

To: Learning Outcomes Assessment Committee (LOAC)

From: Jean Kirnan

Date: May 14, 2012

Re: Psychology Department Assessment Plan

At our April 1, 2012 department meeting, the Psychology Department approved the working plan that accompanies this memo. We consider our assessment plan to be a working model for the main reason that appropriate assessment necessitates ongoing conversation and continuous revision with the goal of enhancing our curriculum. Overtime, the mission of the department, the learning objectives for the major, and our methods of measurement will change. In fact, just in the exercise of developing this plan, we have already implemented changes to the curriculum. For example, by completing the course matrix, we noted that none of the academic courses routinely provided Career Preparation. Fortunately, we had identified this deficiency several years ago and had already implemented a mandated advising sequence. These courses were then added to the matrix. Faculty realized that the definitions of some of our learning objectives were unclear and thus we re-wrote several and with feedback from LOAC converted all LOs to a format of "Students will be able to....". As a last example, we noted that almost all faculty required PSY299 students to complete the Human Participants Certification located on the IRB website. We voted and approved the formal addition of this requirement as part of that course and evidence of these certifications will support our LO of Ethics.

We recognize that successful assessment will only be possible with the participation of all our faculty and significant support from office staff and professionals. Faculty will be called upon to serve as assessors in the application of writing and oral communication rubrics, provide access to students in completion of on-line knowledge tests, and provide expertise creating test items, and providing feedback on relevant assessment tools. Our Program Coordinator will be responsible for all of the annual reports, administration of surveys and assessment measures (once developed), and providing data for other assessment initiatives.

We also recognize that assessment needs to be more than a series of annual reports, but rather a part of the culture of our department. In addition to the formal plan attached we considered that much assessment is already occurring and includes more informal aspects of the department that are a part of our daily activities.

- 1) Review of student course evaluations. Chair, formal mentors, and/or personnel committee (Advisory) review student evaluations for untenured and adjunct faculty and provide feedback and resources. Examples include support for a formal course/workshop

on teaching techniques, review of course syllabi and materials, additional observations, and invitations to visit other classes.

- 2) Peer Observation is conducted in accordance with the reappointment, tenure, and promotion process. We also conduct peer observation of adjuncts to provide feedback and guidance.
- 3) Best Practices – each year the department holds approximately 4 Best Practices. These are informal workshops that address problems, share successes, or seek to inform faculty on a variety of topics. Presentations have been made by faculty and also in partnership with professional staff from Records & Registration, Dean’s Office, Writing Center, Differing Abilities, Information Technology, Academic Affairs, and the Library. Begun in the Fall of 2005, our topics have included: Advising Students on Course Requirements; Effective Use of Instructional Interns; Uses of Technology and Form Genie; Accommodating Students with Differing Abilities; Writing Workshop: Focus on Faculty Feedback; ELOPsy On-line Application; Internship, Independent Study and ELOPsy; Grant Writing; Accommodating and Celebrating Student Diversity; Facilitating Research Labs and Discussion in Higher Level Courses; Teaching and Pedagogical Techniques; Librarian Resources; Measurements; Writing Exam Questions; Instruments; Navigating the Peer Review Process; How to Write a Great Letter of Recommendation; How to Teach an Impactful Senior Experience; Time Management; and Overseeing Internship.
- 4) Department Retreats – the department holds ½ day or full day retreats as needed to address issues of concern. These are working sessions and have included topics such as: Methodological Core Courses in the Major; Curriculum Revisions; Preparedness of Transfer Students for TCNJ; and Practices and Requirements of Senior Capstone Courses.
- 5) Shared resources – the department has established a shared drive folder that contains useful teaching resources. These have often been posted following a Best Practices or Retreat and include writing rubrics, writing exercises, research articles, etc.
- 6) Open door policy – We have worked hard to develop an open door policy among colleagues and with our chair and personnel committee (Advisory) so that faculty feel encouraged and safe in raising issues/concerns. Whether an informal conversation over lunch or a closed-door inquiry, we look to issues as opportunities to address underlying concerns and improve our department.

Psychology Department Mission Statement

The Bachelor of Arts in Psychology program focuses on the scientific study of behavior, cognition, and emotion. Through in-depth exploration of psychological theory and research, including: hands-on learning in research laboratories, internships, and community-based projects, students gain tools for understanding the complexities of behavioral phenomena. The Psychology Department helps to prepare students to understand and appreciate the importance of critical thinking combined with empirical evidence in the understanding of human and animal nature. The department offers learning experiences that enrich students' understanding of functioning from behavioral, biological, cognitive, developmental, humanistic, organizational, psychodynamic, social, and sociocultural perspectives.

