UNDERGRADUATE PROGRAM ASSESSMENT PLAN, 2010-2011
WICHITA STATE UNIVERSITY

Date: Fall 2010

Program Name: Psychology – Undergraduate Program

School/College: Fairmount College of Liberal Arts & Sciences **Campus Box:** 34

Undergraduate Coordinator: Paul Ackerman

University Mission

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.

A. Program Mission

Program Description

Undergraduate psychology majors take three required courses (general, statistics, and research methods) plus a minimum of five courses from a seven-course core list including: biological; learning; cognitive; social; personality; developmental; systems & theories; and testing & measurement. Finally, students take 6 hours of elective psychology course work which can include independent study and field work options. The total minimum number of hours for the psychology major is 31.

The department of psychology offers four academic programs in psychology, including bachelors (BA) and three doctoral (PhD) programs: clinical, community and human factors. Fifteen full-time and 1 three-quarter-time faculty members, plus 15 adjunct psychologists, support these degree programs.

Program Mission

The Wichita State University Psychology Department is committed to conducting applied research to enhance psychological science and to providing quality undergraduate and graduate teaching in service to our urban and professional community.

The Wichita State University undergraduate program in psychology is designed to provide a solid research orientation in experimental and quasi-experimental design and analysis with balanced attention to basic psychological processes (learning, cognition, physiology, etc.); social/cultural dimensions (social, developmental, personality, etc.); and applied issues and perspectives (clinical, community, human factors, testing & measurement, etc.)

Psychology students learn critical thinking and problem-solving skills by developing competence in the methods of scientific research, psychometric principles, and data analysis. They integrate and apply the theories and knowledge base from the various domains of psychology and develop a well-rounded view of psychology and its importance in understanding principles in decision-making. The study of psychology increases understanding of self and others and enables individuals to make informed judgments that strengthen community and public policy.

The psychology major assists students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology students conduct or participate in research projects. They also become aware of the various career options related to the major. By providing a broad based education and the aforementioned skills, the major prepares students for entry level positions in business, government, and a wide range of human service positions.

The major also prepares high-performing students for graduate education and careers in psychology as well as related areas such as law and public service, medicine and health-related professions, business programs emphasizing organizational development and human resources, and seminary.

B. Program Constituents

High-school graduates or equivalent with psychology-related interests, and meeting Wichita State University undergraduate admission standards

C. Program Objectives

a. To graduate thirty psychology majors each year.

b. To hire and maintain a highly qualified faculty to teach and advise undergraduate students, and otherwise meet the needs of the program.

c. To assure that all necessary instructional tools, materials and equipment are available, staffed and serviced.

D. Educational Student Outcomes

a. Students will acquire broad-based knowledge in scientific psychology and its application.

1. Students will acquire knowledge in the traditional, core areas of psychology such as biological, learning, cognitive, social, personality, developmental; and demonstrate mastery of that material.

2. Students will be adequately educated to pursue advanced professional education in psychology and related fields or to obtain meaningful post-baccalaureate employment.

b. Students will acquire the ability to access and utilize existing knowledge, and to engage in scientific methods to address psychological and other applied problems.

1. Students will be able to use the scientific method in a creative manner to address specific problems.

2. Students will be able to communicate existing information and that derived from their own analysis and experimentation in a clear, informative manner.

See Appendix A: Undergraduate Psychology Assessment Objectives and Outcomes

E. Program Assessment

Assessment related to Program Objectives

a. Data will be gathered on the number of yearly degrees earned.

b. Yearly evaluations of faculty performance including research publications and presentations, student perception of teaching effectiveness, evidence of learning and achievement on the part of students instructed and supervised by the faculty, as well as service activities and achievements will be conducted.

c. Visitation teams, administrators, or designated individuals may tour our labs and facilities to evaluate their quality. Visiting speakers and professionals who come to our campus will be asked to evaluate our facilities. Names of such persons will be made available to visitation or assessment teams in order that they might be consulted as to the quality of our labs, equipment and facilities.

Assessment related to Educational Student Outcomes:

a. The department will accumulate data from students at different levels in their degree program regarding their mastery of core knowledge in psychology.

b. Wichita State University survey data sampling recent university graduates will be examined to access whether former psychology students compare favorably with their undergraduate cohorts in other departments and colleges in terms of acceptance to graduate programs, employment history, and satisfaction with their present occupational circumstances.

c. Representative student research proposals and experimental reports will be gathered and made available for evaluation.

d. Representative student research term papers and essay exams from a sampling of upper division psychology courses will be gathered and made available for evaluation.

F. Feedback Loop:

The department chairperson will consult regularly with the undergraduate coordinator and faculty regarding success in meeting program mission, objectives, and student outcomes. As problems arise remedial steps will be taken.

G. Annual Report:

A data base of relevant assessment information will be maintained and updated annually.

