

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Institution: University of Rhode Island

**Program: Psychology
Degree: BA
Chair: John Stevenson
Academic Year Plan: 2007/2008**

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
Upon completion of program, students are expected to (know and be able to do)	List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.	Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.	Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.
Goal 1. Knowledge Base of Psychology	Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A)	a) Webct instrument administered every fall semester
Goal 2. Research Methods in Psychology	Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A) b) review of course syllabi that contain potential e-portfolio products (See Appendix B)	a) Webct instrument administered every fall semester b) e-portfolio products collected in as many psychology courses as possible during fall and spring semesters
Goal 3. Critical Thinking Skills in Psychology	Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A)	a) Webct instrument administered every fall semester
Goal 4. Application of Psychology	Students will understand and apply psychological principles to personal, social, and organizational issues.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A) b) review of course syllabi that contain potential e-portfolio products (See Appendix B)	a) Webct instrument administered every fall semester b) e-portfolio products collected in as many psychology courses as possible during fall and spring semesters
Goal 5. Values in Psychology	Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A) b) review of course syllabi that contain potential e-portfolio products (See Appendix B)	a) Webct instrument administered every fall semester b) e-portfolio products collected in as many psychology courses as possible during fall and spring semesters
Goal 6. Information and Technological Literacy	Students will demonstrate information competence and the ability to use computers and other technology for many purposes.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A) b) review of course syllabi that contain potential e-portfolio products (See Appendix E)	a) Webct instrument administered every fall semester b) e-portfolio products collected in as many psychology courses as possible during fall and spring semesters
Goal 7. Communication Skills	Students will recognize, understand, and respect the	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A)	a) e-portfolio products collected in as many psychology courses as possible

	complexity of sociocultural or international diversity.	b) review of course syllabi that contain potential e-portfolio products (See Appendix E)	during fall and spring semesters
Goal 8: Sociocultural and/or International Awareness	Students will recognize, understand, and respect the complexity of sociocultural and international diversity.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A) b) review of course syllabi that contain potential e-portfolio products (See Appendix B)	a) Webct instrument administered every fall semester b) e-portfolio products collected in as many psychology courses as possible during fall and spring semesters
Goal 9: Personal Development	Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A) b) review of course syllabi that contain potential e-portfolio products (See Appendix B)	a) Webct instrument administered every fall semester
Goal 10: Career Planning and Development	Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.	a) curricular mapping of American Psychological Association Learning Outcomes (see Appendix A) b) review of course syllabi that contain potential e-portfolio products (See Appendix B)	a) eportfolio products (e.g., resumes, personal statements for graduate school) collected in Fall 2008 Careers in Psychology course

Goal	Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
	Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.	Identify students' actual level of achievement against the expected performance level.	Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).	Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.	Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?
1	<p>a) achieve some criterion (as yet undetermined) on Webct instrument that is currently undergoing validation procedures</p> <p>b) meet criteria for research paper uploaded to TrueOutcomes (rubrics being developed)</p>	<p>a) Fall 2006: Webct instrument piloted online in multiple psychology classes. Each student was presented with a randomly selected item for each of the 10 learning goals.</p> <p>Percentage scores were correlated with students' GPAs ($r = 0.47$, $N = 31$, $p = 0.008$). Assessments of psychology majors in our large General Psychology course revealed a significance increase in scores (paired comparisons t-test, $p = 0.025$) on the Webct instrument, based on testing at approximately mid-semester (mean = 65.87%, $N = 42$, $SD = 16.33$), compared to testing at the end of the semester (mean = 65.87%, $N = 42$, $SD = 18.87$), immediately following the last quiz of the semester and before the U.R.I. reading days during which students study for exams. Significance levels appeared even greater with the omission of students who took less than five minutes to complete the Webct instrument for a second time (mean = 67.20%, $N = 36$, $SD = 13.67$ vs. mean = 67.60%, $N = 36$, $SD = 15.20$, $p = 0.000$). Viewed as preliminary data only, seventy-four percent of the upper level psychology majors participating in this effort to date have earned scores that meet a criterion of 60% of items correct. The mean percentage correct for these students was 70.51 ($N = 31$, $SD = 13.14$).</p> <p>b) Fall 2007: Paper-and-pencil version of all 150 Webct items administered to students in Psy113, Psy232, Psy301, and Psy434 courses for validation purposes. Preliminary results show that Psy113 students scored a mean of 30 points (+/- 15.61 points) on the first day of class, while Psy 434 students scored 84 points (+/-12.33) at the end of the semester.</p>	<p>a) In order to administer this Webct instrument to psychology majors across courses, all individual student IDs had to be typed into the Webct, allowing them access. This was too time-consuming.</p>	<p>a) We should organize a mandatory 1-credit Careers in Psychology capstone course that will automatically make this Webct instrument available to all of our majors. Meeting some criterion on this Webct instrument will be an assignment in this course.</p> <p>b) Data regarding mean scores for each content area and learning goal have been provided to the department chairperson. We still need to use item characteristic analyses to re-design this Webct instrument for validation purposes.</p>	<p>a) The Careers in Psychology course was taught in Fall 2007, providing important feedback about desirability and feasibility. Within three years, it can be re-designed so that it is partially online and therefore less time-consuming to teach, allowing all of our majors to enroll in this course.</p> <p>b) The Webct instrument will be re-designed for administration in Fall 2008 psychology courses.</p>

