



# Annual Assessment Report AY23-24

**REPORT DUE DATE: Nov 1, 2024**

## I. LOGISTICS

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- 1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

Professor Kevin Chun

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- 2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program**

Aggregate report for Psychology Major and Minor

**3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?**

No revisions have been made. Curricular Map is appended at the end of this report.

## **II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES**

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### **Mission Statements (no changes):**

#### **Major:**

The Bachelor of Arts in Psychology provides a foundation for traditional and nontraditional students who wish to become psychologists. It also prepares students to become lifelong learners by delivering analytical, quantitative, and problem-solving skills that lead to self-awareness, critical social/cultural engagement as well as employment in a variety of work settings.

#### **Minor:**

The Minor in Psychology provides a foundation for traditional and nontraditional students in psychology. It also prepares students to become lifelong learners by delivering analytical, quantitative, and problem-solving skills that lead to self-awareness, critical social/cultural engagement as well as employment in a variety of work settings.

**2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle**

### **PLOs (no changes):**

#### **Major:**

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
2. Respect and use critical thinking, skeptical inquiry and a scientific approach to understanding human behavior and psychological processes
3. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation
4. Apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture
5. Be able to communicate psychological information effectively in a variety of formats
6. Recognize, understand, and respect the complexity of sociocultural and international diversity

#### **Minor:**

1. Students will demonstrate familiarity with the major concepts, perspectives, empirical findings, and historical trends in psychology.

2. Students will use critical thinking, skeptical inquiry and/or a scientific approach to understanding human behavior and psychological processes underlying human behavior.
3. Students will apply psychological theory and findings to develop a greater understanding of the whole person, as an individual and as a member of the larger community.

**Curriculum Map (no change):**

Please refer to the attached curriculum maps.

**3. State the particular Program Learning Outcome(s) you assessed for the academic year 2023-2024.**

**PLO(s) being assessed (Major/Graduate/Certificate):**

PLO #4. Students will apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.

**PLO(s) being assessed (Minor):**

PLO #4 Students will apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.

**Assessment Schedule (Past Assessments):**

- In 2018-2019, we assessed Major PLO #6 across our Psychology Diversity courses.
- In 2019-2020, we filed an alternative assessment report; it did not assess PLOs but instead assessed faculty responses to transitioning to remote instruction across all of our classes during Sur COVID-19.
- In 2020-2021, we assessed Major/Minor PLOs #1 & #2 across our Biological Psychology sections. Biological Psychology was the one remaining course that our department teaches that is taken by all of our majors (i.e., courses other than Breadth and elective courses, which are only taken by a subset of our majors) that we had not yet assessed. [For historical context, we assessed PLOs #2 & #3 in Psychological Statistics and Research Design in 2015-2016, PLOs #2, #3, & #5 in ARM/ART in 2016-2017, PLOs #1, #3, & #4 in General Psychology in 2017-

2018, and PLO #6 in Psychological Diversity courses in 2018-2019]. As Writing in Psychology is taught by the Rhetoric and Language Department we have not assessed that course, but are instead reporting on an indirect assessment of writing across our program in this assessment report.

- In 2021-2022, we gathered student perspectives through a survey of all of our majors and minors—not tied to any specific class(es)—on their experiences of diversity, equity, and inclusion in our curriculum and in their experiences in our classes.
- In 2022-2023, we assessed PLO #5 (Be able to communicate psychological information effectively in a variety of formats), with an indirect assessment of writing within the major.

### III. METHODOLOGY

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Please Note: There were only 6 Psychology Minor students available for this assessment. Results are reported, but a multi-year data collection strategy will be necessary to minimize the potential for statistical bias.

**Important:** *Please attach, at the end of this report, a copy of the rubric used for assessment.*

The items developed for this measure are attached at the end of this report.

#### **Methodology used (Major and Minor Programs):**

The Psychology Department established an assessment committee in the academic year of 2022-2023, consisting of Dr. Violet Cheung, Dr. Aline Hitti, and Dr. Marisa Knight. All faculty members contributed to the effort of test development and administration.

To develop the test, experienced Child Development instructors were asked to provide multiple choice exam questions with sound psychometric properties. The resulting item pool comprehensively sampled the content space of the course. The items were then evaluated based on how well they measured program learning outcome 4.

