Psychology Department Assessment S2022

1. Mission Statement

The core requirements of the psychology major are designed to provide a broad foundation across the spectrum of subject areas in psychology. Additional required courses selected from Learning, Psychobiology, and Emotion (Group 1) and Abnormal Psychology, Clinical Psychology, and Tests and Measurements (Group 2) provide greater depth in the two major subdivisions of psychology. Students select from a range of elective courses to gain greater expertise in areas that will best prepare them for graduate school programs in psychology or related career options, for example, the health related fields of Occupational Therapy, Physical Therapy, and Speech Therapy, or Medical School. A common thread among the various courses is an emphasis on the scientific foundation and empirical basis of psychological principles and their application to understanding the individual, her development, and her behavior in a social context. Writing skills are highlighted in much of the coursework, and students are encouraged to expand their learning outside of the classroom by participating in research and/or clinical experiences with, or sponsored by psychology faculty.

II. Initial Comments for Spring 2022 Assessment Plan

In a meeting after the Spring 2021 assessment period, we considered a major change in the structure of our assessment plan in accordance with the suggestions of Dr. Rachel Ebner. We used this plan as a template for the current Fall 2021 semester but have agreed that further discussion is needed to determine if the plan needs further modification. The current plan is presented in Table 1.

Table 1.

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| **Department/Program Goal** | **Objectives** |
| 1. Students will be able to **remember** key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. | a. Students will be able to identify major concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| b. Students will be able to define key concepts, theories, and issues relevant to the discipline of psychology and its major subfields. |
| c. Students will be able to describe key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| 2. Students will be able to **understand** key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. | a. Students will be able to explain key concepts, theories, issues, and researchrelevant to the discipline of psychology and its major subfields. |
| b. Students will be able to illustrate key concepts, theories, issues, and researchrelevant to the discipline of psychology and its major subfields. |
| c. Students will be able to discuss key concepts, theories, issues, and researchrelevant to the discipline of psychology and its major subfields. |
| d. Students will be able to relate key concepts, theories, issues, and researchrelevant to the discipline of psychology and its major subfields. |
| 3.Students will be able to **apply** key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. | a. Students will be able to use key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| b. Students will be able to demonstrate key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| c. Students will be able to implement key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| 4. Students will be able to **analyze** key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. | a. Students will be able to outline key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| b. Students will be able to draw connections among key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| c. Students will be able to differentiate key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| d. Students will be able to organize key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| e. Students will be able to examine key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| f. Students will be able to compare and contrast key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| 5. Students will be able to critically **evaluate** key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. | a. Students will be able to appraise key theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| b. Students will be able to defend key theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| c. Students will be able to judge key theories, issues, and research relevant to the discipline of psychology and its major subfields. |
|  | d. Students will be able to support key concepts, theories, issues, and research relevant to the discipline of psychology and its major subfields. |
| 6. Students will be able to **create** their own empirical research to address psychologically relevant questions. | a. Students will be able to formulate their own testable research questions and hypotheses. |
| b. Students will be able to design appropriate methods for investigating their research questions and hypotheses. |
| c. Students will be able to implement an empirical study. |
| d. Students will be able to effectively communicate their research findings both orally and in writing, and in accordance with APA guidelines |