

learning goals, but we chose to focus on those goals that included objective (and

of the component areas, our students do particularly well on the sensory/perception/physiology core area of psychology, with 92% scoring at or above the average range; for the other subtests, 88.9% of our students were at or above the average range.

Students whose overall score falls below the average range are required to retake (and pass) any subsection of the test that was below the average range. For this exam, each student who had to retake a portion passed it on their first retake.

6. An understanding of the ethics and values of the discipline

As noted above, all psychology students enrolled in PS 301 must complete CITI training. All students must achieve a minimum score of at least 85% correct in order to pass the training. They receive certificates of completion, which are logged by the John Carroll University Institutional Review Board.

Part 4. Planned Changes to the Assessment System

In the feedback report from the year preceding that, the same goal was used as an example in pointing out that some of our learning goals may be hard to assess.

5B. Response to Feedback

Prompt: Briefly describe how your program has made use of the feedback.

The department intends to revisit all of our learning goals to (1) ensure they reflect the most important goals and (2) are worded and considered in a way that makes them conducive to assessment. For example, we are considering breaking our first learning goal (a fundamental knowledge base in the core areas of psychological science) into a separate goal for each core area. This will be happening at the same time as we consider our curriculum. Thus, we anticipate that

change and an
conductive to assessment in mind.

Plans for changing assessment (4A) will address concerns related to specific measures used for some of our LGs.

5C. Request for Feedback

Prompt: Do you have questions or concerns you would like the IAC or the Office of Institutional Effectiveness to address?

Information regarding the number of learning goals that different departments/majors have would be useful. We currently have eight learning goals, but are considering breaking up the first learning goal into separate goals for each of the four core areas. However, we do not want to try to have too many learning goals. We would like to know the range and average number of goals, as well as w
revise ours.

Part 6. Evidence

6A. Of Changes

Prompt: Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

As planned, we resumed use of the MFT. Data reported in Part 3 of this report serve as evidence.

6B. of Impact of Changes

Prompt: Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed,

