

2021-2022 Assessment Cycle

Assessment Plan

Mission Statement

We promote the value of psychological science through a personalized, quality education that helps students to create a more fulfilling life, prepare them for future careers, and build stronger communities.

Measures

PY BA PSLOs (updated 2021-2022)

Theory and Content, Info and Tech Literacy

Outcome: Accessing and Acquiring Information

Students will use various technologies (e.g., computers, statistical software packages, empirical databases) to find, describe, evaluate, and apply key concepts, theoretical perspectives, historical trends, and overarching themes in psychology.

- ▼ **Measure:** Capstone Course Presentation Evaluation (PSLO Reinforced)
Course level Direct - Student Artifact

Details/Description:

Students complete a capstone course to graduate with the Psychology BA. They may choose from PY336 Internship, PY385 Classroom to Career, PY389 Independent Study, or PY390 Directed Research. Whatever their choice for capstone course, all students give an oral or poster presentation (usually at Apeiron or Day of Transformation) that is evaluated using a rubric by 3 Psychology Faculty Judges.

For this measure, students scores will be derived from the following criteria on the corresponding rubric, each of which pertain to demonstrations of accessing information to use in psychology:

- PY336 Internship: Description of duties and responsibilities
- PY385 Classroom to Career: Literature interpretation
- PY389 Independent Study: Interpretation
- PY390 Directed Research: Discussion

Students' may be scored by each judge as "Fail," "Pass," or "Pass with distinction."

The presentation rubrics are attached.

Acceptable Target:

95% of students will receive an overall rating of "Pass" or "Pass with distinction" their capstone rubric from at least 2 of the 3 PY faculty member judges.

Supporting Attachments:

[WU PY336 Internship Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY385 Classroom to Career Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY389 Independent Study Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY390 Directed Research Rubric.doc \(Microsoft Word\)](#)

▼ **Measure:** PY151 Student Artifact (PSLO Introduced)
Course level Direct - Student Artifact

Details/Description:

PY151 Psychological Statistics is a course in which students are beginning to use technologies to access and understand statistics. The two instructors who usually teach this course will collaborate to select or develop an assignment and rubric during Fall 2022 to be implemented with data collection when we teach this course in subsequent semesters.

Acceptable Target:

TBD

▼ **Measure:** PY386 Advanced Research Design and Scientific Writing Portfolio (PSLO

Practiced)

Course level Direct - Portfolio

Details/Description:


In this course, students complete several formative assignments directly related to accessing and acquiring information, including finding and describing information (i.e., searching psychological literature, reading and annotating peer-reviewed psych research articles), as well as evaluating, applying, and producing information (i.e., giving and receiving peer reviews, revising writing, presenting drafts, practicing writing summary paragraphs, and writing drafts of a research paper's introduction, method, results, and discussion). These formative assignments culminate in a summative Final Portfolio assignment in which the students--in teams--collaborate to revise and collectively submit the best of their individual work.


Acceptable Target:

The assignment and rubric are attached.

70% of students will earn a C or better on this assignment (Assessment Committee members, we are open to your suggestions and resources related to setting meaningful "acceptable targets." We request that you leave comments on your review to advise us in this regard.)

Supporting Attachments:

 Final Portfolio Assignment (Word Document (Open XML))

 Final Portfolio Rubric (Word Document (Open XML))

Critical Thinking and Research Methods

Outcome: Thinking Critically and Researching

Students will use critical and creative thinking, skeptical inquiry, scientific literature, and the scientific method to solve problems, explore, evaluate, and draw logical and objective conclusions about psychological phenomena.

▼ **Measure:** Capstone Course Presentation Evaluation (PSLO Reinforced)
Course level Direct - Student Artifact

Details/Description:

Students complete a capstone course to graduate with the Psychology BA. They may choose from PY336 Internship, PY385 Classroom to Career, PY389 Independent Study, or PY390 Directed Research. Whatever their choice for capstone course, all students give an oral or poster presentation (usually at Apeiron or Day of Transformation) that is evaluated using a rubric by 3 Psychology Faculty Judges.

For this measure, students scores will be derived from the following criteria on the corresponding rubric, each of which pertain to demonstrations of critical thinking:

- PY336 Internship: Connection of peer-reviewed literature to experiences at internship site
- PY385 Classroom to Career: Literature interpretation
- PY389 Independent Study: Interpretation
- PY390 Directed Research: Discussion

Students' may be scored by each judge as "Fail," "Pass," or "Pass with distinction."

