

Program Psychology degree programs (BA & BS)

Closing the Loop	Student Learning Objectives	Data Reporting	Data Analysis	Response/Adjust
SLO #1: Students demonstrate fundamental knowledge in psychology as well as its major subfields, and are able to apply psychological principles to practical problems. (Related to WNMU ILG-2)				
<p>Feedback: “Gauging SLOs in PSYC 1110. Last year, there was significant improvement; this year, however, there is an anomaly.”</p> <p>Response: The anomaly in scores occurred in the ACAT results, not in PSYC-1110.</p>	<p>1.1 Describe key concepts, principles, theories in psychology.</p> <p>Note: Although our past assessment reports were able to provide some data in all areas, the data collection took days-weeks to complete. In 2024, the program implemented the new SLO rubrics, and now we have the first year's assessment data from Canvas to report.</p>	<p>Rubric 1.1a Use psychological concepts to explain and predict behavior with sensitivity to the limitations of that knowledge. – 65% meets proficiency / 17% developing (see Table 1)</p> <p>Rubric 1.1b Interpret behavioral phenomena at an appropriate level of complexity. – 71% meets proficiency / 15% developing (see Table 1)</p>	<p>Students were evaluated in various classes through assignments such as attachment essays, interpersonal relationship profile reports, portraits of development, case analyses, treatment plan reports, and article reviews to assess their critical thinking and writing skills on relevant topics. The results indicate that a significant portion of students are on track to achieve proficiency.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>
<p>Feedback: “Students have not taken the content courses.”</p> <p>Response: Our elective courses in Content Domains make ACAT an unsuitable match for assessing our students’ learning outcomes. The program stopped using ACAT starting in Spring 2024 and switched to collecting program SLO outcomes via Canvas shells.</p>	<p>1.2 Develop a working knowledge of psychology’s major subfields.</p>	<p>Rubric 1.2a Compare and contrast psychology’s major subfields. – 93% meets proficiency / 4% developing (see Table 1)</p> <p>Rubric 1.2b Justify preferences for different theoretical orientations in psychological science based on perceived advantages and limitations. – 63% meets proficiency / 26% developing (see Table 1)</p>	<p>Students were evaluated in various classes through assignments such as guest speaker summaries, discussions, compare & contrast psychology subfields, theory discussion, personal application, etc. to assess their critical thinking and writing skills on relevant topics. The results indicate strong proficiency in psychology subfields and ongoing development in understanding theoretical orientations.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>

Table 1: SLO 1.1 & 1.2 Rubrics & 2024 Outcomes

SLO Performance Indicator (Rubric)	Proficient (80%-100%)	Developing (70%-79.9%)	Emerging (≤ 69.9%)	Missed (0%)	Evaluated In
Rubric 1.1a Use psychological concepts to explain and predict behavior with sensitivity to the limitations of that knowledge.	65%	17%	9%	9%	PSYC 2120 Developmental Psych. PSY 406 Social Psych. PSY 440 Interpersonal Psych.
Rubric 1.1b Interpret behavioral phenomena at an appropriate level of complexity.	71%	15%	14%	1%	PSY 412 Psychopathology PSY 435 Human Motivation
Rubric 1.2a Compare and contrast psychology’s major subfields.	93%	4%	1%	2%	PSYC 1120 Ed & Careers in Psych. PSY 496 Senior Seminar
Rubric 1.2b Justify preferences for different theoretical orientations in psychological science based on perceived advantages and limitations.	63%	26%	5%	7%	PSY 411 Health Psych. PSY 425 Theories of Personality

