UNIVERSITY OF SAN FRANCISCO
College of Arts and Sciences

BA in Psychology — Program Assessment Plan

Psychology Mission Statement:

The Bachelor of Arts in Psychology provides a foundation for traditional and non-traditional students who wish to become psychologists. It also prepares students to become self-aware, lifelong learners by delivering analytical, quantitative, and problem-solving skills that lead to employment in a variety of work settings.

Conceptual relationship among university, program, and course learning goals and objectives:

The goals of the program are consistent with the University-wide learning goals and, in some cases, directly support attainment of one or more such goals. While we recognize that learning occurs in a broader context than the classroom, this program attains its learning goals primarily through the courses it requires of students (see curriculum matrix).

The learning objectives of individual courses always support the goals of the program but this does not prevent them from supporting other goals. Learning objectives in an individual course are assessable. Therefore, the assessment of related learning objectives across several courses within our program enables us to ascertain how well the program goals are being met. It follows that the attainment of University-wide learning goals can be evaluated by looking across the curriculum within this program at all the assessments that are related to these goals.

Process for setting learning goals and objectives:

The program faculty has focused on programmatic goals and course learning objectives as a part of two program reviews conducted in the past eight years involving external reviewers. Faculty members have discussed both formally and informally what they hope to accomplish through the program and what they expect students to learn while in the program. Guidance also comes from APA guidelines for undergraduate psychology programs. These program goals and their operational definitions within various courses will be agreed to by faculty members teaching in the program after the initial assessment plan has been accepted by the department. The goals and objectives are not cast in stone and will undergo ongoing review as part of the university assessment cycle.

Program Goals

The psychology major is built around four components: Foundation, Diversity, Breadth (exposure to a cross section of the discipline) and advanced research. Psychology electives also supplement each of these areas. The departmental goals are therefore divided up to correspond to the appropriate area of the major requirements as follows.

Foundation
1. To foster in our students the ability to think scientifically about human behavior and psychological processes, to evaluate research methods and designs, to distinguish observations from conclusions, and to appreciate the differences between conclusions based on evidence and those based on speculation.
2. To provide students with some breadth of understanding of psychology, and with a basic knowledge of statistics, research design and analysis.
3. To provide students with the opportunities to learn different approaches to the study of psychology, such as biological, interpersonal, and sociological approaches.
4. To help our students learn to speak and write intelligently and effectively both in the language of the discipline and generally, and to conduct library research in support of such efforts.

Diversity
1. To foster respect and appreciation for diversity for others, and for the contribution of that diversity to psychology both as a science and as a profession.

Breadth
1. To allow students opportunities to be both active and collaborative learners through course work, research, fieldwork, and community service as fits their individual interests and curricular needs.
2. To introduce students to the ethical practice of scientific inquiry, and to provide opportunities for them to consider ethical issues and values both within and beyond the discipline.

Advanced Research
1. To better prepare students for graduate work in the field of psychology and related fields.
2. To further critical thinking skills.

General
1. To impart the skills and enthusiasm that will allow graduates to make useful contributions to society through their employment and/or community participation.
2. To assist our students' personal academic and professional growth through activities such as advising, collaborating on research projects, bringing students to professional meetings, writing letters of recommendation, and participating in Psi Chi activities.

Proposed Psychology Assessment Plan

- **Goal 1**. To foster in our students the ability to think scientifically about human behavior and psychological processes, to evaluate research methods and designs, to distinguish observations from conclusions, and to appreciate the differences between conclusions based on evidence and those based on speculation.

Learning Outcomes

Characterize Psychology as a discipline by being able to:

    a. Explain why Psychology is a science

    b. Identify and explain the primary objectives of psychology which are to describe, understand, predict and control behavior and mental processes.

    c. Compare and contrast methods used in psychology

    d. Identify and justify relevant ethical issues including a general understanding of the APA Code of Ethics.

    e. Identify the history of Psychology including the evolution of methods of psychology and theoretical conflicts.

