PROGRAM ASSESSMENT REPORT
AY 2008-2009

Report Date: June 1, 2009

School/College: Arts and Sciences

Department/Program: Psychology

Person completing the Report: Pamela Balls Organista, Ph.D., Professor and Chair

1. **Overview Statement**: Briefly summarize the assessment activities that were undertaken this academic year, indicating:

A. Program Learning Outcomes Assessed This Year

As stated in our Department Assessment Plan, the psychology major is built around four components: Foundation, Diversity, Breadth (exposure to a cross section of the discipline) and advanced research. During our first year of assessment, we chose to focus on our Foundation learning goals and their outcomes listed below.

Foundation Learning Goals and Outcomes:

Goal 1. To foster in our students the ability to think scientifically about human behavior and psychological processes, to evaluate research methods and designs, to distinguish observations from conclusions, and to appreciate the differences between conclusions based on evidence and those based on speculation.

Learning Outcomes:

Characterize Psychology as a discipline by being able to:

a. Explain why Psychology is a science
b. Identify and explain the primary objectives of psychology which are to describe, understand, predict and control behavior and mental processes.
c. Compare and contrast methods used in psychology
d. Identify and justify relevant ethical issues including a general understanding of the APA Code of Ethics.
e. Identify the history of Psychology including the evolution of methods of psychology and theoretical conflicts.

Goal 2. To provide students with some breadth of understanding of psychology, and with a basic knowledge of statistics, research design and analysis.

Learning Outcomes:

a. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected areas of psychology.
b. Explain different research methods used by psychologists.
c. Interpret basic statistical results
d. Evaluate the appropriateness of conclusions derived from psychological; research.
e. Articulate strengths and limitations of various research designs.
f. Be able to choose the appropriate statistical analysis and its relationship to research design.

Goal 3. To provide students with the opportunities to learn different approaches to the study of psychology, such as biological, interpersonal, and sociological approaches.

Learning Outcomes:

a. Interpret behavior and mental processes at the appropriate level of complexity
b. Demonstrate knowledge of theories and research appropriate to the study of psychology.
c. Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, humanistic and sociocultural).

Goal 4. To help our students learn to speak and write intelligently and effectively both in the language of the discipline and generally, and to conduct library research in support of such efforts.

Learning Outcomes:

a. Describe behavior and mental processes empirically including operational definitions.
b. Use APA style effectively in empirically based reports, literature reviews and theoretical papers.
c. Demonstrate effective oral skills in various formats (e.g., group discussions, presentations, etc).
d. Exhibit quantitative proficiency by being able to use relevant statistical analyses to facilitate interpretations of measurements.

B. Department Members Involved in the Assessment of the Learning Outcomes

All department faculty received the department assessment draft for input, review, and consensus on learning goals and strategies for assessment during the summer of 2008. The final plan was circulated for discussion at our Fall 2008 department retreat. It was decided that, for Fall 2008, each faculty member teaching foundational courses would produce an average of 10 embedded questions for each course by October 21, 2008.

Four psychology foundational courses were selected for the development of assessment items and evaluation: PSYC 101 General Psychology, PSYC 260 Statistics, PSYC 265 Research Design, and PSYC 270 Biological Psychology. A sample of classes was selected from among those taught by full-time faculty members in the department. Some classes were assessed during Fall 2008 and others during Spring 2009:
Kevin Chun—General Psychology (Fall 2008)
Colin Silverthorne—Statistics (Fall 2008 and Spring 2009)
Ed Munnich—Research Design (Fall 2008)
Marisa Knight—Research Design (Spring 2009) and Biological Psychology (Spring 2009)

C. Assessment of the Student Learning Outcomes

During the year, we focused on the development and assessment of embedded questions that evaluate the department foundational learning outcomes. Assessment of related learning outcomes across several courses within our department allows us to ascertain how well the overall program goals are being met.

