

COLLEGE OF LIBERAL ARTS & SCIENCES

PSYCHOLOGY PROGRAM ASSESSMENT

PART I. PROGRAM ASSESSMENT

1. There are three different assessment tools that are used to assess competencies in student learning. They are: a comprehensive examination which was given throughout the 2006-2007 academic year (Score of 70/100), the core assessment for PS408 which was given during the Spring 2007 semester, and the Supervisor Evaluation from PS407 which are collected throughout the 2006-2007 academic year. The comprehensive examination is a multiple choice instrument that randomly draws from a pool of questions obtained initially from an introductory textbook on psychology. The percentages found in the table below represent what percentage of questions address each competency. \*Percentages of comprehensive examination do not total to 100 because some questions can apply to two competencies.

No.	Program Competencies	Percentage of Questions Available to Assess Competency
1	Differentiate the major theoretical approaches, conceptual bases, and trends in psychology	Comprehensive Exam (90% of questions)
2	Create a research design with: data analysis, statistical interpretation, and application of findings	Comprehensive Exam (30% of questions)
3	Apply ethical standards of psychology to personal, social, and organizational issues	Comprehensive Exam (10% of questions)
4	Effectively utilize information technology to gather, assess, and communicate about psychological issues and research	Comprehensive Exam (5% of questions)
5	Use skeptical inquiry, critical thinking, and scientific approaches to understand behavior	Comprehensive Exam (40% of questions)
6	Show an appreciation of cultural diversity and individual differences	Comprehensive Exam (30% of questions)
7	Communicate professionally	Not Addressed by Comprehensive Exam
8	Show increased self-awareness and interpersonal skills	Not Addressed by Comprehensive Exam
9	Differentiate the various psychological roles, professional settings, and career opportunities related to psychology	Not Addressed by Comprehensive Exam

2. Core Assessment and Core Assessment Rubric from PS408 – Cognitive Psychology will be used to Assess Program Competency 7. Each student will be scored as Exceeding Expectations, Meeting Expectations, or Does Not Meet Expectation (See Attached Core Assessment and Core Assessment Rubric).

3. A Supervisor Evaluation form that is completed by the Field Placement (PS407) supervisor will be used to assess Program Competencies 8 & 9. The Supervisor

Evaluation has 12 questions and a scale of 5 responses for the supervisor on each question. The scale categories are 5-Excellent, 4-Above Average, 3-Average, 2-Below Average, and 1-Not Acceptable. For Program Assessment each category will be weighted the following way:

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
4-5	3	1-2

A. Data Analysis – Summary of Evidence Collected

1. The mean score for those passing the Comprehensive Exam during 06-07 academic year was 70.24 out of 100.
2. Below is an average score from the PS408 Core Assessment Rubric and the rating scale is as follows: 3-Exceeds Expectations, 2-Meets Expectations, and 1-Does Not Meet Expectations. The scores were derived from 10 Artifacts and 22 students.

#	Question	Average Score
1	Evaluation	2.4
2	Synthesis	2.3
3	Analysis	2.4
4	Application	2.5
5	Content of Communication	2.7
6	Technical Skills of Communicating	2.3
7	Professional Communication	2.7
8	Utilize Information	2.5

3. Below is an average score from the PS407 Survey and the rating scale is as follows: 5-Excellent, 4-Above Average, 3-Average, 2-Below Average, and 1-Not Acceptable. The scores were derived from 15 surveys.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
4-5	3	1-2	
#	Question	Average Rating	Score
1	Observance of work hours	4.4	Exceeds Expectations
2	Ability to follow directions/procedures	4.73	Exceeds Expectations
3	Completion of Assigned Tasks	4.8	Exceeds Expectations
4	Timeliness: Appointments & Deadlines	4.73	Exceeds Expectations
5	Initiative/Creativity in carrying out tasks	4.67	Exceeds Expectations
6	Ability to maintain effective working relationships with organization staff	4.53	Exceeds Expectations
7	Ability to relate effectively with clients	4.53	Exceeds Expectations
8	Judgment/discretion in dealing with clients and/or other agency matter	4.47	Exceeds Expectations
9	Interviewing/listening skills	4.67	Exceeds Expectations