Performance Rubrics

	Very poor achievement of outcome	Poor achievement of outcome	Average achievement of outcome	Good achievement of Outcome	Very good achievement of outcome
a.	F Grade in 101 Less than 60% correct on embedded questions	D Grade in 101 More than 60% correct on embedded questions	C Grade in 101 More than 70% correct on embedded questions	B Grade in 101 More than 80% correct on embedded questions	A Grade in 101 More than 90% correct on embedded questions
b.	F Grade in 101 & 270 Less than 60% correct on embedded questions	D Grade in 101& 270 More than 60% correct on embedded questions	C Grade in 101 & 270 More than 70% correct on embedded questions	B grade in 101 &270 More than 80% correct on embedded questions	A grade in 101 &2 70 More than 90% correct on embedded questions
c.	F Grade in 265 Barely able to exhibit the ability to prepare an experiment proposal and presentation	D Grade in 265	C Grade in 265 Students at this level can prepare and present a proposal.	B Grade in 265	A Grade in 265 Students at this level can prepare a substantive, near error free proposal and can present it articulately
d.	F Grade in 265 Less than 60% correct on embedded ethics questions	D Grade in 265 More than 60% correct on embedded ethics questions	C Grade in 265 More than 70% correct on embedded ethics questions	B Grade in 265 More than 80% correct on embedded ethics questions	A Grade in 265 More than 90% correct on embedded ethics questions
e.	F Grade in 101 Less than 60% correct on embedded questions	D Grade in 101 More than 60% correct on embedded questions	C Grade in 101 More than 70% correct on embedded questions	B Grade in 101 More than 80% correct on embedded questions	A Grade in 101 More than 90% correct on embedded questions

Assessment Method(s)

    a. Students will complete Psychology 101 and 265 classes in the foundation requirement with the grade of C or better.

    b. Faculty will review curriculum and classroom test content to verify specific performance on outcomes is assessed.

    c. Test questions identified by a committee of departmental faculty and embedded in the mid-terms and final exams of these classes. Use appropriate embedded questions in all sections of 101 and 265 tests that address the specific learning outcomes.

Time Frame
Students will take the courses proposed and will complete the mid-term(s) and final exams for these courses.
Students will successfully complete the Psychology 101 and 265 courses before the beginning of their Junior year.

- **Goal 2.** To provide students with some breadth of understanding of psychology, and with a basic knowledge of statistics, research design and analysis.

  Learning Outcomes
  a. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected areas of psychology.
  b. Explain different research methods used by psychologists.
  c. Interpret basic statistical results
  d. Evaluate the appropriateness of conclusions derived from psychological; research.
  e. Articulate strengths and limitations of various research designs.
  f. Be able to chose the appropriate statistical analysis and its relationship to research design.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	F grade in 101 Less than 60% correct on embedded questions	D grade in 101 More than 60% correct on embedded questions	C grade in 101 More than 70% correct on embedded questions	B grade in 101 More than 80% correct on embedded questions	A grade in 101 More than 90% correct on embedded questions
b.	F grade in 265 Less than 60% correct on embedded questions	D grade in 265 More than 60% correct on embedded questions	C grade in 265 More than 70% correct on embedded questions	B grade in 265 More than 80% correct on embedded questions	A grade in 265 More than 90% correct on embedded questions
c.	F grade in 260 Less than 60% correct on embedded questions	D grade in 260 More than 60% correct on embedded questions	C grade in 260 More than 70% correct on embedded questions	B grade in 260 More than 80% correct on embedded questions	A grade in 260 More than 90% correct on embedded questions
d.	F grade in 265 Less than 60% correct on embedded questions	D grade in 265 More than 60% correct on embedded questions	C grade in 265 More than 70% correct on embedded questions	B grade in 265 More than 80% correct on embedded questions	A grade in 265 More than 90% correct on embedded questions
e.	F grade in 265 Less than 60% correct on embedded questions	D grade in 265 More than 60% correct on embedded questions	C grade in 265 More than 70% correct on embedded questions	B grade in 265 More than 80% correct on embedded questions	A grade in 265 More than 90% correct on embedded questions
f.	F grade in 260 Less than 60% correct on embedded questions	D grade in 260 More than 60% correct on embedded questions	C grade in 260 More than 70% correct on embedded questions	B grade in 260 More than 80% correct on embedded questions	A grade in 260 More than 90% correct on embedded questions

Assessment Method(s)
   a. Students will complete Psychology 101, 260 and 265 classes in the foundation requirement with the grade of C or better.
   b. Faculty will review curriculum and classroom test content to verify specific performance on outcomes is assessed.
   c. Test questions identified by a committee of departmental faculty and embedded in the mid-terms and final exams of these classes. Use appropriate embedded questions in all sections of 101, 260 and 265 tests that address the specific learning outcomes

Time Frame
Students will take the courses proposed and will complete the mid-term(s) and final exams for these courses.
Students will successfully complete the Psychology 101, 260 and 265 courses before the beginning of their Junior year.

- **Goal 3**. To provide students with the opportunities to learn different approaches to the study of psychology, such as biological, interpersonal, and sociocultural approaches.

   Learning Outcomes
   a. Interpret behavior and mental processes at the appropriate level of complexity
   b. Demonstrate knowledge of theories and research appropriate to the study of psychology.
   c. Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, humanistic and sociocultural).

