IPP Learning Outcomes Report

Program: Psychology Minor

Department: Psychology

Number of students enrolled in the program in Fall, 2011: 81 (Appendix A)

Faculty member completing template: Marya Endriga (Date: 1/16/12)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program? [Please limit your response to 200 words or less]

The learning outcomes for the Psychology Minor program are subsumed within the learning objectives for the Psychology Major. While the Major organizes its goals around the domains of Knowledge, Skills and Ethics, the Minor is primarily structured around the Knowledge domain only. With a minimum requirement of 21 units, the Minor is designed to provide some amount of educational depth in the understanding of (primarily) human behavior and to contribute to educational breadth in the tradition of liberal arts. Factors that have shaped the trajectory of the Minor are similar to those affecting Knowledge-related learning outcomes of the Major: the 2006 self-study student learning objectives (Appendix B), 2007 program reviews, the adoption and revision of the Baccalaureate Learning Goals (2002, 2009) and the department’s adoption and revision of the AACU VALUE Rubrics (2011). The Minor uses the Knowledge domain section of the Psychology Learning Objectives and Assessment Strategies Matrix (hereafter, Psychology Matrix; Appendix C) to guide student learning. Upcoming challenges for the Psychology minor will be maintaining and reassessing the value of the minor in the face of program impaction (beginning Fall 2012). The most important step in learning outcomes for the minor is to address flaws in the existing assessment methodologies that do not allow for data on minors to be separated from majors and other student groups.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program. [Please limit your response per outcome to 300 words or less]
1) **Introductory Knowledge of Psychology.** The Knowledge domain of the departmental student learning objectives describes improving student understanding of the various psychology subdisciplines. While each subdiscipline is covered separately at the upper division level (described below), introductory knowledge of Psychology is an important foundation for understanding upper division concepts within the field.

2) **Knowledge of Individual/Social Processes.** Minors are required to take two upper division courses within a category that includes representative courses from social, developmental, abnormal, organizational and cultural psychology. This category is popular with Minors because they learn about human behavioral phenomena that most have experienced and can readily apply to their personal and work lives.

3) **Knowledge of Biological/Cognitive Processes.** Minors are required to take two upper division courses within a category that includes representative courses from biological and cognitive psychology and neuroscience. While these courses tend to be seen as the most challenging of the Minor program, they teach about brain-body-behavior connections vital for understanding modern psychology.

4) **Knowledge of Psychology Applications.** Minors are exposed to various applications of psychological theory and research throughout their courses; however, the elective requirement of the major tends to be an area where students select more applied courses, such as Stress Management, Death and Dying, Health Psychology, Human Sexuality and Controversial Issues.

3. *For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.* [Please limit your response to 400 words or less]