The presentation rubrics are attached.

Acceptable Target:

95% of students will receive an overall rating of "Pass" or "Pass with distinction" their capstone rubric from at least 2 of the 3 PY faculty member judges.

Supporting Attachments:

[WU PY336 Internship Presentation Rubric \(Microsoft Word\)](#)

[WU PY336 Internship Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY385 Classroom to Career Presentation Rubric \(Microsoft Word\)](#)

[WU PY385 Classroom to Career Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY389 Independent Study Presentation Rubric \(Microsoft Word\)](#)

WU PY389 Independent Study Presentation Rubric.doc (Microsoft Word)

WU PY390 Directed Research Rubric (Microsoft Word)

WU PY390 Directed Research Rubric.doc (Microsoft Word)

- ▼ **Measure:** PY100 Basic Concepts in Psychology Critical and Creative Thinking
General Education Scores (PSLO Introduced)
Course level Direct - Student Artifact

Details/Description:

This measure is the same as is used to fulfill the course's General Education status: students' scores on a "Change One Thing" (COT) project.

Associated Learning Outcomes

- University General Education-level: Critical and Creative Thinking
- Course-level: I have developed critical thinking skills of analysis through identifying strengths and weaknesses among different theories, research, and concepts in psychology.

Details

- To measure the USLO/PSLO/CSLO, students complete a psychological research-based "Change One Thing" (COT) project over the semester. Each student chooses to change one thing in their lives (for the better) for 30 days. For the first 9 weeks of the semester, they submit weekly journal entries on assigned, relevant topics. Initial journals guide students to identify and analyze their specific long-term growth goals towards selecting one goal to be the focus of their COT project. Subsequent journals guide students to identify strategies to help them meet their goals, identify potential obstacles and ways to address those obstacles, make weekly sub goals, and reflect on their performance each week throughout the duration of the project. Students use PY100 course content and empirical support they discover through literature searching and sharing to complete these tasks.
- After students make an empirically supported lifestyle change for 30 days in conjunction with their formative


journals, they write a final, summative 3-page, double-spaced reflection paper that incorporates some empirical research describing at least one benefit of the change they made.


The assignment sheets and rubrics are attached.


Students' total scores (up to 20 points) on the final, summative reflection paper are divided by 5 and rounded to the nearest whole number such that 1 = Unsatisfactory/Beginning, 2 = Developing, 3 = Accomplished, and 4 = Exemplary.


Acceptable Target: 70% of students will earn a score of at least a 3


Supporting Attachments:


 COT Final Reflection Paper Instructions (Word Document (Open XML))


 COT Final Reflection Paper Paper Rubric (Word Document (Open XML))


 COT Journal 1 Instructions and Rubric (Word Document (Open XML))

 COT Journal 2 Instructions and Rubric (Word Document (Open XML))

 COT Journal 3 Instructions and Rubric (Word Document (Open XML))

 COT Journal 4 Instructions and Rubric (Word Document (Open XML))

 COT Journals 5-12 Instructions and Rubric (Word Document (Open XML))

 COT Overview and Timeline (Word Document (Open XML))

 COT Potential Projects (Word Document (Open XML))

▼ **Measure:** PY306 Cognition Critical and Creative Thinking General Education Scores and PY301 Learning Parallel Scores(PSLO Practiced)

Details/Description: This measure is the same as is used to fulfill the course's

General Education status: students' average scores across two writing assignments (Writing Assignment 2 and Writing Assignment 3), short answer/essay questions on exams, and a presentation in PY306, and a parallel use of the same rubrics in PY301.

Associated Learning Outcomes

- University General Education-level: Critical and Creative Thinking
- Course-level: Select, analyze, interpret, and evaluate a range of source materials for creating a literature review covering a topic relevant to cognition; Evaluate available written and/or visual information, evidence, and argument for reliability and authority/usefulness (e.g.; observation, testimony, measurement, experiment); and Construct a well-supported, clearly articulated argument to support a stance taken on key issues in cognition and use it to justify one or more conclusions.

Details

- To measure the USLO/PSLO/CSLOs, two writing assignments (Writing Assignment 2 and Writing Assignment 3) as well as short answer/essay questions on exams and a presentation are used.
- Writing Assignments 2 and 3 are evaluated using the Holistic Critical Thinking Scoring Rubric and a modified Critical Thinking VALUE Rubric – Evidence Criterion.
- The exam questions and presentation are evaluated using the modified Critical Thinking VALUE Rubric.

