## Assessments Utilized for Outcome Data

### Indirect Measures
- Psychology Department Exit Survey  Winter and Spring 2014  N=58
- Culture and Gender Class Evaluation  Fall 2014  N=50

### Direct Measures
- Psychology Field Test  Fall 2012-Spring 2014  N=209
- Alumni Survey 2014  N=225
- Research and Creative Works Conference Rubrics  Fall 2013-Winter 2014  N=23
- Critical Thinking Assessment  Fall 2014  N=11

### University Sources
- Grade Reports
- Departmental Report Card
- Other Data Systems
General Program Outcomes for All Bachelor’s Degrees in Psychology

B.S. in Psychology with a General emphasis
B.S. in Psychology with an Industrial/Organizational emphasis
B.S. in Psychology with a Health Psychology emphasis (to begin Fall 2015)
## General Statistics for the Department

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of declared psychology majors (Feb 2015)</td>
<td>1091</td>
</tr>
<tr>
<td>General Psychology Emphasis</td>
<td>969</td>
</tr>
<tr>
<td>Industrial/Organizational Emphasis</td>
<td>122</td>
</tr>
<tr>
<td>Health Psychology Emphasis (intending to declare in the fall)</td>
<td>116</td>
</tr>
<tr>
<td>Number of students declaring a psychology minor, cluster or concentration</td>
<td>206</td>
</tr>
<tr>
<td>Number of full-time faculty</td>
<td>9</td>
</tr>
<tr>
<td>Number of visiting faculty</td>
<td>2</td>
</tr>
<tr>
<td>Number of adjuncts currently teaching</td>
<td>5</td>
</tr>
<tr>
<td>Number of online adjuncts currently teaching</td>
<td>12</td>
</tr>
</tbody>
</table>
# Overall Performance on Outcomes for All Programs

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Content Knowledge</th>
<th>Research Methods</th>
<th>Critical Thinking</th>
<th>Applying Psychology</th>
<th>Values in Psychology</th>
<th>Information Literacy</th>
<th>Communication Skills</th>
<th>Cultural Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcome 1</td>
<td>40%</td>
<td>36%</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome 2</td>
<td>26%</td>
<td>52%</td>
<td>21%</td>
<td>1%</td>
</tr>
<tr>
<td>Research Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome 3</td>
<td>54%</td>
<td>39%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome 4*</td>
<td>46%</td>
<td>49%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Applying Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome 5</td>
<td>44%</td>
<td>52%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Values in Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome 6*</td>
<td>36%</td>
<td>53%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome 7*</td>
<td>46%</td>
<td>46%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome 8</td>
<td>64%</td>
<td>29%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Performance on Outcomes for General Emphasis

<table>
<thead>
<tr>
<th>Specific Outcome 1</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>53%</td>
<td>28%</td>
<td>16%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>Specific Outcome 2</td>
<td>44%</td>
<td>22%</td>
<td>26%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>Further Training</td>
<td>44%</td>
<td>22%</td>
<td>26%</td>
<td>8%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Performance on Outcomes for I/O Emphasis

<table>
<thead>
<tr>
<th>Specific Outcome</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unsatisfactory</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Outcome 1* Employment</td>
<td>53%</td>
<td>28%</td>
<td>16%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>Specific Outcome 2* Further Training</td>
<td>44%</td>
<td>22%</td>
<td>26%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>Specific Outcome 3 Common Experience</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Specific Outcome 4 Research Methods</td>
<td>40%</td>
<td>38%</td>
<td>23%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Specific Outcome 5 Critical Thinking</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Specific Outcome 6 Different Worldviews</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
<tr>
<td>Specific Outcome 7 Technology Use</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
</tr>
</tbody>
</table>
General Program Outcome 1

Students will demonstrate familiarity with major psychological concepts, theoretical perspectives, empirical findings and historical trends in psychology. [University Outcome-Skilled Professional]
Source: Psychology Field Test
All Students

Distinguished-Above 75th percentile
Proficient- 50th to 75\textsuperscript{Th} percentile
Developing=25\textsuperscript{th} to 50\textsuperscript{th} percentile
Unsatisfactory=Below 25\textsuperscript{th} percentile

N=209
Source: Psychology Field Test
Field Test Score Comparisons-General Emphasis and I/O Emphasis

