

Psychology Department
Annual Assessment Update 2009 - 2010

This annual progress report covers the department's assessment efforts from Fall, 2009, through Spring, 2010. The student learning outcomes on which we based our assessment this year were from the student learning outcomes that we identified in May, 2008, and streamlined at our May, 2009, meetings.

I. Mission Statement and Student Learning Outcomes

A. Mission Statement

The mission of the Westmont psychology department is to develop its students and faculty within a Christian liberal arts context so that they may transform themselves and their worlds for God's glory and the purposes of his Kingdom. To this end we provide high-quality undergraduate education to students in the academic field of scientific psychology and opportunities for high-quality scholarship and professional development for both faculty and students.

Our primary goals for both students and faculty are similar:

1. to become thoughtful individuals who can critically integrate the methods and content of the academic fields of psychology with other disciplines across the sciences, with other disciplines across the academy more broadly, and with the Christian faith; and
2. to positively influence our communities and world through basic and applied research, through careers in applied psychology, and through the application of the psychological knowledge and skills.

B. Student Learning Outcomes

The following SLOs are the basis for the ongoing assessment in the department. They were not changed in 2009-2010. The focus this year was on aspects of SLOs 3, 4, and 5, described below.

1. **Knowledge Base.** Students will be able to articulate both (a) the structure of the academic discipline of psychology and (b) the key elements of content within a wide variety of areas within psychology, integrating them with each other. Students will also be familiar with career/vocation options in psychology and psychology-related fields.
2. **Scientific Research Methods and Skills.** Students will be able to recognize, describe, and implement a variety of research methods and skills common to the psychological sciences.
3. **Written and Oral Communication Abilities.** Students will be able to write and speak in genres appropriate to the academic discipline of psychology.
4. **Values and Character.** Students will value, appreciate, and welcome, through understanding and demonstrative action:
 - a. *scientific methods.* Students will see empirical, evidence-based methods as essential and as complementary to other methods of knowing.
 - b. *ethics.* Students will be committed to high ethical standards, including professional, discipline-specific domains and their own personal lives.
 - c. *faith.* Students will be able to articulate the interactions between psychology and faith.
 - d. *openness to experience.* Students will understand the importance and desirability of a diversity of experiences, perspectives, and backgrounds (including ethnic, sociocultural, and gender diversity). They will embrace ambiguity, being comfortable without closure or black-and-white answers, and valuing questions as much as answers.
5. **Applications.** Students will apply psychological principles, knowledge, and skills to their own lives and to the transformation of their worlds. Domains to which these are applied include:
 - a. *personal* (personal development, relationships, personal experience, etc.)
 - b. *community and societal/global concerns and issues*
 - c. *integration with other academic disciplines*

- C. The department has not completed the alignment chart showing the connections and overlap among its courses, SLOs, and institutional learning standards for a number of years. An updated chart is laid out in Appendix A.

II. Action Items from 2008-2009 Response

A. Discuss implications of the data for the department

The department will establish a routine for 'closing the loop' this year, so this information can be included in next year's report.

B. Discuss the division of work for 6-year program review report

This issue will be discussed over the next few department meetings.

C. Relate departmental assessments to departmental benchmarks

The report writer has attempted to do more of this in this year's report.

D. Provide evidence that department members discuss the assessment findings collectively

The department regularly examines PSY 001 papers as a group during its May meetings to see how students are doing across sections as well as to determine whether the standard of evaluation is consistent across the course sections.

At the May, 2010, meetings, the department discussed the goals that it has for accomplishing competence in APA style and laid out the expected level of competence for a number of courses in the major: PSY 001 and PSY 013, with the goal of accomplishing Effective to Distinguished performance in PSY 111, History and Systems. In addition, changes were made by the group to the score sheet that's used in PSY 001 when grading the summaries that the students write. The intent was to make the goals of the assignments clearer to the students.

