

# Assessment: Reporting Unit Four Column

## Psychology - B.S.

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
<p><b>16-20 PLLO 1: Critical Reading for Independent Learning</b> - Students will demonstrate critical reading skills through the use of metacognitive strategies.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.S. Psychology, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Course Data Assessments</p> <p>Course Data Assessments are classroom assignments from undergraduate Psychology courses that individual faculty have classified as assessing critical reading. Each faculty member then classifies student performance as Meeting, Exceeding, or Not Meeting Expectations on their assessment. These data are then compiled across faculty members who submit data for this goal to obtain a global assessment of how students are doing in critical reading assessments in our undergraduate courses.</p> <p><b>Criterion:</b> At least 80% of students will be classified at Meeting Expectations on course assessments of critical reading.</p> <p><b>Schedule:</b> Fall and Spring semester assessments</p> <p><b>Who will use the data (How and When)?:</b> Faculty will discuss data annually at Assurance of Learning Day.</p>	<p><b>Result Status:</b> Result Open-Further action needed</p> <p><b>Result/Observation Type:</b> Strength</p> <p>We compiled assessments of Critical Reading and rated students as Meeting, Exceeding, or Not Meeting Expectations on each assessment. We found that 72% of students Met Expectations on Critical Reading Assessments. Our criterion was that 80% of students would Meet Expectations on Critical Reading Assessments. (04/26/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">GoreCR1.doc</a></p> <p><a href="#">NowakCR2.docx</a></p> <p><a href="#">PalmerCR3.docx</a></p> <p><a href="#">VarakinCR4.doc</a></p>	<p><b>Meaningful Changes:</b> Faculty whose students scored lower than our criterion altered their assignments or instructional methods to promote better performance on assessments of critical reading. See attached for specifics. (04/26/2017)</p>
	<p>Critical Reading Senior Assessment in PSY 499</p> <p>All of our graduating Seniors complete a Senior Exit Course (PSY 499). This is a Bb course that</p>		

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	<p>contains the Senior Exit Survey and two learning assessments. One of the learning assessments is the Critical Reading Assessment. In this assessment, graduating seniors can select one of two short texts about either the Empty Nest Syndrome or Truth Serum. They are asked to read the text, then they answer four questions on the text that correspond to the Comprehension, Analysis, Synthesis, and Evaluation sections on the ECU Critical Reading Rubric. These questions are: 1. Briefly name and describe the topic of the essay you read? 2. Briefly explain the information in the text debunks or exposes the falseness of the myth that the text is addressing? 3. Using information presented in the text, answer the following question: What could be done to minimize the perception that the Empty Nest Syndrome exists or that Truth Serum can detect lies? 4. What did you learn in the Psychology major that will allow you to evaluate that claims of articles that propose concepts with little support such as the Empty Nest Syndrome or the usefulness of Truth Serum? The Psychology Department Assessment Coordinator (Steffen Wilson) grades approximately half of these assessments, and faculty in the Psychology department grade the remaining assessments at Assurance of Learning Day.</p> <p><b>Criterion:</b> At least 80% of graduating seniors enrolled in PSY 499 will be classified as competent or better on</p>		