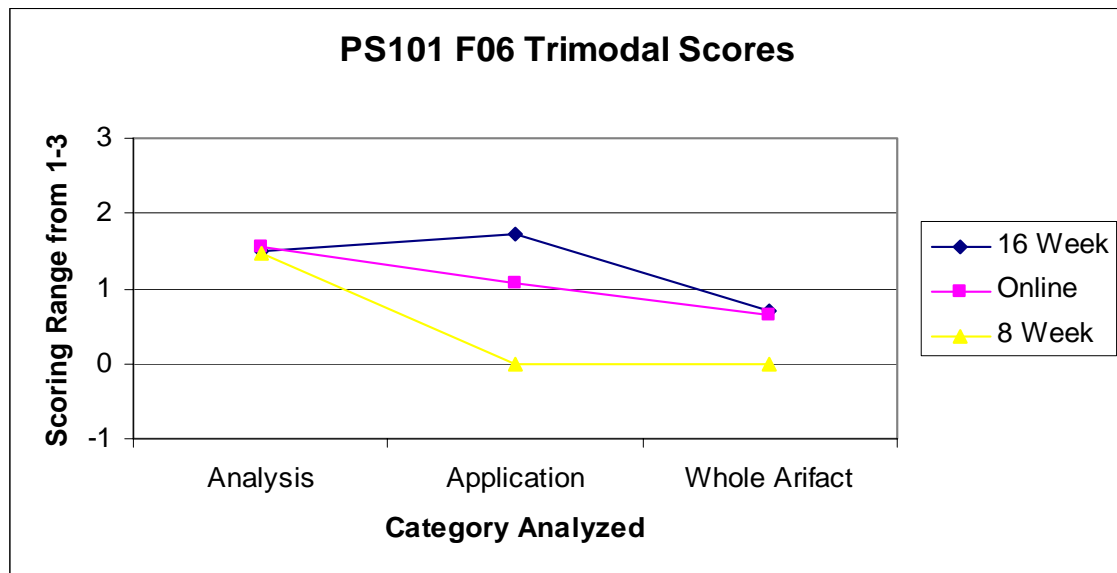
10	Referral/Utilization of other agencies	4.46	Exceeds Expectations
11	Dealing effectively with representatives of other agencies	4.62	Exceeds Expectations
12	Overall evaluation	4.73	Exceeds Expectations

- B. Data Interpretation – What do the results mean in terms of the following:
1. (a) The Comprehensive Exam is currently in a computer platform that does not allow a demarcation of any questions. This prohibits the ability to use the questions to assess specific Program Competencies and individual classes. (b) The Core Assessment Rubric for PS408 differed from an in class-assessment. It tended to score the assignment higher than the in-class assessment.
  2. In all areas of student learning the student’s in the Psychology Program have met or exceeded expectations.
  3. PS306 – The instructor for PS306-Experimental Psychology found the students unprepared by the 2006-2007. He was required to spend the first quarter of the Semester catching the student up on statistical knowledge in order to complete the class. The faculty of the Psychology Program desired a culminating experience for the graduating student and a portfolio added to the assessment process.
- C. Plan of action
- Next year the Comprehensive Exam will be moved to another platform that will allow such analysis. This will allow more molecular analysis by program competency and class. Since the Comprehensive Exam is pass-fail at 70 and the high score for the year was 85, it appears that the students are targeting a score of 70 in order to pass. A proposal will be made during the 07-08 year will be to lower the passing score to 60 and offer a grade of A for a score of 90-100, B for 80-89, C for 70-79, D for 60-69. This grade will printed on the students transcript. (b) A revised Core Assessment and Core Assessment Rubric will be submitted to University Assessment Committee for approval for PS408.
1. To address the lack of preparation for the PS306-Experimental Psychology the MA120-Statistics class was replaced by SO307-Statistics for Social Sciences. This will give the student better preparation for the statistics required in PS306. Another course was added to the core to give the students a better foundation in experimental methodology. This course is SO308-Principles of Social Research. Finally, PS306 was changed to PS406 to give better curricular flow. In order to have a culminating experience and portfolio in the psychology program, PS398 – Junior Seminar in Psychology and PS498 – Senior Capstone in Psychology were also added to the core. These classes will focus on vocation in psychology, the comprehensive exam, how to evaluate modern psychology, a reflection on the student’s bachelors earning activities, and will include a portfolio.

## PART II. TRIMODAL ASSESSMENT

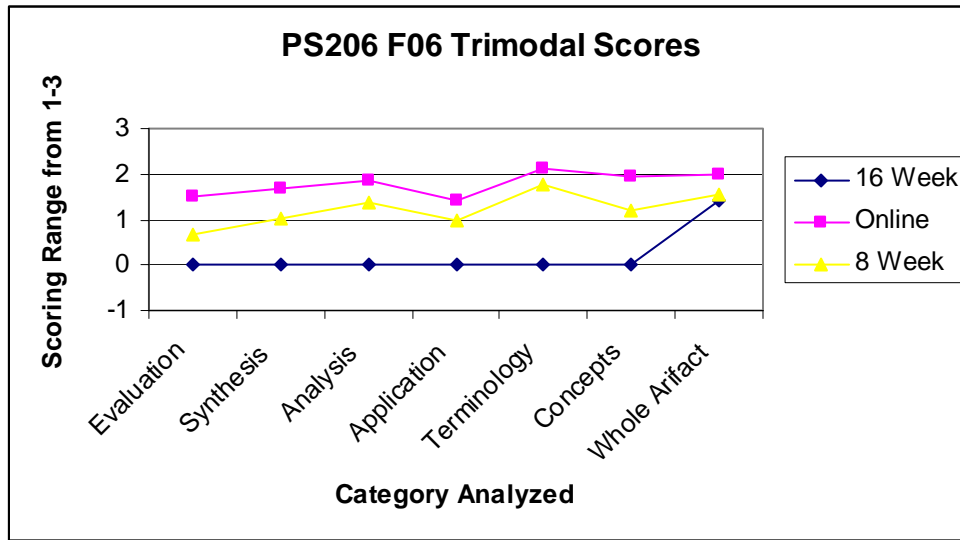
For the tri-modal assessment every student in a given course was assigned a core assessment that was related to the core learning outcomes. A core assessment rubric was developed to score each core assessment artifact. Core assessment artifacts were selected from three forms of instruction method used at Park University. These were 16 week face-to-face classroom instruction, online instruction, and 8 week face-to-face accelerated classes. Below are graphs demonstrating trends from the Fall 2006 semester. At this point it is important to remember this is just one semester. Further semesters will be needed to note trends in any mode of delivery in any assessment category for a given class. If there is a common trend in one category, there are enough participants (around 100 students) to make some initial conclusions.