Item selection was carried out with the goal of providing effective evidence of student mastery and offering diagnostic value for the teaching and learning process. Item difficulty level was one consideration. Obvious wrong answers were not provided among the four choices to avoid conflating

students' common sense with their mastery of course-specific knowledge and to avoid raising chance-level performance above 25% (i.e., 1 out of 4 choices), which would yield artificially inflated scores. The final set of items was sent to additional course instructors as well as two senior students for further feedback, and revised for clarity.

This test development process resulted in an instrument with 12 multiple choice questions that assessed PLO #4. Our prior history of assessments have included each of our PLOs and several of our courses at the foundational, breadth and advanced levels. Child Development has not yet been assessed and because it typically enrolls a substantial number of Psychology majors, our findings will provide insight into performance regarding PLO#4, but also move us further toward our goal of including all of our courses into our assessment program.

The instructors agreed to administer the test in synchronous sessions during the last two weeks of the fall semester. The test started with a set of instructions and two questions regarding students' academic programs so that scores for Psychology minors could be isolated and analyzed separately from the larger dataset. The instructions assured students that their performance on the test would not affect their course grades. Students were instructed to work independently without consulting other sources. The test was administered to three sections of Child Development offered in Fall 2023. Out of a total of 104 students enrolled, 87 (84.7%) responded to the test and 78 (75.0%) completed the test. There were 6 Psychology minors. Eight of the students held majors in other academic programs.

Data collection closed on December 6th, 2023.

The assessment rubric was set by considering the course level and its intended goal in the Psychology curriculum. Child Development is one of five Breadth courses available to all majors. Our curricular map shows that this course aims to "develop" PLO 4 (whereas higher level courses have the aim to "master" the PLOs). Our rubric classified student performance into the categories of:

12 correct items = complete mastery of the outcome;

8-11 correct items = mastered most of the outcome;

4-7 correct items = mastered some parts of the outcome;

0-3 correct items = did not master outcome at level intended.

## **IV. RESULTS & MAJOR FINDINGS**

### **What are the major takeaways from your assessment exercise?**

PSYC 312 is a breadth course for Psychology Majors and Minors. The overall findings show strong evidence of mastery at the intended level, which was defined as mastery of most parts of the outcome (8-11 out of 12 items correct) to complete mastery of the outcome (12 out of 12 items correct).

For PLO #4, 91% of Psychology majors (71 out of 78) and 83% of Psychology minors (5 out of 6) demonstrated mastery at the intended level (only eight students were below expectations for PLO #4). We were pleased to see most majors and minors mastering this learning outcome.

**PLO #4 – Mastery Level Percentage - PSYC 312 – Psychology Majors (N=78)**

Level	% Total Sample
Complete Mastery	20.5%
Mastered Most Parts	70.5%
Mastered Some Parts	9.0%
Did not Master at Level Intended	0%

\*12 correct items=complete mastery of the outcome, 8-11 correct items=mastered most of the outcome, 4-7 correct items=mastered some parts of the outcome, 0-3 correct items=did not master outcome at level intended.

**PLO #4 – Mastery Level Percentage - PSYC 312 – Psychology Minors (N=6)**

Level	% Total Sample
Complete Mastery	83.3% (5 students)
Mastered Most Parts	0%
Mastered Some Parts	16.7% (1 student)
Did not Master at Level Intended	0%

\*12 correct items=complete mastery of the outcome, 8-11 correct items=mastered most of the outcome, 4-7 correct items=mastered some parts of the outcome, 0-3 correct items=did not master outcome at level intended.

To summarize, what we have learned is that the Breadth Child Development course is meeting our mission and PLO #4 most of the time.

## V. CLOSING THE LOOP

Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results.

**Department response to the results**

The results were shared with faculty members of the Psychology Department through Google Drive and email and feedback was solicited. Feedback was addressed and incorporated into this report. Department responses were positive and we look forward to incorporating this new assessment measure into future assessments.

**Discussion of any significant feedback from your previous year's report and how your department/program responded to that feedback.**

Department responses to the 2022-2023 assessment of PLO #5 with an indirect assessment of writing within the major were positive and highlighted the interesting findings in disagreements between stakeholders, indicating a motivation to reduce such disagreements.