III. 2010 Focus

The following SLOs were assessed during academic year 2009-2010:

A. Written and Oral Communication Abilities: *Speaking within the Discipline*

- As the result of research in PSY 192, Individual Research in Psychology ($n = 6$), there were over 10 separate research poster presentations at conferences that included American Psychological Association, International Neuropsychology Society, the UCLA Conference on Aging, the Stanford Undergraduate Research Convention, and the Westmont Student Research Symposium. The poster topics ranged from assessing the impact of anxiety on the memory of older adults, exploring how marital status impacts the cognitive and emotional functioning of older adults, and investigating the relationship between personality and cognitive performance in older adults. One student also coauthored a book chapter on the relationship between schizophrenia and religion with Steve Rogers.
- In PSY 196, Capstone Senior Practicum ($n = 9$), the average grade of the students on their oral case and topical presentations was 87 (range was from 49 to 98). This presentation was presented in Powerpoint for 50-60 minutes, and included both a case presentation of a client with whom the student was working, and a topical presentation of a clinical syndrome related to their case and practicum site (e.g., schizophrenia, autism, leadership development).
- In PSY 013, Experimental Psychology, students' presentation skills were assessed at a poster presentation session that occurred in the course, using 5 criteria based on the benchmarks in Table 4, Appendix F. For each criterion, the ratings ranged from 1 to 5, with the best score indicated in parentheses after the criterion. See Appendix D for the rubric used. The criteria and means are as follows for each course:

	PSY 013 Experimental Psychology ($n = 8$ projects)	PSY 198 Capstone Senior Research ($n = 5$ students)
Presentation of poster (5)	4.09	4.50
Informativeness (3)	3.18	2.64
Presenter preparedness (5)	4.00	4.20

Presenter's ability to answer questions (5)	3.86	4.30
Presenter's dress (5)	4.95	4.60

On 3 of the criteria, the PSY 198 students performed better than the PSY 013 students, which is to be expected and hoped for, if senior students are more experienced and familiar with oral presentations. This year, the PSY 198 students were less detailed in their presentations (Informativeness), compared to the PSY 013 students. In addition, the PSY 198 students again may have taken a more casual approach to the symposium, as suggested by their slightly lower ratings in Presenter's Dress.

Evaluating the evidences collected this year, there was some learning occurring between the sophomore level PSY 013 and the senior levels, PSY 196 and PSY 198. By the time they are seniors, our students seem have pretty well-developed oral presentation skills within the discipline. Their classroom presentations are evaluated at a quite a high level ($M = 87$ in PSY 196). In addition, students are able to successfully submit and present their research at local, regional, and national conferences. Some aspects of their presentation skills could use further development, namely, Informativeness and Dress. Taking all of these data together, psychology majors are operating at an Effective or Distinguished level according to the benchmarks for Speaking within the Discipline listed in Table 4, Appendix F.

B. Values and Character: Ethics

In PSY 196, Capstone Senior Practicum ($n = 9$), part of the practicum supervisors' evaluations of the students includes an assessment of character (which was composed of sub-ratings on self-awareness, emotional maturity, initiative, and teachability). Each student was rated by the on-site supervisor as excellent, good, average, or needs improvement on each of these anchors. All of our students received ratings of either good or excellent on each of these anchors. If these ratings are converted into numbers (e.g., excellent as 4, good as 3, average as 2, and needs improvement as 1), then the students averaged 3.5. This dimension corresponds with the departmental benchmark of Ethics, Table 5, Appendix F. The average rating falls between Effective and Distinguished.

C. Values and Character: Integration of the Christian Faith

1. In PSY 123, Clinical Neuropsychology ($n = 17$), students are required to compose a paper articulating their thoughts about the relationship between faith and neuropsychology, including the challenges that neurology may pose to our faith, as well as the conflict or similarities between spirituality and medicine in the way they understand and treat different neurological conditions. The average grade on this assignment was a 94, which was graded according to the depth of their analysis, clarity of expression, and level of thoughtfulness about the way faith interacts with neuropsychology.
2. In PSY 131, Abnormal Psychology ($n = 32$), students were required to write a paper exploring how the relationship among the field of abnormal psychology, Christianity and human suffering. They were asked to wrestle with questions about suffering, divine justice (or lack thereof), the role of sin (if any), and how the Christian faith can help or hinder our understanding and treatment of mental disorders. This was really an opportunity for them to reflect on how their faith informs their view of mental illness, including how mental disorders develop and can be treated. The average grade on this assignment was a 93, which could be taken to reflect a high level of thoughtfulness and clarity about the interaction between faith and mental illness in this sophomore level course.

