

Unit Name: Psychology Assessment Summary Fall 2008-Spring 2009

What are the student learning outcomes in your unit?

The Psychology Department has 4 department specific student learning outcomes for student majors:

- Students will develop an understanding and appreciation of central facts and concepts in the field.
- Students will have an understanding and appreciation of the varieties of applied fields in Psychology.
- Students will develop and understanding and appreciation of research methods in Psychology.
- Students will learn to comprehend and produce scientific writing described by the APA style manual.

We use written classroom tests, term papers, laboratory experiences, research papers, service learning/internships, exit examinations, exit interviews, alumni surveys, career tracking of majors at graduation as measures for student learning outcomes. The Chart below shows our timetable and responsible parties for assessment. We also spend time on curriculum revision and on identifying ways to improve the student learning for our majors by identifying 1 issue to work on each year. The Department Chair heads this effort. Assessment Reports are submitted to the COAS office. The assessment outcomes are consistent with the campus' General Education and overall Student Learning Outcomes.

Which outcome did you assess this academic year?

We worked on each of these outcomes within the past year.

How did you assess their skills before, during and / or at the end of the semester / academic year?

Psychology Assessment Yr. 2008-09

Assessment Activity	Method	Responsible Party	Timetable
Evaluation of Theoretical Concepts, per dept. student learning goals	Internal tests, research papers, laboratory and other research papers, in class presentations, capstone projects / papers	Dept. Chair (with assistance of Full Time Faculty and / or COAS Rep. to Curr. Committee)	Assessment Data collected in the Spring. Assessment Data Analysis & Written Report Submitted in the Fall
Evaluation of Applied Concepts, per dept. student learning goals	Internships, Service Learning Projects, Exit Interviews & Results of Alumni Surveys	Dept. Chair & Full time Faculty	(Same Report and time tables as listed above)
Evaluation of Research and Statistical Skills per	Internal tests, research papers, laboratory and other research papers, in class	Dept. Chair (with assistance of Full Time Faculty	(Same Report and time tables as listed above)

dept. student learning goals	presentations, capstone projects / papers	and/or COAS Rep. to Curr. Committee)	
Evaluation of Communication Skills (APA Style), per dept. student learning goals	Internal tests, research papers, laboratory and other research papers, in class presentations, capstone projects / papers	Dept. Chair (with assistance of Full Time Faculty and/or COAS Rep. to Curr. Committee)	(Same Report and time tables as listed above)
1-2 New Improvement Target Areas suggested for next yr. -- Congruent with Dept, Gen Ed. & Campus Student Learning Outcomes	Dept. Faculty Meeting (Working Session dedicated to Assessment of Curriculum and Student Learning Outcomes)	Dept. Chair	New Improvement Areas Identified in the Spring

Please summarize the data you have collected this semester / academic year.

We have collected departmentally developed exam scores from 110 students enrolled in the senior level labs for the years 2002-2008. This lab is our capstone course and is typically completed at the end of the student's academic career. The Departmental Assessment Exam included 105 items organized according to the major content areas covered in typical Introductory Psychology courses, P101 and P102 at IU Northwest. The results can be seen below.

Discipline-based items (n=7 items)	Related Course	Percent who completed related course	Mean Percent Correct on Dept. Assessment (N= 110)
Development	P316	40	73
Consciousness	P407 (partial coverage)	49	73
Abnormal	P324	90	71
Research Methods	P211	100	68
Behavioral Neuroscience	P326, P407	15,49	67
Memory	P335	38	66
Sensation and Perception	P329	47	64
Social	P320	54	64
Language Dev	P316	40	64
Cognitive	P335	38	57
Personality	P319	54	55
Learning	P325	48	55
Motivation	P327	52	50
Intelligence	none	0	47
All items (N= 105)	NA	NA	63

Our goal was to learn whether completing upper division courses in specific sub-disciplines within psychology leads to better performance on the related assessment or subscale items. Thus we would expect that in the subject areas in which there are a large number of students who enrolled in the course, the means would be higher than in those subject areas in which few students completed an upper division course. Our expectation was confirmed in some cases, e.g. we do not offer an upper division course in Intelligence, and indeed the mean score for the intelligence subscale items was only 47%. However, while 100 percent of our students complete Research Methods as well as an advanced lab that presumably emphasizes research methods, the mean score for the corresponding items was a disappointing 68%.

Please describe any programmatic changes you have made or are planning to make based on the data you have collected.

We are revising our questions and are continuously trying to improve the content mastery within our upper level courses. One weakness of the assessment tool is that it includes only 3 items measuring knowledge of statistics (not included in the table above for this reason), a course required of all of our majors. Thus, we do not know how well our students are mastering important statistics concepts. We intend to review the data in a more refined way, e.g. to look at within-student correlations between completing an advanced course and scores on the subscales of the Departmental Assessment Exam. In addition, we intend to address the mastery of research methods by systematically including active learning of methods in all upper division courses. We have chosen to target research methods because many of our upper division courses have been designated as meeting the General Education goals for Advanced Scientific Reasoning.

****Note:** Please use this template to provide the responses to the prompts above.**