Method(s)

a. Faculty reviewed curriculum and classroom test content to verify specific performance on outcomes would be assessed in foundational classes PSYC 101, 260, 265, and 270.
b. Appropriate test questions that addressed proficiency on specific learning outcomes were identified/developed by departmental faculty and embedded in the mid-terms and final exams of these classes.
c. Faculty calculated percentage correct for each embedded item. Average percentage of correct embedded items was calculated for each class. Performance rubrics the learning outcomes were set as follows:

Performance Rubrics

ery poor evement of utcome	Poor achievement of outcome	Average achievement of outcome	Good achievement of Outcome	Very good achievement of outcome
than 60% ct on dded ions	More than 60% correct on embedded questions	More than 70% correct on embedded questions	More than 80% correct on embedded questions	More than 90% correct on embedded questions

Results

Summary analyses of each course are presented below.

Notes: 1) Learning goals (1-4) and their learning outcomes are specified for each course. For example, if an embedded exam item or group of items generally assessed Goal 1, then all its learning outcomes (a—e) were assessed. If Goal 1a is assessed, then the general goal was assessed through learning outcome (a), being able to explain why psychology is a science.

2) The number of embedded items is noted, but because of the confidentiality of exam items, no specific items are included in this report. The Chair will maintain copies of actual embedded exam items used to assess the learning outcomes.

3) For General Psychology and Psychological Statistics, separate analyses were conducted for psychology majors and non-psychology majors. However, the majority of students enrolled in Research Design and Biological Psychology are psychology majors, so no separate analyses were conducted for those classes.

PSYC 101--General Psychology
Fall 2008
Chun

15 Psychology majors [all Freshmen]
21 Non-Psychology majors [10 Freshman, 8 Sophomores, 3 Seniors]

Goal 1: [5 assessment items]
Psychology Majors: **Mean score – 3.87 [77% correct]**
Non-Psychology Majors: **Mean score – 3.43 [69% correct]**

Goal 2: [11 assessment items]
Psychology Majors: **Mean score – 8.40 [76% correct]**
Non-Psychology Majors: **Mean score – 7.95 [72% correct]**

Goal 3: [11 assessment items]
Psychology Majors: **Mean score – 7.93 [72% correct]**
Non-Psychology Majors: **Mean score – 8.48 [77% correct]**

Mean % correct for Psychology Majors across Goals 1 to 3 = 75%
Mean % correct for Non- Psychology Majors across Goals 1 to 3 = 73%
Overall mean % correct for course = 74%

PSYC 260--Psychological Statistics
Fall 2008 and Spring 2009
Silverthorne

In Psychological Statistics classes, students were given three tests that contained embedded items that required students to select the appropriate statistical analysis. Items assessed Goal 2, learning outcomes (c) (interpret basic statistical results) and (f) (be able to choose the appropriate statistical analysis and its relationship to research design).

Fall 2008
(Section 1), 29 Students, Average number of errors was 4.11 (Psych Majors=4.08 errors, 83% correct rate; Non-Psych Majors = 4.33 errors, **81.9% correct rate).**

(Section 2), 31 Students, Average number of errors was 3.45 (Psych Majors=3.38 errors, 85.9 correct rate; Non-Psych Majors = 3.6 errors, **85% correct rate)**

Spring 2009
23 Students, Total number of decisions on the appropriate test was 24. Average number of errors was 3.5. **This yields an 85% correct rate on Goals 2c and 2f.**

Mean % correct on Goals 2c and 2f: 84.3%.

PSYC 265—Research Design
Fall 2008
Munnich

Learning goals and their outcomes were assessed across 4 exams
Exam 1 (44 students)
Exam 2 (41 students)
Exam 3 (38 students)
Exam 4 (40 students)

Goal 1a, 1c, 1d, 1e [7 Assessment Items]
Goal 1a
Exam 1, 93.2% correct
Exam 4, 92.5% correct

