<div align="center">**Assessment Report**</div>

An annual assessment report should be completed by each academic program; copies should be submitted to the VPAA and the Unit/School Chair/Dean, who will forward the report from the unit to the Director of Academic Assessment, currently Dr. Teresa Reed, by ~~June 30~~ (**extended to July 31st 2015**). A copy should be retained by each program for reference and guidance in successive years.

School Year: 2014-2015

Academic Program: Psychology

Prepared by: Heidi Hillman

Report Summary The psychology department assessed student learning in the past, however the assessment relied heavily on one assessment tool, the Psychology Content Assessment. This year we developed several new assessment tools in addition to developing a more robust assessment system. We in the Psychology Department know we have a long way to go in the area of assessment, however we encourage the Assessment Committee to view this report as an initial step in the formation of a more thorough and in depth assessment system.

Quincy University Mission Statement

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and life.

Psychology Program Mission Statement

The mission of the Psychology program is to train undergraduates to ethically seek, create, apply, and communicate knowledge for the benefit of humanity. To achieve this, the faculty of the Psychology program provides undergraduates with a broad understanding of the various areas of psychology and their relationships to the other social and physical sciences. Building upon this broad foundation, the faculty of the Psychology program develops undergraduates' analytic abilities, enabling them to be wise consumers of information. Students' synthesis skills are also developed to enable them to create new knowledge. Throughout the learning process, students are grounded in ethical principles necessary to succeed academically, professionally, and personally. Capstone activities for advanced students—including hands on practicum and research activities—prepare students for graduate studies and professional careers in psychology and related areas.

Program Goals/Objectives

1. <u>Content area knowledge:</u> Students demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. <u>Critical thinking:</u> Students demonstrate the ability to critically evaluate psychological theories and claims.
3. <u>Research:</u> Students demonstrate an understanding of the scientific method and basic research methods in psychology.
4. <u>Ethical behavior:</u> Students demonstrate an understanding of APA (American Psychological Association) ethical principles.
5. <u>Communication:</u> Students demonstrate the ability to communicate psychological concepts in oral and written forms.

Program Learning Outcomes

1. <u>Content Area Knowledge:</u> Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the primary content areas of psychology.
2. <u>Critical Thinking:</u> Students will demonstrate critical thinking skills with regards to psychology.
3. <u>Research:</u> Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in psychology.
4. <u>Ethical Behavior:</u> Students will demonstrate an understanding of APA's ethical principles by interacting effectively, sensitively, and ethically with people from diverse backgrounds.
5. <u>Communication:</u> Students will demonstrate the ability to communicate information about psychology effectively.

I. **Program learning outcomes assessed for the current school year**
Please see Table 1—attached at the end of this document—a course matrix showing the Psychology learning outcomes and how they are met in the various psychology classes. Each learning outcomes is assessed several ways, in the class (e.g., class assignments, research projects, tests, papers, etc.) and department assessments that are currently in development (e.g., exit survey). As shown in Table 1 when a student completes a degree in Psychology he or she achieves each learning outcome multiple times.

II. **A detailed description of the methods of program assessment used this year**
Please see Table 2—attached at the end of this document—a table explaining the various methods of assessment used.

III. **Results of this year's assessment**
Please see Table 3—attached at the end of this document—a table briefly explaining the assessment results.

IV. **Analysis of assessment results**
Please see Table 3—attached at the end of this document—a detailed account of what assessments were used, what learning outcomes they measured

V.   **Planned program changes based on assessment results**

Please see Table 4—attached at the end of this document—a table briefly explaining changes to the program based on data. Changes to be implemented, already given approval, are listed as being implemented in the 2015-2016 school year. Changes already implemented are listed under the appropriate school year. The main reason for all program changes being in one table, we want to show multiple years of program changes. In addition, showing multiple years of program changes addresses the Assessment Committee's comments regarding lack of changes to the Psychology program.

