

Annual Program Report 2022-2023

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor’s and master’s), modalities and locations.

Department: Psychological Science

Department Chair: Jannette McMenemy

Department Assessment Committee Contact: Christopher Adams

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.

Section I: Program Assessment (please complete this section for each program in your department)

Program: Psychological Science

A. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Students will accurately use and apply key concepts, theories, and empirical findings to describe, explain, and predict psychological phenomena, taking into consideration diverse individual and cultural perspectives.	Learning outcomes based on APA program standards published here: https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf PLOs to be published on FSU website & in catalog, and in program assessment plan.	Annual	PLOs were revised during AY 22-23 – dept. voted to adopt this new PLO in May 2023. Assessment of new PLOs to begin next year.
2.	Students will locate, evaluate, summarize, and synthesize research literature with appropriate citation.	Learning outcomes based on APA program standards published here:	Annual	PLOs were revised during AY 22-23 –

		https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf PLOs to be published on FSU website & in catalog, and in program assessment plan.		dept. voted to adopt this new PLO in May 2023. Assessment of new PLOs to begin next year.
3.	Students will design and/or conduct psychological research, including the analysis of data using descriptive and/or inferential statistics.	Learning outcomes based on APA program standards published here: https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf PLOs to be published on FSU website & in catalog, and in program assessment plan.	Annual	PLOs were revised during AY 22-23 – dept. voted to adopt this new PLO in May 2023. Assessment of new PLOs to begin next year.
4.	Students will identify, describe, and evaluate key ethical principles in psychological research and practice, taking into consideration characteristics and needs of diverse populations.	Learning outcomes based on APA program standards published here: https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf PLOs to be published on FSU website & in catalog, and in program assessment plan.	Annual	PLOs were revised during AY 22-23 – dept. voted to adopt this new PLO in May 2023. Assessment of new PLOs to begin next year.
5.	Students will demonstrate effective written and oral presentation skills using conventions of scientific communication (e.g., APA style).	Learning outcomes based on APA program standards published here: https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf PLOs to be published on FSU website & in catalog, and in program assessment plan.	Annual	PLOs were revised during AY 22-23 – dept. voted to adopt this new PLO in May 2023. Assessment of new PLOs to begin next year.
6.	Students will develop potential post-baccalaureate plans informed by coursework, accurate self-assessment and self-reflection (e.g., work habits), as well as active exploration of career options (including consideration of skills sets desired by employers who typically hire people with psychology backgrounds).	Learning outcomes based on APA program standards published here: https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf PLOs to be published on FSU website & in catalog, and in program assessment plan.	Annual	PLOs were revised during AY 22-23 – dept. voted to adopt in May 2023. Assessment of new PLOs to begin next year.

II. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
1	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations) – Assessment tool revised during AY22-23 to reflect new PLOs– dept. voted to adopt new tool in May 2023	Will be assessed in 3rd/4 th year	Sample	90-100% (based on past % success)	See comments below – assessment to begin in AY23-24
2	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations) – Assessment tool revised during AY22-23 to reflect new PLOs – dept. voted to adopt new tool in May 2023	Will be assessed in 3rd/4 th year	Sample	90-100% (based on past % success)	See comments below – assessment to begin in AY23-24
5	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations) – Assessment tool revised during AY22-23 to reflect new PLOs – dept. voted to adopt new tool in May 2023	Will be assessed in 3rd/4 th year	Sample	90-100% (based on past % success)	See comments below – assessment to begin in AY23-24

You may use this comment box to provide any additional information, if applicable:

During AY 22-23, the Psychological Science Department completed important activities related to curriculum and assessment. First, we completed an extensive curriculum revision to the Psychological Science major (approved by AUC in May 2023 – currently recommended to President Lapidus for approval). This revision was based upon our previous assessment activities, including multiple rounds of curriculum mapping and capstone assessment, as well as our ongoing goal of closely aligning our program with the American Psychological Association’s (APA) guidelines for undergraduate education in Psychology (which guide our PLOs). Second, as noted in our AY 21-22 Annual Program Report, a key assessment goal for this past year was to reduce the number of program PLOs (down from 15) based upon information gleaned from our previous assessment activities (including curriculum mapping). This goal was achieved, and the current Annual Program Report includes the 6 new PLOs that were developed during AY 22-23. The department unanimously voted to adopt these 6 new PLOs during our May, 2023 annual end-of-year retreat.

