

Department/Program: Psychology		Chair/Director: Mary Ann Fischer	Assessment cycle/year:
		Email address: mfischer@iun.edu	2011-12
Mission/Purpose			
Student learning outcomes (Goals):			
<i>Ex. Program will produce well-prepared graduates. (Add more lines as needed.)</i>			
Goal 1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.			
Goal 2. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.			
Goal 3. Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA (American Psychological Association) style, including graphic representations of data.			
Which Student learning outcomes (Goals) did you assess this year?			
1, 2, and 3			
Assessment Summary			
Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Ex. Students will demonstrate proficiency in oral communication.</i>	<i>Rubric applied to capstone project presentations.</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i>
1. Introductory Psychology students will demonstrate improvements in knowledge over the course of the semester. (Goal 1)	Items pulled from departmental exit exam and administered to Introductory Psychology Students at the beginning and end of the semester.	Students approximately doubled their scores in Psychology 102 (from a mean of 5.5 to a mean of 11.5).	<ol style="list-style-type: none"> Drop e-texts from classrooms. They generated no improvement in student scores, students reported intense dislike of them, and self-report indicated less studying of text materials. Research impact of on-line quizzing hybrid course program published by textbook publisher to determine if this improves knowledge gains in Introductory Psychology courses. If so, this will become standard practice for all Introductory courses.
2. Graduating seniors will, consistent with past research on other campuses,	Senior exit exam (104 questions, administered in senior laboratories on final exam day;	Median = 69%	None currently; past research suggested that exit exam scores exceeding 60% represent acceptable knowledge.

demonstrate substantial breadth in their knowledge of psychology. (Goal 1)	performance not included in class grade)		
3. Students, in their senior level labs, will design a basic research project, analyze the data, and submit it for presentation at a conference (Goals 2 and 3).	Number of students taking a laboratory who presented at a conference.	40 (of 50) have submitted to the annual Midwestern Psychological Association conference and/or other local conferences (e.g., IUN undergraduate research conference)	Maintain current level of student conference involvement.

Analysis Questions

<i>Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?</i>			
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1. Research will examine if requiring on-line quiz completion improves student learning, at the introductory level, relative to courses that do not require the use of such tools. IF research with our students supports such a finding, all introductory courses will move to having regular quizzes.
2. To maximize student performance on the knowledge questions, they will appear as graded items on the Introductory Psychology final exams. This should ensure that students' performances reflects students' knowledge/abilities at the end of the Psychology 101 and 102 courses. Although students have demonstrated increases in knowledge, when comparing pre-course knowledge to post-course knowledge, the lack of a grading component for these items may have resulted in poorer performance.

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