

# PROGRAM Assessment Report

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| <b>Program:</b> BS in Psychology | <b>Program Coordinator:</b> Dr. Sherry Shrinkbran<br><b>Department Head:</b> Dr. Karen Edwards | <b>Date Submitted:</b> s |
|----------------------------------|--|--------------------------|

**Mission:**

| 1. Learning Objectives  | Phase   | 2. Plan   | 3. Conduct & 4. Collect & Compile the Results   | 5. Use of Results | 6. Closing the Loop |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
|---|---|---|---|-------------------|---------------------|-----|-----|---------------|---------------|-----|-----|--|----------------|----------------|------------|-----|-----|--------------|-----|-----|--|----------------|----------------|------------|-----|-----|--------------|-----|-----|--|--|
| <p><b>1. Demonstrate</b> fundamental knowledge and comprehension of the history, perspectives, concepts, and findings of psychology, such that they can explain how psychological principles apply to behavioral problems</p> | <p><input checked="" type="checkbox"/> PLAN</p> <p><input checked="" type="checkbox"/> CONDUCT</p> <p><input type="checkbox"/> COLLECT &amp; COMPILE RESULTS)</p> <p><input type="checkbox"/> USE OF RESULTS</p> <p><input type="checkbox"/> CLOSE THE LOOP</p> | <p><u>Method:</u> (ex. tests, presentations, research paper, etc.)<br/>                     PSY 102: Final Exam<br/>                     PSY 2XX: Research Paper<br/>                     PSY 3XX: Case Study</p> <p><u>Using a Sample of Students?</u><br/> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>If yes, describe your sample</u><br/>                     Stratified random sample of students in each class listed above</p> <p><u>When does assessment occur?</u><br/>                     PSY 102: End of semester<br/>                     PSY 2XX: 12<sup>th</sup> week<br/>                     PSY 4XX: 7<sup>th</sup> &amp; 13<sup>th</sup> week</p> <p><u>How often does assessment occur?</u><br/>                     PSY 102: Once a year (spring)<br/>                     PSY 2XX: Once a year (fall)<br/>                     PSY 3XX: Twice a semester</p> <p><u>Criteria:</u> (How do you know students are achieving learning outcome?)<br/> <b>70%</b> of ALL sampled students will be knowledgeable on basic concepts:<br/>                     PSY 102: At least <b>80%</b> on final<br/>                     PSY 2XX: At least <b>Accept/Exceed</b> on Overall Rubric Criterion<br/>                     PSY 4XX: <b>Satisfactory</b> performance on all case study sections</p> | <p><i>PSY 102: Final Exam Scores</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;"><b>&lt;80%</b></td> <td style="width: 50%;"><b>≥80%</b></td> </tr> <tr> <td>25%</td> <td>75%</td> </tr> </table> <p><i>PSY 2XX: Overall</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 50%;"><b>Accept</b></td> <td style="width: 50%;"><b>Exceed</b></td> </tr> <tr> <td>35%</td> <td>40%</td> </tr> </table> <p><small>* Not included are 25 missing scores for "sample students"</small></p> <p><i>PSY 4XX: Statement of Psychosis</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"><b>&lt;Sat</b></td> <td style="width: 33%;"><b>Sat&gt;</b></td> </tr> <tr> <td><b>MID</b></td> <td>70%</td> <td>30%</td> </tr> <tr> <td><b>FINAL</b></td> <td>40%</td> <td>60%</td> </tr> </table> <p><i>Citations</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"><b>&lt;Sat</b></td> <td style="width: 33%;"><b>Sat&gt;</b></td> </tr> <tr> <td><b>MID</b></td> <td>80%</td> <td>20%</td> </tr> <tr> <td><b>FINAL</b></td> <td>20%</td> <td>80%</td> </tr> </table> <p><b>Criteria:</b></p> <p>Learning Objective Met? (based on <u>Criteria</u>)<br/> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> | <b>&lt;80%</b>    | <b>≥80%</b>         | 25% | 75% | <b>Accept</b> | <b>Exceed</b> | 35% | 40% |  | <b>&lt;Sat</b> | <b>Sat&gt;</b> | <b>MID</b> | 70% | 30% | <b>FINAL</b> | 40% | 60% |  | <b>&lt;Sat</b> | <b>Sat&gt;</b> | <b>MID</b> | 80% | 20% | <b>FINAL</b> | 20% | 80% | <ul style="list-style-type: none"> <li>• Due to the large percent of unavailable rubric scores in PSY 2XX, sampling techniques will be revised to include all students in "sample" of sections</li> <li>• Although results indicate that students met/exceeded criteria, a very small number of students were included in the PSY 3XX sample. Suggest aggregating across 4 fall semesters</li> <li>• Additionally, the percent of POST Satisfaction scores for the "Statement of Psychosis" section of the case study did not increase substantially over the PRE scores &amp; didn't exceed 70%.<br/><br/>                     A reexamination on the introduction and use of the DSM modules concluded with two recommendations:                     <ul style="list-style-type: none"> <li>- Requiring all students to purchase of the DSM.</li> <li>- Increasing time spent (2 to 4 weeks) on use</li> </ul> </li> </ul> |  |
| <b>&lt;80%</b>  | <b>≥80%</b>   |   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
| 25%   | 75%   |   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
| <b>Accept</b>   | <b>Exceed</b>   |   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
| 35%   | 40%   |   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
|   | <b>&lt;Sat</b>  | <b>Sat&gt;</b>  |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
| <b>MID</b>  | 70%   | 30%   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
| <b>FINAL</b>  | 40%   | 60%   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
|   | <b>&lt;Sat</b>  | <b>Sat&gt;</b>  |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
| <b>MID</b>  | 80%   | 20%   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |
| <b>FINAL</b>  | 20%   | 80%   |   |                   |                     |     |     |               |               |     |     |  |                |                |            |     |     |              |     |     |  |                |                |            |     |     |              |     |     |  |  |