Goal 1c
Exam 3, 89.5%
Exam 4, 70%

Goal 1d
Exam 4, 80%
Exam 4, 60%

Goal 1e
Exam 1, 61.3%

Goal 2 Learning Outcomes [11 assessment items]:
Goal 2a
Exam 4, 100%

Goal 2b
Exam 2, 95.1%
Exam 3, 94.7%

Goal 2c
Exam 1, 81.8%
Exam 4, 82.5%

Goal 2d
Exam 1, 84.1%
Exam 4, 97.5%

Goal 2e
Exam 4, 90%
Exam 4, 90%

Goal 2f
Exam 2, 80.5%
Exam 4, 60%

Goal 3 Learning Outcomes [1 assessment item]:
Goal 3b
Exam 4, 67.5%

Goal 4 Learning Outcomes [3 Assessment Items]:
Goal 4d
Exam 1, 61.4%
Exam 2, 95%

Mean % correct on learning outcomes = 81.74%

PSYC 265--Research Design
Spring 2009
Knight

48 Students

Goals 1-4 learning outcomes
Goal(s): 1b, 2a, 3b = 90.91% Correct
Goals: 1a, 2b = 84.09% Correct
Goals: 1a, 2a, 3a = 90.70% Correct
Goals: 1c, 2b = 81.82% Correct
Goal: 1c = 95.45% Correct
Goal: 1d = 95.45% Correct
Goal: 1d = 90.70% Correct
Goal: 2e = 100% Correct
Goals: 2c, 4d = 93.18% Correct
Goals: 4b = 95.40 % Correct
Goals: 4b = 93.02% Correct
Goals: 4a = 97.37% Received full credit

Mean % correct on learning outcomes = 92.34%

PSYC 270—Biological Psychology
Spring 2009
Knight

33 Students

Learning Goal 2a, (19 items)
Range of Percent Correct = 81.25% --96.67%
Average Percent Correct = 89.52%

Learning Goal 3a, (7 items)
Range of Percent Correct = 81.25% --90.63%
Average Percent Correct = 86.28%

Learning Goal 3b, (10 items)
Range of Percent Correct = 81.25% --100%
Average Percent Correct = 93.74%

Mean % correct on learning outcomes = 89.84%

SUMMARY

Average percentage correct on the learning outcomes, across the five foundational classes, was 84.44%, with a range of 74% to 92.34 percent. This indicates that there is generally good to very good achievement of outcomes. General Psychology yielded the lowest average scores. This could be the result of General Psychology serving as an introductory level course with 69% of the class comprised of freshmen. Ability to achieve some of the learning goals and demonstrate the expected outcomes may improve as students matriculate through their studies. However, we only sampled one General Psychology class, so it will be important to know if this finding holds up in subsequent assessments with more classes.

Results of these analyses will be shared with the department at the department retreat—tentatively scheduled for September 2009. Adjustments to assessment items or suggestions for modifications to either the learning goals or outcomes can be made at that time.

C. Components of the Department Assessment Plan that have been Modified Since its Initial Submission:

Program Mission, Learning Goals, Outcomes, Rubrics, and Curriculum Map have not been essentially changed since our department plan's initial submission. However, during the September 2008 department retreat, we discussed a few issues for future consideration. It was noted that our department has 11 learning goals. This is on the high end of the number of goals presented by departments, so there was discussion as to whether or not remove goals 10 and 11:

Goal 10. To impart the skills and enthusiasm that will allow graduates to make useful contributions to society through their employment and/or community participation.

Goal 11. To assist our students' personal academic and professional growth through activities such as advising, collaborating on research projects, bringing students to professional meetings, writing letters of recommendation, and participating in Psi Chi activities.

One suggestion was to simplify or consolidate goals 10 and 11.

Another proposal that we are considering is that the department set up an assessment committee to look into assessment issues and simplify the assessment process. For the time being, it was clear that embedded questions developed by the course instructors were best for the foundational courses. The possibility of using grades for the assessment was seen as

problematic.

Other suggestions for assessment to consider in the future are: 1) portfolios, 2) evaluations of how students perceive the department and how well students felt goals were being met, and 3) keeping a record of letters of recommendation being written.

Finally, during the 2008-2009 academic year, I compiled a record of research activity that involved faculty and student collaboration as well as independent student research activity (e.g., as demonstrated by the spring 2009 Psi Chi Human Behavior Research Conference). These activities targeted several foundational learning goals/outcomes and advanced goals (e.g., #10 and #11). The listing of faculty/student collaborative projects and the Conference program are attached in Appendices A & B.