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SLO #2: Students can utilize scientific reasoning, design and execute research plans, and have problem-solving skills. (Related to WNMU ILG-5)				
<p>Feedback: “Objectives, multiple methods of assessment at various program levels, and procedures are implemented and developed for most students and are linked to the University and departmental goals.”</p> <p>Response: We are now able to collect all data related to the same rubrics via Canvas. This is a superior approach to data collection because we can target relevant assignments efficiently and holistically.</p>	<p>2.1 Use statistics to evaluate quantitative research findings.</p>	<p>Rubric 2.1a Apply the appropriate use of descriptive and inferential statistics to a specific research design. – 71% meets proficiency / 25% developing. (see Table 2)</p> <p>Rubric 2.1b Communicate research findings using data visualizations. – 88% meets proficiency / 4% developing. (see Table 2)</p>	<p>Students were evaluated in various classes through assignments such as data collection, problem set analyses, data analysis and reporting, small research projects, and research manuscript writing to assess their critical thinking and writing skills on relevant topics. The results indicate that most students are proficient or on track to achieve proficiency in both statistical analysis and data communication.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>
<p>Feedback: Objectives related to the university and departmental goals exist; multiple assessment methods at various program levels are in place; procedures to implement assessment are basically in place for all students.</p> <p>Response: Yes, we rolled out our program SLO rubrics throughout the year 2024, and now we finally have the first year's assessment data to report.</p>	<p>2.2 Exercise scientific reasoning to investigate psychological phenomena.</p>	<p>Rubric 2.2a Develop plausible behavioral explanations that use scientific reasoning. – 77% meets proficiency / 13% developing. (see Table 2)</p> <p>Rubric 2.2b Implement strategies to minimize the influence of common fallacies in thinking that impair accurate research conclusions and predictions. – 73% meets proficiency / 12% developing. (see Table 2)</p>	<p>Students were evaluated in various classes through assignments such as annotated bibliography, article presentation, false memories essay, manuscript writing, article and literature review to assess their critical thinking and writing skills on relevant topics. The results indicate that most students are proficient or on track to achieve proficiency in these critical areas of scientific reasoning and research.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>

Table 2: SLO 2.1 & 2.2 Rubrics & 2024 Outcomes

SLO Performance Indicator (Rubric)	Proficient (80%-100%)	Developing (70%-79.9%)	Emerging (≤ 69.9%)	Missed (0%)	Evaluated In
Rubric 2.1a Apply the appropriate use of descriptive and inferential statistics to a specific research design.	71%	25%	4%	0%	PSYC 2510 Statistics PSY 333/334 Research Methods
Rubric 2.1b Communicate research findings using data visualizations.	88%	4%	4%	4%	PSYC 2510 Statistics PSY 333/334 Research Methods
Rubric 2.2a Develop plausible behavioral explanations that use scientific reasoning.	77%	13%	5%	4%	PSY 333/334 Research Methods PSY 405 Psych of Learning PSY 442 Positive Psych. PSY 490 Cognition PSY 496 Senior Seminar
Rubric 2.2b Implement strategies to minimize the influence of common fallacies in thinking that impair accurate research conclusions and predictions.	73%	12%	10%	6%	PSYC 2250 Brain & Behavior PSY 496 Senior Seminar

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SLO #3: Students demonstrate adherence to professional values and apply ethical standards to psychological science and practice. (Related to WNMU ILG-4)				
<p>Feedback: “The reported results seem well developed for all students (allowing for some data not yet reported because it is not yet available). Baseline and trend data are reported, and targets are set.”</p> <p>Response: In 2024, the program implemented the new SLO rubrics, and now we have the first year's assessment data from Canvas to report.</p>	<p>3.1 Employ ethical standards in research, practice, and academic contexts.</p>	<p>Rubric 3.1a Demonstrate the use of ethical principles in research, practice, and academic contexts as well as everyday life. – 71% meets proficiency / 20% developing. (see Table 3)</p> <p>Rubric 3.1b Apply ethical principles to dilemmas that psychologists encounter in practice situations. – 76% meets proficiency / 8% developing. (see Table 3)</p>	<p>Students were evaluated in various classes through assignments such as ethics reflection, essays, portraits of development, article reviews, treatment research paper, and treatment plan report to assess their critical thinking and writing skills on relevant topics. The results indicate that a significant portion of students are on track to achieve proficiency in ethical decision-making.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>
<p>Feedback: “The reported results seem well developed for all students (allowing for some data not yet reported because it is not yet available). Baseline and trend data are reported, and targets are set.”</p> <p>Response: In 2024, the program implemented the new SLO rubrics, and now we have the first year's assessment data from Canvas to report.</p>	<p>3.2 Develop and practice interpersonal and intercultural responsiveness.</p>	<p>Rubric 3.2a Articulate the value of and seek opportunities to interact sensitively with people of diverse abilities, backgrounds, and cultural perspectives. – 91% meets proficiency / 4% developing. (see Table 3)</p> <p>Rubric 3.2b Identify and implement ways to reduce racism and other discriminatory beliefs and practices. – 72% meets proficiency / 12% developing. (see Table 3)</p>	<p>Students were evaluated in various classes through assignments such as service learning projects, article reviews, discussions, video review papers, and racism papers to assess their critical thinking and writing skills on relevant topics. The results indicate that most students are proficient in cultural sensitivity, while a substantial portion is on track to achieve proficiency in reducing racism and discriminatory practices.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>