2	a) achieve some criterion (as yet undetermined) on Webct instrument that is currently undergoing validation procedures	<p>a) Fall 2007: Paper-and-pencil version of all 150 Webct items administered to students in Psy113, Psy232, Psy301, and Psy434 courses for validation purposes.</p> <p>Preliminary results for research method items on Webct instrument revealed the expected increase in student mastery (i.e., 55% correct for Psy113 students on the first day of class, 73% and 84% correct for Psy232 and Psy301 students during mid-semester, and 85% correct for Psy434 students at the end of the semester.</p>	<p>a) Consider whether research method items on Webct instrument are at too low a difficulty level.</p> <p>b) Encourage Psy301 instructors to require their students to upload their research papers onto TrueOutcomes for analysis. Rubrics are being developed for this purpose.</p>	<p>a) Include higher difficulty level items in Webct instrument for Fall 2008 administration.</p> <p>b) Use rubrics for assessment of student research papers in Fall 2008.</p>	
3	<p>a) achieve some criterion (as yet undetermined) on Webct instrument that is currently undergoing validation procedures</p> <p>b) meet criteria for product(s) uploaded to TrueOutcomes (rubrics being developed)</p>				
4	<p>a) achieve some criterion (as yet undetermined) on Webct instrument that is currently undergoing validation procedures</p> <p>b) meet criteria for product(s) uploaded to TrueOutcomes (rubrics being developed)</p>				
5	<p>a) successful completion of Webct instrument</p> <p>b) successful uploading of product(s) (e.g., PowerPoint) to TrueOutcomes e-portfolio system</p>				
6	<p>a) meet criteria for product(s) uploaded to TrueOutcomes (rubrics being developed)</p> <p>b) meet criteria for product(s) (e.g., PowerPoint, papers) uploaded to TrueOutcomes (rubrics being developed)</p>	<p>a) TrueOutcomes e-portfolio system piloted in 800+ student Psy113 course and new Psychology Careers course during Fall 2007, as well as large Psy113 course in Spring 2008.</p>	<p>By the end of the semester, students did not report difficulties uploading their assignments onto TrueOutcomes. On the other hand, there continues to be a major difficulty regarding multiple scorers, so that other individuals (e.g., graduate student TAs) can have access to TrueOutcome products without sharing my Webct ID and password.</p>		
7	a) achieve some criterion (as yet undetermined) on Webct instrument that is currently	a) TrueOutcomes e-portfolio system piloted in 800+ student Psy113 course and new Psychology Careers course	By the end of the semester, students did not report difficulties uploading their		

	<p>undergoing validation procedures</p> <p>b) meet criteria for product(s) uploaded to TrueOutcomes (rubrics being developed)</p>	<p>during Fall 2007, as well as large Psy113 course in Spring 2008.</p>	<p>assignments onto TrueOutcomes. On the other hand, there continues to be a major difficulty regarding multiple scorers, so that other individuals (e.g., graduate student TAs) can have access to TrueOutcome products without sharing my Webct ID and password.</p>		
8	<p>a) achieve some criterion (as yet undetermined) on Webct instrument that is currently undergoing validation procedures</p> <p>b) meet criteria for product(s) uploaded to TrueOutcomes (rubrics being developed)</p>				
9	<p>a) meet criteria for product(s) uploaded to TrueOutcomes (rubrics being developed)</p> <p>b) meet criteria for product(s) (e.g., PowerPoint, papers) uploaded to TrueOutcomes (rubrics being developed)</p>				
10	<p>a) attend multiple psychology career workshops during college years</p> <p>b) meet requirements of Psychology Career course taken during junior or senior year</p>	<p>a) Fall 2006: Webct instrument piloted online in multiple psychology classes. These data revealed that 69% of these students reported that they voluntarily attended or planned to attend a Psychology Career workshop.</p> <p>b) Fall 2007: Psychology Career course piloted with junior and senior students. See Appendix H for student evaluations.</p>	<p>a) Sixty-nine percent is probably an overestimate of actual student attendance.</p> <p>b) TrueOutcomes e-portfolio system piloted in 800+ student Psy113 course and new Psychology Careers course during Fall 2007, as well as large Psy113 course in Spring 2008.</p>	<p>a) UR1101 psychology instructors requested to require Psychology Career Workshop attendance (i.e., one or two events) of their students.</p> <p>b) Continue teaching Careers in Psychology course, finding resources (or, designing it to be partially online) in order to make it mandatory for all upper-level psychology majors.</p> <p>c) Psychology faculty advising training during department meetings included information for career advising.</p>	<p>a) In Fall 2008, we will continue to offer Psychology Career Workshops, asking faculty to require student attendance in their courses.</p> <p>b) An improved Careers in Psychology course will be offered again during the Fall 2008 semester.</p> <p>c) More resources will be provided to faculty for career advising training in Fall 2008.</p>