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	<p>Comprehension, Analysis, Synthesis, and Evaluation on the EKU Critical Reading Rubric.</p> <p><b>Schedule:</b> Every Semester</p> <p><b>Who will use the data (How and When)?:</b> Faculty will review the data at Assurance of Learning Day in the Fall semester.</p>		
<p><b>16-20 PLLO 2: Knowledge of Empirically Generated Psychological Content</b> - Students will recall and explain empirically generated psychological content.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.S. Psychology, Program-Level Learning Objectives (PLLO)</p>	<p>Course assessments of Knowledge of Empirically Generated Psychological Content.</p> <p>Course Data Assessments are classroom assignments from undergraduate psychology courses that individual faculty have classified as assessing knowledge of empirically generated psychological content. Each faculty member then classifies student performance as Meeting, Exceeding, or Not Meeting Expectations on their assessment. These data are then compiled across faculty who submit data for this goal to obtain a global assessment of how well students are recalling and explaining empirically generated psychological content that is taught in our undergraduate courses.</p> <p><b>Criterion:</b> At least 80% of students will be classified as Meeting Expectations or higher on course assessments of Knowledge of Empirical content.</p> <p><b>Schedule:</b> Assessed Fall and Spring Semester</p> <p><b>Who will use the data (How and When)?:</b> Faculty will review data annually at Assurance of Learning Day</p>	<p><b>Result Status:</b> Result Open-Further action needed</p> <p><b>Result/Observation Type:</b> Strength</p> <p>Faculty assessments of Knowledge of Empirically Generated Psychology content were complied, and student performance was classified as Meeting, Exceeding or Not Meeting Expectations. 76% of students Met or Exceeded Expectations on these assessments. The criterion was for 80% of students to Meet or Exceed Expectations. (04/26/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">FlorellK1.docx</a></p> <p><a href="#">HenningK2.docx</a></p> <p><a href="#">LawsonK3.docx</a></p> <p><a href="#">WilsonK4.docx</a></p>	<p><b>Meaningful Changes:</b> Faculty whose students scored lower than the 80% Meet or Exceed Expectations criterion either altered their instructional method or revised their assessment to improve student performance. See attached documentation for specific changes. (04/26/2017)</p>
	<p>Senior Exit Essay Question</p> <p>All of our graduating Seniors</p>		

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	<p>complete a Senior Exit Course (PSY 499). This is a Bb course that contains the Senior Exit Survey and two learning assessments. One of the learning assessments is the Senior Exit Essay Question. In this assessment, graduating seniors are asked to identify two concepts that they learned in the major and answer the following questions: 1. Describe the topic in a paragraph that is written in your own words. 2. Give your own example of each topic that is found in everyday life. 3. Describe a study and/or a theory that is related to the topic. 4. Pick a second topic from a different area of Psychology and explain how it goes with the topic you selected above. Their answers are then scored on Comprehension, Application, Methods, and Integration using the Capstone Essay Rubric. The Psychology Department Assessment Coordinator (Steffen Wilson) grades approximately half of these assessments, and faculty in the Psychology department grade the remaining assessments at Assurance of Learning Day.</p> <p><b>Criterion:</b> At least 80% of students will be classified as Meeting Expectations on each category on the Capstone Essay rubric when applied to the Senior Exit Essay Question.</p> <p><b>Schedule:</b> Fall and Spring semester</p> <p><b>Who will use the data (How and When)?:</b> Data will be reviewed annually at Assurance of Learning Day</p>		

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<p><b>16-20 PLLO 3: Information Literacy</b> - Students will be able recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information and students will be able to generate new information using scientific inquiry.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.S. Psychology, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Course assessments of Information Literacy</p> <p>Course Data Assessments are classroom assignments from undergraduate psychology courses that individual faculty have classified as assessing information literacy. Each faculty member then classifies student performance as Meeting, Exceeding, or Not Meeting Expectations on their assessment. These data are then compiled across faculty members who submit data for this goal to obtain a global assessment of how students are doing on information literacy assessments in our undergraduate courses.</p> <p><b>Criterion:</b> At least 80% of students will be classified as Meeting Expectations or higher on course assessments of information literacy.</p> <p><b>Schedule:</b> Fall and Spring semester</p> <p><b>Who will use the data (How and When)?:</b> Faculty will review data annually at Assurance of Learning Day</p>	<p><b>Result Status:</b> Result Open-Further action needed</p> <p><b>Result/Observation Type:</b> Strength</p> <p>Faculty assessments of Information Literacy were compiled, and students were classified as Meeting, Exceeding or Not Meeting Expectations on these assessments. 76% of students were classified as Meeting or Exceeding Expectations. The department criterion is 80% of students will Meet or Exceed Expectations. (04/26/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">BottsIL1.docx</a></p> <p><a href="#">BundyIL2.docx</a></p> <p><a href="#">Makechall3.docx</a></p> <p><a href="#">Michael McCellanIL4.docx</a></p> <p><a href="#">WygantIL5.docx</a></p>	<p><b>Meaningful Changes:</b> Faculty whose students scored lower than the 80% criterion of Meeting or Exceeding Expectations revised their assessment or instructional method on that assignment. See attached documents for specifics. (04/26/2017)</p>
<p><b>16-20 PLLO 4: Interpersonal Competency</b> - • Students will demonstrate competence in written communication.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.S. Psychology, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Course Data Assessments</p> <p>Course Data Assessments are classroom assignments from undergraduate psychology courses that individual faculty have classified as assessing written communication. Each faculty member then classifies student performance as Meeting, Exceeding, or Not Meeting Expectations on their assessment. These data are then compiled across faculty members who submit data for this goal to obtain a global assessment of how students are</p>		

