

**ASSESSMENT RECORD FOR
DEPARTMENT
OF**

PSYCHOLOGY

(Academic Department Name)

Fall 2007- Spring 2008

(Assessment Period Covered)

October 16, 2008

(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 2007-Spring 2008

(Assessment Period Covered)

October 16, 2008

(Date Submitted)

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.

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

3.

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. Students may acquire skills and knowledge requisite for admission to graduate study at other accredited institutions.

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Intended Educational (Student) Outcome:

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.

2. Communication- Upper level students will be able to communicate effectively both in Oral class presentations, and in Written term papers and projects using APA Style.

First Means of Assessment for Outcome Identified Above:

2 a. Means of Program Assessment & Criteria for Success: *Oral* – Class Reports in Psyc 3304, 3306, 3320, 4370, and 4397. Criterion = 75% grade “C” or better.

2 a. Summary of Assessment Data Collected: *Oral* – Class Reports in Psyc 3306 = 100% grade “C” or better, Psyc 3320 = 100% grade “C” or better, Psyc 4370 = 100% grade “C” or better, Psyc 3304 = 100% grade “C” or better, Psyc 4397 = 100% grade “C” or better

2 a. Use of Results to Improve Instructional Program Students are getting repeated practice at oral presentations and communication in our upper level classes, independent of tests, and the high rate of success attests to their motivation and competence in this area.

Second Means of Assessment for Outcome Identified Above:

2 b. Means of Program Assessment & Criteria for Success – *Written* – Term Papers or Projects in Psyc 3304, 3305, 3306, 3320, 3361, 4370, and 4397. Criterion = 75% grade “C” or better.

2 b. Summary of Assessment Data Collected:- *Written* – Term papers in Psyc 3304 = 100% grade “C” or better, Average of 3 papers in Psyc 3305 = 85% grade “C” or better, Research project in Psyc 3305 = 88% grade “C” or better, Term papers in Psyc 3306 = 100% grade “C” or better, Psyc 3310 = 73% grade “C” or better Psyc 3320 = 100% grade “C” or better, Research project in Psyc 3360 = 100% grade “C” or better, Psyc 3361 = 93 % grade “C” or better, Term papers in Psyc 4370 = 100% grade “C” or better, Psyc 4397 = 100% grade “C” or better

2 b. Use of Results to Improve Instructional Program: Written projects and term papers in most courses are clearly satisfactory, but certainly written work can always be improved in quality. To that end, the faculty are developing a more standard grading rubric for next year, to apply to all papers across upper level courses. In addition, the area will begin to collect electronic copies of upper level papers and projects to save in a portfolio format for some form of end of year faculty review and evaluation for psychology majors. This review would cut across courses, and be independent of specific course grades.

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