Psychology
Student Learning Outcomes Assessment, 2013-2014

I. Assessment overview
In 2011, the Psychology Department adopted the American Psychological Association’s (APA) guidelines for the undergraduate psychology major as our student learning goals. We agreed to assess 2 goals each academic year and therefore cycle through the 10 goals every 5 years. However, the APA updated and condensed their goals in 2013 and we are now assessing 1 of the 5 goals each year. For academic year 2013-14, we assessed APA Goal 3—Ethical and Social Responsibility in a Diverse World.

II. Assessments
Members of the departmental curriculum and assessment committee met during the Fall and early part of the Spring semester and developed an online instrument that would include some of the direct and indirect measures of the goal being assessed. For the indirect measures, students were asked to self-report their ability for the three main sub-goals for this APA learning outcome.

For a direct measure of the diversity sub-goal, students completed the M-GUDS survey (Fuertes et al., 2000), a widely used measure also included in the Wabash National Study of Liberal Arts Education (see http://www.liberalarts.wabash.edu/study-overview/). A second measure of diversity involved internship site supervisor’s ratings of psychology interns on a 0-4 point scale on how well the intern related to diverse clients during internship (with 0 for “unacceptable” and 4 for “outstanding”). Finally, a third direct measure of diversity involved examining the ratings by the faculty supervisor on internship papers for all interns from the past year on a 0-3 point rubric for diversity (with 0 for a limited, inaccurate, or superficial response and 3 for a thorough, accurate and thoughtful response).

A similar direct measure was used for assessing ethics (i.e., a 0-3 rubric score for ethics on the internship papers). Additionally, a second direct measure of ethics involved the percentage of majors who graduated in 2013 who successfully completed the CITI training for Human Subjects Research (see https://www.citiprogram.org/).

For direct measures of social responsibility (which also includes elements of civility and relating appropriately to others), students were asked questions about their service activities during college. Additionally, 0-4 ratings by internship site supervisors on professionalism, and how psychology interns related to supervisors and staff were examined. Undergraduate psychology interns from Spring and Summer of 2013 were included in this assessment. Thirty-five psychology majors graduating in Spring or Fall 2014 and currently taking an advanced psychology lab or seminar course in Spring 2014 were the students who completed the M-GUDS-S, indirect measures, and questions about service.

III. Indirect measures of Goals 3
The indirect measures were 5-point Likert scale self-report ratings of how well students felt they
were able to accomplish each of the three sub-goals for APA learning goal 3. The percentage of students who rated themselves a “4” or “5” on the scale are reported below for each learning goal:

- Goal 3.1 (ethics): 94.3% (with 65.7% rating themselves a 5)
- Goal 3.2 (social responsibility): 100% (with 88.6% rating themselves a 5)
- Goal 3.3 (diversity): 100% (with 88.6% rating themselves a 5)

Clearly, advanced psychology majors are very confident in their competence in these learning goals.

IV. Direct measure of APA Goal 3
Goal 3.1 (ethics)
For the 24 majors completing an internship in Spring or Summer 2013, the rubric rating scores of their papers for ethics were collected. We set a benchmark of 70% of interns scoring a 3 out of 3 on this measure.

Percent of Interns Scoring 3 out of 3 on this ethics assessment: 66.7% Benchmark not met

Although the benchmark was not met, it would have been met if one more intern had been rated a 3 out of 3. Moreover, 100% of interns received a score of at least 2 out of 3 on this measure.

As mentioned earlier, the percentage of psychology majors who graduated in Spring or Fall 2013 who successfully completed the CITI ethics training was used as a second measure of the ethics sub-goal. Because not all majors conduct research with Human participants, we set a benchmark of 50% of our majors successfully completing this training.

Percent of Majors successfully completing CITI ethics training: 51.6% Benchmark met

Goal 3.2 (social responsibility)
We set a benchmark of 70% of our psychology interns receiving a 4 out of 4 (outstanding) rating on the three internship site supervisor questions related to this subgoal:

- For the interacting with supervisors rating, 80.6% were rated as outstanding. Benchmark met
- For the interacting with staff rating 74.2% were rated as outstanding. Benchmark met
- For the professionalism rating, 87.1% were rated as outstanding. Benchmark met

We also surveyed the students as to their volunteer activities. This included departmental (e.g., officer in Psychology club), university (e.g., Highland ambassador, SGA), as well as volunteering in the community. We set a benchmark of 70% of our students doing volunteer work. The percent of majors involved in volunteer activities was 62.9%. Benchmark not met
Goal 3.3 (diversity)
For the 24 majors completing an internship in Summer or Spring 2013, the rubric rating scores of their papers for diversity were collected. We set a benchmark of 70% of interns scoring a 3 out of 3 on this measure.

- Percent of interns Scoring 3 out of 3 on this ethics assessment: 79.2% Benchmark met
- Percent of interns scoring a 4 out of 4 (outstanding) on site supervisor ratings for interactions with diverse clients: 71.0% Benchmark met

As mentioned earlier, a group of majors completed the M-GUD-S diversity measure. We set a benchmark of 70% of our majors averaging at least a 4.5 on this measure.

Percent of majors averaging over 4.5 on the M-GUD-S scale: 77.1% Benchmark met

V. Future action items to these assessments
The committee believes that the ethics assessment could be improved in the future. First, we are planning to start asking internship supervisors to rate interns on both ethics and diversity. Second, we plan to see if better direct measures for ethics are available when we next assess this goal.

VI. Future action items based on the assessment results
Goal 3.1 (ethics)
The department will discuss whether we should add CITI training to some of the advanced lab courses that currently do not require IRB Human-subjects approval.

Goal 3.2 (social responsibility)
Although meeting all benchmarks for this sub-goal on the ratings by the external internship site supervisors, we did not meet the benchmark on the percentage of students who participated in volunteer activities. However, some of the students who did not report volunteering, completed an internship. Including these students on this measure would put the percentage of majors volunteering (80.0%) to well over the benchmark. Nonetheless, the department will discuss the possibility of having a faculty member, departmental committee, or the Psychology club, collect and better organize and promote information on service and volunteering opportunities.

Goal 3.3 (diversity)
Although meeting all three benchmarks for this sub-goal, the intern supervisor ratings just met our benchmark. In addition, almost a quarter of our majors scored below a 4.5 on the M-GUDS-S assessment. Therefore, the department is considering developing a capstone seminar course on multi-cultural counseling.

VII. Update of prior assessment actions (closing the loop)
In 2011-12 the department assessed the learning goals of Research Methods and Critical Thinking in psychology. Based on the results of the assessment, the department proposed developing a critical thinking in psychology course for freshman/sophomore majors. The course was developed and approved by the department in Spring 2013 and taught for the first time in Spring 2014.

In 2012-13 the department assessed the Knowledge Base in Psychology. Our Seniors were meeting the benchmarks for this goal; however, we did review the results of individual questions that students struggled the most with in a department meeting to raise faculty awareness of particular topics students might not be learning as effectively as we want.
VIII. Assessment Plan for academic year 2014-5
Currently, we plan to assess the APA goal related to Professional Development for academic year 2014-5.

Reference