General=173  I/O=35
Field Test Score Comparisons-Subscales
General Emphasis and I/O Emphasis

General=173  I/O=35
Source: Psychology Field Test
Field Test Score Comparisons-Assessment Indicators
General Emphasis to I/O Emphasis

General=173  I/O=35
Source: Psychology Field Test
Field Test Score Comparisons

- Total
  - 165
  - 155
  - 155.8

- BYUI Average
- Student Average
- Institutional Average
Source: Psychology Field Test
Field Test Score Comparisons-Subscales

LEARNING COGNITION MEMORY
BYUI Average: 63
Student Average: 55
Institutional Average: 53.7

PERCEPTION, SENSATION, PHYSIOLOGY
BYUI Average: 64
Student Average: 55.9
Institutional Average: 54.8

CLINICAL ABNORMAL PERSONALITY
BYUI Average: 62
Student Average: 56.3
Institutional Average: 55.5

DEVELOPMENTAL SOCIAL
BYUI Average: 64
Student Average: 55.4
Institutional Average: 54.2
Source: Psychology Field Test
Field Test Score Comparisons-Assessment Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>BYUI Average</th>
<th>Institutional Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory and Cognition</td>
<td>53%</td>
<td>43.60%</td>
</tr>
<tr>
<td>Perception/Sensation/Physiology</td>
<td>60%</td>
<td>48.70%</td>
</tr>
<tr>
<td>Developmental Social</td>
<td>61%</td>
<td>50.90%</td>
</tr>
<tr>
<td>Clinical and Abnormal</td>
<td>65%</td>
<td>62.20%</td>
</tr>
<tr>
<td>Social</td>
<td>72%</td>
<td>58.70%</td>
</tr>
</tbody>
</table>

BYUI Average
Institutional Average
Source: Exit Survey Item
“I built a good knowledge base in psychology.”

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree

General Emphasis  N=45
I/O Emphasis  N=13
Conclusions Regarding General Program Outcome 1

This is where the department is strongest. Students are leaving with a decent understanding of psychology that generally exceeds those of students at other institutions. This conclusion is reinforced by the observation that I/O majors perform more poorly in the abnormal sections. This is to be expected as I/O majors do not generally take the Abnormal Psychology class. Overall, we feel good about the basic instruction being provided.

Plans: We will continue to maintain our achievement in this area.
General Program Outcome 2
(and Specific Outcome 4 for I/O Emphasis)

Students will apply and understand basic research methods in psychology including research design, data analysis, and interpretation [University Outcome-Skilled Professional]
Ratings of the Research and Creative Works Conference (Fall 2013-Winter 2014)

Distinguished =75% to 100%

Proficient = 50%-75%

Developing = 25% - 50%

Unsatisfactory = Less than 25%

N=23
Source: Psychology Field Test Methods and Measurement Field Test Results*

GENERAL: 62.9
I/O: 70.5
Source: Psychology Field Test
Methods and Measurement
Field Test Results-Institutional Comparison

BYUI: 64.1
Institutions: 54.2
Source: Exit Survey Item:
“I have a good understanding of research methods in psychology.”

<table>
<thead>
<tr>
<th>Category</th>
<th>Distinguished (%)</th>
<th>Proficient (%)</th>
<th>Developing (%)</th>
<th>Unsatisfactory (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Emphasis</td>
<td>13</td>
<td>70</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>I/O Emphasis</td>
<td>23</td>
<td>31</td>
<td>46</td>
<td>0</td>
</tr>
</tbody>
</table>

Distinguished = Strongly Agree
Proficient = Agree
Developing = Not sure or Disagree
Unsatisfactory = Strongly Disagree
Our students continue to do well on this section of the Field Test with I/O majors outscoring the General Emphasis majors. This is to be expected given that the I/O emphasis places a greater emphasis on methodology. These students generally conduct at least two research studies and are required to take Psychological Assessment. Such content exposure improves the performance of these majors in these areas.

One area of apparent weakness is in the application of these principles. Our students do well for the expertise they possess, but it would seem that the quality of research studies conducted by students could be improved.

