

## **2010 Assessment Yearly Report: Psychology MA program**

### **I. Outcome/Goals**

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.

### **II. Assessment Activities**

- a.** 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.
- b.** 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 psychology, so we cannot use any national norm as a benchmark.
- c.** The MA program has one area of emphasis- our program in Clinical Psychology. Last academic year based on an assessment of training requirements conducted by the clinical faculty, we changed our admission process for the clinical area of emphasis from a relatively open process to a selective process aimed at admitting a limited number of students per year, based on the anticipated openings for training "slots" in our clinical placements. This year the first cohort of these students began their clinical experience and assessment classes. We found that reducing the class size has greatly improved the clinical opportunities for those in the program and this should improve the on time graduation rate of the clinical students.
- d.** This year we set up a three year cycle of revision and reevaluation of the comprehensive exam. Each semester the questions for a different set of courses will be evaluated and revised. 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. While the opportunity for students to evaluate the course is made available very few students complete the surveys.

- III. Assistance:** It would be helpful if UAC initiated work on devising an assessment of E courses that ensures better student participation. This might of value to many programs other programs as well. While students are asked to complete assessments the current response rate is abysmal.

**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 in these courses; two students were dismissed from the program for earning a second grade of C in AY 2010.  Of the 36 students who attempted the MA comprehensive exam in AY 2010, 30 passed the exam	Exam item pool for comprehensive exam was put on a rotating three year schedule with different courses being rewritten and reevaluated each semester.
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.	2 student completed a data based thesis, which is an optional project in our MA program.  31 students successfully completed the required Research Seminar  Over 95 % of students receive grades of B or better in these courses; two students were dismissed from the program for earning a second grade of C in AY 2010.  Of the 36 students who attempted the MA comprehensive exam in AY 2010, 30 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/governmental/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>2 students completed a data based thesis, which is an optional project in our MA program.</p> <p>31 students successfully completed the required Research Seminar</p> <p>Over 95 % of students receive grades of B or better; two students were dismissed from the program for earning a second grade of C in AY 2010.</p> <p>Of the 36 students who attempted the MA comprehensive exam in AY 2009, 30 passed the exam</p>	<p>Exam item pool for comprehensive exam was reviewed and updated.</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 96 % of students receive grades of B or better in these courses; two students were dismissed from the program for earning a second grade of C in AY 2010.</p> <p>Of the 36 students who attempted the MA comprehensive exam in AY 2010, 30 passed the exam</p>	<p>Exam item pool for comprehensive exam was reviewed and updated.</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>21 students completed the semester practicum sequence and 15 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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