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	<p>doing in written communication in our undergraduate courses.</p> <p><b>Criterion:</b> At least 80% of students will be classified as Meeting Expectations or higher on course assessments of written communication.</p> <p><b>Schedule:</b> Fall and Spring courses</p> <p><b>Who will use the data (How and When)?:</b> Faculty will review as Assurance of Learning Day</p> <hr/> <p>Senior Exit Essay Question  All of our graduating Seniors complete a Senior Exit Course (PSY 499). This is a Bb course that contains the Senior Exit Survey and two learning assessments. One of the learning assessments is the Senior Exit Essay Question. One of the learning assessments is the Senior Exit Essay Question. In this assessment, graduating seniors are asked to identify two concepts that they learned in the major and answer the following questions: 1. Describe the topic in a paragraph that is written in your own words. 2. Give your own example of each topic that is found in everyday life. 3. Describe a study and/or a theory that is related to the topic. 4. Pick a second topic from a different area of Psychology and explain how it goes with the topic you selected above. Their answers are then scored on Purpose, Style, and Surface Features using the Capstone Writing Rubric. The Psychology Department Assessment Coordinator (Steffen Wilson) grades approximately half of these assessments, and faculty in</p>		

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	<p>the Psychology department grade the remaining assessments at Assurance of Learning Day.</p> <p><b>Criterion:</b> At least 80% of students will be classified as Competent or higher on the Capstone Writing rubric.</p> <p><b>Schedule:</b> Fall and Spring Semester.</p> <p><b>Who will use the data (How and When)?:</b> Faculty will discuss the data annually at Assurance of Learning day.</p>		
<p><b>16-20 PLLO 5: Professional Development</b> - • Students identify realistic career options.</p> <ul style="list-style-type: none"> <li>• Students articulate how their personality, skills, interests, and values match their career options.</li> <li>• Students will demonstrate professionally relevant skills.</li> <li>• Students will apply course content to business, education, healthcare, and other workplace settings.</li> </ul> <p><b>Objective Status:</b> Inactive</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, B.S. Psychology, Program-Level Learning Objectives (PLLO)</p>	<p>Course Data assessments</p> <p><b>Criterion:</b> At least 80% of students will be classified as Meeting Expectations or higher on course assessments of professional development.</p> <p><b>Schedule:</b> Fall and Spring semester</p> <p><b>Who will use the data (How and When)?:</b> Faculty will review data annually at Assurance of Learning day</p>	<p>Co-Op Question 31</p> <p><b>Criterion:</b> 90% of Co-Op students will score as acceptable or higher on Co-Op Employer Survey questions 31.</p>	
	<p><b>Schedule:</b> Annually</p> <p><b>Who will use the data (How and When)?:</b> Faculty will discuss data annually at Assurance of Learning day.</p>	<p>Student Presentations at Conferences</p> <p><b>Criterion:</b> At least 25 Psychology majors will make presentations at conferences annually.</p> <p><b>Schedule:</b> Annually</p> <p><b>Who will use the data (How and</b></p>	

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**When)?:** Faculty will discuss data  
annually at Assurance of Learning Day