

Program: Psychology Department

Date: May 7, 2017

Completed by: Richard Walker/Carol L. Langer

Assessment contributors (other faculty involved in this program’s assessment): \_\_\_\_\_

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department’s conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
We assessed SLO # 2 <b>Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results.</b>	Spring 2016	There was 1 section of PSY 209 (Research Methods and Statistics 2) used for assessment. A sample of 24 papers from PSY 209 (Research Methods and Statistics 2) were scored using the rubrics below.	Students in this class primarily had junior or senior status, including 4 graduating seniors. There were 45 students in 2 sections of this course.	The desired outcome for SLOs 2 would be at the Proficient/2 level (80%) <b>Appropriate application of basic research design and Demonstrates basic ability to explain data analysis.</b>  <b>Note: The department benchmark should be 75% of students will score at or above Level 2/Proficient.</b>	Please see the rubric below.  Summary: N=40 Percent of students scoring Level 2 and above: Application of Basic Research Design: 72.5 %  Hypothesis and Lit Review: 65%  SPSS Data Analysis: 82.5%  Results and Interpretation: 77.5%  According to the plan on file, SPSS data analysis is a core SLO, and the benchmark is 75% of students will score at or above 80%. SPSS Data Analysis scores indicate this SLO is met. In addition, Results and Interpretation scores indicate this SLO is met.	There was marked improvement in the mastery of statistics in the 209 course compared to Spring 16 semester.  The 207/209 courses seem to be doing well in teaching basic APA style, how to conduct literature reviews. There was some decline in students’ ability to form testable scientific hypotheses and conduct substantive literature reviews.	The Psychology paradigm does not presently require a statistics course (although students may take the course). A statistics course may be required in the upcoming years.  PSY 410 (advanced data analysis) has not been routinely offered. With a new hire, this course will need to be offered once every 2 years.  The Department of Psychology will also update its assessment plan.

Comments:

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO # 2 <b>Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results.</b>	Spring 2016	Working on scientific methodology in a variety of ways, including the potential for hiring a new faculty member to teach the 207/209 sequence.	The department hired an experimental psychologist to teach the the 207/209 sequence. Departmental circumstances required that this faculty member teach an overload of 6 credits in Fall 2016 and an overload of 8 credits in Spring 17. A departmental search committee recommended hiring a new tenure track professor for 2017-2018.  Dr. Barbara Brett will be teaching the 207/209 sequence in Spring/Fall sequence.	The department now has 1 full time faculty member (Walker) dedicated to teaching the 207/209 sequence. The department has 2 full time faculty members (Brett, Yescavage) who teach the course when needed.  <b>Recommendations:</b> The psychology paradigm will be evaluated during the 2017-2018 year. The goal will be to strengthen the linkage between PSY 103 (General Psychology for Majors) and the PSY 207/209 sequence. Additionally, the possibility of instituting a lab fee for these courses will be considered. <b>This recommendation was made for 2016-2017, but was not acted upon.</b>

**Rubric for Assessment: SLO #2**

<b>Criteria</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Outcome</b>
<b>Application of Basic Research and Design</b>	Evidence of appropriate application of basic research design is lacking.	Appropriate application of basic research design	Appropriate application of advanced research design	6 papers scored as Exemplary 23 papers scored as Proficient 11 papers scored as Developing
<b>Hypothesis and Literature Review</b>	Empirical basis for research question is unclear.	Asks a scientific question that is empirically driven.	Asks a novel scientific question that is empirically driven.	5 papers scored as Exemplary 21 paper scored as Proficient 14 paper scored as Developing
<b>Data analysis using SPSS</b>	Difficulty explaining data analysis used	Demonstrates basic ability to explain data analysis	Demonstrates fluency in explaining the data analysis used	8 papers scored as exemplary 25 papers scored as proficient 7 papers scored as developing
<b>Results and Interpretation</b>	Limited integration of research findings with the literature	Adequate level of integration of research findings with the literature	Extensive level of integration of research findings with the literature	5 papers scored as exemplary 26 papers scored as proficient 9 scored as developing