

**UC San Diego - WASC Exhibit 7.1  
Inventory of Educational Effectiveness Indicators**

Academic Program	(2) What are these learning outcomes? <hr/> Where are they published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?
<p><b>Department:</b> Psychology</p> <p><b>Major:</b> B.A. in Psychology B.S. in Psychology * B.S. in Psychology with a Specialization in Clinical Psychology B.S. in Psychology with a Specialization in Cognitive Psychology B.S. in Psychology with a Specialization in Developmental Psychology B.S. in Psychology with a Specialization in Human Health B.S. in Psychology with a Specialization in Sensation and Perception B.S. in Psychology with a Specialization in Social Psychology</p> <p><b>(1) Have formal learning outcomes been developed? Yes</b></p> <p><b>(6) Date of last Academic Senate Review?</b> 2007-08 next review 2015-16</p> <p>* New Specializations effective Fall 2015</p>	<p><i>In August of 2006, the American Psychological Association Council of Representatives approved the publication of the APA Guidelines for the Undergraduate Psychology Major, a publication aimed at articulating "a set of optimal expectations for performance at the completion of the baccalaureate degree by students who major in psychology" (APA Guidelines, p.5). The Department of Psychology at UCSD endorses these Guidelines for our undergraduate Psychology majors.</i></p> <p><i>Students graduating with a degree in Psychology are expected to gain mastery in the following areas, as detailed in the APA Guidelines:</i></p> <ul style="list-style-type: none"> <li>• <b>Goal 1: Knowledge Base of Psychology</b> <i>Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</i></li> <li>• <b>Goal 2: Research Methods in Psychology</b> <i>Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</i></li> <li>• <b>Goal 3: Critical Thinking Skills in Psychology</b> <i>Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</i></li> <li>• <b>Goal 4: Application of Psychology</b> <i>Students will understand and apply psychological principles to personal, social, and organizational issues.</i></li> <li>• <b>Goal 5: Values in Psychology</b> <i>Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.</i></li> <li>• <b>Goal 6: Information and Technological Literacy</b> <i>Students will demonstrate information competence and the ability to use computers and other technology for many purposes.</i></li> <li>• <b>Goal 7: Communication Skills</b> <i>Students will be able to communicate effectively in a variety of formats.</i></li> <li>• <b>Goal 8: Sociocultural and International Awareness</b> <i>Students will recognize, understand, and respect the complexity of sociocultural and international diversity.</i></li> </ul> <hr/> <p><b>Learning outcomes published:</b></p> <ul style="list-style-type: none"> <li>• <i>The American Psychological Association's Guidelines for the Undergraduate Psychology Major can be found: <a href="http://www.apa.org/ed/psymajor_guideline.pdf">http://www.apa.org/ed/psymajor_guideline.pdf</a></i></li> </ul>	<p><b>Data/Evidence:</b></p> <p><i>Attempts to establish the assessment of learning outcomes by direct observation of student production have directly paralleled the call for accountability in public education sector. Presently, members of this department are engaged in a project to investigate empirically the degree to which students attain mastery of the learning outcomes adopted by this department. This project involves the following steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Identify the most critical learning objectives published in the APA Guidelines</i></li> <li>2. <i>Match agreed upon learning objectives to specific courses that would be expected to provide instruction that would lead to mastery of the objective.</i></li> <li>3. <i>Identify a series of "test items" that can be embedded on end of term exams that one would expect a student to be able to answer if the learning objective had been mastered.</i></li> <li>4. <i>Get faculty agreement to include identified items on end of course examinations (which may be used towards grade or not as long as students are informed that there might be some questions on the exam that will not contribute to course grade but are included for assessment purposes).</i></li> <li>5. <i>Obtain results from embedded items to establish the passing rate for those items.</i></li> <li>6. <i>Provide feedback to key faculty in order to assess the degree to which curricular change is needed.</i></li> </ol>	<p><i>The Department of Psychology's Undergraduate Affairs Committee is principally responsible for the oversight of the academic goals assessment project. Members of this committee receive reports of the current progress of the assessment project from the assessment team, and are responsible for the interpretation of the data this project accumulates.</i></p> <p><i>The general data collection and analytic process for this project is as follows:</i></p> <ol style="list-style-type: none"> <li>1. <i>Class-appropriate test items that have established correspondences with particular learning outcomes, as described in the APA Guidelines, are made available to faculty teaching in the Department of Psychology</i></li> <li>2. <i>Instructors choose which items to embed into their end-of-term exams based on the format of their exam and focus of their class</i></li> <li>3. <i>After the end-of-term exams, instructors, or their teaching assistants, provide the assessment team with summary statistics for the embedded questions. No personally identify information is given, only the proportion of students in the class answering the particular embedded items correctly.</i></li> <li>4. <i>The assessment team aggregates these data for the classes of a particular term and issues a report to the Department of Psychology's Undergraduate Affairs Committee.</i></li> </ol>	<p><i>The Department of Psychology's Undergraduate Affairs Committee is actively involved in ensuring undergraduates receiving degrees from this department attain mastery of the learning goals this department has adopted. The findings from the assessment project provide valuable information to this committee about the degree to which students in the Department of Psychology are attaining these learning goals. These data provide three valuable insights: 1) the degree to which learning goals overall are mastered by students; 2) the degree to which specific classes fail to encourage mastery of goals associated with that class; and 3) the degree to which students do not attain mastery of certain goals overall.</i></p> <p><i>Because this assessment project facilitates the early identification of learning goals of which the department is failing to encourage mastery, beneficial curricular change can happen within a relatively short timeframe.</i></p>