

**College of Science and Engineering- Psychology Department- Assessment Report AY 11-12**

**Undergraduate Program Scope: to promote an understanding of individual behavior and thought. Such understanding includes achieving clarity about the nature of self and the development of the person. It includes insights into the basic processes of human perception, learning, cognition and motivation; the relationship of behavior to physiology; and the nature of psychological disorder. A complete understanding of human behavior and thought also includes recognition of the many social contexts within which they occur, such as work, school, and home. Finally, this understanding includes how psychologists use their knowledge to help improve the quality of people's lives.**

Measurable learning objective	Place in curriculum where objective is assessed	Academic year objective was/will be assessed	Assessment/procedures Methods/Strategies	Summary of findings about student learning	Use of findings for program improvement
<b>Objective A: To acquire psychological literacy</b>					
To differentiate academic from popular psychology	Successful completion of PSY 200: General Psychology, PSY 400: Introduction to Research in Psychology, PSY 371: Introduction to Psychological Statistics and one of the following Area II courses: PSY 431: Developmental Psychology; PSY 440 Social Psychology; PSY 451 Theories of Personality; PSY 601 History of Psychology	2010-2012	In addition to the assessment that occurs through comprehensive exams and other evaluative course activities in PSY 200, 371, 400 and one of the following Area II courses: PSY 431, 440, 451, 601, this is also assessed in our knowledge test, administered to graduating seniors.	Eighty-nine percent of students believe the major taught them how to differentiate between academic and popular psychology. Ninety percent of students had served as a research participant while at SFSU and 89% of students found the experience valuable (all are increases over prior years). Many students indicated that they benefited from courses with inspiring and passionate professors. Some students cited the diversity of the faculty as a strength of the department.	The department revised its undergraduate major in 2009 to ensure the major reflects recent advances in the field of Psychology and that the learning objectives align with the learning objectives proposed by the American Psychological Association, a national organization. We will continue to adapt the major as the field changes.
To understand and appreciate human diversity, individual differences, and cultural/political perspectives	Successful completion of required coursework in Area II: Human Development & Individual Differences, Area III: Social and Cultural Dynamics and Area IV: Organizations, Institutions and Communities	2010-2012	This information is assessed through the department's knowledge assessment and through comprehensive exams and other evaluative course materials in Areas II, III and IV.	Ninety-two percent of students believe the major broadened their appreciation and awareness of different cultural perspectives	
To become good consumers of research	Successful completion of coursework in Introduction to Research in Psychology	2010-2012	This information is assessed through the department's knowledge assessment and through comprehensive exams and other evaluative course activities in PSY 400.	Ninety-five percent of students believe the major provided them with an understanding of scientific methods in psychology which is an increase from past years.	
<b>Objective B: To acquire knowledge through research and scholarship</b>					

To demonstrate competence in research data and statistics	Successful completion of coursework in General Psychology, Introduction to Research in Psychology, Introduction to Psychological Statistics, and advanced courses in Psychology	2010-2012	In addition to the assessment that occurs through comprehensive exams and other evaluative course activities in PSY 200, PSY 400, PSY 371 and all advanced courses required for the major, this is also assessed in our knowledge test, administered to graduating seniors.	Sixty-five percent of students designed at least one research study as part of a class while at State, which is a notable decline from the eighty-five percent from prior years and reflected by the budgetary cuts which resulted in the loss of lab sections for PSY 400, the department research methods course where students conducted an original data collection. Twenty-six percent of students indicated they had served as a research assistant in a research lab. Ninety percent of students who worked in a lab found the experience valuable. On the knowledge assessment, 52% of students scored 50% or better on the statistics items and 55% of students scored 50% or better on the research methods items. These represent decreases from prior years.	Due to budget cuts, the breakout lab sections for the department research methods (PSY 400) and statistics (PSY 371) were eliminated. The department revised the curriculum of these courses and developed standard learning objectives to ensure the level of content was appropriate and that students receive a consistent experience in the course regardless of the instructor. The department has also changed requirements of the program such that students must complete the statistics course before they can take the research methods course.
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**Objective C: To acquire psychological knowledge and theory**