The response to our assessment report last year was positive and praised our assessment approach. We are grateful for the feedback from last year and we will continue to identify gaps in our assessment and think of new ways to assess our program.

We plan to continue with an assessment of PLO#3 in AY 2024-2025. The assessment team has been assembled and will move things forward with this new assessment this Fall semester.

# ADDITIONAL MATERIALS

## Curricular Map

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
Program Learning Outcomes X Courses	Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and	Students will respect and use critical thinking, skeptical inquiry and a scientific approach to understanding human	Students will understand and apply basic research methods in psychology, including research design, data analysis,	Students will apply psychological theory, methodology and findings to develop a greater understanding of	Students will be able to communicate effectively in a variety of formats.	Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
Courses or Program Requirement						
FOUNDATION	Key:	I = Introductory	D = Developing	M = Mastery		
101 General Psychology	I	I	I	I	I	I
260 Psychological Statistics	I	D	I	I	I	I
265 Research Design	D	D	D	I	D	I
270 Biological Psychology	D	D	D	D	D	I
BREADTH						
310 Social Psychology	D	D	D	D	D	D
312 Child Development	D	D	D	D	D	D
313 Abnormal Psychology	D	D	D	D	D	D
318 Theories of Personality	D	D	D	D	D	D
319 Cognitive Psychology	D	D	D	D	D	I
CULTURAL DIVERSITY						
302 Psychology of Prejudice	D	D	D	D	D	M
305 Psychology of Ethnic Groups	D	D	D	D	D	M
307 Cross Cultural Psychology	D	D	D	D	D	M
316 African American Psychology	D	D	D	D	D	M
317 Asian American Psychology	D	D	D	D	D	M
331 Psychology of Sexuality	D	D	D	D	D	M
335 Psychology of Gender	D	D	D	D	D	M
UPPER DIVISION ELECTIVES						
321 Clinical Psychology	D	M	M	M	D	D
322 Health Psychology	D	M	D	M	D	D
323 Interviewing	D	D	D	D	D	D
324 Forensic Psychology	D	D	D	D	D	D
325 Family Psychology	D	D	D	D	D	D
326 Learning and Memory	D	D	D	D	D	I
327 Organizational and Group Processes	D	D	D	D	D	D
328 Child Psychopathology	D	M	D	M	D	D
333 Forum on Contemporary Issues in Psychology: Generation to Generation	D	D	D	D	D	D
339 Adulthood and Aging	D	D	D	D	D	D
350 Careers in Psychology	D	D	D	D	D	D
351 Human Neuropsychology	D	M	D	M	D	D
355 Positive Psychology	D	D	D	D	D	D
369 Child Maltreatment	D	M	D	M	D	D
396 Practicum	M	M	D	M	M	M
EXPERIMENTAL						
387 Advanced Research Topics	M	M	M	M	M	M
388 Advanced Research Methods	M	M	M	M	M	M
HONORS IN PSYCHOLOGY						
498 Thesis Development Seminar	M	M	M	M	M	M
499 Honors Senior Thesis	M	M	M	M	M	M

## Assessment Instrument

### PLO 4 Psychology Assessment: F2023

### 12-Item Assessment Measure

This questionnaire is part of the Psychology Department's assessment of our Program Learning Outcomes. Your responses will not affect your course grade in any way. Please answer the



following multiple-choice questions to the best of your ability and without consultation of outside supporting sources.

This questionnaire should take 5-10 minutes on average. Your willingness to complete the brief assessment is appreciated.

Please indicate which of the following best describes your program of study:

- ☐ Psychology Major
- ☐ Psychology Minor
- ☐ Other \_\_\_\_\_

Are you a Child and Youth Studies Minor?

- ☐ Yes
- ☐ No

Q1 Juan and Carlos are identical twins. Juan was raised by their biological father and mother, and Carlos was adopted by another family after a “mix up” at the hospital. At the age of 15, the twins happened to meet and noticed how they appeared to be “mirror images of each other.” After proving they were twins by genetic testing, the families discussed some of the twins’ differences. Juan does not take school seriously and has F’s in all subjects. Carlos makes

straight A's as a result of his strict home life and study routine. Which is the best explanation for the differences in their academic performance?

