

**Bachelor of Arts in Psychology**

**Mission**

The mission of the undergraduate program in Psychology is to introduce students to the theories and empirical studies of human behavior. This includes the study of aging, achievement, biopsychology, child development, cognitive processes, conflict, culture, decision making, emotion, forensics, gender, group behavior, hatred, health, human sexuality, identity, infancy, language, learning and memory, love, morality, motivation, personality, personal relationships, psychopathology, race, research methods, self, social perception, statistics, tests and measurements, visual perception, well-being, and other related topics. The major provides students with knowledge and skills relevant to professional careers in technology, business, counseling, education, public policy, law, and medicine, as well as graduate studies in Psychology.

Academic Year 2024

**Bachelor of Arts in Psychology Learning Outcomes**

Psychological Values **MET**

Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

MEASURES	RESULTS	ACTIONS														
<p><b>Research Paper on Cognitive/Affective aspects of Psychopathology</b></p> <p>Fifteen (n=15) student term papers will be reviewed by two faculty members independently &amp; assessed using a modified APA Application of Psychological Values rubric, which includes levels for Initial, Emerging, Developed and Highly Developed over 5 outcome areas. While this is not a capstone course, students are expected to complete a literature review research project addressing either a cognitive perspective of a major psychopathology, or a current event or trend and an accountability for the circumstance from the view of applied Cognitive Psychology. Direct - Assignment Cognitive Psychology: PSY 3100</p> <p><b>Target</b></p> <p>The Acceptable Target: The Acceptable Target is 70% average a 14 or higher on the rubric. Ideal Target: The ideal target is 80% reach an average above 17 on the rubric. We also calculate the percentage reaching these levels for each criterion.</p> <p>Direct - Assignment</p> <p><i>Learning &amp; Cognitive Processes: PSY 3100</i></p> <p><b>Target</b></p> <p>Acceptable target 70% of students will score at the advanced level on the rubric Ideal target 80% of students will score at the advanced level on the rubric (16 points or more)</p> <p><a href="#">Psy Values rubric.pdf</a> <a href="#">Term Paper 3100.pdf</a></p>	<p><b>MET</b></p> <p>Research Paper on Cognitive/Affective aspects of Psychopathology</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> <table border="0"> <tr> <td>0%</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>Exceeded:</td> <td style="text-align: right;">33%</td> </tr> <tr> <td>Met:</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Approached:</td> <td style="text-align: right;">13%</td> </tr> <tr> <td>Not Met:</td> <td style="text-align: right;">13%</td> </tr> <tr> <td>Met Total:</td> <td style="text-align: right;">73%</td> </tr> <tr> <td>Not Met Total:</td> <td style="text-align: right;">27%</td> </tr> </table> <p><b>Summary</b></p> <p>The ratings of the two reviewers were averaged to place each artifact in the chart above. The two who did not meet expectations at all were rated by both reviewers as scoring at the initial or emerging level across the rubric. The two rated as "approaching" received an average of 12.75 points and 13 points. In one case the first reviewer scored the student at the emerging level in most categories and the second reviewer scored at the developed level, while in the second case the first reviewer gave mostly 3's and the second reviewer gave mostly 2's. The 6 students scoring at the "met expectations" level averaged between 14 and 16.75 (developed level) and were scored similarly by both reviewers. The four students who exceeded expectations averaged between 17 and 19.5 (highly developed) and were scored similarly by the two reviewers, earning mostly 4's.</p> <p>The mean score for each criteria were Content 3.03, Organization 3.29, Synthesis 3.13, Conventions 2.88, Grammar and syntax 2.98, so students</p>	0%	100%	Exceeded:	33%	Met:	40%	Approached:	13%	Not Met:	13%	Met Total:	73%	Not Met Total:	27%	<p><i>No actions have been added.</i></p>
0%	100%															
Exceeded:	33%															
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	<p>were overall performing at a developed level.</p> <p><a href="#">3100_S24_Assessment_Results.xlsx</a></p> <p><b>Analysis</b></p> <p>ONE faculty rater had their scores on each criteria totaled together for each of the 15 artifacts. Eleven artifacts reached the acceptable target of 70% at an average of 14 or higher on the rubric. The Ideal target of 80% at higher than 17 overall on the rubric was NOT met as only 33% (5/15) received that rating overall.</p> <p>A SECOND faculty rater had their scores totaled together across the same 15 artifacts. Twelve artifacts reached an acceptable target of 70% at an average of 14 or higher total on the rubric. The ideal target of 80% at higher than 17 overall on the rubric was NOT met as 5 out of 15 (33%) received that rating overall.</p> <p>Both faculty raters were consistent and reliable in their ratings respectively. They agreed on the two lowest and five highest papers and on most of the papers that met the acceptable target. For the last two papers one was rated as acceptable by the first reviewer but not by the second and vice versa.</p>	
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**Conclusion**

The acceptable target represents the upper division 3000 level criteria and was met in this 3000 level course. The ideal level was NOT met, perhaps due to some students having only taken the prerequisite courses for PSY 3100 (PSY 1000, 2100, 2200). Being that this was the first 3000 level course that some of the students measured here have taken. Psychological values may not be fully established yet.

Continue to maintain course and assessment strategy as an acceptable target was met, aspire to meet ideal targets in future assessment.