

Annual Report Form

Please answer the following questions in the body of an e-mail and return to rculbert@iusb.edu<<mailto:rculbert@iusb.edu>>. CC a copy of the report to your department faculty and to your dean.

a. Program Name -Psychology Department

b. Report prepared by -Richard Hubbard PhD Associate Professor c. Who is the current assessment contact for your program? Dr. Hubbard and/or Dept. Chair d. Should assessment information be sent to anyone else in your department? Dept, Chair 1. What are the program's educational goals?

A. Mission Statement

The Department of Psychology offers a major in psychology leading to the Bachelor of Arts degree. The Department also offers a minor and associate degree in psychology as well as course work that satisfies distribution requirements for undergraduates majoring in other fields. Finally, the Department also offers a Master of Arts in Applied Psychology degree. The Department of Psychology provides a curriculum designed to reflect psychology's status as a science and helping profession. As a science, psychology is concerned with an understanding of behavior and mental processes. As a helping profession, psychology is committed to the amelioration of human suffering using techniques that are solidly grounded in scientific psychology. Students are expected to learn critical thinking and problem solving skills by exposure to current theory, research methodology and techniques of statistical analysis. Personal growth and the development of communication skills are emphasized throughout the curriculum and students are encouraged to apply psychological knowledge to real world situations. Students who earn the B.A. in Psychology are prepared to enter graduate school or to seek employment in a variety of workplace settings.

B. Desired Student Outcomes

Students who major in psychology will be able to do the following:

1. Describe, compare and critique major theories and theorists in psychology. Demonstrate an understanding of the historical development of psychological theory and method.
 2. Demonstrate the ability to locate and obtain relevant information from a wide range of periodicals and other library resources.
 3. Describe, compare and critique the commonly employed research methodologies used by psychologists. Demonstrate the ability to select methods appropriate to a variety of research questions.
 4. Demonstrate the ability to conduct common statistical analyses and draw appropriate conclusions therefrom. Gain familiarity with use of the computer for statistical analysis.
 5. Formulate a research question, conduct an appropriate literature review, and write a research proposal in American Psychological Association (APA) style.
 6. Conduct a methodologically and ethically sound experiment and write a research report of the findings in APA style.
 7. Explain and defend a research proposal (hypothesis, methodology, anticipated findings and conclusions) in an oral report to mentors and peers.
 8. Apply problem solving skills and research techniques to a real-world problem.
 9. Appreciate individual differences and human diversity.
2. What assessment techniques did the program use? Assessment

Coursework: The assessment of desired student outcomes occurs continuously during the student's progress through the curriculum, but especially in those courses comprising the core. In P211, students are required to formulate a research question, conduct a relevant literature review, and write a research proposal in APA style. This written proposal constitutes the basis for assessing outcomes 1, 2, and 5. In the advanced laboratory course, students must design and carry out an experiment and then defend it in oral argument in class as well as in a public poster session. These exercises constitute the basis for assessing outcomes 3, 4, 6, and 7. The ethical component of Outcome 6 is primarily demonstrated by successful completion and approval of their research proposal in the advanced laboratory by the IUSB Institutional Review Board (IRB). Outcome 4 is assessed in the execution of the experiment in the advanced laboratory course as well as in the P354 course. Examinations and term papers constitute the basis of assessing Outcomes 1-4 in all psychology courses. A principal focus of the work in P459 is on comparisons among important theorists in psychology and thus, written work in P459 constitutes an important component of the assessment battery. Students'

research proposal from P211 and paper from P459 are placed in their student record file in our department's office.

Survey: The long range success of the psychology department in preparing its students for work or graduate school will be measured through the academic and professional achievements of its graduates. A survey of past graduates and their employment will be undertaken once every five years.

Standardized Testing: All psychology majors must take P459 History & Systems of Psychology, one of the two capstone experiences in the curriculum (along with our Advanced Labs). This class is nearly always taken during the student's senior year (though it is taken by a small number of other students as well). In the Spring semester of each year, all senior psychology majors enrolled in P459 will take the Psychology Major Field test developed by Educational Testing Services (ETS). This test provides overall measures of students' achievement and knowledge of basic concepts and principles of psychology as well as separate subscores for major topic areas of the field. A major advantage of this exam as a primary measure of student performance is that there are national norms with which our student performance can be compared. The test has been administered annually since 1998 and the scores over time can also be compared to those obtained each year. This can give us specific content performance as well as the progress of our majors over time.

3. What has your program done with assessment information this year?

Our ETS Data again indicates our students meet or are within 1 standard deviation of national norms.

Faculty review of Advanced Lab Poster Sessions indicates high quality in terms of research and student responses to questions. We have noted an increase and grad school application and acceptance in our seniors. The IUSB MSW and M.A. in counseling directors have each indicated their satisfaction with the undergraduate curriculum in psychology and many of our students are accepted into these programs. We are continuing to be involved in developments with undergraduate and graduate certificate proposal in alcohol and substance abuse, our faculty are also involved in the Women,s Studies and Honors programs. Interest in the PSY Chi and Psychology Clubs has also greatly increased.

4. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?

1. Preparing students with B.A.'s in psychology for careers.
2. Working more closely with students applying for graduate school.