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.

Means of Assessment & Benchmark / Tasks

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Program (CAS) Psychology - Communication - The ability to read and discuss primary research in psychology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year(s) to be Assessed:</td>
<td>2009-2010, 2014-2015</td>
</tr>
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<table>
<thead>
<tr>
<th>Description of Assessment:</th>
<th>PSY 460: Draft and revision of literature review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type:</td>
<td>Writing Assignment</td>
</tr>
<tr>
<td>Benchmark:</td>
<td>70%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Data Analysis</th>
</tr>
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<tbody>
<tr>
<td>07/12/2011 - 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>
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</table>

<table>
<thead>
<tr>
<th>Benchmark Met:</th>
<th>Yes</th>
</tr>
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<tbody>
<tr>
<td>Reporting Year:</td>
<td>2009-2010</td>
</tr>
<tr>
<td>High Impact Practice (HIP) - only choose one:</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>Related Documents:</td>
<td>Assessment Summary</td>
</tr>
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<td>07/12/2011 - 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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### Program Outcomes

<table>
<thead>
<tr>
<th>Program (CAS) Psychology - Inquiry and Integrated Learning</th>
<th>Year(s) to be Assessed:</th>
<th>Start Date:</th>
<th>Outcome Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to design and carry out a research project.</td>
<td>2008-2009 2012-2013</td>
<td>07/01/2011</td>
<td>Active</td>
</tr>
</tbody>
</table>

#### Description of Assessment:

Due to assess Inquiry and Integrated Learning 12-13

#### Program Assessment

Data Analysis

**Description of Assessment:**
06/18/2013 - As previously noted in our assessment cycle, 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, usually several times. It is thus not surprising to report all students created posters that were, overall, at least Adequate in design and presentation. In fact, we found that three-quarters of the students in this assessment cycle created posters that were rated as at least Adequate 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:** 2012-2013

**High Impact Practice (HIP) - only choose one:**
Capstone Project

**Related Documents:**
- Program Assessment
- Sample of Adequate Project
- Rubric for Poster Assessment
- Sample of Developing Project

### Program Outcomes

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<tr>
<th>Program (CAS) Psychology - Critical Thinking</th>
<th>PSY 222: Draft and revision of APA style research report</th>
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</table>

#### Description of Assessment:

For the campus course, most students (13/14) who completed drafts and received comments on drafts were able to successfully complete the Capstone project.

**Benchmark:**
07/12/2011 - ONCAMPUS

**High Impact Practice (HIP) - only choose one:**
- Capstone Project

**Related Documents:**
- Program Assessment
- Sample of Adequate Project
- Rubric for Poster Assessment
- Sample of Developing Project

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<td><strong>Year(s) to be Assessed:</strong></td>
<td>2010-2011</td>
<td>85% of students pass with c- or higher</td>
<td>thinking for students in Psychology.</td>
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<td><strong>Outcome Status:</strong></td>
<td>Active</td>
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<td>11/09/2011 - 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 disproportionally favors native speakers of English; international students often have greater difficulty understanding and answering the questions. Student feedback indicates that students wish to</td>
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**Program (CAS) Psychology - Content Knowledge - The ability to demonstrate knowledge of content within the discipline.**

<p>| <strong>Year(s) to be Assessed:</strong> | 2011-2012 | 2015-2016 | 11/09/2012 - Ten of 10 students passed the oral exam, with scores ranging from 72% to 96%. |
| <strong>Outcome Status:</strong> | Active | | 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 disproportionally favors native speakers of English; international students often have greater difficulty understanding and answering the questions. Student feedback indicates that students wish to | |</p>
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<td>maintain this assessment technique, which also serves to promote a 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>
</tr>
</tbody>
</table>

Program (CAS) Psychology - Program Review - No Assessment - Program Review

**Year(s) to be Assessed:**
2013-2014

**Outcome Status:**
Active
# 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.

- PSY 222 - PSY 222 - Writing In Psychology
- PSY 223 - PSY 223 - Intro Lab Mthds In Psych
- 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
Content Knowledge - The ability to demonstrate knowledge of content within the discipline.

* PSY 201 - PSY 201 - Gen Psychology*SSC
* PSY 202 - PSY 202 - Gen Psychology*SSC
* PSY 222 - PSY 222 - Writing In Psychology
* PSY 223 - PSY 223 - Intro Lab Mthds In Psych
* 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 370 - PSY 370 - Personality
* PSY 424 - PSY 424 - Psychological Assessment
* PSY 433 - PSY 433 - Psychopharmacology
* PSY 442 - PSY 442 - Neuropsychology
* PSY 451 - PSY 451 - Clinical Intervention
* PSY 453 - PSY 453 - Principles Behavior Analysis
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<th>Program Outcome Name</th>
<th>Unit Name</th>
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