IPP Learning Outcomes Report

Program:  Psychology Major (BA)
Department:  Psychology

Number of students enrolled in the program in Fall, 2011: 1606 (Appendix A)

Faculty member completing template: Marya Endriga (Date: 1/16/12)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

   [Please limit your response to 200 words or less]

   The trajectory of the Psychology Major learning outcomes has been shaped most significantly by the following factors:
   - our most recent departmental self-study including Student Learning Objectives (2006; Appendix B) and Assessment Plan (http://webapps2.csus.edu/assessment/plans/Psychology%20Assessment%20Plan.pdf)
   - our latest program reviews (2007)
   - the Senate’s adoption (2002) and revision (2009) of the Baccalaureate Learning Goals (BALGs), and
   - the Department’s adoption (2009) and revision (2011) of the AACU’s VALUE Rubrics

   To work toward a unifying assessment framework that incorporates these factors, we created the Psychology Learning Objectives and Assessment Strategies Matrix (hereafter, Psychology Matrix; Appendix C) that maps the department Student Learning Objectives onto the VALUE Rubrics and the BALGs. Thus, we have experienced a transformation in our learning outcomes trajectory that increasingly has reflected the BALGs and has become most noticeable in the 2010-11 academic year. What lies ahead for the program is (1) the prioritization of the Psychology VALUE Rubrics for annual assessment planning, (2) completion of a new assessment plan and departmental self-study during the 2012-13 academic year, (3) continued development of methodologies and instrumentation to assist in assessment of learning goals, and (4) formalization of strategies that “close the loop” between assessment and instruction/curriculum development.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content...
knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program. [Please limit your response per outcome to 300 words or less]

a) **Analytic skills in Psychology.** Analytic skills in Psychology is one of 19 skill domains identified in the departmental student learning objectives. According to the Psychology Matrix, it maps onto the Written Communication and Inquiry & Analysis VALUE Rubrics (among others) and the Intellectual and Practical Skills and Competence in the Disciplines BALGs. Specifically, this departmental learning objective states, “Students will learn the following areas at a level appropriate for undergraduates: 1) analyze data with stats, 2) use software for stat analysis, 3) summarize data w/ stat techniques, 4) summarize data w/ stat software, 5) write an APA-style paper, 6) communicate ideas orally, and 7) display interpersonal skills.” Analytic Skills was designated by the Psychology faculty as a primary learning outcome targeted for ongoing assessment. It has always been a primary value for the department because it is the common element shared by all of the Psychology subdisciplines (e.g., biological, experimental, cognitive, social, clinical). External Program Reviewer Dr. Ken Green (CSULB) has noted that, “majors are offered a firm grounding in research methods and statistics…” (2007). Additional evidence for the priority placed on analytic skills in the major includes:

- **PSYC 101 Foundations of Psychology Research:** I is one of two upper division courses required by all majors and a second more advanced methods/stats course is also required.
- Outside of the classroom, many students acquire analytic skills through PSYC 194 Cooperative Research where they work in small groups as research assistants in faculty research laboratories. This course acts as a capstone option, which requires students to integrate psychological knowledge, skills and ethics that they have learned throughout the major.
- The department also holds an annual research conference showcasing recent student work that has been presented in various professional scientific meetings.

b) **Written Communication and Explanatory skills in Psychology.** Written communication and Explanatory skills also falls within the 19 skill domains identified by the departmental student learning objectives. Specifically, the category of Analytic, Communication and Interpersonal Skills includes the learning objective to “write an APA-style paper” and the category of Explanatory Skills includes students’ ability to explain behavior, cognition and emotion with psychological terms and theory (Psychology Matrix). Written communication is one of the VALUE rubrics and falls within the Intellectual and Practical Skills domain of the BALGs. Psychology faculty believe that writing skills as essential for majors and we have attempted to maintain opportunities for writing despite rising class sizes and lack of funding for teaching assistants. This concern led to the decision to focus on written communication for two of the last five annual assessment projects.
c) **Cultural Knowledge and Appreciation in Psychology.** While knowledge and appreciation of cultural diversity is a general learning objective across the curriculum, it is most explicitly described in the Ethical Domains section of the department student learning objectives, in which students are expected to improve their understanding of multiple areas of diversity that include ethnicity, gender, disability and sexual orientation. In addition, Goal 5 of the 2006 departmental mission statement is “To teach students about diversity so that they can appreciate the differences, flexibly analyze situations, and to be mindful of equity.” These objectives are reflected in the VALUE rubrics of Intercultural Knowledge and Competence and Ethical Reasoning and in the BALGs of Knowledge of Human Cultures and the Physical and Natural World and Personal and Social Responsibility. Evidence for the program’s continued commitment to cultural issues includes:

