

**Texas A&M International University**  
**Annual Institutional Effectiveness Review (AIER)**  
(Transition Period)

**Date Submitted** September 12, 2005

**Assessment Period Covered (FY 2005)**

**Budget Period Covered (FY 2005)**

**Academic Program/AES Unit** Bachelor of Arts in Psychology

**Person Preparing Review** Bonnie A. Rudolph

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

Results were used to demonstrate to the Southern Association of Colleges and Schools, the program's progress in assessing student performance. Changes in texts and syllabi were made and additional support material was purchased. The psychology faculty reviewed results and targeted areas for focused improvement, specifically research and developmental psychology were targeted for more faculty emphasis.

**Provide summary of budget decisions and their impact on your program/division.**

As the budget is set for this year, no dollar amount was set for changes. Funding for operational costs was not increased. However faculty continue to be innovative in making changes that require careful investment of faculty time, but not monetary expenditures.

Section I: Planning and Implementation

**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/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 relationship to Strategic Plan**

**Outcome 1**

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

**Identify Strategic Plan Goal related to Outcome 1**

Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)**

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.

**Methods of assessment**

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.

**Frequency of administration**

Students typically take 4321 or 4399 in their last year or last semester in the program. Courses are offered in Fall and Spring semesters.

**Criteria/Benchmark**

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

---

**Outcome 2**

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

**Identify Strategic Plan Goal related to Outcome 2**

Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)**

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.

**Methods of assessment**

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.

**Frequency of administration**

Once in fall and once in spring when student enrolled in PSYC 4321.

**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**

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

**Identify Strategic Plan Goal related to Outcome 3**

Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)**

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.

**Methods of assessment**

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.

**Frequency of administration**

Once in spring; Once in fall

**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**

Fall, 2004 & Spring 2005

#### **Outcome 2**

Fall 2004 & Spring 2005

#### **Outcome 3**

Fall, 2004 & Spring, 2005

---

### **What were the results attained (raw data)?**

#### **Outcome 1**

Fall N=15 Intro. =84.23 %, Flow of Ideas, 86.7%, Content Coverage 81.9%, Clarity of Writing =83.1%, Conclusions= 79.6% and APA format 83.26% overall = 82.96 Meets the criteria set, and substantial improvement over last assessment period. Spring '05 N= 20 Flow of Ideas=85.4,%, Content Coverage=84.6%, Clarity of Writing 83.9%, Conclusions 83.4%, APA format=80.7%, Overall=83.3%. Meets criteria set in overall and in each category of rubric for first time since assessment of this outcome began 2and one half years ago!

#### **Outcome 2**

FALL N=16 Abnormal 61%tile, Development 29%tile, Experimental Design 36%til, Human Learning and Cognition 38%tile, Personality 63%tile, Social 56%tile. Overall 56%tile.Overall exceeds the criteria set, but Development raw score fell below .5 standard deviations from the national average.Spring Abnormal58%tile,Developmental 34%tile, Experimental Desing-34%tile, Human Learning and Cognition =48%tile, Personality 72%tile, Social=54%tile. Overall 60%tile.Scores not below .5 standard deviation of the mean in any area . All scores meet criteria.

#### **Outcome 3**

all N=15 Use of time 97%, Responsibility 97%, Use of feedback 100%, Cooperation with Personnel=100%, Compliance 97%. Protection of Consumer=97%, Understanding culture=97%, Effective communication=98%, Respect and attentiveness=100%, Patience, tolerance and openness= 100%. All areas over 90%, none less than 70%; meet criteria. Spring, 2005 N=18Use of time 95%, Responsibility 92%,Use of feedback 97%, Cooperation with Personnel=100%, Compliance95%, Protection of Consumer=95%, Understanding culture=93%, Effective communication=97%, Resepect and attentive =100%, Patience, tolerance and openness=95%.All areas over 90%. Meet criteria in all areas.

---

### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Data collected by Dr. J C-White; Dr. B. Rudolph conducted analysis

## **Outcome 2**

Data collected by Dr. J C-White: ACAT conducted analysis

## **Outcome 3**

Data collected by Dr. J.C. White & analyzed by Dr. J C-White & Dr. Rudolph

---

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

Results were shared with psychology faculty first. For fall this was done in December/January. For spring this was done in April and May. Data was also posted to the Internet assessment area and reviewed by the University Assessment Committee. Data reported here again using current AIER template  
Minutes submitted to Integrate web page 9-12-'05.

### **Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?**

Assessment documentation was submitted in spring of 2004 to OIE&P.

### **Use of Results: Indicate what changes, if any, based on the data have been recommended?**

#### **Outcome 1**

We have made an organized effort to require research papers using the APA style in Abnormal Psychology and Personality Psychology and other courses, including Research Methods. We are concerned about the large class sizes of the advanced courses such as Abnormal and Personality. This creates a serious challenge for students' receiving the proper amount of attention to their written work.

#### **Outcome 2**

The course, senior practicum PSYC 4321 has been extensively revised. It now includes five mini-workshops in the ACAT areas taught by psychology faculty familiar with or expert in a particular area. Also PSYC 3302, the basic undergraduate research course has been expanded from 3 hours to 4 hours and includes a lab. The change took effect in Fall of 2004. The one credit lab should be taught by an adjunct or advanced graduate teaching assistant(s).

#### **Outcome 3**

We have sought input from site supervisors concerning the instrument they use to evaluate students. Thus far respondents have not suggested revision. We will continue to monitor the situation with this instrument.

Section III: Programmatic Review

**What are the implications of the recommended changes?**

Addition of the labs require funds for either an adjunct or advanced graduate student teaching assistant. Teaching assistants or more and smaller sections of some advanced undergraduate courses will require additional resources.

**Will resources be affected by the recommended changes?**  Yes  No

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

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

**Narrative description and justification for request including related strategy (Attach Budget Request ‘Form B’ and/or ‘Form C’)**

The creation of the labs for research methods adding an hour to the course necessitates the hiring of either adjuncts or teaching assistants as lab instructors. Increasing class size in Abnormal and Personality Psychology may also require additional hiring of assistants or adjuncts.

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

This process changes our department budgeting significantly. Our students must be paid to teach one credit labs or we must employ adjuncts. Teaching assistantships could also be offered. While this experience is valuable for them, we believe that our program should offer research assistantships in order to develop student skills as researchers.

**In the box below, provide information on the outcomes for the next assessment cycle:**

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): We will continue to use the present outcomes to increase the number of responses in order to draw more valid conclusions
New Outcome(s) – (List outcomes below): None at present
Modification of present outcome(s) – (Indicate reason for modification): Faculty are discussing revising one measure which does not seem to adequately discriminate student performance in field placements.