The assignment sheets and rubrics are attached.


Students' scores across the assignments are averaged together and rounded to the nearest whole number such that 1 = Unsatisfactory/Beginning, 2 = Developing, 3 = Accomplished, and 4 = Exemplary.

Acceptable Target:


70% of students will earn a score of at least a 3 (Assessment Committee members, we are open to your suggestions and resources related to setting meaningful "acceptable targets." We request that you leave comments on your review to advise us in this regard.)


Supporting Attachments:

[Holistic Critical Thinking Scoring Rubric \(Adobe Acrobat Document\)](#)

 Modified AAC&U Critical Thinking VALUE Rubric (Word Document (Open XML))

 Presentation Assignment (Word Document (Open XML))

 Writing Assignment 2 (Word Document (Open XML))

 Writing Assignment 3 (Word Document (Open XML))

Values and Sociocultural/International Awareness

Outcome: Behaving Ethically and Inclusively

Students will engage in ethically and socially responsible behaviors to express the need to tolerate ambiguity, articulate an understanding of/respect for diversity and individual differences and their roles in psychological theory and research, and to explain the importance of civic engagement for psychology.

▼ **Measure:** Capstone Presentation Evaluation (PSLO Reinforced)

Course level Direct - Student Artifact

Details/Description:

Students complete a capstone course to graduate with the Psychology BA. They may choose from PY336 Internship, PY385 Classroom to Career, PY389 Independent Study, or PY390 Directed Research. Whatever their choice for capstone course, all students give an oral or poster presentation (usually at Apeiron or Day of Transformation) that is evaluated using a rubric by 3 Psychology Faculty Judges.

For this measure, students scores will be derived from the following criteria on the corresponding rubric, each of which pertain to demonstrations of behaving ethically and inclusively:

- PY336 Internship: Description of purpose/mission
- PY385 Classroom to Career: Skills summary
- PY389 Independent Study: Interpretation
- PY390 Directed Research: Discussion


Students' may be scored by each judge as "Fail," "Pass," or "Pass with distinction."

The presentation rubrics are attached.

Acceptable Target:


95% of students will receive an overall rating of "Pass" or "Pass with distinction" their capstone rubric from at least 2 of the 3 PY faculty member judges.

Supporting Attachments:

 WU PY336 Internship Presentation Rubric.doc (Microsoft Word)

 WU PY385 Classroom to Career Presentation Rubric.doc (Microsoft Word)

 WU PY389 Independent Study Presentation Rubric.doc (Microsoft Word)

 WU PY390 Directed Research Rubric.doc (Microsoft Word)

▼ **Measure:** IRB Training Quiz Score Average (PSLO Introduced)
Course level Direct - Exam

Details/Description: This measure is an average score across six quizzes associated with ethics training modules developed and managed by the University's Institutional Review Board (IRB) and completed by all students enrolled in PY251 Research Methods in Psychology.

Details

- The content of these modules and quizzes is developed and managed by the University's IRB chair and committee, which is "established according to federal regulations and charged with the protection of human research subjects" (<https://www.washburn.edu/faculty-staff/faculty-resources/irb/index.html>).
- Consistent with the guidance from the American Psychological Association's (i.e., the organizing body that produces the Ethical Principles of Psychologists and Code of Conduct to which psychologists adhere) directive to cover key information related to "basic ethical principles underlying research with human participants..., federal regulations for the protection of research

participants," and "the history and ethics of research with human participants"

(<https://www.apa.org/ed/precollege/undergrad/ptacc/irb-college-guide/getting-started>), the following six training modules and associated quizzes are required:

1. History of Human Subjects Protection

This module covers the following topics

- Goals and Principles of Human Subjects Protection
- Nazi Medical War Crimes
- Syphilis Study at Tuskegee
- Timeline of Important Historical Events

2. Codes and Regulations

This module covers the following topics

- The Belmont Report – Ethical Principles and Guidelines for the Protection of Human Subjects of Research

(<http://ohsr.od.nih.gov/guidelines/belmont.html>)

- HHS Regulations for the Protection of Human Subjects, 45 CFR 46

(<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>)

The objectives for this module are:

