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| **California State University, Fresno****College of Science and Mathematics****B.A. in Psychology****Department/Program Assessment Coordinator [i]: Paul Price** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| Our mission is to provide high-quality instruction and advising to support Fresno State psychology students in the pursuit of their educational and career goals. We emphasize the understanding and application of psychology as an empirical science, using evidence-based and high-impact instructional practices. We also promote an environment that advances diversity, equity, and inclusion. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

A. Institutional Learning Outcomes

1. Developing Foundational, Broad and Integrative Knowledge

2. Acquiring Specialized Knowledge

3. Improving intellectual Skills

4. Applying Knowledge

5. Exemplifying Equity, Ethics, and Engagement

See <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html> for a full description of these Institutional Learning Outcomes.

B. Program Learning Outcomes

**1. Knowledge Base of Psychology *-*** Students will be able to demonstrate a broad knowledge of the field of psychology.

a. Students will define the discipline of psychology, including the role of science and the relationship between scientific research and clinical application.

b. Students will demonstrate knowledge of basic concepts in statistics and research methods as applied to psychology.

c. Students will demonstrate knowledge of basic concepts in four of the following six subfields: biopsychology, abnormal psychology, behavioral psychology, cognitive psychology, social psychology, developmental psychology.

**2. Research Methods and Critical Thinking in Psychology -** Students will be able to understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

a. Students will find, evaluate, and integrate psychological information to reach an informed conclusion on a particular topic.

b. Students will formulate a psychological research question and design and conduct a simple empirical study to answer that question.

c. Students will demonstrate critical thinking skills and attitudes that are central to psychology. These include, but are not limited to, distinguishing empirical from non-empirical questions, distinguishing evidence from explanation, distinguishing cause from correlation, and exhibiting skepticism of poorly supported psychological claims.

***3.* Communication Skills** - Students will be able to communicate effectively within the field of psychology.

a. Students will demonstrate that they can write clearly and effectively about psychology in a variety of formats (e.g., research reports, case studies, personal reflections).

b. Students will demonstrate that they can speak clearly and effectively about psychology in a variety of formats (e.g., class discussions, oral presentations, poster presentations).

***4.* Career Preparation and Development -** Students will know about the broad range of career and advanced educational opportunities available to psychology majors and will have a plan for achieving their own career goals.

a. Students will describe common careers in psychology and related fields (e.g., clinical psychologist, psychiatrist, university professor, school psychologist), along with the educational and practical experiences required for those careers.

b. Students will describe their own career goals, including a long-term plan for achieving those goals.

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

For courses in the major, the table below indicates which outcomes are introduced (I), which are developed (D), and which are mastered (M) in that particular course. Note that at the bachelor’s level, we do not consider any outcomes to be truly “mastered.”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | = Core Courses |  | = Foundation Courses |  | = Elective Courses |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1a | 1b | 1c | 2a | 2b | 2c | 3a | 3b | 4a | 4b |
| Course | I, or D or M |  |  |  |  |  |  |  |  |  |
| 10 | I | I | I |  |  | I | I | I | I |  |
| 36 | D |  | D | D |  | D | D | D |  |  |
| 42 |  | D |  |  | I |  | D |  |  |  |
| 63 | D |  |  |  |  |  | D | D | D | I |
| 66 | D |  | D | D |  | D | D | D | D |  |
| 121 | D |  | D | D |  | D | D | D |  |  |
| 122 | D |  | D | D |  | D | D | D |  |  |
| 124 | D |  | D | D |  | D | D | D |  |  |
| 125 | D |  | D | D |  | D | D | D |  |  |
| 126 | D |  | D | D |  | D | D | D |  |  |
| 127 | D |  | D | D |  | D | D | D |  |  |
| 128 | D |  | D | D |  | D | D | D |  |  |
| 129 | D |  | D | D |  | D | D | D |  |  |
| 133 | D |  | D | D |  | D | D | D |  |  |
| 136 | D |  | D | D |  | D | D | D |  |  |
| 143 |  | D |  | D | D | D |  |  |  |  |
| 144 | D | D | D | I | D | D | D | D |  |  |
| 149 | D | D |  | D |  | D | D | D |  |  |
| 151 | D |  | D | D |  | D | D | D |  |  |
| 154 | D |  | D | D |  | D | D | D |  |  |
| 155 | D |  | D | D |  | D | D | D |  |  |
| 156 | D |  | D | D |  | D | D | D |  |  |
| 157 | D |  | D | D |  | D | D | D |  |  |
| 162 | D |  | D |  |  | D | D | D | D | D |
| 163 | D |  | D | D |  | D | D | D |  |  |
| 164 | D |  | D | D |  | D | D | D |  |  |
| 169 | D |  | D | D |  | D | D | D |  |  |
| 171S | D |  | D | D |  | D | D | D | D | D |
| 172 | D |  | D | D |  | D | D | D |  |  |
| 175 | D |  | D | D |  | D | D | D |  |  |
| 176 | D |  | D | D |  | D | D | D |  |  |
| 177 | D |  | D | D |  | D | D | D |  |  |
| 178S | D |  | D | D |  | D | D | D | D | D |
| 179I | D |  | D | D |  | D | D | D | D | D |
| 181 | D |  | D | D |  | D | D | D |  |  |
| 182 | D |  | D | D |  | D | D | D |  |  |
| 184A | D |  | D | D |  | D | D | D | D | D |