- ☐ a) nurture
- ☐ b) nature
- ☐ c) self-serving bias
- ☐ d) personal fable

Q2 Spinal cord developing before the upper arm in prenatal development is an example of:

- ☐ a) epigenesis
- ☐ b) proximodistal pattern of development
- ☐ c) atypical development
- ☐ d) composite development

Q3 Curtis would like to purchase a mobile to hang in his son's nursery. At which of the following mobiles would his newborn baby MOST enjoy looking?

- ☐ a) a mobile with soft pastel (or Easter colored) flowers
- ☐ b) a mobile with fuzzy brown teddy bears
- ☐ c) a mobile painted white and sprinkled in snowy glitters
- ☐ d) a mobile with black and white patterned abstract shapes

Q4 A researcher is interested in how children react to high-pitched noises. He presents a sound to a child, over and over again, until the child becomes bored and essentially stops listening. When the researcher changes the tone of that sound, the child begins attending to the sound again. At that point, the child is exhibiting:

- ☐ a) visual preference
- ☐ b) accommodation
- ☐ c) dishabituation
- ☐ d) concrete operation

Q5 A mother who spoke both English and Spanish while her baby is just a newborn can expect which of the following?

- ☐ a) Her baby will only pay attention to one language.
- ☐ b) The baby will prefer listening to unfamiliar words in a third language.
- ☐ c) The baby will not yet attend to either language, given newborns' limited alertness.
- ☐ d) Her baby will show equal preference for both languages.

Q6 Jackson is new to his day care. When his mother puts him down on the mat to play, he looks up at her for an indication of how to act or feel in his new situation. This is called \_\_\_\_\_.

- ☐ a) dyadic communication
- ☐ b) point and gaze
- ☐ c) non-verbal synchronicity
- ☐ d) social referencing

Q7 Which of the following is a positive sign that helps to place an 18 month old into the securely attached category?

- ☐ a) going toward the mother right away upon reunion
- ☐ b) crying for the longest time after reunited with the mother
- ☐ c) being able to find comfort in a stranger
- ☐ d) the ability to tolerate lengthy separations without crying

Q8 When a child says "Can I have some milks," they are showing an example of:

- ☐ a) fast mapping
- ☐ b) overextension
- ☐ c) holophrasing
- ☐ d) overregularization

Q9 A father pours a glass of milk for his daughter. The daughter wants more, so the father pours the milk from a short, fat glass into a tall, thin one. The daughter is now happy to have gotten more. The daughter:

- ☐ a) is able to reason abstractly
- ☐ b) focuses on a single aspect of the situation
- ☐ c) understands that properties of an object stay the same even though it may look different
- ☐ d) can successfully reverse the pouring action in her mind

Q10 Sophia is an average 5-year-old girl in the US. She is given the chance to play with a Spider-man action figure and a mermaid doll. She is later asked to remember details about these toys. According to the cognitive view of sex-role development, which of the following results is most likely to occur?

- ☐ a) Sophia will remember more about the Spider-man action figure than the mermaid doll
- ☐ b) Sophia will remember more about the mermaid doll than the Spider-man action figure
- ☐ c) Sophia will remember an equal number of details about each toy
- ☐ d) Sophia's nonverbal behavior will reveal that she remembers details of the Spider-man action figure, but she will be unable to express this knowledge verbally

Q11 In Piaget's Heteronomous stage (~ 6 - 10 years of age) of moral development:

- ☐ a) moral decisions are based on external imposed standards, such as what parents say is okay or not.
- ☐ b) moral decisions are solely based on a person's intentions.
- ☐ c) children think accidental transgressions are okay.
- ☐ d) children do not care about rewards and punishments.

Q12 Sixteen-year-old Becky wants to go on a weekend camping trip with a group of friends (some of whom are male). She brings up the idea with her parents. As they tend to be authoritative parents, their most likely response is to say:

- ☐ a) "Absolutely not. Case closed."
- ☐ b) "Do as you please. It is your life!"
- ☐ c) "Let's sit down and discuss this. We're not sure if this is a good idea, but we'd like to hear your views. Then we'll come to some sort of agreement."
- ☐ d) "We don't approve, but if you insist..."