**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: PSYC: Psychology Field of Study**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

|  |  |
| --- | --- |
| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | Students completing the Psychology FOS will be able to describe the major symptoms of these psychological disorders: depression, generalized anxiety disorder, and schizophrenia. |
| Program Learning Outcome 2: | Students completing the Psychology FOS will be able to identify and apply basic research methodology and design including: Independent and dependent variables, operational definitions, confounding variables, correlations, and group comparison |
| Program Learning Outcome 3: | Students completing the Psychology FOS will be able to identify and apply the theories of Piaget and Erikson as they relate to lifespan development |
| Program Learning Outcome 4: | Students completing the Psychology FOS be able to identify and apply conformity, obedience, prejudice, and interpersonal attraction as they relate to social psychology |

**Section I: Technical Courses**

For all technical courses in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program Page 2 of 6 level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning  Outcome 4 |
| PSYC 2301 | I | I, E | I | I |
| PSYC 2314 | P, E | P | P, E, A |  |
| PSYC 2319 |  | P |  | P, E, A |
| PSYC 2317 |  | E, A |  |  |
| PSYC 2320 | P, E, A | P | P |  |
| PSYC 2330 | E | P |  |  |

\*The Communication FOS does not require course sequencing. All of our courses are Introductory 1,000-level courses and as such contain Introduction, Emphasis, & Practice of unique sub-discipline-specific content. For this mapping, we are treating SPCH 1311 as the “base” course, the one that should be taken first if sequencing were mandatory in the FOS.

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

|  |  |  |
| --- | --- | --- |
| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1 | 3 embedded exam questions covering depression symptomology  3 embedded exam questions covering anxiety symptomology  3 embedded exam questions covering schizophrenia symptomology | 70% of students will correctly answer 70% of these questions |
| PLO #2 | 2 embedded exam/project questions (identification and application) covering Independent and Dependent variables;  1 embedded exam/project question (identification) covering an Operational Definition;  1 embedded exam/project questions (identification) covering Confounding variables;  2 embedded exam/project questions (identification and application) covering Correlations;  2 embedded exam/project question (application) covering Group Comparison | 70% of students will correctly answer 70% these questions. |
| PLO #3 | 3 embedded exam questions covering Piagetian theory (1 identification; 2 application)  5 embedded exam questions covering Eriksonian theory (2 identification; 3 application) | 70% of students will correctly answer 70% of these questions |
| PLO #4 | 2 embedded exam questions (One identification. One application) covering conformity  2 embedded exam questions (One identification. One application) covering obedience  2 embedded exam questions (One identification. One application) covering prejudice  2 embedded exam questions (One identification. One application) covering interpersonal attraction | 70% of students will correctly answer 70% of these questions |