Since both the curriculum and the PLOs were being revised during AY 22-23, the Psychological Science Department did not directly assess the old PLOs and curriculum during AY 22-23. It did not make sense to assess a curriculum that was substantively changing using old PLOs that were being revised. Instead, we focused our assessment efforts on revising the PLOs and designing revised assessment tools so that we could begin assessing the new curriculum and PLOs in AY 23-24. Specifically, we revised two of our key assessment tools – our capstone assessment tool and our curriculum map. The department unanimously voted to adopt these two revised tools during our May, 2023 annual end-of-year retreat. As described in the table above, the department will be able to assess our new PLOs, specifically #'s 1, 2 and 5, during AY 23-24 using the revised capstone assessment tool.

We will also be able to assess our curriculum (PLOs 1-6) utilizing our revised curriculum mapping tool beginning in AY 23-24. The remaining PLOs, and plans for their assessment, will be discussed in Section B (Assessment Plan for the Department) below.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Reflection Prompt	Narrative Response
<p>Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Capstone assessments</p>
<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>Annually by the assessment committee who presents the findings for discussion at our annual end-of-year retreat</p>
<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>As noted above, our prior years’ assessment activities and evidence contributed to two important changes made during AY 22-23. We completed an extensive curriculum revision, and we reduced the number of our PLOs from 15 to 6. We will begin to assess our revised curriculum and new PLOs during AY 23-24 with our newly-adopted revised assessment tools.</p>

B. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document)
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
- III. If you do not have a plan, would you like help in developing one? ___ Yes

As noted in the comment box for Section II, during AY 22-23, the Psychological Science Department completed important activities related to curriculum and assessment. Most notably, we completed an extensive curriculum revision (see AUC proposals AY 22-23 #'s 35-46). Furthermore, we revised our PLOs, reducing the number from 15 to 6. These activities were grounded in our previous assessment activities as well as our ongoing commitment to closely aligning our major in Psychological Science with the APA's guidelines for undergraduate education in Psychology (which guide our PLOs). Our AUC proposals were approved by the committee in May 2023 (and have been recommended to President Lapidus for approval). Our department voted to adopt our revised PLOs in May 2023 at our end-of-the year retreat.

Given the aforementioned activities, the Psychological Science Department is planning to develop a new Assessment Plan. We were unable to develop this plan prior to the due date for this report given the late spring timeline for approval of our revised curriculum and new PLOs. We feel competent with respect to developing this plan, and we plan to develop it during AY 23-24. Key elements that will be included in this plan for the next 5 years are as follows: 1) Directly assessing PLOs 1,2 and 5 on an annual basis using our revised capstone assessment tool; 2) Assessing our revised curriculum and PLOs 1-6 on an annual basis using our revised curriculum mapping tool; 3) Developing, piloting and utilizing a tool to assess PLOs 4 & 6, most likely in our new required Professional Orientation to Psychological Science course and/or through an exit survey; and 4) Developing, piloting and utilizing a tool to assess PLO 5, most likely in our new Advanced Research Methods (ARM) courses.

