WRIGHT STATE UNIVERSITY

Program Assessment Report (PAR)

Psychology (PSY) Associate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

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 key exam questions within PSY 3410. Five key exam questions were chosen randomly from a pool of questions on the final exam centered on current theory and research. As only one student was a PSY AA degree student during this time period, that single student was included in the assessment to ensure representation. Learning Outcome 3 (Have skills in integrating and communicating about psychological knowledge) assessed via examination of two papers through the use of a rubric. For PSY 3410, a bibliography paper and a final draft of a short literature review was examined. As only one student was a PSY AA degree student during this time period, 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 key exam questions within PSY 3410 (attached) by Dr. Hochstein. Learning Outcome 3 (Have skills in integrating and communicating about psychological knowledge) assessed via examination of two

papers through the use of a rubric (attached) by Dr. Hochstein.

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). 2) Learning Outcome 3 (Have skills in integrating and communicating about psychological knowledge).

1) The evaluation of the performance five key exam questions in the PSY 3410 final was based on only one student. In addition, this student answered all five exam questions correctly, with an overall test performance of 92%, 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 examination of the bibliography and short literature review was based on was based on only one student, making any inferences impossible. Performance on the bibliography was quite good (95%), with good use of communicating information about five different research studies. As demonstrated by the literature review, integrating and communicating about psychological knowledge was also good. The end product was sadly incomplete, having only included 3/5 of the required citations, resulting in a score of 73%. In summary, an ability to demonstrate skills in integrating and communicating about psychological knowledge was obtained for the one student in the program.

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 changes to the PSY 1010 course (Introduction to Psychology) were discussed in the Summer, Falls and Spring 2021 meetings, based on student feedback and faculty concerns over student interactivity. 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, due to the COVID epidemic. 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.

V. SUPPORTING DOCUMENTS

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