Table 3: SLO 3.1 & 3.2 Rubrics & 2024 Outcomes

SLO Performance Indicator (Rubric)	Proficient (80%-100%)	Developing (70%-79.9%)	Emerging (≤ 69.9%)	Missed (0%)	Evaluated In
Rubric 3.1a Demonstrate the use of ethical principles in research, practice, and academic contexts as well as everyday life.	71%	20%	6%	3%	PSYC 2120 Developmental Psych. PSY 333/334 Research Methods PSY 406 Social Psych.
Rubric 3.1b Apply ethical principles to dilemmas that psychologists encounter in practice situations.	76%	8%	14%	2%	PSY 411 Health Psych. PSY 412 Psychopathology
Rubric 3.2a Articulate the value of and seek opportunities to interact sensitively with people of diverse abilities, backgrounds, and cultural perspectives.	91%	4%	4%	0%	PSY 447 Psych of Prejudice PSY 496 Senior Seminar
Rubric 3.2b Identify and implement ways to reduce racism and other discriminatory beliefs and practices.	72%	12%	8%	7%	PSY 430 Psych of Gender PSY 406 Social Psych.

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SLO #4: Students can communicate evidence-based psychology information effectively and professionally. (Related to WNMU ILG-1, 2, 3, 6)				
<p>Feedback: “The reported results seem well developed for all students (allowing for some data not yet reported because it is not yet available). Baseline and trend data are reported, and targets are set.”</p> <p>Response: In 2024, the program implemented the new SLO rubrics, and now we have the first year's assessment data from Canvas to report.</p>	<p>4.1 Write and present effectively for different purposes.</p>	<p>Rubric 4.1a Construct arguments clearly and concisely from evidence-based psychological concepts and theories. – 56% meets proficiency / 20% developing. (see Table 4)</p> <p>Rubric 4.1b Develop ideas in formats to fit a complex project’s purpose and length. – 79% meets proficiency / 14% developing. (see Table 4)</p>	<p>Students were evaluated in various classes through assignments such as literature reviews, essays, and future career reports/PowerPoint presentations to assess their critical thinking and writing skills on relevant topics. The results indicate that many students are proficient or on track to achieve proficiency in argument construction and project development.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>
<p>Feedback: “The reported results seem well developed for all students (allowing for some data not yet reported because it is not yet available). Baseline and trend data are reported, and targets are set.”</p> <p>Response: In 2024, the program implemented the new SLO rubrics, and now we have the first year's assessment data from Canvas to report.</p>	<p>4.2 Provide evidence of psychology information literacy.</p>	<p>Rubric 4.2a Accurately summarize complex ideas from psychology sources and research. – 90% meets proficiency / 6% developing. (see Table 4)</p> <p>Rubric 4.2b Evaluate psychological information based on the currency, reliability, validity, and generalizability of sources. – 68% meets proficiency / 13% developing. (see Table 4)</p>	<p>Students were evaluated in various classes through assignments such as psychology portfolios, treatment research papers, and movie character assessments to assess their critical thinking and writing skills on relevant topics. The results indicate that most students are proficient in summarizing complex ideas, and a significant portion is on track to achieve proficiency in evaluating psychological information.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>

