

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: Psychology

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Review Cycle:

- [X] Even Year
- Odd Year

Review Round:

- [X] Round A** (Associate Dean review)
- Round B (Associate Dean + VPAA review)**

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Note: Due to a change in the APA Learning Goals for the Undergraduate Psychology Major in Fall 2023, the assessment data are divided into two sections: one for AY22-23 and one for AY23-24.

Year 1 (Summer 2022 to Spring 2023)

Student Learning Outcomes (SLOs) for Psychology Majors

1. Knowledge Base

- 1.1 Describe key concepts, principles, and overarching themes in psychology
- 1.3 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of Psychology

2. Scientific inquiry & critical thinking

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

3. Ethical & social responsibility in a diverse world

- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

4. Communication

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

5. Professional development

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

Introduction to the Direct Assessment Measures

Name	Description	Scale* and Sample Size
Capstone Course Ratings	Students enrolled in a capstone course as a senior (required for graduation) are rated by faculty at the end of the course on their engagement in original research, critical thinking, writing, and oral communication skills.	Items are rated on a 4-point scale from 1 (Not competent) to 4 (Highly competent). Year 1, N = 88
Faculty Evaluation of Student Researchers	Faculty mentors of students enrolled in undergraduate research (PSY3900, PSY 4100, or Honors equivalents) complete an evaluation of each student at the end the semester. Data include PSY, 1PSY, and NRO majors.	Items are rated on a 4-point scale from 1 (None) to 4 (A lot). Year 1, N = 24
Intern Evaluation by Supervisor	Off-site supervisors of undergraduate internship students rate the performance of the student at the end of the semester.	Eight items related to the department learning goals are rated on a 4-point scale from 1 (None) to 4 (A Lot). Year 1, N = 3
Research Methods Poster Evaluation	Students enrolled in Research Methods (PSY3805) create posters of their research projects. Multiple faculty rate each poster using the Poster Evaluation form.	Nine items are rated on a 4-point scale from 1 (None) to 4 (A lot) Year 1, N = 47

*Unless otherwise noted, the expectation for excellence in our department is that average ratings on 4-point scales will be 3.5 or above and 90% of respondents will select the upper half of the scale (e.g., Some/A lot or Good/Excellent).

1. Knowledge Base

Student Learning Objectives (ULG)	Measures/Instruments	Results
1.1 Describe key concepts, principles, and overarching themes in psychology	Overall	M = 100%
	Faculty Evaluation of Student Researchers	M = 3.63, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.72, 100% Some/A lot
1.2 Develop a working knowledge of psychology's content domains	Faculty Evaluation of Student Researchers	M = 3.63, 100% Some/A lot
1.3 Describe applications of Psychology	Overall	M = 100%
	Faculty Evaluation of Student Researchers	M = 3.67, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot

2. Scientific Inquiry & Critical Thinking

(EIU LG "Critical Thinking" and "Quantitative Reasoning")

Student Learning Objectives (ULG)	Measures/Instruments	Results
2.1 Use scientific reasoning to interpret psychological phenomena	Overall	M = 96%
	Capstone Course Ratings	M = 3.25, 91% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.71, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.53, 96% Some/A lot
2.2 Demonstrate psychology information literacy	Overall	M = 96%
	Capstone Course Ratings	M = 3.40, 91% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.79, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.74, 96% Some/A lot
2.3 Engage in innovative and integrative thinking and problem solving	Overall	M = 97%
	Faculty Evaluation of Student Researchers	M = 3.63, 96% Some/A lot
	Research Methods Poster Evaluation	M = 3.62, 98% Some/A lot
2.4 Interpret, design, and conduct basic psychological research	Overall	M = 98%
	Faculty Evaluation of Student Researchers	M = 3.58, 96% Some/A lot
	Research Methods Poster Evaluation	M = 3.72, 100% Some/A lot
2.5 Incorporate sociocultural factors in scientific inquiry	Overall	M = 89%
	Faculty Evaluation of Student Researchers	M = 3.41, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.32, 77% Some/A lot