- In AY 2002-04 we began requiring all majors to take a course in Cross-Cultural Psychology.
- Also in AY 2002-04 a new required course category Human Diversity was instituted, in which students take coursework on topics including multicultural psychology, psychology of women and homosexuality.
- In AY 2008-09, the annual assessment project focused on teaching about diversity.
- In AY 2009-10, many faculty members participated in a departmental research project on multicultural curriculum infusion, in which they submitted consultation requests to a faculty research team regarding diversity information to use in their teaching.

d) **Knowledge of Psychology as a Discipline.** The departmental student learning objectives include a Knowledge domain in which students are expected to improve in their understanding of six areas that represent the major subdisciplines in Psychology: 1) biological, 2) developmental, 3) individual/social, 4) learning/cognitive, 5) methods and statistics, and 6) applications. These departmental objectives map onto many of the VALUE rubrics, including Critical Thinking, Foundations & Skills for Lifelong Learning, Information Literacy and Reading. They also correspond most closely to the BALGs of Competence in the Disciplines, Knowledge of Human Cultures and the Physical and Natural World, and Intellectual and Practical Skills. Psychology faculty members hold in common the belief that our majors should graduate with a solid foundation in the field of Psychology as a whole. This belief is illustrated by the structure of our undergraduate major curriculum that includes seven different categories of courses. This area is ranked lower than the previous three only because we feel that the instructional methods for transmitting knowledge in the field are well known and utilized by our faculty, which allows us to place the other goals at a higher priority for assessment purposes. From a values perspective, however, instructing students in knowledge of our discipline is of utmost priority.
3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible. [Please limit your response to 400 words or less]

This issue is mentioned above because the Baccalaureate Learning Goals have been a driving force in the trajectory of our learning outcomes assessment (#1). They have also been a guide by which the Psychology Curriculum committee, Assessment Coordinator and individual faculty members find consensus and common direction for purposes of instruction, program assessment and curricular development (#2). To again refer to the Psychology Matrix (Appendix C), our departmental student learning objectives are arranged into Knowledge, Skills and Ethics Domains, which map onto all five of the BALGs to some degree. Specifically, the BALGs of Competence in the Disciplines and Intellectual and Practical Skills map onto four of the five departmental domains. The BALGs of Integrative learning and Knowledge of Human Cultures and the Physical and Natural World map onto two of the five departmental domains. The following restates the relationship between the set of specific learning outcomes identified in #2 and the BALGs:

- Analytic Skills maps onto the BALGs of Intellectual and Practical Skills and Competence in the Disciplines;
- Written Communication and Explanatory Skills maps onto the BALG of Intellectual and Practical Skills;
- Cultural Knowledge and Appreciation maps onto the BALGs of Knowledge of Human Cultures and the Physical and Natural World and Personal and Social Responsibility; and
- Knowledge of Psychology as a Discipline maps onto the BALGs of Competence in the Disciplines, Knowledge of Human Cultures and the Physical and Natural World, and Intellectual and Practical Skills.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

   [Please limit your response to 200 words or less per learning outcome]

   a) Analytic Skills (AY 2011-12). This preliminary data is part of an in-progress assessment to be completed by the end of the academic year.
a. Methods. Student authored APA-style research posters presented at the 2011 Psychology department annual research conference were rated by FT Psychology faculty.

b. Sample (preliminary). N=24 sets of ratings were submitted by 8 FT faculty members who had rated some of N=33, nonrandom, student authored research posters (representing over 100 student authorships). Advanced undergraduate and graduate student co-authors often were co-authors on the same poster, making it impossible to separately rate their work.

