



Annual Assessment Report AY24-25

REPORT DUE DATE: Nov 1, 2025

I. LOGISTICS

- 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

Chair, Psychology Department

chunk@usfca.edu

Professor J Garrett-Walker

Assessment Committee Member

jgarrettwalker@usfca.edu

Professor Ed Munnich

Assessment Committee Member

emunnich@usfca.edu

Professor Saera Khan

Assessment Committee Member

srkhan@usfca.edu

- 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**

The following report is for (A) for Psychology Major. Please note that the following report is for majors only as the class is designed for majors. There are no minors in this sample.

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

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 2024-2025.**

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

PLO #3. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

PLO(s) being assessed (Minor):

This PLO is not applicable to psychology minor.

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 the COVID-19 pandemic.
- 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. 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 with an indirect assessment of writing within the major.
- In 2023-2024, we assessed PLO # 4, with embedded questions in a Child Development course.

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.

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:

The Psychology Department established an assessment committee in the academic year of 2023-2024, consisting of Dr. J Garrett-Walker, Dr. Ed Munnich, and Dr. Saera Khan. The test was developed in 2015. The test was developed by Research Design instructors, including committee members Garrett-Walker and Munnich, as well as Dr. Zachary Reese and Dr. Lisa Wagner.

We decided to evaluate PLO # 3 (Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation) this year because it was the last remaining PLO that we had not assessed since our last Program Review. For historical context, we have previously evaluated PLO #3 in Psychological Statistics and Research Design in 2015-2016, in ARM/ART in 2016-2017, and in General Psychology in 2017-2018.

To develop the test, experienced Research Design instructors were asked to provide 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 PLO #3.

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. This test development process resulted in an instrument with 8 scenario-based questions with multiple fill in the blank items to assess PLO #3 (see additional materials).

The instructors agreed to administer the test in synchronous sessions during spring semester 2025. Students were instructed to work independently without consulting other sources. The test was administered to four sections of Research Design offered in Spring 2025. Out of a total of 72 students enrolled, 61 (84.7%) responded to the test.

Data collection closed on May 15, 2025

The assessment rubric was set by considering the course level and its intended goal in the Psychology curriculum. Research Design is one of five Foundational courses required of all majors. Our curricular map shows that this course aims to “develop” PLO 3 (whereas higher level courses have the aim to “master” the PLOs). Our rubric classified student performance into the categories of:

75-100% correct = approaching mastery of the outcome;

66-74% correct = developing mastery most of the outcome; **Intended level for Research Design

33-66% correct = beginning mastery of the outcome;

0-33% correct = did not master outcome

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

PSYC 265 is a foundation course for Psychology Majors. The overall findings show strong evidence of mastery at the intended level, which was defined as developing mastery of most parts of the outcome.

For PLO #3, 81.96% of Psychology majors enrolled in Research Design (50 out of 61) demonstrated mastery at the intended level (only eleven students were below expectations for PLO #3). We were pleased to see most majors mastered this learning outcome.

	Number of Students	% of students
approaching mastery	34	55.73%
developing mastery	16	26.23%
beginning mastery	11	18.03%
did not master	0	0%

To summarize, what we have learned is that the foundation course, Research Design course, is meeting our mission and PLO #3 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 Psychology Department faculty via email, and feedback was solicited, addressed, and we discussed the findings during a faculty meeting in September, and we have incorporated our colleagues' comments into this report. In hindsight, RD instructors observed that the current assessment instrument may need to be reviewed and possibly revised to better align with current teaching practices. For instance, some instructors use the term "quasi-research," while others do not, which may have caused confusion for students encountering unfamiliar terminology on the assessment. The report and discussion generated a productive conversation and underscored the value of continuing dialogue on RD teaching practices, and agreement on common elements that should be expected across all sections. Overall, however, faculty expressed satisfaction with the results, which confirmed our expectation that most students achieve "developing" or "approaching mastery." Collectively, we agreed that the research-sequenced courses are effectively meeting their goals.

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

N/A

ADDITIONAL MATERIALS

Curricular Map

	PLO1	PLO2	PLO3	PLO4	PLC5	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						
367 Advanced Research Topics	M	M	M	M	M	M
368 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

PLO 3 Psychology Assessment: S2025

8-Item Assessment Measure

For each of the studies, please indicate the following:

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| 1. Independent variable (IV)-True or Quasi? | 5. The scale of measurement of the DV. |
| 2. Is there more than 1 IV? | 6. Between or within-subjects design? |
| 3. The levels the IV(s). | 7. What type of design is being used? |
| 4. Dependent variable (DV). | 8. What is the appropriate statistic? |

PSYC265 Research Design

Answer Key

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Study1: A team of cognitive psychologists conducted a study on the effects of sleep deprivation on short-term memory decay. Forty-eight participants stayed in a lab for two days. Twenty-four of the participants are randomly assigned to a condition in which they are not permitted to sleep during that period. The other twenty-four are allowed to sleep whenever they want. At the end of the two days, the participants completed a task that involves reading a list of 20 words, then recalling as many words as possible.