3. Ethical & Social Responsibility in a Diverse World

(EIU LG "Responsible Citizenship")

Student Learning Objectives (ULG)	Measures/Instruments	Results
3.1 Apply ethical standards to evaluate psychological science and practice	Overall	M = 98%
	Faculty Evaluation of Student Researchers	M = 3.67, 95% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.64, 100% Some/A lot
	Overall	M = 95%
	Faculty Evaluation of Student Researchers	M = 3.45 90% Some/A lot

3.2 Build and enhance interpersonal relationships	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
3.3 Adopt values that build community at local, national, and global levels	Overall	M = 94%
	Faculty Evaluation of Student Researchers	M = 3.29, 88% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot

4. Communication

(EIU LGs “Writing and Critical Reading” and “Speaking and Listening”)

Student Learning Objectives (ULG)	Measures/Instruments	Results
4.1 Demonstrate effective writing for different purposes	Overall	M = 92%
	Capstone Course Ratings	M = 3.10, 85% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.67, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.62, 92% Some/A lot
4.2 Exhibit effective presentation skills for different purposes	Overall	M = 94%
	Capstone Course Ratings	M = 3.10, 83% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.69, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 3.67, 100% Some/A lot
4.3 Interact effectively with others	Overall	M = 100%
	Faculty Evaluation of Student Researchers	M = 3.43, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot

5. Professional Development

Student Learning Objectives (ULG)	Measures/Instruments	Results
5.1 Apply psychological content and skills to career goals	Overall	M = 96%
	Faculty Evaluation of Student Researchers	M = 3.50, 91% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
5.2 Exhibit self-efficacy and self-regulation	Overall	M = 100%
	Faculty Evaluation of Student Researchers	M = 3.74, 100% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
5.3 Refine project-management skills	Overall	M = 96%
	Faculty Evaluation of Student Researchers	M = 3.63, 92% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
5.4 Enhance teamwork capacity	Overall	M = 97%
	Faculty Evaluation of Student Researchers	M = 3.44, 94% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot
5.5 Develop meaningful professional direction for life after graduation	Overall	M = 96%
	Faculty Evaluation of Student Researchers	M = 3.50, 91% Some/A lot
	Intern Evaluation by Supervisor	M = 4.00, 100% Some/A lot

AY 2022-2023 Results:

1. Comparing capstone ratings of online psychology majors (1PSY) and on-campus psychology majors (PSY) showed no significant differences.

2. Comparing 19 different ratings of online PSY (n = 4), PSY (n = 12), and Neuroscience (NRO; n = 8) on faculty evaluation of student researchers, we found only 2 significant differences using a 1-way ANOVA. 1PSY had lower ratings (2.5, n = 2) on “Enhance teamwork capacity” than NRO (3.83, n= 6) likely due to isolated projects and 1PSY had lower ratings (3.25) than NRO (4.0) on “Use scientific reasoning to interpret psychological phenomena” However, note the small sample sizes (and large number of statistical tests).

Year 2 (Summer 2023 to Spring 2024)

APA 3.0 Guidelines, adopted Fall 2023

Goal 1: Content Knowledge and Applications

- 1.1 Describe key concepts, principles, and theories in psychological science
- 1.2 Develop a working knowledge of psychology's major subfields
- 1.3 Portray significant aspects of the history of psychological science
- 1.4 Apply psychological content to solve practical problems
- 1.5 Provide examples of psychology's integrative themes*

Goal 2: Scientific Inquiry and Critical Thinking

- 2.1 Exercise scientific reasoning to investigate psychological phenomena
- 2.2 Interpret, design, and evaluate psychological research
- 2.3 Incorporate sociocultural factors in scientific research practices
- 2.4 Use statistics to evaluate quantitative research findings

