Assessment Report
Applied Psychology Program
2009-10

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 46 graduates per year (54-42) over the past five years.

The Applied Psychology Minor was approved in 2001. Initially, very few minors were awarded (1-3). The number of minors awarded has grown in the past four years, with an average of 11 per year (9 – 13).

II. Program Purpose, Objectives, and Student Learning Outcomes

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
NOTE: These Program Student Learning Outcomes are currently under review by program faculty. The faculty will update the PSLO's as changes are made. New PSLO's are marked in italics.

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

4. *Students will demonstrate knowledge and understanding of relevant ethical issues, including a general understanding of relevant ethics codes*

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
1. Students will be able to demonstrate an understanding of the major theoretical approaches, findings, and trends in psychology	X		
2. Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation		X	
3. Students will demonstrate an understanding of applications of psychology to personal, social, and organizational problems and issues			X
4. Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the relevant ethics codes			X

Table 1 Assessment Cycle

IV. Summary of 2009-2010 Assessment Activities

The Applied Psychology faculty met 9/29/09. We agreed that we will continue to focus assessment efforts in the courses that make up the core of the Applied Psychology curriculum, including the required Emphasis Electives. The free elective psychology courses will not be included 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 will include web sections of target classes. See Appendix A for Course by SLO matrix with 2009-10 target courses. (NOTE – this may change as we continue to revise the PSLOs)

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

This is one of the PSLOs that faculty are revising. The faculty conducted assessment in PSY 335 (Winter term) where students use principles of Behavior Modification on their own behavior. Senior Survey data was also collected.

Indirect Assessment #1
Students enrolled in PSY 335 – Behavior Modification II, winter term, were asked to evaluate the amount of progress in applying behavior modification principles to personal issues. During the final exam, students were asked two questions (adapted from the IDEA center evaluations)
   1) Describe the amount of progress you made on the following objectives
        a. Learning to apply course material to personal, social issues

      b. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Students rated their progress on a 5 point scale:
1. No apparent progress
2. Slight progress; I made small gains on this objective
3. Moderate progress; I made some gains on this objective
4. Substantial progress; I made large gains on this objective
5. Exceptional progress; I made outstanding gains on this objective

Twenty-four students completed the evaluation. Results are presented in Table 2 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Apply course material	Rating scale	1-5	80% at 4 or 5	100%
Develop skills, etc	Rating scale	1-5	80% at 4 or 5	96%

Table 2: Indirect Assessment of PSLO 3; PSY 335 Winter 2010

Strengths and Weaknesses
Student ratings are acceptable. Students indicated that they have made gains in applying specific course material and in learning the specific skills, competencies and points of view necessary to successfully apply the course materials.

Indirect Assessment #2
The faculty indirectly assessed this outcome in the Senior Survey conducted at the end of spring term. Graduating seniors were asked to …"indicate how well the psychology program is doing in meeting the following objectives: Understanding of applications of psychology to personal, social, and organizational problems and issues" using a 4 point scale (Excellent, Good, Poor, Very Poor).

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Understanding of applications of psychology to personal, social, and organizational problems and issues	Senior Survey	4 point rating scale	80% rate at Good or Excellent	100%

Table 3: Indirect assessment of PSLO 3; n = 24

Strengths and Weaknesses
Student ratings are acceptable. Students indicated that they have made gains in understanding the applications of psychology to personal, social and organizational problems and issues.

Program Outcome 4: Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the relevant codes of ethics.

Direct Assessments #1 and #2
The faculty assessed this outcome in PSY 301 in Fall 2009 and in Spring 2010 using the ISLO Ethics Rubric (with LPC ethics code). An ethics homework assignment was provided to students in PSY 301 in fall term 2009 (19 students) and in spring term 2010 (21 students). The fall term homework was part of an institutional assessment and was graded and included as part of the student's grade. Results can be found in Table 4 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Fall term Results	Spring Term Results
1. Using code of ethics, describes ethical issue(s)	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	53%	65%
2. Describes parties involved and discusses their points of view.	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	79%	67%
3. Describes and analyzes possible/ alternative approaches	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	79%	81%
4. Chooses an approach and explains the benefits and risks.	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	79%	75%

Table 4: Direct Assessment of PSLO 4 Fall Term 2009 and Spring Term 2010 in PSY 301.

Strengths: Student performance met acceptable performance levels for criterion 2 during Fall term and for criteria 3 and 4 during both Fall and Spring terms. Although student performance levels for criterion 2 were lower during spring term, they approached acceptable levels. Students tend to focus on one or two ethical issues and are able to correctly identify alternative approaches and to evaluate the risks and benefits of these approaches.

Weaknesses: Students did not meet acceptable performance levels on criterion 1 during fall term or spring term.

Actions Taken: Faculty will continue to review the ethical issues in PSY 301 and direct student attention to identifying ALL relevant issues.

Direct Assessment #3
The faculty assessed this outcome in PSY 335 in Winter 2010 using the ISLO Ethics
Rubric (with Behavior Analysts Code of Ethics). An ethics homework assignment was
given out to students in PSY 335 in winter term 2010. Twenty-two students submitted the
assignment; however, two students did not complete all the questions, and three students
completed the assignment using a different ethics code. The data presented below are for
the 17 students who completed the entire assignment using the Behavior Analysts Code
of Ethics. This homework was graded and included as part of the student's grade.
Results can be found in Table 5 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
1. Using code of ethics, describes ethical issue(s)	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	82%
2. Describes parties involved and discusses their points of view.	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	88%
3. Describes and analyzes possible/ alternative approaches	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	82%
4. Chooses an approach and explains the benefits and risks.	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	82%

Table 5**:** Direct Assessment of PSLO 4; Winter Term 2010 in PSY 335.

