

## ASSESSMENT WEBSITE INFORMATION

**College: Education**

**Degree Program: Psychology BS**

**Chair/Director: Loretta Neal McGregor**     **2012 Report**

### **DATA SAY:**

Graduating students were given the opportunity to respond to the Undergraduate Psychology Exit Survey (UPES). In line with our assumptions that more and more of our students needed to be prepared for advanced level training after graduation, data from the UPES indicate that the percentage of B.S. Psychology students completing the program were interested in pursuing graduate or professional level education upon graduating. The following reflects data collected using the UPES during the 2008 through 2011 academic years.

**Question: What do you hope to accomplish through your studies?**

#### **General Education**

**2008: 7.1%**

**2009: 10.7%**

**2010: 9.1%**

#### **Professional School**

**2009: 14.3%**

**2010: 9.1%**

**2011: 25%**

#### **Life Skills**

**2010: 9.1%**

#### **Graduate School**

**2008: 46.7%**

**2009: 25%**

**2010: 1.2%**

#### **Employment**

**2008: 35.7%**

**2009: 25%**

**2010: 1.2%**

#### **Easy Major**

**2008: 7.1%**



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### SO WHAT:

The program needed to make changes to help prepare the students for their goals.

### HOW WE CHANGED:

Upon establishment of program goals the committee began the work of developing learning outcomes for each goal. The work was divided into subcommittees, but all decisions were approved by formal vote of the BSPPC. The purpose of phase III was to establish, independent of courses, at this point, specific learning outcomes that were important components of our program, as agreed upon by the BSPPC. The learning outcomes were based, in part, on those approved and recommended by the APA. In conjunction with the development of specific learning outcomes the committee began the process of differentiating those outcomes that were important to the program as a whole (but not necessarily to every student) and those outcomes that were critical for every student who graduates from the program. The learning outcomes that were identified as critical to all students were most clearly associated with goals relating to research methods, critical thinking and problem solving, information and information technology competence, and personal and professional development. The three methods courses (Quantitative Methods w/lab, Research Design, and Experimental Methods w/lab) were identified as being critical to these core learning outcomes. Further, Contemporary Psychology was identified as a course that could be used to address personal and professional development learning outcomes, additional critical thinking and technology competencies, and introductory level skills that would improve student retention and outcomes in advanced methods courses

### WHAT WE GOT:

Subcommittees were formed to establish common core content for each of these courses to ensure consistency in content covered from one semester to the next and between instructors of different sections. A sequencing of courses was also approved by the BSPPC. Thus, Contemporary Psychology [renamed Psychology as a Science and Profession] became a pre-requisite for Research Design which served as a pre-requisite for Experimental Methods. Quantitative Methods w/lab also became a pre-requisite for Research Design. The program now had a way to control the order in which students took these core courses allowing us to develop core content that built on a tiered structure of knowledge and skill development.



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### DATA SAY:

#### Program Level Outcome– Personal and Professional Development

- *Senior exit survey* data indicated that the psychology program needed to be restructured to best prepare our students for their professional goals.

#### Program Level Outcomes –Critical thinking and problem solving, and Information and Information Technology Competence

- We administered the *ETS Psychology Major Field Test* to seniors.

#### Program Level Outcome – Research Development

- We developed a *Pre-Post Test* of student knowledge of the scientific method.

### SO WHAT:

The BS Psychology Curriculum Committee met every week to review proposals for emphasis areas or “tracks” in psychology at ASU. Psychology Faculty reviewed item analysis of the results of the Major Field Test. The Pre-Post Test of the scientific method was administered to students in First Year Experience (FYE).

### HOW WE CHANGED:

The psychology program was re-structured to reflect four emphasis areas or “tracks”: Behavior Analysis, Neuroscience, Development, and Psychological Technician. Faculty concluded that the MFT does not test ASU’s common core emphases on research methods and the more student-flexible content areas. Faculty concluded that the instrument is not a good fit.



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### **WHAT WE GOT:**

**Students now will choose a track in psychology. We will develop track-specific outcomes.**

**Course-embedded assessment will replace the MFT as a direct measure of assessment.**

**We will analyze, discuss, and act upon findings from the Pre-Post Survey in FYE.**

**We will prepare for our quadrennial review of Introduction to Psychology for assessment of general education.**