The set of Knowledge objectives for the Psychology minor described above correspond most closely to the Baccalaureate Learning Goal of Knowledge of Human Cultures and the Physical and Natural World. This goal specifically includes the social sciences and engagement with “big questions, contemporary and enduring.” Psychology minor coursework consistent with this learning goal includes PSYC 100 Cross Cultural Psychology that aims to develop “…a global perspective on the psychological processes underlying human behavior, cognition, and emotion.” (catalog description). Although the Knowledge is the main objective of the Psychology minor, coursework also provides opportunities consistent with the additional Baccalaureate Learning Goals of Intellectual and practical Skills (e.g., critical thinking, information literacy and written communication) and Personal and Social Responsibility (e.g., local and global, intercultural knowledge and competence and ethical reasoning). Examples of Psychology minor
course options, course descriptions and their correspondence to the Baccalaureate Learning Goals (and subgoals) are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Minor Category</th>
<th>Catalog Excerpt</th>
<th>Baccalaureate Learning Goal/Sub-goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2 Introductory Psychology</td>
<td>Required Lower Division</td>
<td>Theory and research concerning psychological processes at the basic, individual and social levels.</td>
<td>Knowledge of Human Cultures and the Physical and Natural World</td>
</tr>
<tr>
<td>PSYC 8 Methods of Psychology</td>
<td>Required Lower Division</td>
<td>Psychology as a way of knowing, the role of science in psychology, the nature of psychological research, research ethics, psychological literature and report writing,</td>
<td>Intellectual and Practical Skills: Inquiry &amp; Analysis, Critical Thinking, Written Communication; Personal and Social Responsibility: Ethical Reasoning</td>
</tr>
<tr>
<td>PSYC 100 Cross Cultural Psychology</td>
<td>Individual/Social Processes Category</td>
<td>Examination of similarities and differences in human behavior, cognition, and emotion across cultures.</td>
<td>Knowledge of Human Cultures and the Physical and Natural World; Personal and Social Responsibility: local, global and intercultural knowledge and competence</td>
</tr>
<tr>
<td>PSYC 103 Perception</td>
<td>Basic Processes Category</td>
<td>Examination of how information about the outside world is sensed and how that information is organized and interpreted</td>
<td>Knowledge of Human Cultures and the Physical and Natural World</td>
</tr>
<tr>
<td>PSYC 134 Human Sexuality</td>
<td>Elective</td>
<td>Sexual myths and misconceptions are explored, and the sex roles and patterns of interaction currently practiced in our society are discussed</td>
<td>Knowledge of Human Cultures and the Physical and Natural World (&quot;engagement with big questions, contemporary and enduring&quot;)</td>
</tr>
<tr>
<td>PSYC 135 Psychology of Multicultural Groups</td>
<td>Elective</td>
<td>Examines the role of culture, race, ethnicity, gender, and social class in human development and behavior within diverse cultural groups. Presents sociocultural and ecological perspectives on human development</td>
<td>Personal and Social Responsibility: local, global and intercultural knowledge and competence</td>
</tr>
</tbody>
</table>
4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]

1) **Introductory Knowledge of Psychology.**
   a. Methods. Pre- and Post-testing was conducted on PSYC 5 Introductory Psychology: Individual and Social Processes (Spring 2008) and PSYC 2 Introductory Psychology (Fall 2011).
   b. Sample. N=197 students taking PSYC 2 in Fall 2011; Approximately 100 students taking PSYC 5 in Spring 2008 (exact N not available).
   c. Instruments. Instructors developed multiple choice tests sampling from knowledge areas listed in course learning objectives. Tests were administered during the beginning and ending of the semester. Test items are not available to append to this report because the items belong to instructor test banks and are used for grading purposes.
   d. Analysis and Conclusions. PSYC 2 scores increased from 57% pretest to 87% posttest, significant at p<.001 with a large effect size (eta squared and Cohen’s d). PSYC 5 scores increased from 42% pretest to 80% posttest, significant at p<.001 with a medium to large effect size (eta squared and Cohen’s d). The results show significant increases in knowledge of introductory psychology concepts; however, they are an insufficient test of learning objectives because they are not specific to minor program students. Future assessments will include a variable that will allow disaggregation of data.

2) **Knowledge of Individual/Social Processes.**
   a. Methods. Pre- and Post-testing was conducted on PSYC 100 Cross Cultural Psychology (Fall 2008) and PSYC 168 Abnormal Psychology (Spring 2008).
   b. Sample. N=100 students taking PSYC 100 in Fall 2008; N=53 students taking PSYC 168 in Spring 2008.
   c. Instruments. Instructors developed multiple choice tests sampling from knowledge areas listed in course learning objectives. Tests were administered during the beginning and ending of the semester. Test items are not available to append to this report because the items belong to instructor test banks and are used for grading purposes.
   d. Analysis and Conclusions. PSYC 100 scores increased from 42% pretest to 80% posttest, significant at p<.001 with a medium to large effect size (eta squared and Cohen’s d). PSYC
168 scores increased from 50% pretest to 72% posttest, significant at p<.001 with a medium to large effect size (eta squared and Cohen’s d). The results show significant increases in knowledge of individual and social processes; however, they are an insufficient test of learning objectives because they are not specific to minor program students. Future assessments will include a variable that will allow disaggregation of data.

