Program Assessment Annual Report for 2009 - 2010

What outcomes do we seek?	What will students know and be able to do upon graduation? (N = NASAD	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do?	What are the assessment findings?	What improvements have been made based on assessment findings?	What are the results of improvements made?
	(N = NASAD standards)	out of class)? ntitative Skills – the – the foundation sk Most psychology courses require students to: • discuss topics in class • write reports • evaluate data Some courses	can do? e ability of students to wr fills necessary for all IUP Skills are repeatedly assessed as students progress through the major, using: • classroom discussion • presentations in class • written reports • research proposals • exams • case studies • evaluation of all PUL 1 skills in Capstone course		n, perform quantitative and In general, expectations for level of mastery are raised as students advance through the curriculum. To improve writing, students revise papers after comments are provided. To improve quantitative skills, students do more hands on analyses and are expected to clearly describe quantitative relationships. Skills in information technology are improved through increased requirements for use of technology in information gathering and presentation.	Students complete their studies with good to excellent communication, quantitative, and information technology skills.

	at will students w and be able to	How will students learn	What evidence can we provide to	What are the assessment findings?	What improvements have been made based	What are the results of
we seek?	do upon graduation?	these things (in or out of class)?	demonstrate what students know and can do?		on assessment findings?	improvements made?

UL 2: Critical Thinking- The ability Division of Students should be Science: able to critically Psychology evaluate information Degree they hear, read, or Program access on-line. As Psychology students, they should be aware of their own biases and those of others when they evaluate information.	of students to analy Instructors share guidelines for objective and critical evaluation of information and provide students with opportunities to critically evaluate information in discussions and research reports. Instructors and other students may challenge students to support their interpretations or to rethink them from different perspectives.	We assess critical thinking by evaluating student interpretations of information in their comments, exams, presentations, and reports in all courses from introductory psychology through the capstone experience.	information and ideas f Students learn how to analyze information critically as they move through the program and are often able to apply these skills for information that is neutral to their beliefs. However, students remain reluctant to question their own beliefs and biases and tend to be less critical of information that confirms those beliefs.	Faculty remind students that we all see things through our own biases and must put them aside as we use techniques for objective analysis of information. It is very useful to have students evaluate information from perspectives different from their own. It gives them permission to think differently.	Students evaluate neutral information quite well, but continue to have some difficulty putting aside biases when dealing with information that is not neutral to their beliefs. However, students are able to recognize how their biases affect their thinking when questioned about it.
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What outcomes do we seek?	What will students know and be able to do upon	How will students learn these things (in	What evidence can we provide to demonstrate what	What are the assessment findings?	What improvements have been made based on assessment	What are the results of improvements
	graduation?	or out of class)?	students know and		findings?	made?
			can do?			

PUL 3: Integration and Application of Knowledge- the ability of students to use information and concepts from studies in multiple disciplines in the intellectual, professional and community lives.

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Division of	Students will be able	Students will gain	Classroom discussions,	Psychology students	
Science:	to integrate and use	knowledge in	presentations, exams,	generally show good	
Psychology	information from	many disciplines	and reports reflect	understanding of a	
Degree	across the natural	through course-	students' ability to	variety of disciplines.	
Program	and social sciences,	work and life	integrate information		
-	the humanities and	experiences.	from other disciplines.	Our graduates are	
	the arts as they work	Psychology	Practica allow students	successful in their	
	toward their degrees	touches on all	to demonstrate skills in	employment and	
	and later in their	areas of human	professional/community	acceptance to graduate	
	professional and	experience and	settings.	programs, which	
	community	references to	-	demonstrates their	
	activities.	other disciplines	Our graduates often	ability to use	
		will occur often	work in the mental	knowledge from a	
		in lectures, class	health field in our	variety of disciplines.	
		discussions, and	region and can display		
		assignments in	interdisciplinary skills		
		psychology.	in their work and		
			community activities.		

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What	What will students	How will	What evidence can	What are the	What improvements	What are the
outcomes do	know and be able to	students learn	we provide to	assessment findings?	have been made based	results of
we seek?	do upon	these things (in	demonstrate what		on assessment	improvements
	graduation?	or out of class)?	students know and		findings?	made?
			can do?			

PUL 4: Intellectual Depth, breadth and Adaptiveness – the ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

What	What will students	How will	What evidence can	What are the	What improvements	What are the
outcomes do	know and be able to	students learn	we provide to	assessment findings?	have been made based	results of
we seek?	do upon	these things (in	demonstrate what		on assessment	improvements
	graduation?	or out of class)?	students know and		findings?	made?
			can do?			

PUL 5: Understanding Society and Culture – the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.

Division of Science: Psychology PogramStudents will be able norecognize and appreciate cultural diferences and diversity in human behavior and experience.Specific courses outside the major address cultural diversity. Many courses within Psychology and address cultura and diversity and cross-cultural psychology is a growing field of study.Knowledge of cultural differences is and and appreciation for cultural differences is increasing in Psychology.Student knowledge of and appreciation for cultural diversity and cross-cultural psychology is a growing field of study.Knowledge of cultural differences is increasing in Psychology.Students will be able of human behavior and the issues of values and ethics and the issues of values and ethics and the issues of values and ethics insteasi nal areas of precision of human behavior and the issues of values and ethics insteasi nal areas of precision in their lissues in all areas of human experience.Miders and sprecision of human behavior and the issues of values and ethics arise frequently in tissues involved in research with uman subjects.Muderstanding of the innortance of values and the issue sprecision or values and ethics arise precision or sprecisican experiences, projects, and the 							
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Degree Programdifferences and diversity in human behavior and experience.diversity. Many courses within Psychology also address culture and diversity and cross-cultural psychology is a growing field of study.presentations, case studies, and projects.increasing in Psychology. 2UL 6: Values and Ethics – the ability of students to make Science: Psychology Degree ProgramFstudents will be able of values in human behavior and be able to recognize and evaluate ethical issues in all areas of human experience.Psychology studies, and projects.Students' appreciation of values and ethics arise frequently in issues in all areas of human experience.Psychology resentations, case studies, research withProgramdifferences and diversity in human behavior and be able of values in human behavior and be able issues in all areas of human experience.Psychology resentations, research withUnderstanding of the studies, research, withStudents' appreciation of values and ethics in human behavior grows as they advance to recognize and evaluate ethical issues in subace of values and ethics arise frequently in the curriculum. In addition, studentsMerestanding of the capsone course.Students' appreciation of values and ethics in human behavior grows as they advance toward degree completion.	Science:	to recognize and	outside the major	differences is assessed	and appreciation for		
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Examples: www.planning.iupui.edu