Assessment Report
Applied Psychology Program
2007-08

I. Introduction

History

The Department of Humanities and Social Sciences added the Bachelor of Science in Applied Psychology in 1997. The program has become well established and continues to grow and evolve. A minor in Psychology is also available to students. The Applied Psychology program serves students in the major, students in the minor, and serves General Education by providing courses that fulfill social science requirements.

Enrollment trends

Enrollment for the Applied Psychology major started very high, with 195 students enrolled in Fall of 2002. Enrollment has declined steadily each year, with 127 students enrolled in Fall 2007. The enrollment trend is not surprising as there was initially a backlog of individuals interested in the degree. Students in the program tend to be local; therefore it is not surprising that enrollment trends have dropped somewhat since the initial offering of the program. Enrollment may also be affected by the addition of the Communications major to the OIT curriculum. It should also be noted that many students transfer into the program as juniors or seniors, having completed the general education requirements within another major or at another college (e.g., KCC). Graduation rates for this same period are somewhat more constant, with smaller fluctuations than fall term enrollment. This is most likely a reflection of the impact of students who transfer into the major as juniors or seniors.

Graduation rates

Graduation rates have remained steady since the inception of the program, averaging 47 graduates per year (54-44) over the past five years.

II. Program Purpose, Objectives, and Student Learning Outcomes

The Applied Psychology faculty met 9/19/07 and reviewed the current program Mission statement, program goals/objectives and outcomes. After some discussion we agreed to some minor revisions to the mission and organization of goals and objectives. We also agreed that we have 3 main outcomes and will assess them annually.

Applied Psychology Program: Mission Statement
The mission of the Applied Psychology program is to enable students to apply general knowledge of psychology and in-depth knowledge and skill in specific areas of psychology to communicate effectively, think critically, behave ethically and with cultural awareness, and work interpersonally with people from a wide variety of backgrounds.

Applied Psychology Program: Objectives

1. To produce graduates with effective interpersonal skills that can work in a variety of practical settings

2. To enable students to obtain the knowledge and skills necessary for immediate employment and/or graduate study in psychology and related areas

3. To provide opportunities for students who wish to apply psychology training to employment in business and human service related organizations or to prepare for graduate programs in related areas

4. To serve as a minor to complement other programs on campus

Applied Psychology Program: Outcomes

1. Students will be able to demonstrate an understanding of the major theoretical approaches, findings, and trends in psychology

2. Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation

3. Students will demonstrate an understanding of applications of psychology to personal, social, and organizational problems and issues

III. Three-year Cycle for Assessment of Program Learning Outcomes
The three learning outcomes will be assessed on a three-year cycle as demonstrated in Table 1.

Program Learning Outcomes	2007/08	2008/09	2009/10
Students will be able to demonstrate an understanding of the major theoretical approaches, findings, and trends in psychology	X		
Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation		X	
Students will demonstrate an understanding of applications of psychology to personal, social, and organizational problems and issues			X

IV. Summary of 2007-2008 Assessment Activities

The Applied Psychology faculty met 9/27/07. We looked at our course x outcome matrix (see Appendix A) and agreed that we would focus on the courses that make up the core of the Applied Psychology curriculum, including the required Emphasis Electives. We decided that, at this time, we would not include the free elective psychology courses in our program assessment. Our decision is based on the following – those courses typically have lower enrollment so the samples would be small and not necessarily representative of the outcomes of the program as a whole. We agreed that we would revisit this issue once the program and institutional assessment process was established. We also agreed that we will need to include assessment data from web sections of courses and from courses taught by adjunct faculty or faculty from outside HSS. However, during the 2007/08 academic year we will focus on gathering assessment data from courses taught on campus by the full-time Applied Psychology faculty.

