

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 31, 2008 - (2007 Report)

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Arts in Psychology

Person(s) Preparing Review N. Gonyea

Provide summary of the last cycle's use of results and changes implemented

The results for the previous cycle were mixed. The psychology program did not meet outcome 1, met outcome 2, and did not have enough data to evaluate outcome 3. The psychology program received an additional faculty line in the area of social psychology. This faculty member will help the program improve instruction in one of the ACAT assessed areas (Social Psychology). The program has been focusing on improving the advisement of students to ensure students take the required course work prior to enrolling in PSYC 4321.

Section I: Planning and Implementation
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Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program or Administrative/Educational Support Unit Mission

The mission of the Bachelor of Psychology program is to prepare psychology majors for entry-level positions within human service fields and to graduate students with an appreciation of the breadth of arts and sciences in all human endeavors. The program stresses the development of written and spoken communication, critical thinking skills and a broad knowledge of psychology. Graduates of the BA in psychology will be familiar with technological advances, best professional practices in a global context, and be sensitive to multicultural differences.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students will demonstrate correct use APA style in the writing of a research paper.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

2.5.0 To increase student retention, involvement and academic success at Texas A&M International University. To develop and maintain the quality of academic programs. Strengthen and expand student research and scholarship.

Strategy: Continue to assure that BA graduates can communicate in a coherent and professional style in writing, their understanding of psychological research principles and procedures.

Identify methods of assessment to be used

A faculty team evaluates student research papers completed in the required courses, PSYC 4321 or 4399. The papers are assessed for adherence to the APA style manual and a rubric of six categories: Introduction of idea/topic; Flow of ideas; Coverage of content; Clarity of writing; Conclusions; Citations/References and Proper APA format.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Ratings will average 80% across all categories and no category will be rated at less than 70%.

Outcome 2

Is this outcome related to writing (QEP)?

Graduating seniors will demonstrate basic knowledge within the discipline of psychology.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

2.20 To increase student retention, involvement and academic success at Texas A&M International University. Develop, maintain, assess and improve the quality of academic programs.

Strategy: Provide quality program, and instruction that prepares graduates with up to date psychological knowledge for leadership roles in their chosen profession.

Identify methods of assessment to be used

Psychology seniors enrolled in PSYC 4321, Senior Practicum, take the ACAT examination each semester. Six areas are tested: Developmental, Experimental Design, Human Learning and Cognition, Social, Personality and Abnormal.

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average TAMIU student score within each of the six areas will not fall below .5 standard deviation from the average of psychology students nationally.

Outcome 3

Is this outcome related to writing (QEP)?

Graduating seniors will demonstrate entry level multi-cultural and professional skills in applied psychology.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

2.5.0 To increase student retention, involvement and academic success at Texas A&M International University. Develop and maintain and improve quality of academic program.

Strategy: Continue to provide programs, specific classes, area reviews and services that assist students in mastering knowledge and skills required to serve the community in applied settings. .

Identify methods of assessment to be used

Site supervisors for all students in senior practicum complete rating forms. Ten skill/attitude areas are evaluated: Use of time, Responsibility, Use of Feedback, Cooperation with personnel, Compliance with regulations and boundaries, Protection of the consumer, Understanding culture as a multi-level phenomenon, Effective communication with consumers of service despite barriers, Respect & Attentiveness, Tolerance, Patience and Openness.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Ratings will average 80% in all skill/attitude areas and no area will average less than 70%.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 2007 & Fall 2007

Outcome 2

Spring 2007 & Fall 2007

Outcome 3

N/A - No students completed an internship in 2007

What were the results attained (raw data)?

Outcome 1

Spring & Fall 2007 Combined, N=27: Intro. = 85%, Flow of Ideas = 84%, Content Coverage = 83%, Clarity of Writing = 82%, Conclusions= 81%, and APA format = 82%, Overall = 83%

Outcome 2

Spring 2007 N=28 Abnormal = 56%tile, Development = 27%tile, Experimental Design = 37%tile, Human Learning and Cognition = 46%tile, Personality = 65%tile, Social = 36%tile. Overall = 52%tile.

Fall 2007 N = 11: Abnormal = 31%tile, Developmental = 39%tile, Experimental Design = 34%tile, Human Learning and Cognition = 34%tile, Personality 30%tile, Social= 23%tile. Overall = 29%tile.

Outcome 3

N/A - No students completed an internship in 2007

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Nathan Gonyea

Outcome 2

Dr. Nathan Gonyea

Outcome 3

N/A - No students completed an internship in 2007

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the [Project INTEGRATE](#) web page.)

ACAT results were shared with the psychology faculty and Dr. John Kilburn (BASCJ Department Chair) at the first psychology program meeting of the fall semester 2007 and spring semester 2008. Student research paper results were disseminated to psychology faculty and Dr. John Kilburn (BASCJ Department Chair) on January 30, 2008.

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1

Met Not Met

Provide narrative: Average scores on each area of the rubric exceeded the 70% criteria. The average overall scores exceeded the 80% criteria. The psychology program decided at their November 2007 meeting to switch to the Universities QEP Rubric for this outcome in order to align program outcomes with the TAMIU's Quality Enhancement Plan.

Outcome 2

Met Not Met

Provide narrative: In the spring of 2007, all but two areas, Social Psychology and Abnormal Psychology, met the criteria of an average not less than .5 standard deviations from the national mean. The average overall performance exceeded the criteria.

In the fall of 2007, all but two areas, Social Psychology and Personality Psychology, met the criteria of an average score not less than .5 standard deviations from the national mean. The average overall performance did not meet the criteria.

The Psychology program began discussions at their January 2008 meeting of the alignment of the BA Psychology curriculum and the ACAT exam. The Psychology program is scheduled to review other standardized assessments that may more closely align to the BA Psychology curriculum at their February 2008 program meeting.

Outcome 3

Met Not Met

Provide narrative: N/A - No students completed an internship in 2007. The Psychology program has decided to discontinue this outcome because a curriculum change has eliminated the internship making this outcome obsolete.

How have these data-based changes improved your program/unit?

The implementation of the new rubric for assessing student writing is currently being implemented. A decision on whether to continue to use the ACAT exam or switch to another standardized assessment for Outcome 2 will be made during the spring semester of 2008. The impact of these changes on the BA Psychology program will be evaluated at the end of 2008 and 2009.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? Yes No

If so, specify the effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other:

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

N/A

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Outcome 1 & 2 will remain the same, however, the means of assessment for outcome 1 is being change and the means of assessment for outcome 2 is being reevaluated.
New Outcome(s) – (List outcomes below): N/A
Modification of present outcome(s) – (Indicate reason for modification): Outcome 3 is being eliminated because a curriculum change has eliminated the internship making this outcome obsolete.

****** This section to be completed by dean/director/vice-president ******

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?

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Comments:
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