assess how well students meet this goal. Students will be given and Exit Survey to determine the extent to which they feel program goals were supported by course work and community service activities. The expectation is that all students will 'agree' or 'strongly agree' that the program has met this goal.</p> <p><u>Criteria:</u> 80% of students will score a 4 or higher on a 5 point scale; all students will score a minimum of a 3.</p>	<p><u>Direct Assessment:</u> Student average for the direct measure was 3.73.</p> <p><u>Indirect Assessment:</u> Student average for the indirect measure was 3.86. Student survey results were higher than the results of the direct measures. Although the psychology faculty are pleased that the students feel that they are receiving a well rounded education, the faculty are intent on continuing to improve the students' experience, as noted above.</p> <p><u>Plans for Continuous Improvement:</u> Faculty discussions resulted in the following recommendations: rubrics for subsequent assessment have to be refined for improved measurement data; implementation of direct assessments of students' works by faculty members not responsible for overseeing the production of said works; a subset of classes will move from a more lecture-based format to a more interactive format in order to improve learning and retention of the psychology curriculum; refinement of the psychology senior seminar for a more accurate assessment of student knowledge and application of abilities within the field.</p> <p>More research and volunteer opportunities will be developed in order to expand the community awareness and involvement of our students.</p>		