

## **Program Outcomes and Assessment**

**Name of Program:** Psychology and Human Services

**Program Contact Person:** Donna McCarty

### **Program Mission Statement or Introduction:**

The Mission of the Department of Psychology is to provide students with the highest quality instructional preparation for immediate employment in occupations such as human services or for graduate programs in areas such as counseling, social work, and psychology. The program faculty are dedicated to providing academically sound instruction in an environment that models for students the highest standards of professional, ethical, and caring behaviors.

### **Program Learning Outcomes**

Graduates of the program will demonstrate the following outcomes:

**Outcome 1:** Apply the major concepts, findings, and theoretical perspectives of psychology.

**Outcome 2:** Evaluate research critically and apply research methodologies used in psychology.

**Outcome 3:** Communicate effectively and professionally both orally and in writing.

**Outcome 4:** Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.

**Outcome 5:** Apply the ethical standards set forth by the American Psychological Association.

### **Assessment Methods**

The assessment plan for the outcomes for the program includes the following elements:

**Data Collection 1:** Successful completion of the course requirements for the degree program which are keyed to the learning outcomes

**Data Collection 2:** Educational Testing Service (ETS) Major Field Test in Psychology, taken by Seniors annually in the Spring; small numbers of students taking the test so far have limited the usefulness of the results. The required Senior Evaluation Seminar will produce larger Ns and, thus, more useful data about student performance.

**Data Collection 3:** Student evaluations of all courses each semester

**Data Collection 4:** Survey of Graduating Seniors (data collected each semester)

**Data Collection 5:** Exit interview - data was collected each semester; because of the large number of graduates in recent years (60+) the exit interview became difficult to accomplish logistically. A new course, the Senior Evaluation Seminar, which is a zero credit hour course required for graduation has been instituted. The Exit Interviews are now being done as part of this senior experience (starting Spring 2010).

**Data Collection 6:** Evaluation of written work including the use of APA Style

**Data Collection 7:** Evaluations of oral presentations (e.g. internship presentations which are assessed using a detailed rubric for all graduates)

### Assessment Plan and Results Matrix for Program Outcomes

<i>Program Outcomes</i>	<i>Sources of Evidence</i>	<i>Results/Status</i>	<i>Changes</i>
Apply the major concepts, findings, and theoretical perspectives of psychology.	<ul style="list-style-type: none"> <li>-Completion of Course requirements (Mapped to outcomes)</li> <li>-ETS Field test (annually in Spring)</li> <li>-Student evals (each semester)</li> <li>-Senior Survey (each semester)</li> <li>-Exit interview (each semester)</li> </ul>	<p>Strong performance in most areas. ETS Field Test does not assess all areas of importance and focuses on some that are not a program priority. Our program is non-traditional. Other instruments are being explored.</p> <p>As more students take the Field Test (now a requirement for graduation), we will be better able to determine the effectiveness of this instrument.</p>	None at this time.
Evaluate research critically and apply research methodologies used in psychology.	<ul style="list-style-type: none"> <li>-Completion of course requirements</li> <li>-ETS Field Test</li> <li>-Evaluation of written work</li> <li>-Senior Survey and Exit Interviews</li> </ul>	Student surveys and exit interviews indicated need for more content and experience in this area	Total Curriculum revision based on Senior Survey data and took effect Fall 2008 with additional research opportunities.
Communicate effectively and professionally both orally and in writing.	<ul style="list-style-type: none"> <li>-Evaluation of written work and oral presentations--Senior Survey</li> <li>-Exit Interviews</li> </ul>	Oral communication skills are strong, but evaluations of written work indicate that students need additional experience and feedback for improved performance	Students with writing weaknesses are referred to the Center for Academic Success and the Writers' Studio for assistance. A new APA Writing Workshop is being developed and will be required.

<i>Program Outcomes</i>	<i>Sources of Evidence</i>	<i>Results/Status</i>	<i>Changes</i>
Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.	Successful completion of relevant courses -Evaluation of written work -Exit Interview and Senior Survey	Data indicates strong student performance in this outcome	Exit Interview data for Spring 2010 indicate that the use of a rising junior course (PSYC 3110, Applied Psychology) is effective but that a follow-up closer to graduation addressing career opportunities at the baccalaureate level is needed. This element will be strengthened in the Graduating Senior Seminar.
Apply the ethical standards set forth by the American Psychological Association.	Successful completion of relevant courses -Evaluation of written work -Exit Interview and Senior Survey	Data indicates strong student performance in this outcome	None at this time

## Discussion of Results and Changes

**Learning Outcome 1:** Apply the major concepts, findings, and theoretical perspectives of psychology.

No changes at this time. The numbers of students taking the ETS Major Field Test in Psychology have been very small, and so this instrument has not yet yielded data of use in making curricular changes. Now that all seniors are required to take the test as part of a Senior Evaluation Seminar, there will be sufficient data from this instrument to guide change. The other data we collect (Senior Survey and Course evaluations do not indicate that changes are needed at this time.)

**Learning Outcome 2:** Evaluate research critically and apply research methodologies used in psychology.

Based on the results of the Senior Survey, a major curriculum revision was implemented in Fall, 2008. This revision made either MATH 1231 (Statistics) or PSYC 2105 (Statistics for Psychology) required as a prerequisite for PSYC 3560 (Research Methods) and provided additional research practicum opportunities for students. Now that the Senior Exit Interview has been made a required aspect of the Senior Evaluation Seminar (required for all graduates starting Spring 2010), these results will help to assess the extent to which students find the current research requirements sufficient. This semester's results have just been obtained, but it appears that students would like more explicit opportunities to engage in research projects with faculty. Also, the ETS Field Test in Psychology test, which will be given to all graduating seniors each Spring, will now have a sufficient number of students tested to yield valuable data on the effectiveness of the research methods and statistics curriculum.

