

Campus Assessment of Student Learning Outcomes

Unit Name: Psychology Assessment Summary Fall 2010-Spring 2011

What are the student learning outcomes in your unit?			
<p>The Psychology Department has 4 department specific student learning outcomes for student majors:</p> <ul style="list-style-type: none"> • Students will develop an understanding and appreciation of central facts and concepts in the field. • Students will have an understanding and appreciation of the varieties of applied fields in Psychology. • Students will develop and understanding and appreciation of research methods in Psychology. • Students will learn to comprehend and produce scientific writing described by the APA style manual. <p>Our main method of assessment is a department-designed exit exam given to all students enrolled in the Senior Lab class. During the spring of 2010 we took advantage of an offer of 20 free Mahor Field Achievement Tests offered by ETS. Twenty-one graduating seniors completed the exam in the spring of 2011.</p>			
Which outcome did you assess this academic year?			
Outcomes 1-2			
How did you assess their skills before, during and / or at the end of the semester / academic year?			
Psychology Assessment Yr. 2010-2011			
Assessment Activity	Method	Responsible Party	Timetable
Evaluation of Theoretical Concepts, per dept. student learning goals	MFT in Psychology	Dept. Chair (with assistance of Full Time Faculty and / or COAS Rep. to Curr. Committee)	Assessment Data collected in the Spring. Assessment Data Analysis & Written Report Submitted in the Fall

Evaluation of Applied Concepts, per dept. student learning goals	MFT in Psychology	Dept. Chair & Full time Faculty	(Same Report and time tables as listed above)
1-2 New Improvement Target Areas suggested for next yr. Communication skills for research in psychology	Dept. Faculty Meeting (Working Session dedicated to Assessment of Curriculum and Student Learning Outcomes)	Dept. Chair	New Improvement Areas Identified in the Spring

Please summarize the data you have collected this semester / academic year.

The results of the MFT for each of four subscales, can be seen below. The table shows that of the 21 students who took the MFT no more than 2 students scored above the 90th percentile in each area. The majority of our students scored at or below the 60th percentile. On the face of it, the results are disappointing. We hope to do additional research to learn whether there is an association between course completion and score on the subscale.

	Subscore 1		Subscore 2		Subscore 3		Subscore 4		
	Learning & Cognition: Language, Memory, & Thinking		Perception, Sensory, Physiology, Comparative, & Ethology		Clinical, Abnormal, and Personality		Developmental and Social		
Scaled	Score	Number in Range	Percent Below	Number in Range	Percent Below	Number in Range	Percent Below	Number in Range	Percent Below
	100	0	100	0	100	0	100	0	100
	95-99	0	100	0	100	0	100	0	100
	90-94	0	100	0	100	0	100	0	100

85-89	0	100	0	100	0	100	0	100
80-84	0	100	0	100	0	100	0	100
75-79	0	100	1	95	0	100	0	100
70-74	1	95	1	90	0	100	1	95
65-69	0	95	0	90	3	86	1	90
60-64	1	90	7	57	3	71	1	86
55-59	6	62	3	43	1	67	3	71
50-54	1	57	3	29	3	52	4	52
45-49	5	33	2	19	4	33	1	48
40-44	2	24	2	10	2	24	3	33
35-39	3	10	1	5	4	5	3	19
30-34	2	0	0	5	0	5	3	5
25-29	0	0	1	0	1	0	1	0
20-24	0	0	0	0	0	0	0	0

Please describe any programmatic changes you have made or are planning to make based on the data you have collected.

Since this is the first year we have collected assessment data using a national standardized exam we expect that our research concerning course-taking history will reveal whether we should make substantial changes in the content of our upper-division courses.

In the next year, we plan to assess the knowledge acquired among all students enrolled in Introductory Psychology P101 and P102 in accordance with the campus assessment plan for general education.

****Note:** Please use this template to provide the responses to the prompts above.**

