

**ASSESSMENT RECORD FOR
DEPARTMENT
OF**

PSYCHOLOGY

(Academic Department Name)

Fall 2005- Spring 2006

(Assessment Period Covered)

November 15, 2006

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

Degree Level

(Associate, Bachelors,
Master's, etc.)

Psychology

Bachelor of Arts

Submitted By: David U. Byrne, Ph.D.

(Departmental Chair or Faculty Assessment Representative)

ASSESSMENT REPORT FOR

Psychology

(Instructional Degree Program)

Bachelor of Arts

(Degree Level)

Fall 2005-Spring 2006

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Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: As a university committed to the liberal arts as fundamental to education and committed to our affiliation with the Presbyterian Church (U.S.A.), Schreiner is dedicated to excellence in preparing students to live purposeful, humane and productive lives in their work, faith groups, families and communities.

College/University Goal(s) Supported: Schreiner is dedicated primarily to educating undergraduate students in the liberal arts, sciences, and professional disciplines, preparing them for entry into specific careers and graduate or professional programs.

Intended Educational (Student) Outcomes:

1.

Students completing the program will be able to describe and compare major Research Methods, and be able to evaluate conclusions drawn from research. Students will also be able to derive, summarize, compute, and interpret basic descriptive and inferential Statistics.

2.

Students will be able to describe major factors influencing Human Development and explain the interplay between circumstances and intrapersonal factors affecting future patterns of behavior.

3.

Upper level students will be able to Communicate effectively both in Written term papers using APA style and through Oral class presentations.

4. Students completing the program will compare reasonably in their knowledge of psychology with students completing a similar program nationally, and meet a threshold test locally.

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NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1.

Students completing the program will be able to describe and compare major Research Methods, and be able to evaluate conclusions drawn from research. Students will also be able to derive, summarize, compute, and interpret basic descriptive and inferential Statistics.

First Means of Assessment for Outcome Identified Above:

1 a. Means of Program Assessment & Criteria for Success: Research Term Papers for Psyc 3360 and Psyc 3361 (Research Methods I and II). Criterion = 75% grade "C" or better.

1 a. Summary of Assessment Data Collected: Psyc 3360, Research Methods I = 72% of Papers = "C" or better. Psyc 3361, Research Methods II = 73% of Papers = "C" or better

1 a. Use of Results to Improve Instructional Program Although the criterion was basically achieved, the Instructor is now including an APA writing style module as a course instructional goal. Also, in future will attempt to schedule the course so there is not a time conflict with Engl 3307 where students may get APA style instruction as part of that course content.

Second Means of Assessment for Outcome Identified Above:

1 b. Means of Program Assessment & Criteria for Success: Overall Grades in Psyc 3360 and Psyc 3361, Research Methods I and II. Criteria = 75% "C" or better.

1 b. Summary of Assessment Data Collected: Psyc 3360, Research Methods I = 84% of Overall grades = "C" or better. Psyc 3361, Research Methods II = 94% of Overall grades = "C" or better.

1 b. Use of Results to Improve Instructional Program: Results indicate that what we are doing is working relatively well, so no curriculum adjustments appear to be necessary at the present time. However, more specific units or assignments re: research methods and statistics need to be elaborated within courses in the future to replace reliance on overall course grades.

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2.

Students will be able to describe major factors influencing Human Development and explain the interplay between circumstances and intrapersonal factors affecting future patterns of behavior.

First Means of Assessment for Outcome Identified Above:

2 a. **Means of Program Assessment & Criteria for Success:** Case study analysis Papers in Psyc 2300, Lifespan Development, and Class Presentation in Psyc 3304, Adulthood and Aging. Criterion = 75% grade "C" or better.

2 a. **Summary of Assessment Data Collected:** Psyc 2300, Lifespan Development = 86 % of Papers = "C" or better. Psyc 3304, Adulthood and Aging = 100% of Presentations = "C" or better.

2 a. **Use of Results to Improve Instructional Program** Case study Papers appear to be working well as a means of reaching this goal in the lower level class, and should be retained as a class assignment. In the upper level courses, Oral class presentations should probably be structured more specifically to guarantee a case study related component, which is not always currently included.

Second Means of Assessment for Outcome Identified Above:

2 b. **Means of Program Assessment & Criteria for Success:** Overall Grades in Psyc 2300, Lifespan Development, and Psyc 3304, Adulthood and Aging. Criteria = 75% "C" or better.

