Assessment Report

of the

Department of Psychology

Submitted on October 26, 2007

Prepared by Robert Stewart

with

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Oakland University Assessment Committee
Annual Report Form

Program Name _____**Psychology**_____ **Date Report Submitted** ___**10/26/2007**___

1. **Program Goals:**
   a. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
   b. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
   c. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
   d. Understand and apply psychological principles to personal, social, and organizational issues.
   e. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
   f. Demonstrate information competence and the ability to use computers and other technology for many purposes.
   g. Communicate effectively in a variety of formats.
   h. Recognize, understand, and respect the complexity of sociocultural and international diversity.
   i. Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.
   j. Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Please attach a copy of most recent Assessment Plan
Please see Appendix A.

2. **What assessment activities have your department conducted since your last report? Indicate in the appropriate category.** *Please describe and attach instruments (label all attachments). Please do not add information about faculty evaluation or personally identifiable information about students.*

> **Direct Measures of Student Performance** (for example: capstone courses, portfolios, simulations/demonstrations/performances, evaluation of sample course work by multiple evaluators, assessments embedded in course assignments/exams, pre & post tests, standardized tests)

Describe the measure/activity:

1. Direct assessment of student learning in PSY 100 and PSY 225 (new activity)
2. Direct assessment of student competence in writing intensive courses
3. Direct assessment of student competence in capstone courses

Student learning objective measured by this activity:
1. PSY 100
    a. Characterize the nature of psychology as a discipline.
    b. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology: theory and research representing general domains, the history of psychology, relevant levels of analysis, overarching themes, and relevant ethical issues.
2. PSY 225
    a. PSY 225 has been approval as a Knowledge Application course offered primarily to assist students in majors such as Nursing and Health Sciences complete their General Education requirements. Students from other majors certainly may enroll in PSY 225, but students from these two majors were especially kept in mind when the plans for course assessment were developed.
    b. Given this is a course in the Social Sciences are, the student will demonstrate
        i. knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies
        ii. application of concepts and theories to problems involving individuals, institutions, or nations
    c. Given this is a Knowledge Applications course, the student will demonstrate
        i. how knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications
        ii. knowledge of the personal, professional, ethical, and societal implications of these applications
3. Writing intensive course products
    a. Use the concepts, language, and major theories of the discipline to account for psychological phenomenon
    b. Evaluate the appropriateness of conclusions derived from psychological research.
    c. Generalize research conclusions appropriately based on the parameters of particular research methods
    d. Use critical thinking effectively
    e. Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
    f. Demonstrate information competence at each stage in the following process: formulating a researchable topic, choosing relevant and evaluating relevant resources, and reading and accurately summarizing scientific literature that can be supported by database search strategies
    g. Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data
    h. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)
    i. Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching

4. Capstone course products
    a. Use critical thinking effectively
    b. Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
    c. Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
    d. Seek and evaluate scientific evidence for psychological claims.
    e. Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
    f. Recognize and respect human diversity and understanding that psychological explanations may vary across populations and contexts.
    g. Demonstrate information competence at each stage in the following process: formulating a researchable topic, choosing relevant and evaluating relevant resources, and reading and accurately summarizing scientific literature that can be supported by database search strategies
    h. Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data
    i. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)
    j. Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching

1. Direct assessment of student learning in PSY 100

When/how often implemented:

The PSY 100 Assessment exam was administered during the each section's final exam period for Fall 2006 and Winter 2007. In addition to serving as an assessment tool, it was also used as the comprehensive final for the course. We also employed iClicker technology for use as in-class assessment of student progress and as a pedagogical tool.

Scoring methodology/Rubric (including a description of how you scored and evaluated the results):

Tests were scored on a scale of number of items correct divided by the total number of items ($\underline{n} = 100$). Tests for all sections were scanned into the ParTest program and evaluated according to mean (average), median (score that divides the group in half), and range (lowest to the highest score). Item point biserial correlations were also examined in order to determine the degree to which each item was related to the discrimination between high scoring students and low scoring students. In other words, the degree to which high scorers were likely to answer correctly for an item and the degree to which low scorers were likely to answer incorrectly for that same item.

For iClicker use, each faculty member employed the technology and assessment differently; part of the plan for future assessment includes a more studious examination of better ways of using iClicker technology in the classroom.

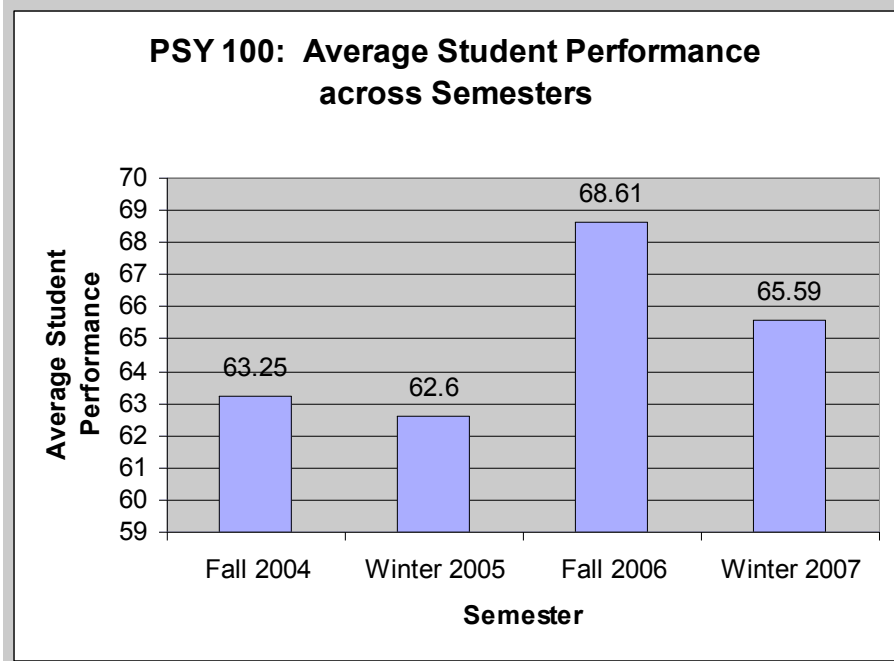**Sample size/Response rate:**
See the two tables below for summaries of these data.

Table 1: Descriptive Statistics for Student Performance on Introductory Psychology Assessment Exam

Semester/Year	Number of Students	Average Score	Median Score	Range	Percentage of Students with Scores $\geq$ 50%
Fall 2006	667	68.61	69.25	24 – 97	n/a
Winter 2007	663	65.59	66.00	26 – 95	82.7

Results/Data Analysis (including what the results mean, and how the results compare over time)
Results revealed that the overall performance between Fall 2006 and Winter 2007 did not change significantly (See Table 1). Students, on average combining both semesters, answered about 67 of 100 items correctly on the assessment exam, and increase of and average of 4 points from the 2004/2005 academic year (See Figure 1).

PSY 100: Average Student Performance across Semesters

Using the overall average as a cut-point for evaluating student performance on topics, those areas showing lower average performance for Fall 2006 include Developmental, Emotion, Neurology/Brain, Research Methods, & Sensation/Perception. For Winter 2007, topics falling below the overall average performance include Memory, Research Methods, and Sensation/Perception, and Social Psychology. In conjunction with the 2004/2005 Academic Year, those domains that continue to reveal below mean score performance are Emotion, Memory, Neurology/Brain and Sensation/Perception (See Table 2).

Table 2: Analysis of Introductory Psychology Assessment Exam – Fall 2006, Winter 2007

Topic	Cumulative Average Difficulty	Cumulative Average Discrimination	Range Discrimination
	Fall 2006		
Developmental	**63.82**	.30	.23 - .51
Emotion	**65.29**	.32	.23 - .32
History	82.20	.23	.29 - .50
Learning	**67.53**	.26	.11 - .44
Memory	69.21	.28	.18 - .48
Nature/Nurture	69.63	.28	.18 - .40
Neurology/Brain	**64.67**	.29	-.07 - .49
Personality	71.77	.31	.24 - .38
Psychopathology	77.76	.34	.34 - .48
Research Methods	**64.77**	.33	.23 - .47
Sensation/Perception	**58.26**	.31	.11 - .38
Social Psychology	68.73	.35	.15 - .48

	Winter 2007		
Developmental	67.41	.30	.04 - .51
Emotion	72.58	.31	.24 - .35
History	75.44	.27	.19 - .37
Learning	67.80	.29	.16 - .44
Memory	**63.91**	.29	.00 - .45
Nature/Nurture	69.54	.29	.11 - .47
Neurology/Brain	65.73	.27	-.25 - .48
Personality	70.25	.27	.21 - .47
Psychopathology	72.63	.33	.20 - .53
Research Methods	**60.60**	.32	.15 - .47
Sensation/Perception	**48.85**	.31	.09 – .46
Social Psychology	**64.61**	.37	.15 - .53

Note: Cumulative Average Difficulty is the average percentage of students who correctly answered the item. Cumulative Average Discrimination, also know as a Point Biserial, is the degree to which the item discriminates between the high scoring students and low scoring students; it assesses the validity of the item. Those items with a Discriminate score below .10 do not discriminate among student performance, and will be replaced in future exams.

The analyses examining item discrimination revealed that, overall, items were adequately differentiating between high scoring students and low scoring students (See Table 2). Thirteen items fell below a discrimination score of .20 for Fall 2006, and 12 items feel below .20 for Winter 2005. As we are working presently to collect one additional year of data, items that consistently show point biserial coefficients below the designated level (.20) will be eliminated or revised for the next revision of the PSY 100 Assessment Exam.

2. Direct assessment of student learning in PSY 225
When/how often implemented:
The first PSY 225 assessment exam was administered during each section's final exam period for Fall 2005 and Winter 2006. In addition to serving as an assessment tool, it was also used as the comprehensive final for the course. Analyses of these data revealed that a number of important differences existed between sections of the course when taught by different faculty. To address this issue, the chair convened the faculty who taught this course regularly in an effort to increase cross-section standardization. Professors Eberly, Harrison, Linden, Tiell, McGinnis, Raman and Stewart participated in this endeavor. The result was the agreement to use the Seligman and Rider textbook in all sections and to construct a new assessment instrument based on the 17 chapters in this text. This new assessment exam was administered for the first time during each section's final exam period during the Winter 2007 semester.

Scoring methodology/Rubric (including a description of how you scored and evaluated the results):
Tests were scored on a scale of number of items correct divided by the total number of items ($\underline{n}$ = 100). Tests for all sections were scanned into the ParTest program and evaluated according to

mean (average), median (score that divides the group in half), and range (lowest to the highest score).

Sample size/Response rate:
See Table 3 and 4 below for summaries of these data.

