



2009-2010 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2009-2010

Report Date: June 1, 2010

School/College: Arts and Sciences

Department/Program: Psychology Department

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

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year.
 - b. who in your department/program was involved in the assessment of the above learning outcomes

The following program outcomes were assessed this year:

1) Assessment of diversity courses. Our psychology majors are required to complete at least one course in human diversity within the department. We offer several courses that can satisfy this requirement. During this past academic year, three diversity courses were taught: Fall 2009--PSYC 305 Psychology of Ethnic Groups in the United States (taught by Prof. Kevin Chun), and Spring 2010--PSYC 317 Asian American Psychology (taught by Prof. Kevin Chun) and PSYC 335 Psychology of Gender (taught by Prof. Kate Gapinski Riseman). In addition, Asian American Psychology was selected as a sample diversity course for additional assessment of department broad learning goals.

The department broad goals that are part of all diversity courses are to a) foster respect and appreciation for diversity for others and, b) foster respect and appreciation for the contribution of that diversity to psychology both as a science and as a profession.

2) Continued assessment of department advanced research goals that included: (#8) to better prepare students for graduate work in the field of psychology and related fields, (#9) to further develop critical thinking skills, (#10) to impart the skills and enthusiasm that will allow graduates to make useful contributions to society through their employment and/or community participation, and (#11) to assist our students' personal academic and professional growth through activities such as collaborating on



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research projects and bringing students to professional meetings.

2. Please Answer the Following Questions for Each of the Student Outcomes Assessed:

a. What did you do?

- Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.).
[please use bullet points to answer this question]
- Grade distributions for the three diversity courses were tabulated by the Chair (Prof. Pamela Balls Organista).
- Following completion of PSYC 317, Prof. Chun administered two Likert questions to students. These questions were designed to assess the department broad diversity goals:
 1. Did this course help foster respect and appreciation for diversity of others?
 - a. Not at All = 0
 - b. To a Small Degree = 1
 - c. To A Moderate Degree = 2
 - d. Yes, Most Definitely = 3
 2. Did this course help foster respect and appreciation for the contribution of that diversity to psychology both as a science and as a profession?
 - a. Not at All = 0
 - b. To a Small Degree = 1
 - c. To A Moderate Degree = 2
 - d. Yes, Most Definitely = 3
- Students responses for each question were tabulated and presented below in section 2b.
- As part of our assessment of advanced research learning goals, during the 2009-2010 academic year, Prof. Balls Organista compiled a record of research activity that involved psychology faculty and student collaboration as well as independent student research activity (e.g., as demonstrated by the spring 2010 Psi Chi Human Behavior Research Conference). These activities targeted several foundational and breadth learning goals/outcomes and specific advanced research goals.

A list of students who served as research assistants for faculty during 2009-2010 is included in this report.



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b. What did the faculty in the department or program learn this year?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

- 27 students responded to the two assessment questions (total enrollment=29) in the PSYC 317 Asian American Psychology class. The mean response to question 1) Did this course help foster respect and appreciation for diversity of others? = 2.8.
The mean response to question 2) Did this course help foster respect and appreciation for the contribution of that diversity to psychology both as a science and as a profession? = 2.7. These mean scores suggest that students were very positive in their response to the course being helpful toward fostering respect and appreciation of the diversity of others and diversity's contributions to psychology.
- Final grade distributions of the diversity courses (for the purpose of these analyses, grades are rounded to full letter grades as opposed to specifying minuses or pluses). According to performance rubric an A grade in diversity indicates very good achievement of outcome, B grade is good achievement, C grade is average achievement (Benchmark), D grade is poor achievement, and F grade is very poor achievement.
 1. Fall 2009
PSYC 305 Psychology of Ethnic Groups in the U.S. (35 students)
A 13 (37%)
B 13 (37%)
C 7 (20%)
D 2 (6%)
F 0
 2. Spring 2010
PSYC 317 Asian American Psychology (29 students)
A 9 (31%)
B 13 (45%)
C 5 (17%)
D 1 (3%)
F 1 (3%)

PSYC 335 Psychology of Gender (32 students)
A 13 (41%)
B 13 (41%)
C 2 (6%)
D 2 (6%)
F 1 (6%)



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Overall, the grades from the three diversity courses indicate that the majority of students are at or above the benchmark in terms of their successful completion of the required psychology diversity course. We did not include grade data from specific course assignments (e.g., interview analysis paper from PSYC 305) because assignments varied across the courses.

- A list of faculty/student collaborative projects and the Conference program are attached in Appendices A & B. There were several professional presentations that occurred during the year. This reflects the commitment of faculty toward engaging students in advance research opportunities and the research productivity of faculty's research programs/labs.
- Appendix C includes a list of students who served as research assistants during the Fall 2009-Spring 2010 academic year. Serving as a research assistant provides opportunities to address several foundational and breadth goals, but more directly targets our advanced research department goals.

c. **What will be done differently as a result of what was learned this year?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

Results of this year's assessment will be presented to department faculty for discussion at the beginning of the year during an early fall department faculty meeting or fall retreat.

d. **What actions were taken this academic year "to close the loop" relative to what was discovered from last years assessment activities?**

Discuss how courses and/or curricula changed to improve student learning as a result of last year's assessment. Include a discussion of how the faculty helped students overcome their weaknesses and improve their strengths.