Goal 3: Values in Psychological Science

- 3.1 Employ ethical standards in research, practice, and academic contexts
- 3.2 Develop and practice interpersonal and intercultural responsiveness
- 3.3 Apply psychological principles to strengthen community and improve quality of life

Goal 4: Communication, Psychological Literacy, and Technology Skills

- 4.1 Interact effectively with others
- 4.2 Write and present effectively for different purposes.
- 4.3 Provide evidence of psychological literacy
- 4.4 Exhibit appropriate technological skills to improve communication

Goal 5: Personal and Professional Development

- 5.1 Exhibit effective self-regulation
- 5.2 Refine project management skills
- 5.3 Display effective judgment in professional interactions
- 5.4 Cultivate workforce collaboration skills
- 5.5 Demonstrate appropriate workforce technological skills
- 5.6 Develop direction for life after graduation

* Psychological Science's Integrative Themes (APA, 2021a)

- A. Psychological science relies on empirical evidence and adapts as new data develop.
- B. Psychological science explains general principles that govern behavior while recognizing individual differences.
- C. Psychological, biological, social, and cultural factors influence behavior and mental processes.
- D. Psychological science values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
- E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- F. Applying psychological principles can change our lives, organizations, and communities in positive ways.
- G. Ethical principles guide psychological science research and practice

Introduction to the Direct Assessment Measures

Name	Description	Scale* and Sample Size
Capstone Course Ratings	Students enrolled in a capstone course as a senior (required for graduation) are rated by faculty at the end of the course on their engagement in original research, critical thinking, writing, and oral communication skills.	4 items are rated on a 4-point scale from 1 (None) to 4 (A lot). Year 2, N = 59
Faculty Evaluation of Student Researchers	Faculty mentors of students enrolled in undergraduate research (PSY3900, PSY 4100, or Honors equivalents) complete an evaluation of each student at the end the semester.	22 items are rated on a 4-point scale from 1 (None) to 4 (A lot). Year 2, N = 14
Intern Evaluation by Supervisor	Off-site supervisors of undergraduate internship students rate the performance of the student at the end of the semester.	8 items related to the department learning goals are rated on a 4-point scale from 1 (None) to 4 (A Lot). Year 2, N = 0
Research Methods Poster Evaluation	Students enrolled in Research Methods (PSY3805) create posters of their research projects. Multiple faculty rate each poster using the Poster Evaluation form.	13 items are rated on a 4-point scale from 1 (None) to 4 (A lot) Year 2, N = 12 (No longer required after Fall 2023)

*Unless otherwise noted, the expectation for excellence in our department is that average ratings on 4-point scales will be 3.5 or above and 90% of respondents will select the upper half of the scale (i.e. Some/A lot).

Goal 1: Content Knowledge and Applications

Student Learning Objectives (ULG)	Measures/Instruments	Results
1.1 Describe key concepts, principles, and theories in psychological science	Overall	M = 96%
	Faculty Evaluation of Student Researchers	M = 3.71, 100% Some/A lot
	Research Methods Poster Evaluation	M = 3.67, 92% Some/A lot
1.2 Develop a working knowledge of psychology's major subfields	Faculty Evaluation of Student Researchers	M = 3.36, 86% Some/A lot
1.3 Portray significant aspects of the history of psychological science	Faculty Evaluation of Student Researchers	M = 2.00, 20% Some/A lot
1.4 Apply psychological content to solve practical problems	Faculty Evaluation of Student Researchers	M = 3.64, 91% Some/A lot
1.5 Provide examples of psychology's integrative themes*	Overall	M = 84%
	Faculty Evaluation of Student Researchers	M = 3.79, 93% Some/A lot
	Research Methods Poster Evaluation	M = 3.00, 75% Some/A lot

Goal 2: Scientific Inquiry and Critical Thinking (EIU LG "Critical Thinking" and "Quantitative Reasoning")