Table 4: SLO 4.1 & 4.2 Rubrics & 2024 Outcomes

SLO Performance Indicator (Rubric)	Proficient (80%-100%)	Developing (70%-79.9%)	Emerging (≤ 69.9%)	Missed (0%)	Evaluated In
Rubric 4.1a Construct arguments clearly and concisely from evidence-based psychological concepts and theories.	56%	20%	14%	10%	PSY 406 Social Psych. PSY 490 Cognition PSY 496 Senior Seminar
Rubric 4.1b Develop ideas in formats to fit a complex project’s purpose and length.	79%	14%	7%	0%	PSY 440 Interpersonal Psych. PSY 496 Senior Seminar
Rubric 4.2a Accurately summarize complex ideas from psychology sources and research.	90%	6%	0%	4%	PSY 411 Health Psych. PSY 442 Positive Psych. PSY 496 Senior Seminar
Rubric 4.2b Evaluate psychological information based on the currency, reliability, validity, and generalizability of sources.	68%	13%	14%	5%	PSY 412 Psychopathology PSY 416 Topics in Dev. Psych. PSY 496 Senior Seminar

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SLO #5: Students are prepared for post-baccalaureate employment, graduate school, or professional school by demonstrating skills in the areas of self-regulation, teamwork, and career preparation.				
<p>Feedback: “The reported results seem well developed for all students (allowing for some data not yet reported because it is not yet available). Baseline and trend data are reported, and targets are set.”</p> <p>Response: Although our past assessment reports were able to provide some data, the data collection took days to complete. In 2024, the program implemented the new SLO rubrics, and now we have the first year's assessment data from Canvas to report.</p>	<p>5.1 Develop direction for life after graduation.</p>	<p>Rubric 5.1a Refine academic and career plans based on sources which might include self-assessment of abilities, feedback from others, achievements, motivation level, and work habits. – 84% meets proficiency / 16% developing. (see Table 5)</p> <p>Rubric 5.1b Gain experience and develop skills in activities that strengthen preparation for job entry or graduate school admission. – 83% meets proficiency / 17% developing. (see Table 5)</p>	<p>Students were evaluated in various classes through assignments such as future career report, personal statement, job prep reflection, graduate school reflection, mindset application, academic and career reflection, and organization/higher education reflection to assess their critical thinking and writing skills on relevant topics. The results indicate that most students are proficient or on track to achieve proficiency in refining their career plans and preparing for future opportunities.</p>	<p>2024 is the first year the psychology program has implemented the new SLO rubrics. We look forward to using the data we have gathered as a baseline to monitor student growth moving forward. For consistency, the program will continue with this data collection model and review it for adjustments next year.</p>

Table 5: SLO 5.1 Rubrics & 2024 Outcomes

SLO Performance Indicator (Rubric)	Proficient (80%-100%)	Developing (70%-79.9%)	Emerging (≤ 69.9%)	Missed (0%)	Evaluated In
Rubric 5.1a Refine academic and career plans based on sources which might include self-assessment of abilities, feedback from others, achievements, motivation level, and work habits.	84%	16%	0%	0%	PSY 435 Human Motivation PSY 496 Senior Seminar
Rubric 5.1b Gain experience and develop skills in activities that strengthen preparation for job entry or graduate school admission.	83%	17%	0%	0%	PSYC 1120 Ed & Careers in Psych PSY 441 Cultural Psych. PSY 496 Senior Seminar