PLAN: Review the Psychology 485 class and ensure that criteria for research is where it needs to be. Provide extra assistance and mentoring to students as they prepare for and conduct these studies.
General Program Outcome 3

Students will respect and use critical thinking, rigorous inquiry, and, when possible, the scientific approach within a gospel framework to solve problems related to behavior and mental processes. [University Outcome-Lifelong Learner, Creative and Critical Thinker]
"I developed critical thinking skills in psychology."

- **Distinguished=Strongly Agree**
  - General Emphasis: N=46
  - I/O Emphasis: N=13

- **Proficient=Agree**

- **Developing=Not sure or Disagree**

- **Unsatisfactory=Strongly Disagree**

Source: Exit Survey  Winter and Spring 2014
Source: Critical Thinking Assessment
Results of Critical Thinking Assessment

- Distinguished: Score of 80% or better
- Proficient: Score of 60% to 80%
- Developing: Score of 25% to 60%
- Unsatisfactory: Score below 25%

N=11
Conclusions Regarding General Outcome 3

Students feel that they are leaving the program with good critical thinking skills. However, it is premature to draw strong conclusions regarding performance on the critical thinking test. It was administered to only eleven students for the first time last semester. However, it does provide a potential source of information regarding students perceptions of their abilities and their actual abilities.

Plan: Continue to collect data using the Critical Thinking Assessment. If necessary, strengthen critical thinking instruction in certain key classes.
General Program Outcome 4

Students will understand and apply psychological principles to personal, social, and organizational issues. Students will also emerge from courses with realistic ideas about how to implement their psychological knowledge, skills, and values in personal, occupational, educational and other settings. [University Outcome-Skilled Professional]
Source: Exit Survey Item:
“I learned how to apply psychological principles to solve problems.”

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree

General Emphasis  N=46
I/O Emphasis       N=13
Conclusions Regarding General Outcome 4

Students generally feel that they have learned to apply psychological principles.

Plan: We need to review this outcome and either discard it or redefine it and discover a suitable means for directly assessing it.
General Program Outcome 5

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect values that are the underpinnings of psychology as a discipline within the framework of the gospel. [University Outcomes-Engaged Citizen, Disciple Leader]
Source: Exit Survey Item:
“I established values in psychology that will not conflict with my understanding of the gospel.”

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree

General Emphasis  N=46
I/O Emphasis  N=13
Source: Exit Survey Item:
“The psychology program helped me gain knowledge that facilitated my understanding of the gospel.”

Distinguished=Strongly Agree
Proficient=Agree
Developing=Not sure or Disagree
Unsatisfactory=Strongly Disagree

General Emphasis  N=46
I/O Emphasis  N=13
Conclusions Regarding General Program Outcome 5

Students leaving the program report that their values are intact. Despite the number of classes where it may be challenging to integrate gospel topics, our majors report an increase in understanding of the gospel and establishing of appropriate values.

Plans: We are pleased that the vast majority of our students do not feel the knowledge they learn in our classes conflicts with their knowledge of the gospel. We plan to maintain our efforts in this area.
General Program Outcome 6

Students will demonstrate information literacy [University Outcomes-Skilled Professional, Lifelong Learner]
Source: Exit Survey Item:
“The psychology program helped me develop skills in accessing information through technology.”

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree

General Emphasis  N=46

I/O Emphasis  N=13
Conclusions Regarding General Program Outcome 6

Students report overall a good understanding of information literacy. However, it is probably not sufficient.

Plan: The department will be exploring more direct means of assessing achievement of this outcome. One possible measure is the Standardized Assessment of Information Literacy Skills (SAILS) but there are others.
General Program Outcome 7

*Students will be able to communicate effectively in a variety of formats. [University Outcome-Effective Communicators]*
Source: Exit Survey Item: “The psychology program helped me develop good communication skills.”

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree

General Emphasis N=46
I/O Emphasis N=13
Conclusions Regarding General Program Outcome 7

Students report overall the development of good communication skills. However, this, again, is probably not a sufficient measure for this outcome.

Plan: The department, a few years back, developed a writing rubric that faculty who have writing assignments are using. In addition, we are looking at the development of a presentation rubric. Both of these direct assessments would be utilized by classes that have significant writing assignments or presentations. Those classes have currently been identified and work will be done to ensure that the writing rubric is used across courses.
General Program Outcome 8

*Students will recognize, understand, and respect the complexity of sociocultural and international diversity.*

*[University Outcomes-Engaged Citizen, Disciple Leader]*
“The psychology program helped me develop an awareness of issues confronting other cultures.”