Humanities and Social Sciences

Our Mission

Established in 2001, the School of Humanities and Social Sciences comprises ten departments and fifteen degree programs and offers an array of minor programs and the largest share of the College Liberal Learning program. The School of Humanities and Social Sciences is a culturally and intellectually diverse and welcoming community of faculty, staff, students, and alumni who value knowledge and the free and responsible exchange of ideas.

Through the exercise of analytical rigor in the humanities and social sciences, our community: fosters disciplinary and interdisciplinary work to address significant social issues; develops knowledge and engages in creative activities; seeks to understand local, national, global, cultural, political, and historical perspectives; critically interprets language and symbols; thoroughly examines cultural artifacts and discourses; and promotes ethical reasoning and compassion. Working with our faculty, our students learn how to read and think analytically, solve problems creatively, work with diverse partners, communicate effectively in speech and writing, use technology wisely, and participate fully in civic life.

The mission of the School of Humanities and Social Sciences is to prepare students for lifelong learning and responsible democratic citizenship.

Our Vision

TCNJ's School of Humanities and Social Sciences aspires to be a national exemplar in undergraduate teaching and research in the humanities and social sciences. Upon completion of our program, our students will be prepared to sustain and advance their communities and the world.

The College of New Jersey

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve, and transmit knowledge, the arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

Psychology

Learning Objectives

- 1. Psychology as a science.** Students will develop skills to participate in the creation of and the constructive critique of psychology as a science.
Students will be able to apply the scientific method to test research hypotheses and answer questions in psychology.
- 2. Psychological knowledge.** Students will become familiar with major concepts and empirical findings in various areas of the discipline, will appreciate the variety of perspectives in psychology, and will learn to explore the discipline independently.
Students will be able to identify and differentiate the most important theories and empirical findings in the major areas of psychology
- 3. Integration across domains and disciplines.** Students will appreciate the value of integrating ideas from diverse areas of psychology, as well as across disciplines, as they seek to predict, explain, and modify psychological phenomena.
Students will be able to synthesize ideas learned in one area of psychology to other areas of psychology and/or other disciplines
- 4. Critical thinking in psychology.** Students will respect and use critical and creative thinking, skeptical and open-minded inquiry, and the scientific approach to analyze issues related to behavioral and mental processes.
Students will be able to evaluate the validity of information and findings of others as well as develop creative, yet valid modes of inquiry to address issues related to behavioral and mental processes.
- 5. Diversity.** Students will recognize, understand, and respect the complexity and impact of diverse sociocultural, historical, and international systems on psychological phenomena.
Students will be able to recognize and understand the complexity of sociocultural and historical diversity and develop a respect for those different than themselves.
- 6. Ethical standards and conduct in psychology.** Students will demonstrate an understanding of and a commitment to the ethical standards of psychology when engaged in such activities in the discipline as describing, explaining, interpreting, evaluating, applying, and/or practicing.
Students will be able to apply knowledge of ethical standards of psychology to distinct activities.
- 7. Applying psychology.** Students will apply psychological principles to personal (self and other), interpersonal, organizational, community, and cultural issues.
Students will be able to use psychological principles in multiple contexts (i.e., personal, interpersonal, organizational, community) in an effort to inform, intervene or change
- 8. Career preparation.** Students will pursue realistic ideas about how to implement psychological knowledge, skills, interests, and values in occupational pursuits in a variety of settings and in socially responsible ways.
Students will be able to articulate a variety of career options for the psychology major and demonstrate knowledge of the steps needed to progress towards their own career goals.
- 9. Effective communication.** Students will communicate effectively in a variety of formats (i.e., writing, oral, aural, quantitative, interpersonal, and collaborative).
Students will be able to communicate effectively in a variety of mediums (i.e., oral communication and professional writing).

10. **Information competence.** Students will demonstrate information competence and the ability to use computers and other technology for many purposes, including scientific inquiry, application, and communication.
Students will be able to use computers and other technology to identify, access, and provide meaning to information

Not part of original objectives but stated in the Strategic Plan, June 2011, and may be considered in assessment:

- Development of students as life-long learners – *Students will increase in their desire/plans for continuing education (formal or informal)*
- Develop students' ability to work as part of a team – *Students will be able to work as effective members of a team*

Create awareness of students' role as members of larger community

Summary of Psychology Department Assessment Plan presented below. Extensive detail appears in attached Appendices which further explains individual components of the plan.

