



# Program Assessment Plan Matrix

Program Unit or Department: **Psychology**

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Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe
SLO 1: <b>Knowledge Base:</b> Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical trends, and empirical findings of psychological science.	Method 1: MFT (Psychology)	Annual mean Assessment Indicators and Subscores will be above the national means in areas associated with courses required of the major.	Findings Method 1: Recent cohort (N=16) results indicate that the target was not met on 3 of the Assessment Indicators. Assessment Indicators ranged from the 38 <sup>th</sup> to 88 <sup>th</sup> percentile, nationally. Subscores ranged from the 60 <sup>th</sup> to 79 <sup>th</sup> percentile, nationally. Overall, MFT results suggest students are performing above the national average and mean Indicators and Subscores are above the nation means in areas associated with courses required in the major.  See Appendix A	Method 1 & 2: It would be prudent for the department to reassess strategies for enhancing the use of the MFT and Comprehensive Psychology Exam given some of the challenges noted. These exams are given in cohort format yet students are not progressing through the program in cohort format. Indeed, the current University policy allows students to participate in graduation ceremonies without having even attempted multiple (15 credit hours) in their major. We have encouraged some students who are graduating mid-year to take the MFT after completing their final term in the fall.	May 2018
	Method 2: Psychology Comprehensive Exam. This exam is given to incoming students and again to seniors.	Graduating cohorts who took both exams will show an average gain of 25%.	Findings Method 2: Factors that make the data increasingly challenging to interpret include 1) an increasing number of majors are taking General Psychology as CCP students, 2) the test was design to measure basic psychology principles and this results in some pre-test scores being quite high and creating a ceiling effect, 3) students are increasingly not moving through the major in a cohort group (transferring in multiple courses, graduating in less than 4 years, or graduating with courses yet to be taken), 4) students are declaring a psychology major after taking multiple courses, and 5) student attrition (students doing most poorly on the pre-test and hence having the potential to show the most gain are the ones most likely to leave the major and hence the graduating cohort group). This being said, 7 graduates (S2017) took the Psychology Comprehensive Exam in pre- and post-test form. The mean pre-test score for this cohort group was 60.3% and the mean post-test score was 78.9%. This reflects a mean gain of 34.4%.		
	Etc.				