C. Program Review Action Plan or External action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program

I. Programs that fall under Program Review: Psychological Science

i. Date of most recent Review: AY 2018- 2019

ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific Goals	Measurables	Actions	Responsibilities	Timeline
Further Develop Assessment Plan				Spring 2021—ongoing
	Adoption of APA Objectives	Review and vote on APA objectives we wish to adopt	Full Department	Spring 2020 - Completed Spring 2023 – Revision Completed – Reduced PLOs from 15 to 6

	Curriculum Map	Perform curriculum mapping to align courses to those objectives	Coordinated by Assessment Committee	Spring 2021 & 22 - Completed Spring 2023 – Revision Completed - Revised curriculum map based on revised PLOs
	Internship Evaluation	Create internship evaluation that matches APA outcomes	Student Affairs Committee	Spring 2021—delayed due to COVID Pushed to AY 23-24 as we updated internship processes/application/handbook during AY 22-23
	Exit Survey	Create exit survey for students in History and Systems	Assessment Committee	Pushed to AY 23-24 due to curriculum revisions in AY 22-23 and desire to align with graduation survey offered through Career Services (attended meeting with Career Services in Spring 23 to learn about graduation survey)
Expand Internship Program	Double size of the current program	Develop specialized seminars for research-based and applied internships—new course created to better prepare students for internship, Professional Issues in Psychological Science, approved by AUC in May 2021, AUC proposal to have Professional Orientation (new version of Professional Issues) become a required major course Develop relationships with relevant offices on campus Developed streamlined internship application processes and handbook, building on resources available through Career Services Seek course release for internship coordinator	Student Affairs Committee Department Chair Student Affairs Committee Internship Coordinator	New course offered FA21: Professional Issues Also added Psychology of Interpersonal Relationships as a prerequisite for the internship to better prepare students with the interpersonal they need. AY 22-23 – AUC proposal/curriculum revised to make Professional Orientation to Psy Sci a requirement for majors AY22-23 – Collaborated throughout academic year with Career Services regarding internships, alumni mentoring program, etc. Spring 2023 - Completed Spring 2024
Improve involvement in Psi Chi and Psychology Club	Student Interest Survey	Develop and administer a survey to all Psychological Science Majors and Minors to determine interests related to student club involvement	Student Affairs Committee Dr. Christopher Adams	Spring 2023—Completed

Expand emphasis on diversity in the discipline	Cross-cultural Psychology course	Develop and offer a new course in Cross-cultural Psychology—approved by AUC in May 2020	Curriculum Committee Full Department	Spring 2022 - Completed – course offered annually, including Spring 23
Re-examine placement and use of adjunct faculty across the curriculum	Reduce use of adjunct faculty in introductory courses by 15%	Discuss, as a department, the best use of adjunct faculty	Full Department	Ongoing – multiple staffing changes including faculty/chair becoming Dean and resignation of tenure track faculty member make this difficult
Strengthen the career development and professionalism of our students				
	Web-based tutorial on career decision-making	Develop a web-based tutorial that will allow students to explore vocational interests and provide information regarding career paths	Student Affairs Committee Dr. Christopher Adams	Spring 2020 - Completed Developed and available to all Psy Sci majors through Blackboard
	Vocational Psychology Seminar	Creation and offering of Advanced Seminar in Vocational Psychology	Dr. Christopher Adams	Spring 2020 – Completed
	Needs Assessment of career development	We have submitted a proposal for funding to conduct a comprehensive career-based needs assessment with current students, alumni and prospective employers	Dr. Christopher Adams	Spring 2023 - Completed through grant-funded project, funding renewed for additional activities during a second year in AY23-24
Expand Research Opportunities for Faculty and Students	Expand research opportunities for students by 25%	Advertise and raise visibility of research opportunities for students	Research Organization Committee	Spring 2025

iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program? _____ Yes

II. **Programs with external Accreditation:** N/A

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

Accomplished Initiatives AY22-23 <small>Add more rows as needed</small>	Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal
Offered Intro to Psychological Science and Lifespan Development as accelerated courses	5.3	
Offered a broad range of Psychological Science courses for the major and minor in multiple modalities, including face-to-face, online and hybrid	1.7	
Completed an extensive curriculum revision to reflect our ongoing commitment to aligning our program with APA	2.1	X