Closing the Loop	Student Learning Objectives	Data Reporting	Data Analysis	Response/Adjust
<p>In what specific ways did last year's SLO report and evaluation influence your assessment plan, process, and/or reporting? What changes did you make and why?</p>	<p>List your student learning outcomes/objectives, one per box.</p>	<p>What data did you collect and what were the results?</p>	<p>What did you learn from the data?</p>	<p>What changes are you making or do you plan to make based on the data & analysis.</p>
<p>SLO #6. Students are trained in the general education essential skills required by NMHED, such as communication, critical thinking, and personal-social responsibility. (Related to WNMU ILG-3, 4)</p>				
<p>The committee did not request improvement for this SLO last year. All comments were positive.</p>	<p>6.1 Communication: Apply strategies to evaluate messages, verify claims, and produce arguments supported by well-researched evidence.</p>	<p>Students demonstrated decent writing skills in conveying their messages and arguments (85%-93% proficiency).</p>	<p>Although we are happy with this improvement, we can't be too optimistic just yet due to the increase in finding AI-generated content in student work and the difficulties in detecting these practices.</p>	<p>The faculty will continue to meet as a program to compare notes on best practices for detecting cheating behaviors and redirecting students' efforts toward better writing and learning practices.</p>
<p>The committee did not request improvement for this SLO last year. All comments were positive.</p>	<p>6.2 Critical thinking: Demonstrate the ability to delineate a problem, acquire and evaluate evidence, and reach conclusions through critical reasoning.</p>	<p>Around 71-88% of students proficiently used credible sources to back up position.</p>	<p>At the introductory level, we noticed an increase in students submitting AI-generated content as their work. These submissions are characterized by well-written content with broad concepts that do not directly address the assignment prompts and are accompanied by fake references.</p>	<p>The faculty members continue to scaffold assignments to better prepare PSYC 1110 students to write a short paper as part of the course requirements.</p>
<p>The committee did not request improvement for this SLO last year. All comments were positive.</p>	<p>6.3 Personal and Social Responsibility: Develop intercultural reasoning and intercultural competence to achieve ethical reasoning/solutions.</p>	<p>Students' performance is rather stable in this area (91-94% proficiency).</p>	<p>The current rubrics are working well. We will continue to monitor students' learning outcomes in this category.</p>	<p>No adjustment is needed at this point.</p>
<p>The committee did not request improvement for this SLO last year. All comments were positive.</p>	<p>6.4 Students understand the importance of the Applied Liberal Arts and Sciences curriculum.</p>	<p>Students' performance is rather stable in this area (88-94% proficiency).</p>	<p>The current rubrics are working well for this subgoal.</p>	<p>ALAS Big questions are still relevant and data collection is ongoing. No changes are needed at this point.</p>

Table 6: General Education Required Learning Outcomes (“Proficient” outcome only)

Essential Skill	Criteria	2021	2022	2023	2024
6.1 Communication	Understanding or recognition of multiple viewpoints is increased.	96%	92%	92%	93%
	Understood and clearly expressed key arguments for and against position.	79%	85%	74%	85%
	Evaluated message according to source.	88%	85%	82%	85%
	Distinguished fact from opinion.	88%	90%	82%	88%
	States clear position on psychological problem or issue.	88%	82%	85%	85%
6.2 Critical Thinking	Provides min. of 2 scholarly sources to back up position	65%	68%	70%	71%
	Evaluates information and sources for credibility.	68%	70%	68%	72%
	Work indicates a well-informed solution or outcome to above problem/pitfall.	91%	90%	86%	88%
	Oral, written, or demonstration indicates understanding or integration of new information.	91%	90%	85%	85%
6.3 Personal & Social Responsibility	Writing reflects cultural awareness, social justice, or global human issues.	89%	88%	88%	94%
	Writing addressed underlying ethical issues or contextual influences on the problem/position.	86%	90%	87%	93%
	Effort or responses address intercultural or civic discourse thoughtfully.	85%	88%	87%	91%
	Work indicates recognition of possible psychological problem or pitfall for self or others.	91%	95%	88%	92%
6.4 ALAS SLOs	Criteria	2021	2022	2023	2024
ALAS: What is truth?	Distinguished fact from opinion.	88%	90%	82%	88%
ALAS: What is justice?	Writing reflects cultural awareness, social justice, or global human issues.	89%	88%	88%	94%
ALAS: What is to be human?	Writing addressed underlying ethical issues or contextual influences on the problem/position.	86%	90%	87%	93%
ALAS: What is a good life?	Work indicates recognition of possible psychological problem or pitfall for self or others.	90%	91%	88%	92%