3-Year Academic Assessment Plan Cover Sheet

Assessment plans are due February 16, 2015
Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Psychology B.A.</th>
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<tbody>
<tr>
<td>Department</td>
<td>Psychology</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
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<tr>
<td>Department Chair</td>
<td>Chris Kearney</td>
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<tr>
<td>Assessment Coordinator</td>
<td>David Copeland</td>
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<td>Date Submitted</td>
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Contact Person for This Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>David Copeland</th>
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<tbody>
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Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- Plans must include a curriculum map showing which courses will address which learning outcomes. Examples can be found here: http://provost.unlv.edu/Assessment/map.html
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Student Learning Outcomes (SLO) for Psychology B.A.

1. Students will demonstrate knowledge of the major theories and findings from the various sub-disciplines of psychological science. (SLO1)
2. Students will demonstrate an understanding of statistical analyses used in psychological research by being able to conduct and interpret statistical tests. (SLO2)
3. Students will demonstrate an understanding of the methods of psychological research by assessing and designing appropriate methods that are used in psychological research studies. (SLO3)
4. Students will present their knowledge of psychological theory, statistical analyses, and research methods through clear written (APA Style research paper) and verbal (oral presentation) communication. (SLO4)
5. Students will have in-depth knowledge of the research findings in at least five significant domains of study in psychological science (e.g., Physiological, Perception, Cognition, Development, Abnormal, and Social). (SLO5)

Curriculum Map for Psychology B.A.

KEY: 1 = minor emphasis, 2 = moderate emphasis, 3 = significant emphasis

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>SLO1</th>
<th>SLO2</th>
<th>SLO3</th>
<th>SLO4</th>
<th>SLO5</th>
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<tbody>
<tr>
<td>PSY 101 (General)</td>
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<td>PSY 210 (Statistics)</td>
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<td>PSY 240 (Research Methods)</td>
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<td>PSY 303 (Physiological)</td>
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<td>PSY 305 (Perception)</td>
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<td>PSY 316 (Cognitive)</td>
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<td>PSY 330/334 (Development)</td>
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<td>PSY 341 (Abnormal)</td>
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<td>PSY 360 (Social)</td>
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<td>PSY 4xx (Capstone)</td>
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Student Learning Outcomes Assessed Each Cycle Year for Psychology B.A.

Year 1 = SLO 1 (overview) and SLO 5 (in-depth knowledge)
Year 2 = SLO 2 (statistics) and SLO 3 (research methods)
Year 3 = SLO 4 (communication)

How Student Learning Outcomes Are Assessed for Psychology B.A.

For Learning Objective #1, we will compare Pre-test to Post-test data. A 10 question multiple-choice test was created by the department that addresses the broad areas of study in psychology. These 10 questions were selected because the mean score on a pre-test (students who had not taken Introductory Psychology) was 30% (i.e., near chance). These 10 questions are then used for all post-tests. Results are collected by randomly selecting sections of PSY 101 and administering the test to those students.
For Learning Objective #2, we will compare Pre-test to Post-test data. A 10 question multiple-choice test was created by the department that addressed knowledge and application of statistics. These 10 questions were selected because the mean score on a pre-test (students who had not taken Introductory Psychology) was 30% (i.e., near chance). These 10 questions were then used for all post-tests. Results are collected by randomly selecting sections of PSY 210 and administering the test to those students.

For Learning Objective #3, we will compare Pre-test to Post-test data. A 10 question multiple-choice test was created by the department that addressed knowledge and understanding of research methods. These 10 questions were selected because the mean score on a pre-test (students who had not taken Introductory Psychology) was 30% (i.e., near chance). These 10 questions are then used for all post-tests. Results are collected by randomly selecting sections of PSY 240 and administering the test to those students.

For Learning Objective #4, we will use rubrics created for writing and oral presentations. A rubric was created by the department that assesses written papers of students in PSY 240 using a 1 (poor) to 4 (excellent) scale for 5 dimensions: APA style, Literature Review, Method, Results & Discussion, and Writing Quality. A rubric was also created by the department that assesses oral presentations of students in PSY 240 using a 1 (poor) to 4 (excellent) scale for 5 dimensions: APA style, Smoothness / Flow, Clear Take-Home Message, Quality of Materials / Slides, and Knowledge of Topic. Data is collected from randomly selected sections of PSY 240 and the (soon-to-be-developed) Senior Capstone course.

