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

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>(2) What are these learning outcomes?</th>
<th>(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)</th>
<th>(4) Who interprets the evidence? What is the process?</th>
<th>(5) How are the findings used?</th>
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<tbody>
<tr>
<td><strong>Department:</strong></td>
<td><strong>Psychology</strong></td>
<td><strong>Data/Evidence:</strong> 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: 1. Identify the most critical learning objectives published in the APA Guidelines 2. Match agreed upon learning objectives to specific courses that would be expected to provide instruction that would lead to mastery of the objective. 3. 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. 4. 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). 5. Obtain results from embedded items to establish the passing rate for those items. 6. Provide feedback to key faculty in order to assess the degree to which curricular change is needed.</td>
<td>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. 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.</td>
<td><strong>(1) Have formal learning outcomes been developed?</strong> Yes <strong>(2) Date of last Academic Senate Review?</strong> 2014-15 <strong>(3) Do you have an Academic Program Committee?</strong> Yes <strong>(4) Senate Review?</strong> Yes <strong>(5) Date of last Academic Senate Review?</strong> 2014-15</td>
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### Learning outcomes published:

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- **Goal 1: Knowledge Base of Psychology**
  - Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- **Goal 2: Research Methods in Psychology**
  - Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

- **Goal 3: Critical Thinking Skills in Psychology**
  - 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.

- **Goal 4: Application of Psychology**
  - Students will understand and apply psychological principles to personal, social, and organizational issues.

- **Goal 5: Values in Psychology**
  - Students will be able to weigh evidence, tolerate ambiguity, act ethically, and respect others values that are the underpinnings of psychology as a discipline.

- **Goal 6: Information and Technological Literacy**
  - Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

- **Goal 7: Communication Skills**
  - Students will be able to communicate effectively in a variety of formats.

- **Goal 8: Sociocultural and International Awareness**
  - Students will recognize, understand, and respect the complexity of sociocultural and international diversity.