**Learning Outcome 3:** Communicate effectively and professionally both orally and in writing.

Oral communication skills are strong, as evidenced by student performance on the Speaking Criteria used in the Internship/Practicum courses required of all students. However, the MAPP test results as well as writing assessments in courses such as PSYC 3110, Applied Psychology, indicate that students' writing skills are 2/10ths of a point below the national average. Exit Interview data for Spring 2010 confirm that students planning to attend graduate school feel a need for additional focused instruction in the use of APA Style. The faculty are designing a workshop which will be required for all students and will become a component of a required course in the curriculum.

**Learning Outcome 4:** Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.

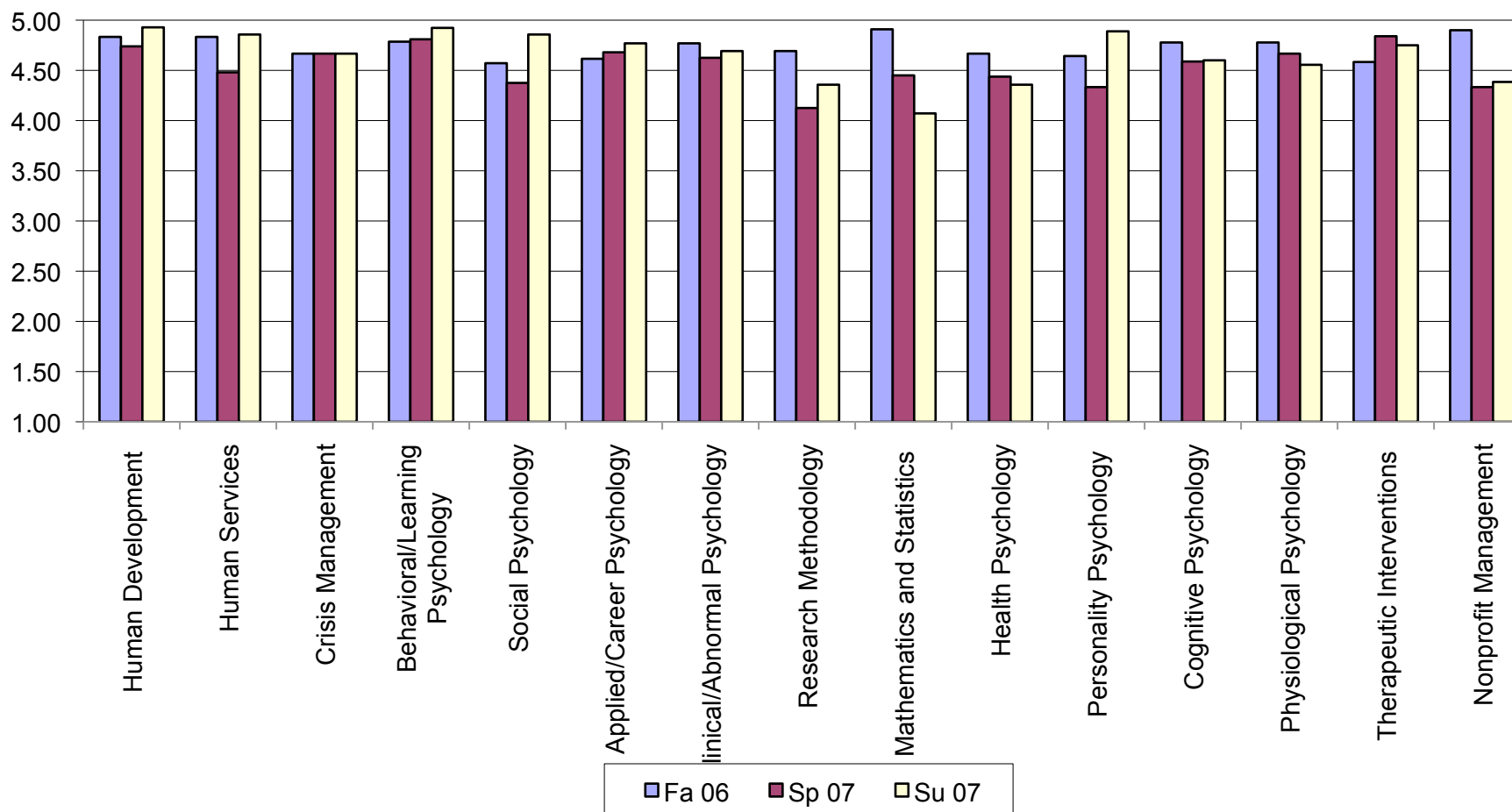
Senior Survey results have tended to indicate that the focused courses (PSYC 3110 Applied Psychology and PSYC 3300 Ethics in a Professional Context) provide strong preparation in this learning outcome. Exit Interview data for Spring 2010 indicate that the use of these courses is extremely beneficial, but that some loss of knowledge occurs between the time when these courses are taken (early in the junior year, typically) and graduation. The newly required Senior Evaluation Seminar contains a component to address this outcome and future assessments will indicate whether or not the curriculum change has been effective.