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	F grade in 101 Less than 60% correct on embedded questions	D grade in 101 More than 60% correct on embedded questions	C grade in 101 More than 70% correct on embedded questions	B grade in 101 More than 80% correct on embedded questions	A grade in 101 More than 90% correct on embedded questions
b.	F grade in 101 Less than 60% correct on embedded questions	D grade in 101 More than 60% correct on embedded questions	C grade in 101 More than 70% correct on embedded questions	B grade in 101 More than 80% correct on embedded questions	A grade in 101 More than 90% correct on embedded questions
c.	F grade in 101 & 270 Less than 60% correct on embedded questions	D grade in 101 & 270 More than 60% correct on embedded questions	C grade in 101 & 270 More than 70% correct on embedded questions	B grade in 101 & 270 More than 80% correct on embedded questions	A grade in 101 & 270 More than 90% correct on embedded questions

Assessment Method(s)
   a. Students will complete the Psychology 101class in the foundation requirement with the grade of C or better.
   b. Faculty will review curriculum and classroom test content to verify specific performance on outcomes is assessed.

c. Test questions identified by a committee of departmental faculty and embedded in the mid-terms and final exams of these classes. Use appropriate embedded questions in all sections of 101 tests that address the specific learning outcomes.

Time Frame
Students will take the courses proposed and will complete the mid-term(s) and final exams for these courses.
Students will successfully complete the Psychology 101 and 265 courses before the beginning of their Sophomore year.

- **Goal 4**. To help our students learn to speak and write intelligently and effectively both in the language of the discipline and generally, and to conduct library research in support of such efforts.

Learning Outcomes
a. Describe behavior and mental processes empirically including operational definitions.
b. Use APA style effectively in empirically based reports, literature reviews and theoretical papers.
c. Demonstrate effective oral skills in various formats (e.g., group discussions, presentations etc).
d. Exhibit quantitative proficiency by being able to use relevant statistical analyses to facilitate interpretations of measurements.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	F grade in 101 Less than 60% correct on embedded questions	D grade in 101 More than 60% correct on embedded questions	C grade in 101 More than 70% correct on embedded questions	B grade in 101 More than 80% correct on embedded questions	A grade in 101 More than 90% correct on embedded questions
b.	F grade in 101 Students barely able to prepare a research report in style and content	D grade in 101	C grade in 101 Students can format a research report according to APA style	B grade in 101	A grade in 101 Students are near error free in style, format and articulation of research findings
c.	F grade in 265 Presentations lack style, content and clarity	D grade in 265	C grade in 265 Presentation is very basic and style and formatting is weak	B grade in 265	A grade in 265 Presentation is captivating in style, content and delivery
d.	F grade in 260 Less than 60% correct on embedded questions	D grade in 260 More than 60% correct on embedded questions	C grade in 260 More than 70% correct on embedded questions	B grade in 260 More than 80% correct on embedded questions	A grade in 260 More than 90% correct on embedded questions

Assessment Method(s)
a. Students will complete the Psychology 265 class in the foundation requirement with the grade of C or better.
b. Faculty will review curriculum and classroom test content to verify specific performance on outcomes is assessed.

c. Test questions identified by a committee of departmental faculty and embedded in the mid-terms and final exams of these classes. Use appropriate embedded questions in all sections of 265 tests that address the specific learning outcomes.
d. Observations in class by faculty and other students of oral presentations.

Time Frame
Students will take the courses proposed and will complete the mid-term(s) and final exams for these courses.
Students will successfully complete the Psychology 265 course before the beginning of their Junior year.

Diversity
- **Goal 5.** To foster respect and appreciation for diversity for others, and for the contribution of that diversity to psychology both as a science and as a profession.

Learning Outcomes
a. Compare the sociocultural, gender and international contexts that influence individual differences.
b. Explain how individual differences influence beliefs, values and interactions with others.
c. Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.
d. Recognize and respect human diversity and understand that psychological explanations vary across populations and contexts.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	F grade in diversity course. Reflective interview paper does not demonstrate any new insights into ethnic or cultural differences.	D grade in diversity course.	C grade in diversity course. Reflective interview paper reports differences and demonstrates only a few new insights into ethnic or cultural differences.	B grade in diversity course	A grade in diversity course. Reflective interview paper demonstrates many new insights into ethnic or cultural differences and their impact on the student.
b.	F grade in diversity course. Reflective interview paper does not demonstrate any new insights into ethnic or cultural differences.	D grade in diversity course	C grade in diversity course. Reflective interview paper reports differences and demonstrates only a few new insights into	B grade in diversity course	A grade in diversity course. Reflective interview paper demonstrates many new insights into ethnic or cultural differences