c. Instruments. The Psychology Inquiry and Analysis VALUE rubric consists of four rating dimensions (Topic Selection, Design Process, Analysis and Conclusions) rated on a 4-point Likert scale where 1=Benchmark, 2 & 3=Milestone and 4=Capstone (Appendix D).

d. Analysis and Conclusions (preliminary). Mean faculty ratings in the 3.3 to 3.4 range corresponded to high end of the milestone category for all dimensions of the rubric. The combining of undergraduate and graduate student co-authors, limits the usefulness of the results for purely undergraduate assessment purposes. Future assessment using research posters will attempt to differentiate undergraduate from graduate work when possible (e.g., by first-author).


a. Methods. Final papers from PSYC 107 Controversial Issues (Capstone course) were assessed for writing competencies by a committee of faculty members.

b. Sample. A random selection of 15 final term papers from PSYC 107 were collected in two data waves (N=30) in a successive 2-year period.

c. Instruments. The papers were rated by a faculty committee using the Psychology Written Communication VALUE rubric (Appendix E) that contains rating dimensions of: Context and Purpose, Content Development, Genre and Disciplinary Conventions, Sources and Evidence and Control of Syntax and Mechanics.

d. Analysis and Conclusions. Mean ratings for each dimension of the Written Communication VALUE rubric remained essentially the same across the two data waves, with ratings ranging from 2.1 to 3.1 and corresponding to the Milestone range of achievement. Thus, senior Psychology majors appear to have attained appropriate writing abilities according to national AACU criteria, but with room for improvement, especially in genre-specific writing, i.e., APA-style.

c) Cultural Knowledge and Appreciation (AY 2008-09 [http://www.csus.edu/programassessment/Assessment%20Reports/08-09/08-09%20Psychology.pdf])
a. Methods. Pre- and post-testing was conducted in two courses within the major curriculum with the most focus on cultural knowledge: PSYC 100 Cross Cultural Psychology and PSYC 135 Psychology of Multicultural Groups. The learning goals and objectives from both courses were reviewed by the Assessment Coordinator and declared sufficient for attainment of diversity learning goals.

b. Sample. N=100 students in PSYC 100 and N=36 students in PSYC 135 completed both the pretest and posttest.

c. Instruments. Instructors developed multiple choice tests sampling from knowledge areas listed in learning objectives. Tests were administered during the beginning and ending of the semester. Test items are not available to append to this report because the items belong to instructor test banks and are used for grading purposes.

d. Analysis and Conclusions. PSYC 100 students averaged 42% correct on the pretest and about 80% correct on the posttest. PSYC 135 students averaged 39% correct on the pretest and 71% correct on the posttest. Both results show statistically significant improvement with a medium to large effect sizes as calculated using ANOVA, eta squared and Cohen’s d statistics. Psychology majors show significant and substantial increases in knowledge of cultural issues. Discussion with course instructors revealed that students appreciate class activities that raise self-awareness of cultural assumptions.

d) Knowledge of Psychology as a Discipline (AY 2008-09, AY 2009-10, AY 2011-12)

a. Methods. Pre- and post-testing was conducted on 9 courses within the major over a 3-year period. The courses represented lower division requirements, upper division major requirements and upper division electives.

b. Sample. A total of about 600 students participated in both pretesting and posttesting, with course-specific sample sizes ranging from n=16 to n=197 (M=65). The courses were: PSYC 2 Introductory Psychology, PSYC 5 Introductory Psychology: Individual and Social Processes, PSYC 100 Cross Cultural Psychology (also reported in c. above), PSYC 107 Controversial Issues, PSYC 134 Human Sexuality, PSYC 135 Psychology of Multicultural Groups (also reported in c. above), PSYC 137 Stress Management, PSYC 168 Abnormal Psychology, PSYC 190 History and Systems of Psychology.

c. Instruments. Instructors developed multiple choice tests sampling from knowledge areas listed in course learning objectives. Tests were administered during the beginning and ending of the semester. Test items are not available to append to this report because the items belong to instructor test banks and are used for grading purposes.

d. Analysis and Conclusions. Mean pretest and posttest scores were aggregated across all 9 courses and yielded overall means of 44% on the pretests and 77% on the posttests. The percentage increases on all 9 tests were statistically significant at the \( p<.001 \) alpha level and showed medium to extremely large effect sizes (eta squared
and Cohen’s d). Psychology students show significant and substantial increases in knowledge of psychology content across many aspects of the curriculum as a result of their instruction.