Student Learning Objectives (ULG)	Measures/Instruments	Results
2.1 Exercise scientific reasoning to investigate psychological phenomena	Overall	M = 88%
	Faculty Evaluation of Student Researchers	M = 3.93, 100% Some/A lot
	Capstone Course Ratings	M = 3.27, 90% Some/A lot
	Research Methods Poster Evaluation	M = 3.25, 75% Some/A lot
2.2 Interpret, design, and evaluate psychological research	Overall	M = 84%
	Faculty Evaluation of Student Researchers	M = 3.42, 75% Some/A lot
	Research Methods Poster Evaluation	M = 3.33, 92% Some/A lot
2.3 Incorporate sociocultural factors in scientific research practices	Overall	M = 46%
	Faculty Evaluation of Student Researchers	M = 2.83, 50% Some/A lot
	Research Methods Poster Evaluation	M = 2.50, 42% Some/A lot
2.4 Use statistics to evaluate quantitative research findings	Overall	M = 85%
	Faculty Evaluation of Student Researchers	M = 3.11, 78% Some/A lot
	Research Methods Poster Evaluation	M = 3.67, 92% Some/A lot

Goal 3: Values in Psychological Science (EIU LG “Responsible Citizenship”)

Student Learning Objectives (ULG)	Measures/Instruments	Results
3.1 Employ ethical standards in research, practice, and academic contexts	Overall	M = 100%
	Faculty Evaluation of Student Researchers	M = 3.91, 100% Some/A lot
	Research Methods Poster Evaluation	M = 4.00, 100% Some/A lot
3.2 Develop and practice interpersonal and intercultural responsiveness	Faculty Evaluation of Student Researchers	M = 3.23 77% Some/A lot
3.3 Apply psychological principles to strengthen community and improve quality of life	Faculty Evaluation of Student Researchers	M = 3.56, 89% Some/A lot

Goal 4: Communication, Psychological Literacy, and Technology Skills (EIU LGs “Writing and Critical Reading” and “Speaking and Listening”)

Student Learning Objectives (ULG)	Measures/Instruments	Results
4.1 Interact effectively with others	Overall	M = 93%
	Capstone Course Ratings	M = 3.10, 85% Some/A lot
	Faculty Evaluation of Student Researchers	M = 3.71, 100% Some/A lot
4.2 Write and present effectively for different purposes.	Overall	M = 85%
	Faculty Evaluation of Student Researchers	M = 3.57, 86% Some/A lot
	Capstone Course Ratings	M = 3.25, 86% Some/A lot
	Research Methods Poster Evaluation	M = 3.33, 83% Some/A lot
4.3 Provide evidence of psychological literacy	Overall	M = 97%
	Faculty Evaluation of Student Researchers	M = 3.86, 100% Some/A lot
	Capstone Course Ratings	M = 3.32, 90% Some/A lot
	Research Methods Poster Evaluation	M = 3.75, 100% Some/A lot
4.4 Exhibit appropriate technological skills to improve communication	Overall	M = 91%
	Faculty Evaluation of Student Researchers	M = 3.79, 93% Some/A lot
	Capstone Course Ratings	M = 3.27, 87% Some/A lot
	Research Methods Poster Evaluation	M = 3.42, 92% Some/A lot

Goal 5: Personal and Professional Development

Student Learning Objectives (ULG)	Measures/Instruments	Results
5.1 Exhibit effective self-regulation	Faculty Evaluation of Student Researchers	M = 3.71, 93% Some/A lot
5.2 Refine project management skills	Faculty Evaluation of Student Researchers	M = 3.71, 93% Some/A lot
5.3 Display effective judgment in professional interactions	Faculty Evaluation of Student Researchers	M = 3.69, 100% Some/A lot
5.4 Cultivate workforce collaboration skills	Faculty Evaluation of Student Researchers	M = 3.82, 100% Some/A lot
5.5 Demonstrate appropriate workforce technological skills	Faculty Evaluation of Student Researchers	M = 3.82, 91% Some/A lot
5.6 Develop direction for life after graduation	Faculty Evaluation of Student Researchers	M = 3.70, 90% Some/A lot