**Learning Outcome 5:** Apply the ethical standards set forth by the American Psychological Association.

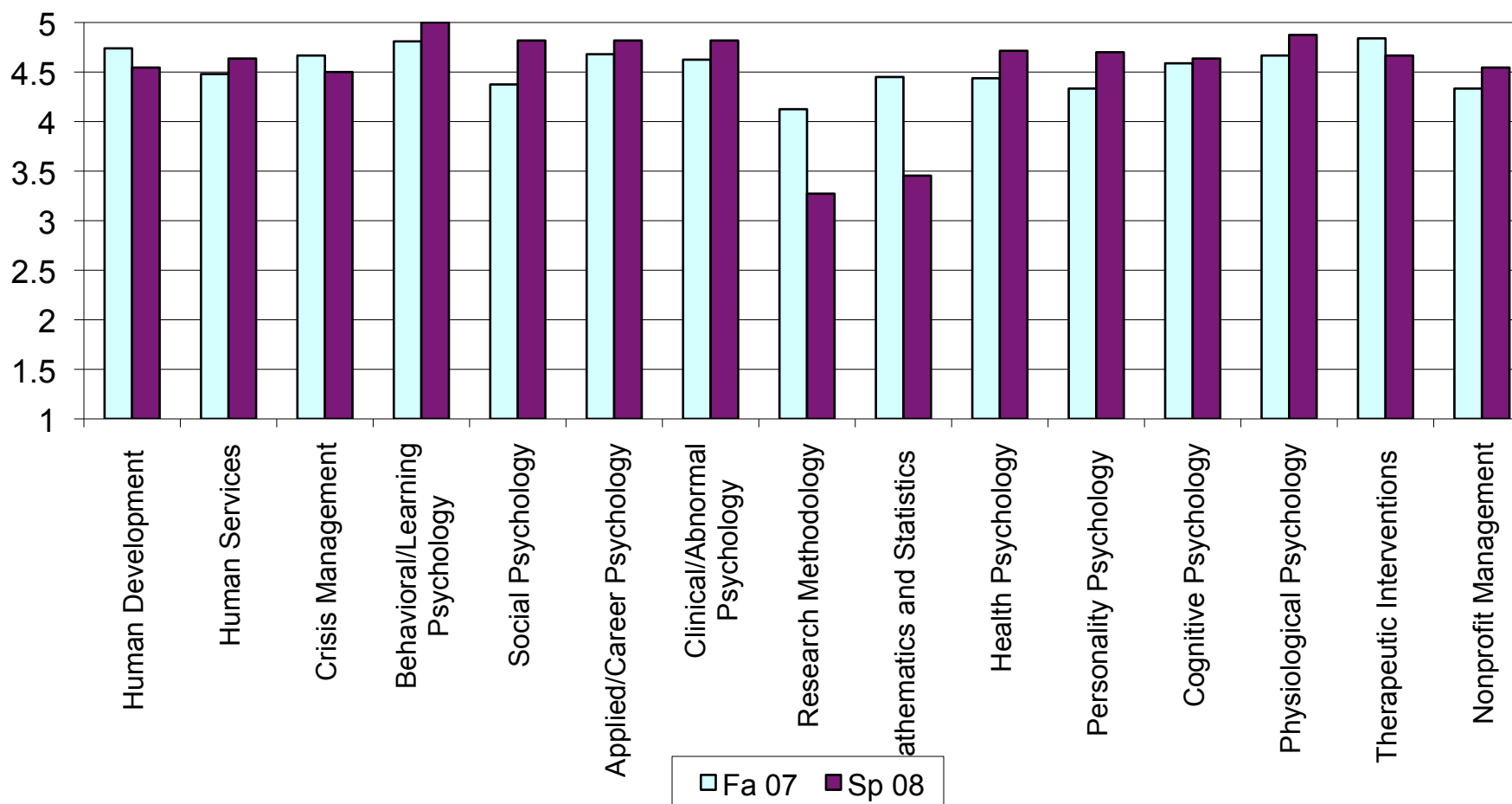
Ethics is a major focus of our program, and the 2008 curriculum revision addressed the need to provide more instruction in this area by adding an explicit course: PSYC 3300, Ethics in a Professional Context. There was previously instruction on the ethical standards with case studies being used to assess student performance, and the new curriculum has supplemented these efforts with an entire course. The Exit Interviews and Senior Survey results show that students have responded favorably to this curricular change. Future assessments will permit an evaluation of student performance in the application of ethical standards to case studies.

The following pages contain the data collected from Senior Surveys from Fall 2009-Spring 2009.

Average Subject Area Ratings, Fall 2006-Summer 2007  
 I feel that Clayton State has prepared me well in the following subject areas of psychology  
 and human services  
 (1 = strongly disagree, 5 = strongly agree)