*If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.*)

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

[Please limit your response to 200 words or less per item]

a) **Analytic Skills.** The current assessment effort is still in progress and we plan to use the complete results to inform our upcoming departmental self-study (AY 2012-13). However, the examination of our student’s analytic skills and our approach to instruction in undergraduate research methods and statistics has been the subject of departmental discussion (i.e., retreat, department meetings) for some time. Some of this discussion stems from the impacted nature of our upper division methods/stats courses (especially PSYC 101 which includes an attached lab) and the number of class sections taught by part-time faculty. Examples of curricular change ideas currently under discussion include offering lab and non-lab versions of the PSYC 101 course and perhaps instituting an honors track or B.A./B.S. option.

b) **Written Communication and Explanatory Skills.** Based on the assessment results of our capstone study in which genre-specific writing was rated somewhat lower than other writing aspects, the department has engaged in ongoing review and discussion of courses across the curriculum to identify where instructors already teach about APA-style and where there may be opportunities to add lecture information and class activities on this topic. We have also engaged in discussion of increasing opportunities for student writing that may be less traditional or less well known than a term paper, e.g., in-class writing activities, paragraph responses and journals. The department has affirmed its commitment to teaching written communication and explanatory skills by limiting class sizes on key courses within the curriculum that have heavy writing requirements: PSYC 8 Methods of Psychology; PSYC 101 and 102 Foundations of Psychological Research: I and II (labs); PSYC 107 Controversial Issues in Psychology; PSYC 122 Qualitative Research in Psychology; PSYC 171 Applied Behavior Analysis (labs) and PSYC 181 Experimental Analysis of Behavior (labs).
c) **Cultural Knowledge and Appreciation.** The results of the pretest-posttest studies of PSYC 100 and PSYC 135 confirmed that students are showing substantial learning about cultural issues from a psychological perspective, which allowed faculty members to engage proactively in discussion of ideas to maintain and extend the excellence of our culturally-related course offerings. For example, we are discussing creation of cultural psychology courses (perhaps introductory and advanced versions) in which cross-cultural and multicultural topics are integrated, thereby better reflecting the current state of the field. Despite increasing class sizes in both of these courses, instructors have endeavored to retain the awareness and sensitivity activities and assignments that students reported to be especially useful and enlightening.

d) **Knowledge of Psychology as a Discipline.** One major curricular change potentially affecting discipline-specific knowledge was the 2010 decision to combine our two introductory psychology courses PSYC 1 and PSYC 5 into a single course PSYC 2. While it is still early to tell definitively, the fact that similar pretest-posttest results were achieved for PSYC 5 and PSYC 2 is encouraging. In addition, test results for the 5 upper division courses assessed before the 2010 change are similar to the results from the 2 upper division courses assessed after the 2010 change, which suggests that PSYC 2 is providing adequate preparation for more advanced coursework in the field.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.  
[Please limit your response to 300 words or less]

Our most recent alumni survey was completed in AY 2006-07 (http://webapps2.csus.edu/assessment/Reports/06-07/06-07%20Psychology.pdf) and was keyed to a subset of missions and goals set forth in the department’s 2006 self-study. As shown in Appendix F, the 23-item survey contained four quantitative parts, one qualitative part and demographic questions. A 5-point rating scale was used with higher ratings indicating higher educational quality. Of the 238 surveys sent out, 48 were returned, resulting in a 24% return rate which is generally consistent with the mailed survey methodology. Survey results showed that most ratings averaged a scale value of 4. Means for each survey area were as follows: Training (e.g., familiarity with psychological phenomena) M=3.7-4.2; Activities/Experiences (e.g., fieldwork) M=4.0-4.5; Perceived Faculty Competence/Activity (e.g., professional active, competent instructors) M=4.0-4.57); and Guidance/Preparation (e.g., usefulness of department career advising brochures) M= 3.54, range 3.17-4.82.

