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Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

Psychology Discipline 5-Year Assessment Plan 2016-2021

Psychology Discipline

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Psychology Discipline, "Psychology Discipline 5-Year Assessment Plan 2016-2021" (2016). *Assessment of Student Learning Reports*. 264.

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Academic Program: Psychology

Academic Division: Social Sciences

Program Contact:

Name: Heather J Peters PhD

Phone: 589-6217

Email: petersh@morris.umn.edu

Psychology Program Student Learning Outcomes:

Goal 1: Knowledge Base in Psychology

- 1.1 Understand the spectrum of psychological phenomena related to behavior and mental processes and how the environment (ranging from biological to sociocultural influences) affect both.
- 1.2 Obtain a knowledge of Psychology's main content domains and applications

Goal 2: Scientific Inquiry and Critical thinking

- 2.1 Ability to use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Gain exposure to interpreting, designing, and conducting psychological research
- 2.5 Attain awareness of ethical issues in psychology

Goal 3: Communication

- 3.1 Demonstrate effective writing
- 3.2 Exhibit effective presentation skills
- 3.3 Exhibit effective discussion skills

Goal 4: Information and Technological Literacy

- 4.1 Exposure to psychological statistical packages
- 4.2 Ability to utilize databases related to psychology

| Enter Academic Program Name: Psychology | | | | |
|---|--|---|----------------------------------|----------------------|
| Program Student Learning Outcome(s) to be assessed | How will you measure the outcome? | Where will the data be collected and by whom? | When will the data be collected? | Overlap with CSLOs?* |
| 2016-17 2.2 Demonstrate psychology information literacy | In accordance with the recommendations of Walvoord (2010) we are going to use psychology students' senior seminar final papers as a sample of student work completed at the end of their course of study. Each faculty teaching a senior seminar, during the 2016-2017 academic year, will analyze their respective students' final papers. Each faculty will identify their group's strengths and weaknesses in demonstrating psychology information literacy. During finals week or the week after finals week Spring 2017 psychology faculty will meet and discuss identified strengths and weaknesses and determine one action item to improve students' abilities to demonstrate psychology information literacy. We will also assign responsibility for the follow-up. | | | |
| 2017-18 3.3 Exhibit effective discussion skills | In accordance with the recommendations of Walvoord (2010) we are going to use psychology students' discussion and class facilitation during their senior seminar as a sample of student work completed at the end of their course of study. Each faculty teaching a senior seminar during the 2017-2018 academic year will analyze their respective students' discussion skills and will find the strengths and weaknesses of the students as a group. During finals week or the week after finals week Spring 2018 psychology faculty will meet and discuss identified strengths and weaknesses and determine one action item to improve students' discussion skills. We will also assign responsibility for the follow-up. | | | |

| | | |
|---|---|--|
| <p>2018-19 3.1 Demonstrate effective writing</p> | <p>In accordance with the recommendations of Walvoord (2010) we are going to use psychology students' senior seminar final papers as a sample of student work completed at the end of their course of study. Each faculty teaching a senior seminar during the 2018-2019 academic year will analyze their respective students' final papers and will find the strengths and weaknesses of the students as a group. During finals week or the week after finals week Spring 2019 psychology faculty will meet and discuss identified strengths and weaknesses and determine one action item to improve student learning. We will also assign responsibility for the follow-up.</p> | |
| <p>2019-20 1.2 Obtain a knowledge of psychology's main content domains and applications</p> | <p>Graduating psychology students must pass at least one class in each of the 5 main content domains. Further, students must pass introduction to psychology during which students are introduced to the main content domains of the field. Faculty will provide evidence that applications of the content are also taught in classes that make up the 5 content domains. During finals week or the week after finals week Spring 2020 psychology faculty will meet and discuss identified applications of the main content and determine one action item to improve student learning. We will also assign responsibility for the follow-up.</p> | |
| <p>2020-21 2.4 gain exposure to interpreting, designing, and conducting psychological research</p> | <p>Faculty will compile a list of ways psychology students gain exposure to interpreting, designing, and conducting psychological research (e.g., Research methods, UROPS, URS, Empirical Investigations in Psychology). Current and past students will be surveyed regarding their perceptions regarding their ability to gain exposure to interpreting, designing, and conducting psychological research. During finals week or the week after finals week Spring 2020 psychology faculty will meet and discuss the results and determine one action item to improve student learning. We will also assign responsibility for the follow-up.</p> | |

*Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

Walvoord, B. E. (2010). *Assessment Clear and Simple*. Jossey-Bass: San Francisco. .
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