

**Assessment Report  
Applied Psychology Program  
2013-2014**

**I. Introduction**

*History*

The Department of Humanities and Social Sciences added the Bachelor of Science in Applied Psychology on the Klamath Falls campus 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. The program has also included an opportunity for students to choose one of three primary areas of interest: human services, pre-education, and organizational development.

*Enrollment trends*

Enrollment for the Applied Psychology major started very high, with 195 students enrolled in the Fall of 1997. Enrollment declined after 1997, but has remained stable since 2002. Between the 2002 and 2013 academic years, the Applied Psychology program has had a consistent number of students, totaling between 125 and 157 students actively enrolled each year. Enrollment in Fall 2013 was 143. After the initial influx of students when the program first began in 1997, the numbers have remained consistently at the same level. 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*

The Applied Psychology program has graduated between 40-56 students annually with 40 students graduating during the 2013-2014 academic year.

**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 skills to 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 who 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 to apply their psychological 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 demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation
2. Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.
3. Students will demonstrate basic counseling
4. Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.
5. Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).

### **III. Six-year Cycle for Assessment of Program Learning Outcomes**

The learning outcomes will be assessed on a three-year cycle as demonstrated in Table 1.

Program Learning Outcomes	2009/ 2010	2010 /11	2011 /12	2012 /13	2013 /14*	2014 /15
Students will be able to demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation.			X			X
Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.	X			X		
Students will demonstrate basic counseling skills.		X				
Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.						X
Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).						X

Table 1. Assessment Cycle

#### **IV. Summary of 2013-14 Assessment Activities**

The Applied Psychology faculty met during convocation to review the program assessment plan. After consultation with the Director of Assessment, the faculty agreed to participate in the Degree Qualifications Profile initiative in Oregon. It was agreed that assessment of PSLO's be suspended during 2013/14 in order to allow faculty to participate in the DQP mapping initiative.

The Applied Psychology faculty worked individually and together throughout the 2013/14 academic year. Tasks included reviewing the DQP and related materials, identifying connections and gaps in the DQP outcomes and program outcomes, and identifying specific courses within the applied psychology curriculum that connected with those outcomes.

#### **V. Summary of DQP exercises**

The DQP exercise required a close examination of the current curriculum and provided the opportunity to identify areas of strength and opportunities for improvement in the curriculum. The curriculum aligns well with many of the outcomes in the areas of Specialized Knowledge, Broad and Integrative Knowledge, Intellectual Skills and Applied Learning. The curriculum is limited in Civic and Global Learning. The assessment of the applied psychology curriculum is consistent with the DQP mapping of Institutional Student Learning Outcomes and reflects the nature of programs at Oregon Tech.

The DQP mapping exercise revealed several specific opportunities for improvement. The current curriculum provides a limited core of courses to all students in the major and then allows students to choose a specific emphasis area. While this allows for student choice and focus, the mapping exercise revealed that certain common experiences are missing. There is some lack of consistency in the core knowledge that all students are required to learn due to the limited common core. Also, although there are many opportunities for students to participate in applied research or practicum/externship, this applied experience is not required of all students. Finally, there is not a consistent opportunity for students to synthesize the educational experience at the capstone level.

As a result of reviewing the curriculum against the DQP map, program faculty agreed that a revision of the curriculum was needed. The applied psychology faculty agreed to compare the curriculum to the new American Psychological Association guidelines for an undergraduate degree in psychology as a resource for making revisions. The work of revising the curriculum to build upon the strengths of the program and address areas for improvement will be completed in the 2014/15 academic year.