Substantial changes have been made since this survey that help to maintain areas of strength and address areas needing for improvement. For example, in the Training area, we have added new electives to provide students with exposure to cutting edge developments in the field, e.g.,
Health Psychology and Cognitive Neuroscience. In the area of **Activities/Experience** we have begun “budgeting” our FTES allotment to protect supervisory course offerings, such as PSYC 195F (fieldwork), PSYC 194 (Cooperative Research) and PSYC 195A (Teaching Assistantships). To support **Perceived Faculty Competence/Activity** we began alternating semesters of 3-class and 4-class teaching loads, thereby increasing faculty assigned time for scholarly activity. To improve **Guidance/Preparation**, we redesigned our advising structure to include a mandatory new group advising course PSYC 4 Navigating Psychology: The Major and Careers and launched the Prospects peer mentoring program and drop-in advising center.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

**[Please limit your response to 300 words or less]**

Our undergraduate Psychology major is largely consistent with the ten suggested goals and related learning outcomes set forth in the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major (2006, APA). The table below indicates areas of substantial overlap between our major and APA goals:

<table>
<thead>
<tr>
<th>APA Learning Goal:</th>
<th>Psychology Department Student Learning Objectives (Appendix D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge Objectives</td>
</tr>
<tr>
<td>Knowledge Base of Psychology</td>
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</tr>
<tr>
<td>Research Methods in Psychology</td>
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</tr>
<tr>
<td>Critical Thinking Skills in Psychology</td>
<td>X</td>
</tr>
<tr>
<td>Application of Psychology</td>
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<td>Values in Psychology</td>
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<td>Information and Technological Literacy</td>
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<td>Communication Skills</td>
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<td>Sociocultural and International Awareness</td>
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<td>Personal Development</td>
<td>X</td>
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<tr>
<td>Career Planning and Development</td>
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</table>
8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

[Please limit your response to 200 words or less]

The process of setting, assessing and modifying learning outcomes for the Psychology major is a dynamic one. We strive to maintain consistency and overlap among the most current versions of the University’s Baccalaureate Learning Goals, the AACU’s VALUE Rubrics, the Psychology department student learning goals, and the APA guidelines for the undergraduate Psychology major. As summarized in Item 1, above, policy shifts and updates have occurred in 2002, 2006, 2007, 2009 and 2011, which have made it challenging to achieve a consistent assessment strategy. That said, we believe the recent departmental adoption of the VALUE Rubrics (modified for Psychology) will be tremendously helpful towards this end and we intend to continue using them in our annual assessment projects. We also will be completing a self-study in the upcoming academic year (2012-13) in which we plan to conduct a focused inquiry on our curriculum. The outcome of this process as well as the subsequent Program Review will inform further modifications to our student learning outcomes and their assessment.
APPENDIX A

Psychology Majors Enrolled Fall 2011

Current Enrolled Majors By Department/College - All Academic Plans

Term: 2118 - Fall 2011
College: SSIS - College of Soc Sci & Inter Std
Career: UGRD - Undergraduate
Department(s): PSYC - Psychology
Selected Plan(s): PSYCNONEBA - Psychology BA
Run Date: Feb 2, 2012

<table>
<thead>
<tr>
<th>Department Desc</th>
<th>Plan Type</th>
<th>Academic Plan</th>
<th>Academic Plan Desc</th>
<th>Total Students</th>
</tr>
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<tbody>
<tr>
<td>Psychology</td>
<td>MAJ</td>
<td>PSYCNONEBA</td>
<td>Psychology BA</td>
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<td><strong>MAJ - Total</strong></td>
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<td><strong>1606</strong></td>
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<tr>
<td>Psychology - Total</td>
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<td>1606</td>
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<tr>
<td>Summary - Total for Selected Career(s), College/Department(s), Academic Plan(s)</td>
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<td></td>
<td></td>
<td>1606</td>
</tr>
</tbody>
</table>
APPENDIX B

