

# **ASSESSMENT REPORT FOR**

Bachelor of Arts with a major in Psychology (BA)  
**Instructional Degree Program**

Spring 2003  
**Assessment Period Covered**

June 30, 2003  
**Date Submitted**

## **Expanded Statement of Institutional Purpose Linkage:**

### **Institutional Mission Reference:**

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in increasingly complex, culturally diverse state, national, and global society... Through instruction, faculty and student research, and public service, Texas A&M International University is 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.

### **College/University Goal(s) Supported:**

Increase students' ability to communicate through the use of the written and spoken word; Increase students' knowledge and appreciation of culture, fine arts, social integration; Increase students' self realization; Expose students in the other colleges of TAMIU to the breadth of arts and humanities.

### **Intended Educational (Student) Outcomes:**

1. Graduating seniors will demonstrate correct use of the American Psychological Association (APA) writing style.
2. Graduating seniors will demonstrate basic level of knowledge within the discipline of psychology.
3. Graduating seniors will demonstrate entry-level multi-cultural and professional competencies in applied psychology.

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## **Intended Educational (Student) Outcome:**

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1. Graduating seniors will demonstrate correct use of the American Psychological Association (APA) writing style.

## **First Means of Assessment for Outcome Identified Above:**

### **1a. Means of Program Assessment & Criteria for Success:**

Completion of a literature review in either PSYC 4399 or 4392, required courses for all psychology majors which adheres to the criteria of the APA publication manual. A locally developed rubric containing six categories related to the APA criteria will be used. Ratings will average 80% on all categories of the rubric and none will be less than 70%; application of the rubric for scoring by a team of psychology faculty.

### **1a. Summary of Assessment Data Collected:**

Spring, 2003 14 literature reviews collected. Category 1=74%, Category 2=77%, Category 3=73%, Category 4=75%, Category 5=76%, Category 6=76%.

### **1a. Use of Results to Improve Instructional Program:**

These results will be used to improve student performance in all areas (categories) via consultation with the Instructor in the Technical Writing course 2311. Psychology faculty will emphasize APA style further in abnormal and personality psychology coursework, assignments and syllabi.

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

## **First Means of Assessment for Outcome Identified Above:**

### **2a. Means of Program Assessment & Criteria for Success:**

Psychology seniors will take the psychology ACAT examination in the spring semester. Six areas tested: Abnormal, Developmental, Experimental Design, Human Learning/Cognition, Personality and Social. The average score of TAMIU psychology majors within these areas will not fall below the average of psychology students in programs in which the average entry SAT and or ACT scores are similar to those of TAMIU psychology students.

### **2a. Summary of Assessment Data Collected:**

N=16, all females, 14 transfer students. Percentiles reported are in comparison to the national average as ACAT cannot provide information on the comparison group intended. Abnormal 26%ile, Developmental 12%ile, Experimental Design 16%ile, Human Learning/Cognition 29%ile, Personality 17%ile, Social 39%ile. Surveys completed of tested students indicate all 16 students had not completed courses, (range missing 1 to 5 courses; Mean =3 courses not taken) in areas in which they were tested on the ACAT. For example in the Development test area, 14 of 16 students lacked at least two courses in development that we offer in our curriculum.

### **2a. Use of Results to Improve Instructional Program:**

The course, Senior Practicum PSYC 4321 has been revised effective Spring 2004 to include mini-workshops in all five areas, abnormal, developmental, experimental, cognition/learning, and personality. Each workshop will conclude with a short quiz that will be scored in class so students get immediate feedback on their level of subject knowledge.

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**3.** Graduating seniors will demonstrate entry-level multi-cultural and professional competencies in applied psychology.

## **First Means of Assessment for Outcome Identified Above:**

### **3a. Means of Program Assessment & Criteria for Success:**

Site supervisors for all students will complete senior practicum rating forms in the student's final year of study. Ten skill areas will be evaluated: 1. Use of time, 2. Responsibility, 3. Use of feedback, 4. Cooperation with personnel, 5. Compliance with regulations & boundaries, 6. Protection of the consumer, 7. understanding culture as a multi-level phenomenon, 8. Effective communication with consumers of service despite barriers, 9. Respect and attentiveness, 10. Tolerance, patience and openness. Ratings will average 80% in all skill areas and none of the skill areas will average less than 60%.

### **3a. Summary of Assessment Data Collected:**

N=16, Senior practicum site supervisor rating forms collected. 1. Use of time = 97%, 2. Responsibility=97%, 3. Use of feedback=96%, 4. Cooperation with Personnel=100%, 5. Compliance with regulations and boundaries=99%, 6. Protection of the Consumer=97%, 7. Understanding culture as a multi-level phenomenon=97%, 8. Effective communication with consumers of service despite barriers, =95%, Respect and Attentiveness=99%, Tolerance, patience and openness=99%.

### **3a. Use of Results to Improve Instructional Program:**

Psychology faculty will discuss these results in Fall of 2003 and perhaps refine the scale. Feedback from senior practicum supervisors about this measure will also be sought in Fall of 2003 and will also be considered in any possible refinements in measurement of this outcome.

**SUPPORT DOCUMENTATION**

<b>SOURCE</b>	<b>LOCATION/Special Instructions</b>
Completion of a Literature Review	
Psychology ACAT Examination	
Senior Practicum Rating Forms	