VI.   **Program Aspirations**
- One program aspiration is encouraging more undergraduate psychology students to engage in research. In addition to collection of data, presenting at research conferences, such as Undergraduate or student poster sessions, would prepare our students for graduate programs as well as help students develop skills necessary to secure jobs in the psychology field. One request that would benefit us as well as other University students is the allocation of funds to support undergraduate student research conference presentations.
- When looking specifically at the PSY 100 classes, over the course of a year we teach at least 8 sections of PSY 100, with at least 25 students in each of those sections. For the most part, Psychology faculty teach overloads in order to offer that number of sections. With the increase in students 2015-2016 school year and the goal in recruiting more freshman students in the future, the number of PSY 100 sections will only increase. However, the Department does not have secondary help (i.e., work study students) to alleviate some of the burden of teaching and collecting assessment of student learning in the PSY 100 classes. One request is more help in the form of work study/student assistants in order to meet the continual demand for PSY 100 sections.

VII.   **Possible changes (additions/modifications) in assessment methods for the future**
Since this is the first year for
   a.   Revisit the psychology course matrix and update if necessary, analyzing specifically on how each class is meeting the program outcomes.
   b.   Develop Poster Evaluation for Women and Gender class. We already have the poster evaluation, turning the evaluation into an assessment piece will nicely augment our assessment of critical thinking, research skills, and communication learning outcomes.
   c.   Add a critical thinking assessment component to the Senior Exit Survey.
   d.   Consider moving the Psychology Content Assessment to an online version (e.g., Moodle) versus the now paper and pencil administration. The easiest way to accomplish this is to add the test to all PSY 100 classes. The only caveat, however, is how to administer the assessment and not have it count towards the students' overall course grade.
   e.   Including students from our Research Method and Stats classes (PSY 316 and 317) when administering the Researcher Survey, since students conduct a research project as part of the course requirements.
   f.   Revisit the Student Learning Outcomes and define more measurable behaviors; in addition incorporating a diversity outcome in the area of Ethics.

Attachments

Table 1. Psychology Department Curriculum Matrix showing how the Student Learning Outcomes are integrated throughout the program. The student learning outcomes are on the left and the psychology courses are listed at the top of the matrix.

Psychology Student Learning Goals	PSY 100 Intro	PSY 227 Social	PSY 236 Child	PSY 246 Adolescent	PSY 300 S & P	PSY 311W Personalit	PSY 312 Psycho	PSY 315 Counseling	PSY 316 Research I	PSY 317 Research II	PSY 321 Cognition	PSY 322 Testing	PSY 324 Learn	PSY 340 Women	PSY 342 Sexuality	PSY 350 Neurology	PSY 380 Law	PSY 430 History	PSY 490 Prof Sem	PSY 497 Practicum	PSY 498 Experiment Pract
Content Area Knowledge: Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the primary content areas of psychology.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Critical Thinking: Students will demonstrate critical thinking skills with regards to psychology.					X	X	X		X	X	X		X						X	X	X
Research: Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in psychology.					X				X	X	X		X	X		X		X			X
Ethics: Students will demonstrate an understanding of the APA's ethical principles.							X	X	X	X				X						X	X
Communication: Students will demonstrate the ability to communicate information about psychology effectively.	X		X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X

Table 2. The following table describes key assessments in the Psychology program.

Name of Assessment	Type of Assessment	When Administered	Rationale
Senior Exit Survey	Online survey, using Survey Monkey	Administered each semester for those senior students graduating.	Allow for input from students on what they like about the Psychology program and possible improvements.
Poster Evaluation	*In development*	*In development*	*In development*
Student Researcher survey	Online survey, using Survey Monkey	Students who participate in PSY 498 or supervised research take the survey during the semester they complete the class.	Allows for psychology department to measure how much students learn from doing research, including critical thinking.
Psychology Content Assessment (Psychological Knowledge)	Pre-post test, administered using paper and pencil.	Pre test administered first week of class; post test administered final week of class in all PSY 100 classes, Fall and Spring semester. In addition, test is administered to all graduating seniors.	Allow for Psychology department to measure how much students learn during their time in the psychology program.
Psychology Comprehensive Exam (Major Field test)	Online, multiple choice; administered through ETS	Administered to graduating seniors in their final semester.	Comprehensive exam, allowing for psychology to compare not only how much students learned in the program but also how they compare on a national scale with other psychology seniors.