	F	D	C	B	A
			ethnic or cultural differences.		and their impact on the student.
c.	F grade in diversity course. Reflective interview paper does not demonstrate any new insights into ethnic or cultural differences.	D grade in diversity course	C grade in diversity course. Reflective interview paper reports differences and demonstrates only a few new insights into ethnic or cultural differences.	B grade in diversity course	A grade in diversity course. Reflective interview paper demonstrates many new insights into ethnic or cultural differences and their impact on the student.
d.	F grade in diversity course. Stimulus question answers do not demonstrate any new insights into psychological explanations for differences.	D grade in diversity course	C grade in diversity course. Stimulus question answers demonstrate only a few new insights into psychological explanations for differences.	B grade in diversity course	A grade in diversity course. Stimulus question answers do demonstrate many new insights into psychological explanations for differences.

Assessment Method(s)
a. Sample 15% of in class case studies, hypothetical situation responses to be evaluated by faculty teaching diversity courses.
b. Sample of 15% of reflective essays based on psychosocial interviews and analysis to be evaluated by faculty teaching diversity courses.
c. Data collected on class performance through grades.

Time Frame
Students will complete the diversity course no later than the end of their Junior year.

Breadth
- **Goal 6**. To allow students opportunities to be both active and collaborative learners through course work as fits their individual interests and curricular needs.

Learning Outcomes
a. Identify critical theories and issues in at least three of the following core areas of psychology: Learning and cognition, social psychology, theories of personality, abnormal psychology or developmental psychology.
b. Describe the major applied areas of Psychology
c. Identify appropriate applications of Psychology in solving problems.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	F Grade in a Breadth course. Class assigned paper does not demonstrate any new insights into the critical theories and issues of the course is poorly focused and has at least one serious weakness.	D Grade in a Breadth course	C Grade in a breadth course. Class assigned paper demonstrates some new insights into the critical theories and issues of the course but the discussion may be simplistic or repetitive.	B Grade in a breadth course	A Grade in a breadth course. Class assigned paper demonstrates many new insights into the critical theories and issues of the course, is focused and well and clearly organized.
b.	F Grade in a Breadth course. Class assigned paper does not demonstrate any new insights into the critical theories and issues of the course is poorly focused and has at least one serious weakness.	D Grade in a breadth course	C Grade in a breadth course. Class assigned paper demonstrates some new insights into the critical theories and issues of the course but the discussion may be simplistic or repetitive.	B grade in a breadth course	A grade in a breadth course. Class assigned paper demonstrates many new insights into the critical theories and issues of the course, is focused and well and clearly organized.
c.	F Grade in a breadth course. Group project shows few substantial contributions. Presentation lacks organization and content and class is not likely to learn anything new.	D Grade in a breadth course	C Grade in a breadth course. Group project shows that a fair share was contributed. Presentation is organized but content is minimal and the class is likely to learn only a few new things.	B Grade in a breadth course	A Grade in a breadth course. Group project shows considerable substantial contributions. Presentation is carefully organized and provides convincing evidence to support conclusions.

Assessment Method(s)
a. Sample 15% of class papers to be evaluated by faculty teaching breadth courses.
b. Sample 15 % of class projects to be evaluated by faculty teaching breadth courses.
c. Demonstrate that faculty equitably share responsibilities for course coverage to provide a diverse range of courses that are offered regularly and representative of the field of psychology.

Time Frame
Students will complete at least two of their breadth courses no later than the end of their Junior year.

- **Goal 7**. To introduce students to the ethical practice of scientific inquiry, and to provide opportunities for them to consider ethical issues and values both within and beyond the discipline.

Learning outcomes
a. Follow the APA code of ethics in the treatment of human subjects in the design, data collection and interpretation of research results.
b. Recognize that ethically complex situations can develop in the application of psychological principles.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	F Grade in 265 or in the Advanced research Methods course. Knowledge of what is ethical or not is not demonstrated with a minimal understanding of APA guidelines.	D Grade in 265 or in the Advanced research Methods course.	C Grade in 265 and/or in the Advanced research Methods course. Knowledge of what is ethical is demonstrated at the minimum level necessary for understanding APA guidelines.	B Grade in 265 and/or in the Advanced research Methods course.	A Grade in 265 and/or in the Advanced research Methods course. Knowledge of what is ethical is demonstrated with complete understanding of APA guidelines and their application.
b.	F Grade in 265 or in the Advanced research Methods course. Research project completion is not permitted because faculty member believes it is not ethical.	F Grade in 265 or in the Advanced research Methods course.	F Grade in 265 and/or in the Advanced research Methods course. Research project meets the minimal standards for acceptance by APA guidelines.	F Grade in 265 and/or in the Advanced research Methods course.	F Grade in 265 and/or in the Advanced research Methods course. Student demonstrates an awareness of APA guidelines and is able to support his or her research project as ethical both verbally and in writing.