- To identify the three principles of ethical human subjects research identified in the Belmont Report
- To comprehend the current HHS regulations, including:
- Risks associated with participation in research and appropriate protections against risks
- Vulnerable populations that need specific protections
- Situations in which research involving humans is exempt from regulatory requirements

3. Respect for Persons

This module covers the following topics:

- The informed consent process
- Diminished autonomy and legally authorized representatives

The objectives for this module are:

- To outline the requirements for informed consent
- To state when waivers of informed consent and legally authorized representatives are appropriate

4. Beneficence

This module covers the following topics:

- Risks and benefits
- Privacy and Confidentiality
- Institutional Review Boards (IRBs)

- Data and Safety Monitoring

The objectives for this module are:

- To understand what aspects of research may constitute a benefit to research participants
- To identify possible risks to be considered in evaluating research
- To discuss methods to protect privacy of individuals and confidentiality of data
- To define the role of an IRB to ensure the rights and welfare of human subjects and
- To outline requirements for Data and Safety Monitoring for clinical trials

5. Justice

This module covers the following topics:

- Fair distribution of the benefits and burdens of research
- Inclusion of Women and Minorities in Research

6. Ethics

This module covers the following topics:

- Standards of ethical conduct
- Fraudulent behavior
- Research misconduct
- Causes of research misconduct
- Institutional reporting requirements
- Sanctions
- Safeguards for whistle-blowers and individuals alleged to have committed research misconduct

Students' scores across the quizzes are averaged together.

Acceptable Target: 95% of students enrolled in PY251 Research Methods in Psychology will earn at least 80% average on the IRB training module quizzes

▼ **Measure:** PY231 Abnormal Psychology Global Citizenship, Ethics, and Diversity General Education Scores (PSLO Practiced)

Course level Direct - Other

Details/Description:

This measure is the same as is used to fulfill the course's General Education status: students' average scores averaged across three measures: a final exam Essay Question, final exam Multiple Choice Questions, and a Written Case-Based Assignment.

Associated Learning Outcomes

- University General Education-level: Global Citizenship, Ethics, and Diversity
- Course-level: Identify characteristic symptoms of the major psychological disorders. Explain the factors in the biopsychosocial model that are important in the development and maintenance of each of the major psychological disorders. Describe and evaluate what treatments are effective for various disorders. Apply diagnostic criteria and/or the biopsychosocial model to specific individuals (case studies). Describe the impact of other diversity factors (e.g., culture, race, socioeconomics, gender) on psychological disorders.

Details

- To measure the USLO/PSLO/CSLOs, the following assignments are used:
 1. Essay Question. An essay question on the comprehensive final asks students to discuss the biopsychosocial model as it applies to a specific disorder or to mental disorders in general (assesses CSLO #2, 4, and 5).
 2. Multiple Choice Questions on Comprehensive Final. Part of the comprehensive final includes multiple choice questions assessing each of the course general education learning objectives (assesses CSLO # 1-5).
 3. Written Case-Based Assignment. The case-based assignment is an opportunity to apply diagnostic criteria and identify biopsychosocial causes (assesses CSLO #1, 2, 4).
- DETAIL ABOUT RUBRICS HERE ONCE JULIE SHARES

The assignment sheets and rubrics are attached.

Students' scores across the assignments are averaged together and rounded to the nearest whole number such that 1 = Unsatisfactory/Beginning, 2 = Developing, 3 = Accomplished, and 4 = Exemplary.

Acceptable Target:

At least 70% of students will earn a score of at least a 3 (Assessment Committee members, we are open to your suggestions and resources related to setting meaningful "acceptable targets." We request that you leave comments on your review to advise us in this regard.)

- ▼ **Measure:** PY310 Social Psychology and PY3xx Psychology of Diversity Student Artifact (PSLO Reinforced)
Course level Direct - Student Artifact

Details/Description: Students may choose one of these two courses to satisfy program requirements. Both of these courses address issues related diversity and ethical social responsibility. The two instructors who usually teach these courses will collaborate to develop assignments and a rubric during Fall 2022 to be implemented with data collection when we teach these courses in subsequent semesters.

Acceptable Target: TBD

Interpersonal Communication

Outcome: Communicating Effectively

Students will skillfully communicate about psychology in written and oral forms to use discipline-specific conventions and formats and to manage interpersonal communication in groups or teams.