Strengths and Weaknesses
Student performance on the Ethics Homework assignment was acceptable. No specific
area of weakness was identified. No additional actions are required at this time.

Direct Assessment #4
The faculty assessed this outcome in PSY 313 in Spring 2010 using the ISLO Ethics
Rubric (with APA code of ethics for research). The results are shown in Table 6 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
1. Using code of ethics, describes ethical issue(s)	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	81%
2. Describes parties involved and discusses their points of view.	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	67%
3. Describes and analyzes possible/ alternative approaches	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	62%
4. Chooses an approach and explains the benefits and risks.	Ethics Homework, Rubric	1 – 4 scale	70% at 3 or 4	71%

Table 6: Direct Assessment of PSLO #3; Spring Term 2010, PSY 313

Strengths and Weaknesses
Students were able to identify the key ethical issues in the scenario and were generally able to choose an alternative approach and discuss the risks and benefits of the approach. Weaknesses appeared in the identification of stakeholders and in identifying multiple alternative approaches. The low scores on identifying stakeholders may reflect a lack of familiarity with the term "stakeholder"; several students asked for clarification of this term and answers to this item seem to reflect a lack of understanding of the terminology. Students also tended to identify just one alternative approach to the situation rather than multiple approaches.

Indirect Assessment #1
Faculty assessed this outcome in the Senior Survey conducted at the end of spring term. Graduating seniors were asked to "indicate how well the psychology program is doing in meeting the following objectives:

An understanding of professionalism and ethical practice
Knowledge and understanding of relevant ethical issues including a general understanding of relevent ethics codes" using a 4 point scale (Excellent, Good, Poor, Very Poor).

The results are shown in Table 7 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Understanding professionalism and ethical practice	Senior Survey	1(excellent) - 4(very poor) scale	80% at 1 or 2	96%
Knowledge and understanding of relevant ethical issues including a general understanding of relevent ethics codes	Senior Survey	1(excellent) - 4(very poor) scale	80% at 1 or 2	96%

Table 7: Indirect Assessment PSLO 4, n = 24

Strengths and Weaknesses
Students indicate that they are familiar with the ethical codes and practices associated with the field of psychology. Although these data are based on self-report, they indicate that students feel the Applied Psychology curriculum adequately addresses ethical issues. These results are somewhat higher than the performance levels on the Ethics Homework assignments in PSY 301, PSY 313, and PSY 335 would indicate. This may reflect students' overall reflection about their progress in learning about ethical issues, rather than a reflection of the specific ethical codes that they have learned about.

Detailed records of this assessment can be found in the department assessment coordinator's notebook.

V. Student Learning Improvement Plan

Applied Psychology Program Student Learning Outcome 3: *will demonstrate an understanding of applications of psychology to personal, social, and organizational problems and issues.*

The results from the indirect assessments indicate that students feel that they have made progress in understanding the applications of psychology. Direct assessment measures for this outcome need to be developed. Students have several opportunities throughout the Applied Psychology curriculum to apply key concepts to various issues; however, specific measures of student competency in application have not been implemented. Faculty will continue to develop specific measures for this PSLO and will conduct direct assessment of this PSLO in 2010/11.

Applied Psychology Program Student Learning Outcome 4: *Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the relevant codes of ethics.*

Direct assessment of this outcome indicates that students are approaching competency in understanding of at least three different codes of ethics related to psychology. Students appeared to have some difficulty with identifying ALL ethical issues related to counseling and research. Students also had some difficulty with identifying stakeholders and describing their perspectives. Faculty will continue to incorporate the various codes of ethics in the courses and will work to clarify the specific requirements of the Ethics Homework assignments.

VI. Changes resulting from assessment.

Assessment results from 2008/09 suggested that the Applied Psychology PSLOs may be too broad. Faculty have begun the process of reviewing the PSLOs and modifying them. During 2009/10 we added PSLO 4; this PSLO specifically addresses ethical issues related to Psychology, an area that has been addressed throughout the curriculum but not assessed previously. We will continue to review the PSLOs to ensure that they reflect the key elements of the Applied Psychology curriculum.

Assessment of PSLO 2 during 2008/09 suggested that we need to address the statistics portion of the Applied Psychology curriculum. A teaching assistant has been recruited to assist with the development of a statistics review unit to be added to PSY 313. It is expected that this unit will be available for use with the Fall 2010 offering of PSY 313.

Appendix A

Applied Psychology
Program Learning Outcomes by PSY Core Course/Emphasis Core Course Matrix for
2009/10 Assessment

Program Learning Outcome
*Students will demonstrate an understanding of applications of psychology to personal,
social, and organizational problems and issues*

	1st year	2nd year	3rd year	4th year
Fall	PSY 201	PSY 215 PSY 220	PSY 301 PSY 313 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 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

Program Learning Outcome

Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the relevant ethic codes.

	1st year	2nd year	3rd year	4th year
Fall	PSY 201	PSY 215 PSY 220	**PSY 301** **PSY 313** **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 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