

Assessment Report of Student Learning Outcomes  
Fall 2007  
Due: February 1, 2008

Department/Program: Psychology (Undergraduate)

Chair/Director: Virginia Gutman

Assessment Coordinator: Meridith Selden

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### **Mission Statement**

The Department of Psychology at Gallaudet University aims to instill in all students a scholarly understanding of the discipline of psychology and its application to the lives of deaf and hard of hearing persons. We also commit ourselves to producing scholarly work in scientific and applied areas of psychology. Our goals are for students at every level to develop knowledge of the field of psychology, as well as critical and analytic thinking skills and an understanding of diversity in a psychological context. Our students learn about the field of psychology in a bilingual, diverse, multicultural educational context. We strive to provide a rigorous academic and applied curriculum that addresses important core areas of psychology, encourages students to explore the implications of psychological research, theory and practice, and includes experiences of the application of psychology in internship settings.

### **Student Learning Outcomes/Goals at Program Level**

1. Language & Communication in Psychology: Students will use American Sign Language and written English to communicate information in the field of Psychology effectively with diverse audiences, for a variety of purposes, and in a variety of settings. (relates to University Undergraduate Outcome #1: Language and Communication).
2. Critical Thinking in Psychology: Students will summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems. Students should be able to use critical

thinking, problem solving skills, and scientific analysis when appropriate to solve problems and critically analyze information which is psychological in nature. (Relates to University Undergraduate Student Learning Outcome # 2: Critical Thinking).

3. Relating Psychological Principles to Deaf People, their Identities & Culture: Students should be able to describe the similarities and differences between the development and psychological characteristics of Deaf and Hard of Hearing and hearing individuals, as well as similarities and differences within the heterogeneous groups found within the Deaf and Hard of Hearing communities. (Relates to University Undergraduate Student Learning Outcome # 3: Identity and Culture)
4. Psychological Knowledge & Inquiry: Students should be able to demonstrate an understanding of behavior, thoughts, and feelings of the individual and the individual in group settings (Content/Knowledge Base of Psychology). Students should be able to describe major concepts, theoretical perspectives in selected sub-fields of psychology, representative relevant research findings, and historical and forward looking trends in the field. In addition, students should be able to understand, describe, and apply basic research methodology in psychology to include research design approaches, data analysis, interpretation of findings, limitations of research outcomes, and the uses and potential misuses of research in the field. (Relates to University Undergraduate Student Learning Outcome #4: Knowledge and Inquiry)
5. Ethics & Social Responsibility in Psychology: Students should be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. They will recognize, understand, and respect the complexity of socio-cultural and international diversity. (Relates to University Undergraduate Student Learning Outcome #5: Ethics and Social Responsibility).
6. Application of Psychology for Career Planning & Development: Students should be able to utilize information from psychology courses and other sources of information in applied learning settings at internship placements. Students should develop pre-professional skills including, punctuality, regular attendance, goal setting, thoroughness, utilization of supervisory input and guidance, professional behaviors with clients, students, teachers, other professionals, parents, etc. Additionally students will learn to connect their classroom studies with hands-on, real world experience. Students should be able to explore realistic ways in which they can utilize their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Outcome(s) Assessed for Fall 2007

UG Psychology Outcome #6

Application of Psychology for Career Planning & Development: Students should be able to utilize information from psychology courses and other sources of information in applied learning settings at internship placements. Students should develop pre-professional skills including, punctuality, regular attendance, goal setting, thoroughness, utilization of supervisory input and guidance, professional behaviors with clients, students, teachers, other professionals, parents, etc. Additionally students will learn to connect their classroom studies with hands-on, real world experience. Students should be able to explore realistic ways in which they can utilize their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
<p>1. <u>Application of Psychology for Career Planning &amp; Development:</u> Students should be able to utilize information from psychology courses and other sources of information in applied learning settings at internship placements. Students should develop pre-professional skills including, punctuality, regular attendance, goal setting, thoroughness, utilization of supervisory input and guidance, professional behaviors with clients, students, teachers, other professionals, parents, etc. Additionally students will learn to connect their classroom studies with hands-on, real world experience. Students should be able to explore realistic ways in which they can utilize their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.</p>	<ol style="list-style-type: none"> <li>1. Supervised Internship experience</li> <li>2. Pre-internship seminar with individualized and group preparation for careers in psychology</li> <li>3. Preparation of internship plan</li> <li>4. Written responses to questions requiring application of psychological principles and information to applied problems</li> </ol>