In both of the above courses which are junior and sophomore levels respectively, students seem to be competent in integrating faith with the particular subject matter of the course: neuropsychology and mental illness. Since these assignments focus on particular areas of psychology, it would be safest to place this performance at the Developing level with respect to the Faith benchmark in Table 5, Appendix F.

D. Applications: Personal

1. Students in PSY 140, Theories of Personality ($n = 30$), were asked to complete a Counter-Personality Assignment, in which they had to engage in an experience or activity that is contrary

to the way they experience or see themselves. The purpose of the assignment was to help students better understand both their own personalities and the nature of personality in general. Then they had to compose a paper describing their reactions and how the experience or activity was counter to their personality, and what it taught them about the nature of personality. These were graded on clarity, insightfulness, and depth of engagement. The average grade was 93.

2. In PSY 196, Capstone Senior Practicum ($n = 9$), students have to complete is a journal describing their personal and professional growth over the course of the semester. This includes addressing their personal interest and goals, how practicum experiences have shaped their professional/career interests, their own particular strengths and weaknesses in the clinical setting, and how these strengths and weaknesses impacted or interfered with their clinical work. The average grade was 94.

Students have learned by the time that they take these two junior/senior level courses how to apply what they have learned in their psychology courses to themselves and are able to articulate how they perceive and evaluate themselves. With respect to the departmental benchmarks, these students fall between Effective and Distinguished on the Personal benchmarks in Table 6, Appendix F.

Data Storage: All electronic data are stored on myfiles.westmont.edu/psychology/programreview. All paper data are stored in the psychology department and can be accessed by request from the secretary.

IV. Next Steps

At the May, 2010, meetings, the department discussed the following SLOs. Progress and planned work on each of these SLOs is described below.

A. Knowledge Base

The department's primary focus for 2010-2011 will be on assessing students' acquisition of a psychological knowledge base. During the summer and fall, department members will 1) update the list of topics to be covered in PSY 001, and 2) identify or select test items for an assessment of students' knowledge of psychological concepts, principles, and people. This assessment will begin to be used Spring or Fall, 2011. This is a group project and will be worked on in and out of department meetings as necessary.

B. APA Style

The department also discussed the goals that it has for accomplishing competence in APA style and laid out the expected level of competence for a number of courses in the major: PSY 001 and PSY 013, with the goal of accomplishing Effective to Distinguished performance in PSY 111, History and Systems. In addition, changes were made to the score sheet that's used in PSY 001 when grading the summaries that the students write. The intent was to make the goals of the assignments clearer to the students. The details of APA writing in PSY 013 have yet to be worked out and are somewhat difficult to do without a full-time faculty member teaching that course at this time. To assess mastery in PSY 111, a rubric must be developed during Fall, 2010, and Spring, 2011, so the PSY 111 papers can be assessed at the end of the Spring semester. By Spring, 2012, the level of competence in APA style could be identified in PSY 013 (if a full-time faculty member is hired to begin Fall, 2011).

C. Diversity

The department also evaluated its strengths and weaknesses in the area of diversity. It focused on identifying ways that the department could be more welcoming to and inclusive of underrepresented students. It seemed that there were two major areas that should be addressed: curriculum and ethos. A number of strategies for broadening the curriculum and modifying the major's ethos were discussed. It was decided that a survey, to be administered to General Psychology students (who are necessarily majors) and declared psychology majors, would provide useful information of students' perceptions of the major, the faculty, the ethos in the department, psychology courses, and careers in psychology. These surveys were constructed over the summer and will be reviewed by the department during the Fall. Modifications will probably have to be made, and a decision made about how to distribute the survey and collect the responses. The surveys may be able to be used Spring, 2011. Then, based on the information that they provide, decisions can be made regarding curriculum and ethos, probably in Fall, 2011.

