

assessment of our psychology majors during their initial interaction with the field of psychology on the IWU campus. Because the assessment items are exam questions administered during the course of the General Psychology class, they are assessed while the content is relevant to the students in relation to their course goals and outcomes. This helps to ensure that all students are taking the content seriously and complete the assessment, which enhances the validity and reliability of our assessment of the General Psychology course. We also assessed the Research Experience Program (REP) data from one section of Psychology 100 to examine the program's ability to provide students with first-hand exposure to scientific research methodologies in the field.

Student learning Goal 2: *Psychology majors will develop an understanding and application of basic research methods such as research design, data analysis, and appropriateness of conclusions derived from psychological research.*

Student Learning Goal 3: *Psychology majors will develop critical thinking skills in psychology.*

Student Learning Goal 4: *Psychology majors will be able to apply psychological principles to everyday life and social issues, recognize the complexity of these situations and issues, and identify appropriate applications of psychology.*

Student Learning Goal 5: *Psychology majors will develop their values in psychology by recognizing the necessity for ethical behavior, respecting human diversity, and understanding the limitations of psychological knowledge.*

To assess these learning goals, we used a senior survey (indirect measure). The survey measured the degree to which students feel they have learned the department's student learning goals (critical thinking, application of their work to personal and social issues, etc.) as well as their opportunities to engage in research projects and their post-graduate preparation. Surveys were administered at the end of students' senior year. Further, we assessed our Statistics course, which is a 200-level course required for psychology majors. It is geared toward sophomores and juniors and provides students with a foundational background in the scientific methodologies related with analyzing data from psychological research and data interpretation competencies used in psychological research and reporting. This is a very rigorous class and covers not only a significant amount of information, but also requires a lot of skill-building in the students taking the course. This course relates to all aspects of our student learning goals (understanding research methods, design, and analysis, developing critical thinking, applying psychological knowledge, recognizing the need for ethics and understanding the limitations of psychological knowledge, etc.). For the Statistics assessment, the instructors of Statistics decided, for this round of assessment, to complement our typical assessment procedure for the course with a more subjective, higher level examination of course goals and pedagogy related with the revision of the course content and textbook.

Below please find the summary of our data/results, the descriptions of the evaluation process as well as information on what we learned from our assessment evaluation.

Student learning Goal 1 results: Incoming psychology majors taking Psychology 100 should understand basic research methodology and key concepts in the field to prepare them for 200 level classes delving into more specialized areas of Psychology.

Area of Psychology	Fall 2018 Correct Response Rate (%)
Biological/Neuro Psychology	83
Methods of Psychology	75
Biological/Neuro Psychology	85
Learning	86
Sensation and Perception	

participating in research projects or writing reports summarizing classic research methodologies in the field of psychology.

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Results

Description of the Senior Survey: The survey contained 21 likert items and 7 free response items distributed across six major content sections. Although a number of the questions were aimed at helping our department understand students' overall experiences as Psychology majors (questions on departmental environment, student development – personal growth, academic advising and departmental relations), the questions listed below specifically addressed issues related to the student learning goals for students in our major.

<u>Extent your Psychology classes helped you prepare for a future career</u>	<u>(%)</u>
1 - very little	0
2	0
3	11
4	56
5 – very much	33

<u>Extent your Psychology classes helped you write more effectively</u>	<u>(%)</u>
1 - very little	0
2	0
3	0
4	33
5 – very much	67

<u>Extent your Psychology classes helped you understand the scientific nature of psychology</u>	<u>(%)</u>
1 - very little	0
2	0
3	0
4	22
5 – very much	78

<u>Extent your Psychology classes helped you think critically</u>	<u>(%)</u>
1 - very little	

For how many research projects outside of class did you help fellow students or faculty in conducting the research? (%)

0	11
1	44
2	33
3 or more projects	11

Did you feel there were enough opportunities for research? (%)

1 - very few	0
2	33
3	22
4	33
5 – very many	

6. Taking advantage of the new classroom location (SFH 122, computer lab) to include some direct instruction and practice with relevant technology (i.e., having students use SPSS to analyze data).
7. Making adjustments to the in-class exam structure (4 regular exams vs 3 class exams and one cumulative final), allowing for more time to be spent on specific topics.

Substantial effort has gone and will continue to go into this revision (e.g., creation of weekly online quizzes, development of study guides, revision of class activities/lectures, creation of a new set of keys lab assignments, new exams, etc.) Many of the components are in place and being piloted for the fall semester and will continue to be refined in the spring semester.

Conclusion. While it is too early to assess student learning outcomes, we believe that the planned revisions will better promote the types of *active and engaged learning* that should be a hallmark of an IWU education.

Student Learning Goal 1 plan: *Incoming psychology majors taking Psychology 100 should understand basic research methodology and key concepts in the field to prepare them for 200 level classes delving into more specialized areas of Psychology.*

For Student Learning Goal 1, we are not yet ready to make major changes to our curriculum based on the assessment results. This type of direct measure needs multiple years of data points in order to determine if the results are a one-year anomaly or a consistent trend that needs to be addressed. Overall, the results indicate that our curriculum is successful in achieving its goals. In subsequent years, we also plan to address the effectiveness of our current assessment procedure (e.g., do we need to add more questions to each subfield; should we incorporate essay questions into our assessment instead of relying solely on multiple choice questions).

Student learning Goal 2: *Psychology majors will develop an understanding and application of basic research methods such as research design, data analysis, and appropriateness of conclusions derived from psychological research.*

Based on the results of our Statistics assessment, our curricular change to the class is being implemented successfully. Future assessments will be needed to address

A significant portion of the Statistics course explicitly addresses ethical concerns related to psychological