

Assurance of Student Learning Reflection 2024-2025	
College of Education and Behavioral Sciences	Department of Psychology
AB Psychology: Program # 760	
Sarah Bonis/Steve Wininger	
<i>Is this an online program?</i> ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

The program previously had three SLOs and upon reflection, it was decided that four objectives would better help us evaluate program learning. Four SLOs is an appropriate number for our program to evaluate, and we can manage the assessment process annually. They are also the most representative of our overall program goals. In addition to the reflection below of our last three years of ASLs and SLOs, below are the four new SLOs that will be implemented during the 2025-2026 year.

SLO #1: Students will interpret, design, and evaluate psychological research

SLO #2: Students will provide evidence of psychological literacy

SLO #3: Students will develop direction for life after graduation

SLO #4: Students will interpret statistics to evaluate research findings

In addition to updating our SLOs, we have provided an updated curriculum map. Previously, only the courses that assessed one of the SLOs was included on the curriculum map. The program is working on understanding how all (or most) courses contribute to each program SLO, so we have built a curriculum map with all courses that are regularly offered across our core and category sections.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Students of the baccalaureate program in psychology at WKU will be knowledgeable in the following core areas of the major: research methods, statistics, and history and systems.
Evaluation	Some of the measurement instruments and targets within this SLO are still relevant and a core component of the program, but the language of the outcome will be updated. The undergraduate program committee (UPC) has worked to ensure the psychology program aligns with APA's 3.0 Undergraduate Guidelines for the Psychology Major. As such, we will be revising our learning outcomes to be more consistent with the language within these guidelines and the way we have structured our course sequence for students.

	<u>SLO Revision:</u> Students will interpret, design, and evaluate psychological research. This new SLO is a measurable outcome with an appropriate, measurable verb from Bloom's taxonomy.
Measurement Instruments	Some of the measurement instruments are still appropriate and are measuring the new SLO. Measures that will remain are immediately below and changes are discussed after that. <u>We will keep</u> measurement instrument 1: For research methods, students will illustrate proficiency through the production and presentation of a research proposal designed to illustrate applied understanding of core content. <u>We will change</u> measurement instrument 2: For statistics, Psychology majors will illustrate proficiency across items ($n = 9$) measuring understanding of core content. <u>We will change</u> measurement instrument 3: For history and systems, Psychology majors will illustrate proficient communication of understanding of the development of main historical systems of psychology through satisfactory completion of a literature review of a particular system.
Criteria & Targets	<u>We will keep</u> criteria and target 1: <i>Criteria:</i> Psychology majors will obtain above average ratings in the areas of Literature Review, Methods, and Discussion according to a criterion-based rubric designed to measure project success (see attached). <i>Target:</i> 60% of all Psychology majors measured will achieve above average ratings across all three areas and on no area will the individual ratings be less than average (i.e., below average or unacceptable) among this group. Note – while this is an appropriate criteria to keep, we will use time in August for faculty who teach this course to update and calibrate their rubric to ensure it is accurately assessing the new SLO. <u>We will change</u> criteria and likely target 2: <i>Criteria:</i> Psychology majors will correctly answer at least 6 of the 9 items. <i>Target:</i> a) 70% of all Psychology majors measured will correctly answer at least 6 of the 9 items, and b) there will be less than 10% of all Psychology majors measured who fail to correctly answer under 4 items. Note – a similar target may be appropriate (i.e., the % correct), but this will be modified since the measurement instrument and criteria will be changed. <u>We will change</u> criteria and target 3: <i>Criteria:</i> Psychology majors will achieve above average scores (i.e., > 80) on the literature review. <i>Target:</i> a) 60% of all Psychology majors measured will achieve above average scores (i.e., > 80) on the project, and b) below average scores will be less than 10% of all measured Psychology majors.
Results & Conclusion	There have been some new and/or different instructors teaching research methods or statistics across the past three years. For the statistics portion of this SLO, scores appeared to have improved when the faculty teaching it spoke prior to the semester and data collection. Overall, data suggest that students are consistently meeting or exceeding program set criteria/targets. However, data are quite variable, and no pattern is readily evident across areas of scores (e.g.,