V. Appendices

- Appendix A—Alignment Chart
- Appendix B—2008-2009 Response from the PRC
- Appendix C—Prompts or Instruments used to collect data--None
- Appendix D—Rubrics used to evaluate the data
- Appendix E—Updated Multi-Year Plan
- Appendix F—Benchmarks for the Psychology Department's SLOs

Appendix B—Response from the PRC regarding the 2008-2009 annual report

To: Tom Fikes and Brenda Smith

Cc.: Christena Cleveland, Andrea Gurney, Michelle Hardley, Steve Rogers

From: Alister Chapman, for the Program Review Committee

Re: 2008-9 Assessment and Program Review Report

Date: 16th April 2010

The Program Review Committee is grateful for your department's ongoing work in assessment and program review. It is obvious that your students are benefiting from the care with which you have defined your departmental objectives, and you are making good strides towards your Six-Year Report. Your progress is remarkable given the impact of the 2008 Tea Fire, which destroyed your data for that semester, and your need to reconfigure your assessment work in response to the changes made to templates etc. at the college level.

This response to your 2008-09 Progress Report aims both affirm what you are doing and discusses the sustainability and application of your work.

Student Learning Outcomes and Benchmarks

Your work on SLOs and benchmarks, suggested by the former Director of Assessment, has yielded great results. Your objectives are clear and manageable, and the benchmark tables impressive. This is hard work, and you have done it very well.

I have one question regarding outcome 4c. It is unclear whether you mean faith in general here or the Christian faith in particular. It might help to make this explicit one way or the other.

Assessment Data

- You managed to complete a lot of assessment in one semester. You assessed all but one of your major outcomes and generated good data. It was also good to see assessment of student learning in a wide range of courses.
- Your use of statistics makes your results and therefore your report easy to read and understand.
- Your collaboration with the Office of Life Planning seems to have been fruitful, and should provide good data for future assessment of your department's long-term impact on students.
- It was helpful when you related your assessment to your benchmarks, as in 2c (PSY013 and PSY198) and 4 (PSY131). It would be good to extend this to all your assessment.
- The detailed criteria in 2c were very helpful. This would be something else to apply more broadly in your assessment. Some of your assessment tools seem to be rather blunt. For example, the final grade on an assignment (e.g. in 5 (PSY150)) presumably includes other variables (e.g. composition) that obscure the quality of student work on the outcome in question.
- I appreciated the pre- and post-test in PSY013 (3b). It would be good to know whether you were satisfied with the improvement you saw. Would it be possible to have a statistical benchmark here?
- To what extent did members of the department discuss their findings with each other? I imagine that to this point the bulk of your departmental assessment meetings have focused on learning outcomes and benchmarks, but would it be feasible and/or fruitful to work together on assessing, for example, work emerging from your Capstone Senior Practicum?

Data for Program Review

Does your department have any preliminary reflections on the data provided here? In particular, are there any concerns about the division of work that might usefully be addressed before your Six-Year Report is due?

Concluding Comments

Again, the PRC thanks you for your hard work on assessment and program review, not just this year but for quite some time now. Our concern at this point is to make sure that your work is sustainable and useful.

On sustainability, please note that the expectation is now that you assess only one or two SLOs in a given year. This should reduce the assessment workload for you. It should also make it easier for you to spend more time digging into particular assessment tasks together as a department. In addition, it will give you more time to relate your findings more closely to your benchmarks.

On usefulness, I encourage you to keep thinking about what changes you might make as a result of your assessment. You have been good and faithful assessors for several years now, and your department's work has obviously benefited. But your current report gives little sense of what could be changed to improve student learning. The new template for the annual report will ask you to "close the assessment circle" in this way by answering the "what next?" question. I imagine that some of this is already going on informally, but you should provide evidence where possible.

Thank you again for all of your hard work, and the way you continue to serve both your students and other academic departments as you take a lead in assessment.