Last year, assessment focused on evaluation of the foundational courses within the major via embedded questions during the final examination period. 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 indicated that there was generally good to very good achievement of outcomes. General Psychology yielded the lowest average scores. It was speculated that this finding may be



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attributable to 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. In the future, we plan to sample additional General Psychology classes, so that we can better know if this finding holds up in subsequent assessments with more classes.

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**
 - a. Program Mission
 - b. Program Learning Goals
 - c. Program Learning Outcomes
 - d. Program Learning Rubrics aligned with outcomes
 - e. Curriculum map that shows the courses that pertain to the outcome

No modifications have been made since the plan's initial submission except minor changes noted in this report.



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Appendix A

2009-2010

USF Department of Psychology

Collaborative Student Faculty Research



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2009-2010 Presentations at Professional Conferences

Co-Authored by Past and Current USF Psychology Majors and FT Faculty

*Student Names in **BOLD**

*Faculty Member Names in *ITALICS*

Aguilar, R. & *Clausen, J.* (April, 2010). Psychotherapy for foster children: Results at midpoint of long-term treatment. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.

Andrews, J., Tearnan, V., & *Clausen, J.* (April, 2010). An art intervention for foster youth: One year outcomes. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.

Baker, M., McGuire, S., Segal, N. & **Foertsch, A.** (April, 2010). Sibling closeness, peer competence and loneliness in middle childhood. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.

Foertsch, A., McGuire, S., Segal, N., & **Baker, Majel R.** (April, 2010). You've got a friend in me: Sibling relationships and adjustment. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.

Foertsch, A., Baker, M., Segal, N. & *McGuire, S.* (May, 2010). Sources of parental knowledge about children's misbehavior and other activities. Poster presented at the 22nd annual meeting of the Association for Psychological Science, Boston, MA.

Hawley, C., & *Clausen, J.* (April, 2010). An attachment intervention for drug addicted mothers and their babies. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.

Levernier, J. G., Kloeris, M. P., Magid, A. J., & *O'Sullivan, M.* (April, 2010). Upon my soul, a wicked lie: Emotional reactions to lying. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.

Magid, A. J., Al-Sharif, A., Gaynor, B., O'Sullivan, M., & Pennebaker, J. W. (April, 2010).



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Truth, lies, and audiotapes: The use of “Think Aloud” interviews in understanding lie detection. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.

McGuire, S., Segal, N., Baker, M., & Foertsch, A. (March, 2010). Sibling trustworthiness and adjustment: A Twin-sibling-adoption study. Paper presented at the biennial meeting of the Society for Research in Adolescence, Philadelphia, PA.

Ramos, J., Balls Organista, P., Comfort, M., & Grinstead Resnick, O. (May, 2010). The Power of Sexual Communication: HIV prevention with female partners of incarcerated men. Poster presented at the annual convention of the Association for Psychological Science, Boston, MA.

Ramos, J., Balls Organista, P., Comfort, M., & Grinstead Resnick, O. (August, 2010). Empowering women: HIV prevention for partners of recently incarcerated men. Poster to be presented at the annual convention of the American Psychological Association, San Diego, CA.

Wadsworth, L. & Clausen, J. (April, 2010). Components of effective long-term mental health treatment for foster youth. Poster presented at the 90th annual meeting of the Western Psychological Association, Cancun, Mexico.



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Appendix B

University of San Francisco

Psi Chi Human Behavior Research Conference Program

April 2010

(See attachment)



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Appendix C

Fall 2009 and Spring 2010

Psychology Student Research Assistants



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Fall 2009 Research Assistants*

Violet Cheung

Sara Aslan

Sierra Walton

Also unpaid RA for Dr. Munnich.

Saera Khan

Catherine Waugh

Bethany Garrett

Marisa Knight

Allison Foertsch

Also TA and RA for Dr. McGuire.

Unpaid assistants:

Eva Burkland

Hannah DeKay

Brett Gaynor

Sydney Tan

Jennifer Wong

June Madsen Clausen

Jerylyn Andrews

Caitlin Hawley

Lauren Wadsworth

Unpaid assistants:

Emily Reich

[Vanessa Tearnan]

Shirley McGuire

Majel Baker

Also TA for Drs. Cien and Munnich.

Allison Foertsch

Also TA for Dr. McGuire and RA for Dr. Knight.

Ed Munnich

Unpaid assistants:

[Michelle Brewer]

Valesia Ho

Also TA for Dr. McGuire.

Sierra Walton

Also RA for Dr. Cheung.

Maureen O'Sullivan

Matthew Kloeris

Unpaid assistants:

Alia Al-Sharif

Jacob Levernier

Also TA for Dr. Munnich.

Aaron Magid



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Lisa Wagner

Unpaid assistants:

[Peter Khiew]



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Please return to: Provost Office by June 1, 2010

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).