### Learning Outcomes and Assessment Methods

Learning Outcome (List the outcomes indicated above.)	Assessment Method (Indicate at least 2 multiple & varied assessment methods.)
<p>1. <u>Application of Psychology for Career Planning &amp; Development</u>: Students should be able to utilize information from psychology courses and other sources of information in applied learning settings at internship placements. Students should develop pre-professional skills including, punctuality, regular attendance, goal setting, thoroughness, utilization of supervisory input and guidance, professional behaviors with clients, students, teachers, other professionals, parents, etc. Additionally students will learn to connect their classroom studies with hands-on, real world experience. Students should be able to explore realistic ways in which they can utilize their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.</p>	<p>Students' written work, scored with rubrics.            Evaluations of students by supervisors, using a standard form.            Students' self-evaluations, using the same standard form</p>

### Analysis and Use of Assessment Results

Learning Outcomes	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results (Action Taken)
<p><i>Student will be able to:</i></p> <p>1. <u>Application of Psychology for Career Planning &amp; Development:</u> Students should be able to utilize information from psychology courses and other sources of information in applied learning settings at internship placements. Students should develop pre-professional skills including, punctuality, regular attendance, goal setting, thoroughness, utilization of supervisory input and guidance, professional behaviors with clients, students, teachers, other professionals, parents, etc. Additionally students will learn to connect their classroom studies with hands-on, real world experience. Students should be able to explore realistic ways in which they can utilize their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.</p>	<ol style="list-style-type: none"> <li>1. Written Exams scored with rubrics (Internship Seminar)</li> <li>2. Written internship plan, scored with rubric (Internship Seminar)</li> <li>3. Letter to potential site supervisor, scored with rubric (Internship Seminar)</li> <li>4. Self-analysis paper, scored with rubric (Internship)</li> <li>5. Site supervisors' evaluations of interns (Internship)</li> <li>6. Interns' self-evaluations (Internship)</li> <li>7. Paper showing application of psychology, scored with rubric (Internship)</li> </ol>	<p>See attached file including spreadsheet and graphs</p>	<ol style="list-style-type: none"> <li>1. Assessment results shared with undergraduate program faculty (1/30/08)</li> <li>2. Individual faculty review results to determine course revisions based on assessment results (ongoing)</li> <li>3. Program faculty as a whole review assessment results and review implications for program offerings (ongoing)</li> <li>4. Program faculty review results to determine whether changes in methodology are needed (ongoing)</li> <li>5. Program faculty review/modify rubrics (ongoing)</li> <li>6. Program faculty develop standard writing rubrics for Psychology Department undergraduate courses (Draft distributed 1/30).</li> </ol>

### Sharing of Results

With whom will you share these results and why?

- 1 Undergraduate program faculty (for course and program improvement)
- 2 Graduate faculty (for feedback on relevancy of outcomes for preparation for graduate study)
- 3 Other groups as needed

### Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

1. Did you have a positive or negative experience with assessment this semester? Please elaborate.

Assessment has added useful quantitative information to our efforts at continuously updating our courses and curriculum. Our faculty like getting data about student skills and performance.

2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.

Yes, but needs to be initiated with mindfulness of the increased time commitment involved.

3. What would you change about the assessment process?

For our department, this has been a manageable process so far. As it expands, there will be need to make faculty time available through release time for faculty with major assessment responsibilities.

4. What other thoughts come to mind that might not fall under the three questions above.

Supplemental Evidence of  
Academic Rigor, Effective Pedagogy and Student Learning

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.

Departmental writing plan attached to identify skills expected for students at different levels of study in psychology: "Writing in Psychology Core Courses"