Year	Assessment Method	Learning Objectives	Where Assess
2012-13 INDIRECT	PIPER Survey (Human Participants) IRB Human Participants Certificates RPE (Research, Planning & Ethics) Report Curriculum Report COSA (Celebration of Student Achievement) Report ELOPsy (Experiential Learning Opportunities in Psychology) Report Workshop Report Student and Alumni Reports to Ben	#6 Ethics #6 Ethics #6 Ethics #3 Integration Across Domains #7 Applying Psychology #5 Diversity #3 Integration Across Domains #7 Applying Psychology #8 Career Preparation #8 Career Preparation #8 Career Preparation	PIPER on-line PSY299 RPE Committee Staff Report using PAWS Staff Report reviewing titles Staff Report using ELOPsy on-line Staff Report Staff Report
2013-14 DIRECT	MCA (on-line multiple choice exam of Methodological Core)	#1 Psychology as a Science #4 Critical Thinking in Psychology #6 Ethics #10 Information Competence	PSY121 (Pre) and PSY203 (Post)
2014-15 DIRECT	Alumni and Advising Sequence Surveys	#8 Career Preparation	PSY096 – PSY099 Alumni
2015-16 DIRECT	PsyK (on-line multiple choice exam of Psychological Knowledge)	#2 Psychological Knowledge #3 Integration Across Domains #5 Diversity #7 Applying Psychology	PSY096 (Pre) and PSY099 (Post)
2016-17 DIRECT	Course Final Papers scored with Rubric	#9 Effective Communication	PSY299 and PSY4**

APPENDICES

Learning Objectives by Course Matrix

Course #	Course Name	Objectives									
		1	2	3	4	5	6	7	8	9	10
		Psyc as Science	Psyc Knowledge	Integration across domains	Critical Thinking	Diversity	Ethics	Applying Psyc	Career Prep	Effective Comm	Info Competence
	PIPER	X					X	X			
PSY096	Orientation to Psychology						X		X	X	X
PSY097	Exploring the Psych Major							X	X	X	X
PSY098	Exploring the Psych Profession							X	X	X	X
PSY099	Psych Professional Seminar							X	X	X	X
PSY101	General Psychology		X	X							
PSY121	Methods & Tools of Psychology	X			X		X	X			X
PSY203	Design & Stat Analysis	X			X		X			X	X
PSY212	Biopsychology	X	X	X	X					X	
PSY213	Learning & Memory	X	X	X	X			X		X	
PSY214	Cognitive Psychology	X	X	X	X						
PSY216	Personality Theory & Research		X	X	X	X					
PSY217	Abnormal Psychology		X	X	X	X	X	X			
PSY218	Psych of Power, Oppress & Priv		X			X		X		X	
PSY220	Development Across the Lifespan		X	X	X		X	X			
PSY267	Organizational Psychology		X	X				X	X	X	
PSY299	Research Seminar	X			X		X			X	
PSY303	Adv & Multivariate Stats in Soc Sci	X			X						X
PSY311	Sensation & Perception		X	X	X						
PSY312	Psychology & Art	X	X	X	X			X		X	
PSY316	Applied Behavioral Analysis	X	X		X			X		X	
PSY325	Cognitive Neuroscience of Aging										
PSY331	Clinical Psychology		X		X	X	X	X			
PSY335	Developmental Psychopathology		X		X		X	X		X	
PSY338	Sport & Exercise Psychology			X	X	X	X	X			
PSY340	Health Psychology	X	X	X	X					X	
PSY342	Clinical Psychopharmacology	X	X	X	X					X	
PSY343	Behav Pharm of Drug Abuse	X	X	X	X			X		X	
PSY346	Cognitive Neuroscience	X	X	X	X		X			X	
PSY348	Emotion	X	X	X	X					X	
PSY350	Psychology of Women		X		X	X		X		X	

PSY351	Gender Gap in Sci Careers	X	X	X	X			X		X	
PSY352	Psychology of Grief & Loss		X		X	X	X	X		X	
PSY353	Psychology of Gender										
PSY354	Self & Identity		X		X	X		X		X	
PSY356	Psych of Personal Relationships										
PSY361	Seminar in Interviewing										
PSY364	Industrial Psychology		X			X	X	X	X		
PSY365	Consumer Behavior		X	X	X	X		X			
PSY366	Personnel Selection & Placement		X			X	X	X			
PSY370	Developmental Seminar		X	X	X		X	X			
PSY371	Cognitive Seminar	X		X	X	X				X	
PSY373	Counseling/Clinical Seminar		X		X	X	X	X		X	
PSY374	I/O Seminar		X		X	X	X	X		X	
PSY375	Social Seminar	X	X		X			X		X	
PSY383	Counseling Field Experience Sem		X		X	X	X	X			
PSY385	Seminar in Applied Psychology	X	X	X	X			X			
PSY386	Psychological Testing	X		X	X		X		X		
PSY390	Collaborative Research	X	X	X	X		X			X	
PSY391	Independent Study in Psychology	X	X		X						X
PSY393	Independent Research	X	X		X					X	X
PSY396	Senior Honor Thesis I	X	X	X	X					X	X
PSY397	Instructional Internship		X				X		X	X	X
PSY399	Internship		X		X		X	X	X	X	
PSY419	Senior Seminar: History of Psych	X	X	X		X				X	
PSY470	Senior Topics Study Group	X	X		X					X	
PSY492	Senior Collaborative Research	X	X	X	X		X			X	X
PSY493	Senior Independent Research	X	X		X		X			X	X
PSY496	Senior Honor Thesis II	X	X	X	X		X			X	X
PSY499	Senior Internship		X		X		X	X	X	X	
		Psyc as Science	Psyc Knowledge	Integration across domains	Critical Thinking	Diversity	Ethics	Applying Psyc	Career Prep	Effective Comm	Info Competence