3) **Knowledge of Biological/Cognitive Processes**
To date, no courses within this course category have pretest-posttest data. Future Assessment Plans will include one or more of the following courses: PSYC 103, PSYC 104, PSYC 106, PSYC 110, PSYC 111, PSYC 115, PSYC 116, PSYC 117. We plan to utilize similar methodology, instrumentation and data analytic procedures; however, a variable allowing disaggregation of data will be added so that results from Psychology minors may be separated from other student groups.

4) **Knowledge of Psychology Applications.**
   a. Methods. Pre- and Post-testing of courses from the elective category of the minor that have a significant applied component: PSYC 134 Human Sexuality, PSYC 135 Psychology of Multicultural Groups and PSYC 137 Stress Management
   c. Instruments. Instructors developed multiple choice tests sampling from knowledge areas listed in course learning objectives. Tests were administered during the beginning and ending of the semester. Test items belong to instructor test banks and are not available to append to this report.
   d. Analysis and Conclusions. PSYC 134 scores increased from 44% pretest to 78% posttest, significant at p<.001 with a large to very large effect size (eta squared and Cohen’s d). PSYC 135 scores increased from 39% pretest to 71% posttest, significant at p<.001 with a medium to large effect size. PSYC 137 scores increased from 2.86% pretest to 72% posttest, significant at p<.001 with an extremely large effect size. The results, while significant, are an insufficient test of learning objectives because they are not specific to minor program students. Future assessments will include a variable that will allow disaggregation of data.

*(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)*

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.
[Please limit your response to 200 words or less per item]

1) **Introductory Knowledge of Psychology.** One curricular change affecting introductory knowledge of psychology was the 2010 decision to combine our two introductory psychology courses PSYC 1 and PSYC 5 into a single course PSYC 2. While it is still early to tell definitively, the fact that similar pretest-posttest results were achieved for PSYC 5 and PSYC 2 is encouraging. In addition, test results from upper division courses assessed before the 2010 change are similar to the results from upper division courses assessed after the 2010 change, which suggests that PSYC 2 is providing adequate preparation for more advanced coursework in the field. Because our existing assessment data do not separate minors and majors, we are not yet able to consider program changes apart from those that are indicated for majors as well. As mentioned above, future assessment plans will correct this methodological flaw.

2) **Knowledge of Individual/Social Processes.** Currently, no changes to this area of the minor curriculum are in progress or planned. Because our existing assessment data do not separate minors and majors, we are not yet able to consider program changes apart from those that are indicated for majors as well. As mentioned above, future assessment plans will correct this methodological flaw.

3) **Knowledge of Biological/Cognitive Processes.** Currently, no changes to this area of the minor curriculum are in progress or planned. Because our existing assessment data do not separate minors and majors, we are not yet able to consider program changes apart from those that are indicated for majors as well. As mentioned above, future assessment plans will correct this methodological flaw.

4) **Knowledge of Psychology Applications.** Currently, no changes to the minor curriculum are in progress or planned. Because our existing assessment data do not separate minors and majors, we are not yet able to consider program changes apart from those that are indicated for majors as well. As mentioned above, future assessment plans will correct this methodological flaw.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 300 words or less]

The minor program has not yet sought alumni data. The plan for seeking minor alumni data would incorporate the existing alumni survey used with psychology majors (Appendix C) last collected in 2007 and planned for Fall 2012. Modifications will be needed for Part I of the survey.
(“Training”) to add ratings on the extent to which training was provided in the four knowledge areas pertinent to minors (Introductory Psychology, Individual/Social Processes, Biological/Cognitive Processes, Psychology Applications).

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?  

