MISSION
We view Psychology as the search to develop knowledge of behavior and mental/cognitive processes by means of scientific methods and research and as the understanding of behavior through the integrated study of physiological systems, genetic influences, experiential and environment factors and social forces.

As such, Psychology Department at California State University, Stanislaus offer a comprehensive degree program that is committed to:

- Providing a high quality education to undergraduate and graduate students
- Helping students understand the central role of science in understating human behavior
- Maintaining a well-rounded faculty that represents all areas of study in the field, including both theoretical and applied interests.

PROGRAM GOALS
The undergraduate program in Psychology:

- Fosters an understanding of psychology that reflects an integration of a variety of theoretical perspectives within Psychology.
- Provides an understanding of the principles of Psychology within a broad liberal arts perspective
- Provides undergraduates with applied experiences and research opportunities rarely found in undergraduate psychology programs.

STUDENT LEARNING GOALS/OBJECTIVES
These goals have previously been identified as important to students demonstrating literacy in the field of Psychology. Some tentative work has happened with respect to the undergraduate program to ensure the curriculum is designed to adequately meet these goals.

1. Demonstrate psychological literacy.
2. Be able to identify strength and weaknesses in psychological studies.
3. Apply psychology concepts to address real-world problems.
4. Communicate effectively in formal and informal written and oral modes.
5. Be able to identify the commonalities and differences among different theoretical frameworks.
6. Describe and act in accordance with the scientist-practitioner model.
7. Act according to ethical principles adopted by the profession.

HOW WILL DATA BE COLLECTED?
Direct: Internally developed examination given to all students in our WP courses – 4000 level Research Seminars

Indirect: Still considering possibilities such as graduation retention rates, IDEA from aggregate information, and graduate senior surveys collected in the spring.
HOW WILL DATA BE EVALUATED AND RECOMMENDATIONS MADE?

The Department is likely to form an Assessment Team to formally oversee the collection and implementation of the assessment plan as outlined above. The A Team will be responsible for reviewing and refining the assessment plan each academic year, with input from other members of the department.
Assessment Summary for Psychology, Fall 2007
Lin Myers, PAC

I. What have we done so far?
   A. Developed a strategy for assessing one of our learning goals/ objectives:
      We have agreed to assess the learning goal/ objective of Psychological Literacy by means of a multiple-choice exam that would be given to all the students who were currently in a 4000-level Research Seminar. This would be a requirement for all students in the classes. These courses serve as our Writing Proficiency courses and are mandatory for all students to complete the major. They are usually taken the senior year and require several prerequisite courses in the major. Professors were asked to submit two to three questions from their teaching areas that would be simple and more complex.

II. What do we need to do now?
   A. Agree on the questions in the exam:
   B. Other issues that must be decided upon now:
      1. Will this semester be a pilot study, with spring the more formal assessment?
      2. How will students be informed about the project and the use of the data?
      3. Can a representative sample be obtained this way?
      4. How will identities be protected?
      5. Other demographic information to collect?

III. Future Steps for the Assessment Process
   A. Analyzing data and sharing results; Evaluating the quality of your assessment strategies
   B. Our plans for using assessment results
      1. Evaluating learning goals: Are there too many, do they need clarification, are they appropriate?
      2. Evaluating curriculum: Does it address all the learning goals? How can courses be modified to do so?
      3. Evaluate teaching methods: Can any improvements be made in this area toward empowering students to achieve learning goals?
      4. Evaluate the assessment method used: Was it appropriate?
   C. Assessment plans of other learning goals/ objectives?
   D. Some other possible sources of information:
      1. Graduate retention rates – can be gotten from Institutional Research and gives us feedback about programs.
      2. Use of part of the IDEA forms to assess what we have been saying are essential and important goals of our curriculum (these data can be fairly easily obtained from agency that tabulates students’ ratings, but would be in aggregate form and would not identify courses or professors. Could be broken down between upper and lower division courses, or 3000 and 4000 level courses)
      3. Graduating Senior Survey – should be available after graduation in the spring and could be used for further planning.
   E. Forming an Assessment Team within the department?
      Can we form an Assessment Team to formally oversee the collection and implementation of the assessment plan as outlined above. The “A” Team would be responsible for reviewing and refining the assessment plan each academic year, with input from other members of the department.