**TCNJ Psychology Department Assessment Plan
DETAILED Working Plan -Spring 2012**

Learning Outcome/Goal	Placement in Curriculum or Program (Strategies to Achieving Learning Outcome)	Assessment Strategy or Method or Measure	Cycle/ Timeframe	Findings (Analysis & Interpretation)	Action Taken
<p>Psychology as a science</p> <p>Students will be able to apply the scientific method to test research hypotheses and answer questions in psychology.</p>	<p>Required methodological core: PSY121, PSY203, PSY299</p> <p>Optional courses: PSY212, PSY213, PSY214, PSY 303, PSY312, PSY316, PSY340, PSY342, PSY343, PSY346, PSY348, PSY351, PSY371, PSY 375, PSY385, PSY386</p> <p>ELOPsy Research Courses – PSY390, PSY 391, PSY393, PSY396, PSY492, PSY493, PSY496</p> <p>Other 4**: PSY419, PSY470</p>	<p>MCA (Methodological Core Assessment – an on-line measure of research and statistical concept items) administered pre PSY 121 and post PSY 203</p>	<p>MCA Every 5 Years – starting 2013-14</p>		
<p>Psychological knowledge</p> <p>Students will be able to identify and differentiate the most important theories and empirical findings in the major areas of psychology</p>	<p>PSY 101 and all Foundation courses (3 are required)</p> <p>Most 300 level specialized courses : PSY311, PSY312, PSY316, PSY331, PSY335, PSY340, PSY342, PSY343, PSY346, PSY348, PSY350, PSY351, PSY352, PSY354, PSY364, PSY365, PSY366, PSY370, PSY373, PSY374, PSY 375,</p>	<p>PsyK (PsyK) an on-line knowledge measure reflecting the content of PSY 101, 8 foundation courses, specializations, BUT also, what should a Psychology graduate know?</p> <p>Goal is to administer in PSY 096 (controlling for Psychology courses</p>	<p>PsyK Every 5 Years – starting 2015-16</p>		

	<p>PSY383, PSY385</p> <p>All ELOPsy courses</p> <p>Additional 4** courses: PSY419, PSY470</p>	<p>taken) and again in senior year in PSY 099 (controlling for Psychology courses taken)</p>			
<p>Integration across domains and disciplines</p> <p>Students will be able to synthesize ideas learned in one area of psychology to other areas of psychology and/or other disciplines</p>	<p>PSY101</p> <p>Most 200 Foundation courses: PSY212, PSY213, PSY214, PSY216, PSY217, PSY220, PSY267</p> <p>Select 300 level specialized: PSY311, PSY312, PSY338, PSY340, PSY342, PSY343, PSY346, PSY348, PSY351, PSY365, PSY370, PSY371, PSY385, PSY386</p> <p>Select ELOPsy courses: PSY390, PSY396, PSY492, PSY496</p> <p>Other 4** level: PSY419</p>	<p>Add to PsyK measure above (Jason will help)</p> <p>Report number and variety of courses in 200 and 300 level and student enrollment</p> <p>Writing rubric PSY4**</p> <p>Internship Evaluations</p>	<p>PsyK Every 5 Years – starting 2015-16</p> <p>Writing Rubric every 5 years starting 2016-17*</p> <p>Internship Evaluation and course report measured every year reported every 5 years starting 2012-13</p>		
<p>Critical thinking in psychology</p> <p>Students will be able to evaluate the validity of information and findings of others as well as develop creative, yet valid modes of inquiry to address issues related to behavioral and mental processes.</p>	<p>Methodological core – PSY121, PSY203, PSY299</p> <p>Select 200 Foundation courses: PSY212, PSY213, PSY214, PSY216, PSY217, PSY220</p> <p>Most 300 specialized courses: PSY303, PSY311, PSY312, PSY316, PSY331, PSY335, PSY338, PSY340, PSY342, PSY343, PSY346, PSY348, PSY350, PSY351, PSY352, PSY354, PSY365, PSY370, PSY371, PSY373, PSY374, PSY 375, PSY383, PSY385, PSY386</p> <p>All ELOPsy Courses Additional 4** level: PSY470</p>	<p>MCA (Methodological Core Assessment) administered pre PSY 121 and post PSY 203</p>	<p>MCA Every 5 Years – starting 2013-14</p>		