SLO 2: <b>Scientific Inquiry and Critical Thinking:</b> Apply scientific reasoning and appropriate research methods to evaluate, interpret, design, and conduct basic psychological research.	Method 1: IRP (Individual Research Project) in PSY4014. All psych majors conduct a literature review, design and conduct an experiment, analyze the results, write an APA formatted paper.	All students will receive a passing grade (70%) or higher on the IRP.	Findings Method 1: <table border="1"><thead><tr><th>Term</th><th>N</th><th>Mean</th><th>% &gt; 70%</th></tr></thead><tbody><tr><td>S2018</td><td></td><td></td><td></td></tr><tr><td>S2017</td><td>14</td><td>86%</td><td>93</td></tr></tbody></table>	Term	N	Mean	% > 70%	S2018				S2017	14	86%	93	Method 1: Enhance structure and provide more feedback on the IRPs.	Method 1: Spring 2018
	Term	N	Mean	% > 70%													
	S2018																
S2017	14	86%	93														
Method 2: Operant Conditioning Lab in PSY2044 is a 3-week lab where students demonstrate the concepts of observation, shaping, operant conditioning, reinforcement, partial reinforcement, discrimination, generalization, extinction, and relearning. Data is recorded and plotted in a notebook.	All students will receive a passing grade (70%) or higher on the lab.	Findings Method 2: <table border="1"><thead><tr><th>Term</th><th>N</th><th>Mean</th><th>% &gt; 70%</th></tr></thead><tbody><tr><td>F2017</td><td>23</td><td>96%</td><td>100</td></tr><tr><td>F2016</td><td>25</td><td>97.6%</td><td>100</td></tr></tbody></table>	Term	N	Mean	% > 70%	F2017	23	96%	100	F2016	25	97.6%	100	Method 2: None, target met.		
Term	N	Mean	% > 70%														
F2017	23	96%	100														
F2016	25	97.6%	100														
Etc.		Etc.															
SLO 3: <b>Ethical and Social Responsibility in a Diverse World:</b> Illustrate ethical standards informed by the Christian faith to promote socially responsible behaviors that build healthy, diverse communities.	Method 1: PSY3053 Implicit Association Test Assignment: students complete an IAT on a selected topic (e.g., race or gender) and write a paper on implicit associations and their results.	All students will receive a passing grade (70%) or higher on the paper.	Findings Method 1: <table border="1"><thead><tr><th>Term</th><th>N</th><th>Mean</th><th>% &gt; 70%</th></tr></thead><tbody><tr><td>S2018</td><td></td><td></td><td></td></tr><tr><td>S2017</td><td>37</td><td>92.5%</td><td>97</td></tr></tbody></table>	Term	N	Mean	% > 70%	S2018				S2017	37	92.5%	97	Method 1: None, target still appropriate with a minority of students electing to not attempt the assignment or receiving a grade below target.	Method 1 & 2: 2017-2018
	Term	N	Mean	% > 70%													
	S2018																
S2017	37	92.5%	97														
Method 2: Pre-test Post-test of Attitudes toward Mental Illness.	Attitudes toward people with mental illness will become more positive.	Findings Method 2: The Community Attitudes toward Mental Illness (CAMI) Survey was administered to 48 students in a section of Abnormal Psychology in fall 2017 using a pre-test post-test method. Results showed positive growth across the term on the 4 scales as students held less authoritarian, more benevolent, less social restriction, and more community integration attitudes, <i>p</i> ranges from .04 to.11.	Method 2: None, target met. Given that students held rather positive attitudes on the pre-test, a ceiling effect put limits on growth potential. Yet, positive growth was observed.														
Method 3: Mental Illness and Ethics (i.e., stigma) paper in PSY3063.	All students will receive a passing grade (70%) or higher on the paper.	Findings Method 3: <table border="1"><thead><tr><th>Term</th><th>N</th><th>Mean</th><th>% &gt; 70%</th></tr></thead><tbody><tr><td>S2018</td><td></td><td></td><td></td></tr></tbody></table>	Term	N	Mean	% > 70%	S2018				Method 3: This is a new measure to be implemented.						
Term	N	Mean	% > 70%														
S2018																	
SLO 4: <b>Communication:</b> Demonstrate effective oral and written communication	Method 1: Major theoretical paper in PSY4073.	All students will receive a passing grade (70%) or higher on the paper.	Findings Method 1: <table border="1"><thead><tr><th>Term</th><th>N</th><th>Mean</th><th>% &gt; 70%</th></tr></thead><tbody><tr><td>S2018</td><td></td><td></td><td></td></tr></tbody></table>	Term	N	Mean	% > 70%	S2018				Method 1: None, target met.					
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skills in creating a cogent scientific argument, presenting scientific information, integrating psychology and the Christian faith, and synthesizing psychological theories and concepts.			<table border="1"> <tr> <td>S2017</td> <td>16</td> <td>85.6%</td> <td>100</td> </tr> </table>	S2017	16	85.6%	100																			
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Term	N	Mean	% > 70%																							
F2017	18	83.3%	94																							
F2016	26	90.9%	100																							
Method 3: Oral presentation of IRP project in PSY4014.	All students will receive a passing grade (70%) or higher on the presentation.	Findings Method 3:	<table border="1"> <thead> <tr> <th>Term</th> <th>N</th> <th>Mean</th> <th>% &gt; 70%</th> </tr> </thead> <tbody> <tr> <td>S2018</td> <td></td> <td></td> <td></td> </tr> <tr> <td>S2017</td> <td>14</td> <td>96%</td> <td>100</td> </tr> </tbody> </table>	Term	N	Mean	% > 70%	S2018				S2017	14	96%	100	Method 3: None, target met.										
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SLO 5: <b>Professional Development:</b> Apply psychology-specific content and skills, exhibit meaningful self-reflection, cultivate self-regulation, and build teamwork skills that readies the student for post-baccalaureate education and employment success.	Method 1: Self-reflection (of interests, abilities, and goals) paper in PSY1041.	All students will receive a passing grade (70%) or higher on the presentation.	Findings Method 1: Twenty-six students completed their self-reflection paper in PSY1041 this spring. All students received a passing grade (mean final grade = 97.2%, range = 80-100%).	Method 1: None, target met.																						
	Method 2: Case-study assignment in PSY3063 that require application of content.	All students attempting the assignment will receive a passing grade (70%) or higher on the assignments.	Findings Method 2:	<table border="1"> <thead> <tr> <th>Term</th> <th>N</th> <th>Mean</th> <th>% &gt; 70%</th> </tr> </thead> <tbody> <tr> <td>S2018</td> <td>27</td> <td>87.6%</td> <td>89</td> </tr> <tr> <td>F2017</td> <td>49</td> <td>85.9%</td> <td>90</td> </tr> <tr> <td>S2017</td> <td>53</td> <td>86%</td> <td>94</td> </tr> <tr> <td>F2016</td> <td>41</td> <td>87.1%</td> <td>100</td> </tr> </tbody> </table>	Term	N	Mean	% > 70%	S2018	27	87.6%	89	F2017	49	85.9%	90	S2017	53	86%	94	F2016	41	87.1%	100	Method 2: None, target still appropriate with a minority of students electing to not attempt the assignment or receiving a grade below target.	
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F2017	49	85.9%	90																							
S2017	53	86%	94																							
F2016	41	87.1%	100																							
Method 3: Behavior Modification paper in PSY2044 requires the application of learning principles to change behavior.	All students will receive a passing grade (70%) or higher on the paper.	Findings Method 3:	<table border="1"> <thead> <tr> <th>Term</th> <th>N</th> <th>Mean</th> <th>% &gt; 70%</th> </tr> </thead> <tbody> <tr> <td>F2017</td> <td>23</td> <td>86%</td> <td>100</td> </tr> <tr> <td>F2016</td> <td>25</td> <td>91.6%</td> <td>100</td> </tr> </tbody> </table>	Term	N	Mean	% > 70%	F2017	23	86%	100	F2016	25	91.6%	100	Method 3: None, target met and still appropriate.										
Term	N	Mean	% > 70%																							
F2017	23	86%	100																							
F2016	25	91.6%	100																							
Method 4: 2008-2014 Psychology Graduate (Alumni) Survey assessing 1) Advanced Enrollment and Satisfaction and 2) Volunteer Involvement	<p>1) The majority of alumni enrolled in advanced study will rate their satisfaction average or better.</p> <p>2) The majority of alumni will report regular or periodic volunteer involvement.</p>	<p>1) 90% of alumni (N = 10) reported an average to high level of satisfaction with their advanced studies program.</p> <p>2) 71% of alumni (N = 25) reported they were regularly or periodically involved in volunteer work.</p>	<p>1) Target met.</p> <p>2) Target met.</p>																							