Table 3: Descriptive Statistics for Student Performance on the Life-span Developmental Psychology Assessment Exam

Semester/Year	Number of Students	Average Score	Median Score	Range	Percentage of Students with Scores ≥ 50%
Winter 2007	346	57.00	64.08	30-97	77.46

Table 4: Analysis of Life-span Developmental Psychology Assessment Exam – Winter 2007

Topic	Cumulative Average Difficulty	Cumulative Average Discrimination	Range Discrimination
Understanding Development	80.3	.24	-.04 – .34
Theories of Development	75.0	.22	.08 – .31
Genetic & Environmental Effects	34.2	.18	.14 – .27
Prenatal Development & Birth	80.0	.18	.13 – .23
Physical Development	66.5	.23	.07 – .38
Perception	65.6	.35	.19 – .44
Cognition	56.3	.26	.09 – .46
Memory	59.8	.24	.18 – .29
Intelligence	72.3	.32	.22 – .51
Language	68.8	.36	.20 – .45
Personality	68.3	.24	.25 – .49
Gender Role Development	56.3	.36	.20 – .28
Moral Development	57.0	.24	.29 – .44
Attachment	71.8	.36	.24 – .47
Families	73.2	.31	.11 – .40
Psychopathology	64.2	.16	.06 – .32
Death & Dying	73.8	.27	.20 – .40

Note: Cumulative Average Difficulty is the average percentage of students who correctly answered the item. Cumulative Average Discrimination, also know as a Point biserial, is the degree to which the item discriminates between the high scoring students and low scoring students; it is a assessment of the validity of the item. Those

items with a Discriminate score below .10 do not discriminate among student performance, and will be replaced in future exams.

Results/Data Analysis (including what the results mean, and how the results compare over time)
Results revealed that the overall performance in the Winter 2007 was relatively good (See Table 3). Students, on average, answered about 64 of 100 items correctly on the assessment exam, a value that we find to be normative with materials and tests such as this. Using the overall average as a cut-point for evaluating student performance on topics, those areas showing lower average performance include Genetic and Environmental Effects, Cognition, Gender Role Development, Memory and Moral Development. Faculty teaching this course will review the content of these sections and collaboratively explore means to improve student learning in these areas.

The analyses examining item discrimination revealed that, overall, items were adequately differentiating between high scoring students and low scoring students (See Table 4). Ten items fell below a discrimination score of .20 for Winter 2007. These items will be investigated and probably rewritten.

3. **Direct assessment of student competence in writing intensive courses**
4. **Direct assessment of student competence in capstone courses**

Results/Data Analysis (including what the results mean, and how the results compare over time):
Table 5 presents the data compiled for the papers that were submitted in Winter 2005 that was previously submitted in our earlier report. Table 6 presents the 2005/2006 means and standard deviations for papers that were randomly selected for assessment from courses taught in Fall 2005, Winter 2006, and Spring/Summer 2006 semesters. A total of 43 papers were assessed by ten faculty members. The means (hovering around 3.0 on a 4.0 scale) suggest that students demonstrated mastery across these dimensions: mastery that is appropriate for upper division undergraduates.

Strengths: papers were found to be reasonably well-organized, and reasonably well-focused (means above average), which should be expected in papers submitted by juniors and seniors. *Weaknesses:* Empirical support; complexity, and Psychological knowledge. APA formatting and general writing mechanics had the lowest overall means.

Comparison of course level: As a group, the papers at the 300-level were rated lower with respect to "complexity" reflecting the transition from lower division writing proficiency to upper division: a result that was significant for the Winter 2005 papers and for the 2005/2006 papers. These results support the statement submitted in this report previously: that, on average, "300-level students have mastered basic writing skills and demonstrate a high level of Psychological knowledge, but are lagging with respect to sophisticated analyses. The papers at the 400-level were rated higher on complexity reflecting a level of analytical proficiency desirable for students completing courses at this level." These results suggest that literacy and critical thinking skills are continuing to develop in our 400-level students.

Table 5: Rubric Means for 300- and 400-Psychology Courses, Winter 2005

	300-level	400-level
Organization	3.20 (0.84)	3.29 (0.49)
Focus	3.20 (0.84)	3.29 (0.49)
Empirical Support	2.80 (0.84)	3.00 (0.82)
Complexity / Analysis*	2.40 (0.89)	3.29 (0.49)
Psych Knowledge	2.40 (0.89)	3.00 (0.82)
APA Style	2.60 (0.89)	3.14 (0.90)
Mechanics	3.00 (1.00)	2.86 (0.89)

- Difference is significant, $t = 2.22$, $p \leq .05$

Table 6: Rubric Means for 300- and 400-Psychology Courses, 2005/2006

	300-level	400-level
Organization	3.11 (0.79)	3.13 (0.84)
Focus	3.21 (0.83)	3.63 (0.52)
Empirical Support	2.79 (0.84)	3.25 (0.71)
Complexity / Analysis*	2.79 (0.96)	3.50 (0.54)
Psych Knowledge	2.85 (0.86)	3.25 (0.71)
APA Style	2.67 (1.00)	3.00 (0.76)
Mechanics	2.68 (0.95)	3.00 (0.93)

- Difference is significant, $t = 2.01$, $p \leq .05$

Reliability: Scale reliability for rubric was .89, which is respectable statistically. None of the individual items diminished overall scale reliability. This suggests that the items of this instrument assess a unitary construct, namely literacy in psychology. In addition, the means and standard deviations are comparable across the two time lines, with the exception of small increases in complexity and psychological knowledge in the 2005/2006 assessment. The similarities across the two waves support the integrity of the rubric – suggesting that it is an instrument that can be used by different sets of raters on various written products with some consistency.

Psychology Department Writing Assessment Committee Suggestions for Improving Literacy in Upper-division Students

1. A greater emphasis on the use of empirical support and APA style in papers in syllabi and in classroom presentations. It is recommended that faculty require an APA Style Manual in the future.
2. Exploring ways to improve the demonstration of psychological knowledge in written products could enhance written literacy in our majors.
3. Encouraging the use of the Writing Center to remediate students needing assistance in writing mechanics and APA style. McGinnis met with Jeanie Robertson and Sherry

Wynn (May 2007) to discuss literacy and the services they provide to students. They will stamp hard copies when they meet with students to verify the use of their services if faculty require that.

Psychology Department Writing Assessment Committee Recommendations for Improving the Assessment Process

1. Paper submission: Better faculty participation in submitting papers for assessment would facilitate a larger set of papers to select from. Attaching the syllabus and/or documents pertaining to the goals of an instructor's specific assignment would be helpful.

Winter 2007: Faculty Reactions to the Assessment Process

6 people responded to the request to evaluate the rubric and the assessment process.

Faculty Reaction Questionnaire Item	M	(SD)	
1. Topics covered by rubric were relevant	5.33	(0.52)	
2. Rubric worked well	4.67	(1.37)	Likert Scale: 1-6
3. Would use in class to evaluate papers	5.00	(0.63)	
4. Should use next round of assessment	5.00	(1.10)	N = 6
5. Should improve assessment in psy majors	4.67	(1.75)	
6. All courses appropriate for writing intensive	4.50	(1.92)	
7. Improve written literacy in psy majors	5.67	(.052)	
8. Create a database of options for faculty	5.83	(0.45)	

Faculty Reaction to Assessment: The means presented above reflect positive reactions to the effectiveness or the rubric and the assessment process. In addition, these means show an interest in finding ways to improve literacy in upper-division students, including the creation of a database of options.

Qualitative Data: Comments and Suggestions
1. Q2: Using the rubric for grading in specific courses. Even though it was not designed to assess papers in individual courses, a few faculty members used the rubric for that purpose. Those who had done so were in favor of its use in that way. One faculty member suggested that the item addressing "psychological knowledge" be separated into two separate conceptual dimensions: (1) Psychological knowledge; and (2) knowledge of writing standards, styles, and conventions in psychology (those outside of APA formatting guidelines). Several factor agreed with this suggestion during our April 5th, 2007 faculty meeting reviewing these data.
2. Q7: Improving literacy in students. Three faculty noted that offering a Writing in Psychology course at the 200-level is something that the faculty could discuss at some point. At the April 5th Faculty Meeting: the possibility of a Psy 301 (or similar) course was discussed, but we lack faculty to teach this at present.

Overall Committee Suggestions for 2007-2009

In the department meeting held on September 20 the chairs of the four assessment subcommittees presented a summary of their findings from this role of reviews. These

summaries included a list of specific recommendations for actions to be taken in the 2007-2008 academic year. This list appears in Appendix E at the end of this report.

> **Indirect Measures: Indicators of Student and/or Alumni Self-Reports of Learning and/or Satisfaction** (for example, focus groups, surveys, exit interviews) **and Indicators of Perceptions/Satisfaction of Employers or other Stakeholders** (for example, focus groups, surveys)

Describe the measure/activity:
1. **Assessment of student attitude via survey of recent graduates and alumnae**

Student learning objective measured by this activity:
This is a molar assessment of the ten overall program goals of the department listed at the beginning of this report.

When/how often implemented:
In December and May of each academic year we send an email announcement to the students who have graduated in the previous 12 months asking them to visit a website and complete a short evaluation of the department. A similar email message is sent to recent alumnae every third year.

Scoring methodology/Rubric (including a description of how you scored and evaluated the results):
Scores from the graduate and alumni ratings and their responses to the open-ended items are recorded in a database. Quantitative data are summarized as means and standard deviations.

Sample size/Response rate:
In December of 2006 the survey was distributed to 40 recent graduates and in May of 2007 another 59 recent graduates were invited to participate. Forty-seven recent graduates responded (47%, n = 22 in December and n = 25 in May).

Results/Data Analysis (including what the results mean)
The data from this survey are summarized in Table 7 presented in Appendix D. The responses to the open-ended items are also presented in Appendix D.

The quantitative data are quite positive. Consistently high ratings are given to several of the questions indicating that students feel they have learned how research is conducted, how to think critically, and how to apply psychological principles. The qualitative feedback indicates that students appreciate the intensive writing experience and the statistics courses even though they find them both challenging. The students also comment positively on the opportunity to conduct research with professors. The student comments on areas for improvement seem to focus on a few areas. The first area is the need for an APA writing class from the Psychology Department. Students want more consistency in the APA style across classes. Other comments suggest that

courses are "dumbed down" for the underachieving students. This issue may addressed by making PSY251 mandatory or making some other class a pre-requisite for higher level classes. Students suggest that this may weed out unmotivated students and improve the quality of their classmates and their overall education. The final area for improvement involves research opportunities. Students want more opportunity to conduct research with their professors. Our department will improve in this area in the coming semesters as we are hiring more faculty with active areas of research.

3. **What were the most significant/interesting findings? Describe these in detail and in light of previous years of data collection (for example, if the same instrument is used over a period of years, compare across years) Please** *include specifics and attach the analyses of the results for each assessment activity.*

Our activities to date have focused on the development and pilot testing of the assessment instruments themselves. We are therefore just in the initial stages of establishing base rates to which future data might be compared. Additional data will be collected during the 2007/2008 academic year. Additionally, two faculty are involved in assessing the effectiveness of iClicker technology in the classroom. A summary of our findings concerning the use of iClicker technology appears in Appendix B.

4. *The most important role of assessment is its use in program improvement.* **How are the results used to improve your program? Specific courses?**

The first major programmatic improvement is ongoing attention and evaluation of the Assessment Exam. Careful analyses are underway in which we are examining the test from a quantitative perspective (item analysis, trends in average scores over semesters) as well as from a qualitative perspective (examination of clarity, utility, and importance of items). As the PSY 100 faculty core has changed, some concern has been expressed regarding the absence of domains often emphasized at other schools. More attention will be given to this issue in the future. Faculty are also wish to evaluate the effectiveness and utility of on-line quizzing and iClicker technology – two technological advances to a large classroom environment. Efforts toward these apparent pedagogical tools are underway.

