Program (Major, Minor, Core): Bachelor of Science  
Department: Psychology  
College/School: College of Arts & Sciences  
Person(s) Responsible for Implementing the Plan: Jeff Gfeller and Janet Kuebli  
Date Submitted: November 19, 2015

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you expect all students who complete the program to know, or be able to do?</td>
<td>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</td>
<td>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</td>
<td>How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?</td>
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<td>Recognize, explain and apply key concepts, principles and over-arching themes that constitute the empirical knowledge base of psychology.</td>
<td>Course-based assessment (written exercises and assignments, class presentations, projects and examinations) Annual required test session Annual required electronic survey</td>
<td>Direct: Course grades, MFT-Psychology Indirect: Graduating Senior Exit Survey</td>
<td>The UGP Director and UGP Committee will review and discuss results annually. The UGP Director will share results and make recommendations as needed annually to Department Chair and at a full department meeting.</td>
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<tr>
<td>Evaluate and apply basic research methods in psychology including research design, IRB approval, data collection and analysis, interpretation, and poster presentation.</td>
<td>Course-based assessment in DPP, PSY 2050, 3060, 4010 (written assignments, class presentations, projects and examinations) Annual Psych Capstone Symposium Annual required electronic survey</td>
<td>Direct: Course grades, 4010 Empirical Article Assessment, Capstone Poster Ratings Indirect: Graduating Senior Exit Survey</td>
<td>Faculty who teach in this sequence and the UGP Director will review and discuss results annually. The UGP Director will share results and make recommendations as needed annually to Department Chair, the UGP Committee and at a full department meeting.</td>
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1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.
   a. We will need to develop a plan for course-based assessment which will then have to be collected and summarized each semester. The Dept Chair will need to provide sufficient staff resources for this purpose. The UGP Director will oversee collection and summary of these data.
   b. MFT-Psychology will be administered in the Spring semester once every three years. The UGP Director will oversee the administration of this assessment and review of the results. The Dept Chair will provide funds to cover purchase cost.
   c. Graduating Senior Exit Survey will be administered annually at the end of each spring semester. The UGP Director will oversee electronic administration of the survey as well as analysis and summary of the results.
   d. The PSY 4010 Assessment is administered each Spring semester by the course instructor. To date, the course instructor has reported scores to the UGP Director and the Dept Chair. In the future, it is desirable to develop a rubric to more fully extract performance information from this instrument. The UGP director will oversee development of a rubric with the course instructor and additional faculty members to be piloted with the graduating class of Spring 2017.
   e. Students in PSY 4010 produce and present research posters summarizing their research projects annual at our spring Psychology Capstone Symposium. The course instructor is responsible for overseeing production of these posters. Judges’ ratings have been used in the past to evaluate posters, however in the future it is desirable to develop an improved rubric for this purpose. The UGP director will oversee development of this rubric with the course instructor and additional faculty members to be piloted with the graduating class of Spring 2017.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?
   a. The UGP Directors at the SLU and Madrid campuses have begun to share their independently constructed assessment practices. While awaiting university-level clarification of the extent to which assessments should be identical (i.e., the “same” program at each campus), the SLU and Madrid Directors are reviewing ways to more closely coordinate our assessment strategies. At this time, Madrid does not have a B.S. program; therefore our coordination presently is only addressing the B.A. program that we have in common.
3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

   c. What external sources were consulted in the development of this assessment plan?

   d. Assessment of the manageability of the plan in relation to departmental resources and personnel

Components of this plan, overseen by the UGP Director, were developed to support re-establishment of our B.S. option which occurred in 2013. Input about some components reflects input from four successive department chairpersons, members of the UGP Committee, and instructors responsible for teaching the DPP, 2050, 3060, 4010 research methods sequence. Feedback from the full faculty at department meetings is also reflected in this plan. This plan is formally reviewed and revised as needed every 5 years by the UGP Director and the Department Chair, although modifications are made annually if needed.

External sources which guide the plan include:

- APA BEA Task Force (2013). *APA Guidelines for the Undergraduate Psychology Major, Version 2.0*

Membership of the UGP Committee includes a student representative from our chapter of Psi Chi which is the national honors organization for psychology majors. This individual is appointed by the Executive Board of Psi Chi. Input regarding assessment results is solicited annually from this student at a UGP Committee meeting. As needed, this individual solicits additional feedback from members of Psi Chi. As needed, the UGP Director also oversees occasional surveys and/or focus groups to solicit additional feedback from students who are not members of Psi Chi (e.g., PSY 2050 supplemental course evaluations).

Resources required to accomplish this plan are currently not sufficient. More administrative staff and additional faculty with dedicated time to these assessment tasks are needed to conduct this plan in a timely way. The cost of the MFT-Psychology assessment dictates administration every three years. The addition of three faculty members to work with the UGP Director and two non-tenure track faculty is needed to carry out this plan in a timely way, including development and application of rubrics for the PSY 4010 Assessment and Capstone Poster Assessment.