## SLO’s Mapped to Assessment Measures and Methods [e]

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Measure | EvaluationMethod | 1a | 1b | 1c | 2a | 2b | 2c | 3a | 3b | 4a | 4b |
| Psychology Definition Task | Score | X |  | X |  |  |  | X |  |  |  |
| Senior Knowledge Check | Score | X | X | X |  |  | X |  |  | X |  |
| Embedded Writing Evaluation | Rubric |  |  |  | X | X |  | X |  |  |  |
| Embedded Presentation Evaluation | Rubric |  |  |  | X | X |  |  | X |  |  |
| CareerQuiz | Score |  |  |  |  |  |  |  |  | X |  |
| SeniorSurvey | Score | X | X | X | X | X | X | X | X | X | X |
| AlumniSurvey | Score | X | X | X | X | X | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)
1. Psychology Definition Task
2. Senior Knowledge Check - Ten-item multiple-choice quiz testing students’ knowledge of basic concepts in psychology.
3. Writing Evaluation - Rubric-based assessment of students’ writing skills based on written assignments in upper-division courses.
4. Presentation Evaluation - Rubric-based assessment of students’ presentation skills based on class presentations in upper-division courses.
5. Career Quiz - Ten-item multiple-choice quiz testing students’ knowledge of educational and career paths that are common among psychology majors.
	1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
6. Senior Survey - Online senior survey administered each semester to students who have registered for graduation.
7. Alumni Survey - Online alumni survey administered to alumni who graduated at least one year previously.

## Assessment Schedule/Timeline [g]

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Measure | 1a | 1b | 1c | 2a | 2b | 2c | 3a | 3b | 4a | 4b |
| 22-23 | Career Quiz |  |  |  |  |  |  |  |  | X |  |
| 23-24 | Writing EvaluationAlumni Survey | X | X | X | XX | XX | X | XX | X | X | X |
| 24-25 | Definition Task | X |  | X |  |  |  | X |  |  |  |
| 25-26 | Presentation Evaluation |  |  |  | X | X |  |  | X |  |  |
| 26-27 | Career Quiz |  |  |  |  |  |  |  |  |  |  |
| 27-28 | Writing Evaluation |  |  |  | X | X |  | X |  |  |  |
| 28-29 | Alumni Survey | X | X | X | X | X | X | X | X | X | X |
| All Years | Senior KnowledgeSenior Survey | XX | XX | XX | X | X | XX | X | X | XX | X |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| In the Department of Psychology, we have an Undergraduate Committee responsible for monitoring the undergraduate program, suggesting curriculum and other catalog changes, and reviewing changes proposed by others. The Chair of this committee is also the Assessment Coordinator for the B.A. program. With the help of the other committee members, the Chair analyzes assessment data and writes the annual Assessment Report, suggesting changes to the program as necessary. Assessment results are shared with the entire department at faculty meetings and, generally speaking, the entire faculty decides what changes to pursue and how to pursue them. The Undergraduate Committee is then generally responsible for following through on those changes. |