Table 3. The following table explains the learning objectives, how each objective is assessed, the expectations, and the results.

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	How are results shared?
1. Content Area Knowledge: Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the primary content areas of psychology.	a) Our **Psychology Comprehensive Exam** (Major Field Test) is administered to graduating seniors during their last semester on campus. [direct measure]	a) At least 50% of the students will score at or above the national average	a) Expectations were met. Out of 18 students who graduated this year, 12 took the Major Field Test. Their mean score on the test, which measures content knowledge, was 153; the national average was 154. Out of the 12 students, 7 scored above the national average, ranging from 155-178. Overall, 58% of students exceeded the national average on the Major Field Test.	Results will be shared with psychology faculty and outcomes discussed.
	b) Our **Psychology Content Assessment (Test of Psychological Knowledge)** is a pre-post test administered to all students in PSY 100 classes. The pre test is given during the first week of class and the post test is given during he last week of class. Students are assessed on their knowledge of content covered in the PSY 100 class. [direct measure]	b) Fall and spring semester there will be an increase in students' scores between pre-test and post-test assessment scores.	b) Expectations were met. Across 2014-2015 school year (Fall and Spring semester) 155 PSY 100 students completed the Psychology Content Assessment. Overall, there was an 8% increase in students' scores. The average increase Fall semester was 7% (n = 114 students). One reason Fall semester was lower than Spring, one PSY 100 class showed no difference in scores between pre-test and post-test, however the class was still counted in the totals. If we remove the one class and examine the remaining PSY 100 classes, the average increase in students' scores was 11% (n = 94 students). The average increase Spring semester was 9.7% (n = 41 students).	Results of the assessment shared with psychology faculty and outcomes discussed.
	c) Our **Psychology Content Assessment (Test of Psychological Knowledge)** is a final exam administered to all psychology majors as an end of program assessment. The pre-test is given before starting the Psychology program and the post test is given during the final semester. direct measure]	c) At least 50% of the graduating seniors end of program post-test score will score at least 20% higher than their pre test score taken during PSY 100 class.	Expectations were met. Out of 18 students who graduated this year 15 took the Psychology Content Assessment. Their mean pre-test score was 31.5%, and their mean post-test score was 54.3%. Analyzing the scores of individual graduating seniors, of the 15 students 3 were removed from the end of program assessment score comparison because they did not complete a pre-test assessment. When comparing scores between pre-test scores and end of program scores, 8 out of 11 students (72%) increased their scores at least 20%,ranging from 22.9% to 36.9%, with the average being 28%.	