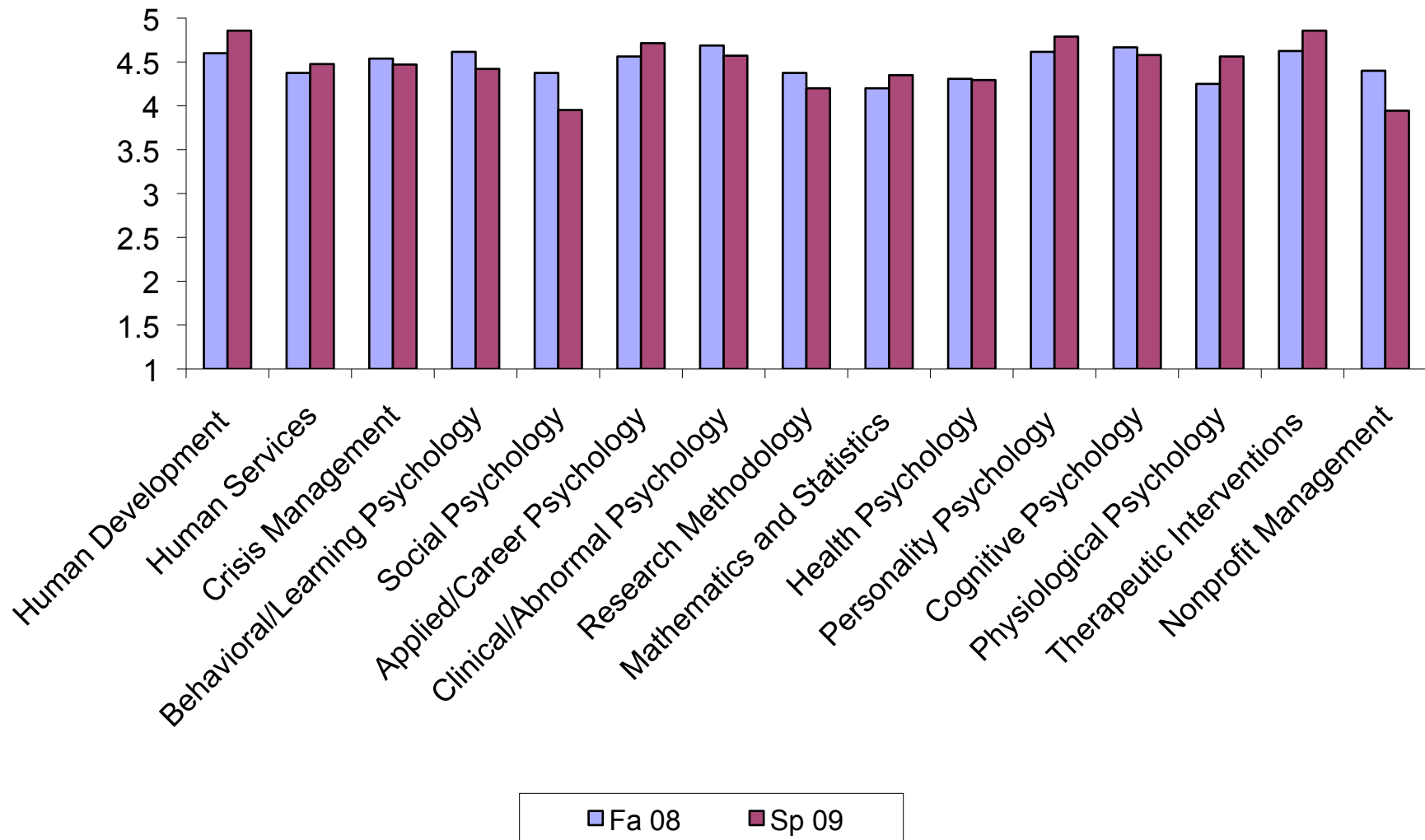


Average Subject Area Ratings, Fall 2007-Spring 2008  
 I feel that Clayton State has prepared me well in the following subject areas of  
 psychology and human services  
 (1 = strongly disagree, 5 = strongly agree)