Assessment Method(s)
a. Students will complete Psychology 265 and 388 classes with the grade of C or better.
b. A group of faculty teaching 265 and ARM courses will review curriculum and classroom test content to verify specific performance on outcomes is assessed.
c. Test questions identified by a committee of departmental faculty and embedded in the mid-terms and final exams of these classes. Use appropriate embedded questions in all sections of 265 and 388 tests that address the specific learning outcomes.

Time Frame
Students will successfully complete 265 by the end of their sophomore year and 388 before graduation.

Advanced Research
- **Goal 8**. To better prepare students for graduate work in the field of psychology and related fields.

Learning outcomes
  a. Design and conduct basic studies to address psychological questions using appropriate research methods
  b. To identify a particular topic in more depth and be able to identify specific types of research application.
  c. Locate and use relevant data bases, research and theory to plan, conduct, and interpret results of research studies.
  d. Formulate testable research hypotheses based on operational definition of variables.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	F Grade in 388. Fail to design a research study as required.	D Grade in 388. Design a research study as required but the study is considered inadequate, incomplete or unethical.	C Grade in 388. Design a research study as required that meets the minimum requirements but is one that lacks creativity and originality.	B Grade in 388. Design a research study as required and the study is considered competent and adequate.	A Grade in 388. Design a research study as required and the study is considered creative and original.
b.	F Grade in 388. Fail to design a research study as required.	D Grade in 388. Design a research study as required but the study is considered incomplete and lacks depth about the topic.	C Grade in 388. Design a research study as required that meets the minimum requirements for knowledge of the topic.	B grade in 388. Design a research study as required that exceeds the requirements for knowledge of the topic.	A grade in 388. Design a research study as required that shows an understanding of the topic and its' relationship to other topics.
c.	F Grade in 388. Fail to develop a literature review that reflects effective use of research source materials.	D Grade in 388. Develops a literature review that reflects only a minimal use of research source materials.	C Grade in 388. Able to develop a literature review that reflects effective use of research source materials.	B Grade in 388. Able to develop a literature review that reflects effective use of research source materials and appropriate interpretation of the research findings.	A Grade in 388. Able to develop a literature review that reflects effective use of research source materials from many different sources and effective application of various research findings.
d.	F Grade in 388. Fail to formulate a testable research hypotheses	D Grade in 388. Formulate research hypotheses that cannot be tested.	C Grade in 388. Formulate testable research hypotheses	B Grade in 388. Formulate testable research hypotheses that show some evidence of links to theory.	A Grade in 388. Formulate testable research hypotheses that are clearly linked to research and theory.

Assessment Method(s)
  a. Random sample of 15% of final student research assignments from each ARM course to be evaluated by department assessment committee to look at each of the goals.
  b. Completion of a Senior Project consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the program goals.

Time Frame
ARM to be completed by first semester senior year whenever possible. No later than final semester of senior year. Assessment to be attached to ARM or Honors program course requirement.

- **Goal 9**. To further develop critical thinking skills.

  Learning Outcomes
    a. Use critical thinking effectively.
    b. Identify and evaluate the source, context and credibility of information.
    c. Approach problems and problem solving effectively.

Performance Rubrics

	Very poor achievement of outcome	**Poor Achievement of outcome**	**Average Achievement of outcome (Bench mark)**	**Good Achievement of Outcome**	**Very good achievement of outcome**
a.	Portfolio shows little awareness of the assignment and poor quality of the contents.	Portfolio shows student had difficulty with the assignment and which has errors and is poorly written.	Portfolio shows awareness of the assignment and the portfolio is complete.	Portfolio shows good awareness of the assignment and above average examples of past work.	Portfolio shows good awareness of the assignment and all of the examples provide are considered to be excellent.
b.	Only able to provide biased, one sided responses to positions by others.	Responds to points of view at a basic, factual level.	Demonstrates a basic ability to analyze, and interpret points of view of others.	Offers analysis and evaluation of obvious points of view	Able to justify key results and explain assumptions and reasons.
c.	Unable to solve simple problems related to the application of psychological questions.	Able to solve about half of simple problems related to the application of psychological questions.	Able to solve simple problems related to the application of psychological questions.	Able to solve about half of complex problems related to the application of psychological questions.	Able to solve complex problems related to the application of psychological questions.

Assessment Method(s)
   a. Completion of a Senior Project consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the program goals.
   b. Portfolios reviewed and evaluated by departmental committee.

Time Frame
During final semester of senior year. Attached to ARM or Honors program course requirement.

General
- **Goal 10**. To impart the skills and enthusiasm that will allow graduates to make useful contributions to society through their employment and/or community participation.