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	How are results shared?
	c) Our **Senior Exit Survey**, administered to graduating seniors (first time administering was Spring 2015), has students report their perceived mastery of 9 psychology domains in the psychology major covered in our curriculum (i.e., psychopathology, social, research and stats, cognitive/learning, sensation & perception, and developmental)	c) For each domain at least 60% of respondents will indicate being above average in knowledge based on information learned from courses in the major domains (i.e., ratings will be either a 4 or 5 on a 5 point scale).	c) Expectations were met **for six out of nine domains assessed.** Out of 18 graduating students in 2013-2014, 8 (45%) took the Exit Survey. The following percentage of those graduating students indicated feeling at least "above average in confidence" in the following domain areas: 100% in Intro to Psych 88% in Developmental 88% in Research 75% Psychopathology 63% in Developmental 62% in Social 50% in Ethics 38% in Sensation 38**%** in Cognition <u>One must use caution when interpreting these results since the survey return rate was 45%.</u>	Results will be disseminated with the psychology faculty. Discussion about why there are lower scores in certain domains will be explored.
2. Critical Thinking: Students will demonstrate critical thinking skills with regards to psychology.	a) Students who conduct research (PSY498) are asked to complete a **Student Researcher Survey** rating their critical thinking skills.	a) At least 70% of the students conducting research will indicate that participation in research improved their critical thinking skills	a) Expectations were met.100% of student researchers agreed that their critical thinking skills improved as a result of conducting and/or assisting with research.	Results will be disseminated with psychology faculty.
3. Research: Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in psychology.	c) Students who conduct research are asked to complete a **Student Researcher Survey** rating their research skills. For 2014-2015 school year these students include supervised research (PSY498). *In future school years we will include students in Research Method and Stats (PSY 316 and PSY 317).*	c) At least 70% of the students conducting research will agree that participation in research improved their understanding of research methodology and statistics skills.	c) Expectations were met. Across semesters, there were 2 responses to the Student Researcher Survey. Of those two, both (100%) agreed or strongly agreed that their understanding of research methodology improved, and both (100%) agreed or strongly agreed that their statistics skills improved.	Results will be disseminated with the Psychology faculty, findings will be used to provide feedback to improve students' research experience.
	e) The number of **students conducting Supervised Research (e.g., PSY 498) or Independent Research** projects is monitored.	e) At least 15% of psychology majors should be involved in Independent Study or Supervised Research.	e) Expectations were **not** met. During the 2014-2015 school year, out of our total number of 18 majors, 2 engaged in Supervised Research (11%).	Faculty advisors will continue to encourage students to engage in research.
4. Ethical Behavior: Students will demonstrate an understanding of APA's ethical principles by interacting effectively, sensitively, and ethically with people from diverse backgrounds.	a) Graduating seniors answer a question about their knowledge about Ethics in our **Senior Exit Survey**, administered to graduating seniors (first time administering was Spring 2015). [direct measure]	a) At least 70% of the respondents will indicate being above average in knowledge based on information learned from an Ethics course (e.g., Ethics and human services)	a) Expectations were met. Out of 18 graduating seniors, 8 completed the Senior Exit Survey. Of the eight respondents 4 (50%) indicated their knowledge of Ethics as being Average or Above Average. Two respondents chose "Below Average", two respondents chose "Average", two students chose "Above Average", and two students chose "Excellent Understanding".	Results will be disseminated among Psychology faculty, ways to increase understanding of ethics will be discussed.

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	How are results shared?
	d) Students who conduct research are asked to complete a **Student Researcher Survey** rating their teamwork/interpersonal skills.	d) At least 70% of the students conducting research will indicate that participation in research improved their teamwork/ interpersonal skills.	d) Expectations were met. This year two students conducted research, both students (100%) of students agreed or strongly agreed that their teamwork/interpersonal skills improved.	Results will be disseminated with Psychology faculty.
5. Communication: Students will demonstrate the ability to communicate information about psychology effectively.	a) Students' (PSY3805) ability to orally communicate the results of their research is assessed by individuals attending the Research Methods Forum using the **Attendee Evaluation Form**. [direct measure]	a) The mean ratings for the students' ability to clearly communicate understanding of the background/rationale, methodology/ design and the results/implications of the study will be "somewhat effective" or above (A minimum rating of 4 on a 6 point agreement scale.)	a) Expectations were met. Across AY 2013-2014, there were 55 **faculty** attendee ratings of research methods posters. Overall, the faculty attendees rated the students as effective in discussing the background/rationale (M = 5.11), methodology/design (M = 5.17) and results/implications (M = 5.15).	Results will be used to provide feedback to all faculty
	c) **Intro to Theories of Personality course** students are assessed on their ability to present information in written form. Students will demonstrate the ability to communicate information about psychology effectively in a written format (e.g., compare and contrast two theories of personality, explaining what personality theories. This class was chosen since it is both a "W" class and a required class for Psychology majors. [direct measure]	c) At least 70% of the students should be deemed competent (3 on a 4 point scale) in their ability to present information in written form.	c) Expectations were met: 80% of the students evaluated (n = 26) were judged to be competent or highly competent to communicate about Psychology effectively in an oral format.	Results will be used by the instructor to improve writing assignments
6. Other pertinent information gleaned from assessment	Senior Psychology majors were asked to complete our **Senior Exit Survey.** One question asked was, how can we improve the Psychology Program. However, some of the areas of improvement focus on North Campus facilities, which is out of the control of the Psychology faculty.		The majority of the students mentioned that North Campus classrooms and computer lab were not conducive to an effective learning environment. Comments ranged from classroom chairs and desks "falling apart" or "broken chairs in lecture halls". Comments about the computer labs were mainly about computers and printers not being reliable. In addition, there is no specific location/space for student research. In order to respond and change the Psychology Program in the face of this assessment data, we need the support of the University.	Results shared with Psychology faculty as well as the University. The Psychology faculty and instructors can increase their expectations on student learning, faculty can incorporate student feedback on making classes better and more pertinent to the Psychology field. However, the faculty cannot effectively upgrade class facilities or labs (computer labs, research labs) without the help of the University. We can attempt to develop and teach the best class possible, but without efficient, comfortable, and reliable classroom facilities, it is hard for us to meet that "best class possible" level.