**APPENDIX A*****Psychology ETS Major Field Test: Comparison Table by Year***

Year	No.	Total Score (%ile rank)	Assessment Indicator 1 (%ile rank)	Assessment Indicator 2 (%ile rank)	Assessment Indicator 3 (%ile rank)	Assessment Indicator 4 (%ile rank)	Assessment Indicator 5 (%ile rank)	Assessment Indicator 6 (%ile rank)
2018 MVNU Mean	16	159 (64%)	44 (41%)	61 (79%)	48 (40%)	75 (74%)	76 (88%)	53 (38%)
2017 MVNU Mean	15	162 (75%)	50 (67%)	64 (85%)	52 (60%)	76 (77%)	74 (82%)	60 (68%)
2016 MVNU Mean	12	163 (76%)	46 (51%)	62 (80%)	50 (50%)	80 (88%)	80 (93%)	59 (62%)
2016 National Means		155.6**	45.5	53.3	48.9	69.8	62.8	54.5

Assessment Indicator 1: Memory and Cognition

Assessment Indicator 2: Perception/Sensation/Physiology

Assessment Indicator 3: Development

Assessment Indicator 4: Clinical and Abnormal

Assessment Indicator 5: Social

Assessment Indicator 6: Measurement-Methodology

\*Mean Percent Correct

\*\*13,671 seniors from domestic institution tested between Sept 2014 and June 2016

Year	No.	Total Score (%ile rank)	Subscore 1 (%ile rank)	Subscore 2 (%ile rank)	Subscore 3 (%ile rank)	Subscore 4 (%ile rank)
2018 MVNU Mean	16	159 (64%)	59 (63%)	62 (79%)	58 (60%)	61 (72%)
2017 MVNU Mean	15	162 (75%)	65 (84%)	64 (83%)	60 (67%)	62 (76%)
2016 MVNU Mean	12	163 (76%)	62 (72%)	63 (80%)	63 (80%)	63 (77%)
2015 MVNU Mean	16	160 (71%)	62 (82%)	61 (79%)	64 (85%)	57 (59%)
2014 MVNU Mean	21	162.0 (78%)	59.0 (71%)	64.0 (87%)	67.0 (92%)	55.0 (49%)
2013 MVNU Mean	12	165.0 (81%)	65.0 (86%)	64.0 (84%)	65.0 (80%)	61.0 (74%)
2012 MVNU Mean	21	158.0 (58%)	54.0 (47%)	58.0 (58%)	62.0 (74%)	59.0 (64%)
2011 MVNU Mean	14	156.0 (45%)	53.0 (35%)	53.0 (30%)	59.0 (65%)	57.0 (50%)
<b>2016 National Means</b>		<b>155.6*</b>	<b>53.9</b>	<b>55.0</b>	<b>55.7</b>	<b>54.4</b>

*Subscore 1: Learning, Cognition, and Memory*

*Subscore 2: Perception, Sensory, Physiology*

*Subscore 3: Clinical, Abnormal, and Personality*

*Subscore 4: Developmental and Social*

\*13,671 seniors from domestic institution tested between Sept 2014 and June 2016

### Psychology ETS Major Field Test: MVNU v National Norm

