

2007 Assessment Yearly Report: Psychology MA program

I. Activities

- a.** The MA program provides general, advanced educational opportunities for students interested in psychology beyond the BA level. Students have a variety of educational and career goals; our program goals are intentionally broad and inclusive, focusing on general academic skills in the context of psychology as a research/scientific discipline. These are noted more specifically in the chart.
- b.** Assessment activities occur at the course level via papers and projects. The department level assessment has thus far been limited to our required Comprehensive Exam. The basic source of reliability and validity for the procedures used is the convergent and reliable success of students in meeting required milestones. A high proportion of students demonstrate high levels of academic achievement throughout the program, across courses and instructors, and then on the cumulative program wide comprehensive exam. In prior years we have done surveys of students to assess satisfaction with the program and success in finding either employment or further education, which demonstrated a different type of success, but that was not done this past year.
- c.** As noted, we've found that our students are, as a group, quite successful in their academic pursuits, and based on previous years' data, they are also successful in post graduation work. There are no national standards or assessments for general MA programs in PSY, so we cannot use any national norm as a benchmark.
- d.** The MA program has one area of emphasis- our program in Clinical Psychology. The faculty involved in this area of training engaged in 2 significant assessment related activities this past year. First, based on a major review of our practicum training program, we revised several of the specific training requirements for students placed at our training clinic in Dunbar WV and the expectations for how long it will take students to complete them. This has resulted in a clarification that for most students, it will take a full academic year (2 sequential semesters) to complete the needed training experiences. Second, and also based on this assessment of training requirements, we decided to change our admission process for the clinical area of emphasis from a relatively open process for any student meeting admissions standards to selective process aimed at admitting only a limited number of students per year, based on the anticipated openings for training "slots" in our clinical placements.

II. Plans

Our comprehensive exam was revised to include 3 versions that can be used for different administrations during the year. Though some revisions to item content have been done, more revision is needed this year to include items from new instructors who have taught core classes in the last 2 year. We intend to once again assess student satisfaction with various aspects of the program via surveys and focus group activities- either before or during

Assessment Day. A continuing area of assessment interest is student reactions to electronic classes- we have several of these offered at the MA level, and we have no good data on student reactions to and satisfaction with this form of course delivery.

- III. Assistance:** It would be helpful if UAC initiated work on assessment of E courses and the impact these experiences have on students and programs, assuming that is not already underway. This might of value to many programs as we move so strongly into this E environment.
- IV.** For the MA degree program there has not really been any significant insights generated by this specific assessment process. We are reminded of the need to keep our comprehensive exam current, though this recognition occurred independently of this process.

Marshall University
Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Psychology MA

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. Knowledge of, and an ability to apply knowledge from three “core areas” of Psychology (i.e., Biological Bases of Behavior, Learning/Cognition, and Social Psychology)	Faculty teaching Psy 540 (Physiological Psychology) or Psy 674 (Biological Bases of Behavior); Psy 672 (Cognitive Psychology) and Psy 502, 503, 615, and 627 (all are Social Psychological courses dealing with how people influence other people.)	Class discussion and assignments, projects, term papers and examinations, and the Psychology Comprehensive Examination	Performance of B or better in all coursework (courses do not use attendance or extra credit as bases for course grades) and a passing score on the Psychology Comprehensive Examination	Over 95 % of students receive grades of B or better; 4 students were dismissed from the program for earning a second grade of C in AY 2007. Of the 32 students who attempted the MA comprehensive exam in AY 2007, 25 passed the exam	Exam item pool for comprehensive exam was reviewed and expanded to complete a third version for use in different administrations. Ongoing revision needed because of changes in faculty teaching core classes.
2. Knowledge of, and an ability to apply advanced statistical analysis techniques to summarize and interpret data from a variety of research settings.	Faculty teaching Psy 506 (Psychometrics), Psy 517 (Intermediate Behavioral Statistics), Psy 623 (Experimental Design), Psy 624 (Multivariate Analysis), Psy 652 (Adv. Correlation/Regression Analysis), Research in Psychology Project Supervisor/Thesis Chair and Thesis Committee Members	Class assignments, term papers, and examinations. Psychology Comprehensive Examination, Research in Psychology Report/Presentation, Thesis report and oral defense or Seminar in Psychological Research project.	Performance of B or better in all coursework (courses do not use attendance or extra credit as bases for course grades) Passing score on the Psychology Comprehensive Examination. Successful completion/defense of Research in Psychology Project, and/or successful completion of thesis or Seminar in Psychological Research project.	6 students completed a data based thesis, which is an optional project in our MA program. 19 students successfully completed the required Research Seminar Over 95 % of students receive grades of B or better; 4 students were dismissed from the program for earning a second grade of C in AY 2007. Of the 32 students who attempted the MA comprehensive exam in AY 2007, 25 passed the exam	Most students are capable of handling the primary analysis of data. However, some students have expressed an interest in the availability of additional statistical course offerings to better prepare them for statistical analysis positions in research/government al/business. For these students advanced statistics courses and a certificate program in Behavioral Statistics is available. No students completed that certificate in the last year.