| 1. Learning Objectives   | Phase  | 2. Plan  | 3. Conduct & 4. Collect & Compile the Results   | 5. Use of Results | 6. Closing the Loop |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
|--|--|--|---|-------------------|---------------------|-----------|--------------|-----|-----|------------|-----|-----|---------------------|-----|-----|---------|-----|-----|------------------------|-----|-----|--------------|-----|-----|---------------|------|----|---------|-----|----|-----------|-----|-----|--|--|
| <p>2. Use scientific reasoning to interpret behavior, design research projects, and draw conclusions from research results</p> | <p><input checked="" type="checkbox"/> PLAN</p> <p><input checked="" type="checkbox"/> CONDUCT</p> <p><input checked="" type="checkbox"/> COLLECT &amp; COMPILE RESULTS)</p> <p><input type="checkbox"/> USE OF RESULTS</p> <p><input type="checkbox"/> CLOSE THE LOOP</p> | <p><u>Method:</u> (ex. tests, presentations, research paper, etc.)<br/>PSY 3XX: Research Prospectus<br/>PSY Capstone Presentation</p> <p><u>Using a Sample of Students?</u><br/>PSY 3XX <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br/>PSY 4XX <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>If yes, describe your sample</u><br/>Random sample of Capstone Posters<br/>Presentation Rubric scores</p> <p><u>When does assessment occur?</u><br/>PSY 3XX: Mid Semester<br/>PSY Capstone: End of Semester</p> <p><u>How often does assessment occur?</u><br/>Once a semester for both classes</p> <p><u>Criteria:</u> (How do you know students are achieving learning outcome?).<br/><b>80%</b> of students included in the assessment will be able to use scientific reasoning for the design and carry out research project:<br/>PSY 3XX: All components of Research Prospectus are provided<br/>PSY Capstone Presentation: <b>Good/Excellent</b> on all Poster Rubric Criteria</p> | <p>PSY 3XX: All research prospectus reports contained required components as per assignment. However, research questions were inadequate in over 50% of the documents (e.g. not relevant or related to previous published studies)</p> <p>PSY Capstone:</p> <table border="1" data-bbox="1087 643 1440 1075"> <thead> <tr> <th></th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>70%</td> <td>30%</td> </tr> <tr> <td>Hypothesis</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Experimental Design</td> <td>15%</td> <td>50%</td> </tr> <tr> <td>Results</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>Interpretation Results</td> <td>45%</td> <td>20%</td> </tr> <tr> <td>Implications</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Table/ Graphs</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Ans. Qs</td> <td>70%</td> <td>5%</td> </tr> <tr> <td>Organized</td> <td>10%</td> <td>80%</td> </tr> </tbody> </table> <p><u>Criteria:</u></p> <p>Learning Objective Met?<br/>(based on <u>Criteria</u>)<br/><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |                   | Good                | Excellent | Introduction | 70% | 30% | Hypothesis | 60% | 10% | Experimental Design | 15% | 50% | Results | 70% | 15% | Interpretation Results | 45% | 20% | Implications | 60% | 20% | Table/ Graphs | 100% | 0% | Ans. Qs | 70% | 5% | Organized | 10% | 80% |  |  |
|  | Good   | Excellent  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Introduction   | 70%  | 30%  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Hypothesis   | 60%  | 10%  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Experimental Design  | 15%  | 50%  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Results  | 70%  | 15%  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Interpretation Results   | 45%  | 20%  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Implications   | 60%  | 20%  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Table/ Graphs  | 100%   | 0%   |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Ans. Qs  | 70%  | 5%   |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |
| Organized  | 10%  | 80%  |   |                   |                     |           |              |     |     |            |     |     |                     |     |     |         |     |     |                        |     |     |              |     |     |               |      |    |         |     |    |           |     |     |  |  |

