



ASSESSMENT REPORT

College	Science
Department	Psychology
Program	Psychology BA/BS
Reporting for Academic Year	2018–2019
Last 5-Year Review	2010–2011
Next 5-Year Review	2019–2020 (received one-year extension)
Department Chair	David Fencsik
Date Submitted	July 12, 2019

I. SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

1. Identify key

Program Learn3

Instrument(s): *(include if new or old instrument, how developed, description of content)*

During the 2017-2018 school year, we created a 15-question online multiple choice test by selecting questions from practice GRE Psychology Subject tests. We focused the questions on three topic areas: research methods, social psychology, and personality psychology. This year, we reduced the number of questions per content area to four (from five) and added more content areas to better reflect our entire curriculum. Thus, we ended up with 28 questions assessing seven topics, five related to PLO 1 (content domains: social psychology, personality psychology, cognitive psychology, physiological psychology, and conditioning and learning), one related to PLO 2 (research methods), and one related to PLO 3 (ethics). We also added demographic questions.

Sampling Procedure:

Our sample largely came from the PSYC 200 and the PSYC 491A-F/493A-B courses, with the former representing students at the beginning of their psychology career and the latter representing students at the end. We provided all professors of these classes with a link to our online assessment and they shared this link with their students. In addition, we emailed psychology majors who were in their first semester at CSUEB with a link to complete the assessment. Completion was anonymous and voluntary.

Sample Characteristics:

To make scores directly comparable, all analyses include only those people who completed the entire assessment ($N = 152$; out of 170 who completed at least one question). The sample was mostly Female (72%; with 22% Male, 2.7% Nonbinary, and 3.3% Prefer not to state) and ages ranged from 18 to 61 years old ($M = 24.88$, $SD = 6.58$). The ethnic breakdown was similar to that of CSUEB as a whole (32% Hispanic/Latino, 20% White, 18.7% Asian, 11.3% Black/African American, 6% Prefer not to state, 4.7% More than one, 3.3% Hawaiian/Pacific Islander, 2.7% Other, and 1.3% American Indian/Alaskan Native. Most of our sample indicated they were currently taking one of the PSYC 491/493 courses (68.4%), with 24.3% taking PSYC 200, and 7.2% taking neither course (likely from our email list to new students). Lastly, 63.8% of the sample identified as transfer students.

Data Collection: *(include when, who, and how collected)*

The online assessment took place toward the b

scored significantly higher ($M = 14.08$, $SE = 0.44$) than our beginner students ($M = 11.06$, $SE = 0.59$), $t(150) = 3.98$, $p < .001$, $d = 0.71$.

On methods questions alone (designed to assess PLO 2), advanced students again scored significantly higher ($M = 2.36$, $SE = 0.10$) than beginner students ($M = 1.90$, $SE = 0.15$), $t(150) = 2.55$, $p = .01$, $d = 0.44$. Similarly, on ethics questions alone (designed to assess PLO 3), advanced students again scored s_

