

ASSESSMENT REPORT FOR

Bachelor of Arts with a major in Psychology
Instructional Degree Program

Spring 2004
Assessment Period Covered

June 30, 2004
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 an 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:

Whether through scientific or mathematical investigation; artistic performance; or social, political, or cultural inquiry, the faculty of the College of Arts and Sciences remain committed to preparing students for entrance into a variety of professions, as well as to encouraging their general appreciation for the breadth of arts and sciences in all human endeavors. To accomplish these objectives, the College of Arts and Sciences stresses the development of written and spoken communication, critical thinking skills, a broad knowledge base of a specialized discipline, a familiarity with the technological advancements and professional practices of a rapidly changing global environment, and a desire to contribute their skills to appropriate community-based activities.

Intended Educational (Student) Outcomes:

- 1.** Graduating seniors will demonstrate correct use of American Psychological Association 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:

1. Graduating seniors will demonstrate correct use of American Psychological Association writing style.

First Means of Assessment for Outcome Identified Above:

__1__a. Means of Program Assessment & Criteria for Success:

Completion of a literature review in Psy. 4399 or 4392, required courses for all psychology majors that adheres to the criteria of the APA manual. A locally developed rubric containing six categories related to the APA criteria is used, (APA Style Evaluation Form: Undergraduate). Categories of the APA Style Evaluation Form, Undergraduate are: Introduction of idea/topic; Flow of ideas; Coverage of content; Clarity of writing; Conclusions; Citations/References and Proper APA format.

Ratings will average 80% on all categories and none will be less than 70%; application of the rubric for scoring by a team of psychology faculty.

__1__a. Summary of Assessment Data Collected:

N=16. Category 1: Introduction of idea/topic= 77%; Category 2: Flow of ideas=79%; Category 3: Coverage of content=78%; Category 4: Clarity of writing=78%; Category 5: Conclusions=78%; Category 6: Citations/References & APA format=74%.

No category reached an average of 80%, though 4 were very close, 78 or 79%.

However, no category was scored at less than 70%; lowest category was 74%.

__1__a. Use of Results to Improve Instructional Program:

Beginning fall, 2004 in 4 undergraduate courses, research, personality, abnormal and development, the correct use of APA format will be covered when discussing written assignments. At the start of these courses, our rubric/evaluation form will also be distributed to students.

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Intended Educational (Student) Outcome:

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

First Means of Assessment for Outcome Identified Above:

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

Psychology seniors enrolled in Psyc 4321, Senior Practicum, take the psychology ACAT examination each semester. Six areas are tested: Abnormal, Developmental, Experimental Design, Human Learning/Cognition, Personality and Social. The average TAMIU score for each of these areas will not fall below .5 standard deviation from the average of psychology students nationally.

2a. Summary of Assessment Data Collected:

N=16, 2 males and 14 females. Percentiles and standard scores are in comparison to the national averages in the six areas. Abnormal 44%ile, Standard score 486, Developmental 41%ile, Standard score, 478, Experimental 32%ile Standard score 454, Human Learning/Cognition 50%ile Standard score 500, Personality 44%ile Standard score 485, and Social 48%ile Standard score 495. ACAT average score is 500 with a standard deviation of 100. Thus all scores fall within .5 standard deviation of the national average. Additionally, overall performance standard score was 502.

2a. Use of Results to Improve Instructional Program:

Psyc 3302, the basic undergraduate research course has been expanded from 3 hours to 4 hours and includes a lab. This change takes effect fall, 2004. Faculty continue to work with students in Psyc 4321 in mini-courses/reviews of areas covered in the ACAT each semester.

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Intended Educational (Student) Outcome:

3 Graduating seniors will demonstrate entry-level multicultural and professional skills in applied psychology.

First Means of Assessment for Outcome Identified Above:

3. Means of Program Assessment & Criteria for Success:

Site supervisors for all students in senior practicum complete rating forms. Ten skill areas are evaluated: Use of time, Responsibility, Use of Feedback, Cooperation with personnel, Compliance with regulations & 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. Ratings will average 80% in all skill areas and no skill area will average less than 70 %.(Increased from 60% due to level achieved last semester).

3. Summary of Assessment Data Collected:

N=15. Use of time=96%;Responsibility=96%;Use of Feedback=97%; Cooperation with Personnel=98%; Compliance=99%;Protection of Consumer=97%;Understanding culture=98%; Effective Communication=99%; Patience, Tolerance & Openness=97%. All areas are rated as over 90%; none less than 60%. High was 99% and "low" was 96%.

3. Use of Results to Improve Instructional Program:

Feedback received from site supervisors on the scale did not identify items to delete or add. As ratings have been consistently high over repeated measurements, program faculty are discussing need to revise goal 3 and or ways of measuring it. Decision concerning goal 3 will be made in Fall of 2004 semester and implemented with graduating students in the spring 2005 measurement.

SUPPORT DOCUMENTATION

Enter any document referenced above in this summary table. There are two examples listed below. If no documents are cited, please remove the two examples from the table.

SOURCE	LOCATION/Special Instructions
APA Style Evaluation Form: Undergraduate	
ACAT	
Supervisee Evaluation Form: Senior Practicum in Psychology	