guidelines; reducing barriers to completion for students; providing opportunities to engage in high-impact practices including research, advanced capstone seminars and internships; and fostering the development of career and graduate school plans		
Submitted MAJ/PL designation for Intro to Psychological Science (General Education Program)	1.1	
Several faculty members adopted OER (and one received grant funding in this area) for a range of Psychological Science courses, creating significant cost-savings for students and increasing access to course materials.	5.7	X
Multiple faculty members had active research labs involving student researchers, and our faculty supervise multiple honors projects	1.2	
Increased enrollment in Cultural Psychology course that was first offered in S22	4.1	X
Conducted a search for a one-year temporary faculty with expertise in diversity as related to Clinical/Counseling Psychology (unfortunately failed)	4.1	X
Engaged in innovative pedagogy by teaching Biological Psychology, a required major/minor course, in our new active classrooms	2.1	
Offered STEM Week career panel on Clinical/Counseling careers that included program alumni	2.5	
Completed AIF research on career programming needs and interests - involved students and alumni	2.5	
Partnered with Career Services to begin an Alumni Mentorship Program for Psychological Science students and created 6 student-alumni partnerships	2.5	

Collaborated with Career Services to streamline departmental internship processes towards increasing student access to internship opportunities in Psychological Science	1.2	X
Partnered with Jason Smith to begin planning work on an Inclusive Excellence study to investigate barriers to success, particularly for students from underrepresented groups	2.1	X
Completed work on Davis Foundation project to develop Action Plan and Career Competencies for Psychological Science majors	2.1	
Created Psychological Science social media accounts on LinkedIn, Instagram and Facebook to maintain connections with students, alumni and the broader community	5.3	
Developed new Psychological Science Future Falcon Day program in McKay - covers careers in Psy Sci and increases student involvement	5.3	

Planned Initiatives for AY 23-24 <small>Add more rows as needed</small>	Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal
Continue to work on OER initiatives to increase access to affordable course materials in Psychological Science	5.7	
Continue to provide a range of Psychological Science courses in multiple modalities, including face-to-face, online, and hybrid	1.7	
Continue work on Inclusive Excellence Study, in collaboration with Jason Smith, throughout AY 23-24	2.1	X
Continue work on Alumni Mentorship Program, in collaboration with Career Services, throughout AY 23-24	2.5	
Continue to offer students opportunities to engage in research either in faculty labs or as part of honors projects	1.2	
Explore efforts to re-establish the offering of Intro to Psychological Science and Lifespan Development for Early-College students	5.3	
Ongoing work on AIF project to develop career programming for Psychological Science students	2.5	
Conduct a STEM Week panel involving alumni participants discussing careers in research	2.5	
Continue to support and promote student participation in the FSU Undergraduate Research Conference	1.2	
Bring speaker to campus for research talk for students	1.2	
Continue to increase utilization of departmental social media accounts	5.3	

B. Departmental Accomplishments and Reflection:

Please see Appendices for the following:

- List of PLOs adopted on 5.19.23
- Revised Capstone Assessment Rationale and Tool adopted on 5.19.23
- Revised Curriculum Mapping Tool adopted on 5.19.23

Psychological Science Program Learning Outcomes (Adopted 5.19.23)

The Psychological Science Department has adopted the following revised program learning outcomes (PLOs) following a revision of the department's curriculum (which was accepted by the AUC in May 2023). The intention of this revision is to streamline the focus of our curricular and assessment efforts. As with prior sets of department PLOs, the current PLOs are based upon and informed by the [APA Guidelines for the Undergraduate Psychology Major, Version 2.0](#) (August 2013). Please note that our [curriculum map](#) and [capstone assessment](#) tools have been revised accordingly.

APA Goal 1: Knowledge Base in Psychology

- **PLO 1:** Students will accurately use and apply key concepts, theories, and empirical findings to describe, explain, and predict psychological phenomena, taking into consideration diverse individual and cultural perspectives.

APA Goal 2: Scientific Inquiry and Critical Thinking

- **PLO 2:** Students will locate, evaluate, summarize, and synthesize research literature with appropriate citation.
- **PLO 3:** Students will design and/or conduct psychological research, including the analysis of data using descriptive and/or inferential statistics.

APA Goal 3: Ethical and Social Responsibility in a Diverse World

- **PLO 4:** Students will identify, describe, and evaluate key ethical principles in psychological research and practice, taking into consideration characteristics and needs of diverse populations.

