

ANNUAL ASSESSMENT REPORT FOR 2009-10
Due October 1, 2010

Department/Program: Psychology

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Authors: (Robert Padgett, Katheryn Morris, Mandy Gingerich)

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
1. Demonstrate mastery level understanding of the core content areas of psychology.	Total scores and subscale scores from Psychology exit exam. The major field test in Psychology.	85% of students score at or above national average.	Because the department believes strongly that this goals assessment requires normative data from other programs, we have an alternate (local) method to assess this goal.		SP10
2. Assess a reported claim in light of psychological theory and evaluate the methodology and data used to support such claim.	Embedded assignment in Psychology of Personality - PS 440	All students will write a paper in which the assignment is to take a character from film, TV, literature, pop culture, etc. and examine his/her personality from the perspective of 2 separate personality theories. Responses to the item will be evaluated on a 0-5 scale with 85% receiving a score of 3 or better.	New assignment collected in collaboration with Research Methods and Statistics IIPS211 (includes majors and minors)	All students will write an evaluate response to an article / issue involving a data based conclusion in a published article. Students ere expected to be able to show how the collected data support or do not support the theory. Responses to the item will be evaluated on a 0-5 scale with 85% receiving an avarage score of 3 or better.	S10

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3. Analyze behavior within a theoretical framework, supported by appropriate empirical evidence.	Embedded assignment in Social Psychology - PS350	All students will write an application essay where they use a social psychological concept to analyze a real life event. Students must address the ways in which the analysis is or is not consistent with empirical research on the topic. Responses to the item will be evaluated on a 0-5 scale with 85% receiving an average score of 3 or better.	Embedded assessment in Developmental Psychology – PS 320.	All students will write a response to an item in which the assignment is to analyze a selected developmental change and citing evidence that support the purported mechanism of change. Responses to the item will be evaluated on a 0-5 scale with 85% receiving an average score of 3 or better.	SP10
4. Develop an appropriate empirical study to address a research question regarding some aspect of behavior.	Embedded assessment in Psychological Statistics (PS310)	85% of all students can create an appropriate study identifying appropriate IVs and DVs as well as identify an appropriate statistical technique to answer a research question. Responses to the item will be evaluated on a 0-5 scale with 85% receiving an average score of 3 or better.	Embedded assessment in Experimental Psychology - PS 201 (includes majors and non majors)	85% of all students can create an appropriate study identifying appropriate IVs and DVs to answer a research question. Responses to item evaluated on a 0-5 scale with 85% receiving an average score of 3 or better.	Not assessed this year
5. Students will value an empirical approach to the study of behavior.	Survey to be developed for students to complete after exit exam. A metric has not yet been developed for this survey.	This survey will be piloted in May '11	A the presentation of a research article (embedded in PS210 / PS211) with questions designed to assess both their understanding of the article as well as their impressions of the use of the empirical methodology to answer an important question about human behavior. approach to address the value students place.	85% of students will be able to indicate that an empirical approach to an issue (eg., child care and marital satisfaction) would provide the best way to address such a societal issue and that correlational data is an insufficient to draw causal conclusions about the issues.	Fall 09 / SP 10

1. **Findings**—Summarize the findings from the assessment activities for each SLO that was assessed. Identify the SLO # and append supporting documentation such as rubrics, scales, pass rates, test scores, or other measurements used to assess each SLO.

SLO 1 – Using the nationally standardized major field test, 25/31 (81%) scored at exceeded the national average for all students on the test – just below our department goal of 85%. We met our goal of 85% of our students scoring at or above the national average two of the four sub areas: Learning/Cognition (90%), and Developmental/Social (97%) but failed to make that goal in Perception/Physiology (75%), and Clinical/Abnormal (75%). Overall, our department as a program scored at the (91st percentile) putting us back above the 90th percentile for all institutions. See the section below for how we have used these results.

SLO 2 – Using assessment methodology 2, 18/21 (86%) students were rated as scoring an average of 3 (0-5 scale) or better on student learning goal 2, meeting our target goal of 85% mastering the required skills. See the attached rubric for SL 2 for more information.

SLO 3 - Using assessment methodology 2, /51 (90%) students were rated as an average of 3 (0-5 scale) or better on student learning goal 3, above our target goal of 85%

SLO 5 – The methodology (#2) used here to assess this SLO (that students would “value an empirical approach to the study of behavior”) was suggested to us by our outside assessment expert and colleague Dr. Drew Appleby at IUPUI. We selected the particular exemplar used here. Although it is a different article than the one we used previously (given that it was a new course taught by a new faculty member) it served exactly the same function as the one we used previously. Here a full 100% of students (21/21) spontaneously commented in their responses that the article written for parents was problematic in that it drew causal conclusions from correlational data and 86% (18/21) fully discussed that the issue could be better understood with an improved experimental design and data collection procedures suggesting they considered an empirical approach a valuable tool for addressing the question.

