

Assessment Report - AY 2012-2013

College: Humanities and Social Sciences Name of Program: Undergraduate Psychology School or Department: Psychology

- SLO #1** Apply appropriate psychological constructs in measurement, research design, and statistical analyses (KU 2, 4) (GE K1, S1, S2, S3, S4, S5, V1)
- SLO #2** Differentiate basic concepts and principles of the major theories of psychology (KU 4) (GE K2, S1, S2, S4)
- SLO #3** Critically evaluate classic and contemporary issues, advances, and research in psychology (KU 1, 2, 4) (GE K2, S1, S2, S4)
- SLO #4** Demonstrate knowledge of psychology as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline (KU 3, 4) (GE K2, S1, S2, S4, V2)
- SLO #5** Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology (KU 1, 3, 4) (GE K2, S1, S2, S4, V4)
- SLO#6** Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports (KU 2, 4) (GE K1, S1, S2, S3, S4, S5)

Program Level Student Learning Outcome	Assessment Measure(s)	Assessment Criteria (Method of Collection, etc)	Results of Assessment (Data Collected)	Action Taken (Closing the Loop)
<p>SLO #1 Apply appropriate psychological constructs in measurement, research design, and statistical analyses</p>	<p><u>Direct Measures</u> Individual research project scored via a faculty-developed rubric</p>	<p>PSY 4230 (Experimental Psychology): Individual research project scored via a faculty-developed rubric Fall 2012, n=145 Spring 2013, n=71</p> <p>PSY 4230: Individual poster presentation scored via a faculty developed rubric Fall 2012, n=126 Spring 2013, n=74</p>	<p>On a 6-point scale, ranging from 0 to 5, [mean=3.9 (Fa12) and mean = 3.52 (Sp13)], suggesting that on average, students correctly identify between 50%-75% of the issues related to design, measurement and analyses. [Mean = 4.3 (Fa12) and mean = 4.5 (Sp13)], suggesting that on average, students make only minor errors in the application of the statistical software SPSS</p> <p>On a 5-point scale, ranging from 1-5, [means=4.1(F12) and 3.7(Sp13)] students demonstrate more than adequate understanding of measurement concepts; [means = 3.8(F12) and</p>	<p>Faculty teaching PSY 4230 and PSY 4200 have been surveyed as to the psychological measurement concepts, research design and statistical concepts that they need students to learn in the prerequisite course PSY 3200 Psychological Statistics. Communication between the PSY 4230, PSY 4200 and PSY 3200 instructors is expected to lead to better instruction and reinforcement of the important design and analytical constructs in psychology.</p> <p>To improve competency in this area, we would request that the Experimental Lab (EC 236) be updated. Teaching in EC236 is difficult and would be improved significantly with the addition of a white board, a projection system and 10 additional computers so that</p>

			3.7(Sp13)] statistics; [means=3.9(F12) and 3.8(Sp13)] and research design; and competent application of methodology [means=4.1(F12) and 3.9(Sp13)]	students could work individually on their class assignments and projects.
SLO #1 Apply appropriate psychological constructs in measurement, research design, and statistical analyses	<u>Direct Measures</u> Test critique evaluated via a faculty developed rubric	PSY 4200: test critique evaluated via a faculty developed rubric	<i>Data not yet collected and analyzed.</i>	
SLO #1 Apply appropriate psychological constructs in measurement, research design, and statistical analyses	<u>Direct Measures</u> Content Survey Performance-based assessment directly measuring six core courses and concentration areas	PSY 1000 Spring 2013, n=20 PSY 2000 Spring 2013, n=27 PSY 4230 Spring 2013, n=8 Performance-based assessment multiple choice test	For students in PSY 1000, percent correct on the 10 items ranged from 10-60; averaging 38.5% correct For students in PSY 2000, percent correct on the 10 items ranged from 20-90; averaging 46.7% correct For students in PSY 4230, percent correct on the 10 items ranged from 0-87.5; averaging 46.25%	The vast range of scores on items suggests excessive variability in the power of the items to assess SLO #1. Faculty will be asked to work on the assessment instrument to increase the reliability and validity of the instrument. In addition, the range of scores suggests that students need to be more motivated to perform well on the Content Survey. Faculty could be asked to offer extra credit for good performance or to embed the assessment activity in their course.