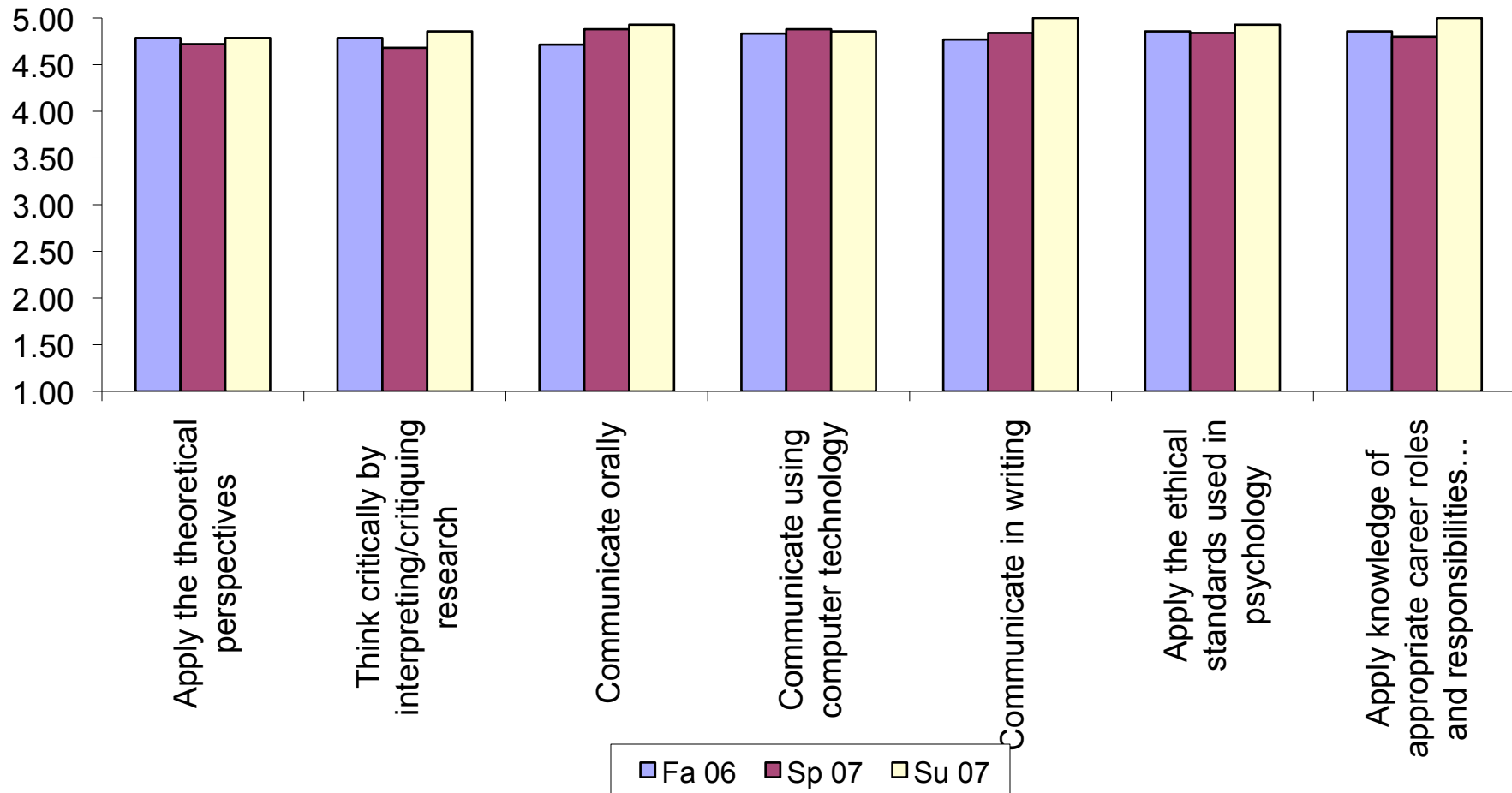




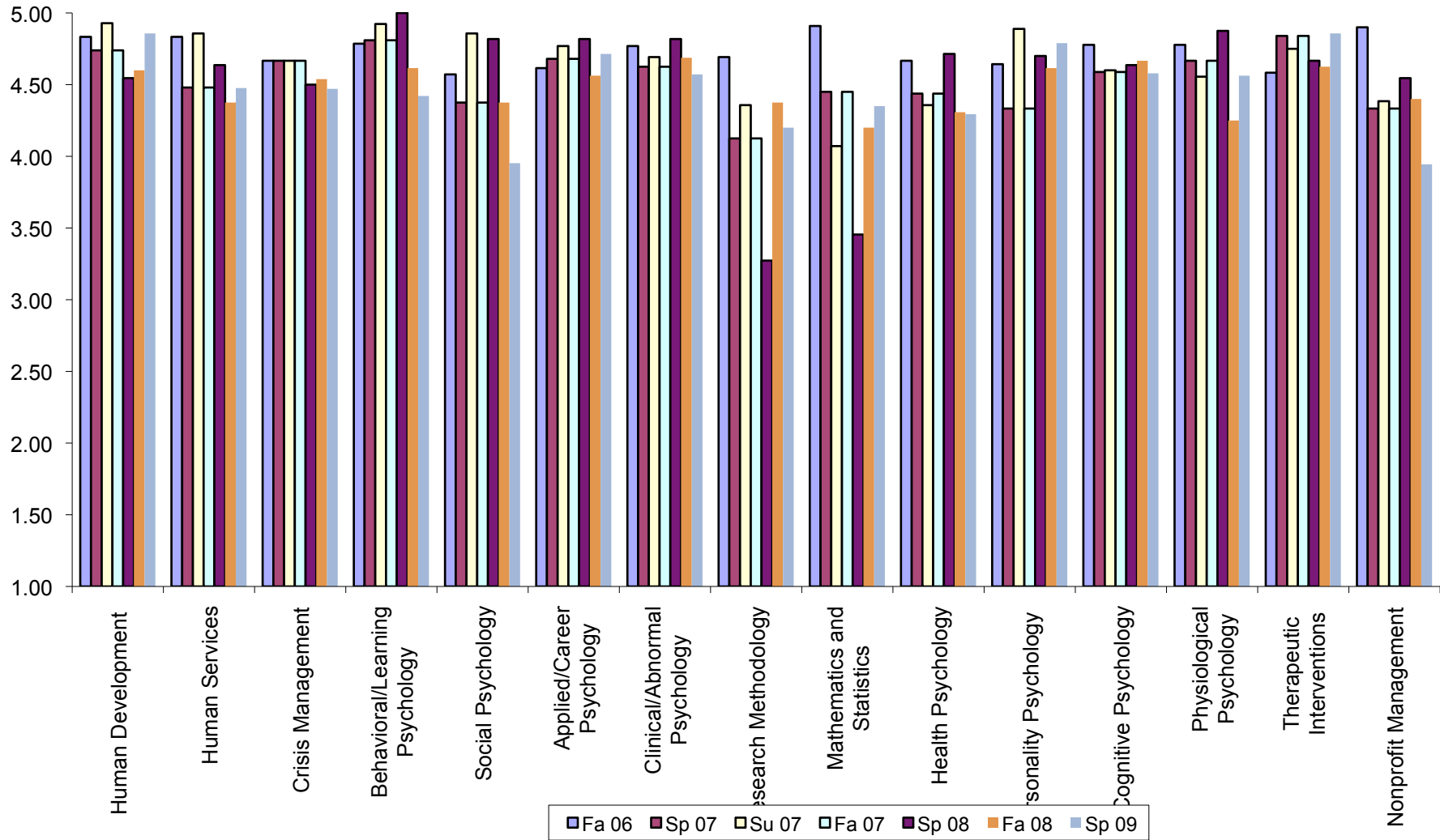
I feel that Clayton State University has prepared me well in the following subject areas  
for a career in psychology or human services  
(1=strongly disagree, 5=strongly agree)