- ▼ **Measure:** Capstone Presentation Evaluation (PSLO Reinforced)

Details/Description: Students complete a capstone course to graduate with the Psychology BA. They may choose from PY336 Internship, PY385 Classroom to Career, PY389 Independent Study, or PY390 Directed Research. Whatever their choice for capstone course, all students give an oral or poster presentation (usually at Apeiron or Day of Transformation) that is evaluated using a rubric by 3 Psychology Faculty Judges.

For this measure, students scores will be derived from the Presentation Style criterion on all of the rubrics.

Students' may be scored by each judge as "Fail," "Pass," or

"Pass with distinction."

The presentation rubrics are attached.

Acceptable Target:

95% of students will receive an overall rating of "Pass" or "Pass with distinction" their capstone rubric from at least 2 of the 3 PY faculty member judges.

Supporting Attachments:

[WU PY336 Internship Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY385 Classroom to Career Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY389 Independent Study Presentation Rubric.doc \(Microsoft Word\)](#)

[WU PY390 Directed Research Rubric.doc \(Microsoft Word\)](#)

▼ **Measure:** PY209/PY210/PY211/PY212 Developmental Psychology Student Artifact (PSLO Practiced)

Course level Direct - Student Artifact

Details/Description:

Students may choose one of these three courses to satisfy program requirements. Each of these courses address issues related to effective communication. The instructors who usually teach these courses will collaborate to select or develop an assignment and rubric during Fall 2022 to be implemented with data collection when they teach these courses in subsequent semesters.

Acceptable Target:

TBD

▼ **Measure:** PY251 Research Methods in Psychology Student Artifact (PSLO Introduced)

Course level Direct - Student Artifact

Details/Description:

PY251 Research Methods in Psychology introduces students to psychological communication towards being

effective consumers and beginning to become effective producers of such communication. The two instructors who usually teach this course will collaborate to select or develop an assignment and rubric during Fall 2022 to be implemented with data collection when we teach this course in subsequent semesters.

Acceptable Target: TBD

Career Planning and Development

Outcome: Growing Personally and Professionally

Students will apply psychological principles to personal and professional growth to make informed career decisions, to identify and pursue realistic career/graduate education paths, to take practical career steps, and to practice professional integrity.

▼ **Measure:** Capstone Presentation Evaluation (PSLO Reinforced)

Details/Description:

Students complete a capstone course to graduate with the Psychology BA. They may choose from PY336 Internship, PY385 Classroom to Career, PY389 Independent Study, or PY390 Directed Research. Whatever their choice for capstone course, all students give an oral or poster presentation (usually at Apeiron or Day of Transformation) that is evaluated using a rubric by 3 Psychology Faculty Judges.

For this measure, students scores will be derived from the Answering Questions criterion on all of the rubrics, particularly students' responses to the question "How are you going to apply what you've learned during this capstone experience post-graduation?"


Students' may be scored by each judge as "Fail," "Pass," or "Pass with distinction."

The presentation rubrics are attached.


Acceptable Target: 95% of students will receive an overall rating of "Pass" or


“Pass with distinction” their capstone rubric from at least 2 of the 3 PY faculty member judges.

Supporting Attachments:

 WU PY336 Internship Presentation Rubric.doc (Microsoft Word)

 WU PY385 Classroom to Career Presentation Rubric.doc (Microsoft Word)

 WU PY389 Independent Study Presentation Rubric.doc (Microsoft Word)

 WU PY390 Directed Research Rubric.doc (Microsoft Word)

- ▼ **Measure:** PY299 Psychological Forum Undergraduate Experience and Skills Reflection (PSLO Introduced)
Course level Direct - Student Artifact

Details/Description:

For this measure, we will use students scores on a 1 to 2-page reflection paper in which students make connections among their self-reported self-efficacy on several employable skills (e.g., self-management, technology use), their educational goals and outcomes, and their transferrable skills related to post-degree workforce readiness.


The assignment and rubric are attached.


Students may earn scores of Unsatisfactory (0-6 points), Satisfactory (7-8 points) or Exemplary (9-10 points).