2. **Use of Results**—What programmatic changes, if any, were made in response to the findings? Reference the SLO #.

The department was in the first year of a change in how we teach introductory methods in the field. We eliminated the PS201 course and replaced it with a two-course research methods and statistics sequence. We will also be updating our additional statistics course (PS310) to allow us a more advanced level of coverage of this content in our program (SLO #4) This change was made in part in response to previous assessments (SLOs #1 and #2), in part due to changes in the university core curriculum, and in part due to faculty workloads. The change necessitated some changes in our assessment methodologies, but not our goals (SLOs). Given this is the first year for collecting any data on the new course, and that none of those students have been assessed using the Major Field Test as yet (and will not be for two more years) further changes to the major are not contemplated at this time.

The student's scores on the nationally standardized exam were a bit below our goal and our 14 year average for this test, but were above our score last year. We still believe the last year's score (with a very small class) was an aberration and the current results (on a much larger senior class). The results help confirm our view that the quality of our program remains very strong and that no other major changes are necessary. Our lower percentage of students scoring at the highest levels in the areas of Perception/Physiology and Clinical/Abnormal are reflective of the fact that we have no required courses that specifically cover these areas. Without the additional faculty resources to augment our curriculum in these areas its unlikely we can make substantial gains in these areas.

3. What **support services or resources** for faculty would help your department assess its SLOs better?

The department will continue to need funds for our primary assessment methodology, the use of the Major Field Test in Psychology. We may also need additional funding to support the development and implementation of a survey to assess SL5.

4. What **revisions**, if any, to current SLOs did you make or are under consideration?

No current plans to modify any SLOs, just the methodologies to assess them as we made curricular changes.

5. Map each of your program’s SLOs to the University Learning Outcomes. Make annual updates only if your SLOs changed. For example:

Butler University students will:

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts. (*Know*)
2. Articulate and apply required content knowledge within their area(s) of study. (*Know*)
3. Find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (*Know*)
4. Explore a variety of cultures. (*Know*)
5. Recognize the relationship between the natural world and broader societal issues. (*Know*)
6. Communicate clearly and effectively. (*Do*)
7. Demonstrate collaborative behavior with others. (*Do*)
8. Practice ways and means of physical well-being. (*Do*)
9. Acquire the skills to make informed, rational and ethical choices. (*Do*)
10. Experience diverse cultures, ethnicities, religions and sexual orientations. (*Value*)
11. Share their talents with Butler and the greater community at large. (*Value*)
12. Be exposed to the value of lifelong learning. (*Value*)

Psychology Student Learning Outcomes:	Butler University Learning Outcomes											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Demonstrate mastery level understanding of the core content areas of psychology.		X	X			X						
2. Assess a reported claim in light of psychological theory and evaluate the methodology and data used to support such claim.		X	X			X						
3. Analyze behavior within a theoretical framework, supported by appropriate empirical evidence.		X	X		X	X						
4. Develop an appropriate empirical study to address a research question regarding some aspect of behavior.		X			X	X						
5. Students will value an empirical approach to the study of behavior.					X				X			X

6a. List all courses in the program and map each of your SLOs to the **curriculum** in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R). [Make annual updates only if your SLOs or curriculum changed.]

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
PS 101	I	I	I	I	I
PS 201	R	R	R	R	R
PS 310	R	R	R	R	R
PS 202	R	R	R	R	R
PS 235	R	R	R	R	R
PS 320	R	R	R	R	R
PS 350	R	R	R	R	R
PS 385	R	R	R	R	R
PS 440	R	R	R	R	R
PS 300-400	R	R	R	R	R
PS 400	R	R	R	R	R
PS 496	R	R	R	R	R

6b. **Learning/developmental opportunities for students outside the classroom**—*If any SLO was addressed outside the classroom, explain where and how the learning/developmental opportunities were provided to students in your program? (i.e., internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you may have employed.)*

An important part of our program is based around incorporating students into faculty ongoing research programs. As students work with the faculty conducting new research in the discipline they are exposed to a variety of activities that should help reinforce each of our 5 SLOs that represent the core goals of our program. With current faculty and teaching loads, it is not possible for us to offer this type of experience to all majors. A number of students take this work on to the development of Butler Summer Institute projects and honor's theses. Such experiences likely further reinforce our programs goals, but affect a subset of students.

A few students in the program choose to do an internship where they have an opportunity to take skills they have learned and apply them to an outside setting. Depending on the nature of the internship many core SLOs should be reinforced. As such experiences are neither required nor heavily promoted given the nature of our discipline, the overall programmatic impact is likely very small.