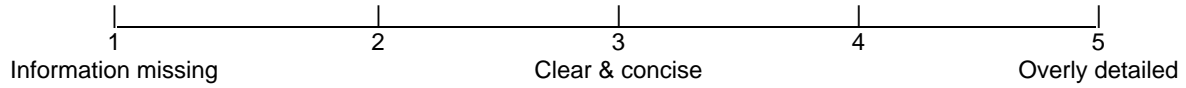
Appendix D—Rubrics used to evaluate the data

Rubric for Poster Presentations: PSY 013, PSY 198

Presentation of Poster



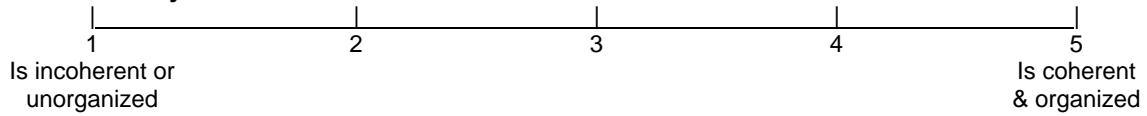
Informativeness



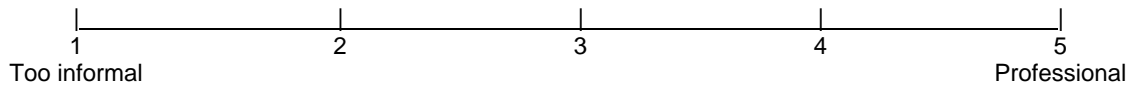
Presenter Preparedness



Presenter's Ability to Answer Questions



Presenter's Dress



Appendix E—Updated Multi-Year Plan

Student Learning Outcome	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Courses	Method of Assessment	Person Responsible
Knowledge Base Key Content Elements Integration of Subdisciplines Career/Vocational Options	Prep	X	X	Report Due			Pre PSY 1 & Post PSY 111 (All PSY 1s) will be used to assess all knowledge base SLOs	Something like Psych GRE (up to 30 questions)	All department members
Research Methods and Skills Statistics Research Designs Research Qs and Hypotheses				Prep	X	X	All seniors PSY 001, 013, all seniors	Online Q for research participat'n in PSY 1 Pop quiz (013) & Online survey (all srs)	Brenda Brenda
Written and Oral Communication Writing within the Discipline Speaking within the Discipline Basic APA Style/Format	X	Prep	Prep X (001)	X X (013)	X (198)		PSY 111 PSY 013, 120, 192, 196, 197, 198 PSY 001 PSY013, all srs. (knowledge)	Rubric dev by all (dept. eval.) Oral present. rubric Paper score--practice Quiz Online survey	Department in Fall Modify (A & S) Done Done
Values & Character Scientific Method Ethics Faith Openness to Experience	X X	Prep (Divrsty)	X	Prep	X		All Seniors PSY 196 PSY 198 PSY 123, Other? PSY 131 PSY 001	Online survey Add to existg rubrc Need rubric Assignment Assessment Survey	Andrea & Steve Brenda Done Done C & Brenda
Applications Personal Community and Society Integration with other Academic Disciplines	X						PSY 140, 196 PSY 122 PSY 111 or all seniors	Assignments Assignment Assignment/test or Online survey	

