

2021-2022 Psychology Department Assessment Report

Date of Meeting: April 26, 2022 (11:10 am-12:00 pm)

Participants: Jericka Battle, Fred Ernst, David Hawkins, Lindsay Kennedy, Carmen Merrick, Jennifer Penner, Jennifer Peszka, Leslie Templeton, Leslie Zorwick

Learning Goals Assessed this Year: Ethical and social responsibility in a diverse world
Professional development

Data Collected: The data collected this year reflect our revised SAP, submitted to the Assessment Committee on April 27, 2022. Edits made to our SAP reflected our need to increase the specificity and utility of our qualitative assessments for each learning goal.

Direct Evidence:

Ethical and Social Responsibility in a Diverse World	Professional Development
<i>Research Methods:</i> Scores on Exam 1 ethics questions <i>Capstone:</i> Curation Project presentation	<i>Research Methods:</i> Final Project reflection <i>Capstone:</i> Curation Project reflection

Indirect Evidence: Scaled & open-ended Senior Survey responses

Supplemental Evidence: Number of students giving presentations at conferences, giving presentations in class, completing internships and engaged learning experiences

Explanation of Data:

Learning Goal: Ethical and social responsibility in a diverse world

Scores on Exam 1 ethics questions: These data come from three sections of PSYC 295: Research Methods. All students were asked two ethics-related questions:

1. 6-point question about the three principles of the Belmont Report and how each relates to the Tuskegee syphilis study
2. 10-point question that required students to identify ethical issues present in a research design and propose solutions for each

Summary data (N = 34)		
	Raw Scores	Percentages
Mean (SD)	13.67 (1.94)	85.42% (12.13%)
Range	7-16	43.75-100%
As	11	32.25%
Bs	13	38.25%
Cs	6	17.65%
Ds	3	8.82%
Fs	1	2.94%

Curation Project presentation: These data come from one section of our Senior Capstone course (PSYC 425: History and Systems; Cluster C). Specifically, these data come from a rubric used to assess students' performance on a semester-long group project that profiles either an influential woman or influential research study in psychology. Data represent *group* grades. The full rubric results are presented in Appendix A.

Exemplary: 6/8 groups

Competent: 2/8 groups

Basic: 0/8 groups

Senior Survey data: These data come from both scaled and open-ended questions included in our annual Senior Survey (administered in April 2022). Scaled questions were assessed on a 1 (*strongly disagree*) to 5 (*strongly agree*) Likert scale. A total of 25 students responded to this year's survey.

My experiences in psychology courses contributed to my ability to:	2021 <i>M (SD)</i>	2022 <i>M (SD)</i>
apply ethical standards to evaluate psychological science and practice	4.73 (0.52) Range: 3-5	4.79 (0.41) Range: 4-5
build and enhance interpersonal relationships	4.58 (0.74) Range: 2-5	4.67 (0.55) Range: 3-5
adopt values that build community at local, national, and global levels	4.58 (0.63) Range: 3-5	4.54 (0.71) Range: 3-5

Open-ended responses were provided in response to the following prompt: *“Every year, the department assesses a subset of our departmental learning goals in depth. This year, one of those learning goals is ethical and social responsibility in a diverse world. Please comment on specific ways in which your experiences as a Psychology major have helped or not helped you achieve this learning goal.”*

Full text of all provided responses
My stereotyping and prejudice course with Dr. Zorwick definitely helped me to achieve this learning goal. Not only did this course address the psychology and origins of stereotyping and prejudice, but it also provided real world connections and examples, along with steps we could take to create change in the world. I am very grateful for this course and experience!
Psych and Law helped me the most because we learned about oppression and how psychology either aids this or can combat this in a variety of different settings.
I think that the social psychology course and stereotyping and prejudice courses helped achieve this goal the most. However, I believe that the Psychology department does a good job of finding research that represents diverse backgrounds.
A lot of the discussions that we've had in my classes have been centered around this concept which has given me the opportunity to hear more diverse perspectives on how these goals can be achieved in the real world. We also spend a lot of time talking/writing about how we can translate what we've learned to the real world and how we can help educate others.
Learned how to communicate and interact with those from diverse backgrounds.
The classes I have taken I have really shaped me. Social Psychology, stereotyping and prejudice, and health psychology. Have helped me to look at the world around me and realize what needs to be changed.
All of the social justice related courses.
One of the ways that being a psych major helped me in this goal is because we discussed ethical violations of several studies as well as the importance of informed consent. We also practiced real-world applicability in each class so that we could take what we learned in the classroom to the real world.
All of Zorwick's classes such as stereotyping and prejudice as well as psych and law have done a great job in allowing students to take ethical and social responsibility :))