<p>Diversity</p> <p>Students will be able to recognize and understand the complexity of sociocultural and historical diversity and develop a respect for those different than themselves.</p>	<p>Integrated throughout the curriculum. Specifically cited in: PSY216, PSY217, PSY218, PSY331, PSY338, PSY350, PSY352, PSY354, PSY364, PSY365, PSY366, PSY371, PSY373, PSY374, PSY383</p> <p>Additional 4**: PSY419</p>	<p>Add to PsyK measure above (Shaun will help)</p> <p>Obtain IR or PAWS report # of courses students take in gender, ethnicity, global</p> <p>Internship Evaluations</p>	<p>PsyK Every 5 Years – starting 2015-16</p> <p>Internship Evaluation and course report measured every year reported every 5 years starting 2012-13</p>		
<p>Ethical standards and conduct in psychology</p> <p>Students will demonstrate an understanding of and a commitment to the ethical standards of psychology when engaged in such activities in the discipline as describing, explaining, interpreting, evaluating, applying, and/or practicing</p>	<p>PIPER</p> <p>Advising Sequence: PSY 096</p> <p>Methodological Core: PSY 121, PSY 299</p> <p>Foundation courses: PSY217, PSY220</p> <p>Specialization courses: PSY331, PSY335, PSY338, PSY346, PSY352, PSY364, PSY366, PSY370, PSY373, PSY374, PSY383, PSY386</p> <p>Select ELOPsy: PSY393, PSY397, PSY399, PSY492, PSY496, PSY499</p>	<p>All students in PSY 299 compete IRB Human Participants certificate – report # per year</p> <p>Report PIPER quiz results/trends</p> <p>MCA (select items)</p> <p>Research Planning and Ethics Committee – Qualitative report on student research proposals</p> <p>Student co- PIs on IRB applications</p> <p>Internship Evaluations</p>	<p>MCA Every 5 Years – starting 2013-14</p> <p>Internship Evaluation, IRB, Integrity, RPE, IRB measured every year reported every 5 years starting 2012-13</p>		
<p>Applying psychology</p> <p>Students will be able to use psychological principles in multiple contexts (i.e., personal, interpersonal, organizational, community) in an effort to inform,</p>	<p>PIPER</p> <p>Advising Sequence: PSY097, 098, 099</p> <p>Methodological Core: PSY 121</p> <p>Select 200 Foundation courses: PSY213, PSY217, PSY218, PSY220, PSY267</p> <p>Select 300 Specialized courses:</p>	<p>Select MCA and PsyK items</p> <p># and variety of COSA presentations and # and variety of ELOPsy topics with an “applied” theme</p> <p>#s and Internship evaluations</p>	<p>MCA Every 5 Years – starting 2013-14</p> <p>PsyK Every 5 Years – starting 2015-16</p> <p>Internship Evaluation and course report measured every year reported every 5 years starting 2012-13</p>		

<p>intervene or change in multiple contexts</p>	<p>PSY312, PSY316, PSY331, PSY335, PSY338, PSY343, PSY350, PSY351, PSY352, PSY354, PSY364, PSY365, PSY366, PSYPSY370, PSY373, PSY374, PSY375, PSY383, PSY385</p> <p>Select ELOPsy courses: PSY399, PSY499</p>	<p>List of courses with applied projects and description of those projects; # of students enrolled</p>			
<p>Career Preparation</p> <p>Students will pursue realistic ideas about how to implement psychological knowledge, skills, interests, and values in occupational pursuits in a variety of settings and in socially responsible ways</p>	<p>Advising Sequence: PSY096, 097, 098, 099</p> <p>Select Courses: PSY267, PSY364, PSY386</p> <p>ELOPsy courses: PSY397, PSY399, PSY499</p>	<p># ELOPsy and Internship evaluations;</p> <p>Pedagogical workshops – type and # attended by students</p> <p>Advising workshop topics and attendance</p> <p>Pre/post Advising sequence survey (entering freshmen in PSY 096 and seniors in PSY 099)</p> <p>Alumni surveys</p> <p>Student and alumni accomplishments reported to Ben</p>	<p>Internship Evaluation, workshops, student/alumni accomplishments measured every year reported every 5 years starting 2012-13</p> <p>Advising sequence and alumni surveys measured every year, reported every 5 years starting in 2014-15</p>		
<p>Effective communication</p> <p>Students will communicate effectively in a variety of formats (i.e., writing, oral aural, quantitative, interpersonal, and collaborative)</p>	<p>Written: Advising Sequence: PSY096, 097, 098, 099 Writing Intensive Courses: PSY299, PSY4**</p> <p>Quantitative: PSY203</p> <p>Oral: PSY4**</p> <p>Other Courses: PSY212, PSY213, PSY218, PSY267, PSY312, PSY316, PSY335, PSY340, PSY342, PSY343,</p>	<p>Writing Rubric for PSY 299 and PSY 4**</p> <p>Oral Rubric for PSY 299 and PSY4**</p>	<p>Writing Rubric every 5 years starting 2016-17*</p> <p>Oral Rubric every 5 years starting 2016-17*</p> <p>*collect 299 samples in 2013-14 and senior samples in 2015-16</p>		