APPENDIX A:
Undergraduate Psychology Assessment Objectives and Outcomes

PSYCHOLOGY UNDERGRADUATE CORE

Psy 111: General Psychology

Objectives:

1. Students will develop a preliminary understanding of the major areas of psychology including learning, perceiving, thinking, behavioral development, intelligence, personality, abnormalities, and social behavior.
2. Students will develop an introductory level understanding of basic statistical procedures used in the science of psychology.
3. Students will develop an introductory level of the research methodology used in the science of psychology.
4. Students will attain an introductory level knowledge of the history and principle systems of psychology.
5. Students will attain an introductory level knowledge of ethical principles in the conduct of psychology research and practice.

Outcomes: Seventy percent or more of students will meet departmental expectations on these items.

Research Statistics
Mode, Standard Deviation, Median, Correlation Coefficient, Mean, Scatter Plot, Range, Normal Curve

Research Methods in Psychology
Naturalistic Observation, Independent Variable, Case Study, Dependent Variable, Survey Research, Experimental Group, Correlational Research, Control Group, Experimental Research, Random Sample

History and Systems in Psychology
Wilhelm Wundt, Structuralism, William James, Functionalism, Sigmund Freud, Psychodynamic Psychology, John B. Watson, Behaviorism, Gestalt Psychology

Biological Foundations in psychology
Neuron, Central Nervous System, Neurotransmitter, Peripheral Nervous System, Synapse, Endocrine System, Corpus Callosum, Hemispheric Specialization

Sensation, Perception, Conscious.
Sensation, Trichromatic Theory, Perception, opponent Process Theory, Perceptual Constancy, Perceptual, Organization, Double-Blind Procedure, REM Sleep, Sensory Deprivation, Meditation, Hypnosis

Learning
Ivan Pavlov, Classical Conditioning, B.F. Skinner, Operant Conditioning, Punisher, Reinforcer, Shaping, Generalization, Discrimination, Learned Helplessness

Memory and Cognition
Elizabeth Loftus, Short-term Memory, Long-term Memory, Chunking, Mnemonics, Functional Fixedness, Intelligence Quotient (IQ), Reliability, Validity, Language

Motivation and Emotion
Intrinsic Motivation, Drive Reduction Theory, Extrinsic Motivation, Maslow's Hierarchy of Motives, Primary Drive, James-Lange Theory of Emotion, Cannon-Bard Theory of Emotion, Cognitive Theory of Emotion

Developmental Psychology and Personality
Jean Piaget, Personality, Lawrence Kohlberg, Projective Test, Erik Erikson, Objective Test, "Big Five" Dimensions of Personality

Abnormal Psychology and Therapy
Mood Disorders, Schizophrenic Disorder, Anxiety Disorders, Insight Therapies, Psychosomatic Disorders, Behavior Therapies, Somatoform Disorders, Cognitive Therapies, Dissociative Disorders, Group Therapies, Personality Disorders, Biological Treatments

Social Psychology
Fundamental Attribution Error, Attribution Theory, Defensive Attribution, Self-fulfilling Prophecy, Deindividuation, Cognitive Dissonance, Self-monitoring, Milgrim's Obedience Studies, Bystander Effect

Psy 301: Psychological Statistics

Objectives:

1. Students will be able to employ inferential statistical procedures of such as t-test, analysis of variance, and chi-square to the process of making decisions regarding the compatibility of data to scientific hypotheses.
2. Students will be able to employ the basic processes of descriptive statistics as applied to description of behavior.
3. Students will be able to use the statistical software program, EXCELL.

Outcomes: Seventy percent or more of students will meet departmental expectations on these items.

Levels of Measurement, Statistical Notation
Frequency Distributions
Measures of Central Tendency
Range, Standard Deviation
Coefficient of Variation
Index of Dispersion
Correlation
Interpretation of Correlation Coefficient
Spearman rank order
Regression
Standard Error of Estimate
Probability
Normal Distribution and Sampling Distributions
Converting raw scores to z-scores
One Sample Hypothesis testing z-test
One Sample Hypothesis testing t-test
Making and avoiding Hypothesis Testing Errors
Two Sample Hypothesis testing with t
Independent Samples
Two Sample Hypothesis testing with t
Dependent Samples
Analysis of Variance
Completely Randomized Design
Chi-Square

Psy 311: Research Methods in Psychology

Objectives:

1. Students will understand the philosophy underlying research methods and design.
2. Students will be able to plan research studies considering basic validity and reliability issues of research design.
3. Students will become familiar with use of statistical software packages EXCELL and SPSS for Windows.
4. Students will become familiar with American Psychological Association journal writing format.

Outcomes: Seventy percent or more of students will meet departmental expectations on these items.

- Scientific Method
- Creating and testing hypotheses
- Evaluating research studies
  - Reliability
  - Validity
- Research Ethics
  - Risk assessment
  - Use of deception
- Controlling participant variables
  - Between-subject designs
  - Within-subject designs
- Statistical applications to research
  - Descriptive statistics
  - Inferential statistics
- Designing and analyzing multifactor experiments
- Correlational research
- Questionnaire construction
- Field experiments
- Animal research
- Single-subject designs
- Quasi-experiments
- Descriptive designs