

PROGRAM: PSYCHOLOGY

| Outcome 1 Student Academic Performance | Measurable Criteria | Measurement Tool | Time Frame |
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| Students will demonstrate knowledge of major psychological theories | 70% or more of the students should receive a C or higher on final grades | Student course grades | Spring 2006 |
| <p>Results: Number of students who received a grade: 363 Number of students with a C grade or higher: 309 Percentage of students receiving a C grade or higher for those courses computed: 85%</p> <p>Note: The numbers are for the classes taught by one full time faculty (Kindrick) and four adjunct faculty (Morrison, Juergens, Clancy, Sperry). A transfer in responsibilities occurred and in that process some departmental data is not included (Missing data from 6 classes). In addition, another change will be occurring and the department will be using a new assessment model which we think will provide better and more comprehensive data.</p> | | | |
| <p>Analysis and Action: The Psychology Department analyzes “group” data, versus individual class data. Class data is analyzed individually only if a trend is noted which would require additional analysis. The results reported are, overall, well above the minimal requirements and are therefore satisfactory.</p> <p>Note: Psyc 116 routinely enjoys a “C or better” very high overall percentage. Faculty who teach that course have indicated in previous matrix/assessment documents that the high percentage is attributable to the design of the course and the grading criteria which remain consistent regardless of who teaches the course.</p> | | | |

| Outcome 2 Student Satisfaction | Measurable Criteria | Measurement Tool | Time Frame |
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| Students will indicate satisfaction with learning objectives in Psychology courses based on student surveys | 70% of the students should be satisfied that they have met the objectives outlined in the course and program assessment | Student survey – with four questions/statements | Spring 2006 |

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| <p>Results:</p> <p>N/A</p> |
| <p>Analysis and Action:</p> <p>N/A</p> |

| Outcome 3 Instructor Satisfaction | Measurable Criteria | Measurement Tool | Time Frame |
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| The instructor will indicate satisfaction with student learning outcomes | Subjective interpretation of instructional quality | Personal assessment of Psychology classes | Spring 2006 |

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| <p>Results:</p> <p>Specific Professor Comments:</p> <p>Morrison: An informal polling of students indicates that those students who have taken Psy101 and/or Writing101 prior to Psy220 are more successful overall and particularly with written assignments. Students in Psy210 perform at a much higher level with written assignments, in-class activities and on exams, the vast majority of these students have taken Psy101 at minimum.</p> <p>Kindrick: Out of a total of 77 students completing the 3 courses I taught, 56 finished with a grade C or better. This is a 73% pass ratio. In looking at the grades students earned and the work completed, most students were fully prepared for college level work, yet many simply did not complete assignments. Of those completing critical thinking projects, they passed with a C or better with a 96% ratio.</p> <p>Juergens: I intend to have the Group Paper: Analysis of an Empirical Study due later in the quarter next time I teach this class – after we go over “diffusion of responsibility” and “social loafing.” Perhaps the “loafers” will still “loaf” after learning about this phenomenon as it relates to group work; however, it might curtail at least some of this behavior.</p> <p>Clancy: Students that continue to do well (B or better) are prepared for college level work, specifically, reading and writing. Those who do not do as well, do so because of varying reasons. Those who have the ability to perform at college level, yet do poorly (C or worse), usually neglect to complete assignments, which in turn affects their grade. There are some students that are not prepared for the rigors of college level work and/or do not yet have the skills necessary to perform and because of this do poorly on assignments. The critical thinking assignments are</p> |
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designed to determine what has been learned and if the student can write and research in a scholarly manner. Their work generally reflects an ability to take what they have learned and report about it in a professional manner.

Analysis and Action:

Morrison: These results once more suggest that requiring **Psy101** before students take any 200-level course increases their chance of success. They are certainly more familiar with the terminology and more comfortable with psychology as a subject of study.

Kindrick: The work students turned in reflected their excellent abilities to critically think about the information assigned and apply the learning to settings outside of the classroom.

Juergens: Like the group project I do for my 220 classes, next time I teach this class, I will give the groups the option to “fire” a group member. I will also reduce the number of people I allow in each group from 4-5 to 3-4. I hope that, by making the groups smaller, students will feel less anonymous and; therefore, less likely to slack off and let others do the work.

Clancy: I believe students enjoy the challenge of critical analysis and consistently report that they learned a great deal about their subject of research and how psychologists report research because of the critical thinking assignment.