Program Outcome 1: Students will be able to demonstrate an understanding of the major theoretical approaches, findings, and trends in psychology

Data were collected from core courses and required emphasis electives taught on campus by full-time faculty. The courses targeted were: PSY 201 (3 sections, Fall term), PSY 215 (1 section , fall term), PSY 301 (1 section, fall term), PSY 330 (1 section, winter term), PSY 331 (1 section, spring term), PSY 335 (1 section, spring term), PSY 360 (1 section, fall term), and PSY 361 (1 section, winter term). Direct assessment measures were collected from exam items. Indirect assessment measures were collected from the fall term IDEA center evaluations and a senior survey administered at the end of spring term. The data from the assessments are presented in Appendix B.

PSY 201
Direct Measures: 12 test items were selected to assess student learning about major theories in psychology
 Data were collected in 3 sections of PSY 201. In sections 01 and 02 – data were collected on exams throughout the term. Data were collected on a cumulative final in section 04. A total of 182 students were enrolled across the 3 sections; the majority of students in these sections are not psychology majors and take the course to fulfill a social science requirement.
 The data from PSY 201 (see Table 2) indicate that the majority of students are able to respond correctly to multiple choice questions about specific major theories in psychology. A review of the items where students had poor performance indicates that these were questions at the application level or asked for specific details, rather than a general understanding of the theory.
 The data also indicate that students may perform better on test items when the tests immediately follow the material, rather than when the item is administered at the end of the term. This is reflected in the poorer performance on several items for Section 04, where all items were administered at the end of the term.

Indirect Measure: IDEA Center Evaluation

Data to assess Program Outcome 1 were collected using the IDEA Center evaluation of teaching effectiveness (see Table 5). Specifically student responses to Item #22: "Learning fundamental principles, generalizations, or theories" were assessed as an indirect measure of student learning of major theories.

Students were instructed to describe the amount of progress made on the learning objective using a 5 point scale with 1 = no apparent progress, 2 – slight progress, small gains on the objective, 3 = moderate progress, some gains, 4 = substantial progress, large gains, and 5 = exceptional progress, outstanding gains.

The average raw score and adjusted score responses is presented, by section, in Table 5. The majority of the students (65%- 77%) indicated that they had made substantial or exceptional progress on this objective.

The data from the direct measures appear to correspond with the data from the indirect measure – students appear to have made some progress on the learning outcome of understanding major theories and trends in psychology at the introductory level.

PSY 215

Direct measures: Test items were selected to assess student learning about major theories in psychology. Data were collected in 1 section of PSY 215 on exams administered throughout the term. The targeted test items were included on Exam 1, Exam 2 and the Final Exam. The Final Exam is optional in this course and only 14 of the 37 enrolled students took the test. (see Table 3)

Student performance on most items was good. Not surprisingly, students seem to perform better on items that are related to material covered in the PSY 201-203 series. Items relating to new information appeared to be more difficult for students. Overall, it appears that students are demonstrating familiarity with the major theories and trends in psychology relative to the subject matter in PSY 215.

Indirect Measure: IDEA Center Evaluation

Data to assess Program Outcome 1 were collected using the IDEA Center evaluation of teaching effectiveness. Specifically student responses to Item #22: "Learning fundamental principles, generalizations, or theories" were assessed as an indirect measure of student learning of major theories. (see Table 5)

Students were instructed to describe the amount of progress made on the learning objective using a 5 point scale with 1 = no apparent progress, 2 – slight progress, small gains on the objective, 3 = moderate progress, some gains, 4 = substantial progress, large gains, and 5 = exceptional progress, outstanding gains.

The average raw score and adjusted score responses is presented, by section, in Table 5. The majority of the students (90%) indicated that they had made substantial or exceptional progress on this objective.

PSY 301

Direct Measures: Three test items (one multiple choice and two essays) were administered to 21 students during the fall term final exam to assess student learning about the major theories and trends in psychology, relative to basic counseling.