PS101 – Introduction to Psychology – Core Assessment-Position Paper



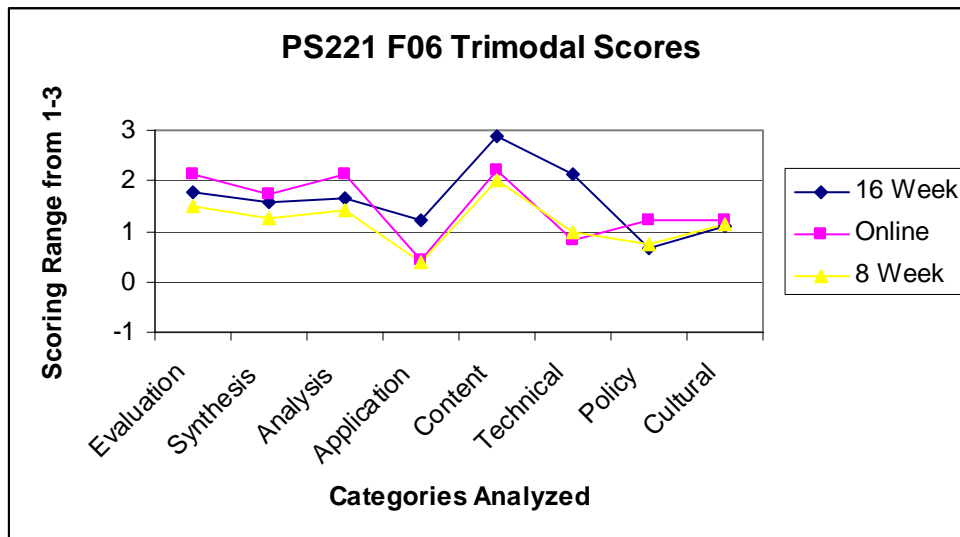
It is noted that all 3 modes of delivery show a downward trend in the area of Whole Artifact. It has been noted that students struggle with the APA style requirements found in written assignments. With this in mind modules have been developed that will walk each student through APA style. These modules will be available in each course shell online or in e-companion.

PS206 – Introduction to Guidance and Counseling – Core Assessment-Paper



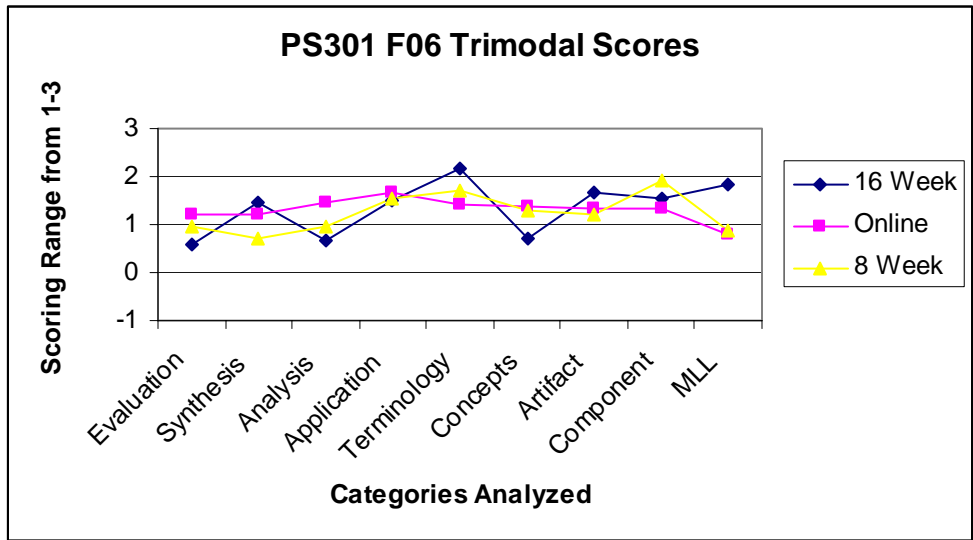
It is premature to make any evaluation of a mode of delivery from this graph, but the 16 Week mode of delivery will need further monitoring.

PS221 – Adolescent Psychology – Core Assessment-Research Paper



The categories of application, public policy, and cultural issues need to be monitored. The Core Assignment was changed to make what is expected more clear to the student.

PS301 – Social Psychology – Core Assessment-Literature Review



There are no clear trends here.