2015 Summer Assessment Project

Psychology

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Description:

The 2015-2017 ELARC Committee Executive Report indicated “students have difficulty evaluating information and evidence, integrating across courses and contexts, and sometimes with retention and application of skills and knowledge to new problems.” In addition, the ELARC Report emphasized that “a longitudinal approach of tracking the same students’ learning over time could provide useful information about how these skills change, if some students face greater challenges than others in mastering them, and the kinds of instructional experiences that support the development of these essential skills.”

Psychological research indicates that student learning is enhanced when students understand, value, and feel commitment to (i.e., identify with) the instructional process and learning goals. The purpose of this proposed project is to develop assessment instruments that will allow us to gain information about our students’ identity development as Psychology Majors (Beaver, Morgan, & Zhang, 2013*) and their achievement of UWW, college, and departmental learning objectives during their undergraduate careers.

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