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree

General Emphasis  N=46

I/O Emphasis  N=13
Source: Data from Culture and Gender Class Item: Combination of two items about values and culture

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree

N=50
Conclusions Regarding General Program Outcome 8

The exit survey item indicates that a majority of students feel more culturally aware after having gone through the psychology program. In addition, Matthew Whoolery assesses the students in his Culture and Gender class regarding their feelings towards values and culture. Nearly all students come out of the class with a greater understanding and appreciation of cultural differences. On the next page, see some of the comments students make about their experience in the class.

Plan: We plan to continue offering this course to students, though we will be discussing as a department a name change for the class as well as some changes in its objectives.
Representative Comments from Culture and Gender survey

“It has taught me first not to assume, and second, to assess the situation individually. It has taught me that there are some things I believed was human nature, but it really is just my culture. I keep a bigger perspective and crave to learn more. I also have learned to have more appreciation for different cultures and religions.”

“This class was amazing. I think my view has completely changed in that I know that my way of seeing things is not the only way. There are other cultures and perspectives that have just as much value as my own.”

“I am more aware of differences in the world. I am more appreciative because I now know that there are other ways of seeing the world. I find other cultures very interesting and am actually trying to adopt some new practices into my own life.”

“I have a better understanding of the differences between different cultures. This class has taught me that it’s more than just a different language that other cultures speak. The way they view the world, see time, and the things that they value from people and families are different languages in their own.”
Specific Outcome 1 for General Emphasis, I/O Emphasis, and Health Psychology Emphasis

Students will be prepared to find employment and to be an effective employee. [University Outcome-Skilled Professional]
Employment of Psychology Alumni

Distinguished=Employed fulltime, employed part-time not seeking full time, full time parent

Proficient=Not employed not seeking employment

Developing=Part-time employed but seeking full time employment

Unsatisfactory=Unemployed but looking for work

N=107
Source: Exit Survey Winter and Spring 2014 Item: “I feel prepared to find employment.”

Distinguished=Strongly Agree
Proficient=Agree
Developing=Not sure or Disagree
Unsatisfactory=Strongly Disagree

General Emphasis N=46
I/O Emphasis N=13
### Source: Alumni Survey
### Areas of Employment

<table>
<thead>
<tr>
<th>Area of Employment</th>
<th>Percentage of Respondents (N=113)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>21%</td>
</tr>
<tr>
<td>Social Work</td>
<td>12%</td>
</tr>
<tr>
<td>Education</td>
<td>4%</td>
</tr>
<tr>
<td>Business</td>
<td>15%</td>
</tr>
<tr>
<td>Full Time Parent</td>
<td>12%</td>
</tr>
<tr>
<td>Self Employed</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>25%</td>
</tr>
</tbody>
</table>
Conclusions Regarding Specific Outcome 1 for the Three Programs

Overall, students who want jobs are eventually finding them. Given that few psychology majors are able to do high level work with only a bachelor’s degree, a significant number go on to receive more training. However, comments from the alumni survey do indicate that students would have liked more direction and guidance with respect to employment.

Plans: One step in addressing this has been the development of the student manual by Richard Cluff. We are also interested in providing better education for those whose plans don’t include graduate school. For this reason, a new emphasis is being explored that would help direct students towards jobs that require only a bachelor’s degree. Future data collection efforts will attempt to track employment separately for each emphasis.
Specific Outcome 2 for General Emphasis, I/O Emphasis and Health Psych Emphasis

Students will be prepared for further education and training. [University Outcome-Skilled Professional]
### Source: Lawson, Reisinger & Jordan-Fleming (2012)
Comparison of Department Course Offerings with Graduate School Preferences