In most of my class was only briefly discussed and talked about.
Through learning more about the self, others, and how we interact with the world I feel that I am better able to understand and find solutions to problems we face today.
Specifically, Dr.Zorwick's Stereotyping and Prejudice course really helped with this. It was incredible, she in incredible
Absolutely! In all my classes the professor would challenge their students to not just think about the subject at hand from their own perspective but to also view these matters from other perspective. 10 out of 10
Classes such as Stereotyping & Prejudice, Racial Justice & the Bible, and Psychology and Law have definitely helped me achieve the learning goal of ethical and social responsibility in a diverse world. Particularly Stereotyping & Prejudice is a course I think should be required or at least emulated within all majors here at Hendrix.
Dr. Zorwick is the best possible teacher ever hired to teach about Stereotyping, Prejudice, and Psychology of the legal system. She kills it every semester and I know less diverse students always walk away more well-rounded and knowledgeable.
Taking any class with Dr. Z has enabled me to respond better to ethical and social dilemmas in the world. Stereotyping and Prejudice specifically showed me a lot of ways that I should be and that I can be more ethically inclusive of people who are different than myself.
I have learned a lot about ethical and social responsibility through my course work and also through just living on Hendrix campus.
My experiences as a Hendrix Psychology major have vastly helped me in the pursuit of learning about my ethical and social responsibility in a diverse world. All of my social psychology courses have taught me a wide range of skills that I use VERY often in my real-world experiences with different people. Health Psychology with Dr. Kennedy and Stereotyping & Prejudice with Dr. Zorwick have been two of the most beneficial classes I have ever taken because I now feel extremely equipped to think critically and take action on these sorts of issues in our world.
I have learned a great deal about the psychology of prejudice, and will carry that information with me throughout my life.
Helped me in understanding sociological issues at the psychological level and introduced me to ways in which I could help
Specific courses like health psychology and cross cultural psychology I feel like covered and brought in the most content about social responsibility. Health psychology specifically really dove into socioeconomic factors that affect quality of Healthcare and access to Healthcare as well as pointing out huge flaws with the current system and how it doesn't work which has been something I gave become super passionate about following that course.

Supplemental data: As a department, we also keep records of how many students complete internships and/or experiential learning projects each year as an indication of how many of our students are having experiences outside of the classroom that may expose them to human diversity. Data from this year are presented below.

Internships and experiential learning projects:

PL Odyssey projects: 20
UR Odyssey projects: 9
GA Odyssey projects: 2
SW Odyssey projects: 13
SP Odyssey projects: 2

SUMMARY:

With over 70% of our students earning an A or B across the ethics questions on Exam 1 in Research Methods, we believe this is strong evidence of our students' achievement of this learning goal, even in the early stages of their training as psychologists (most are second-semester sophomores). This trend continues into senior year, with 75% of student groups rated as *exemplary* on their curation project with respect to ethical and social responsibility. Furthermore, our indirect data demonstrate that the vast majority of our students *agree* or *strongly agree* that they are meeting the learning goal of ethical and social responsibility in a diverse world and all of the sub-goals encompassed within, with all averages above 4.5 out of 5.00. Our supplemental data indicate that many of our students are having experiences outside of the classroom that

expose them to human diversity, as many of the experiential learning projects completed by our students were either service-oriented or health-related internships.

However, during our assessment meeting, our department discussed an important theme detected in the open-ended responses: Students largely link their achievement of this learning goal to specific courses (e.g., Stereotyping and Prejudice, Psych and Law), although this is a learning goal that we address in *every* course in the major. Thus, going forward, we will think—both as a department and as we develop our own courses—about how to better convey to students how courses throughout the major contribute to their achievement of this learning goal.

Learning Goal: Professional development

End-of-semester reflection: These data come from three sections of PSYC 295: Research Methods. All students were asked to complete an end-of-semester reflection on how they developed each of the eight Hendrix Competencies through their work in the course. Instructors of each section then used the rubric below to categorize each students' achievement of this learning goal as basic, competent, or exemplary. This rubric was modeled after the rubric used in PSYC 425: History and Systems.

Basic	Competent	Exemplary
<ul style="list-style-type: none"> - Did not give evidence of careful thought about most Hendrix competencies - Identified few or no examples of how competencies were developed through the course - Identified few or no ideas for how to further develop professionally during their remaining time at Hendrix - Responses demonstrated insufficient self-awareness 	<ul style="list-style-type: none"> - Thoughtfully addressed the development of some of the Hendrix competencies - Identified and analyzed few examples of how competencies were developed through the course - Identified ideas for how to further develop professionally during their remaining time at Hendrix - Responses demonstrated sufficient self-awareness 	<ul style="list-style-type: none"> - Thoughtfully addressed the development of each of the Hendrix competencies - Identified and analyzed specific examples of how competencies were developed through the course - Identified specific ideas for how to further develop professionally during their remaining time at Hendrix - Responses demonstrated advanced self-awareness
Total number of students: 2	Total number of students: 11	Total number of students: 14

In addition, students provided their own assessment of their professional development in this course by answering the following question on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

I am confident in my ability to explain to future employers and/or graduate schools the skills and abilities I possess due to my experiences as a psychology major.