	<p>PSY346, PSY348, PSY350, PSY351, PSY352, PSY354, PSY371, PSY373, PSY374, PSY375</p> <p>Most ELOPsy courses: PSY390, PSY393, PSY396, PSY397, PSY399</p>				
<p>Information competence</p> <p>Students will demonstrate information competence and the ability to use computers and other technology for many purposes, including scientific inquiry, application and communication</p>	<p>Advising Sequence: PSY096, 097, 098, 099</p> <p>Methodological Core: PSY 121, PSY 203</p> <p>Select courses: PSY303,</p> <p>Select ELOPsy courses: PSY391, PSY393, PSY396, PSY397, PSY492, PSY493, PSY496</p>	<p>MCA (select items)</p> <p>Pre/post Advising sequence survey (entering freshmen in PSY 096 and seniors in PSY 099)</p>	<p>MCA Every 5 Years – starting 2013-14</p> <p>Advising sequence and alumni surveys measured every year, reported every 5 years starting in 2014-15</p>		
<p>Life long learners</p>	<p>Advising sequence</p> <p>Cumulative outcome of major</p>	<p>Alumni surveys</p> <p>Pre/post Advising sequence survey (entering freshmen in PSY 096 and seniors in PSY 099) emphasize intrinsic aspect of learning</p>	<p>Advising sequence and alumni surveys measured every year, reported every 5 years starting in 2014-15</p>		
<p>Community partners</p>	<p>Freshman year experience</p> <p>In major, upper level experience, CEL2</p> <p>Some aspects in PSY383, PSY399, PSY499, MUSE</p>	<p>CEL2, in major has not been developed yet. Begin conversation.</p> <p>Internship Evaluations</p> <p>Pre/post Advising sequence survey (entering freshmen in PSY 096 and seniors in PSY 099)</p> <p>Data from Bonner</p> <p>List of labs with community component,</p>	<p>Internship Evaluation, CEL2, Bonner and lab list of CELs measured every year reported every 5 years starting 2012-13</p> <p>Advising sequence and alumni surveys measured every year, reported every 5 years starting in 2014-15</p>		

<p>Community partners</p>	<p>Freshman year experience</p> <p>In major, upper level experience, CEL2</p> <p>Some aspects in PSY383, PSY399, PSY499, MUSE</p>	<p>CEL2, in major has not been developed yet. Begin conversation.</p> <p>Internship Evaluations</p> <p>Pre/post Advising sequence survey (entering freshmen in PSY 096 and seniors in PSY 099)</p> <p>Data from Bonner</p>	<p>Internship Evaluation, CEL2, Bonner and lab list of CELs measured every year reported every 5 years starting 2012-13</p> <p>Advising sequence and alumni surveys measured every year, reported every 5 years starting in 2014-15</p>		
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Methodological Core Assessment (MCA)

Phase 1: Formal course descriptions and syllabi from the previous academic year were used to develop a list of general learning objectives (Psychology as a Science, Critical Thinking, Ethics, and Communication) and 55 subtopics that were relevant for PSY 121. An on-line survey was developed where the respondents (current and recent faculty of PSY 121) rated each topic as “essential for inclusion,” “optional,” or “unessential” for the course. Questions were developed to measure the subtopics rated as “essential” by at least 50% of the respondents. A faculty member developed items in summer 2010, the front office staff converted the items to an on-line survey format, IRB approval was obtained, faculty teaching PSY 121 in Fall 2010 were asked to take their classes to the computer lab for ½ hour to complete the instrument, students were awarded PIPER credit for their participation. This was done at the end of the semester, after the Thanksgiving break. In Spring 2011 the faculty member’s Psychological Testing class conducted an initial analysis of the items and made suggestions for revisions. Four members of the class were invited to join a research lab in the fall. Over the summer 2011, the faculty member with the help of the four students confirmed the class’s item analysis data, revised items in the on-line format, created indirect items in the manner of Angelo and Cross (1988). These items were developed to measure familiarity with terms/concepts of PSY 121 (using the same list of subtopics derived above). An on-line instrument was developed that begins with basic demographic items, presents Likert scale indirect items, and ends with the revised PSY121 course knowledge items. IRB approval was obtained and this instrument was administered in a pre/post design to all PSY121 classes in the Fall 2011, again awarding PIPER credit. We have found:

- Students show improvement/gain in course knowledge from pre to post
- Students show improvement in indirect measure from pre to post
- Indirect and direct measures do NOT correlate; we do NOT recommend use of indirect measures when LO is specific knowledge/skills
- We still need to evaluate item by item growth to pinpoint areas in need of improvement and “close the loop” by sharing with faculty.