<p>SLO #1 Apply appropriate psychological constructs in measurement, research design, and statistical analyses</p>	<p><u>Indirect Measures</u> Graduate and alumni survey (GSS)</p>	<p>Graduating students Spring 2013, n= 41 Item: "I know how to apply appropriate psychological constructs in measurement, research design and statistical analyses"</p>	<p>Spring 2013, 78% of respondents believe that they know how to apply psychological constructs.</p>	<p>This constitutes a 14% increase in the number of graduates reporting they know how to apply psychological constructs compared to Spring 2012 survey data.</p>
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<p>SLO #2 Differentiate basic concepts and principles of the major theories of psychology</p>	<p><u>Direct Measures</u> Content Survey Performance-based assessment directly measuring six core courses and concentration areas</p>	<p>PSY 1000 Spring 2013, n=20</p> <p>PSY 2000 Spring 2013, n=27</p> <p>PSY 4230 Spring 2013, n=8 Performance-based assessment multiple choice test</p>	<p>For PSY 1000 students, percent correct on the 12 items ranged from 20-90, averaging 46.7% correct</p> <p>For PSY 2000 students, percent correct on the 12 items ranged from 18.5-100, averaging 52.2% correct</p> <p>For PSY 4230 students, percent correct on the 12 items ranged from 0 – 87.5%, averaging 51% correct</p>	<p>It is difficult to draw conclusions on such small sample sizes. As more data are received from the Spring 2013 instructors, the data will be reanalyzed.</p>
<p>SLO #2 Differentiate basic concepts and principles of the major theories of psychology</p>	<p><u>Direct Measures</u> Individual research project scored via a faculty-developed rubric</p>	<p>PSY 4230: Individual research project scored via a faculty-developed rubric Fall 2012, n=145 Spring 2013, n=71</p> <p>PSY 4230: Individual poster presentation scored via a faculty developed rubric Fall 2012, n=126 Spring 2013, n=74</p>	<p>On a 6-point scale, ranging from 0 to 5, [mean=3.9 (Fa12) and mean = 3.9 (Sp13)] suggesting that on average, students correctly explain or integrate concepts or theories.</p> <p>On a 5-point scale, ranging from 1-5, mean=4.2(F12) and mean=4.0(Sp13) indicating that students competently link research to theory or previous research</p>	<p>Examination of research projects indicates that not all students include basic psychological constructs or theories in their research projects. To improve student performance on SLO #2, faculty could specify the need to include and define concepts/theories in their projects.</p>

<p>SLO #2 Differentiate basic concepts and principles of the major theories of psychology</p>	<p><u>Direct Measures</u> Individual research review paper and oral presentation scored via faculty-developed rubrics</p>	<p>PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics Fall 2012, n=134 Spring 2013, n=145</p>	<p>On a 6-point scale, ranging from 0 to 5, [mean= 3.7 (Fa12) and mean = 3.6 (Sp13)] suggesting that on average, students are in between rankings of weak and correct explanation of concepts and theories.</p>	<p>Faculty need to examine and possibly modify the research review requirements if it is to be used to assess student mastery of SLO 2.</p>
<p>SLO #2 Differentiate basic concepts and principles of the major theories of psychology</p>	<p><u>Indirect Measures</u> Graduate and alumni survey</p>	<p>Graduate and alumni survey (GSS) Graduating seniors Spring 2013, n=41 Item: "I can differentiate basic concepts and principles of the major theories of psychology."</p>	<p>Consistent with previous alumni surveys, this is a strength of the program. On the GSS, 87% believe that they can differentiate concepts and principles.</p>	<p>These data suggest that our current curriculum and instruction appears to effectively support this student learning objective from the viewpoint of the graduates.</p>