Learning Outcomes
   a. Apply psychological principles to promote personal development.
   b. Work with groups to complete projects within reasonable timeframes.
   c. Assess and justify their engagement with respect to civic, social, and global responsibilities.
   d. Achieve a better understanding of their strengths and weaknesses in providing services to others.
   e. Apply the academic knowledge of psychology to real-life experiences.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	Student demonstrates no self awareness based on what he or she has learned	Student demonstrates limited self awareness based on what he or she has learned	Student demonstrates some self awareness based on what he or she has learned	Student demonstrates a good sense of self awareness based on what he or she has learned and is able to articulate some of what they have learned to others	Student demonstrates excellent self awareness based on what he or she has learned and is able to articulate what they have learned to others.
b.	Group projects show few substantial contributions.		Group projects show that a fair share was contributed.		Group projects show that a considerable and substantial share was contributed.
c.	Student has not been involved in any departmental based service learning		Student has been involved in at least one departmental based service learning		Student has shown an ongoing commitment to several departmental based service learning activities.

	activity.		activity.		
d.	Student is not able to articulate personal values gained from a service learning activity		Student is able to articulate personal values gained from a service learning activity		Student is able to articulate personal values gained from a service learning activity and has applied these in practical settings
e.	Student is unable to apply psychological theory to practical situations		Student is able to apply psychological theory to some practical situations		Student is able to apply psychological theory to most practical situations and clearly explain these applications to others

Assessment Method(s)

a. Faculty group made up of faculty involved in courses approved for service learning credit review of 15% of Diary projects completed for Psychology Practicum course.
b. Faculty group made up of faculty involved in courses approved for service learning credit review of 15% of reflective and/or reaction papers completed for other relevant courses.
c. Faculty group made up of faculty involved in courses with strong group orientation in the learning process review of 15% of group projects completed for other relevant courses.
d. Since courses designed to achieve this goal are not required for all psychology majors, data will be collected for graduates to measure the percentage of students who did or did not involve themselves in courses or activities that would demonstrate an opportunity to achiever this goal.

Time Frame:

This will be an ongoing process over the Junior and Senior years when students are most likely to take these courses. Also, data for d. will be collected upon student graduation.

- **Goal 11**. To assist our students' personal academic and professional growth through activities such as advising, collaborating on research projects, bringing students to professional meetings, writing letters of recommendation, and participating in Psi Chi activities.

Learning Outcomes

a. Students will clarify career goals through writing, reading and reflection.
b. Faculty will actively work with students to help them achieve their career and educational goals.

Performance Rubrics

	Very poor achievement of outcome	Poor Achievement of outcome	Average Achievement of outcome (Bench mark)	Good Achievement of Outcome	Very good achievement of outcome
a.	Student is unable to articulate career goals upon graduation		Student has a good sense of direction for career goals but is not committed to a particular outcome at graduation.		Student has achieved admission to graduate school or other program or a job upon graduation.
b.	Student has not sought out assistance or advice from faculty members		Student has sought advice and assistance but has not followed through and used the advice effectively.		Student has developed a close working relationship with at least one faculty member and has sought and been given letters of recommendation. They have also successfully obtained admission to a program of their choice.

Assessment Method(s)
   a. Students have opportunities to gain practical experience (via fieldwork) and/or research experience (via collaborative research with faculty). Students who collaborate with faculty on research present this research at professional conferences.
   b. Faculty will collect data on their advisees regarding graduate school admissions, letters of recommendation sought, etc.
   c. Student presentation of research at conferences
   d. Availability and awareness of practical and research opportunities.
   e. Ideally the university would undertake an extensive alumni survey and provide data back to the department.

Time Frame
These activities will continue throughout the students' time at USF.

Curriculum Mapping Worksheet: Foundation

Psychology Departmental Goals - Foundation	101	260	265	270	301*
1. To foster in our students the ability to think scientifically about human behavior and psychological processes, to evaluate research methods and designs, to distinguish observations from conclusions, and to appreciate the differences between conclusions based on evidence and those based on speculation.					
a. Explain why Psychology is a science	M	I	C	C	
b. Identify and explain the primary objectives of psychology which are to describe, understand, predict and control behavior and mental processes.	M			M	
c. Compare and contrast methods used in psychology	M	I	C	I	
d. Identify and justify relevant ethical issues including a general understanding of the APA Code of Ethics.	I		C	I	
e. Identify the history of Psychology including the evolution of methods of psychology and theoretical conflicts.	M		M		
2. To provide students with some breadth of understanding of psychology, and with a basic knowledge of statistics, research design and analysis.					
a. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected areas of psychology.	M		M	M	
b. Explain different research methods used by Psychologists	I	I	C	M	
c. Interpret basic statistical results		C	C	I	
d. Evaluate the appropriateness of conclusions derived from psychological; research.	I	I	C	I	
e. Articulate strengths and limitations of various research designs.	I	I	C	I	
f. Be able to chose the appropriate statistical analysis and it's relationship to research design.		C	C	I	
3. To provide students with the opportunities to learn different approaches to the study of psychology, such as biological, interpersonal, and socio-cultural approaches					
a. Interpret behavior and mental processes at the appropriate level of complexity	M			C	