To increase self knowledge/understanding and develop psychological mindedness	Successful completion of coursework in General Psychology, Area I: Cognitive and Physiological Science, Area II, and electives.	2010-2012	In addition to the assessment that occurs through comprehensive exams and other evaluative course activities in all courses required for the major, this is also assessed in our knowledge test, administered to graduating seniors.	Ninety-two percent of students believe the major helped them broaden their self-knowledge and understanding which is comparable to our numbers from past assessments.	The department will continue to maintain its undergraduate major and learning objectives to align with the advances in Psychology as well as adapt to the projected trends in Psychology in the future.
To understand the perceptions, different ways of thinking and motivations of others	Successful completion of coursework in General Psychology, Area I, Area II, Area III and electives	2010-2012	Not assessed this year		

**Objective D: To acquire skills in written and oral communication of psychological concepts**

To demonstrate a level of proficient writing skills and oral articulation of psychological concepts	Successful completion of coursework in Introduction to Research in Psychology, Area I, Area II, Area III and Area IV.	2010-2012	In addition to the assessment that occurs through comprehensive exams and other evaluative course activities in all courses required for the major, this is also assessed in our exit survey, administered to graduating seniors.	Eighty-three percent of students believe the major improved their written communication skills and eighty percent of students believe the major improved their oral communication skills which are numbers similar to those from past assessments.	The department has recently implemented a GVAR course within the department. The department will closely evaluate student reactions to this course in future assessment efforts.
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**Objective E: To develop skills and competencies to apply psychology in a practical setting**

<p>To demonstrate skills for practical application of psychological knowledge and/or for providing human services</p>	<p>Successful completion of a course that includes either a laboratory or an activity component in Area IV, Area V: Statistics, Methodology, Background and Applications or Area 6: Special Projects in Psychology</p>	<p>2010-2012</p>	<p>In addition to the assessment that occurs through comprehensive evaluative course activities accompanying the laboratory and activity course components, this is also assessed in our knowledge test, administered to graduating seniors.</p>	<p>Eighty-six percent of students believe the major broadened their skills in the practical application of psychological knowledge and/or for providing human services.</p>	<p>One consistent piece of student feedback from the open-ended questions on the exit exam is that there are not enough courses offered that have a practicum laboratory or activity focus. We are attempting to address this by offering more advising through our one unit entry course regarding involvement in faculty research and community volunteering. If we are able to increase our course offerings we will offer more courses, such as PSY 558/559 which have field experience as their specific focus.</p>
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**Objective F: To become aware of the variety of opportunities for career development of individuals with education in Psychology**

<p>To define a career to pursue</p>	<p>Successful completion of a course that includes a practicum laboratory or activity component.</p>	<p>2010-2012</p>	<p>Career and graduate study intentions are assessed through our current knowledge assessment and exit survey. In addition, the department has developed two one-unit online courses (an entry and capstone course) that assist students in refining their educational and career goals.</p>	<p>Twenty-eight percent of students indicated they have a job lined up after they leave school.</p>	<p>Since the Fall of 2006 our assessment has asked the students to provide a non-SFSU e-mail account in order to remain in contact with our alumni. Before our next assessment report, we plan to contact them to determine their employment status. Also at the next assessment we will have survey results from our entry and capstone courses.</p>
<p>To specify any need for graduate study of the chosen psychological career</p>	<p>Successful completion of a course that includes a practicum laboratory or activity component.</p>	<p>2010-2012</p>	<p>Graduate study intentions are assessed through our current knowledge assessment and exit survey. In addition, the department has developed two one-unit online courses (an entry and capstone course) that assist students in refining their educational and career goals.</p>	<p>Eighty-one percent of students are planning on going to graduate school. Of those planning to attend graduate school, 57% hope to receive an MA in mental health, 18% are planning to pursue a MA in a non-mental health field, 14% are planning a PhD in mental health, 5% are planning a PhD in a non-mental health field, and 8% are planning to get a PsyD degree.</p>	<p>The department currently offers a variety of workshops on pursuing graduate education, including how to write a personal statement, how to apply to graduate programs, etc. In addition, the department currently manages the COR (Career Opportunities in Research), as part of a federally funded program, whose mission it is to prepare undergraduate students for graduate studies. The department also offers an Honor's program for seniors who are interested in conducting independent research (with a faculty advisor) and plan to pursue advanced degrees.</p>