Phase 2: In the spring 2010 a similar process of determining the “essential” subtopics of PSY 203 was conducted. The research team developed both familiarity and knowledge items for PSY 203. Following IRB approval this instrument was pilot tested at the end of the fall 2011 semester. Both the lab students and a section of Psychological Testing again conducted the item analysis in the Spring 2012. Following revisions over the summer 2012, this measure will be administered in the fall of 2012 in a pre/post fashion, with final item analysis in the Spring 2013. The goal is that a combined instrument, merging both PSY 121 and PSY 203 items will be ready by Fall 2013.

Findings may inform need for minimum grades in prerequisite courses; review of course objective with adjuncts as many sections of PSY 121 are taught by adjuncts

We hope to gain information on Psychology as a Science, Critical Thinking, Ethics, Applying Psychology, and Information Competence.

PsyK – Psychological Knowledge

This project will have several phases with item generation from multiple sources and the need for pilot testing either a pre/post design within specific courses or a longitudinal or cross-sectional design across the major. The end goal is PsyK an on-line knowledge measure of PSY 101, the foundation courses (PSY 212, 213, 214, 216, 217, 218, 220, 267), and the knowledge goals of the specializations that will be administered prior to PSY 101 (first week of PSY 096) and then administered again during senior year (using PSY 099). The post measure should also ascertain the foundation and specialized courses that students have taken which will serve as controls. The goal is NOT for 100% knowledge due to the way the curriculum is structured. PsyK will reflect our 8 foundation courses, knowledge goals of the specializations, but also include what any Psychology major should know upon graduation. Expect a minimal knowledge for all students based on PSY 101 and other coursework (XX%) and greater (XX%) in courses taken by student.

Faculty will be asked to identify specific knowledge goals for the courses they teach within PSY101, the 8 foundations, specializations, and for a Psychology major in general. Next, item development will come from various sources such as faculty, Instructional Interns, senior level students from each specialization, or the TAPLab. The pilot testing will be accomplished within the individual classes and/or specializations. The instruments will be merged and finalized for pilot testing possibly in Fall of 2014 or 2015.

We hope to gain information on Psychological Knowledge, Integration Across Domains and Disciplines, Diversity, and Applying Psychology

NOTE: Must ask what courses taken (use drop down menu) of 200 and 300; formal specialization declaration; if no specialization formal, what 1 specialization do you identify with; did you transfer to TCNJ (when; what courses taken here and what elsewhere) . We do not expect a high % score as the current curriculum is “open menu” and not “content” driven. Measure should be matched to courses they took and we expect XX% proficiency in those; XX% with others.

This assessment will inform us if we need to go back to more content based curriculum

Writing Rubric

In Spring 2007 Psychology faculty worked with Mary Goldschmidt to develop a writing rubric for PSY4**, senior level writing intensive courses. Dr. Goldschmidt guided our development of the rubric, trained raters, established rater reliability, and conducted an initial analysis of the tool. Several suggestions for changes were made including expansion of the rating scale from 3 to 4 levels, addition of a new section (or modification of existing) to more closely reflect the “Methods” and “Results” sections in Psychology research papers, and consideration of developing varying “cut off” scores so the rubric could be used in both PSY 299 and PSY 4** with differing levels of expected competency.

In the summer of 2011 the rubric was revised to incorporate the suggestions cited above. This needs review. Faculty feedback and rubric training are planned for May 2016 at which time the rubric should be finalized.

We hope to gain information on the Writing aspect of Effective Communication, Integration Across Domains and Information Competence.

Oral Communication Rubric

Need to develop. Have a sample from IR and many faculty have samples for use in class. Not sure how conducive COSA poster presentations will be for this rubric. Do faculty have PSY4** students present in class to peers as well?

PSY 299 is now mandated with oral presentation. We will try to show growth from PSY 299 to PSY 4**.

We hope to gain information on the Oral aspect of Effective Communication

Internship end of semester survey add the following items on a 5-point Likert scale of agreement (SD, D, N, A SA)
In the internship placement I was able to:

Apply Psychology knowledge and processes learned in coursework

Integrate knowledge and concepts across different areas of Psychology or between Psychology and other disciplines

Learn about careers in Psychology

Observe the importance of ethical standards of conduct in a work setting

Develop my ability to work as a member of a team

Interact with people from diverse backgrounds

Additionally add the items:

As a result of this internship, I have increased my interest in future volunteerism or other community engagement.