A second major change in our program has been the decision that all 300-level content courses in psychology would become writing intensive courses. Given our large number of majors it is impossible to designate a single course as "the writing course". Our majors will thus be required to complete three (3) writing intensive experiences at the 300-level.

A third major change in our program has been the effort to review and articulate departmental criteria concerning the requirements of all capstone experience courses.

5. **What role do department faculty play in the** *development and implementation of your department's assessment of its programs?*

- **How many/what percent of faculty were involved in designing and implementing your activities?**

Only one faculty member has failed to participate in assessment activities.

- **How many/what percent of faculty were involved in evaluating the results?**
The results reported here were gathered and compiled by four members of the department, Robby Stewart (chair), Mary Eberly, Deb McGinnis and Keith Williams. Decisions on the content of the assessment plan, the methods of evaluation to be employed, the wording of survey questions, and the selection of items for the comprehensive examination, were obtained through working meetings that involved the entire department or various subcommittees. This report was presented to the entire faculty for discussion.

- **To what extent were faculty involved in making changes based on the results?**
Faculty were extremely involved in the process of making changes based on the entire assessment process.

Please attach copies of meeting/retreat minutes that document discussion and planning of assessment activities and results. Be sure they are labeled and dated.

Portions of 5 departmental meetings resulted in formal actions concerning assessment. The relevant summaries of these meetings is presented in Appendix E.

6. **Are you intending to make changes to your assessment plan, given your most recent assessment activities and results?**
Not at this time.

7. **Do faculty in your department receive credit/recognition for their work on assessment?**
Currently, assessment is viewed as a service activity. Those involved in service activities are recognized through our departmental merit procedures, though this recognition is sorely inadequate.

8. **Did the assessment activities result in identifying resources that might help improve your program? Were/are those resources available?**
The primary resource used in assessment activities is faculty involvement and contribution. The faculty in this department have devoted literally hundreds of hours of professional time to the assessment process.

Another very important resource utilized in our assessment activities has been the technical assistance provided by John Coughlin and Shaun Moore.

9. **Do you have other comments/observations to share with the Assessment Committee?**
Not at this time.

Any questions regarding assessment and/or the completion of the report can be directed to your Assessment Committee contact person, or the Assessment Committee chair. You will receive feedback from the committee within a few weeks of submitting this report. A copy

of the committee's response will also be sent to your department chair and Dean for information purposes.

Appendix A
Assessment Plan
Department of Psychology

Academic Assessment Plan
Department of Psychology
Prepared by Robert Stewart 12/15/2004

Oakland University Mission: Goals relevant to the Department of Psychology Assessment Plan

Oakland University "emphasizes four essential ingredients for [its] direction: excellent and relevant instruction, high quality basic and applied research and scholarship, responsive and effective public and community service, and a comprehensive schedule of student development activities" (2004-2005 Undergraduate Catalog, p. 8). The "essential ingredients" of our mission for Oakland University students generate goals for academic programs. Toward this end, The Department of Psychology endorsed the following aspects of the university mission as guidelines for our program.

1. **Instruction:** At Oakland University, "program[s] provides a variety of courses and curricular experiences to ensure an enriched academic life along with superior career preparation or enhancement." Emphasis is on "the development of essential "skills, knowledge, and attitudes for active concerned citizenship." The programs at Oakland University prepare "students for post-baccalaureate education, professional schools, or careers directly after graduation."
2. **Research and scholarship**: As endorsed by the mission of the university, that is, "Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students" by directly involving students in research endeavors with faculty or indirectly through the integration of research and scholarship through instruction.
3. **Student development:** The department endorses Oakland University's mission "to facilitate the development of those personal skills which will contribute to informed decision making and productive citizenship."

OU General Education Program: Goals relevant to the Department of Psychology Assessment Plan

General education is central to the undergraduate experience of our students, touching the lives of Oakland graduates and helping to shape their future. The General Education program was in a process of review and revision as the Department of Psychology was developing it assessment plan. The learning objectives listed below certainly influenced this process:

1. **Formal Reasoning:** The student will demonstrate:
     - knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics or logic
     - application of formal reasoning to read, understand, model and solve problems across a variety of applications
2. **Writing:** The student will demonstrate

- knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
- effective rhetorical strategies appropriate to the topic, audience, context, and purpose

3. **Knowledge Exploration Area, Social Science**: The student will demonstrate
   - knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies
   - application of concepts and theories to problems involving individuals, institutions, or nations
4. **Capstone Experience: The student will demonstrate**:
   - appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise
   - the ability to integrate the knowledge learned in general education and its relevance to the student's life and career

Goals of the Department of Psychology Assessment Plan

The American Psychological Association sponsored a task force to conduct a formal study of the learning goals and objectives for the undergraduate psychology major. The task force report, adopted by the APA Board of Educational Affairs in March of 2002, outlines 10 goals and provided a wide variety of student learning outcomes that represent "reasonable departmental expectations for the undergraduate psychology major across educational contexts." The goals are divided into two major categories: [1] knowledge, skills and values consistent with the science and application of psychology; and [2] knowledge, skills and values consistent with the liberal arts education that are further developed in psychology. On September 25, 2003, the Department of Psychology unanimously accepted these guidelines as its own assessment plan. The 10 departmental goals and student learning objectives currently associated with each are summarized below.

5. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
   a. Characterize the nature of psychology as a discipline.
   b. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology: theory and research representing general domains, the history of psychology, relevant levels of analysis, overarching themes, and relevant ethical issues.
   c. Use the concepts, language, and major theories of the discipline to account for psychological phenomenon

6. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
   a. Characterize the nature of psychology as a discipline.
   b. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology: theory and research representing general domains, the history of psychology, relevant levels of analysis, overarching themes, and relevant ethical issues.
   c. Explain different research methods used by psychologists.
   d. Evaluate the appropriateness of conclusions derived from psychological research.
   e. Generalize research conclusions appropriately based on the parameters of particular research methods

7. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

      a. Use critical thinking effectively

      b. Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.

8. Understand and apply psychological principles to personal, social, and organizational issues.

      a. Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health)

      b. Identify appropriate applications of psychology in solving problems such as the origins and treatment of abnormal behavior, tests and measurement, psychology-based interventions.

9. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

      a. Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.

      b. Seek and evaluate scientific evidence for psychological claims.

      c. Tolerate ambiguity and realize that psychological explanations are often complex and tentative.

      d. Recognize and respect human diversity and understanding that psychological explanations may vary across populations and contexts.

10. Demonstrate information competence and the ability to use computers and other technology for many purposes.

      a. Demonstrate information competence at each stage in the following process: formulating a researchable topic, choosing relevant and evaluating relevant resources, and reading and accurately summarizing scientific literature that can be supported by database search strategies

      b. Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data

11. Communicate effectively in a variety of formats.

      a. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)

      b. Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching

12. Recognize, understand, and respect the complexity of sociocultural and international diversity.

      a. Examine the sociocultural and international contexts that influence individual differences.

      b. Explain how individual differences influence beliefs, values, and interactions with others and vice versa

13. Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.

      a. Reflect on their experiences to find meaning in them

      b. Apply psychological principles to promote personal development.

14. Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

      a. Apply knowledge of psychology (e.g., decision strategies, life span issues, psychological assessment, types of psychological careers) to formulating career choices.

      b. Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both.

Methods and Process of Assessment

A quality assessment plan needs to evolve, and in evolving, it reveals not only areas for curriculum revision, but also new means of assessment. We can not address all 10 of the departmental goals, nor all 26 of the student learning objectives, with comparable levels of depth. Therefore, we have opted to focus attention on various subsets of the goals and objectives while others will remain, for the time being, explored to a less rigorous degree. The Assessment Plan for the Department of Psychology currently possesses fours distinct areas of measurement:

1. Direct assessment of student learning in PSY 100
   - Focus on student learning objectives 1a and 1b
2. Direct assessment of student competence in writing intensive courses
   - Focus on student learning objectives 1c, 2d , 2e, 3a, 3b, 6a, 6b, 7a and 7b
3. Direct assessment of student competence in capstone courses
   - Focus on student learning objectives 3a, 3b, 5a, 5b, 5c, 5d, 6a, 6b, 7a and 7b
4. Indirect assessment of student attitude via survey
   - Focus on all 10 departmental goals at a molar level

The overall new assessment plan is summarized in Figure 1. At the center of the figure, you will see that all members of the department are involved in the assessment process. The Assessment Committee is charged with planning and conducting assessments and with submitting annual reports to the department summarizing these activities. The Executive and Curriculum committees will determine how these data will be utilized to improve the over all program. Surrounding the central part of the figure you will see four different domains or areas of assessment: Foundation Courses, Knowledge of Psychology, Capstone Courses, and Student Opinion surveys. It is our initial plan that exit surveys of graduating seniors be conducted with every graduation cycle, and that *evaluations* in the other domains be conducted in a rotating three-year cycle. Specifically, although data will be obtained in each of the areas every year the analysis, interpretation and evaluation of these data will rotate on a three-year cycle. This rotation will provide time for the members of the department to focus on the data from any one domain, and to propose and implement modifications if any are warranted before that area is assessed again.

In the following sections the process used by the member of the Department of Psychology to develop and pilot test the instruments in our Assessment Plan will be summarized.

Direct Assessment of Student Learning in PSY 100

- Analysis of results from previous Psychology Assessment Test (PAT) revealed large between section differences in student performance. The chair investigated this situation and discovered the following:
  - Different text books were used in each section, with each instructor assigning and/or covering different topics.
  - The commonality and differences of topic coverage across sections was identified.
  - The chair noted the PAT was designed by one faculty member who did not teach PSY 100. Its content was not known by those teaching PSY 100. Further analysis of PAT results revealed that students scored higher on sections of the PAT if their professor had covered (actively lectured on) this material in class.
- Given these findings, the chair convened the faculty in the Fall of 1999 and informed them that a thorough review of the content and objectives for PSY 100, and the assessment procedure used to evaluate this course would need to be reviewed.

- The faculty reviewed the syllabi and course objectives for PSY 100 and developed a set of guidelines for the course. Some faculty refused to take part in this process and instead asked not to be assigned to teach this course in the future.
- In addition to standardizing a large portion of the course content, the faculty agreed to uniformly require web-based quizzes, a comparable grading criterion, and a standard textbook for all sections of PSY 100. These critical revisions were unanimously adopted by the department on October 4, 2001.
- One year later the method of teaching the course was thoroughly revised as we shifted from a requirement of specific chapters to one of specific modules of material. [Note: A typical introductory psychology book will have 15 to 17 chapters on various topics. A newer method of presentation involves selecting from among 55 smaller modules of material. Shifting to this approach afforded us the opportunity to fine-tune the selection of required material for PSY 100.]
- The core of faculty who teach PSY 100 then focused on how they would assess student learning of the agreed upon topics that would be common to all PSY 100.
- Professor Shantz surveyed the faculty to assess their opinions concerning the desired depth of coverage in specific topics, and used this information to construct five (5) versions of a new assessment instrument for PSY 100.
- Professor Eberly convened the PSY 100 instructors (Professor Shantz was on leave) and conducted a detailed content analysis of these five (5) tests. This group modified the wording of some items on the tests and derived a single test of 100 items. (The other four versions will be integrated into the assessment pool as item-by-item equivalence can be established empirically.)
- A single assessment instrument has been adopted and will be used as a comprehensive final in all sections of PSY 100 starting with the Fall 2004 semester.
- Professor Eberly will conduct data analyses during the month of January 2005 to ascertain student learning across sections on each of the major topics identified by the department as crucial to PSY 100 core content.

- The Psychology Assessment Committee and the instructors of PSY 100 will convene on regular intervals to evaluate these results and propose means to enhance student learning where necessary.
- Details of the departmental agreement concerning course content and process can be in Appendix A.

Direct Assessment of Student Products in Writing Intensive Courses

- In the Fall of 2004 the Departmental Curriculum Committee was given the task of reviewing the objectives, practices and outcomes of instruction in the 300-level content courses in Psychology. The committee was specifically charged with the task of determining if these courses could or should be modified so as to satisfy the "writing intensive" requirements of the new General Education program.
  - Professor Lilliston, chair of the Curriculum Committee, brought a motion to the department indicating that all 300-level psychology courses (with the exception of PSY 399 which is counted among the capstone courses) must include a writing

component to meet the General Education requirements for writing intensive
classes.
- Discussion of this motion prompted in the Assessment Committee to develop a
  rubric for assessing written products from these courses.
- On October 21, 2004 the motion was unanimously endorsed with the
  understanding that all faculty teaching 300-level courses would include intensive
  writing projects in their Fall 2005 classes.
- A detailed summary of the recommendations for writing intensive courses and a copy of the
  assessment rubric can be found in Appendix B.

Direct Assessment of Student Products in Capstone Courses

- In the Fall of 2002 the Departmental Curriculum Committee was given the task of reviewing
  the objectives, practices and outcomes of a range of upper-division "capstone" courses in
  Psychology. These include PSY 399, Field Experience; PSY 470, College Apprentice
  Teaching; PSY 483-485, Readings and Research Projects; PSY 487-489, Research
  Apprenticeships, and PSY 494, Honors Independent Studies.
  - Professor Shantz presented a final report and recommendations from this
    committee in November of 2003, and, after considerable discussion, the
    recommendations were unanimously endorsed on February 12, 2004.
  - The recommendations provided detailed descriptions of the expectations of
    students and faculty engaged in these activities, thus providing clearer guidelines
    to both groups.
  - These recommendations have been included in the "Psychology Operations
    Manual" distributed to all regular and part-time faculty members at the beginning
    of each academic year, and have been distributed to students through the
    departmental website and other advising materials.
- A detailed summary of the recommendations for these capstone courses can be found in the
  document entitled "What should one expect from a PSY 399, 470, 483-485, or 494
  experience?" presented in Appendix C. The rubric used to assess written products in the
  300-level courses will be used to assess written capstone projects.

Indirect Measure of Student Opinions via Surveys of Graduates

- Professor McGinnis assumed the responsibility of coordinating the efforts necessary to
  prepare a web-based survey of students who appear on the four graduation lists reviewed
  each year.
  - This survey includes a combination of fixed and open-ended responses addressing
    the major curricular objectives identified by the APA Task Force and endorsed by
    the members of the department.
  - A number of the primary goals listed by the APA (in particular, the last three) do
    not fall within the domain of a single course or even a capstone experience.
    Moreover, some of these items contain wording that make assessment difficult
    until one operationalizes terms such as "pursue realistic goals," "develop insight,"
    or "tolerate ambiguity." The departmental plan is to start assessment of these
    goals at a molar level, and move to a more molecular analysis as other assessment

activities become more established. Based on data obtained in these initial moral assessments of student attitude, assessment committees in the future will devise measures to explore specific topics within these objectives as necessary.

- The survey was used for the first time in May and June of 2004 to obtain data from December 2003 and April 2004 graduates. Surveys were also sent to alumni who have maintained email contacts with the department.
- A summary of the data obtained from this survey were distributed to the department by the Assessment Committee on December 2, 2004 with recommendations concerning potential curriculum revision.

- A copy of this survey, the data obtained during the summer of 2004, and the recommendations of the Assessment Committee are presented in Appendix D.

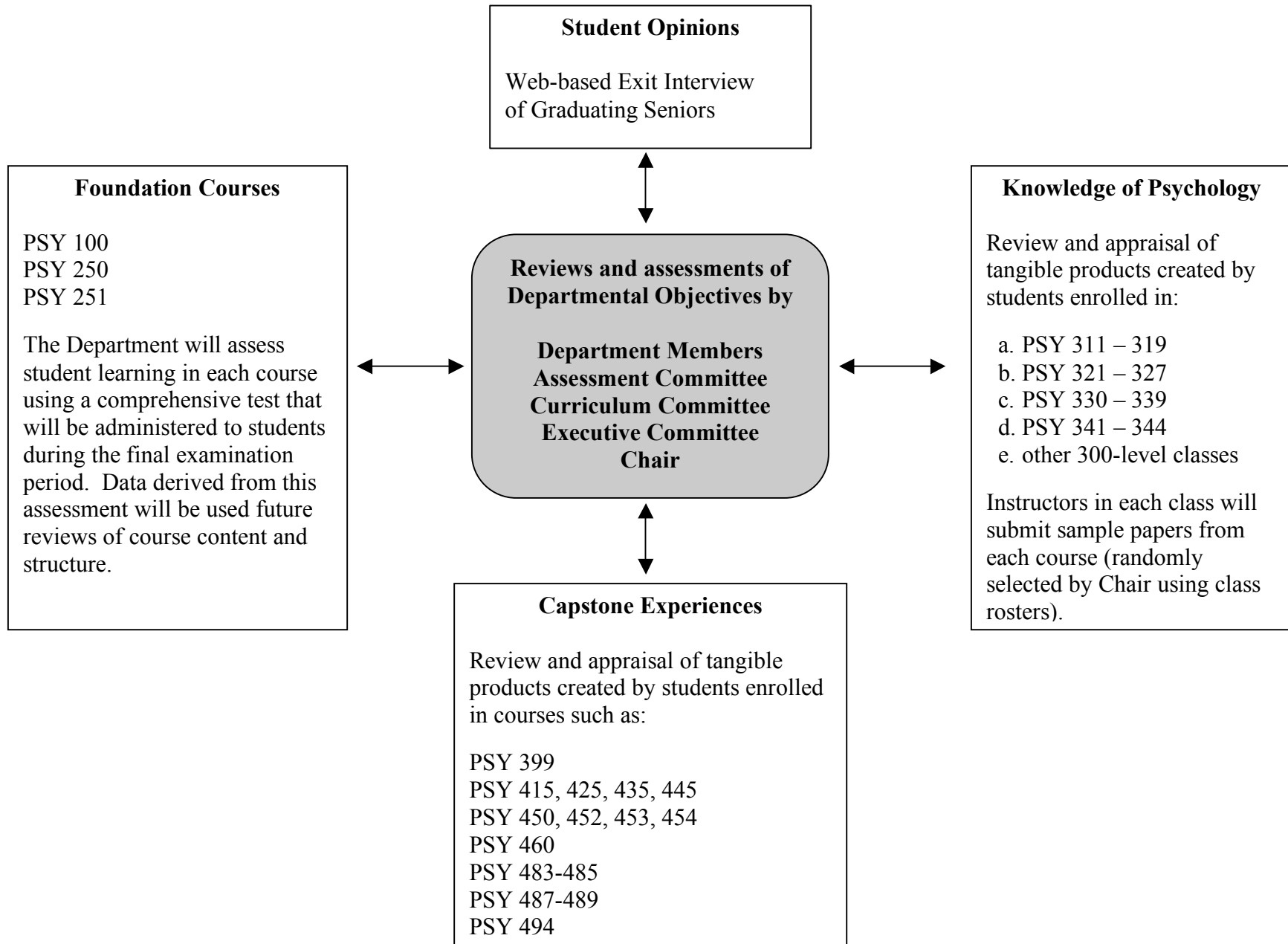**Anticipated Steps in the Continued Evolution of the Psychology Assessment Plan**

As indicated above, a quality assessment plan should never be assumed to be completed. One area where we continue to work is on the "methods" courses required of our majors. Although we have made great progress in reviewing these courses, sharing pedagogical techniques, and modifying some of the course requirements, we have not yet reached sufficient consensus in this area to permit us to design and pilot test an assessment instrument. Some of the highlights of our actions in this area are summarized below.

- In the Fall of 2001, immediately after the first major revisions of PSY 100 were unanimously endorsed, two new committees were formed to assess the content, objectives and outcomes for PSY 250, Introduction to Research Methods and PSY 251, Statistics and Research Design.

    - The PSY 250 review committee, coordinated by Professor Purcell, agreed that all final examinations in PSY 250 will have a comprehensive element to access these overall objectives for the course as a whole, and many agreed that this assessment will be accomplished through the evaluation of essays rather than the results of multiple-choice examinations.
    - Professor Purcell was further charged to develop an assessment instrument that could be used during the final examination period of all sections of this course to assess how well students have learned the primary course objectives.
    - The PSY 251 review committee recommended that the pre-requisite for the course be revised from the previously ambiguous "high school algebra" to be level R status as determined by the placement testing conducted by the Department of Mathematics and Statistics. This change was unanimously accepted and now appears in the undergraduate catalogue.
    - The PSY 251 review committee further recommended that all sections of PSY 251 incorporate meaningful hands-on experience with the SPSS statistical computer package. Currently all sections of PSY 251 include substantial instructing in the use of SPSS and the interpretation of SPSS output.
    - Professor Stewart was further charged with developing an assessment instrument that could be used during the final examination period of all sections of this course to assess how well students have learned the primary course material. It is anticipated that a portion of this assessment will require a written response rather

than the more common multiple-choice format. Rather than directly assessing the students' ability to create statistical output via SPSS, we will assess their abilities to interpret such output.

- Both the PSY 250 and 251 subcommittees faced both opposition and/or indifference from colleagues who were unwilling to discuss issues of assessment and curriculum revision. When this opposition appeared with respect to PSY 100 we were able to permit faculty to simply decline to participate in these discussions, and assume other teaching assignments. Given limited resources, this was not an option with PSY 250 and 251. With the support of the University Assessment Committee (letter from John Klemanski to Robert Stewart dated November 26, 2003), we tabled our efforts in devising assessment procedures of these courses so as to protect our momentum in other areas.

- Preliminary reports from the PSY 250 and PSY 251 subcommittees are presented in Appendix E. The Department of Psychology has taken no formal action with regards to these reports. Until such action is taken, we would hope that the University Assessment Committee would recognize that this department is conscientiously involved in the assessment process and will approve our existing plan in its current state. Additions and/or modifications to the plan are expected in the future.

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Figure 1: Department of Psychology Assessment Plan 2003-2005

Student Opinions

Web-based Exit Interview
of Graduating Seniors

Foundation Courses

PSY 100
PSY 250
PSY 251

The Department will assess
student learning in each course
using a comprehensive test that
will be administered to students
during the final examination
period. Data derived from this
assessment will be used future
reviews of course content and
structure.

**Reviews and assessments of
Departmental Objectives by**

**Department Members
Assessment Committee
Curriculum Committee
Executive Committee
Chair**

Knowledge of Psychology

Review and appraisal of
tangible products created by
students enrolled in:

  a. PSY 311 – 319
  b. PSY 321 – 327
  c. PSY 330 – 339
  d. PSY 341 – 344
  e. other 300-level classes

Instructors in each class will
submit sample papers from
each course (randomly
selected by Chair using class
rosters).

Capstone Experiences

Review and appraisal of tangible
products created by students enrolled
in courses such as:

PSY 399
PSY 415, 425, 435, 445
PSY 450, 452, 453, 454
PSY 460
PSY 483-485
PSY 487-489
PSY 494

Appendix B
Summary of Use of iClicker Technology in the Classroom

* *

Use of iClicker Technology in the Classroom
PSY 100 Assessment
September 20, 2007

* *

The following is a description of the ways in which iClickers were used in the classroom and faculty's perceptions of their usefulness, effectiveness, and suggestions for future use.

iClicker Procedure: *What iClicker methods did you use WITHIN the class? (e.g. use as a opinion, attitude, behavior survey or as a block quiz)   How, specifically, did you go about using it?*

PSY 100 Faculty used the iClickers to test student knowledge, to assess opinion/attitude survey about a topic or study habits, to take attendance, and to use as part of a class demonstration.

When used as a means to test knowledge, two faculty used blocks of questions at the end of a topic or sub-topic, typically a few days after all material was presented in class. Another faculty member presented single items dispersed throughout the PowerPoint lectures, subsequent to a presented concept. In sum, iClickers were used in very different ways among the faculty. Additional uses included discussing right/wrong answers with peers in small groups or as a class, surveying student attitudes prior to presenting a topic area, using Worth Publishing's suggested class demonstrations, and identifying student preferences for administration purposes.

Use as a Grading Tool: Performance Use versus Attendance Use?: *How were iClickers used as a grading tool? (what percent was allocated toward the grade? Used as extra credit?)*

Two faculty members used the iClicker test questions as 5% of students' final grades, and two used them as extra credit. Sometimes, students were given extra credit for getting right answers; otherwise questions were used to take attendance or used as participation points.

Link with Exam Performance: *What was your impression of how the iClickers helped/did not help with exam performance?*

One faculty member noted that student performance was higher on mid-term exams but grades on the departmental final exam did not change from previous years. Other faculty did not perceive any change in mid-term or final exam relative to other years.

Class Attendance: *What was your perception of the impact of iClicker use on class attendance?*

Two of the faculty noted that class attendance improved, or at least, did not drop at the end of the semester and remained high (approximately 70 – 80% attendance). Another faculty member had used another technique previously to ensure class attendance (periodic in-class minute papers),

so discerning whether iClicker use had an effect was not possible. Another faculty member experienced no difference in class attendance.

Future Use: *What would you change for use the NEXT time?*

In general, most faculty suggested:
1.   Use clickers to survey students on relevant experiences related to course content.
2.   Conduct a voluntary an I-Clicker semester review session prior to the final exam.
3.   Include more exam-type questions and hold more performance-based sessions.
4.   Integrate iClickers with more in-class demonstrations
5.   Use block sets of questions in a performance based session.

Recommendations: *What recommendations do you have for iClicker use? (may include as replacement for online). Please explain.*

Rich Linden-- I-Clickers generate enthusiastic student interaction, result in increased class attendance, and may improve academic performance. I recommend that the department conduct a simple study to analyze the effect of different methods of I-Clicker use. If the study's results are positive an in-servicing of all department members should be conducted to expand the use of the device to other psychology courses.

Since it appears that the new university Moodle program will not provide an easy transfer of the full capabilities of our previous WebCt on-line quizzes, I recommend we use the old on-line quizzes as an additional (optional) study guide tool, to be assessed as the instructor wishes.

Keith Williams -- At this point, I am unsure of using the clicker for more than extra credit. If we use them as replacement for the online quizzes, then we have to address issues of make-up quizzes for students with legitimate excuses. That takes up my time. If I leave them as extra credit, then I don't have to offer make-ups. I don't offer make-ups for the online quizzes b/c they have several days to take them and they can take them 2 times each. Another concern that I have is using up class time. It's that challenge of depth or breadth. If I use time for depth (more class time spent on clicker quizzes), then I sacrifice breadth. I'll have to cut out other things that may include lecture, video, or demonstrations.

A big issue for me is TIME. How much will I spend making up the questions, giving them in class, dealing with make-ups, trying to handle the grade files?

Cindy -- I, personally, would not like to see it replace online quizzes. I think it is fine to use during class to assess understanding but I think it's real strength would be as an active learning tool. If we use it to replace online quizzes, I think we would ethically be required to announce the days during which we will be testing the content in class. I suppose we could say it was a pop test format and that would improve both attendance and performance...theoretically. I don't know that the students would do what they should do to prepare for class though and they sure as hell don't need something that will make it even easier for them to fail the class.

<u>Mary</u> – I would not want to see them replace online quizzing as I think both methods tap different pedagogical skills. I do believe that it is an effective learning tool for the classroom and encourages more participation with those students who might not be comfortable speaking up in class. I think it is also effective in gathering "anonymous" information about student study habits and study skills, and give them instant feedback after a test about how those skills/habits are linked with test performance.

Appendix C
Materials Pertaining to the Evaluation of Written Products

RUBRIC FOR ASSESSING UPPER DIVISION PAPERS AND ESSAYS - PSYCHOLOGY DEPT – OAKLAND UNIVERSITY

	4	3	2	1	Score
Overall organization	Information is well-organized with well-constructed paragraphs.	Information is well-organized with well-constructed paragraphs. One or two paragraphs might lack topic or concluding sentences.	Information may be somewhat disorganized or paragraphs may not be well-constructed. Several paragraphs may include irrelevant information.	The information appears to be disorganized throughout the paper.	
Focus on topic	There is one clear, well-focused topic. The main idea (thesis) stands out and is supported by detailed information.	Main idea is clear, but the supporting information may be too general. Thesis may be too broad.	Main idea is somewhat clear, but the writer loses focus, possibly including irrelevant information.	The main idea is not clear. The information included seems randomly selected.	
Empirical Support (Sufficiency and integration)	The main point is empirically well-supported. Empirical support is appropriate, sufficient, and well-integrated.	The main point is fairly well-supported empirically with room for improvement in appropriateness, sufficiency and/or integration.	The main point is weakly supported empirically. Empirical support may be inappropriate, insufficient, or poorly-integrated.	Empirical support is inappropriate or completely absent.	
Complexity (analysis)	Paper reflects a level of complexity and analysis appropriate for an upper division undergraduate.	Paper reflects a level of complexity and analysis appropriate for the average undergraduate.	Paper reflects a level of complexity and analysis appropriate for a lower division undergraduate.	Paper does NOT reflect a level of complexity and analysis appropriate for a university student.	
Psychological knowledge	Writer demonstrates knowledge of the field of Psychology as well as awareness of writing practices typical of and preferred by psychologists.	Writer demonstrates some psychological knowledge as well as some awareness of writing practices typical of and preferred by psychologists.	Writer displays little psychological knowledge and/or little knowledge of typical / preferred writing practices. Psychological information may be misrepresented.	Writer displays no psychological knowledge and/or no awareness of writing practices typical of and preferred by psychologists.	
APA style	Body format, references, and text citations completely consistent with current APA formatting guidelines.	Body format, references, and text citations are almost completely consistent with current APA formatting guidelines. One or two formatting errors may be present.	Body format, references, and text citations are largely in consistent with current APA formatting guidelines. More than 2 formatting errors may be present.	No attempt to format according to APA.	
Grammar, sentence structure, and word use.	Sentences are well-constructed and reflect grammaticality. Writer uses words and phrases appropriately.	Most sentences are well-constructed. Few grammatical errors are present. Occasionally, words and phrases are used inappropriately.	Most sentences are well-constructed but may have a stilted structure. A few grammatical errors are present. Author may use words inappropriately.	Sentences lack structure and are non-grammatical. Several grammatical errors are present. Vocabulary and word usage conveys diminished verbal proficiency.	
GENERAL COMMENTS					

Fall 2006 Assessment

	Paper 1:	Paper 2:	Paper 3:	Paper 4:
Overall organization				
Focus on topic				
Empirical Support (Sufficiency and integration)				
Complexity (analysis)				
Psychological knowledge				
APA style				
Grammar, sentence structure, and word use.				
GENERAL COMMENTS				

Assessment of Writing in Psychology- Faculty Reactions

Please use this 1-6 scale to indicate how much you agree with each statement below.

1	2	3	4	5	6
Disagree Absolutely	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Absolutely

☐ 1. The rubric covered topics I deem relevant to writing proficiency in 300-400 level undergraduates.
Comments / Suggestions:

☐ 2. The rubric worked well for all of the papers I assessed.
Comments / Suggestions:

☐ 3. I would use this rubric to grade my own papers.
Comments / Suggestions:

☐ 4. As a department, we should use this rubric to evaluate written products during the next round of assessments.
Comments / Suggestions:

☐ 5. As a department, we should improve the process of assessing the written literacy as it pertains to our upper-division courses.
Comments / Suggestions:

☐ 6. There may be courses at the 300-400 level that are inappropriate as Writing Intensive Courses.
Comments / Suggestions:

☐ 7. The department should explore ways to improve literacy in students.
Comments / Suggestions:

☐ 8. As a department, we should compile a list of 300-level writing options appropriate for the 300-level courses.
Comments / Suggestions:

If you have additional ideas, suggestions, or concerns, please write these out and send them to the Assessment Committee for consideration and for inclusion in the 2007 Assessment Report.

Appendix D
Results of Student and Alumnae Surveys

Rating Guidelines for Paper Evaluation

<u>Writing Assessment Schedule:</u> Because assessment involves PSY 100 assessment, senior and graduate assessment, as well as the assessment of writing at the 300 level, paper assessment will be performed <u>every third year</u>.

<u>Paper Collection</u>: Papers will be collected for three years prior to the assessment process.   Instructors should collect all papers in hard copy form or in turnitin.com so that papers can be randomly selected at the end of the semester.   Instructors should include information about the assignment attached to the back of each paper, and attempt to remove the students' names from all papers.

<u>Paper Quantity</u>:   <u>Three papers</u> will be selected from courses with enrollments that exceed 20; and <u>two papers</u> will be selected from courses with enrollments 20 or fewer.

<u>Evaluation Process</u>
1. Papers will be distributed to each faculty member in the Psychology Department.
2. Before examining papers submitted for a particular course, evaluators will familiarize themselves with the nature of the papers assigned in that course. Instructors will make available any documents pertaining to writing assignments in their courses if these instructions are not included in the syllabus.
3. Two evaluators will read and score each paper.
4. Scores for each item will be averaged and a total score per student computed.
5. If on a paper, there are more than two 2-point discrepancies, a third evaluator will assess the paper and all three scores averaged.
6. Descriptive statistics for each score category will be computed for each item and for each academic year.

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Table 5: Summary of survey statistics from recent graduates and alumni

1 Absolutely Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Slightly Agree	5 Moderately Agreee	6 Absolutely Agree

June 2004 N = 31 Mean (St. Dev.)	June 2005 N = 25 Mean (St. Dev.)	Dec 2006 N = 20 Mean (St. Dev.)	May 2007 N = 28 Mean (St. Dev.)	Question
5.59 (.61)	5.63 (.65)	5.32 (.89)	5.54 (.69)	1. My education familiarized me with major concepts in Psychology (i.e., theoretical perspectives and related empirical support.
5.56 (.71)	5.50 (.71)	5.05 (1.22)	5.57 (.63)	2. My education enhanced my understanding of how research is conducted by psychological scientists (i.e., research design, data analysis, and the interpretation of empirical outcomes).
5.21 (.81)	5.25 (1.07)	5.21 (.71)	5.14 (.85)	3. My education provided opportunities to think critically about issues relevant to psychology.
5.21 (.81)	5.22 (.85)	5.11 (.94)	5.25 (.70)	4. My education prepared me to apply psychological principles to issues relevant to me (i.e., social, personal, and organizational issues)
4.74 (1.16)	5.46 (.66)	4.89 (1.15)	4.96 (.92)	5. My education exposed me to ethical behavior as it pertains to the endeavors of psychologists across various settings (i.e., in research and human service settings).
3.97 (1.47)	4.67 (1.24)	4.00 (1.60)	4.61 (1.26)	6. My education enhanced my ability to use computers for obtaining information relevant to the study of Psychology and for preparing written reports.
4.50 (1.31)	4.96 (.91)	4.42 (1.12)	4.43 (1.19)	7. My education provided opportunities to develop communication effectiveness across a variety of communication scenarios (i.e., group, individual).
4.44 (.99)	4.83 (1.01)	4.53 (1.02)	4.36 (1.19)	8. My education enhanced my comprehension of sociocultural diversity.
5.00 (.95)	5.13 (.80)	4.84 (.76)	5.29 (.81)	9. My education enhanced my insight into psychological processes as these pertain to me personally and to others I interact with.
4.53 (1.26)	4.54 (1.61)	4.00 (1.49)	4.29 (1.12)	10. My education provided opportunities to learn about post-baccalaureate pursuits relevant to my education (i.e., academic, research, and human service occupational pursuits).
5.29 (.94)	5.08 (.83)	4.32 (1.57)	5.11 (.96)	11. Overall, my education in Psychology at Oakland University was outstanding.

Responses to Open-ended Items of Student Survey

Responses from graduates, December 2006

Q12: …most beneficial aspects of your education in Psychology
The most benificial aspects of my psychology education were the writing opportunities presented in class, as well as the research opportunities which are not present in many other school with psych grad students
I feel that the most beneficial thing that my education provided was creative thinking and critical thinking.
The most beneficial aspect of my education was the wide variety of course topics to choose from. This helped widen my knowledge and experience. It could have been improved by having these courses offered more than once during a 3 year stretch.
Over all education in Psy @ O.U. is outstanding. I just wish that O.U. will have in the short future Master, & PHD programs in Psy.
None come to mind.
Intro to research design was one of the most beneficial classes I've taken. This class helped me learn how to read and interpret research, and how to discern whether or not the research comes from a valid and reliable source.
The extensive writing assignments seem to the most useful especially in helping me apply for graduate school
I believe the most beneficial aspects involved learning statistical analysis and SPSS. I also feel that the concepts learned in Physio 318 were tremendously interesting and useful. Research techniques, motives and foundation for human behavior as well as
Professor Hansen...he was great and taught all of his subjects well. The tutors/lab help for stats is great...it helped me get through with a good grade!!!!
-Ability to access and dissect peer reviewed journal articles. -Ability to critically examine theories, concepts and research. -Many of the professors at OU are brilliant, fascinating people.
I think it was very beneficial that Oakland provides a wide range of courses in psychology. Depending on where your interests fall, there are a variety of classes to enroll in. A few of my classes where also beneficial in that they helped me improve my
The most beneficial aspects were that of doing research papers that further helped my knowledge of material I was interested in.
My psychology education at Oakland provided me with a broad framework of concepts/ideas/theories that significantly relate to my personal, social, and profession life.
Most beneficial aspects were-Psi Chi Graduate workshop Careers in Psychology workshop Psi Chi events-brown bag lunch events
I feel that the focus of the undergraduate psychology courses is to prepare students for possible future careers related to psychology, and therefore they attempt to conduct classes and assignments in a way that is relevant to the real world, and not just
I really feel that the teachers who used their personal experiences in the lectures were the most helpful for me. This gace me the chance to see how situations in psychology play out in real life.

Responses from graduates, December 2006

Q13: … suggestions for improving undergraduate education in Psychology
The psy 251 (statistics) classes are AWFUL! They are designed to make students fail, not to help students and teach students about statistics. THis class majorly affected my entire outlook of psychology and made me regret being a psych major. My profes
more opportunties for linkage to careers are ESSENTIAL. I cannot stress this enough. OU did a good job of preparing me for grad school-there was plenty of help there-but more internships/prep for the working world are needed. what about those people not l
I would suggest more courses that focused on clinical work.
Improvements could be made to have an APA writing course for students. This would greatly benefit the students instead of teaching them to write their papers in MLA format. If I were taught this style orignally I think it would have benefited me greatly a
Over all is very good I have nothing to add, is just has been one of the best experiences and I will not change anything to improve.
More variety of classes. There are some classes listed in the course catalog that aren't ever offered. Sleep and dreams always sounded like a good one. Promoting social activities would help out a lot too.
Continue to offer courses that discuss not only historically significant research, but also new research(i.e. positive psychology).
*Although many will disagree with me: Consider making PSY251 a mandatory class, if we want to continue in Psychology we have to know this stuff anyway, so make it earlier and a must take to continue on. *More seminars/workshops throughout the year, now I
Need to focus on the different theoretical perspectives, after psy 100 it was assumed the student knew them all perfectly, that is not exactly the case
Before taking 300 level classes PSY 250 AND PSY 251 should be required. It was distracting taking 300 level classes with people who never took 251 asking questions about topics that were covered in 251.
I think students should attempt to be more involved in conducting research. A Capstone class should be mandatory. It is very helpful in applying what has been learned as well as creating own ideas for future research and looking at things more critically.
Better professor! Maybe some younger profesors that know more about what is going on in our world today. More research opportunity or hands on for classes that are 300 or below. Less writing......especially the writing intesive courses..that was kind of d
-Stop dumbing down the classes -Weed out the people who cant make it in 200 300 and 400 level classes before they get there. -It is rediculous that I have been able to 3 pt and 4 pt classes without reading the material, or giving my best on papers. When
I would suggest having a class based on the APA writing style and guidelines because it seems that all the papers I've written the professor has said they were APA style but each was completely different so I still do not know what APA style is really lik
Students need to be provided with more (free) resources concerning furthering their education. Also, students need to learn more regarding psychological research and actual studies.
Try to get the word out about students opportunities to be research assistants. More interesting research topics from professors and needed, try to link up with other departments for students to participate in research- for example linking up with other
More consistency between classes would be helpful. Different professors often make the material appear completely opposite to what was learned prior.
I really really think there should be a class that every psychology major MUST take in APA stlye. Overall this is what I and other classmates struggled with the most in.

Responses from graduates, May 2007

Q12: …most beneficial aspects of your education in Psychology

Really great professors with dynamic teaching styles. Although I complained about the writing intensive assignments, I'm glad we had to do them. Any chance to improve a student's writing ability is worthwhile.

I think that most of the professors want to see the psychology students succeed, therefore, they work with you as individuals whenever possible.

Every professor that I have had the pleasure of having were all enthusiastic about the fields of psychology taught and inspired students to pry into further detail and think critically about the issues that were discussed.

Overall it was okay, could have been better.

The most beneficial aspect of my education was the knowledge gained by examining diverse peoples and cultures and how we all relate to one another. I really loved learning about studies that I could apply advantage knowledge to myself (especially in the future) and the loved ones around me.

Working on research with a professor helped me learn how hard and time consuming it really is.

The most beneficial aspect of my education in Psychology at Oakland University was the chance to work with professors on research. Also the different Psychology events, like the grad school workshop and the careers workshop were beneficial as well.

Psychology has really taught me a lot about life in general and how almost everything can be related to psychology.

The opportunity to take part in many activities normally devoted to grad students (i.e. research assistant, teaching assistant, field experience) made my experience outstanding.

Being an RA was the most beneficial aspect of my education. Not only was I able to conduct research, I got to see how the statistics were computed and what the end result was for that experiment.

Some of the professors are wonderful like Dr. Lilliston. I like many of the courses that are offered by the university.

I think learning about research in Psy 250 taught me a lot, and the use of research articles in my classes helped me become familiar and comfortable with reading them. Something I was really glad I had the opporunity to do was a lit review in Dr. Eberly's Adolescence and Youth class. I had never done one and I'm really glad I got to have that experience, because I have a feeling it will be helpful to me in the future.

I think that most of the professors I have had in psychology have been positive as well; in my experience, the newer professors have been great additions.

The most beneficial aspect of my education in Psychology at Oakland University was the ability to increase my critical thinking skills as well as my written communication skills.

Learning about and understanding how research is conducted in the field of psychologywas very beneficial to my education. I enjoyed the writing intensive courses in which I learned how to utilize and understand research conducted and to apply it in my writing. I found it very challenging and interesting.

Most of the professors I had contact with were very helpful and made sure that the students were understanding of the material, as well as interested in what was being taught.

The statistics course that I took (Dr. Stewart) was apparently very advanced. I am currently in graduate school and I was surprised to find that there are issues that were covered as an undergraduate that are not covered as a graduate student. I came out of Oakland looking like I was a statistics scholar of sorts, when it was the course that provided me with the information.

As far as reviewing research and writing term papers, I feel confident that I am good in this area and will be able to use these skills when I move on to graduate studies.

I believe that I benefited most from the knowledgeable and dedicated professors who are passionate about psychology.

My background knowledge in psychology has helped me to adjust into the adult world. I am more knowledgable about diversity and human experiences which I encounter often.

The accessibility of the professors and their guidance. Research opportunities (in terms of independent study courses and research assistantships) have bolstered my knowledge of the subject while making me a more competitive and prepared student for graduate studies.
Learning SPSS,as well as the fundamentals of research and design

The class sizes made it easier for class discussions and to develop relationships with professors.
the psychology program provided a wide range of areas to study which gave me a better understanding of what I would like to do with my bachelor degree in Psychology.
Professors who care about the students and act as a mentor towards them. Psi Chi/PSA events. PSY 250/1, 381, 487/8.
i think that the professors in the psy dept are great. They are the most beneficial aspect. however, i think the professors need more support from the dept in how they run their classes. For example, a class in tests and measurements does not need a huge paper like the dept requires and the professor seems powerless to change this requirement.

Responses from graduates, May 2007

Q13: … suggestions for improving undergraduate education in Psychology

There should be more diverse courses offered in the 300-level classes.

I think that some of the professors need to seriously re-think having TA's. Most of the time the TAs were not on the same page as the professor and when you went for extra help they were very unhelpful and rude.

For those going to graduate school, I would encourage faculty to discuss with students their individual research areas or send out an e-mail through PSYCMatters or through some other modality informing students about each faculty member's research areas. This will ensure that those students interested in pursuing the study of psychology at the graduate level a breadth of opportunity to participate in engaging research projects.

A lot of the classes focused on APA writing, but we were never really taught how to do so. The professor had to take a lot of time to teach this which took away from the subject at hand. I think there needs to be an APA writing class taught by a Psychology professor, that is a requirement before taking any psychology writing intensive courses for psychology majors. I feel like I missed out on a lot in my Child Development class because we were too focused on the papers, and not on child development. Please consider this because this will really help your program.

Also more participation in research should be offered.

We could use maybe a little more improving as far as teaching Psych students HOW to write. Most classes require a written piece, yet no class focuses on how to actually do the assignment correctly-with one exception-Prof McGinnis did go into this with great detail.

Add an APA writing class so all students learn how to write APA the same way. It seems that all the professors want different things and it gets very confusing for students.

I was a transfer student, so if there was a way to let transfer students who know they want to be psychology majors, get the information about what they should be doing to get the best out of their education at OU, sooner...that would be better.

More information about how to get involved with the psychology department.

Develop a better ciriculum that prepares students for scientific style writing.

More hands on training

The psychology department needs some more professors.

This may not be possible, but I think an outline of expectations or suggestions would be beneficial to those students who enter right away as Psy majors or to those who declare a little bit later. I know it's my own fault, but I think I realized too late what I needed to do to make the most of my education; I declared late, so I was already behind the ball. The workshops in the fall and winter are great, but maybe including information with the major requirements sheet could let students know what they were getting into and what they should do to make sure they can get the most out of their experience. If there was some way to make the workshops a freshman year requirement, that'd be even better! :)

In terms of the classes, I think it has been good to make more writing requirements-some classes address that better than others though.

A suggestion for improving the undergraduate education in Psychology at Oakland University would be to provide more information on post-baccalaureate options, as well as to cover the reality of being able to find a position after graduation thoroughly. Also, a class on the APA writing style would be beneficial.

I found psychological ststistics to be extremely difficult and I barely passed even though I went to every class, stayed after for the extra help, and seriously studied. I think a pass or fail grade would help a lot of students because, from what I''ve heard, most students fail or pass with a low grade. Or students should be offered extra credit. My GPA went down as a result of this class despite the tremendous amount of effort I applied so I think this issue should be addressed.

Although it is difficult to work it into a semester, I believe it is important to have one course for writing APA papers. The course should focus on APA principles such as the process of combining related studies and ideas into a comprehensive work. There should be a 10+ page paper due at the end of the semester. This course could be taken in the student's last year. Instead of a comprehensive exam, this course could act as a final test of the abilities learned at Oakland. Most, if not all, intro writing courses focus on MLA or a loose, fragmented APA. The APA writing process isn't natural and needs to be reinforced, much more than already is.

I felt that Psy 100 and Psy 251 (Prof. Sifonis)were not structured very well, possibly review the way that those classes are run.

I think it might be a good idea to require labs that feature experiments and SPSS in more detail.

The statistics courses at OU could absolutely be improved. Prof. Raman is an excellent teacher though I can't say the same for others. I wasted a lot of money and gained nothing from it. I also feel more variety would be useful. I believe there just aren't enough professors to teach classes previously offered but there should be!

An internship should be required.

I would suggest many students would be more successful in STATS if they were to take STA 225 before attempting Psy 251. Also, I felt some of the classes were 'dumbed' down for students (especially 225 and Animal behavior) and I would have appreciated a little more challenging course work.

More professor availability, more interaction with students in some classes, and better organization of class material/lecture notes.

more structure to the writing intensive portion of the upper level classes. Some professors had us write four papers some had us write one. Also more opportunities for doing classes in the field (job shadowing, internships etc.)

More of an effort needs to be made to help students learn how to write an APA format paper earlier. In RHT 150/160, MLA is taught. When students get into psych classes, they have no idea how to write an APA paper and psych professors assume they already know how. A component should be added to PSY 100 or 250 or a new class should be formed as a requirement for all psych majors, early on.

the course evaluation forms are ridicules and out dated. the engineering dept has online course evaluations that can be altered to each individual professor's needs. i highly recommend this dept updated their course evaluation. i wanted to make strong comments on one of my classes this past semester but the form did not allow me to express how i felt. Furthermore, i feel that some of my classes were watered down to accommodate the stupid, lazy, no class attending students. i think the dept needs to become tougher and the standards need to be higher. it horrifies me that some of the people in my classes are college students . Their communication skills and critical thinking skills are equivalent to immature junior high school dropouts.

Appendix E
Summaries of departmental actions related to assessment

MEMORANDUM
TO: Psychology Faculty
FROM: Robby Stewart, Chair
DATE: August 25, 2006

RE: Departmental Objectives for 2006-2007

Departmental meetings will continue to be held on Thursdays from noon until 12:50. All regular faculty are expected to attend these meetings and to remain in the meeting until 12:50. I hope to convene the entire group less frequently this year, and instead encourage committees to prepare position documents to be presented to the collective.

Specific Objectives

6. Elect new member to Executive Committee: **K. Williams selected by voice affirmation**
   - C Sifonis returns for the 3rd and final year of her term
   - M Eberly returns for the 2nd year of her term
     - primary task: consultation with chair on new initiatives
     - secondary task: monitor progress of departmental committees and assist where necessary
     - tertiary task: special projects assigned by chair

7. College Assembly Representative
   - Deb McGinnis will continue to represent the department
   - M Eberly serves on executive committee of assembly

8. Departmental committees (chair listed first):
   - Equipment: Purcell, Sifonis, R Hansen
     - primary task: assess old equipment stored in Pryale and dispose of obsolete or unwanted things
     - secondary task: develop and submit to the chair a standing "needs/wish list"
     - tertiary task: one of you should assume "administrator" status to maintain the computers in Room 101
   - Assessment: Eberly, McGinnis, Williams
     - primary task: organize and perform activities necessary to complete formal report by May 15, 2007)
   - the following subcommittees will be formed with the chair/coordinator listed first:
     - PSY 100: Eberly, Sifonis, Linden, and Shantz (upon return in Winter)
     - PSY 225: Stewart, McGinnis, Raman, Eberly, Linden
     - Writing Intensive: McGinnis, Sifonis, Neely, C Hansen, Lilliston, Schillace
     - Exit Interviews: Williams, Neely, Lombardo (upon return in Winter)
   - Research Participation: Purcell will continue to serve as coordinator and will generate summary reports for PSY 100 and 250 instructors
     - researchers should archive inactive experiment names to reduce the length of the current list of experiments
     - researchers should also review their own list of student users; we have a number of graduates whose names still appear on the active 'user' list
   - Curriculum: no committee will convene this year so that more attention can be focused on assessment
   - Colloquium: no committee will be appointed given apparent lack of interest
   - Library: C Hansen
     - primary task: manage acquisitions requests; inform faculty on new services

9. Keith Williams c1 review: Purcell (resigned), R Hansen (assumes chair duties), Shantz

♦ all review materials should be presented to RPT on October 12

10. New Hires
- ♦ I submitted rationales for new hires on August 28. The positions remaining from our previous request included the following: Basic Processes: Memory, Social, Clinical
- ♦ As has been our practice in past years, we ought to review the current status of the department and develop a rank ordering for new positions for the future; we will discuss this issue later in the year

11. Teaching Issues
- ♦ Observations and reviews of the new part-time instructors (Meyers) will be undertaken in October or November; our new criteria and procedures statement indicates that the chair will do this
- ♦ I appreciate the efforts made by those who teach PSY 100, 225, and 251 to respond to the "Grade Distribution Comment" I distributed via email on July 26. We will review the products of the discussions conducted by these subgroups later in the academic year.

12. Other Issues
- ♦ **Please check the major status of students in classes where you expect the enrollment to be primarily psychology majors; have change of major forms handy to correct problems (NOTE: OU takes an official headcount in third week of September; having a larger count is important to us and to CAS when new position allocations are made.)**
- ♦ Neither faculty nor students are filing forms to obtain departmental honors; should we care? I have developed Moodle sites for all independent courses and have instructed students enrolled in these courses to submit the requested paperwork.
- ♦ I expect we will be asked to address the question of workload during the fall semester with the expectation being either that we provide a detailed rationale as to why we should stay at a 2-2 teaching load or explain how we will implement a differential teaching load.
- ♦ Three advising programs are scheduled for the fall semester
  - o **"Starting Off Right!" will occur on September 19th and 20th** ; all faculty are expected to participate at least one of the two days.
  - o **"Careers in Psychology" workshop will be held on October 14th** with Stewart and Neely presenting.
  - o **"Transitions to Grad School: Reflections of OU Alumni" will be held on November 9th** with Stewart moderating a panel discussion
- ♦ *PsychMatters* has been distributed via email. Please look carefully at the September/October 2006 issue and plan to make a contribution to the January 2007 issue. It is my expectation that everyone will have something to report in this issue. Of course I realize this was my expectation last year and everyone successfully ignored me. Deadline for submissions is Thursday, November 2nd .

13. FYI: Part-time instructors for 2006-2007
   Fall 2006
- ♦ Rebecca Malatesta: PSY 250
- ♦ Rich Linden: PSY 100, 100, 225, 322
- ♦ Bill Birkhill: PSY 343
- ♦ Ivy Chong: PSY 344
- ♦ Kathy Tiell; PSY 225 (online)
- ♦ Tina Meyer: PSY 100

   Winter 2007
- ♦ Rebecca Malatesta: PSY 250
- ♦ Rich Linden: PSY 100, 100, 225, 321

- ♦ Ivy Chong: PSY 344
- ♦ Tina Meyer: PSY 100 (perhaps more)

14. Over the past few years I have closed the start of year objectives list with a summary of the 11 action items identified in our self-study. Given virtually no one reads these I will no longer print them again.