<p>SLO #3 Critically evaluate classic and contemporary issues, advances, and research in psychology</p>	<p><u>Direct Measures</u> Individual research review paper and oral presentation scored via faculty developed rubrics</p>	<p>PSY 4940: Individual research review paper and oral presentation scored via faculty developed rubrics Fall 2012, n=134 Spring 2013, n=145</p>	<p>On a 6-point scale, ranging from 0-5, [mean=3.1 (Fa12) and mean = 3.7 (Sp13)] suggesting that students, on average, do only minimal evaluation of issues, advances or research.</p>	<p>Faculty will be asked to develop class exercises and assignments that can teach students to think critically regarding psychological issues and research.</p> <p>To help students appreciate how psychologists critically evaluate issues, model research review papers can be made available for students.</p>
<p>SLO #3 Critically evaluate classic and contemporary issues, advances, and research in psychology</p>	<p><u>Direct Measures</u> Content Survey: Performance-based assessment directly measuring six core courses and concentration areas</p>	<p>PSY 1000 Spring 2013, n=20</p> <p>PSY 2000 Spring 2013, n=27</p> <p>PSY 4230 Spring 2013, n=8 Performance-based assessment multiple choice test</p>	<p>For PSY 1000 students, percent correct for the 13 items ranged from 5-100, averaging 49.2% correct</p> <p>For PSY 2000 students, percent correct for the 13 items ranged from 29.6-96.3, averaging 64.7% correct</p> <p>For PSY 4230 students, percent correct for the 13 items ranged from 50-87.5, averaging 66.3% correct</p>	<p>Further work is planned to increase the validity and reliability of the content survey instrument.</p> <p>The School of Psychology's Psychology Club and Forensic Psychology Club will be asked to organize presentations addressing critical evaluation of psychological issues.</p>

<p>SLO #3 Critically evaluate classic and contemporary issues, advances, and research in psychology</p>	<p><u>Direct Measures</u> Faculty generated rubric used to evaluate a poster presentation of the student's research.</p>	<p>PSY 4230 Fall 2012, n=126 Spring 2013, n=71</p>	<p>On a 5-point scale, ranging from 1-5, [mean=4.1 (Fa12) and mean=3.8 (Sp13)] indicating competent understanding of contemporary issues; [mean=4.0 (Fa12) and mean=3.9 (Sp13)] critical review; and [mean=4.1 (Fa12) and mean=3.9 (Sp12)] and critical thinking of issues, concepts and theories.</p>	<p>Faculty who teach PSY 4230 are encouraged to make a collection of outstanding posters that can serve as models to students.</p>
<p>SLO #3 Critically evaluate classic and contemporary issues, advances, and research in psychology</p>	<p><u>Indirect Measures</u> Graduate and alumni survey (GSS)</p>	<p>Graduating students Graduate and alumni survey (GSS) Spring 2013, n=41 Item: "I can critically evaluate classic and contemporary issues, advances, and research."</p>	<p>Students maintain that this is a strength of the instruction; nearly 88% of the students believe they can critically evaluate issues, advances and research in psychology.</p>	<p>No intervention necessary</p>