Psychology Departmental Goals - Foundation	101	260	265	270	301*
b. Demonstrate knowledge of theories and research appropriate to the study of psychology.	I		M	I	
c. Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, humanistic and socio-cultural).	I		I	M	
4. To help our students learn to speak and write intelligently and effectively both in the language of the discipline and generally, and to conduct library research in support of such efforts.					
a. Describe behavior and mental processes empirically including operational definitions.	M		I	I	
b. Use APA style effectively in empirically based reports, literature reviews and theoretical papers.			M	I	C
c. Demonstrate effective oral skills in various formats (e.g., group discussions, presentations etc).			I	I	I
d. Exhibit quantitative proficiency by being able to use relevant statistical analyses to facilitate interpretations of measurements.		C	C		

*Taught by the writing department not by the Psychology department

Psychology 210 Life Span also meets some of these breadth requirements but it is a service course for the nursing department not Psychology majors so not included here.

Curriculum Mapping Worksheet –Diversity*

Key   I = Introduced with minimal coverage   M = Moderate Coverage   C = Comprehensive Coverage

Program/Departmental Goals/Outcomes	Course Numbers											
	301*	305*	307*	317*	335*		350** African American Psychology	350** Prejudice	388** Accultura-tion			
5. To foster respect and appreciation for diversity for others, and for the contribution of that diversity to psychology both as a science and as a profession.												

Program/Departmental Goals/Outcomes	301*	305*	307*	317*	335*		350** African American Psychology	350** Prejudice	388** Acultura-tion			
a. Compare the sociocultural, gender and international contexts that influence individual differences.	M	M	C	M	M		M	M	I			
b. Explain how individual differences influence beliefs, values and interactions with others.	C	C	C	C	C		C	C	I			
c. Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others	C	C	C	C	C		C	C	I			
d. Recognize and respect human diversity and understand that psychological explanations vary across populations and contexts.	C	C	C	C	C		C	C	I			

* students complete at least one of these courses.
** Students may take one of these courses in addition to their required course

Curriculum Mapping Worksheet –Breadth

Program/Departmental Goals/Outcomes	310*	312*	313*	318*	319*	Breadth Requirement	265	388**	327*** Org. & Grp Processes	328*** Child Psychopath.	344*** Motivation & Emotion	321*** Intro to Clinical	322*** Health Psych	331*** Psych of Sexuality	336*** History & Systems
6. To allow students opportunities to be both active and collaborative learners through course work as fits their individual interests and curricular needs															
a. Identify critical theories and issues in at least three of the following core areas of psychology: Learning and cognition, social psychology, theories of personality, abnormal psychology or developmental psychology.	M	M	M	M	M	C	M	I	I		I		I	I	I	M	C

Program/Departmental Goals/Outcomes	Course Numbers														
	310*	312*	313*	318*	319*	Breadth Requirement	265	388**	327*** Org. & Grp Processes	328*** Child Psychopath.	344*** Motivation & Emotion	321*** Intro to Clinical	322*** Health Psych	331*** Psych of Sexuality	336*** History & Systems
b. Describe one of the major applied areas of Psychology	M	M	M	M	M	C	M	I	C	M	C	C	C	C	I
c. Identify appropriate applications of Psychology in solving problems.	M	M	M	M	M	C	M	M	C	C	I	C	M	I	M
7. To introduce students to the ethical practice of scientific inquiry, and to provide opportunities for considering ethical issues and values.															
a. Follow the APA code of ethics in the treatment of human subjects in the design, data collection and interpretation of research results.	I	I	I	I	I	M	C	C	I	I	I	M	I	I	I
b. Recognize that ethically complex situations can develop in the application of psychological principles.	I	I	I	I	I	M	C	C	I	I	I	I	I	I	I

*Students complete at least three of these   **Numerous sections with different primary focus: Students complete one of these.

*** Elective courses which students may or may not Take

Curriculum Mapping Worksheet –Advanced Research (Based on 2006-2008 academic years offerings)

Program/Departmental Goals/Outcomes	Course Numbers								
	388* Acculturation	388* Addictive Behaviors	388* Psych. Testing	388* Dreams & Meditation	388* community Health	388* Foster Children	388* Positive Emotions	388* Social Gerontol.	388* Sensation & Perception
8. To better prepare students for graduate work in the field of psychology and related fields.									