2 b. **Summary of Assessment Data Collected:** Psyc 2300, Lifespan Development = 83% of Overall grades = "C" or better. Psyc 3304, Adulthood and Aging = 100% of Overall grades = "C" or better.

2 b. **Use of Results to Improve Instructional Program:** Adulthood and Aging course will need to be expanded to meet state mandates re: social problems of at-risk elderly. It may also need to cover more areas of research knowledge. Generally, more specific units or assignments within the courses need to be elaborated to measure this goal instead of using the overall course grade.

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3. Upper level students will be able to Communicate effectively both in written term papers using APA style and through Oral class presentations.

First Means of Assessment for Outcome Identified Above:

3 a. Means of Program Assessment & Criteria for Success: Research Term Papers for Psyc 3360 and Psyc 3361 (Research Methods I and II), Psyc 4397 (Senior Seminar) Term Paper, and Psyc 3305 (Abnormal) Term Paper. Criterion = 75% grade "C" or better.

3 a. Summary of Assessment Data Collected: Psyc 3360, Research Methods I = 72% of Papers = "C" or better, Psyc 3361, Research Methods II = 73% of Papers = "C" or better, Psyc 4397, Senior Seminar = 86% of Papers = "C" or better, Psyc 3305, Abnormal = 90% of Papers = "C" or better

3 a. Use of Results to Improve Instructional Program The criterion was generally well met. However, improvement can be made by continuing to encourage students to turn in drafts for feedback several weeks before due dates, and coordinating instruction in APA style with English 3307 instructors, as mentioned in regard to Outcome #1.

Second Means of Assessment for Outcome Identified Above:

3 b. Means of Program Assessment & Criteria for Success: Oral Class Presentations/Reports in the following courses: Psyc 3304 (Adulthood/Aging), Psyc 3306 (Social), Psyc 3320 (Motivation), Psyc 3350 (Organizational Behavior), Psyc 4340 (Biological Bases), Psyc 4370 (Topics: History), Psyc 4397 (Senior Seminar). Criterion = 75 % grade "C" or better.

3 b. Summary of Assessment Data Collected: Psyc 3304 = 100% of Reports = "C" or better. Psyc 3306 = 95% of Reports = "C" or better. Psyc 3320 = 100% of Reports = "C" or better. Psyc 3350 = 100% of Reports = "C" or better. Psyc 4340 = 83% of Reports = "C" or better. Psyc 4370 = 100% of Reports = "C" or better. Psyc 4397 = 86% of Reports = "C" or better.

3 b. Use of Results to Improve Instructional Program: The criterion was quite well met. Improvement can be made, however, by developing a more structured evaluation format for Oral Presentations and Reports.

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4. Students completing the program will compare reasonably in their knowledge of psychology with students completing a similar program nationally, and meet a threshold test locally.

First Means of Assessment for Outcome Identified Above:

4 a. Means of Program Assessment & Criteria for Success: Graduating students take the Major Field Exam in Psychology. Criterion = score at the Overall National Mean or better.

4 a. Summary of Assessment Data Collected: Schreiner (n =16) Mean score = 151.01, $SD=14.6$; National (N =18, 073) Mean score = 156.4, $SD= 8.6$. A single sample *Student's t-test* revealed a nonsignificant mean difference of 5.46 points between the Schreiner average and the normative Major Field average ($t(15) = 1.54, p > 0.05$).

4 a. Use of Results to Improve Instructional Program Criteria were met, so no overall curriculum adjustments appear to be required. More valid exit assessment may be achieved in the future, however, by exploring the use of the more flexible ACAT tests to replace the Major Field Exam.

Second Means of Assessment for Outcome Identified Above:

4 b. Means of Program Assessment & Criteria for Success: Graduating students take the Schreiner Senior Exit Exam. Criterion = Mean or Median of 70% or better, ("C"), no scores below 50% .

4 b. Summary of Assessment Data Collected: Mean score = 74.73, $SD =12.33$, $Mdn = 78$, N = 11. Seventy-three percent scored 70 or better, and no scores were below 50%.

4 b. Use of Results to Improve Instructional Program: Criteria were met, so no overall curriculum adjustments appear to be required. More valid exit assessment may be achieved in the future, however, by greater structuring of the administration of the Departmental Exit Exam to be sure to sample December graduates, and others who might not take a psychology class their last semester. The Departmental Exit Exam itself also may need some refinement and elaboration to be able to more easily discriminate scores for subfields.