<p>SLO #4 Demonstrate knowledge of psychology as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline</p>	<p><u>Direct Measures</u> Individual research project scored via a faculty-developed rubric</p> <p>Faculty generated rubric used to evaluate a poster presentation of the student's research.</p>	<p>PSY 4230: Individual research project scored via a faculty-developed rubric Fall 2012, n=145 Spring 2013, n=71</p> <p>PSY 4230 Fall 2012, n=126 Spring 2013, n=71</p>	<p>On a 6-point scale, ranging from 0-5, [mean=3.8 (Fa12) and mean=3.8 (Sp13)], suggesting that on average, student papers are somewhat compliant with APA conventions.</p> <p>On a 5-point scale, ranging from 1-5, [mean=4.4(Fa12) and mean=4.4(Sp13)] indicate that students very competently comply with ethical standards; [mean=4.2 (Fa12) and mean=4.4 (Sp13)] are aware of ethical issues; and [mean=4.1 (Fa12) and mean=3.3 (Sp13)] write in <u>APA style</u></p>	<p>PSY 2000 Professional Psychology: Principles & Practices, instituted as a Psychology course requirement in Fall 2011, focuses on the content, values and skills enumerated in SLO4. Many of the students in PSY 4230 in AY2012-2013 are following the 2009 major requirements and have not had the benefit of PSY 2000 instruction. Analyses are planned to authenticate the efficacy of PSY 2000 instruction.</p>
<p>SLO #4 Demonstrate knowledge of psychology as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline</p>	<p><u>Direct Measures</u> Content Survey: Performance-based assessment directly measuring the six core courses and concentration areas</p>	<p>PSY 1000 Spring 2013, n=20</p> <p>PSY 2000 Spring 2013, n=27</p> <p>PSY 4230 Spring 2013, n=8 Performance-based assessment multiple choice test</p>	<p>For students in PSY 1000, percent correct on the 13 items ranged from 15-90, averaging 50.4% correct</p> <p>For students in PSY 2000, percent correct on the 13 items ranged from 25.9-88.9, averaging 58.7% correct</p> <p>For students in PSY 4230, percent correct on the 13 items ranged from 37.5 – 100, averaging 52.9% correct</p>	<p>New analyses will be conducted when more of the data are received from faculty.</p>

<p>SLO #4 Demonstrate knowledge of psychology as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline</p>	<p><u>Direct Measures</u> Individual research review paper and oral presentation scored via faculty-developed rubrics.</p>	<p>PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics. Spring 2013, n=145</p>	<p>On a 6-point scale ranging from 0-5, mean=3.3 suggesting that student papers are compliant with only some of the APA conventions.</p>	<p>Students should be encouraged to utilize the Writing Lab in CAS to improve their writing skills.</p>
<p>SLO #4 Demonstrate knowledge of psychology as a profession including ethical guidelines, APA style of reporting, and the diversity of roles within the discipline</p>	<p><u>Indirect Measures</u> Graduate and alumni survey</p>	<p>Graduating students Graduate and alumni survey (GSS) Spring 2013, n=41</p>	<p>Nearly 93% of the graduating seniors agree or strongly agree that they can demonstrate knowledge of psychology as a profession including ethical issues, APA style of reporting, and the diversity of roles within the profession.</p>	<p>These laudatory results reflect the creation of the sophomore seminar, PSY 2000 Professional Psychology, designed to introduce students to careers and principles of psychologists, instituted as a major requirement in Fall 2011. Resources needed: To maintain the effectiveness of the course, enrollment cap for the sophomore seminar needs to be set at 25.</p>

<p>SLO #5 Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology</p>	<p><u>Direct Measures</u> Performance-based assessment directly measuring the six core courses and concentration areas</p>	<p>PSY 1000 Spring 2013, n=20</p> <p>PSY 2000 Spring 2013, n=27</p> <p>PSY 4230 Spring 2013, n=8 Performance-based assessment multiple choice test</p>	<p>For PSY 1000 students, percent correct for the two items ranged from 55-60, averaging 57.5% correct</p> <p>For PSY 2000 students, percent correct for the two items ranged from 77.8-85.2, averaging 81.5% correct</p> <p>For PSY 4230 students, percent correct for the two items ranged from 87.5-100, averaging 93.8% correct</p>	<p>This cross-sectional analysis suggests a good progression of competency in this area. No intervention is warranted.</p>
<p>SLO #5 Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology</p>	<p><u>Direct Measures</u> Individual research project scored via a faculty-developed rubric</p>	<p>PSY 4230: Individual research project scored via a faculty-developed rubric Fall 2012, n=145 Spring 2013, n=71</p>	<p>On a 6-point scale, ranging from 0-5, [mean=3.1 (Fa12) and mean=3.7 (Sp13)] suggesting that students, on average, do a fair job at applying the global, cross-sectional, interdisciplinary or multicultural nature of psychology</p>	<p>Results of the Content Survey assessment suggest that students are knowledgeable of the global, cross-sectional, interdisciplinary and multicultural nature of psychology, however, students do not frequently select a research topic for their projects that tap these areas. Faculty are encouraged to give students topic suggestions that address these areas.</p>
<p>SLO #5 Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology</p>	<p>Faculty generated rubric used to evaluate a poster presentation of the student's research.</p>	<p>PSY 4230 Fall 2012, n=126 Spring 2013, n=71</p>	<p>On a 5-point scale ranging from 1-5, mean=4.0 (Fa12) and mean=3.9 (sp13) indicating that students are aware of the role of diversity in psychological research</p>	

