Program Assessment Report (PAR)

Psychology (PSY) Associate Degree

REPORT PREPARED by: Hochstein, Dave D.

ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to 1) Be familiar with current theory and research in diverse areas of psychology 2) Demonstrate effective written and oral communication skills 3) Have skills in integrating and communicating about psychological knowledge

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Learning outcome 1 (Be familiar with current theory and research in diverse areas of psychology) assessed via rubric for a personality disorder presentation assignment within PSY 3310. As only one student was a PSY AA degree student during this time period (within the courses designated as being final course in the degree), that single student was included in the assessment to ensure representation. Learning Outcome 2 (Demonstrate effective written and oral communication skills) assessed via rubric for a personality disorder presentation assignment within PSY 3310. As only one student was a PSY AA degree student during this time period (within the courses designated as being final course in the degree), that single student was included in the assessment to ensure representation.

B. Scoring of Student Work

Learning outcome 1 (Be familiar with current theory and research in diverse areas of psychology) assessed via rubric for a personality disorder presentation assignment within PSY 3310 (attached) by Dr. Hochstein. Learning Outcome 2 (Demonstrate effective written and oral communication skills) assessed via

rubric (see attached) for a personality disorder presentation assignment within PSY 3310 by Dr. Hochstein (for the written portion) and Michelle Smith (for the oral portion).

C. Indirect Assessment

As our student body is small, we've established an informal practice of asking students at the end of the semester in each class what works and what doesn't work and make changes based on that. We do not, however, have any quantitative data in this regard.

III. ASSESSMENT RESULTS/INFORMATION:

1) Learning outcome 1 (Be familiar with current theory and research in diverse areas of psychology) assessed via rubric for a personality disorder presentation assignment within PSY 3310 (attached) 2) Learning Outcome 2 (Demonstrate effective written and oral communication skills) assessed via rubric (see attached) for a personality disorder presentation assignment within PSY 3310

1) The evaluation of the personality disorder presentation was based on only one student. The student received a very high grade in the presentation (98%) resulting in a ceiling effect. As such, the ability to make any inferences about areas of improvement is impossible. However, we can say that learning outcome 1 was achieved for this particular student. 2) The evaluation of the written and oral communication skills from the personality disorder presentation was based on only one student. The student received a very high grade in the presentation (99%) resulting in a ceiling effect. As such, the ability to make any inferences about areas of improvement is impossible. However, we can say that learning outcome 2 was achieved for this particular student.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

The Lake Campus Psychology AA program is supported by three psychology faculty. We have 3 formal meetings annually (at the beginning of each semester (Summer, Fall, Spring), supported with informal meetings throughout the academic year. We discuss the status of courses/curriculum, issues/problems with specific courses, suggestions for improvements and planned course renovations. The small size allows us to be flexible in devoting time to addressing challenges. Textbook and online learning management system for the PSY 1010 course (Introduction to

Psychology) were discussed in the Summer, Falls and Spring 2022 meetings, based on student feedback and any faculty concerns. All changes are discussed and agreed to by all impacted faculty, in order to ensure effective and equivalent delivery of instruction across sections. Quality and engagement techniques in online-teaching was emphasized in all meetings as well. In addition, the importance of covering APA formatting standards, as well as the ability for our students to be able to apply research conclusions was emphasized. In addition, the implementation of an end-of-program survey for the associate degree students was discussed.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.