	Literature Review vs. Methods vs. Discussion), course sections, instructors, semesters, or years. Additional review of data will occur each upcoming assessment cycle and across years to determine whether any changes need to be made to course content or SLOs.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	This ASL process comes at a good time because the undergraduate program just went through the university academic program review process. As a result of that process and recommendations, and this reflective evaluation ASL cycle, the current three-year plan is drafted below, but will be revisited next academic year. 2025-2026: Following additional reflection and worktime this summer and early fall, the program will make several program revisions (e.g., requiring PSY 104, making PSY 482 a capstone option) within courseleaf which will also include updating the SLOs as proposed within this document. Then, to develop and implement our ASL process, we will 1) convene a faculty workgroup consisting of those who primarily teach the courses involved in the assessment of these SLOs to refine the evaluation, measurement instruments, and targets for each during the early fall, 2) pilot these evaluation methods in the spring, and 3) finalize the curriculum map (initial faculty input was sought in spring 2025, but additional refinement is needed). 2026-2027: The initial data collected in the spring 2026 semester will be reviewed in August of 2026. If there were any major issues with collecting sufficient data, new approaches will be developed and implemented. If not, data collection will continue for the fall and spring semesters. 2027-2028: Faculty will review data from the past two cycles in August of 2027 and evaluate how well the assessment system allows for use of data to evaluate student outcomes and the need for any program modifications. During this review, we will also monitor whether our targets are appropriate and meaningful (i.e., are all students exceeding them?) and plan for modifications to criteria the following cycle.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students completing the baccalaureate program in psychology at WKU will demonstrate their potential to apply knowledge and training to address relevant concerns in community or society through participation in a community agency field placement (i.e., PSY 390) or faculty-directed research project (i.e., PSY 290, PSY 490).
Evaluation	Some of the measurement instruments and targets within this SLO are still relevant and a core component of the program, but the language of the outcome will be updated. The undergraduate program committee (UPC) has worked to ensure the psychology program aligns with APA's 3.0 Undergraduate Guidelines for the Psychology Major. As such, we will be revising our learning outcomes to be more consistent with the language within these guidelines and the way we have structured our course sequence for students. <u>SLO Revision:</u> Students will provide evidence of psychological literacy The previous SLO #2 remains an important theme within our program. However, the courses being used to measure

	this outcome (i.e., 290, 390, 490) were not taken by all students. Therefore, we were not getting a picture of how all students were performing. The new SLO is a measurable outcome with an appropriate, measurable verb from Bloom's taxonomy
Measurement Instruments	<u>We will change</u> measurement instrument 1: For participation in a community agency field placement (e.g., PSY 390), two criteria comprise the measurement instrument: 1) Field placement supervisor ratings, and 2) Instructor evaluation. <u>We will change</u> measurement instrument 2: Percentage of December 2023 and Spring 2024 graduates that satisfactorily completed PSY 290 (e.g., Supervised Study in Psychology) or PSY 490 (e.g., Research Project in Psychology).
Criteria & Targets	<u>We will change</u> criteria and target 1: <i>Criteria:</i> No Psychology major will obtain a score of 1 or 2 on any supervisor evaluation item. All Psychology majors will obtain an overall project score of 75% (150 out of 200 points), and no rubric dimension will fall below 50% <i>Target:</i> 100% <u>We will change</u> criteria and target 2: <i>Criteria:</i> Graduates from December 2023 and May 2024 who complete PSY 290 or PSY 490. <i>Target:</i> a) 25% of graduates from December 2023 and Spring 2024 will complete PSY 290 or PSY 490 with b) no grade below a B.
Results & Conclusion	Overall, criteria were consistently met and percentage of participation increased across years. The efforts put in place to increase this participation will remain a priority for the department, but to ensure a SLO that will capture all program graduates, this SLO will be changed. In addition, given faculty shortages, the department does not necessarily have the capacity to support increasing opportunities for intensive student mentorship through field and research experiences beyond what is currently occurring.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	This ASL process comes at a good time because the undergraduate program just went through the university academic program review process. As a result of that process and recommendations, and this reflective evaluation ASL cycle, the current three-year plan is drafted below, but will be revisited next academic year. 2025-2026: Following additional reflection and worktime this summer and early fall, the program will make several program revisions (e.g., requiring PSY 104, making PSY 482 a capstone option) within courseleaf which will also include updating the SLOs as proposed within this document. Then, to develop and implement our ASL process, we will 1) convene a faculty workgroup consisting of those who primarily teach the courses involved in the assessment of these SLOs to refine the evaluation, measurement instruments, and targets for each during the early fall, 2) pilot these evaluation methods in the spring, and 3) finalize the curriculum map (initial faculty input was sought in spring 2025, but additional refinement is needed). 2026-2027: The initial data collected in the spring 2026 semester will be reviewed in August of 2026. If there were any major issues with collecting sufficient data, new approaches will be developed and implemented. If not, data collection will continue for the fall and spring semesters.