Appendix F—Benchmarks for the Psychology Department's SLOs

Table 1. Benchmarks for Psychology Department Student Learning Outcomes

Student Learning Outcome	Benchmarks			
	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Knowledge Base</i>	Unaware of structure, key elements, and career options	Can identify, with prompting structure, key elements, and career options	Can recognize and/or articulate structure, key elements, and career options	Can creatively, imaginatively, and articulately describe structure, key elements, and career options
<i>Scientific Research Methods and Skills</i>	Can neither recognize nor describe basic methods and skills	Recognizes and/or describes a minimal set of basic methods and skills; can apply learned skills under identical situations	Recognizes, describes, and implements a variety of methods and skills	Recognizes, creatively and imaginatively describes, and flexibly implements a wide variety of methods and skills
<i>Written and Oral Communication</i>	Can recognize only some standard APA genres; weak and/or stylistically inappropriate writing and speaking proficiency	Can recognize standard APA genres; minimally proficient writing in some genres; can speak in a minimally proficient way on discipline-related topics	Can recognize and write in standard APA genres; can speak appropriately and professionally on discipline-related topics	Writes proficiently in all standard APA genres; can speak confidently, professionally on discipline-related topics; adjusts presentations to audience
<i>Values and Character</i>	Is generally averse to or unaware of scientific methods, ethics, faith, diversity/variability, or ambiguity	Minimally tolerates and understands scientific methods, ethics, faith, diversity/variability, or ambiguity	Tolerates, appreciates, and understands scientific methods, ethics, faith, diversity/variability, or ambiguity	Embraces and values, through nuanced understanding and demonstrative action, scientific methods, ethics, faith, diversity/variability, or ambiguity
<i>Applications</i>	Generally fails to apply psychological principles, knowledge, skills appropriately	Minimally applies psychological principles, knowledge, skills in limited variety of situations	Applies psychological principles, knowledge, skills in a variety of situations	Creatively and imaginatively applies psychological principles, knowledge, skills in a wide variety of situations

TABLE 2. Benchmarks for *Knowledge Base Student Learning Outcome*

Student Learning Outcome	Underdeveloped	Developing	Effective	Distinguished
Structure & Subdisciplines of Psychology	Shows little awareness of subdisciplines or connections among those subdisciplines	Recognizes some major traditional subdisciplines of psychology and the connections among them	Can describe major traditional subdisciplines of psychology and the interrelations among them	Can creatively and thoughtfully describe a wide variety of traditional and emerging subdisciplines of psychology and the relationships among them
Key Content Elements	Recognizes few of the core concepts, theories, classic experiments, and historical milestones of psychology	Recognizes some core concepts, etc., in a small number of areas of psychology	Can describe major core concepts, etc., in several areas of psychology	Can articulate a wide variety of core concepts, etc., with depth and clarity
Career/Vocational Options	Is generally unaware of career or graduate school options for psychology majors	Recognizes primary career and graduate school options for psychology majors	Can describe a wide variety of career and graduate school options for psychology majors	Can describe a wide variety of career paths inside and outside of psychology appropriate for psychology majors

TABLE 3. Benchmarks for *Scientific Research Methods and Skills Student Learning Outcome*

Student Learning Outcome	Underdeveloped	Developing	Effective	Distinguished
Statistics	Cannot recognize, describe or interpret basic descriptive and inferential statistics	Recognizes, describes, and interprets basic descriptive statistics	Can apply learned skills under identical situations, but is still learning to apply appropriate inferential statistics	Recognizes, describes, understands, and interprets inferential and descriptive statistics; can implement basic statistical methods
Research Designs	Cannot develop basic research designs; cannot distinguish between different types of variables; unable to recognize confounding variables; cannot operationalize psychological constructs	Can develop and apply basic research designs under identical situations; can identify confounding variables and operational definitions with guidance	Can develop and apply basic research designs; can distinguish between different types of variables; able to recognize confounding variables; can operationalize psychological constructs	Develops innovative and elegant research designs; can develop complex designs and operational definitions when appropriate
Research Questions and Hypotheses	Unable to glean research questions from theory; unable to translate questions into hypotheses	Able to glean unoriginal research questions from theory; able to translate questions in to hypotheses within familiar situations with guidance	Able to integrate interesting and original research questions with theory; able to create hypotheses from these questions.	Integrates creative, thoughtful and original research questions with theory; can compose creative hypotheses from these questions

TABLE 4. Benchmarks for *Written and Oral Communication* Student Learning Outcome