Program/Departmental Goals/Outcomes	Course Numbers								
	388* Acculturation	388* Addictive Behaviors	388* Psych. Testing	388* Dreams & Meditation	388* community Health	388* Foster Children	388* Positive Emotions	388* Social Gerontol.	388* Sensation & Perception
a. Design and conduct basic studies to address psychological questions using appropriate research methods.	C	M	C	C	C	C	C	C	C
b. To identify a particular topic in more depth and be able to identify specific types of research application.	C	C	M	C	C	C	C	C	C
c. Locate and use relevant data bases, research and theory to plan, conduct, and interpret results of research studies	M	C	C	C	M	C	C	C	C
d. Formulate testable research hypotheses based on operational definition of variables.	C	C	C	C	C	M	C	C	C
9. To further develop critical thinking skills.									
a. Use critical thinking effectively.	C	M	M	C	C	C	C	C	M
b. Identify and evaluate the source, context and credibility of information.	C	M	C	C	C	C	C	C	M
c. Approach problems and problem solving effectively.	M	M	M	M	M	M	M	M	M

* students complete at least one of these courses

Program/Departmental Goals/Outcomes	396	388	350 Forensic			Faculty Advising	Advising Workshops	Psi Chi	
10. To impart the skills and enthusiasm that will allow graduates to make useful contributions to society through their employment and/or community participation.									
a. Apply psychological principles to promote personal development.	C							I	
b. Work with groups to complete projects within reasonable timeframes.	M	M							
c. Assess and justify their engagement with respect to civic, social, and global responsibilities.	C	I	I						
d. Achieve a better understanding of their strengths and weaknesses in providing services to others.	C								
e. Apply the academic knowledge of psychology to real-life experiences.	C		M						
11. To assist our students' personal academic and professional growth through activities such as advising, collaborating on research projects, bringing students to professional meetings, writing letters of recommendation, and participating in Psi Chi activities.									
a. Students will clarify career goals through writing, reading and reflection.	C								
b. Faculty will actively work with students to help them achieve their career and educational goals.	I					C	C	I	

Summary and next steps

This is a draft of an assessment plan. The procedure required by the Dean's office is to next discus this within the department at the beginning of the fall semester. It should be approved (modified as needed etc.) by the end of September. Then the plan is to complete a full assessment over the next three years completing approximately one third of the assessment each year. Once I present this document to the department, the department chair is required to take over and complete the process. I am recommending the following strategy.

Goals 1-4 (Foundation) to be assessed during the 2008-9 academic year.
Goals 5-8 (Departmental academic requirements) to be assessed during the 2009-10 academic year.
Goals 9-11 Broad based goals) to be assessed during the 2010-11 academic year.
I would suggest however that assessing the goals for subsequent years be begun in the 2008-9 year because the data is based on longer term experiences and will have to be set in place before any assessment begins.

Some general observations.
I think that based on the curriculum map the department has a face valid case that the academic related goals are being met. I am proposing three new assessment elements to facilitate going beyond face validity. The first is to use embedded questions in various courses. These questions can be decided by the department and added to any test(s) offered during the semester. If they are goal-based questions then they should be appropriate for every section of the same course. A faculty member could opt out of using the answers as part of a test score but would be required to ask and provide scores on these questions back to the department. Second I am proposing that we develop a small portfolio process to be evaluated by a group of faculty. It would include a reflective paper, an academic paper, a reaction paper and a research paper (from ARM). By integrating this into the curriculum it should not be an onerous burden on either the student or the faculty. Third we might consider developing an evaluation instrument based on how the department is perceived by the students as having met our goals. It should be clear from the materials I have put together than in terms of assessment it is goals 9-11 that need the most attention.
I am also suggesting that the University powers that be ensure that alumni surveys are initiated by the appropriate university office. We should also as individual faculty members keep better records of where are advisees go after graduation if we know. For example, how many letters of recommendation did we write, what type of programs, how many students got admitted etc.). These statistics would help our assessment of goals 10 and 11 and go beyond anecdotal reports. I would also note that several departmental faculty members have provided feedback as I have sent out pieces of this document. It was noted that "when I teach this course" the curriculum map should include additional points. The curriculum map was my best effort to take the learning goals from the past two years supply of course syllabi and parse them down to fit the departmental goals. If something does not match what you teach this could be my mistake, it could be that your syllabus does not highlight this element or most likely that during the past two years the course has been taught by an adjunct professor. Any gap between what would normally be taught and what the adjunct teaches can be used as a discussion point when reviewing course expectations with new hires.