<i>M (SD)</i>
4.13 (0.90)
Range: 1-5

Curation Project presentation: These data come from one section of our Senior Capstone course (PSYC 425: History and Systems; Cluster C). Specifically, these data come from a rubric used to assess students' performance on a semester-long group project that profiles either an influential woman or influential research study in psychology. Data represent *individual* grades. The full rubric results are presented in Appendix A.

Exemplary: 13/20 students

Competent: 5/20 students

Basic: 2/20 students

Senior Survey data: These data come from both scaled and open-ended questions included in our annual Senior Survey (administered in April 2022). Scaled questions were assessed on a 1 (*strongly disagree*) to 5 (*strongly agree*) Likert scale. A total of 25 students responded to this year's survey.

My experiences in psychology courses contributed to my ability to:	2021 <i>M (SD)</i>	2022 <i>M (SD)</i>
apply psychological content and skills to career goals	4.50 (0.69) Range: 3-5	4.42 (0.64) Range: 3-5
exhibit self-efficacy and self-regulation	4.58 (0.63) Range: 3-5	4.58 (0.49) Range: 4-5
refine project management skills	4.46 (0.69) Range: 3-5	4.54 (0.58) Range: 4-5
enhance teamwork capacity	4.27 (0.81) Range: 2-5	4.54 (0.58) Range: 3-5
develop meaningful professional direction for life after graduation	4.15 (0.95) Range: 2-5	4.38 (0.75) Range: 3-5

In addition, students provided their own assessment of their professional development in this course by answering the following question on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*):

I am confident in my ability to explain to future employers and/or graduate schools the skills and abilities I possess due to my experiences as a psychology major.

This is the first year we've asked this question, so we do not have comparison data from previous years. However, the same data from this year's spring Research Methods sections are again presented below for the purposes of comparison.

Senior Survey 2022 <i>M (SD)</i>	Research Methods 2022 <i>M (SD)</i>
4.63 (0.48) Range: 4-5	4.13 (0.90) Range: 1-5

Open-ended responses were provided in response to the following prompt: *“Every year, the department assesses a subset of our departmental learning goals in depth. This year, one of those learning goals is professional development. Please comment on specific ways in which your experiences as a Psychology major have helped or not helped you achieve this learning goal.”*

Full text of all provided responses
My history and systems course contributed strongly to my professional development. Dr. Templeton helped a lot with fostering good organizational skills and effective time management. Additionally, the group assignments that we completed in this class helped me to build professional communication skills, which will prove useful in my future career.
I was able to put my concepts that I learned in the program to practical use during my internships that I completed.
I learned how to conduct myself in group projects and I was prepared for professional world through research experience.
I'm not really sure. I did struggle a little bit finding opportunities through the psychology department.
Dr. Penner has done a really good job at making this a priority in her Brain and Behavior course.
We definitely gain professional skills through coursework--e.g., collaboration through group projects, speaking and writing through presentations/discussions/papers, fluency with psychological research terminology and research methods, proficiency with statistical software like SPSS/Jamovi, etc.
I feel better prepared for what I want to do in the future because of a conference I attended and discovered I did not want to go to grad school. But otherwise, I felt that a lot of the material I learned in classes did not directly apply to job skills or if it did, it was not clearly explained. I also wanted more research opportunities early on so that I could get practice in that so that I could apply it to job experiences and I did not get it.
I received professional development by furthering myself in the career competencies throughout my psychology career at Hendrix.
Presentations and research opportunities helped my develop as a professional
I have learned more about what interests me and ways to go about learning more about them and how to develop a career based on what ignites my interest.
Yes, yes, yes! All my professors have helped me grasp what a career in psychology would look like after graduation. As well as skills needed to succeed in a vast array of professional careers outside of psychology. All around, my psych degree has done a phenomenal job at developing me for my professional life.
Being able to work with the Psychology Department as a Departmental Assistant, Teaching Assistant, and Course Tutor has especially enhanced my professional development. I've gained and further developed leadership, effective communication, and professionalism skills.
Many opportunities for putting yourself in a leadership position through internship opportunities, projects, presentations, etc
I think that going to the psychology majors interest meeting with Dr. Kennedy has helped me a lot when it comes to professional development.
I have gotten better at communication and working with a team over my time here at hendrix.
My experience as a Psychology major has improved my professional development in many ways. I have seen a marked improvement in my time management/project management skills as well as self-efficacy in leadership roles. I now feel very confident not only as a team member but also as a leader. My psychology courses have solidified my career plans for the rest of my life and had I not taken social psychology-based classes, I would not have found that direction.
I feel as if I have a greater ability to work in a psychology based field.
Helped: Group work and projects/presentations
I think learning about how to be a more effective member of a team through doing group projects has been extremely beneficial

Supplemental data: As a department, we also keep records of how many students give professional and in-class presentations and complete internships and/or experiential learning projects each year as an indication of how many of our students are having experiences outside of the classroom that provide them with opportunities to develop professionally. Data from this year are presented below.

Professional presentations: 6

In-class presentations: 415 total

PSYC 295-01: Research Methods 10 presentations (2 presentations per student)
PSYC 310-01: Social Neuroscience 16 presentations
PSYC 341-01: Psychology of Morality 17 presentations
PSYC 425-01: History and Systems 22 presentations
PSYC 300-01: Comparative Animal Behavior 16 presentations (11 individual, 5 group)
PSYC 220-01: Brain & Behavior 50 presentations (30 individual, 20 group)
PSYC 330-01: Learning 22 presentations
PSYC 185-01: Sleep and Dreaming 29 presentations
PSYC 185-02: Sleep and Dreaming 28 presentations
PSYC 360-01: Behavioral Neuroscience with lab 16 presentations
PSYC 225-01: Psychology and Religion 53 small group presentations
PSYC 210-01: Developmental Psychology 27 small group presentations
PSYC 230-01: Social Psychology 26 small group presentations
PSYC 230-02: Social Psychology 25 small group presentations
PSYC 295-01: Research Methods 22 presentations (2 group presentations per student)
PSYC 295-02: Research Methods 14 presentations
PSYC 295-03: Research Methods 8 presentations
PSYC 397-01: Introduction to Psychotherapy 8 presentations (7 teams of 2 and 1 of 3)
PSYC 340-01: Psych Assessment 6 presentations (6 teams of 2)

Internships and experiential learning projects:

PL Odyssey projects: 20
UR Odyssey projects: 9
GA Odyssey projects: 2
SW Odyssey projects: 13
SP Odyssey projects: 2

SUMMARY:

We believe the data shared in this report show strong evidence of our students meeting our departmental learning goal of professional development and *growing* in their achievement of this goal over time. In addition to strong faculty and student ratings of learning goal achievement, our department is also providing our students with ample opportunities throughout all levels of our curriculum to create and deliver group presentations, which require students to hone several of the skills represented in our professional development learning goal. During our assessment meeting, we linked students' achievement of this learning goal directly to our department-wide efforts to more explicitly incorporate Hendrix Competencies into our work with students. This is a practice we plan to continue and enhance in the years to come.

Changes Planned based on Data or Explanation of Decision to Continue Current Practice:

Overall, the department found our new SAP provided useful quantitative *and* qualitative data that allowed for a productive assessment meeting. However, a few shortcomings were noted:

1. As noted in our 2020-2021 assessment report, we have only been able to offer a single section of Cluster C in recent years. This year, we were able to offer a second Cluster C course, taught by Dr. Fred Ernst (3-year term position). However, because this was the first time this course was offered, we did not collect assessment data from these students. As our department stabilizes with the addition of new tenure-track faculty, we will be able to offer additional sections of Cluster C courses and we will expand our assessment to those courses accordingly.
2. Many of our direct assessment measures come from final projects assigned in PSYC 295: Research Methods and PSYC 425: History and Systems. Because of this, these data were not available at the time of our departmental assessment meeting and did not factor into our discussion. Thus, we plan to hold an additional assessment meeting in the fall to revisit these data and discuss the results to our Senior Survey that go beyond the learning goals assessed in any given year.
3. As noted earlier in this report, students largely linked their achievement of the *ethical and social responsibility in a diverse world* learning goal to specific courses (e.g., Stereotyping and Prejudice, Health Psychology), even though faculty believe this is a learning goal that we address in *every* course in the major. Thus, going forward, we will think—both as a department and as we develop our own courses—about how to better convey to students how courses throughout the major contribute to their achievement of this learning goal.

Despite these shortcomings, the Psychology Department is pleased with the extent to which our students are meeting our learning goals of *ethical and social responsibility in a diverse world* and *professional development*—as evidenced through both our evaluations of them and their evaluations of themselves. We plan to continue our emphasis on Hendrix Competencies, as we believe the qualitative responses from our seniors, in particular, showcase the benefits of those efforts with respect to professional development. We also believe the edits we have made to our SAP have given us more valuable qualitative data than in years past and a stronger path forward in terms of assessing students over time. We will next assess these two learning goals in the 2023-2024 academic year and in that report we will make direct comparisons to this year's report, particularly between data from this year's Research Methods sections and data from 2023-2024 Cluster C students (which should largely be the same group of students).