For Learning Objective #5, we will compare Pre-test to Post-test data. Six 10 question multiple-choice tests were created by the department that addressed knowledge covered in PSY 303 (Physiological Psychology), PSY 305 (Perception), PSY 316 (Cognitive Psychology), PSY 330 or 334 (Developmental Psychology), PSY 341 (Abnormal Psychology), and PSY 360 (Social Psychology). The 10 questions for each test were selected because the mean score on a pre-test (students who had not taken Introductory Psychology) was 30% (i.e., near chance). These questions are then used for all post-tests. Results are collected by randomly selecting sections of PSY 303, PSY 305, PSY 316, PSY 330/341, PSY 341, and PSY 360 and administering the test to those students.

In addition to those measures, an exit survey will be created by the department to gather information about graduating seniors’ beliefs about strengths and weaknesses of what they learned as a psychology major at UNLV. The survey is emailed to all graduating seniors during the spring semester.

University Undergraduate Learning Outcomes Assessed Each Year for Psychology B.A.

- UUL01: Intellectual Breadth and Lifelong Learning
- UUL02: Inquiry and Critical Thinking
- UUL03: Communication
- UUL04: Global/Multicultural Knowledge
- UUL05: Citizenship and Ethics

Year 1 = UUL01 and UUL04
Year 2 = UUL02 and UUL05
Year 3 = UUL03
Closing The Loop for Psychology B.A. (sharing results and acting on them)

All results, after being organized by the Undergraduate Director, will be shared with the department faculty. The outcomes and future plans will be discussed at departmental meetings.

Pre-test vs. Post-test for Introductory Psychology
Results will consist of mean accuracy performance of students on both the pre- and post-test. Satisfactory performance is set at an accuracy score of 60% or higher (pre-test scores are set at a mean of 30%).

Pre-test vs. Post-test for Statistics
Results will consist of mean accuracy performance of students on both the pre- and post-test. Satisfactory performance is set at an accuracy score of 60% or higher (pre-test scores are set at a mean of 30%).

Pre-test vs. Post-test for Research Methods
Results will consist of mean accuracy performance of students on both the pre- and post-test. Satisfactory performance is set at an accuracy score of 60% or higher (pre-test scores are set at a mean of 30%).

Research Paper Rubric
Results will consist of mean ratings, on a 1 (poor) to 4 (excellent) scale, for 5 dimensions: APA style, Literature Review, Method, Results & Discussion, and Writing Quality. Satisfactory performance is set at a score of 3 or higher for each dimension and an overall rating score of 15 or higher.

Oral Presentation Rubric
Results will consist of mean ratings, on a 1 (poor) to 4 (excellent) scale, for 5 dimensions: APA style, Smoothness / Flow, Clear Take-Home Message, Quality of Materials / Slides, and Knowledge of Topic. Satisfactory performance is set at a score of 3 or higher for each dimension and an overall rating score of 15 or higher.

Pre-test vs. Post-test for Foundation Courses
Results will consist of mean accuracy performance of students on both the pre- and post-tests. Satisfactory performance is set at an accuracy score of 60% or higher (pre-test scores are set at a mean of 30%).

Graduating Senior Exit Survey
Results for some items will consist of student ratings using a scale from 1 (poor) to 5 (excellent), and satisfactory performance is set at a score of 3 or higher. For other items, percentages of students are reported, and this information does not necessarily have a standard score to indicate success.

All results, after being organized by the Undergraduate Director, will be shared with the department faculty. The outcomes and future plans will be discussed at departmental meetings. The specific plans for each year will depend on the findings from last measurement, as well as to what extent that we reached goals from previous years. As a department, our goal is to focus on one clear improvement each year, and improvement can consist of changes that influence the scores of our measurements, or they can be changes that are inspired by assessment outcomes. For example, in past years, assessment findings have pushed our department to rearrange the course sequencing in our curriculum, to create a new required course that provides students with a plan / map to succeed in the major, and to have serious discussions about the use and development of online or hybrid courses.