[Please limit your response to 300 words or less]

The learning outcomes for the Psychology minor, as described above, center on acquisition of psychological knowledge. These objectives are consistent with the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major (2006, APA http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf) in the following areas: Knowledge Base of Psychology, Critical Thinking Skills in Psychology, Values in Psychology, Sociocultural and International Awareness, and Personal Development.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?  

[Please limit your response to 200 words or less]

As mentioned several times above, the learning objectives for Psychology minors have always been considered as part of the learning objectives for majors, but with a focus on knowledge areas rather than knowledge, skills and ethics. From an assessment perspective, this allows us to use similar assessment instruments (which we have done); however, we have not separated the results of minors and majors, which is a limitation of our assessment plan that will be corrected in the future.
## APPENDIX A

Psychology Minors Enrolled in Fall 2011

### Current Enrolled Majors By Department/College - Minor Academic Plans

- **Term:** 2118 - Fall 2011
- **College:** SSIS - College of Soc Sci & Inter Std
- **Career:** UGRD - Undergraduate
- **Department(s):** PSYC - Psychology
- **Selected Plan(s):** PSYCNONEMN - Psychology (MN)

<table>
<thead>
<tr>
<th>Department Desc</th>
<th>Plan Type</th>
<th>Academic Plan</th>
<th>Academic Plan Desc</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>MIN</td>
<td>PSYCNONEMN</td>
<td>Psychology (MN)</td>
<td>81</td>
</tr>
<tr>
<td><strong>MIN - Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>81</strong></td>
</tr>
<tr>
<td><strong>Psychology - Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

**Summary - Total for Selected Career(s), College/Department(s), Academic Plan(s)** 81
APPENDIX B

Student Learning Objectives for the Psychology Minor (Based on 2006 Self-Study)

I. Knowledge of Introductory Psychology

II. Knowledge of Individual/Social Processes in Psychology
   A. Individual/Social processes represent the processes that mediate personality and social interaction
   B. Developmental processes represents the psychological changes that correspond with aging and developing from across the full life span

III. Knowledge of Biological/Cognitive Processes in Psychology
   A. Biological processes represent the biological underpinnings of thought, feeling, and behavior.
   B. Learning/cognitive processes represents the processes that allow us to learn and understand our world

IV. Knowledge of Psychology Applications
   A. Applications represent the applications of psychological knowledge to the world outside the laboratory
APPENDIX C

Student Outcome Assessment Alumni Survey Spring 2007

Part 1: Training
Using the response scale below, please indicate the extent to which the department provided training or experience in the following areas:

Very Little 1 2 3 4 5 Very Much

- Conducting literature searches.
- Acquiring information from research articles.
- Conducting research studies.
- Analyzing data using statistical procedures.
- Organizing information to prepare for oral or written report.
- Writing research reports.
- Developing critical thinking skills.
- Becoming familiar with psychological phenomena.

Part 4: Guidance/Preparation
Using the response scale below, please indicate the extent to which you believe the following to be true for you:

Very Little 1 2 3 4 5 Very Much

- Faculty encouraged me to become knowledgeable.
- Faculty were competent instructors.
- Even though I am not now in school, I have an interest in learning new things.
- I was aware of the departmental brochures/handouts that were available.
- The departmental brochures/handouts were useful to me (N = Not Applicable).
- I obtained useful guidance/advising when I sought it (N = Not Applicable).
- Upon graduating from Sac State I was prepared for my chosen career.

Part 5: Demographics
It would be of great help to us if you would provide responses to as many of these questions as you are willing to answer.

Gender: _______ (please specify)
Ethnicity: _______________ (please specify)
Current age: _____ (closest year)

What year did you graduate from Sac State as an undergraduate student?
- Graduated in ______ [Not applicable □ ]

What year did you graduate from Sac State as a graduate student?
- Graduated in ______ [Not applicable □ ]

If you were a graduate student with us, please indicate (✓) your specialty track:
- Behavior Analysis
- Counseling
- Doctoral Preparation
- I/O
- General
- Other _______________ (please specify)

Comments are welcome if you have the time, energy, and interest in making them: