

APPENDIX A: ASSESSMENT REPORT

**STUDENT LEARNING OUTCOMES ASSESSMENT**

**FOR FY 2006**

**PSYCHOLOGY**

---

Program/Option/Emphasis

AA - \_\_\_\_\_ September 28, 2006  
Program Level (AA, AS, AAS, \_\_\_\_\_ Date Submitted to Division Dean  
or certificate)

Submitted by: Richard Anglin,  
Department Chair or Faculty Assessment Representative

Assisted By (List all program faculty who assisted in the preparation of the plan):

Trish Bilcik  
Bruce Cook  
Stephanie Hayes  
Peggy Jordan  
Yuthika Kim  
Thomas Jones

Submitted By: \_\_\_\_\_  
Dean Date

**PROGRAM:** Psychology

**INTRODUCTION**

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the Psychology Program are listed below:

Student Learning Outcomes

Students completing the Psychology Program will be able to:

1. Distinguish among the major theoretical perspectives; (FY 09)
2. Identify the research methods used in Psychology; (FY 10)
3. Recognize the strengths and weaknesses of the research methods used in Psychology; (FY 10)
4. Distinguish between statements of opinion versus statements of fact that are based on empirical research; (FY 08)
5. Demonstrate an understanding that a given behavior can have many different causes; (FY 08)
6. Demonstrate an awareness of the complexity of Psychology as an academic discipline; (FY 06)
7. Recognize the differences between Clinical Psychology, Psychiatry, and Psychoanalysis; (FY 09)
8. Demonstrate tolerance for alternate, differing opinions. (FY 07)

Program Outputs

1. Psychology majors will successfully transfer to baccalaureate degree-granting institutions.
2. The program is successful in preparing students to continue their education. (FY 06) (FY 07)
3. The program is successful in enhancing students' job performance. (FY 06) (FY 07)

## OUTCOMES ASSESSMENT REPORT FOR FY 2006

**PROGRAM:** Psychology

**PLAN YEAR:** FY 06

### PART I – MEASURES AND CRITERIA FOR SUCCESS

#### A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

**Outcome 6.** Psychology program majors will be able to demonstrate an awareness of the complexity of Psychology as an academic discipline.

**Measures and Criteria for Success – We develop two essay questions for students to address this outcome. One question, a short version without a list of possibilities as “prompts” and another question with a list of possibilities as “prompts.” A grading rubric was developed and the criteria of 70% or more was established. These questions were administered to Psychology majors enrolled in one of each of the 2000 level courses during the Spring semester of FY 06. Please see attached for the questions and the grading rubric.**

#### B. PROGRAM OUTPUTS/INDIRECT MEASURES

**Output 2.** The program is successful in preparing students to continue their education.

**Measure and Criteria for Success – We obtained the results from the Graduate Survey for the College. Ten additional questions had been developed to provide information about the program. Three of those questions were used as indirect measures of this output. The criteria for success was set at a positive response of 70% or more to a question in the Graduate Survey asking students the value of the psychology major at a transfer institution. The additional questions were open response questions about faculty advising, the benefit of the program, and what might have helped the student more. The criteria for success was set at a positive response of 70% or more.**

**Output 3.** The program is successful in enhancing student’s job performance.

**Measure and Criteria for Success – We obtained the results from the Graduate Survey for the College as well as the results of the questions developed and added to the Survey. There was a question asking if the psychology program enhanced the student’s job performance. The criteria for success was set at a positive response of 70% or more. The responses to the two open response questions used for Output 2 were also used for this output. The criteria for success was set at a positive response of 70% or more.**

## **PART II – RESULTS AND EVALUATION**

### **Student Learning – Outcome 6:**

The “long form” essay was given to approximately two-thirds of the selected psychology majors and the “short form” was given to the other third. The results of the grading were disappointing. Only about 50% made more than the criteria for 70% and none made above 80%. The group taking the long form did only slightly better than the ones taking the short form. Many of the essays addressed only the material of the specific class the student was taking at the time; others seemed to lack any significant effort to produce a quality response. Perhaps there was not sufficient motivation for the student to write the best possible answer. It would appear from the results that we learned more about the approach than we did about the student.

### **Program – Output 2:**

In response to the evaluation of the preparation for more courses in psychology at a transfer institution, 91% of the responders to the Graduate Survey indicated that they either agreed or strongly agreed. The responses to the question about advising were significantly positive as were the responses to identifying the things in the program that were of benefit. Therefore, the criteria for this output was surpassed.

### **Program – Output 3:**

More than 70% of the responders to the Graduate Survey rated the value of Introduction to Psychology, Developmental, Personality, and Social as somewhat valuable to very valuable in enhancing their job performance. The category of “Other” was at 69%. Therefore, the criteria for this output was surpassed. The comments from the open-ended questions did not reveal any significant information for this output.

## **PART III – RECOMMENDATIONS**

The information gathered for Student Learning Outcome 6 (the complexity of Psychology as an academic discipline) should be measured again with an improved approach. We have had success in obtaining useful information with other methods in the past and one of those might be used or any entirely different method could be developed. We will attempt to get greater information for this output in FY 07.

The results of the data concerning the Program Outputs indicated that we seem to be succeeding in the two areas measured. Our goal is to maintain or even increase the level of success in the future.

### Outcomes Essay (Long Form)

There are many aspects of the very broad and diverse field of Psychology that lead us to say that Psychology is a very complex field. Each of the psychology courses you have taken as a psychology major have emphasized the many influences which combine to create this highly complex field of study. All psychology majors should be familiar with some of these sources of influence.

Listed below are examples of some important sources of complexity within Psychology.

1. Psychology as a science versus Applied Psychology
2. More than 40 specialized sub-fields as recognized by the American Psychological Association.
3. The interdisciplinary nature of psychology; many fields interact with psychology
4. Focus on the individual versus the individual as part of a group
5. The lifespan perspective
6. The interactionist perspective

Please discuss, in detail, your present understanding of the complexity of the field of psychology. Be sure to address in your response at least **three** of the topics listed above. Your responses should be coherent, logical, structured, and grammatically correct.

### Outcomes Essay (Short Form)

Describe and explain, with examples, how and why the field of psychology is so complex.

# ESSAY RUBRIC

	Excellent (25)	Good (20)	Fair (15)	Poor (10)
1. Quality of Content				
2. Quantity of Content				
3. Critical Thinking/ Analysis				
4. Writing Skills/Clarity of Expression				