Acceptable Target:

At least 70% of students will earn a score of Satisfactory

Supporting Attachments:

 Undergraduate Experience and Skills Reflection Assignment (Word Document (Open XML))

 Undergraduate Experience and Skills Reflection Rubric (Excel Workbook (Open XML))

- ▼ **Measure:** PY307 Physiological Psychology and PY326 Health Psychology Student Artifact (PSLO Practiced)
Course level Direct - Student Artifact

Details/Description: Students may choose one of these two courses to satisfy program requirements. Both of these courses address issues related personal growth. The two instructors who usually teach these courses will collaborate to develop assignments and a rubric during Fall 2022 to be implemented with data collection when we teach these courses in subsequent semesters.

Acceptable Target: TBD

Analysis and Reporting Calendar

Data for all PSLOs are collected each Fall and Spring semester. However for ease of data collection and reporting, in even number AY years (e.g., 2019-2020), we will only report on lower-division assessment outcomes (PSLO 1: PY151; PSLO 2: PY100; PSLO 3: PY251, PY231; PSLO 4: PY209-212, PY251; PSLO 5: PY299) and in odd number AY years (e.g., 2020-2021), we will only report on upper-division assessment outcomes (PSLO 1: PY386, Capstone, Exit Survey; PSLO 2: 306/301, Capstone, Exit Survey; PSLO 3: PY310/3xx, Capstone, Exit Survey; PSLO 4: Capstone, Exit Survey; PSLO 5: 307326, Capstone, Exit Survey).

Stakeholder Involvement

Faculty: All full-time PY faculty discuss assessment results at our annual summer department faculty retreat as well as make recommendations for and begin conceptualizing strategies for improvement.

Students: Students find out their scores on the ethics exit quiz, IRB training quiz (including feedback and the opportunity to retake this quiz), and PY151 and PY251 exit quizzes immediately, as all of these quizzes are delivered via D2L. Students are informed of their mean ACAT scores via email shortly after completion, including being provided with details of the national mean and standard deviation, as well as their overall percentile score and its interpretation (e.g., "this means that __ % of students scored lower than you."). Finally, students' advisors collect their capstone evaluations and are strongly encouraged to provide them to their students, so students can see their scores, praises, and recommendations for improvement. At this time, undergraduate students are not directly involved in the

development or improvement of the assessment plan; however, as part of the department's review and revision of PSLOs (beginning Summer 2021), it is expected students will be invited (e.g., via anonymous, voluntary survey) to identify courses, assignments, etc., that they perceive to best reflect their progress on the PSLOs.

Alumni: Some Program Assessment information is shared with alumni via the PY Department's annual newsletter; however, such details are not yet consistent or standardized. As part of the department's review and revision of PSLOs (beginning Summer 2021), PY faculty will consider what details and format would be most useful to present to alumni in this publication. Additionally, 2 recently graduated BA students who are currently enrolled in the PY MA program at Washburn have volunteered to review literature (including scholarly and professional sources) to begin this process. As part of the process, PY faculty will consider whether and how such students may be particularly valuable sources for developing and improving Program Assessment going forward.

Other stakeholders: Although potential employers provide their evaluations of undergraduate interns who complete PY336 Internship, at present, no meaningful opportunity to involve advisory boards, community, or employers in assessment exists. Recommendations regarding undergraduate program-level advisory boards are welcome, however, as the PY graduate program advisory board has been most useful.

Program Assessment Plan Review Cycle

Data for all PSLOs are collected each Fall and Spring semester. However for ease of data collection and reporting, in even number AY years (e.g., 2019-2020), we will only report on lower-division assessment outcomes (PSLO 1: PY151; PSLO 2: PY100; PSLO 3: PY251, PY231; PSLO 4: PY209-212, PY251; PSLO 5: PY299) and in odd number AY years (e.g., 2020-2021), we will only report on upper-division assessment outcomes (PSLO 1: PY386, Capstone, Exit Survey; PSLO 2: 306/301, Capstone, Exit Survey; PSLO 3: PY310/3xx, Capstone, Exit Survey; PSLO 4: Capstone, Exit Survey; PSLO 5: 307326, Capstone, Exit Survey).

The Assessment Plan was updated in 2014 and again in 2020--specifically, the PY151/PY251 Exit Quizzes measure for PSLO 4 was revised from a pre-test (PY151)/ post-test (PY251) format to exit quizzes in both classes based on students taking these courses concurrently or in the "wrong" order (i.e., PY251 before PY151).

The PY Department has just concluded a review and is still working through a revision process of its undergraduate PSLOs (initiated 2021). After 2-4 submission cycles, we will review our overall findings and draw conclusions back towards our plan to adjust as needed.

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