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage of programs preferring their applicants to have this course</th>
<th>Part of BYUI Psychology program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>92%</td>
<td>Yes</td>
</tr>
<tr>
<td>Research Methods</td>
<td>74%</td>
<td>Yes</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>41%</td>
<td>Yes</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>Personality</td>
<td>28%</td>
<td>Yes</td>
</tr>
<tr>
<td>Biopsychology</td>
<td>22%</td>
<td>Yes</td>
</tr>
<tr>
<td>Learning</td>
<td>19%</td>
<td>Yes</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>18%</td>
<td>Yes</td>
</tr>
<tr>
<td>Testing</td>
<td>17%</td>
<td>Yes</td>
</tr>
<tr>
<td>Cognitive Psychology</td>
<td>15%</td>
<td>Yes</td>
</tr>
<tr>
<td>History of Psychology</td>
<td>8%</td>
<td>Yes</td>
</tr>
<tr>
<td>Sensation/Perception</td>
<td>6%</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Distinguished=Accepted or completed grad program

Proficient=Accepted but did not attend

Developing=Applied and waiting to hear

Unsatisfactory=Applied but was not accepted

N=113
Source: Department Report Card
Students Accepted to Graduate School
Source: Exit Survey Winter 2014-Spring 2014 Item: “I believe the psychology program has adequately prepared me for future education and training in psychology.”

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Emphasis</td>
<td>46</td>
</tr>
<tr>
<td>I/O Emphasis</td>
<td>13</td>
</tr>
</tbody>
</table>

Distinguished=Strongly Agree

Proficient=Agree

Developing=Not sure or Disagree

Unsatisfactory=Strongly Disagree
<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Brigham Young University</td>
<td>32 students</td>
</tr>
<tr>
<td>Second</td>
<td>Idaho State University</td>
<td>26 students</td>
</tr>
<tr>
<td>Third</td>
<td>Utah State University</td>
<td>22 students</td>
</tr>
<tr>
<td>Fourth</td>
<td>University of Utah</td>
<td>12 students</td>
</tr>
<tr>
<td>Fifth</td>
<td>Gonzaga University</td>
<td>9 students</td>
</tr>
</tbody>
</table>

Accounts for about 30% of BYUI graduates attending graduate school
Other Universities Being Attended

Arizona State University  
Boise State University  
California State University-Fullerton  
Chicago School of Professional Psychology  
Claremont Graduate University  
Cornell University  
Florida State University  
Liberty University  
New Mexico State University  
Northwest Nazarene University  
Pacific Northwest University  
Santa Clara University  
University of Oklahoma  
University of Texas-San Antonio  
University of Wisconsin-Milwaukee  
University of Wyoming  
Virginia Commonwealth University  
Western Carolina University
Graduate Degrees our Students Earned or are Earning

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degrees</td>
<td>71%</td>
</tr>
<tr>
<td>Ph.D.’s or equivalent</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>16%</td>
</tr>
</tbody>
</table>
Examples of Graduate Degrees Earned by Some of our Majors

<table>
<thead>
<tr>
<th>Community Counseling</th>
<th>Horticulture</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Counseling</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Marriage-Family Therapy</td>
<td>Nursing</td>
</tr>
<tr>
<td>Law</td>
<td>Special Education</td>
</tr>
<tr>
<td>Rehabilitation Counseling</td>
<td>Theatre Production/Stage Management</td>
</tr>
<tr>
<td>School Psychology</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Social Work</td>
<td>Podiatric Medicine</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology</td>
<td>Health and Human Movement</td>
</tr>
<tr>
<td>Medicine</td>
<td>Accounting</td>
</tr>
</tbody>
</table>
Conclusions Regarding Specific Outcome 2 for the Three Programs

The majority of our students who wish to get into graduate programs are getting into these programs. Most students are earning master’s degrees primarily at universities in the western part of the United States.

Plans: However, we still have a need to ensure that students planning on graduate school start early to prepare for it. The student handbook mentioned earlier will hopefully provide some impetus for this preparation. We need to more effectively track students in the other emphases. Additionally, the development of other emphases will be done with goal of assisting students in making decisions regarding programs they wish to explore in graduate school.
Specific Outcome 3 for I/O Emphasis

Students will build a common intellectual experience in Industrial/Organizational by partnering with the following departments: business, communication, and health sciences. [University Outcome-Skilled Professional]

Currently, no assessment for this outcome.
Specific Outcome 4 for I/O Emphasis

Students will apply research methods in Industrial/Organizational psychology including research design, data analysis, and interpretation to benefit the Rexburg community. [University Outcome-Skilled Professional]