Table 4. Changes to the Psychology Program, multi-year trend.

Program Change	Rationale	Data based on	School year
Modify pre-requisite for Fundamentals of Counseling (PSY 315), from PSY 311 to HMS 305	PSY 311 is Theories of Personality and is not an equivalent class to HMS 305, which is a Counseling Theory class. The class, PSY 315 is a counseling techniques class, for students to be successful in PSY 315 they need a firm foundation in counseling theories.	• Instructor's observations on how students who did not take HMS 305 were not prepared for PSY 315. • Students who had not had HMS 305 said they had more trouble understanding the counseling techniques and knowing what techniques to use in various counseling situations. • Students' comments about not having all students at same level takes away from going into depth on counseling techniques.	2015-2016
Change Sniffy the Rat assignments is Learning (PSY 324)	Two honor students worked through Sniffy and concluded that a change in how the instructor assigned Sniffy assignments would allow more freedom to explore and discover the best answers.	• Student feedback for an Honors Project in PSY 324 • Previous student course evaluations.	2015-2016
Change supplemental book in Neuropsychology (PSY 350)	Previously used the book, "The man who mistook his wife for a hat" (focuses primarily on dementia and Alzheimer) as a case study book and supplemental discussion. Instructor is changing to a book with a more modern understanding of neuropsychology. The change in books will allow a more vigorous discussion of the human brain.	• Student feedback about class and readings. • Instructor feedback and discussions with students about relevancy of "The man who mistook his wife for a hat".	2015-2016
Updated and implemented	Psychology department started a solid	• Previous assessment committee reports	2014-2015

comprehensive student learning assessment system	assessment system of end of program learning, a comprehensive assessment system will allow department to analyze student learning throughout the entire program.		
Moved Gerontology from a Sociology course to a Psychology course	Class is taught from psychology (individual and group behaviors) perspective rather than a sociology (culture and society) perspective. Psychology descriptor better represents course.	• Student feedback on ease of finding a psychology course under PSY rather than SOC. • Gerontology is taught from a psychology perspective, rather than a sociology perspective.	2014-2015
Offered new degree, Forensic Psychology	Many students were double majoring in Psychology and Criminal Justice. The Forensic Psychology degree reduces the amount of credits and degree completion time for students interested in Psychology and Forensic Psychology.	• Student feedback • Number of students double majoring in Psychology and Criminal Justice	2014-2015
Offering Gerontology Spring semesters	Due to the rapid rise in aging population, from 131 million older adults in 1950 to 642 million in 2010, it is imperative students in the helping field (e.g., Psychology, human services) know about factors effecting older adults	• Based on national data, by 2020 there will be more adults 50 years of age or older than there are children ages 0-5. • Student feedback regarding a class allowing them to explore issues facing older adults.	2013-2014
Changing Theories of Personality (PSY 311) from a class focused on counseling to a class focused on theories of personality	Students were taking PSY 311, but were not receiving an in depth class about the various theories. It is important for students to understand underlying theories since it is a	• Student class evaluations on how PSY 311 class was similar to Counseling Theory (PSY 315) class. Frustration over paying for two similar classes. • Student feedback on how	2013-2014

	foundation class for many other Psychology classes.	they felt they were not learning about personality theories, and taking redundant classes.	