**Department of Psychology Assessment Report**

**2016-2017**

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.   1.1 - Students can demonstrate knowledge and understanding of theory and research in at least two of the following areas: biopsychology, cognitive, learning, motivation, sensation, and perception.  1.2 - Students can demonstrate knowledge and understanding of theory and research in at least two of the following areas: clinical, developmental, personality, social.  1.3 - Students can demonstrate knowledge and understanding in history and systems, research methods, and statistics.  3.1 - Demonstrate effective written communication skills.  3.2 - Demonstrate effective oral presentation skills.  3.3 - Demonstrate numerical literacy. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   Departmental Exit Exam  In Spring 2017 we administered the online Departmental Exit Exam developed over the past few years by faculty member Dr. Ron Yockey. The Exit Exam consists of 77 multiple-choice items covering all major content areas of psychology, including those mentioned in Outcomes 1.1, 1.2 and 1.3. Dr. Yockey has shown previously that this exam has excellent reliability and validity. We administered the exam online for extra credit to students in our required capstone Psych 182 course. A total of 118 students completed it. In terms of student performance, we expect that they would average 75% correct overall and that they would average 75% correct for each of the three sets of content areas collectively covered by Outcome 1.1 through 1.3.  Departmental Senior Survey  In conjunction with the Exit Exam, we also administered our online Senior Survey. To address Outcomes 3.1, 3.2, and 3.3, we focused on three items on the Exit Exam asking students to self-report their improvement in these areas as psychology majors at Fresno State. They made their responses on a four-point scale: *not at all*, *a little*, *somewhat*, or *a lot* (coded 1, 2, 3, and 4 for analysis). Our standards were that their mean response would be at least 3.00 (somewhat) on the four-point scale, that at least 50% would respond *a lot*, and that at least 80% of would respond either *somewhat*. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   Departmental Exit Exam    Table 1 shows the results of the Exit Exam, along with the results from last year for comparison. The overall results were again somewhat disappointing with the overall mean scoring being 63%. As a group, the students fell short of our criterion of 75% for every individual content area and for the three sets of content areas specified by Outcomes 1.1, 1.2, and 1.3. Because Outcomes 1.1 and 1.2 both specify that students should be knowledgeable in “at least two” out of a larger number of content areas, we also looked at the number of students who met this more lenient criterion. For Outcome 1.1, only 41% of the students met this criterion. For Outcome 1.2, only 42% did.  *Table 1. Number of Items, Mean Percentages, and Standard Deviations for Each Content Areas on Exit Exam. Last Year’s Numbers are in Parentheses.*   |  |  |  |  | | --- | --- | --- | --- | | **Content Area** | **# Items** | **Mean** | **SD** | | History | 7 | 70 (74) | 21 (17) | | Sensation | 7 | 70 (73) | 24 (21) | | Cognitive | 7 | 69 (72) | 20 (18) | | Personality | 4 | 69 (69) | 25 (26) | | Methods | 8 | 58 (68) | 21 (19) | | Social | 5 | 62 (66) | 25 (25) | | Biological | 11 | 64 (63) | 15 (16) | | Statistics | 8 | 63 (63) | 23 (20) | | Developmental | 6 | 59 (57) | 22 (21) | | Motivation | 2 | 64 (58) | 34 (38) | | Abnormal | 8 | 55 (56) | 22 (18) | | Learning | 4 | 54 (56) | 24 (26) | | Outcome 1.1  Bio, Cog, Sens, Lrn, Mot | 31 | 65 (66) | 15 (14) | | Outcome 1.2  Soc, Pers, Dev, Abn | 23 | 60 (60) | 17 (15) | | Outcome 1.3  Meth-Stats-Hist | 23 | 64 (68) | 17 (14) | | Total | 77 | 63 (65) | 14 (12) |   Departmental Senior Survey  The basic results of the Senior Survey are presented in Table 2. And these results are also quite similar to last year’s. The means for all three ratings were very close to, or exceeded, our criterion of 3.00. The percentage of students responding *a lot* exceeded our standard of 50% for written communication skill, missed by a bit for oral presentation skill, and missed by quite a bit for numerical literacy skill. However, the percentage of students responding at least *somewhat* either exceeded our standard or came reasonably close.  *Table 2. Self-Ratings of Improvement in Written Communication, Oral Presentation, and Numerical Literacy Skills. Means and Standard Deviations (on 1-to-4 Scale).*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain** | **Mean** | **SD** | **% *A Lot*** | **% At Least *Somewhat*** | | Written Communication | 3.36 | 0.79 | 51% | 88% | | Oral Presentation | 3.15 | 0.90 | 42% | 77% | | Numerical Literacy | 2.96 | 0.87 | 29% | 73% | |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   Departmental Exit Exam  The consistency of these results with last year’s results suggests that we need to consider ways to address the fact that a relatively small number of students actually do well on the Exit Exam. We are just now starting to discuss the revamping our curriculum to make it more organized and focused. This might also include a required capstone course that involves reviewing all the foundational areas of psychology.  Departmental Senior Survey  These results continue to be encouraging and do not suggest any obvious changes. |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   Per our SOAP, we will administer the Exit Exam and Senior Survey in both Fall 2017 and Spring 2018. However, we are also working on some new assessments that we will use in the coming year. We created a new Career Knowledge Quiz that we will be administering to students both before and after they take our relatively new *Introduction to the Psychology Major* course during the Spring and Fall. We will also administer the Career Knowledge Quiz and a new Ethics Knowledge Quiz with the Exit Exam. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   The following goals are listed in our 2014-2018 Action Plan:  *Track undergraduate student progress via a “pipeline” analysis of an “average” psychology student, and track failure rate in Psychology 10, Psychology 144, and Psychology 182.*  We recently requested a full pipeline analysis from OIE. We continue to monitor failure rates for Psychology 144 and Psychology 182, and those continue to be acceptable. For Psychology 10, an intervention that we implemented in one section last year (daily quizzes) failed to have much of an effect. This semester we have assigned our largest Psychology 10 section to one of our strongest instructors who also is expert in the field of learning and memory. He has revamped the course to include more active learning and a greater variety of assessments. At the end of the Fall semester we will be able to compare pass rates in his section with pass rates in sections taught by the faculty who have been teaching the course for the past several years.  *Track undergraduate student alumni career progress via telephone survey of recent graduates.*  Data were collected from Psychology alumni Spring 2013 via telephone survey and were analyzed and presented, both to faculty and in a scientific venue at the Western Psychological Association in Spring 2014. A call went out to faculty Spring 2016 to identify Psychology alumni they know with interesting professions, with the hope that these alumni would be interested in reaching out to current students. These names of alumni were intended to be posted on the Fresno State Alumni Association “Career Connections,” but unfortunately, there appears to be little interest on the part of the current students to access this portal. The Alumni Association is currently rethinking their system of connecting current students with alumni.  *Revise our B.A. SOAP*  We revised our SOAP, clarifying and simplifying goals and learning outcomes, in Spring 2015.  *Increase number of tenure-track faculty*  We hired a new tenure-track faculty member in the area of applied behavior analysis for the 2016-17 academic year. Unfortunately, she made the decision to leave her position at the end of the academic year. We are now in the process of searching for a new faculty member in the area of biological psychology. |