Currently, no assessment for this outcome.
Specific Outcome 5 for I/O Emphasis

Students will be able to weigh evidence, understand worldviews different from their own, tolerate ambiguity, act ethically/morally in Industrial/Organizational psychology within the framework of the gospel. [University Outcomes-Engaged Citizen, Disciple Leader]

Currently, no assessment for this outcome.
Specific Outcome 6 for I/O Emphasis

Students will be able to weigh evidence, understand worldviews different from their own, tolerate ambiguity, act ethically/morally in Industrial/Organizational psychology within the framework of the gospel. [University Outcomes-Engaged Citizen, Disciple Leader]

Currently, no assessment for this outcome.
Specific Outcome 7 for I/O Emphasis

Students will demonstrate the ability to use technology, including Excel and SPSS, for many purposes. [University Outcomes-Skilled Professional, Lifelong Learner]

Currently, no assessment for this outcome.
Specific Outcome 3 for Health Psychology Emphasis

Students will be able to think critically and use rigorous inquiry to answer questions regarding behavior and health within a gospel framework. [University Outcome-Lifelong Learner, Creative and Critical Thinker]

This program begins Fall 2015.
Other Data of Interest
Source: Department Report Card
Average Instructor Ratings

![Graph showing average instructor ratings from 2010 to 2014 for Department, College, and University. The ratings are represented by blue, orange, and yellow lines, respectively. The graph shows a general increase in ratings over the years.](Graph.png)
Source: Department Report Card
Average Course Ratings

<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5.75</td>
<td>6.59</td>
<td>5.47</td>
</tr>
<tr>
<td>2011</td>
<td>5.73</td>
<td>6.61</td>
<td>5.45</td>
</tr>
<tr>
<td>2012</td>
<td>5.76</td>
<td>6.62</td>
<td>5.46</td>
</tr>
<tr>
<td>2013</td>
<td>5.79</td>
<td>6.64</td>
<td>5.50</td>
</tr>
<tr>
<td>2014</td>
<td>5.79</td>
<td>6.65</td>
<td>5.50</td>
</tr>
</tbody>
</table>
Conclusions

Instructors and courses overall receive good ratings from students. As new faculty are hired and as new hires go through the CFS process we will strive to maintain these standards.
Source: Department Report Card Item: Would you choose the same major? Definitely and Probably Yes Combined
Conclusions

Our numbers are in line with the entire university. To assist students in these important decisions, the student manual developed by Richard Cluff is now distribute to all new psychology majors and is available on our website. The purpose to provide students, early on, direction and guidance regarding the discipline, graduate school and careers.
Source: Department Report Card
Average Number of Credits at Graduation

2007 - 2008
2008 - 2009
2009 - 2010
2010 - 2011
2011 - 2012
2012 - 2013
2013 - 2014

Psychology
College of Education and Human Development
University
Conclusions

Currently, our students are graduating with fewer credits on average than our college and the university. This can probably be attributed to a relatively simple program with groups of required, core and elective courses but plenty of flexibility for students to apply courses to their bachelor’s degree.
Source: Other Data Sources
Grade Inflation

Diagram showing the distribution of grades across different categories.
Source: Other Data Sources
Grade Inflation Across Modes of Delivery for Psychology Courses Only

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>Off Campus</th>
<th>On Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>% A's</td>
<td>90%</td>
<td>42%</td>
<td>10%</td>
</tr>
<tr>
<td>% B's</td>
<td>35%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td>% C's</td>
<td>10%</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>% D's</td>
<td>6%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>% F's</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>% OTHERS</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Conclusions

While grade inflation in the psychology department is not as significant a problem as it is in other parts of the university, it is still a bit high.

Plan: The department will be discussing this issue focusing on how extensive the issue is and what might be done to address it.
General Conclusions

Generally speaking, the psychology department is serving its student population well. The majority of students report being satisfied with most aspects of the program. Our students perform better than the average on the psychology field test and most who wish to go to graduate school do. Most who wish to work, do so as well. The main focus in the upcoming year will be to shore up the assessment process. We are still lacking direct assessments for some of our general and some of our program-specific objectives. In addition, we will be taking a closer look at how we can continue to successfully direct our students to careers and graduate programs in which they can be successful.
The End