| 1. Learning Objectives  | Phase  | 2. Plan  | 3. Conduct & Compile the Results   | 5. Use of Results | 6. Closing the Loop |
|---|--|--|--|-------------------|---------------------|
| <p><b>3. Act as an ethical student-scholar, recognizing their professional responsibility to respect the dignity of human and animal subjects</b></p> | <p><input checked="" type="checkbox"/> Planning/ determining PLAN</p> <p><input type="checkbox"/> CONDUCT</p> <p><input type="checkbox"/> COLLECT &amp; COMPILE RESULTS)</p> <p><input type="checkbox"/> USE OF RESULTS</p> <p><input type="checkbox"/> CLOSE THE LOOP</p> | <p><u>Method:</u> (ex. tests, presentations, research paper, etc.)<br/>300/400 PSY Electives</p> <p><u>Using a Sample of Students?</u><br/><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>If yes, describe your sample</u><br/>Representative sample of 300 &amp; 400 PSY Elective courses</p> <p><u>When does assessment occur?</u><br/>End of Spring Semester</p> <p><u>How often does assessment occur?</u><br/>Once a year</p> <p><u>Criteria:</u> (How do you know students are achieving Learning Objective?)<br/>70% of students will be able to discuss the implications of the Milgram Study</p> | <p><u>Criteria:</u></p>  |                   |                     |
|   | <p><input type="checkbox"/> PLAN</p> <p><input type="checkbox"/> CONDUCT</p> <p><input type="checkbox"/> COLLECT &amp; COMPILE RESULTS)</p> <p><input type="checkbox"/> USE OF RESULTS</p> <p><input type="checkbox"/> CLOSE THE LOOP</p>                                  | <p><u>Method:</u> (ex. tests, presentations, research paper, etc.)<br/>Ethics Survey</p> <p><u>Using a Sample of Students?</u><br/><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><u>If yes, describe your sample</u></p> <p><u>When does assessment occur?</u><br/>See below</p> <p><u>How often does assessment occur?</u><br/>PRE: 1st week PSY 300 course<br/>POST: 13<sup>th</sup> week PSY 400 course</p> <p><u>Criteria:</u> (How do you know students are achieving Learning Objective?).<br/>Students will be able to identify APA tenets of ethical &amp; professional behavior</p>                | <p>Learning Objective Met?<br/>(based on <u>Criteria</u>)<br/><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |                   |                     |