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| 1) Sleep Deprivation (True) 2 | 5) Ratio 1 |
| 2) No 1 | 6) Between-Subjects / Between-Participants 1 |
| 3) No Sleep vs. Sleep Whenever 2 | 7) Two-Group (Simple Experiment) 1 |
| 4) Short-term memory decay (recall list/words) 1 | 8) t-test for independent means/Independent t-test 1 |

Study2: A researcher examined the effect of different kinds of music on general math ability. Forty-eight participants were randomly assigned to do a series of math tasks under one of three conditions: 16 while listening to soft gentle music, 16 while listening to loud intense music, and 16 while in silence. The math quiz contained arithmetic, geometry, and word problems. There were 25 items that were 2 points each.

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| 1) Type of Music (True) 2 | 5) Ratio 1 |
| 2) No 1 | 6) Between-Subjects / Between-Participants 1 |
| 3) Soft/Gentle vs. Loud/Intense vs. Silence 2 | 7) Multi-Group Design / Multi-group Comparison 1 |
| 4) Score on Quiz 1 | 8) One-Way Analysis of Variance (ANOVA) 1 |

Study3: A health psychologist conducted a study on the how the number of hours a person exercised each week relates to the number of days being sick per year. Participants were randomly selected from the community and provided self-reports through a series of questions on the topics of interest.

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| 1) Not Applicable 1 | 5) Ratio 1 |
| 2) Not Applicable 1 | 6)Not Applicable 1 |
| 3) Not Applicable 1 | 7)Survey 1 |
| 4) Hours exercised & Number of Sick Days 2 | 8) Correlation (Bivariate) 1 |

Study4: A study was designed to test the effects of science fiction movies on participants' belief in the supernatural. A scale was designed to measure the degree that a participant believes in the supernatural (high scores indicate high levels of belief). Fifty-seven participants, selected via random digit dialing (RDD) responded to the scale before and after watching Return of the Jedi, a popular science fiction movie.

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| 1) Science Fiction Movies (Quasi) 2 | 5) Interval / Ordinal 1 |
| 2) No 1 | 6) Within-Subjects 1 |
| 3) Pre & Post Watching Movie 2 | 7) Two-Group (Pre-Post) 1 |
| 4) Belief in Supernatural 1 | 8) If Interval: dependent t-test (Paired Samples)
If Ordinal: Mann-Whitney U test 1 |

Study5: A researcher at a drug treatment center wanted to determine the best combination of treatments that would lead to more substance free days. This researcher believed there were two key factors in helping drug addiction: type of treatment and type of counseling. The researcher was interested in either residential or outpatient treatment programs and either cognitive-behavioral, psychodynamic, or client-centered counseling approaches. As new clients enrolled at the center they were randomly assigned to one of six experimental groups. After 3 months of treatment, each client's symptoms were measured.

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- 1) Treatment Type (True); Counseling Type (True) **4**
- 2) Yes **1**
- 3) Treatment (Residential vs. Outpatient)
Counseling (Cognitive-Behavioural vs. Psychodynamic vs. Client-Centered) **4**
- 4) Symptom Free Days **1**
- 5) Ratio **1**
- 6) Between-subjects **1**
- 7) 2x3 Factorial Design **1**
- 8) GLM-Univariate (Factorial / 2-wayANOVA) **1**

Study6: An organizational psychologist is hired as a consultant by a person planning to open a coffee house for college students. The coffee house owner wants to know if her customers will drink more coffee depending on the ambience of the coffee house. To test this, the psychologist sets up three similar rooms, each with its own theme (Tropical; Old Library; or New York Café) then arranges to have thirty students spend an afternoon in each room while being allowed to drink all the coffee they like. (The order in which they sit in the rooms is counterbalanced.) The amount each participant drinks is recorded for each of the three themes. /10

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| 1) Coffee House Ambience (True) 2 | 5) Ratio 1 |
| 2) No 1 | 6) Within-Subjects 1 |
| 3) Tropical vs. Old Library vs. New York Café 2 | 7) Multi-Group Design (Repeated Measures) 1 |
| 4) Amount of Coffee Consumption 1 | 8) GLM-Univariate (Repeated Measures ANOVA) 1 |

Study7: A director of a small psychotherapy clinic is trying to plan hiring of temporary staff to assist with intake. She is wondering if there was any difference in the use of the clinic during different seasons of the year. Last year, there were a total of 128 new clients. To see if there is a difference by season she looks at how many clients previously enrolled during each season. /9

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| 1) Not Applicable (not an experiment) 1 | 5) Ratio 1 |
| 2) No 1 | 6) NotApplicable 1 |
| 3) Not Applicable (not an experiment) 1 | 7) Archival / Ex-post facto 1 |
| 4) Season and Client Enrollment 1 | 8) Chi-square 1 |

Study8: A manager at a retail store in the mall wants to increase profit. The manager wants to see if the store's layout (one main circular path vs. a grid system of paths) influences how much money is spent depending on whether there is a sale. The belief is that when there is a sale customers like a grid layout, while customers prefer a circular layout when there is no sale. Over two days the manager alternates the store layout, and has the same group of customers come each day. Based on random assignment, half of the customers told there is a sale (20 % will be taken off the final purchases), while the other half is told there is no sale. At the end of each day, the manager calculates the profit. /15

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| 1) Store Layout (True); Sale (True) 4 | 5) Ratio 1 |
| 2) Yes (Sale) 1 | 6) Within-Subject (Layout); Between-subjects 2 |
| 3) Store Layout (Circle vs. Grid) 4
Sale (20% off vs. no Discount) | 7) 2 x 2 Mixed Design 1 |
| 4) Profit 1 | <u>8) GLM-Univariate (Factorial/Two-Way ANOVA) 1</u> |