

## ASSESSMENT REPORT FOR:

Psychology

(Instructional Degree Program)

B.S. & B.A. Major

(Degree Level)

2007-2008 Academic Year

(Period Covered)

November 15, 2008

(Date Submitted)

### MISSION AND GOALS

#### **Department's/Program's Goal(s) in Support of Institutional Mission:**

The mission of the Department of Behavioral Sciences is to: a) contribute to meeting the educational and research need in psychology, sociology, anthropology, and related fields; b) contribute to meeting the career needs in psychological and social services and social sciences, as well as contribute to training for careers in education, engineering, physical and biological sciences, medicine, and other science fields; c) contribute to meeting the need for secondary school teacher certification in sociology and/or anthropology; and d) provide psychological and sociocultural service and expertise for the region, as well as the greater global community.

#### **Intended Educational Outcome 1**

Demonstrate critical thinking and an understanding of psychology as applied to everyday life.

##### **A. First Means of Assessment for the Educational Outcome 1**

**Means of Assessment and Criteria for Success:** Grades from the applied research project and paper assigned in Psychology 340, Developmental Psychology, and on alternate years, grades from the applied research project in Psychology 324, Abnormal Psychology. Successful completion of this objective will be demonstrated by 80% of students in the class receiving a grade of B or better on this paper.

**Summarization of results from data collected:** Grades from the applied research project in Abnormal Psychology were used this year. 82% (14/17) students achieved a B or better on this paper, indicating that this outcome was met.

##### **B. Second Means of Assessment for Educational Outcome 1**

**Means of Assessment and Criteria for Success:** Every five years the program will complete a survey of alumni. The survey will include information on occupational status. Successful completion of this outcome will be indicated by at least 75% of our alumni indicating employment in some area of psychology.

**Summarization of results from data collected:** Starting in the summer of 2007, the Office of Institutional Effectiveness and Research took over the responsibility of conducting alumni surveys. In the summer of 2007 all students who received an undergraduate degree in the 2003-2004 academic year were surveyed. Of the two psychology alumni who responded, neither provided information on their current employment.

### **C. Use of Results for Educational Outcome 1**

While the results from the paper assignment remain encouraging, the direct measure of this outcome is the type of jobs alumni receive after graduation. We expect to be able to consolidate information from the yearly OIER surveys until we have enough responses to make useful interpretations from this data. We are also working with the OIER to ensure that the survey is as effective as possible in collecting this data.

### **Intended Educational Outcome 2**

Be able to read, understand and critique psychological literature.

#### **A. First Means of Assessment for the Educational Outcome 2**

**Means of Assessment and Criteria for Success:** Grades from the literature review assigned in Psychology 301, Research Methods and Analysis. Successful completion of this objective will be demonstrated by 80% of students in the class receiving a grade of B or better on this paper.

**Summarization of results from data collected:** Of the thirteen literature reviews written in Psychology 301, 77% (10/13) of the students achieved the criterion, falling just shy of the program objective.

#### **B. Second Means of Assessment for Educational Outcome 2**

**Means of Assessment and Criteria for Success:** Grades from the final paper assigned in Psychology 432, Positive Psychology. Successful completion of this objective will be demonstrated by 80% of students in the class receiving a grade of B or better on this paper.

**Summarization of results from data collected:** 89% (8/9) of the students achieved the criterion for this outcome, which meets the objective set. This represents an improvement over last year.

#### **C. Third Means of Assessment for the Educational Outcome 2**

**Means of Assessment and Criteria for Success:** Grades from the research paper assigned in Psychology 329, Techniques of Personality Research (every other year).

Successful completion of this objective will be demonstrated by 80% of students in the class receiving a grade of B or better on this paper.

**Summarization of results from data collected:**

**This course was not taught in academic year 2007-2008.**

**D. Use of Results for Educational Outcome 2**

**This Positive Psychology paper improved from this year to last year, in part due to changes made by the instructor to increase feedback, encourage greater participation in the online class, and deal early with emergent plagiarism issues. To improve the outcome in Psychology 301, the instructor plans to work with the 301 TA more intensively to insure that students understand what is expected of them in the literature review (e.g. appropriate length, correct grammar, thoughtful argument, and correct citations).**

**Intended Educational Outcome 3**

Ability to design, analyze, and interpret the results of an experiment, and to report the results in written form with impeccable use of APA format.

**A. First Means of Assessment for the Educational Outcome 3**

**Means of Assessment and Criteria for Success:** Grades from the final paper assigned in Psychology 302, Research Methods and Analysis II.. Successful completion of this objective will be demonstrated by 80% of students in the class receiving a grade of B or better on this paper.

**Summarization of results from data collected:** 100% of the students (N = 9) achieved a grade of B or better indicating that this outcome was achieved.

**B. Use of Results for Educational Outcome 3**

There were a number of improvements made to the Psy 301/302 methods and analysis sequence which enabled an improved outcome on this indicator. Most importantly, major candidates now have an entire year to design and execute a study. We believe the longer time frame is critical given the undergraduate students' limited background in experimental design and analysis before this sequence. Secondly, corrections based on the 301 paper results were immediately implemented in adapting Psy 302 to be more successful. Finally, the TA was very active in clarifying expectations of what was required of students for a successful outcome.

**Intended Educational Outcome 4**

Demonstrate knowledge in at least three psychology sub-disciplines.

**A. First Means of Assessment for the Educational Outcome 3**

**Means of Assessment and Criteria for Success:** Successful completion of the major.

**Summarization of results from data collected:** Six student received their baccalaureate degrees in psychology during the 2006-2007 academic year.

**A. Use of Results for Educational Outcome 4**

We need a more sensitive measure of this outcome but have yet to identify one.