<p>3. Knowledge of, and an ability to apply advanced experimental methodologies to interpret and design research to answer applied or theoretical questions.</p>	<p>Faculty teaching Psy 556 (Research in Psychology), Psy 623 (Experimental Design); Psy 681 (Thesis), Supervisors for Research in Psychology; Thesis Chairs and Thesis Committee Members, Faculty teaching Seminar in Psychological Research.</p>	<p>Class projects, term papers and examinations Psychology Comprehensive Examination, Thesis, Papers and presentations in Research in Psychology and Seminar in Psychological Research.</p>	<p>Performance of B or better in all coursework (courses do not use attendance or extra credit as bases for course grades) Passing score on the Psychology Comprehensive Examination. Successful completion/ of Research Seminar Project, and/or successful completion/defense of thesis.</p>	<p>6 students completed a data based thesis, which is an optional project in our MA program.</p> <p>19 students successfully completed the required Research Seminar</p> <p>Over 95 % of students receive grades of B or better; 4 students were dismissed from the program for earning a second grade of C in AY 2007.</p> <p>Of the 32 students who attempted the MA comprehensive exam in AY 2007, 25 passed the exam</p>	<p>Exam item pool for comprehensive exam was reviewed and expanded to complete a third version for use in different administrations. Ongoing revision needed because of changes in faculty teaching core classes.</p>
<p>4. Knowledge of, and an ability to apply knowledge from a set of significant issues, theories, and topics in psychology.</p>	<p>Faculty teaching courses in abnormal, developmental, I/O psychology, cross cultural and health psychology, ethical and legal issues in psychology and history and systems of psychology.</p>	<p>Class projects, term papers and examinations Psychology Comprehensive Examination</p>	<p>Performance of B or better in all coursework (courses do not use attendance or extra credit as bases for course grades) Passing score on the Psychology Comprehensive Examination</p>	<p>Over 95 % of students receive grades of B or better; 4 students were dismissed from the program for earning a second grade of C in AY 2007.</p> <p>Of the 32 students who attempted the MA comprehensive exam in AY 2007, 25 passed the exam</p>	<p>Exam item pool for comprehensive exam was reviewed and expanded to complete a third version for use in different administrations. Ongoing revision needed because of changes in faculty teaching core classes.</p>

<p>5. Demonstration of clinical knowledge, ethics and skills at a level appropriate for a masters degree level practitioner (applicable only to students in the clinical area of emphasis)</p>	<p>Faculty responsible for supervising clinical practicum (PSY 670/671) and clinical internship (PSY 680)</p>	<p>Direct observation and review of clinical work by faculty supervisors; reports of field supervisors; student logs of clinical work</p>	<p>Students must document sufficient completed clinical work with clients to meet program requirements; students must have all written clinical reports evaluated by responsible faculty supervisors as acceptable for cosignature by supervisor prior to release to the client; field supervisors must evaluate students as performing in a reliable, ethical and competent manner for students to complete the field internship.</p>	<p>19 students completed the semester practicum sequence and 20 completed the clinical internship during the academic year</p>	<p>As noted in the text accompanying this chart, based on an analysis of our training clinic and faculty supervision capacity, we revised requirements for admission to the clinical area of emphasis to limit the number of students per year, and we clarified the sequencing of practicum experiences such that students will be aware that it will typically take a full academic year to complete these requirements.</p>
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