Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet

Due 24 Feb 2012

College Of Education and Human Services
Degree Program Title: Psychology
Degree Type: BA
Banner/CIP Code: 42.0101.00

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Responsible Program Coordinator/Chair completing this form: ______________________

A. Program MISSION Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The Texas A&M University-Commerce Undergraduate Program in Psychology seeks to prepare students for graduate study in psychology and for careers in psychology-related fields.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program? If so, please describe the process by which faculty participate in the design and evaluation of the course and its products/experiences.

In the attached pages, please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is often a good strategy to focus on the most important goals for students in the first few years of your Student Assessment Program. For example, two or three of the most critical goals would be a good starting point. Please complete questions 1-6 for each Student Learning Outcome you are assessing or plan to evaluate in the next review period on the attached sheet.
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

Degree Program Title: Psychology
Degree Type: BA
Banner/CIP Code: 42.0101.00

STUDENT LEARNING OUTCOME #

1. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what knowledge, skills, values will they have, etc., upon graduation from the program that will be assessed? A Student Learning Outcome is a clear concise statement that describes how students can demonstrate their mastery of some element of the academic program goals.

G 1: Knowledge Base of Psychology
Provide students with a broad foundation in psychology so that they are knowledgeable about the major concepts and theories within the sub-disciplines of psychology.

SLO 1: Identify Key Concepts
Identify key concepts within the field of psychology in the following sub-disciplines: Clinical psychology, cognitive psychology, social psychology, developmental psychology, history of psychology, psychological statistics, and research methodology in psychology.

G 2: Development of Research Methods in Psychology
Provide students with basic knowledge about research methods in psychology, including research design, data analysis, and interpretation.

SLO 2: Master Research Methods in Psychology
Master basic research methods in psychology (i.e., fundamentals of research design, analysis, and interpretation).

G 3: Enhancement of Critical Thinking Skills
Foster students’ critical thinking skills and promote the use of the scientific method.

SLO 3: Foster Critical Thinking Skills
Further develop critical thinking skills to be analytical consumers of information and promote the use of the scientific method to solve problems.

2. LINKS TO CURRICULUM & PROGRAM FACULTY. What courses support this SLO? How do all program faculty participate in setting the goals, content and learning outcomes of these courses? How do all program faculty participate in analyzing and making recommendations based on the results of student assessments?

3. ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING. How will data be collected, analyzed, shared? How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed. Please
provide or attach any descriptions of your ACTION PLAN OR PROCESS addressing the who, what, when, where questions for the assessment program.

G1, SLO1
Related Measures
M 1: Major Field Exam
Students in a 400-level required psychology course will complete an exit exam assessing their knowledge of various sub-disciplines within psychology (clinical, cognitive, social, developmental, history, statistics, and research methodology). Acceptable performance will be defined as 70% or better on the exam.

Target:
70% or better will be considered an acceptable score.

G2, SLO2
Related Measures
M 2: Comprehensive Methodology Exam
Students in a 300-level course will complete a comprehensive exam assessing their knowledge of research methodology in psychology. Acceptable performance will be defined as 70% or better on the exam.

G3, SLO3
Related Measures
M 3: Undergraduate Psychology Survey
Students in a 400-level psychology course will complete a survey asking them about their experience in the program. Included in this survey will be two questions that will address students’ perception of how the program has influenced their critical thinking skills and use of the scientific method to solve problems. Acceptable ratings will be defined as 75% of the respondents giving a positive rating by stating that they either “Agree” or “Strongly Agree” with a statement related to increased critical thinking and greater use of the scientific approach.

4. CRITERIA FOR SUCCESS: MEASURES & TARGETS. What are the standards of progress or criteria used for judging success for the student learning assessment observations? Please attach any assessment tools, standards (rubrics) or other documents used to judge success or achievement of the outcome.

G1. SLO 1
Source of Evidence: Standardized test of subject matter knowledge

G2, SLO2
Source of Evidence: Academic indirect indicator of learning – other

G3, SLO3
Source of Evidence: Student satisfaction survey at end of the program
These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

Review and Approval Signatures & Date:
Program Coordinator if applicable ________________________________
Department Chair: ____________________________________________
Dean ________________________________________________________