	2027-2028: Faculty will review data from the past two cycles in August of 2027 and evaluate how well the assessment system allows for use of data to evaluate student outcomes and the need for any program modifications. During this review, we will also monitor whether our targets are appropriate and meaningful (i.e., are all students exceeding them?) and plan for modifications to criteria the following cycle.
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Program Student Learning Outcome 3	
Program Student Learning Outcome	Students completing the baccalaureate program in psychology at WKU will be successful in gaining admission to a graduate degree program or in obtaining employment.
Evaluation	Some of the measurement instruments and targets within this SLO are still relevant and a core component of the program, but the language of the outcome will be updated due to challenges with obtaining a sufficient data sample in previous iterations of this SLO. The undergraduate program committee (UPC) has worked to ensure the psychology program aligns with APA's 3.0 Undergraduate Guidelines for the Psychology Major. As such, we will be revising our learning outcomes to be more consistent with the language within these guidelines and maximize measurement of these SLOs within coursework or required experiences. <u>SLO Revision:</u> Students will develop direction for life after graduation. This new SLO is a measurable outcome with an appropriate, measurable verb from Bloom's taxonomy
Measurement Instruments	SLO #3 had only one measurement instrument previously. Given the difficulty obtaining responses from students (~20 responses per year), this measurement instrument will be changed. However, the program will still consider ways to improve alumni engagement and measuring students' plans following graduation. This might be accomplished through a survey within their capstone course or final advising session. Additional considerations will be made. <u>We will change</u> measurement instrument 1: Percentage of December 202X and Spring 202X graduates ($N = 124$) successful in gaining admission to a graduate degree program or in obtaining employment. For the next three years, we will measure the revised SLO #3 through completion of assignments or activities within capstone courses and/or advising. Please see plans for next assessment cycle below about details for refining this measurement instrument.
Criteria & Targets	<u>We will change</u> criteria and target 1: <i>Criteria:</i> A) One-third of AY 202X graduates will be enrolled in graduate school or employed in fields related to their undergraduate degree with B) Two-thirds of AY 2023 graduates will be enrolled in graduate school or employed overall. <i>Target:</i> A) 33% B) 66% Please see plans for next assessment cycle below about details for refining this measurement instrument.

Results & Conclusion	In previous cycles, this SLO was regularly met. However, the percentage of respondents enrolling in full-time graduate study in a related field was disproportionately high (<33%). This suggests that we may have had an unrepresentative sample. Therefore, while the criteria were met, data were not necessarily meaningful in a way that helped us evaluate students' post-graduation plans or program components. The psychology program has several initiatives aimed at preparing students for life after graduation (e.g., our advising model, the LLC, coursework, concentrations, new orientation and capstone course), but these have not been formally measured.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	This ASL process comes at a good time because the undergraduate program just went through the university academic program review process. As a result of that process and recommendations, and this reflective evaluation ASL cycle, the current three-year plan is drafted below, but will be revisited next academic year. 2025-2026: Following additional reflection and worktime this summer and early fall, the program will make several program revisions (e.g., requiring PSY 104, making PSY 482 a capstone option) within courseleaf which will also include updating the SLOs as proposed within this document. Then, to develop and implement our ASL process, we will 1) convene a faculty workgroup consisting of those who primarily teach the courses involved in the assessment of these SLOs to refine the evaluation, measurement instruments, and targets for each during the early fall, 2) pilot these evaluation methods in the spring, and 3) finalize the curriculum map (initial faculty input was sought in spring 2025, but additional refinement is needed). 2026-2027: The initial data collected in the spring 2026 semester will be reviewed in August of 2026. If there were any major issues with collecting sufficient data, new approaches will be developed and implemented. If not, data collection will continue for the fall and spring semesters. 2027-2028: Faculty will review data from the past two cycles in August of 2027 and evaluate how well the assessment system allows for use of data to evaluate student outcomes and the need for any program modifications. During this review, we will also monitor whether our targets are appropriate and meaningful (i.e., are all students exceeding them?) and plan for modifications to criteria the following cycle.

CURRICULUM MAP TEMPLATE

Program name:	AB Psychology: Program # 760
Department:	Psychology
College:	College of Education and Behavioral Sciences
Contact person:	Sarah Bonis/Steve Wininger
Email:	sarah.bonis@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes			
			LO1:	LO2:	LO3:	LO4:
			Students will interpret, design, and evaluate psychological research	Students will interpret statistics to evaluate research findings	Students will provide evidence of psychological literacy	Students will develop direction for life after graduation
Course Subject	Number	Course Title				
PSY	100	Introduction to Psychology	I		I	I
PSY	104	Orientation to Psychology	I		I	I, R
PSY	210	Research Methods	I, R, M, A	I, R, A	I, R, M, A	R
PSY	211	Research Methods Lab	R, A	R	R, A, M	
PSY	313	Statistics in Psychology	R	I, R, M, A	R, A	
PSY	220	Lifespan Developmental Psychology	I, R, A	I, R	I, R, A	I, R
PSY	422	Adolescent Psychology				
PSY	331	Psychology of Learning				
PSY	412	Psychology of Motivation and Emotion	R		R	R
PSY	436	Applied Cognitive Psychology				
PSY	350	Social Psychology				
PSY	470	Psychology and Law				
PSY	340	Sport Psychology	I, R	I, R	I, R	I
PSY	440	Abnormal Psychology	R	R	A, M	I
PSY	443	Behavior Modification				
PSY	445	Introduction to Clinical and School Psychology				
PSY	481	History of Psychology	R	R	R, M, A	R, M, A
PSY	482	Thinking Critically About Psychology	R	R	R, M, A	R, M, A
PSY	472	Advanced Forensic Psychology	R	R	R, M, A	R, M, A
PSY	390	Field Experience in Psychology			R, A	I, R