APA Goal 4: Communication

- **PLO 5:** Students will demonstrate effective written and oral presentation skills using conventions of scientific communication (e.g., APA style).

APA Goal 5: Professional Development

- **PLO 6:** Students will develop potential post-baccalaureate plans informed by coursework, accurate self-assessment and self-reflection (e.g., work habits), as well as active exploration of career options (including consideration of skills sets desired by employers who typically hire people with psychology backgrounds).

Program-Level Assessment for Psychological Science Capstone Assessment Rationale Revised May 2023

The Psychological Science major includes a capstone requirement to complete the major. Students may complete this requirement by taking PSY 4810/4820 Practicum, PSY 4900 Independent Study, PSY 4904 Advanced Seminar, or PSY 4950/4949/4960 Internship.

This capstone assessment tool was developed to provide a means of assessing a core set of programmatic learning outcomes that all majors should be able to demonstrate as a result of their learning experiences over the course of the major. Practically, we have selected the capstone options as a point of assessment due to their placement at the end of the major. In addition, because students are typically responsible for developing a paper or presentation requiring the analysis and synthesis of a set of empirical research articles in these experiences, the capstones provide us with a unique opportunity to assess work products containing common mastery elements despite varied etiologies.

This capstone assessment tool is not intended to be used as a method for assessing student learning outcomes within the capstones themselves. Rather, this tool is designed to provide a summative measure of student mastery of our programmatic learning outcomes only.

Target benchmarks for this assessment were originally adopted directly from the APA Guidelines for the Undergraduate Psychology Major Version 2.0 (2013), and subsequently revised based upon the Psychological Science Program Learning Outcomes (PLOs) that were adopted in 2020. However, with the department's 2023 adoption of a revised set of PLOs (still derived from the APA guidelines), this document has been revised to replace the former PLO statements with the current PLOs. The Psychological Science department has determined that, at minimum, students graduating with a major in Psychological Science should be able to demonstrate the following PLOs as a part of their capstone experience:

- **PLO 1:** Students will accurately use and apply key concepts, theories, and empirical findings to describe, explain, and predict psychological phenomena, taking into consideration diverse individual and cultural perspectives.
- **PLO 2:** Students will locate, evaluate, summarize, and synthesize research literature with appropriate citation.
- **PLO 5:** Students will demonstrate effective written and oral presentation skills using conventions of scientific communication (e.g., APA style).

Criterion specifications for the assessment tool were adapted from relevant benchmark criteria within the AAC&U LEAP VALUE Rubrics for Critical Thinking, Information Literacy, Inquiry and Analysis, Problem Solving, Quantitative Analysis, and Written Communication, and from the APA Guidelines for the Undergraduate Psychology Major Version 2.0 (2013).

Though encouraged, faculty leading capstone experiences are not required to participate in the program's capstone assessment plan. Should faculty wish to participate, such participation will require the voluntary submission of student work products from the capstone experiences to the Psychological Science Assessment Committee for the conduct of program assessment only.

Program-Level Assessment for Psychological Science Capstone Assessment (Adopted 5.19.23)

This criterion-referenced assessment tool assumes the reading, summarizing, and synthesizing at least four empirical research articles for a paper and/or presentation. Satisfactory performance is achieved when a student work product meets each of the criteria listed.