Appendix A

2008-2009

USF Department of Psychology

Collaborative Student Faculty Research

2008-2009 Presentations and Publications
Co-Authored by Past and Current USF Psychology Majors and FT/PT Faculty

*Student Names in **BOLD**
*Faculty Member Names in *ITALICS*

Foertsch, A., *McGuire, S.*, **Baker, M**., & Segal, N. (2009, April). Closeness in sibling relationships: A twin-sibling study. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.

Khan, S. R., **Nouhi, N., Samarina, V., & Kwiat, C**. (2008, June) Earthquakes to prejudice: The transference of mortality threat to prejudice and discrimination against Muslims and Arabs. Poster presented at the Society for the Study of Psychological Issues Conference, Chicago, IL.

Knight, M., **Foertsch, A. R.**, **Khiew, P., Correa, V., Frawley, E., Rea, S., & Dinh, V**. (2009, May). Older and younger adults are equally effective in using emotion regulation strategies to modulate memory. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

McGuire, S., Segal, N. L., **Baker, M.,** & **Foertsch A.** (2009, May). Genetic contributions to effortful control in middle childhood. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

McGuire, S., Segal, N. L., & **Foertsch, A.** (2009, April). Sibling differences in exposure to peer delinquency and risky behavior: A twin-sibling-adoption design. In A. Pike (Chair), We haven't given up: Developments in nonshared environment research. Symposium presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.

Meade, E., Farros, S., **Orozco, M**., Donahue, M., *Shmueli, D*., & Prochaska, J. (2009, May). Greater self-control demands are associated with higher levels of nicotine withdrawal and urge to smoke. Poster presented at the 19th Annual Association for Psychological Science Convention, San Francisco, CA.

O'Sullivan, M., Frank, M. G., Hurley, C., & **Tiwana, J.** (in press). Police lie detection accuracy: The role of lie scenario. *Law and Human Behavior*.

Rea, S., Wong, J. L., Tearnan, V., & *Knight, M.* (2009, April). The role of anticipatory arousal in associative memory formation. Poster presented at the annual meeting of the Western Psychological Association in Portland, OR.

Wadsworth, L., Tearnan, V., & *Clausen, J. M*. (2009, April). Psychotherapy for foster

children: Results after one year of treatment. Poster presented at the annual meeting of the Western Psychological Association in Portland, OR.

Wu, I., & *Chun, K. M.*, Chesla, C. A., & Kwan, C. (2009, August). Family, cultural, and individual factors affecting diabetes management: A case study of a Chinese American immigrant couple. Poster to be presented at the Annual Convention of the Asian American Psychological Association, Toronto, Canada.

Posters Presented at the USF/Fromm Hall Community Day
Wednesday, April 29, 2009 on Intergenerational Research

Khiew, P. & *Wagner, L.S.* (2009, April). *Age differences in motivations to exercise*. Poster presented at the Research Brown Bag for the Fromm Institute for Lifelong Learning, San Francisco, CA.

Leslie, D. & *Wagner, L.S.* (2009, April). *Impressions of people: Examining older and younger adults' attitudes toward depression*. Poster presented at the Research Brown Bag for the Fromm Institute for Lifelong Learning, San Francisco, CA.

Dinh, V. & *Wagner, L.S.* (2009, April). *Mortality salience: Does it affect attributions?* Poster presented at the Research Brown Bag for the Fromm Institute for Lifelong Learning, San Francisco, CA.

Foertsch, A., Khiew, P., Rea, S., Frawley, E., Correa, V., Dinh, V., & *Knight, M.* (2009, April). *Emotion regulation and memory across the lifespan*. Poster presented at the Research Brown Bag for the Fromm Institute for Lifelong Learning, San Francisco, CA.

Student Research Grant

Allison Foertsch was awarded a $5,000 Psi Chi/American Psychological Science Summer 2009 Research Grant. Her research sponsor is *Dr. Marisa Knight.* Allison will investigate specific strategies that are used in regulating emotions across the life span, and the effects these strategies have on memory and the overall wellbeing.

