

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Academic Programs**

Program: Bachelor of Arts in Psychology

Assessment Period Covered: March 1, 2008 to January 31, 2009

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The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

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 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.

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

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation

of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

The psychology faculty reviewed results and targeted areas for focused improvement, specifically writing, increased research participation and improvement in ACAT scores were targeted for more faculty emphasis.

Selected list of program-level intended student learning outcomes (*It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate*).

1. Students will demonstrate correct use of APA style in the writing of a research paper
2. Graduating seniors will demonstrate basic knowledge within the discipline of psychology
3. Graduating seniors will demonstrate entry level multi-cultural and professional skills in applied psychology.
- 4.
- 5.

Section I: Planning and Implementation

Outcome(s): *Identify the outcome(s) that will be focused upon this year.*

1. Students will demonstrate correct use APA style in the writing of a research paper
2. Graduating seniors will demonstrate basic knowledge within the discipline of psychology

Please indicate if the outcome(s) is (are) related to writing (QEP).

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

1. 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.
2. 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(s) will take place:

During final exam periods of fall and spring semesters

Criteria/Benchmark(s): *Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.*

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

2 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.

Section II: Analysis of Results

What were the results attained? *Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.*

Assessments for student writing in PSYC 4321 averaged 77%, slightly below the target outcome of 80%. As for ACAT scores, the average score of our students in 3 subject areas (Developmental, Social and Learning/Cognition) have generally remained within .5 SDs of the national average. In the other 3 subject areas (Abnormal, Research Methods, Personality) scores have generally been slightly lower, although none were lower than .75 SDs from the national average.

What were the conclusions reached? *Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.*

Evidence suggests that we are close to, but not at our target performance.

Describe the action plan formulated. (The plan may be multi-year in nature.) *Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.*

We will continue to implement APA writing instructions across the curriculum. Involving undergraduates in research projects will also be emphasized where possible. Refinement of the preparation for the ACAT test will also be discussed.

Section III: Resources

Resource(s) to implement action plan: *Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

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

New research space and research labs will aid with the involvement of undergraduates in research. New faculty lines will continue to bring needed expertise to the department and reduce reliance on adjuncts.

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Continuation of present goals until outcomes met.

New Outcome(s) – (List outcomes below):

Modification of present outcome(s) – (Indicate reason for modification):