<p>PLO 1: Students will accurately use and apply key concepts, theories, and empirical findings to describe, explain, and predict psychological phenomena, taking into consideration diverse individual and cultural perspectives.</p> <p>PLO 2: Students will locate, evaluate, summarize, and synthesize research literature with appropriate citation.</p>	
<p>Article Summaries</p> <ul style="list-style-type: none"> Explicitly required in assignment prompt 	<ul style="list-style-type: none"> Clearly describes pertinent information from the articles under review to explain their relevance to the assignment thesis/purpose in an adequately detailed and contextualized manner. <p><i>Potential Qualifiers (not all elements are required to meet the above specification)</i></p> <ul style="list-style-type: none"> Critical elements of the theoretical frameworks, rationales, or methodologies presented in the articles under review are discussed where needed. Uses the author's analysis of data to draw reasonable and plausible conclusions from the work. Includes a discussion of limitations and/or implications of the articles under review where applicable.
<p>Literature Synthesis</p> <ul style="list-style-type: none"> Explicitly required in assignment prompt 	<ul style="list-style-type: none"> Issue/problem to be considered critically is stated and described clearly and precisely. Specific argument or thesis is developed from a coherent analysis and synthesis of individual articles, comparing and contrasting the findings of the studies. Conclusion is logically tied to the information/argument presented.
<p>PLO 5: Students will demonstrate effective written and oral presentation skills using conventions of scientific communication (e.g., APA style).</p>	
<p>Writing Mechanics and APA Style</p> <ul style="list-style-type: none"> Explicitly required in assignment prompt 	<ul style="list-style-type: none"> Consistently uses important conventions of scientific writing, including organization, content, logical presentation, and stylistic choices. Uses precise, straightforward language that generally conveys meaning to readers. The writing may include some mechanical errors, but the errors do not impede the reader's ease of comprehension. Consistently employs APA style, including formatting, internal citation, and references.
<p>Citation and Use of Information</p> <ul style="list-style-type: none"> Explicitly required in assignment prompt 	<ul style="list-style-type: none"> Student correctly distinguishes between common knowledge and ideas requiring citation. Student appropriately paraphrases, summarizes, or quotes, with no evidence of plagiarism.

**Psychological Science Program
Curriculum Map (adopted 5.19.23)**

	NA	I	E	R	Is outcome explicitly indicated in syllabus? (Y/N)	Is outcome assessed? If so, how (e.g., assignment, test, or any other method of data collection)?	Comments/Observations
P.L.O. #1: Students will accurately use and apply key concepts, theories, and empirical findings to describe, explain, and predict psychological phenomena, taking into consideration diverse individual and cultural perspectives.							
P.L.O. #2: Students will locate, evaluate, summarize, and synthesize research literature with appropriate citation.							
P.L.O. #3: Students will design and/or conduct psychological research, including the analysis of data using descriptive and/or inferential statistics.							
P.L.O. #4: Students will identify, describe, and evaluate key ethical principles in psychological research and practice, taking into consideration characteristics and needs of diverse populations.							
P.L.O. #5: Students will demonstrate effective written and oral presentation skills using conventions of scientific communication (e.g., APA style).							
P.L.O. #6: Students will develop potential post-baccalaureate plans informed by coursework, accurate self-assessment and self-reflection (e.g., work habits), as well as active exploration of career options (including consideration of skills sets desired by employers who typically hire people with psychology backgrounds).							

Introduced [I]: Concepts and skills related to this learning outcome are explicitly introduced in this course. Teaching and learning activities focus on basic concepts and skills with entry-level complexity. Successful demonstration of student progress towards this learning outcome presumes an emerging or developing level of proficiency. Teaching, learning, and assessment are predominantly focused on remembering, understanding, and or/applying ideas or concepts.

Enhanced [E]: Concepts and skills related to this learning outcome are explicitly developed or enhanced in this course. Teaching and learning activities focus on reinforcing, strengthening, and/or expanding existing knowledge, concepts, and skills assumed to have been introduced in previous coursework. Successful demonstration of student progress towards this learning outcome presumes an intermediate or adequate level of proficiency. Teaching, learning and assessment are predominantly focused on applying and/or analyzing ideas and concepts.

Refined [R]: Concepts and skills related to this learning outcome are explicitly cultivated at an advanced level in this course. Teaching and learning activities focus on the development of more advanced or sophisticated qualities in student thinking and performance as well as the refinement and synthesis of concepts and skills with increasing level of complexity. Successful demonstration of student progress towards this learning outcome presumes an advancing or advanced level of proficiency. Teaching, learning, and assessment are predominantly focused on analysis, evaluation, and/or synthesis of ideas and concepts.