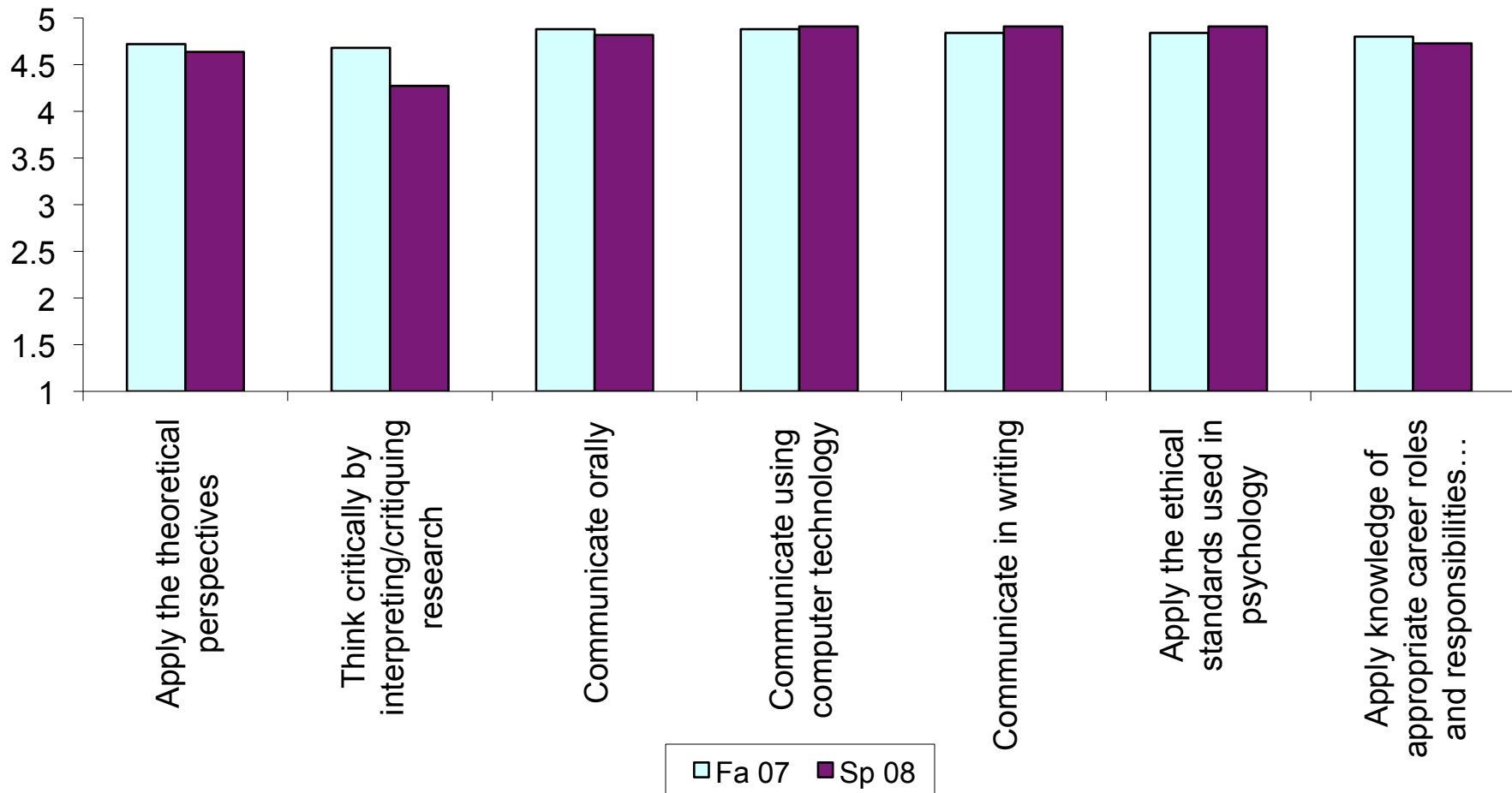
Average Skills Areas Ratings Fall 2006-Summer 2007  
 I feel that Clayton State University has prepared me well in the following skill areas for  
 a career in psychology or human services  
 (1 = strongly disagree, 5 = strongly agree)