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?
- Added *PSY 4755 Cross-Cultural Psychology* to the choice of electives for a capstone course in the psychology major. The addition of the course among the capstone electives will provide another course from which students can choose to meet the capstone requirement, which always has great demand for graduating seniors. In addition, more students will learn about this important and contemporary topic in psychology.
 - Added *PSY 3805 Research Methods and Experimental Design* as a prerequisite for most of the PSY capstone courses. Although students must already have senior standing and *PSY 3805 Research Methods and Experimental Design* for the PSY capstone courses to count as their capstone course, some students have taken the capstone courses without having these criteria and then later request the capstone to count as such. Adding PSY 3805 as a prerequisite to each of the following capstone courses will eliminate this scenario. Also, having PSY 3805 as a prerequisite should enhance the content of capstone courses, as instructors will be able to design their courses knowing that students have knowledge of the principles of research design and experimentation.
 - Added a 42-semester hour requirement for students to be admitted to the online degree completion option. The online degree completion option is designed for transfer students who have completed most or all their general education courses. Adding this requirement for admission to the psychology major increases the likelihood that students are better prepared to complete the major.
 - Revised *PSY 3805 Research Methods and Experimental Design* and changed the title to *PSY 3805 Research Methods in Psychology*. The course had a heavy emphasis on experimental design that took time away from discussing other research designs in psychology. As a course required of all psychology majors, these revisions will increase learning opportunities by adding greater flexibility in the methods faculty can cover and enhance student experiences as both consumers and producers of psychological research; these changes will also better fit student learning experiences in online courses.
 - APA released an updated version (3.0) of its undergraduate psychology learning goals, which the department adopted in Fall 2023. We updated our assessments accordingly for the Fall 2023 and Spring 2024 assessment cycles.

- B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).
1. The average ratings for each of the five department learning goals have been consistent over the past five years. Our expectation is that students will score a mean of 3.5 or higher on our 4-point rating scales. Overall, most of the learning goal ratings are above the expectation. The undergraduate research experiences and internships are excellent for professional development, but unfortunately not a lot of students complete them.
 2. The two lowest scoring learning goals were:
 - a. 1.3 Portray significant aspects of the history of psychological science
 - b. 2.3 Incorporate sociocultural factors in scientific research practices

Both goals were evaluated primarily in students doing undergraduate research in which projects are not likely to focus on the history or sociocultural factors of research. However, we have a whole course devoted to the history of psychology as well as historical topics within many other courses; likewise for sociocultural factors.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

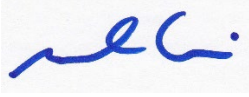
Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
9/13/2024	Psychology Department Faculty	The department faculty received a copy of the assessment report prior to the department meeting on 9/13/24. We discussed the results of an internal curriculum survey that showed we may need to consider ways to further support students' professional development. We will do some research on capstone experiences that may help better fulfill this learning goal.

Dean Review & Feedback

The BA in Psychology 2-year assessment report is comprehensive and draws from multiple data points to measure SLOs including capstone course ratings, faculty evaluation of student researchers, supervisor intern evaluation, and poster and oral evaluations from the research methods course. Three of the departmental learning objectives are directly linked to the EIU undergraduate learning goals. The report includes detailed data gathered for each SLO across the two-year span, though they explain that not a lot of students complete undergraduate research and internship experiences. The most recent assessment results were shared with the faculty who discussed results at a faculty meeting at the beginning of fall semester, 2024. In the meeting, they considered the results of their curriculum survey and discussed ways to support professional development for students. The department has utilized

assessment data to make several programmatic changes over the past 2 years including updating learning goals to align with APA changes along with curricular and course revisions to enhance student preparation in the major and in their coursework. In my opinion, the BA in Psychology assessment plan is effectively utilized by the department to inform curricular decisions and includes incremental improvements to enhance student learning and preparation.



11/26/24

Dean or designee

Date