Assessment Report - Four Column

Eastern Oregon University

Program (CAS) Psychology

Catalog Description: The degree program in psychology provides specialized study in psychology within the context of the broader goals of a liberal arts education. The Psychology program promotes an understanding of behavior, provides an understanding of the foundations of psychology as a scientific discipline, integrates the influence of psychology on contemporary thought, and promotes skills in scientific research. An undergraduate degree in psychology prepares students for entry into graduate and professional schools and prepares students for entry-level positions in the helping professions.

How Program serves the Mission: The degree program in psychology supports the university mission by providing specialized study in psychology within the context of the broader goals of a liberal arts education. Psychology program graduates go on to a variety of graduate programs, including Ph.D. programs in various fields of experimental and clinical psychology, and Masters programs in a variety of specialties, such as school psychology or social work. Others go on to medical training such as physician assistant and nurse practitioner programs. Locally, graduates have obtained various positions in social services in La Grande and other towns, working, for example, with children and families, the elderly, substance abusers, and the developmentally disabled.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Means of Assessment &amp; Benchmark / Tasks</th>
<th>Data Analysis</th>
<th>Closing the Loop &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program (CAS) Psychology - Communication - The ability to read and discuss primary research in psychology.</td>
<td><strong>Description of Assessment:</strong> PSY 460: Draft and revision of literature review</td>
<td><strong>07/12/2011</strong> - Assessments were based on all of these criteria on a 0-10 point scale. The average assessment score after the first draft was 4.1/10 (41%). No students met the criteria for adequate communication. The average evaluation after 4 revisions increased to 8.6/10 (86%). All 11 students (100%) met the performance criteria after their final draft. Clearly student writing in this course increased significantly with constructive feedback.</td>
<td><strong>07/12/2011</strong> - Students were all able to write adequate literature reviews after several graded drafts. Drafts with feedback seem to be an appropriate method to bring students to the appropriate performance level. We will continue to develop effective writing and communication skills using this method for the foreseeable future. To help prepare students for Psy 460 we are beginning to require shorter, but similar, writing assignments in many of our 300 level courses. Hopefully these writing experiences will begin to improve baseline performance in Psy 460.</td>
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<tr>
<td><strong>Year(s) to be Assessed:</strong> 2009-2010 2013-2014</td>
<td><strong>Assessment Type:</strong> Writing Assignment <strong>Benchmark:</strong> 70%</td>
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<td><strong>Outcome Status:</strong> Active</td>
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**High Impact Practice (HIP) - only choose one:** Capstone Project

**Related Documents:** Assessment Summary
Program (CAS) Psychology - Inquiry and Integrated Learning - The ability to design and carry out a research project.

**Year(s) to be Assessed:**
2008-2009
2012-2013

**Start Date:**
07/01/2011

**Outcome Status:**
Active

**Description of Assessment:**
PSY 441: Capstone poster reporting an experiment

**Assessment Type:**
Capstone Assignment/Project

**Benchmark:**
% at 2 or higher

07/12/2011 - As this Capstone experience is the culmination of the psychology student's studies of psychology, it is expected that all students who undertake this project will produce at least a satisfactory experimental project and poster. Students work closely with one another and with the instructor throughout the term, and multiple drafts of all sections of the poster are reviewed and revised at least once, and usually several times. It is thus not surprising to report all students created posters that were, overall, at least Satisfactory. In fact, three-quarters of the students in this assessment had posters that were rated as at least Very Good on the rubric. These assessment results indicate the psychology program meets its goals for the Inquiry and Integrated Learning Outcome through the Capstone research project.

**Benchmark Met:**
Yes

**Reporting Year:**
2008-2009

**High Impact Practice (HIP) - only choose one:**
Undergraduate Research

**Related Documents:**
Spring 2009 Assessment

07/12/2011 - The Capstone project has been evaluated as both the campus Capstone (PSY 461) and the online Capstone (PSY 441). These evaluations have confirmed the efficacy of the program's efforts to fully immerse students in the scientific methodology used in the discipline of psychology. Students consistently meet the program's stated outcomes in their Senior Capstone projects. It is recommended the program continue its cycle of outcome evaluation to ensure the program outcomes and assessment criteria remain current and efficacious.

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Program (CAS) Psychology - Critical Thinking - The ability to describe evidence, draw conclusions, and write in a scientific style.