Appendix B

University of San Francisco

Psi Chi Human Behavior Research Conference Program

April 30, 2009

Special thanks to Dr. Pamela Balls Organista,
Sherry Smith-Williams, and the other wonderful professors and staff
of the Psychology Department.

The Psi Chi Executive Board officers would also like to express their
tremendous appreciation to their mentor and advisor,
Dr. Marisa Knight, for her unconditional support and dedication to
Psi Chi and this conference.

USF
UNIVERSITY *of*
SAN FRANCISCO

WELCOME TO THE FIRST ANNUAL

UNIVERSITY OF SAN FRANCISCO PSI CHI HUMAN BEHAVIOR RESEARCH CONFERENCE

April 30, 2009
3:30 - 6:30 p.m.

in

Kalmanovitz Hall, Psychology Department
University of San Francisco

HOSTED BY
The University of San Francisco chapter of
Psi Chi, The National Honor Society in Psychology

SPONSORED BY
The Psychology Department of University of San Francisco

Poster Presentations

GENETIC CONTRIBUTIONS TO EFFORTFUL CONTROL IN MIDDLE CHILDHOOD
Majel Baker, Shirley McGuire, PhD., & Allison R. Foertsch (University of San Francisco)

THE ROLE OF ANTICIPATORY AROUSAL IN ASSOCIATIVE MEMORY FORMATION
Suzanne E. Rea, Jennifer L. Wong, Vanessa Tearnan, & Marisa Knight, PhD. (University of San Francisco)

AGE DIFFERENCES IN MOTIVATIONS FOR EXERCISE
Peter Khiew & Lisa. Wagner, PhD. (University of San Francisco)

SPRAWLING BEHAVIOR EXHIBITED ON THE BUS AND DIFFERING GENDER CONDUCT
Alison Kirschbaum (University of San Francisco)

CLOSENESS IN SIBLING RELATIONSHIPS: A TWIN-SIBLING STUDY
Allison R. Foertsch, Majel Baker (University of San Francisco), & *Nancy Segal, PhD.* (California State University, Fullerton)

EMOTION REGULATION STRATEGIES MODULATE MEMORY PERFORMANCE IN OLDER AND YOUNGER ADULTS
Marisa Knight, PhD., Allison R. Foertsch, Peter Khiew, Veronica Correa, Erin Frawley, Suzanne Rea, & Vu Dinh (University of San Francisco)

IMPRESSIONS OF PEOPLE: EXAMINING OLDER AND YOUNGER ADULTS ATTITUDES TOWARD DEPRESSION
Dyanna Leslie & Lisa Wagner, PhD. (University of San Francisco)

ALLOPHILLIA: MEASURING LIKING FOR OLDER AND YOUNGER ADULTS
Tammy Arnaiz & Lisa Wagner, PhD. (University of San Francisco)

LET'S TALK ABOUT SEX: THE NEED FOR HIV PREVENTION INTERVENTIONS FOR FEMALE PARTNERS OF INCARCERATED MEN
Jackie Ramos (University of California, San Francisco)

MORTALITY SALIENCE: DOES IT AFFECT ATTRIBUTIONS?
Vu Dinh & Lisa Wagner, PhD. (University of San Francisco)

PSYCHOTHERAPY FOR FOSTER CHILDREN: RESULTS AFTER ONE YEAR OF TREATMENT
Lauren Wadsworth & Vanessa Tearnan (University of San Francisco)

RECRUITING ASIAN/PACIFIC ISLANDER SMOKERS: LESSONS LEARNED FROM A MEASURE DEVELOPMENT STUDY IN THE SAN FRANCISCO BAY AREA
Jennifer L. Wong, Audrey E. Hayward, & Peter Hendricks, PhD. (University of California, San Francisco)

CULTURAL ISSUES IN CONDUCTING COMMUNITY-BASED PARTICIPATORY RESEARCH WITH CHINESE AMERICAN IMMIGRANTS
Ivan Wu & Kevin M. Chun, PhD. (University of San Francisco)