Psychology Student Learning Objectives (From 2006 Self-Study)

I. Knowledge Domains
   A. Biological processes represent the biological underpinnings of thought, feeling, and behavior
   B. Developmental processes represents the psychological changes that correspond with aging and developing from across the full life span
   C. Individual/Social processes represent the processes that mediate personality and social interaction
   D. Learning/cognitive processes represents the processes that allow us to learn and understand our world
   E. Methods/statistics represents the foundations of psychological research
   F. Applications represent the applications of psychological knowledge to the world outside the laboratory

II. Skill Domains
   A. Explanatory Skills
      1. Explain behavior in psychological terms
      2. Explain cognition in psychological terms
      3. Explain emotion in psychological terms
      4. Explain behavior with theory
      5. Explain cognition with theory
      6. Explain emotion with theory

   B. Research Skills
      1. Conduct psychological literature searches
      2. Understand research articles
      3. Critically evaluate research articles
      4. Design psychological research studies
      5. Conduct psychological research studies
      6. Prepare written research reports
C. Analytic, Communication, and Interpersonal Skills
   1. Analyze data with statistics
   2. Use software for statistical analysis
   3. Summarize data with statistical techniques
   4. Summarize data with statistical software
   5. Write an APA-style paper
   6. Communicate ideas orally
   7. Display interpersonal skills

III. Ethics Domains
A. Human subjects
B. Animal subjects
C. Professional behavior
D. Gender fairness
E. Ethnicity fairness
F. Sex orientation fairness
G. Disability fairness
H. Academic integrity
## APPENDIX C

### Psychology Learning Objectives and Assessment Strategies

<table>
<thead>
<tr>
<th>Department Student Learning Objectives</th>
<th>VALUE Rubrics</th>
<th>CSUS Baccalaureate Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Domains</strong></td>
<td></td>
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</tr>
<tr>
<td>Learning objectives – Students will improve in their understanding of the following areas: 1) biological, 2) developmental, 3) individual/social, 4) learning/cognitive, 5) methods/stats, and 6) applications</td>
<td>Civic Knowledge &amp; Engagement; Creative Thinking; Critical Thinking; Foundations &amp; Skills for Lifelong Learning; Information Literacy; Inquiry &amp; Analysis; Quantitative Inquiry; Reading</td>
<td>Competence in the Disciplines; Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills</td>
</tr>
<tr>
<td>Example: Biological processes represent the biological underpinnings of thought, feeling, and behavior.</td>
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<tr>
<td><strong>Explanatory Skills</strong></td>
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<tr>
<td>Learning Objectives – Students will learn to explain following areas using the discipline's terminology: 1) behavior in psych terms, 2) cognition in psych terms, 3) emotion in psych terms, 4) behavior w/ theory, 5) cognition w/ theory, and 6) emotion w/ theory.</td>
<td>Critical Thinking; Oral Communication; Written Communication</td>
<td>Competence in the Disciplines; Intellectual and Practical Skills</td>
</tr>
<tr>
<td>Example: Explain behavior in psych terms</td>
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<tr>
<td><strong>Psychology Research Skills</strong></td>
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<tr>
<td>Learning objectives – Students will learn the following areas: 1) conduct psych literature searches, 2) understand research articles, 3) critically evaluate research articles, 4) design psych research studies, 5) conduct psych research studies, and 6) prepare written research reports</td>
<td>Critical Thinking; Information Literacy; Inquiry &amp; analysis; Reading; Written Communication</td>
<td>Competence in the Disciplines; Intellectual and Practical Skills; Integrative Learning</td>
</tr>
<tr>
<td>Example: Conduct psychological literature searches</td>
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<tr>
<td><strong>Analytic, Communication, and Interpersonal Skills</strong></td>
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<tr>
<td>Learning objectives – Students will learn the following areas at a level appropriate for undergraduates: 1) analyze data with stats, 2) use software for stat analysis, 3) summarize data w/ stat techniques, 4) summarize data w/ stat software, 5) write an APA-style paper, 6) communicate ideas orally, and 7) display interpersonal skills</td>
<td>Oral Communication; Quantitative Literacy; Teamwork; Written Communication</td>
<td>Competence in the Disciplines; Intellectual and Practical Skills; Integrative Learning</td>
</tr>
<tr>
<td>Example: Analyze data with statistics</td>
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<tr>
<td><strong>Ethical Domains</strong></td>
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<tr>
<td>Learning objectives – Students will improve in their understanding of the following areas: 1) human subjects, 2) animal subjects, 3) professional behavior, 4) gender fairness, 5) ethnicity fairness, 6) sex orientation fairness, 7) disability fairness, and 8) academic integrity</td>
<td>Ethical Reasoning; Information Literacy; Intercultural Knowledge &amp; Competence</td>
<td>Knowledge of Human Cultures and the Physical and Natural World; Personal and Social Responsibility</td>
</tr>
<tr>
<td>Example: Human subjects</td>
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</tbody>
</table>