Was this a paid internship? Yes or No

We hope to gain information on Career Preparation, Applying Psychology, Integration across Domains and Disciplines, and in some placements Diversity and Ethics.

Alumni Surveys

The Psychology Department currently administers a senior exit survey and one year out survey. These are in addition to alumni surveys conducted annually by the Career Center. These surveys have NOT been administered regularly. They were revised in 2011-12 by Kirnan, Dahling, & Wiley in an effort to reduce redundancy, align with existing measures (of HSS and Career Center). Pilot test of surveys is underway in April/May 2012. Future plans would be to coordinate with either Career Center, Development or Institutional Research and have 1 survey going out to seniors and alum.

We hope to gain information on Career Preparation and Life-Long Learners

Advising Sequence

There are two primary phases to this assessment both of which are overseen by Program Coordinator:

- 1) Post course assessment – each section of the advising sequence contains a post course survey that is used to measure both student knowledge and aspects of the curriculum.
- 2) Pre/post sequence assessment – will begin with a cross-sectional design but hope to move to a longitudinal one. Measured seniors graduating in Spring 2011 the last class that did not participate in advising sequence. Will compare to seniors graduating in Spring 2012 the first class that participated in all 4 advising courses. Plan to incorporate a pre/post model (freshmen year vs senior year) in the future.

Both assessments are brief on-line surveys listing behaviors that students respond to on a 5-point Likert agreement scale. This is currently under revision to expand and capture LO difficult to measure elsewhere; but also to ensure a core set of items so comparison can be made to HSS surveys developed/monitored by Jason Dahling.

We hope to gain information on Career Preparation, Information Competence, Life-Long Learners, Community Partners, and Team Skills

PIPER

At the conclusion of all Psychology research studies that use the PIPER (human participant pool) system, research participants are invited to complete an on-line evaluation of their experience. The quiz currently appears as follows:

1. The researcher clearly explained all procedures.
2. The researcher was professional.
3. My participant rights were respected.
4. The purpose of the study was clearly described.
5. I learned more about psychology from this study.
6. I enjoyed this research experience.
7. Additional comments (open-ended)

From annual monitoring we can ensure that Ethical processes are followed. Specifically #2, #3, and #7

5 YEAR TIMELINE:

2012-13 Annual measures (see below); measure annually but provide a formal report every 5 years starting in 2012-13; measuring a variety of Learning Outcomes.

2013-14 MCA (Methodological Core Assessment); begin data collection Spring 2013, PSY 121; conclude Fall 2013 in PSY 203; report in Spring 2014 on Psychology as a Science, Critical Thinking in Psychology, Information Competence, and Ethics

2014-15 Alumni and Pre/Post Advising Measures; collect every year but analyze every 5 years beginning in Spring 2015 measuring Career Preparation, Information Competence, Live-Long Learners, Community Partners

2015-16 PsyK (Psychological Knowledge Exam); begin data collection Fall 2015, PSY096; conclude Fall 2015 in PSY099 using a cross-sectional design; report in Spring 2016 on Psychological Knowledge, Integration Across Domains, Diversity, Applying Psychology. May use longitudinal design subsequently.

2016-17 Writing Rubric and Oral Rubric; begin data collection 2013-14 for PSY299; 2015-16 for Senior papers; report in Spring 2017 on Effective Communication (oral and written)

Data collection on an annual basis with annual or X-yearly analysis

1. Student accomplishments – reported to Ben
2. Alumni accomplishments – reported to Ben
3. Internship Survey
4. PIPER evaluations
5. # of students in PSY 299 achieving IRB ethics certificate
6. # of RPE proposals and quality
7. # of IRB student proposals and proposals with student co-PIs
8. Celebration of Student Achievement - # participating by category; sampling of topics to show variety

9. Identify COSA presentations with an “Applied” theme
10. ELOPsy Participation- # participating by category; sampling of topics to show variety
11. Identify ELOPsy projects with an “Applied” theme
12. Internship – title of internship and placement organization to show Integration Across Domains, Career Preparation
13. # of pedagogical workshops for Instructional Interns and list of topics to show variety, participation rate
14. # of Academic Advising Sequence Events and list of topics to show variety, participation rate
15. Bonner participation
16. CEL2 progress
17. List of labs with CEL component, type of activity, # of students
18. List of course with an “Applied” project, project title, # of students
19. Obtain IR or PAWS report # of courses students take in gender, ethnicity, global per student as they graduate
20. Report number and variety of courses in 200 and 300 level and student enrollment