Student Learning Outcome	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Writing within the Discipline</i>	Does not know the differences among different genres in the discipline; unable to write within the required genre	Has some understanding of how the genre differs from the others; paper can be written with direction but lacks clear organization	Understands how the genre differs from the others; is concise and focused in presentation; is organized appropriately; the proper information is in the proper sections	Understands how the genre differs from the others; paper is well-written and creative; uses summation, evaluation, synthesis, and analysis; is appropriate to the audience
<i>Speaking within the Discipline (e.g., poster, ppt)</i>	Presentation is missing critical information or unorganized; presenter is unprepared, and cannot answer questions coherently	Presentation is missing some information, rambling, and is too informal; presenter shows lack of preparation, and has difficulty answering questions	Professional presentation but is overly detailed or missing minor information; presentation is informative, and presenter answers questions adequately	Presentation is professional: content is well-organized, not overly detailed and displayed aesthetically; presentation is informative and coherent; presenter is prepared, poised and confident
<i>Basic APA Style/Formatting</i>	Does not recognize APA formatting; style does not conform to APA standards	Is aware of APA formatting and style but does not apply it consistently	Generally uses APA formatting and style; misses details	All papers are formatted appropriately even in the details; creatively and fluidly writes in APA style; values APA as a way of thinking, not just writing

TABLE 5. Benchmarks for *Values and Character* Student Learning Outcome

<i>Student Learning Outcome</i>	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Scientific Methods</i>	Is generally averse to or unaware of scientific methods	Minimally tolerates and/or understands scientific methodology, including the value of empirical, evidence-based methods	Tolerates, appreciates, and understands the essential nature of scientific methods and the value of empirical, evidence-based methods	Embraces and values scientific and empirical, evidence-based methods through demonstrative action and nuanced understanding. This includes understanding and appreciating how these methods are complementary to other methods of knowing.
<i>Ethics</i>	Is generally averse to or unaware of professional ethics	Minimally tolerates and understands professional ethics, with a minimal commitment to ethical standards	Tolerates, appreciates, and understands professional ethics, with an adequate and appropriate commitment to ethical standards	Embraces and values professional ethics through nuanced understanding and demonstrative action. This includes a strong commitment to ethical standards in professional domains
<i>Faith</i>	Is generally averse to or does not value the interaction between psychology and faith	Recognizes a small number of traditional areas of interaction between psychology and faith	Can articulate many areas of interaction between psychology and faith	Thoughtfully and critically articulates a wide variety of interactions between psychology and faith
<i>Openness to Experience</i>	Is generally averse to or unaware of the value of ambiguity and/or differences in experiences, perspectives, and backgrounds	Minimally tolerates and understands, with minimal comfort, the importance and value of ambiguity and/or differences in experiences, perspectives and backgrounds	Tolerates, appreciates, and understands the importance and value of ambiguity and/or differences in experiences, perspectives and backgrounds	Embraces and values ambiguity and/or differences in experiences, perspectives and backgrounds through nuanced understanding and demonstrative action. This includes understanding the importance and desirability of those differences.

TABLE 6. Benchmarks for *Applications* Student Learning Outcome

<i>Student Learning Outcome</i>	<i>Underdeveloped</i>	<i>Developing</i>	<i>Effective</i>	<i>Distinguished</i>
<i>Personal</i>	Generally fails to examine personal development, experiences, and relationships in light of psychological knowledge	Has a minimal awareness of ways in which psychological principles applies to personal life, experiences, and relationships	Is aware of ways in which psychological principles apply to personal life in order to grow in self and in relationships with others	Is psychologically insightful and applies psychological knowledge and principles to personal development and growth
<i>Community and Society</i>	Is unaware of ways in which psychological knowledge and skills can be applied to help those in one's community and society	Has an awareness that psychological principles can be applied and used to effect change in one's community and society	Appreciates and begins to apply psychological principles to bring about change in one's community and society	Creatively, effectively, and appropriately uses psychological knowledge and skills to promote growth and positive change in one's community and society
<i>Integration of other Academic Disciplines</i>	Generally fails to make connections between psychology and other academic disciplines	Is beginning to make connections between psychology and other academic disciplines	Connects and integrates psychology with other academic disciplines and sees ways in which psychology informs other disciplines and vice versa	Creatively and effectively connects, recognizes, and applies psychological principles to other academic disciplines