**Year(s) to be Assessed:**
2010-2011

**Description of Assessment:**
PSY 222: Draft and revision of APA style research report

**Benchmark:**
85% of students pass with c- or higher

07/12/2011 - ONCAMPUS
For the campus course, most students (13/14) who completed drafts and received comments on drafts were able to successfully complete the revised paper. One student did not submit a draft and, as stated in syllabus guidelines, papers

07/12/2011 - ONCAMPUS AND ONLINE:
The ability to complete this type of paper is a basic aspect of critical thinking for students in Psychology. The strength of the assignment is
<table>
<thead>
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</tr>
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<td><strong>Outcome Status:</strong></td>
<td>2014-2015</td>
<td>would not be accepted if drafts were not turned in. One student who completed a draft did not succeed in the final revision because he did not address the draft comments sufficiently and did not meet the length requirements of the assignment.</td>
<td>that it exemplifies the kind of scientific thinking that is the basis for the experimental field of Psychology. The draft and revision process helps students bring their explanations and writing in line with expectations. Perhaps a weakness of the assignment is that, in order to keep the task simple, students do not review the existing literature in the way they would for a published paper (they use one or two sources as background). In conclusion, this type of assignment works well for assessment and we intend to continue to use it for this course.</td>
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<td><strong>Program (CAS) Psychology - Content Knowledge - The ability to demonstrate knowledge of content within the discipline.</strong></td>
<td><strong>Year(s) to be Assessed:</strong> 2011-2012 2015-2016</td>
<td><strong>Outcome Status:</strong> Active</td>
<td><strong>Reporting Year:</strong> 2010-2011</td>
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**Description of Assessment:**

PSY 451: Oral exam on clinical procedures

**Benchmark:**

Rated 4 to 1 on four categories using a GPA-type scale

**Benchmark Met:**

Yes

**Reporting Year:**

2011-2012

**Related Documents:**

Assessment Summary

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11/09/2012 - Ten of 10 students passed the oral exam, with scores ranging from 72% to 96%.

**Benchmark Met:**

Yes

**Reporting Year:**

2011-2012

**Related Documents:**

Assessment Summary

11/09/2012 - Grading by panel is subjective; as instructor, I occasionally need to modify panel scores based on my deeper understanding of the student's performance in the course and the course materials. As an oral examination, this assessment disproportionately favors native speakers of English; international students often have greater difficulty understanding and answering the questions. Student feedback indicates that students wish to maintain this assessment technique, which also serves to promote a...
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<td>professional demeanor. It is increasingly difficult to secure volunteer panel members. However, I will continue this means of assessment next year and re-evaluate.</td>
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Program (CAS) Psychology

Communication - The ability to read and discuss primary research in psychology.

* PSY 222 - PSY 222 - Writing In Psychology
* PSY 231 - PSY 231 - Human Sexuality*SSC
* PSY 242 - PSY 242 - The Mind*SMI
* PSY 311 - PSY 311 - Child Development*SSC
* PSY 330 - PSY 330 - Emotion*SSC
* PSY 335 - PSY 335 - Cognitive Psychology*SMI
* PSY 342 - PSY 342 - Brain & Behavior
* PSY 343 - PSY 343 - Learning
* PSY 344 - PSY 344 - Sensation & Perception
* PSY 350 - PSY 350 - Abnormal Psychology
* PSY 357 - PSY 357 - Evolution & Behavior*SMI
* PSY 360 - PSY 360 - Principles of Social Psych
* PSY 433 - PSY 433 - Psychopharmacology
* PSY 440 - PSY 440 - Methods/Labs Experimental Psy
* PSY 441 - PSY 441 - Project In Experimental Psy
* PSY 442 - PSY 442 - Neuropsychology
* PSY 451 - PSY 451 - Clinical Intervention
* PSY 453 - PSY 453 - Principles Behavior Analysis
* PSY 460 - PSY 460 - Experimental Psych
* PSY 461 - PSY 461 - Rsrch Experimental Psych

Inquiry and Integrated Learning - The ability to design and carry out a research project.

* PSY 222 - PSY 222 - Writing In Psychology
* PSY 223 - PSY 223 - Intro Lab Mthds In Psych
* PSY 330 - PSY 330 - Emotion*SSC
* PSY 335 - PSY 335 - Cognitive Psychology*SMI
* PSY 424 - PSY 424 - Psychological Assessment
* PSY 440 - PSY 440 - Methods/Labs Experimental Psy
* PSY 441 - PSY 441 - Project In Experimental Psy
* PSY 442 - PSY 442 - Neuropsychology
* PSY 451 - PSY 451 - Clinical Intervention
* PSY 453 - PSY 453 - Principles Behavior Analysis
* PSY 460 - PSY 460 - Experimental Psych
* PSY 461 - PSY 461 - Rsrch Experimental Psych

Critical Thinking - The ability to describe evidence, draw conclusions, and write in a scientific style.

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* PSY 223 - PSY 223 - Intro Lab Mthds In Psych
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</tr>
<tr>
<td>2013-2014</td>
<td>Program Review - No Assessment</td>
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</tr>
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