Student performance on all items was very good. The majority (19/21) of students answered the multiple-choice question correctly. Most students (15/21 and 18/21) received full points on the essay items

Indirect Measure: IDEA Center Evaluation

Data to assess Program Outcome 1 were collected using the IDEA Center evaluation of teaching effectiveness. Specifically student responses to Item #22: "Learning fundamental principles, generalizations, or theories" were assessed as an indirect measure of student learning of major theories. (see Table 5)

Students were instructed to describe the amount of progress made on the learning objective using a 5 point scale with 1 = no apparent progress, 2 – slight progress, small gains on the objective, 3 = moderate progress, some gains, 4 = substantial progress, large gains, and 5 = exceptional progress, outstanding gains.

The average raw score response to this item was 4.5; the adjusted score was 4.5. Most of the students (93%) indicated that they had made substantial or exceptional progress on this

The data from the direct measures appear to correspond with the data from the indirect measure – students appear to have made substantial progress on the learning outcome of understanding major theories and trends in psychology, relative to counseling psychology.

PSY 360
Direct Measure: Exam items

13 multiple-choice test items and one short answer question were selected to assess student learning about major theories and trends in Organizational Psychology Data were collected on a cumulative final, fall term, administered to 9 students.

The multiple-choice items required students to a) apply knowledge of a theory or trend, b) demonstrate knowledge of the definition of a term related to a theory, or c) identify correctly factual information related to a theory or trend. Students' performance on these items varied from excellent (all students responded correctly) to poor (56% of students responded correctly). The discrepancies in responding do not seem to be related to whether the item was an application, definition, or factual question, but rather to the specific theory/trend being tested. (see Table 3)

The short-answer final exam item required students to be able to provide factual information about a trend in Organizational Psychology that had theoretical implications. The majority of students were able to provide basic factual information (e.g., the change involved a more formal style of organization) and to identify at least one implication of the change (e.g., more objective methods, improved treatment of workers). About half (5/9) students included both aspects in their answers. (see Table 4)

Indirect Measure: IDEA Center Evaluation

Data to assess Program Outcome 1 were collected using the IDEA Center evaluation of teaching effectiveness. Specifically student responses to Item #22: "Learning fundamental principles, generalizations, or theories" were assessed as an indirect measure of student learning of major theories. (see Table 5)

Students were instructed to describe the amount of progress made on the learning objective using a 5 point scale with 1 = no apparent progress, 2 – slight progress, small gains on the objective, 3 = moderate progress, some gains, 4 = substantial progress, large gains, and 5 = exceptional progress, outstanding gains.

The average raw score response to this item was 4.6; the adjusted score was 4.7. Most of the students (88%) indicated that they had made substantial or exceptional progress on this

The data from the direct measures appear to correspond with the data from the indirect measure – students appear to have made some progress on the learning outcome of understanding major theories and trends in psychology, relative to organizational psychology.

PSY 361
Direct Measure: Exam items

7 multiple-choice test items were selected to assess student learning about major theories and trends in Industrial Psychology. Data were collected on a cumulative final, winter term, administered to 11 students. (see Table 6)

The multiple-choice items required students to a) identify a theory or trend, b) apply knowledge of a theory or trend, or c) demonstrate knowledge of the definition of a term related to a theory. Students' performance on these items varied from excellent (91% of students responded correctly) to very poor (18% of students responded correctly). The discrepancies in responding do not seem to be related to whether the type of question, but rather to the specific theory/trend being tested. The most difficult items were those that required to students to correctly name an area of Industrial Psychology. This may have been due to the nature of the distracter items for those questions. Overall, students demonstrated good knowledge of key knowledge related to Industrial Psychology.

PSY 330 & PSY 331
Direct Measure: Exam items

13 multiple-choice test items and 2 True/False items from PSY 330 and 14 multiple choice items from PSY 331 were selected to assess student learning about major theories and trends in Social Psychology. Data were collected across multiple quizzes administered throughout winter and spring terms. Between 16 and 29 students were assessed on each quiz. (see Table 7 & Table 8)

The multiple-choice items required students to a) apply knowledge of a theory or trend, b) demonstrate knowledge of the definition of a term related to a theory, or c) identify correctly factual information related to a theory or trend. Students' performance on these items varied from excellent (all students responded correctly) to poor (47% of students responded correctly). The discrepancies in responding do not seem to be related to whether the item was an application, definition, or factual question, but rather to the specific theory/trend being tested.

PSY 335
Direct Measure: Exam Items

7 matching, 14 multiple choice, and 3 essay questions were selected to assess student learning about the major theories and trends in Behavior Modification. Data were collected from a cumulative final exam administered winter term to 37 students.

The matching items required students to correctly match key terms and their definitions. The 7 targeted items were embedded in a list of 27 terms and definitions selected from the key terms in both PSY 334 and PSY 335. PSY 334 is offered in fall and is a prerequisite to PSY 335. Performance on the matching items ranged from very good (89% of students correctly matched term and definition) to poor (51% of students matched terms and definition correctly). (see Table 9)

The multiple choice items required students to a) correctly identify key terms, b) correctly identify key concepts and assumptions, and c) identify a past trend. Performance on multiple choice items ranged from excellent ((95% correct) to poor (29% correct). It appears that most students were able to correctly answer questions about key terms and concepts, with a few concepts or terms that were difficult for most students. This is not surprising given the comprehensive nature of the exam, the fact that some concepts were drawn from material introduced the previous term, and the difficulty level of some of the items.(see Table 9)

The essay items required students to apply their knowledge of the key concepts of behavioral theories. Students performed very well on these items. The majority of students performed at the level of Good or Very Good. A small percentage of students (10%-32%) performed at the Excellent level, including additional information about the theoretical basis of their answers. (see Table 10, Table 11, & Table 12)

Strengths: In general it appears that students are learning about the major theories and trends in psychology, relative to the specific course in which they were tested. The indirect measures of student learning (i.e., students' self-ratings of their progress) provide some evidence that the students believe they are learning

Weaknesses: There appear to be specific areas in which students perform poorly. This may be due to the nature of the assessment, the difficulty of the material, or a weakness in the course.

Recommended Improvements: Poor performance on some items suggests that improvements in course materials and/or program curriculum may be needed. However, further refinement of the measures used to assess this student learning outcome should be addressed before major changes in the curriculum are attempted.

V. Student Learning Improvement Plan

Applied Psychology Program Student Learning Objective 1: *Students will be able to demonstrate an understanding of the major theoretical approaches, findings, and trends in psychology* was assessed during the 2007-08n academic year. Data were collected from test items in PSY 201, 215, 301, 330, 331, 335, 360, and 361. Both the direct measures and the indirect measures suggest that students are learning about the

major theories and trends in psychology, relative to the specific course in which they were tested. However, these data should be interpreted with caution as only a few test items were selected for assessment purposes. The test items selected represent a very small sample of the many theories that comprise the field of psychology. The test items themselves were mostly multiple-choice items, which limits assessment to only recognition of material and may not necessarily reflect what students will take away from the course. The indirect measures of student learning (i.e., students' self-ratings of their progress) provide some evidence that the students believe they are learning. However, due to the small numbers of students in some of the courses, these data should also be interpreted with caution.

Appendix A

Applied Psychology
Program Learning Outcomes x PSY Core Course/Emphasis Core Course Matrix for
2007/08 Assessment

Program Learning Outcome
Students will be able to demonstrate an understanding of the major theoretical
approaches, findings, and trends in psychology

	1st year	2nd year	3rd year	4th year
Fall	**PSY 201**	**PSY 215** PSY 220	***PSY 301*** PSY 317 PSY 334 PSY 341 *PSY 347* **PSY 360** *PSY 410*	PSY 420 PSY 421 PSY 422 PSY 423
Winter	PSY 202	PSY 216	*PSY 311* PSY 313 PSY 317 **PSY 330** **PSY 335** PSY 342 *PSY 347* **PSY 361** *PSY 410*	PSY 420 PSY 421 PSY 422 PSY 423
Spring	PSY 203	*PSY 220*	*PSY 312* PSY 313 PSY 317 **PSY 331** *PSY 339* *PSY 347* *PSY 410* PSY 416	PSY 420 PSY 421 PSY 422 PSY 423 PSY 456 PSY 480

***- courses indicated in bold will be targeted for assessment of Program Learning
Outcome 1 for 2007/08**

* - courses in italics are taught by adjunct or non-HSS faculty

Appendix B
Assessment Data 2007-2008

Table 1: Number and percentage of Fall term PSY 201 students choosing correct answer on targeted multiple choice items

	Sec 01 (n=60)*		Sec 02 (n=68)*		Sec 04 (n=54)		TOTAL (n=182)	
Item #	# C	% C	# C	% C	# C	% C	Total #	Total %
1	46	*77*	47	*69*	10	*18*	103	*57*
2	58	*97*	59	*87*	28	*52*	145	*80*
3	53	*88*	54	*79*	25	*46*	132	*72*
4	39	*65*	40	*59*	33	*61*	112	*62*
5	48	*80*	44	*65*	6	*11*	98	*54*
6	54	*90*	58	*85*	45	*83*	157	*86*
7	43	*72*	37	*54*	29	*58*	109	*60*
8	40	*67*	58	*85*	50	*93*	148	*81*
9	45	*75*	36	*53*	10	*18*	91	*50*
10	20	*33*	23	*34*	11	*20*	54	*30*
11	45	*75*	56	*82*	42	*78*	143	*79*
12	43	*72*	40	*59*	26	*48*	109	*60*

- n – reflects number enrolled in section at final exam – not necessarily number in sample for each item

Table 2: Number and percentage of Fall Term PSY 215 students choosing correct answer on targeted multiple choice items.

	Exam 1 (n=37)		Exam 2 (n=36)		Final Exam (n=14)	
Item #	# C	% C	# C	% C	# C	% C
1	20	*54*	33	*92*	4	*29*
2	27	*73*	25	*69*	7	*50*
3	23	*62*	18	*50*	14	*100*
4	28	*76*	34	*94*	6	*43*
5	35	*95*	32	*89*	11	*79*
6	29	*78*			12	*86*
7	19	*51*			9	*64*
8	32	*86*			14	*86*
9	25	*67*			9	*64*
10	36	*97*			7	*50*
11	30	*81*			10	*72*
12	34	*92*			12	*86*
13	31	*84*			8	*57*
14	33	*89*			11	*79*
15	22	*59*				
16	28	*76*				
17	30	*81*				

Table 3: Number and percentage of Fall Term PSY 360 students choosing correct answer on targeted multiple choice items from final exam (n=9)

Item #	# C	% C
1	6	*67*
2	9	*100*
5	8	*89*
6	7	*78*
16	6	*67*
27	9	*100*
39	6	*67*
41	7	*78*
43	5	*56*
48	9	*100*
49	9	*100*
50	9	*100*
53	5	*56*

Table 4: PSY 360 Assessment Rubric for targeted Short Answer Question from final exam, Fall Term

Question: Why was the development of the bureaucratic organizational style considered to be such a revolutionary and humanistic change to the workplace?

	Organization		Corrections		Total
	formal/orderly	rational	inequities/ favoritism	cruelty	
S1	0	0	1	0	1
S2	1	0	1	1	3
S3	0	0	0	1	1
S4	0	1	1	1	3
S5	1	1	1	0	3
S6	0	1	1	0	2
S7	1	0	1	0	2
S8	0	0	0	1	1
S9	1	0	0	0	1
Total	4	3	6	4	

Table 5: Fall Term IDEA Center Report - Item #22: Learning fundamental principles, generalizations, or theories

Course	Average	Percent of Students Rating		N (n-responding/n-enrolled)
	Raw(adj)	1 or 2	4 or 5	
PSY 201				
Sec 01	3.8(4.1)	10	73	41/60
Sec 02	4.0(4.2)	2	77	45/68
Sec 04	3.9(3.9)	2	65	48/58
PSY 215				
Sec 01	4.2(4.1)	0	90	(30/37)
PSY 301				
Sec 01				
PSY 360				
Sec 01	4.6(4.7)	0	88	8/9

Table 6: Number and percentage of Winter Term PSY 361 students choosing correct answer on targeted multiple choice from cumulative final exam (n = 11)

Question #	# Correct	%Correct
1	8	73
2	8	73
3	5	45
4	2	18
5	8	73
6	10	91
7	7	64

Table 7: Number and percentage of Winter Term PSY 330 students choosing correct answer on targeted multiple choice or *True/False* items from multiple quizzes throughout term

Quiz # (n)	Question #	# Correct	% Correct
1 (29)	11	27	93
1	14	22	76
2 (29)	5	22	76
2	12	19	65
2	15	18	62
3 (27)	17	26	96
3	20	21	78
3	24	20	74
4 (26)	*4*	18	69
4	8	22	85
4	15	26	100
4	20	20	77
5 (27)	*2*	21	78
5	9	23	85
5	14	26	96

Table 8: Number and percentage of Spring Term PSY 331 students choosing correct answer on targeted multiple choice items from multiple quizzes throughout term

Quiz # (n)	Question #	# Correct	% Correct
1 (20)	6	15	75
1	7	17	85
1	8	17	85
1	20	16	80
2 (19)	6	9	47
2	8	13	68
2	9	14	74
2	20	18	90
3 (19)	18	16	84
3	20	18	95
3	24	18	95
4 (16)	14	10	62
4	15	15	94
4	17	14	87

Table 9: Number and percentage of Spring Term PSY 335 students choosing correct answer on targeted matching and multiple choice items from cumulative final exam administered to 37 students.

Item (type)	Question #	# Correct	% Correct
Matching	1	27	73
	2	32	86
	3	23	62
	4	19	51
	5	20	54
	6	30	81
	7	33	89
M/C (terms)	1	34	92
	37	27	73
	42	21	57
M/C (concepts)	2	34	92
	5	28	76
	35	27	73
	36	11	29
	38	25	66
	40	26	70
	41	31	84
	45	26	70
	46	28	76
	53	35	95
M/C (Trends)	34	22	59

Table 10: PSY 335: Assessment Rubric for targeted Short Answer Questions from final exam, Winter Term

Question: Do Reputable behavior modifiers deny the existence and importance of thoughts and feelings?

Poor Incorrect	Good "No"	Excellent "No" & explains	Total Good + Excellent
0	25 (58%)	12 (32%)	37 (100%)

Table 11: PSY 335: Assessment Rubric for targeted Short Answer Questions from final exam, Winter Term

Question: The last 3 times that Emily has gone out to the grocery store she has had to cut her trip short because she has experienced dizziness, shortness of breath, palpitations and has felt like she was going to die. Now, even the thought of going to the store makes her very anxious and Emily has been finding excuses not to go.

a) How can we (behavior Analysts) explain the development and maintenance of her agoraphobia with panic disorder and,

Poor Does not correctly identify classical conditioning or avoidance conditioning	Good Describes at either the classical conditioning or avoidance conditioning component	Very Good Describes both the classical conditioning and avoidance conditioning components	Excellent Describes and correctly LABELS the classical conditioning and/ or avoidance conditioning component	Total Good, Very Good and Excellent
7 (19%)	19 (51%)	6 (16%)	5 (14)	30 (81%)

Table 12: PSY 335: Assessment Rubric for targeted Short Answer Questions from final exam, Winter Term

b) therefore, how should it be treated?

Poor Incorrect treatment	Good Correct treatment	Excellent Correct treatment with rationale (e.g., counterconditioning, extinction)	Total Good + Excellent
1 (2%)	32 (86%)	4 (10%)	36 (97%)