

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS CATEGORY

- (1) Have formal learning outcomes been developed? Yes. Our learning outcomes were developed based primarily on APA guidelines, which reflect not only outcomes desired for psychology majors, but for a liberal arts education. We also examined the research on program assessment and learning outcomes within psychology to determine feasible and valid means of assessment.
- (2) Where are these learning outcomes published? (Please specify) Include URLs where appropriate. In the JSC Undergraduate Catalog in the section describing the psychology major.
- (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (E.g., capstone course, portfolio review, licensure examination) we gather exit data annually on all of our graduates in May of their graduation year. Students complete an anonymous survey to assess how well they perceive their psychology education in several areas (theoretical, historical, methodological, ethical, interdisciplinary/relational, application), and how well they perceive their psychology education as part of their liberal arts training (i.e., skills in writing, presenting, thinking critically, evaluating data, appreciating diversity and cultural variability). Simultaneously, we collect information on graduating seniors current employment plans, as well as their and future educational and professional goals. We require all majors to complete a capstone course in psychology concurrent with a mandatory 3-credit internship experience. All majors are evaluated regularly using a systematic evaluation form and process by their internship site supervisors and by the internship coordinator. All students are required to present their internship at a public campus event in April. During the capstone course, we require all majors to take the GRE psychology subtest as a measure of curricular gaps. We are currently instituting an intern and intern employer survey to identify skills and knowledge that psychology interns and their site supervisors would have found helpful in preparation for the internship. This will give us an additional measure of how to better prepare and educate current majors (i.e., future interns). An alumni survey is also being developed to evaluate the curriculum and program as they relate to graduates' current employment. We would also like to identify a direct assessment of student skills (potentially to be administered during the first and fourth years).
- (4) Who interprets the evidence? What is the process? (E.g. annually by the curriculum committee) Exit survey results are compiled by a psychology faculty member and distributed to department members. Exit information on current and future plans are also shared with the Alumni Office and the Advising and Career Center. Students must successfully pass the capstone course and internship. Evaluations completed by site supervisors are reviewed with students by the

internship coordinator. A psychology faculty member scores the GRE practice subtest, compiles the results, and shares them with the department chair. Results of the intern and intern employer survey will be compiled and shared in the same way.

(5) What changes have been made as a result of using the data/evidence? Particularly based on APA program recommendations and corroborated by the GRE practice test results, we have identified a curricular gap in our program specific to cognitive psychology. Although a full-time position in our department was vacated 18 months ago, it has yet to be filled. We plan to fill this position with a faculty member who has expertise in cognitive psychology. Other modifications may be made based on the forthcoming intern and intern employer and the alumni surveys.

(6) Date of most recent program review (for general education and each degree program) At the institutional level: [Spring 2009](#).

For general education of an undergraduate institution: List each degree program:

1. [Bachelor of Arts in Psychology](#)

Institutions selecting E1a should also include E1b.