<p>SLO #5 Demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology</p>	<p>Indirect Measures Graduate and alumni survey</p>	<p>Graduating students Graduate and alumni survey (GSS) Spring 2013, n=41 Item: "I can demonstrate knowledge of the global, cross-sectional, interdisciplinary, and multicultural nature of psychology."</p>	<p>Approximately 88% of the students believe they can demonstrate knowledge of the global, interdisciplinary and multicultural nature of the field.</p>	<p>Psychology faculty with expertise in these areas have been asked to develop and share teaching modules that can be utilized in a variety of psychology courses. Faculty will be encouraged to include test bank items that tap multicultural issues.</p>

<p>SLO #6</p> <p>Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports</p>	<p><u>Direct Measures</u></p> <p>Individual research project scored via a faculty-developed rubric</p> <p>Faculty generated rubric used to evaluate a poster presentation of the student's research.</p>	<p>PSY 4230: Individual research project scored via a faculty-developed rubric Fall 2012, n=145 Spring 2013, n=71</p> <p>PSY 4230 Fall 2012, n=126 Spring 2013, n=71</p>	<p>On a 6-point scale, ranging from 0-5, [mean= 4.5 (Fa12) and mean=3.98 (Sp13)] suggesting that students do a good job at finding reputable references utilizing computerized library searches.</p> <p>On a 5-point scale, ranging from 1-5, [mean=3.5 (Fa12) and mean=3.7 (Sp13)] suggesting that students are competent in using statistical software; [mean=4.4 (Fa12) and mean=4.0 (Sp13)] conducting literature searches; and [mean=4.1 (Fa12) and mean=3.7 (Sp13)] using software for tables/graphs.</p>	<p>Faculty are encouraged to schedule a class session on searching the library's data bases with a librarian in the Nancy Thompson Library.</p> <p>An updated Experimental Psychology lab would enable students to have additional experience using SPSS and related software.</p>
<p>SLO #6</p> <p>Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports</p>	<p><u>Direct Measures</u></p> <p>Individual research review paper and oral presentation scored via faculty-developed rubrics</p>	<p>PSY 4940: Individual research review paper and oral presentation scored via faculty-developed rubrics Fall 2012, n=134 Spring 2013, n=145</p> <p>Speaker evaluation form. Fall 2012, n=132 Spring 2013, n=145</p>	<p>On a 6-point scale, ranging from 0-5, [mean = 4.0 (Fa12) and mean=3.9 (Sp13)] suggesting that students do a good job at finding reputable references utilizing computerized library searches.</p> <p>On a 5-point scale, ranging from 1-5, mean=4.1 (Fa12) and mean=3.7 (Sp13) suggesting that students do a fairly good job at giving Power Point presentations.</p>	<p>The faculty should encourage students to take advantage of the Writing Lab in CAS as a way to improve their performance on their writing assignments.</p> <p>The faculty should encourage students to take advantage of the Speech Lab in CAS as a way to improve their performance on their oral presentations.</p>

<p>SLO #6</p> <p>Master current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses, and writing professional reports</p>	<p><u>Indirect Measures</u></p> <p>Graduate and alumni survey (GSS)</p>	<p>Graduating students Graduate and alumni survey (GSS) Spring 2013, n=41 Item: I can use current technological tools in the field including conducting literature reviews, designing web-based research projects, data collection, data analyses and writing professional reports.”</p>	<p>Results of the GSS 2013 indicate that approximately 88% of the students responded that they have received adequate instruction in these areas.</p>	<p>Student perception is that they are well trained in these areas.</p>