

Example, Program Review | 1.4 Assessment of Student Learning

The following is an example response to 1.4 of Program Review. All data are fictional. Follow these notes for additional guidance.

Degree Programs

Provide descriptions for all degree programs.

Bachelor of Science in Psychology

The Bachelor of Science in Psychology program is designed to provide students with a comprehensive understanding of psychological principles, research methods, and the application of psychological science to real-world problems. Distinctive features of the program include a strong emphasis on research skills, opportunities for fieldwork in diverse settings, and the integration of psychological theories with practical experiences. Students can specialize in areas such as clinical psychology, cognitive neuroscience, or industrial-organizational psychology. Upon graduation, students typically pursue careers in mental health services, research, human resources, or continue their education in graduate programs. Key student experiences include a mandatory research project in the senior year, internships with local mental health organizations, and participation in faculty-led research labs.

Assessing Bachelor of Science in Psychology

Our program uses direct evidence of student learning to measure each program outcome. For example, for our Program Outcome 5, we use the following assessment plan:

Program Outcome 5: Communicate disciplinary content to a diverse set of audiences.

Provide analysis and conclusions for at least one program outcome per program. All data input (program outcomes, assessment plans, course objectives, and curriculum mapping should be completed in the MU Educational Assessment App. Most programs will also use the app to measure/visualize student learning.

- Embedded Assessment: Research presentation in PSYCH 4000
- Benchmark: 2 out of 3 on analytic rubric
- Target: 75% of students meet or exceed benchmark

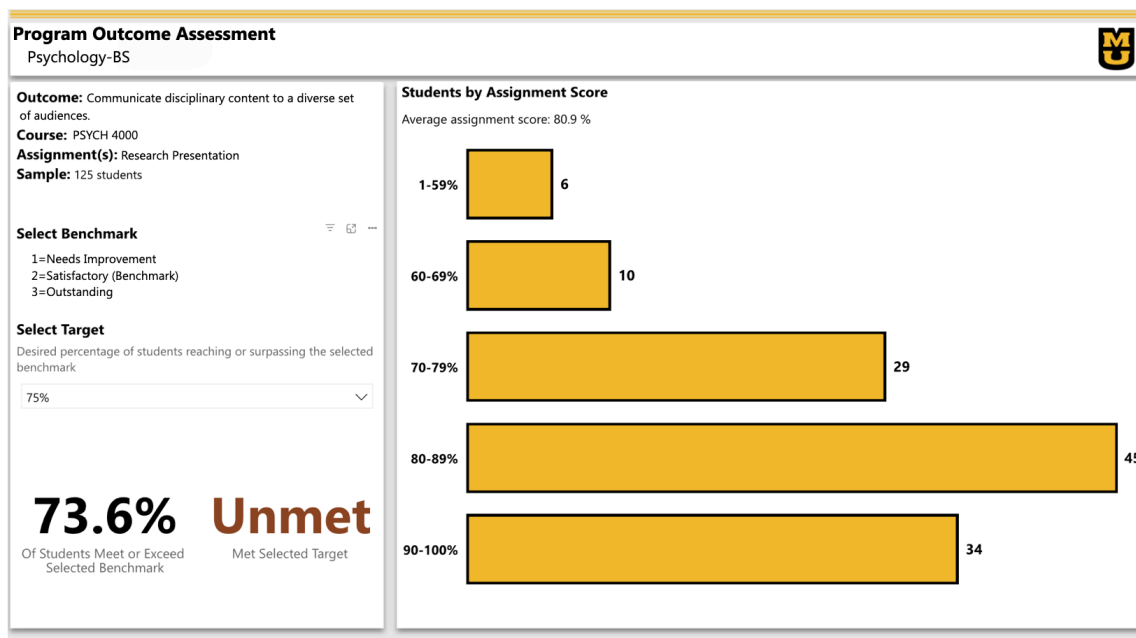
All other program outcomes have similar embedded assessments to directly measure student learning. Our capstone experience provides measurements for Program Outcomes 2 and 3. We've updated our assessment plan for all program outcomes in the MU Educational Assessment App.

Analysis of Student Learning to Program Outcomes

Program Outcome 5: Communicating disciplinary content to diverse audiences

In Fall 2024, we collected 125 student scores on the research presentation in PSYCH 4000. We elected to have a committee of three faculty assess the presentation using a 3-point rubric (1=Needs Improvement; 2=Satisfactory; 3=Outstanding). We inputted the results into the MU Educational Assessment App using the manual entry option.

Identify program outcomes and detail data collection methods.



Capture screenshots from the MU Educational Assessment App, when needed.