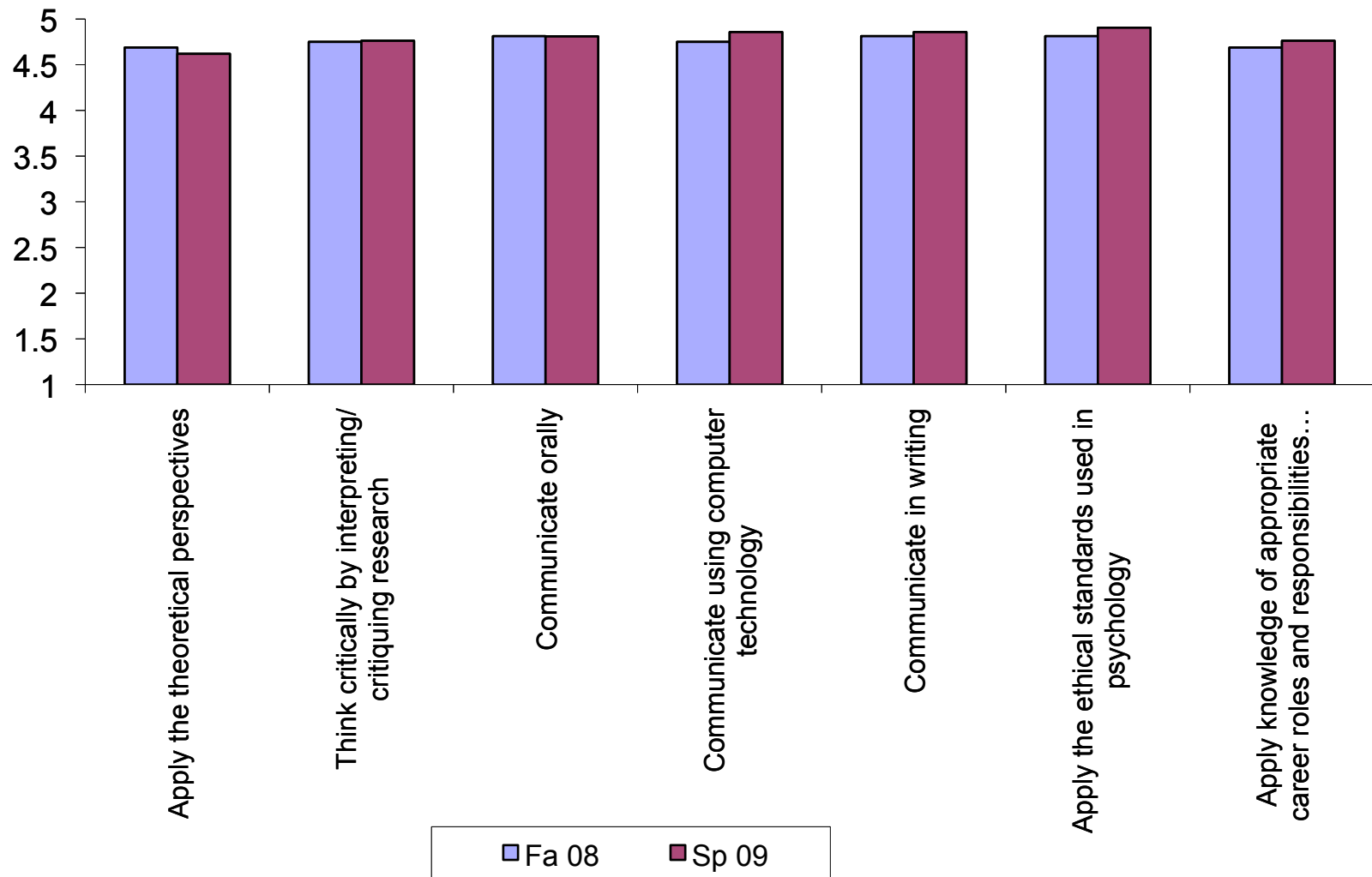
Average Ratings on Senior Survey - Fall 2006-Spring 2009



Average Skills Areas Ratings Fall 2007-Spring 2008  
I feel that Clayton State University has prepared me well in the following skill areas for  
a career in psychology or human services  
(1 = strongly disagree, 5 = strongly agree)