**Important Dates and Primary Agenda Items
for the Department of Psychology meetings
Fall 2006 and Winter 2007**

Date	Expected to be Primary Agenda Item(s)
Aug 29	*Convocation at 3 pm*
Aug 30	*classes begin at 7:30 am*
Sept 7	select Executive Committee, CAS Assembly representative overview of objectives for 2006-2007
Sept 14	Executive Committee meets with chair
Sept 21	*open at this point in time*
Sept 28	coordinators of assessment subcommittees will submit statement to the chair summarizing group objectives and schedule/plans for accomplishing these objectives
Oct 5	*open at this point in time*
Oct 12	Presentation of Williams c1 review materials to RPT
Oct 14	*Careers in Psychology Workshop, Saturday, 9am* in 204 O'Dowd
Oct 19	continued review and discussion of Williams materials
Oct 26	*open at this point in time*
Nov 2	*deadline for submissions to January PsychMatters*
Nov 9	progress reports from Assessment subcommittees: PSY 100 and PSY 225
Nov 16	progress reports from Assessment subcommittees: writing and exit surveys
Nov 23	*Thanksgiving*
Nov 30	*open at this point in time*
Dec 7	*exams begin; grades & tangible products for independent studies are due*
Dec 14	*exams end*
Dec 16	*Commencement*

Jan 4   classes begin at 7:30 am

Jan 11

Jan 18

Jan 25

Feb 1

Feb 3   *How to Get into Grad School Workshop, Saturday, 9am, place tba*

Feb 9

Feb 15

Feb 24   *Winter recess begins*

Mar 5 classes resume

Mar 8

Mar 15

Mar 22

Mar 29

Apr 5

Apr 12

Apr 20   *exams begin; grades & tangible products for independent studies are due*

Apr 26   *exams end*

May 5   *Commencement*

Minutes
Department of Psychology
September 28, 2006

Present: Stewart, Neely, Williams, McGinnis, Raman

Left early: Schillace
Absent: Harrison, C Hansen, Purcell, Lilliston, Eberly, Sifonis
Excused: R Hansen, Shantz, Lombardo

Items:
1. Coordination of independent project students – distribute sheet to match students with supervisors
2. Reports from Assessment sub-committees
   a. Eberly: PSY 100 – brief summary provided by Williams; revisions of comprehensive test expect soon; details concerning iClicker to follow
   b. Stewart: PSY 225 – process to revise comprehensive test underway; this activity is being delayed until PSY 100 complete their task
   c. McGinnis: hints of issues of non-compliance or lack of cooperation were heard; the chair reiterated the point that assessment is department-wide activity, and ALL current faculty members are expected to cooperate and participate in the process, including the review of intensive writing samples as needed.
   d. Williams: exit interviews – a planning session has been organized
   e. The coordinators of PSY 100, writing, and interviews were given copies of the 2005 assessment report to serve a templates/models of the types of reports the department will need in one year; the chair emphasized that he would not write this report alone
3. Information from any other subcommittees or representatives
   a. Given the absence all tenured faculty members, this portion of the meeting was deemed pointless
   b. Anything else?
      i. Careers in Psychology workshop, Oct 14 at 9 am in 204 O'Dowd; we currently have 2 of our 626 majors pre-registered.
      ii. No news concerning potential position allocations
      iii. Growing enrollment: 20,000 in 2010…25,000 in 2020 – changes under 'growth' assumption and implications for us; how do we respond?
      iv. Discussion of definition of workload – informal given the absence of all tenured faculty, but interesting nonetheless

Minutes
Department of Psychology
November 9, 2006

Present: Stewart, Neely, Williams, McGinnis, Raman, Eberly, Sifonis, R Hansen, Purcell, Schillace

Absent: Harrison, C Hansen, Lilliston,
Excused: Shantz, Lombardo

News Items:
- Review of grant proposals sent my K Moore
- Please submit abstracts about research by 11/16
- Position advertisements are out

Agenda Items;
- Mary led detailed discussion of PSY 100 assessment review
  - Test revision
  - Issues of grading scales, norms, criteria
  - Discussion of Moodle on-line quizzes and iClickers
  - Why was intelligence left out of topics covered?
  - Details to come in January
- Robby indicated that PSY 225 review would get into high gear once PSY 100 review was completed
- Deb indicated that requests to review samples from writing intensive courses have been distributed
- Keith is ready to survey exiting seniors in December

Minutes
Department of Psychology
January 11, 2007

Present: Lilliston, R Hansen, Shantz, Stewart, C Hansen, Neely, Williams, Purcell, Raman,
McGinnis, Eberly, Sifonis, Lombardo
Absent: none

Announcements:
4. Request from numerous colleagues that interactions in departmental meetings be more professional, civil and courteous. Rather than force anyone to endure inappropriate behavior I will adjourn faculty meetings if civility is not maintained.
5. Identification of independent project students – distribute sheet
6. Continued problems with I, incomplete, grades
7. Reminder to use FARM [https://www2.oakland.edu/secure/farm/] to prepare annual report materials. The submission of annual reports should not be deemed optional by anyone other than part-time employees. These reports serve as the only source of information used in making merit distributions. Annual reports are due on May 1.
8. How to Get into Gradschool workshop scheduled for Saturday, February 3; faculty are requested to make repeated announcements in classes and encourage students to attend.
9. Psi Chi induction: six tenure track faculty members and four part-time instructors responded to my request for names of students for potential induction; 13 students met the requirements and have been inducted; another 12 nominees may be approved now that Fall 2006 grades have been calculated (they did not have enough credit hours at OU completed); if you wish to nominate any students to join this second wave of inductees, please do so within the next week. The induction ceremony is scheduled for Thursday, April 12, from 7 to 9 pm in the Gold Rooms of the OC.

Business items:
1. Hire a new secretary: Keith, Sandy and I will coordinate this activity; Cindy may join us if the work load increases due to the need to conduct an external search
2. Upcoming faculty reviews; fact-finding committee assignments:
   a. McGinnis, c.4: Eberly (chair), Purcell, Sifonis
   b. Raman, c.1: C Hansen (chair), Sifonis
   c. Neely, c.1: Lilliston (chair), Shantz
3. Assessment reports: some subcommittees may need departmental meetings to present findings and proposals for change
   a. PSY 100: should be fine when reports of item discrimination and use of iClickers are complete; little perceived need for full departmental consideration
   b. PSY 225: should be fine when report of item discrimination is completed; when PSY 100 iClicker report is submitted then the 225 group may need to consider whether this feature should be incorporated into PSY 225; little perceived need for full departmental consideration
   c. Writing intensive courses: report needed and full departmental consideration is expected; one specific issue that should be decided in near future is whether we want to lower caps in writing intensive courses from 45 to 30
   d. Review of senior surveys: report needed and full departmental consideration is expected
4. Faculty searches: we may begin formal process to identify short lists in February

5. Graduate Proposal: please read the program description and return next week to discuss general orientation first and specific details later; I expect the general orientation should be agreed upon before the current candidate applications are reviewed closely
6. New list of potential hires: I have been informed that we may expect up to two new hires in each of the next 3 years to support our plans to offer a graduate program; once the general orientation is defined and some course specifics are established, we will need to build the case for new faculty to be hired.

Minutes
Department of Psychology
April 5, 2007 at Noon

Present: C Hansen, Raman, Williams, McGinnis, Lilliston, Shantz, Eberly, Sifonis, Stewart,
            Purcell, Neely, Lombardo
Absent: R Hansen

The chair announced that David Shantz was retiring and that this would be his last faculty meeting. David was thanked for his many contributions to the department. He requested that we not prepare a party, reception, etc., but instead be permitted to simply leave on his own terms.

The chair also announced that Larry Lilliston would begin his phased retirement phase. He will continue with his current teaching load but will be excused from departmental service and business discussions for the remainder of his time at OU.

The chair explained that the department still faced a number of agenda items included the completion of our workload statement and the development of a list of new hires for upcoming years. The faculty were asked if they would rather schedule additional meetings in April or work on these tasks in May. A discussion followed with all but one person agreeing to meet on May 3 and 10 to complete this business, with May 17 held as a potential meeting date if absolutely necessary.

Deb McGinnis presented the results of the writing assessment (see attached).

Keith Williams presented the results of the senior exit surveys (see attached).

Chris Hansen asked if we had an expectation that all faculty members would submit annual reports and wanted to know why we prepared these reports. This discussion will be continued

Minutes
Department of Psychology
September 13, 2007

Present: Stewart, C Hansen, Neely, Raman, Williams, Sifonis, McGinnis, Eberly, Kozak, R Hansen, Lombardo, Gabert (recorder)

Absent: Harrison, Purcell, Schillace

Stewart announced the new copier/printer/scanner is on-line and functional.

Stewart asked that when giving Nieman research copying to more accurately judge the number of copies needed to better utilize the use of the copier and duplicator for cost effectiveness. He also asked that class notes and outlines already posted on Moodle not be duplicated for class distribution.

A new course, PSY 305 Creativity and Innovation is being proposed.   The executive committee will discuss this matter in the near future.

Nieman will begin a medical leave on 10/16/07 that will last 3 – 5 weeks. Gabert will also be out on a personal leave on or about 11/9/07 for approximately one week. Stewart is working on obtaining a temporary employee for office coverage.

After discussion regarding the Workload Expectations document, R Hansen called the question, seconded by C Hansen. It was unanimously agreed to vote on the document, and a unanimous vote was obtained to pass the document on to Dean Sudol as currently written

There was a great deal of discussion regarding the Assessment Subcommittee Recommendations for Action in 2007-2008.   The recommendations listed on this summary will be placed on future agendas and will be addressed throughout the coming year. See attached list of action items

Minutes submitted by Gabert, reviewed and edited before distribution by Stewart.

Assessment Subcommittee Recommendations for Action in 2007-2008

PSY 100
1. Concerning the assessment exam: the subcommittee will make modifications to the items or exam (replacement); may use student study guide questions
2. Concerning modules/topics for the core of the course – there is some concern over absence of topics (e.g., intelligence and its testing)
3. Utility and effectiveness of Moodle quizzes will need to be assessed formally
4. Utility and effectiveness of iClickers will need to be assessed formally

PSY 225
The analysis of the results of the Winter 2007 comprehensive examination revealed that most items adequately differentiating between high scoring students and low scoring students. Ten items fell below a discrimination score of .20.
1. These items will be investigated and probably rewritten.
2. Additional discussions will focus on the nature of the on-line version of this course to determine how well this section meets its objectives.

Writing Intensive Courses
1. Add an item to the rubric so that separating psychological knowledge and knowledge about how psychologists write in their discipline can be assessed separately.
2. Start a database of ideas pertaining to teaching literacy and types of assignments. Faculty members are encouraged to submit relevant syllabi and course documents describing assignments.
3. Hold an annual faculty roundtable to discuss improving literacy in our upper-division students at least once a year, sharing ideas and concerns in an effort to collaborate departmentally.
4. Discuss the feasibility of a "Writing in Psychology" course at the 200-level when we have sufficient faculty to consider that option.

In general, the faculty reaction questionnaire inspired discussion about the departmental mission to teach written literacy and how to improve this. In addition, the questionnaire inspired discussion about the assessment process. Overall, the process of assessing papers and evaluating the assessment process promoted the collegial sharing of ideas pertaining to improving written literacy in our students in our department.   The assessment of literacy in our upper-division majors is enhancing literacy and has the potential to continue this process in academic years to come.

Exit Interviews
1. Students want more career mentorship. We are already responding to these comments by helping Psi Chi offer workshops and seminars on careers in psychology, graduate school, etc.
2. Students want more opportunities to learn about and become active in our research. This fall, three of our faculty members are presenting their research via Psi Chi organized events in the Oakland Center.
3. The department discuss the possibility of enforcing the prerequisite status of PSY250 for taking upper-level classes."
4. The status of PSY251 as a prerequisite could also be discussed.
5. The department should discuss the possibility of creating a required course specifically designed to teach students writing for science and APA style.