Results of Student Assessment Data related to Program Outcome 5

After analyzing the connected research presentation data in PSYCH 4000, we observed that students struggled when presenting disciplinary content to diverse audiences. Rubric data indicated that only 73.6% met or exceeded our benchmark of 2 out of 3 (1.4% less than our internal target). These findings align with our

Be transparent in the results. Highlight any challenges or unexpected findings in your analysis

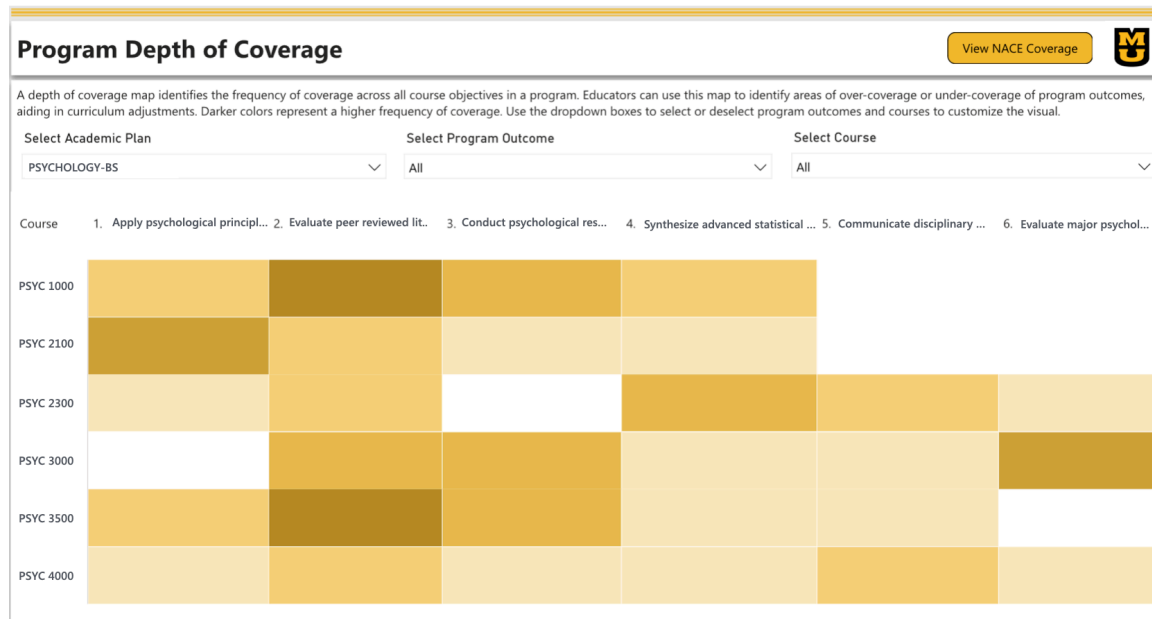
anecdotal data from faculty, and as well as students mentioning the difficulty of the presentation in PSYCH 4000 student evaluations.

Note how indirect data (course grades, evaluations, anecdotes) are highlighted, but direct evidence of student learning dictates changes.

Depth of Coverage

Faculty updated our depth of coverage of required and heavily consumed courses in September 2024 in the MU Educational Assessment App.

At a minimum, include all discipline-specific required courses in your depth of coverage. Be mindful of including electives, as they may provide an inaccurate representation of student exposure to your program outcomes.



Curriculum Map of required courses, September 2024

Our curriculum committee reviewed the depth of coverage results in November 2024 and summarized its findings for the faculty. In general, the committee found excellent coverage of Program Outcomes 1-4, which relate to applying psychological principles, evaluating peer-review literature, conducting research, and synthesizing advanced statistical techniques, respectively. Evaluating literature, in particular, was heavily emphasized across our selection of courses, and we were pleased to see that all selected courses addressed quantitative analysis (Program Outcome 4), with most emphasis in PSYCH 2300, our primary methods course.

As with student data, be transparent in your findings. Note expected and surprising gaps in your curriculum. Include screenshots of your curriculum map from the MU Educational Assessment App to support your narrative.

The committee identified gaps in our curriculum, particularly in communicating disciplinary content and evaluating major psychology theories (Outcomes 5 and 6, respectively). Neither Outcome 5 nor 6 are addressed in the first two required courses; while initially not a concern, the faculty have planned ways of introducing both outcomes earlier in the sequence to supplement the instruction in the latter courses.

Data-Informed Curricular Changes

Our review of our curriculum map and student assessment data on Program Outcome 5 led to planned changes beginning in the next academic year.

Given the data related to Outcome 5 addressed above, our curriculum committee decided to add additional opportunities to present research in both PSYCH 2100 and PSYCH 3000 courses to better prepare students for the research presentation in PSYCH 4000. We're also planning to invite our graduate students to present to our PSYCH 1000 courses, which we hope would introduce communicating research, as well as provide our graduate students with valuable experience.

Our curriculum committee was surprised to see a gap in Outcome 6 (evaluating major psychological theories); through further exploration of syllabi in our earlier courses, the committee learned that a miscommunication across faculty meant these weren't addressed in PSYC 1000 and PSYCH 2100. Faculty of these courses plan to coordinate to fill these gaps beginning next fall, notably collaborating on their course learning objectives to ensure coordinated scaffolding of skills in those earlier courses. These faculty will present their formal changes to the curriculum committee this Spring.

Your analysis of direct student work aligned with program outcomes should dictate curriculum changes, complemented by your curriculum map and any indirect data (course grades, GPAs, course evaluations, etc). This is a requisite of good practice.

Follow the example in this document for each degree program, focusing on at least one program outcome.