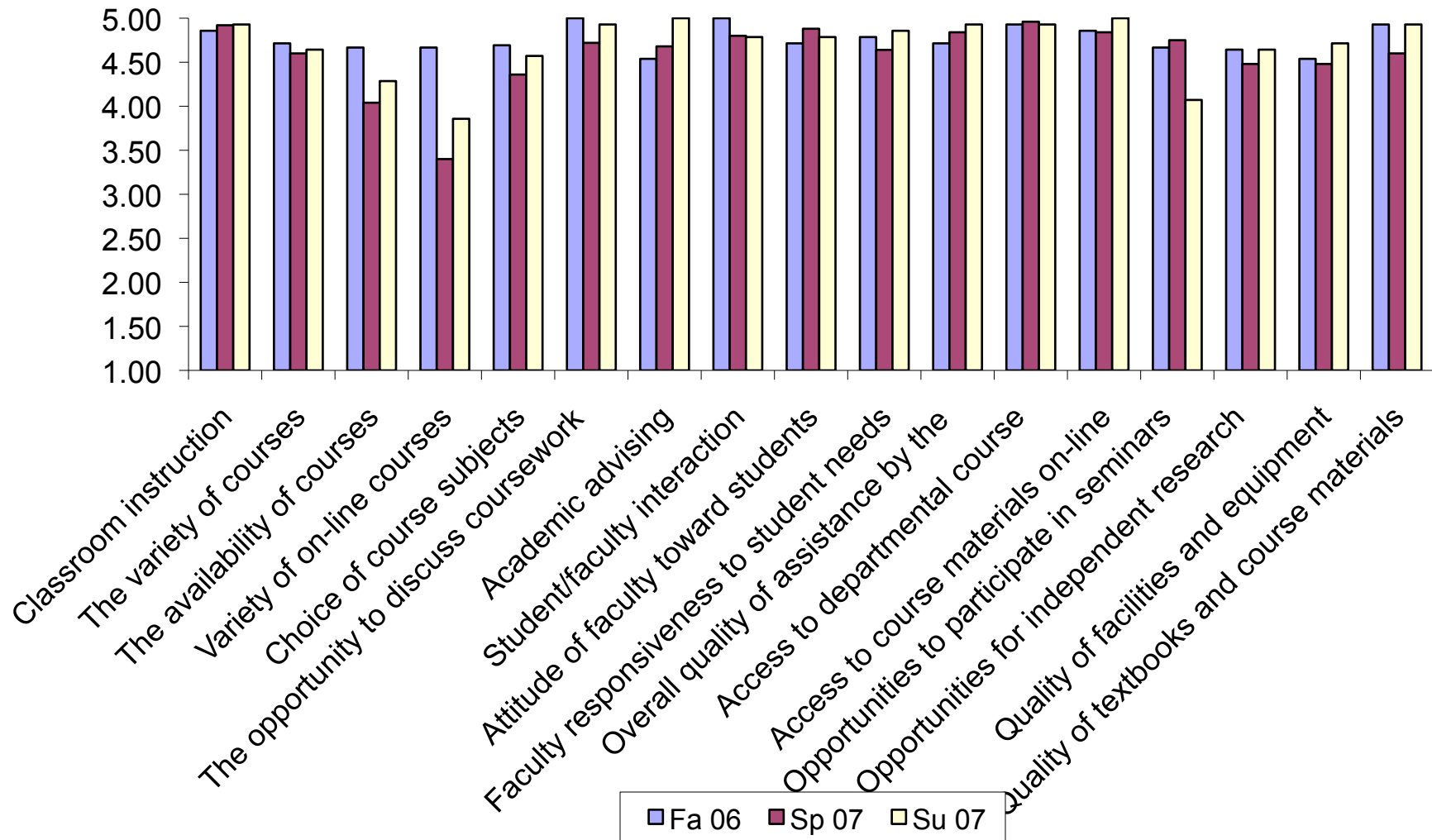


I feel that Clayton State University has prepared me well in the following skill areas for  
a career in psychology or human services  
(1=strongly disagree, 5=strongly agree)

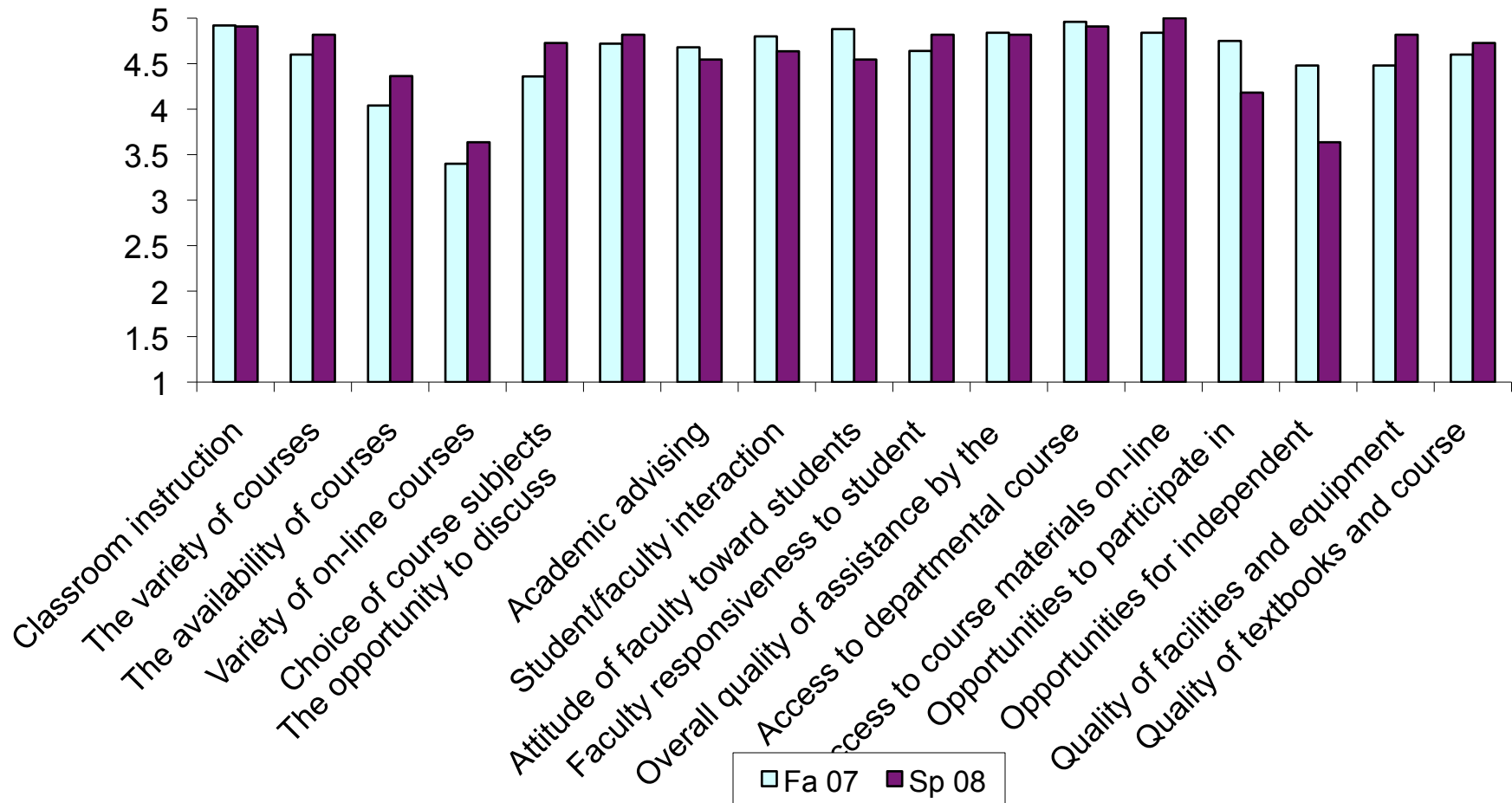


# Quality Ratings Fall 2006-Summer 2007

The Department of Psychology provided a high degree of quality in the following areas  
(1=strongly disagree, 5=strongly agree)



Quality Ratings Fall 2007-Spring 2008  
 The Department of Psychology provided a high degree of quality in the following areas  
 (1=strongly disagree, 5=strongly agree)



## Quality Ratings Fall 2008-Spring 2009

The Department of Psychology provided a high degree of quality in the following areas

(1=strongly disagree, 5=strongly agree)