### Six Knowledge Domains

- Biology
- Development
- Individual/Social
- Learning/Cognitive
- Methods/Stats
- Applications

### Nineteen Skill Domains

- Civic Knowledge & Engagement
- Creative Thinking
- Critical Thinking
- Foundations & Skills for Lifelong Learning
- Information Literacy
- Inquiry & Analysis
- Quantitative Inquiry
- Reading

### Eight Ethical Domains

- Human Subjects
- Animal Subjects
- Professional Behavior
- Gender Fairness
- Ethnicity Fairness
- Sex Orientation Fairness
- Disability Fairness
- Academic Integrity
### APPENDIX D

**Department of Psychology VALUE Rubrics**

#### INQUIRY AND ANALYSIS

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic selection</strong></td>
<td>Identifies an innovative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.</td>
<td>Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.</td>
<td>Identifies a topic that while manageable/doable, is overly narrowly focused and leaves out relevant aspects of the topic or is overly general.</td>
<td>Identifies a topic that is too narrowly focused or too general to be manageable or doable.</td>
</tr>
<tr>
<td><strong>Existing Knowledge, Research, and/or Views</strong></td>
<td>Synthesizes in-depth information from relevant, valid and reliable sources representing various points of view/approaches.</td>
<td>Presents in-depth information from relevant, valid and reliable sources representing various points of view/approaches.</td>
<td>Presents information from relevant, valid and reliable sources representing only limited points of view/approaches.</td>
<td>Presents information from sources that lack validity or reliability or represents limited points of view/approaches.</td>
</tr>
<tr>
<td><strong>Design Process</strong></td>
<td>All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from relevant subdisciplines.</td>
<td>Critical elements of the methodology or theoretical framework are appropriately understood and developed; however, more subtle elements are ignored or unaccounted for.</td>
<td>Basic methodology or theoretical framework is understood; however, critical elements are missing, under developed, or unfocused.</td>
<td>Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Identifies and completes most appropriate analytical procedure for methodology. Organizes and interprets evidence to evaluate hypotheses and reveal insightful patterns, differences, or similarities related to focus.</td>
<td>Identifies and completes acceptable analytical procedure. Organizes evidence to evaluate hypotheses and reveal important patterns, differences, or similarities related to focus.</td>
<td>Identifies and completes acceptable analytical procedure. Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</td>
<td>Has difficulty identifying and completing acceptable analytical procedure. Lists evidence, but it is not organized and/or is unrelated to focus.</td>
</tr>
<tr>
<td>Conclusions</td>
<td>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</td>
<td>States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.</td>
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<tr>
<td>Limitations and Implications</td>
<td>Insightfully discusses in detail relevant and supported limitations and implications.</td>
<td>Discusses relevant and supported limitations and implications.</td>
<td>Presents limitations and implications, but they are possibly irrelevant and unsupported.</td>
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</tbody>
</table>

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*
## WRITTEN COMMUNICATION VALUE RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
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<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
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<tr>
<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose appropriate for the different written communication formats in the field of Psychology (e.g. Empirical journal article, case study, review paper, reaction paper).</td>
<td>Demonstrates adequate consideration of context, audience, and purpose for the different written communication formats in the field of Psychology</td>
<td>Begins to show awareness of context, audience, purpose, and to the assigned tasks(s) of the different written communication formats in the field of Psychology. (E.g. empirical journal article, case study, review paper, reaction paper).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) regardless of the relevant written communication format in the field of Psychology (e.g. empirical journal article, case study, review paper, reaction paper).</td>
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<tr>
<td><strong>Content Development</strong></td>
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<tr>
<td>Uses appropriate, relevant, and compelling content through the entire work to illustrate mastery of the subject, conveying the writer's understanding of the psychological principles involved.</td>
<td>Uses appropriate, relevant, and compelling content through the entire work to explore ideas within the context of the discipline of psychology.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
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<tr>
<td><strong>Disciplinary Conventions</strong></td>
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<tr>
<td>Formal and informal rules inherent in the expectations for writing in Psychology, e.g., APA style</td>
<td>Demonstrates detailed attention to and successful execution of the different written conventions particular to the field of Psychology including organization, content, presentation, formatting, and stylistic choices.</td>
<td>Demonstrates consistent use of important conventions including organization, content, presentation, and stylistic choices particular to the different written reports within the field of Psychology</td>
<td>Attempts to follow expectations appropriate to specific writing task(s) for basic organization, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates skillful use of high-quality, credible, and relevant sources to support and develop written ideas, and these sources are appropriately credited.</td>
<td>Demonstrates consistent use of credible, relevant sources to support written communication and these sources are appropriately credited.</td>
<td>Can identify credible and relevant sources and attempts to use these to support ideas in the written communication.</td>
<td>Demonstrates attempts to use sources to support ideas in the written communication but not all sources are credible or relevant.</td>
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<tr>
<td><strong>Control of Syntax and Mechanics</strong></td>
<td>Uses language that skillfully communicates meaning to readers with clarity and fluency. Virtually free of writing errors.</td>
<td>Uses straightforward language that effectively conveys meaning to readers. Few writing errors are present (e.g., grammatical, punctuation and spelling errors)</td>
<td>Uses language or a writing style that usually conveys meaning with clarity. Some writing errors are present (e.g., grammatical, punctuation and spelling errors).</td>
<td>Uses language or a writing style that sometimes impedes meaning because of writing errors (e.g., grammatical, punctuation and spelling errors).</td>
</tr>
</tbody>
</table>

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APPENDIX F

Student Outcome Assessment Alumni Survey Spring 2007

Part 1: Training
Using the response scale below, please indicate the extent to which the department provided training or experience in the following areas:

- Conducting literature searches.
- Acquiring information from research articles.
- Conducting research studies.
- Analyzing data using statistical procedures.
- Organizing information to prepare for oral or written report.
- Writing research reports.
- Developing critical thinking skills.
- Becoming familiar with psychological phenomena.

Very Little 1 2 3 4 5 Very Much

- Faculty encouraged me to become knowledgeable.
- Faculty were competent instructors.

Part 4: Guidance/Preparation
Using the response scale below, please indicate the extent to which you believe the following to be true for you:

Very Little 1 2 3 4 5 Very Much

- Even though I am not now in school, I have an interest in learning new things.
- I was aware of the departmental brochures/handouts that were available.
- The department brochures/handouts were useful to me (N = Not Applicable).
- I obtained useful guidance/advising when I sought it (N = Not Applicable).
- Upon graduating from Sac State I was prepared for my chosen career.

Part 5: Demographics
It would be of great help to us if you would provide responses to as many of these questions as you are willing to answer.

Gender: ______ (please specify)

Ethnicity: ______________ (please specify)

Current age: _____ (closest year)

What year did you graduate from Sac State as an undergraduate student?

Graduated in _____ [Not applicable ☐ ]

What year did you graduate from Sac State as a graduate student?

Graduated in _____ [Not applicable ☐ ]

If you were a graduate student with us, please indicate (✔) your specialty track:
- Behavior Analysis
- Counseling
- Doctoral Preparation
- I/O
- General
- Other _____________ (please specify)

Comments are welcome if you have the time, energy, and interest in making them: