

Graduate Degree Program Assessment Plan Cover Sheet (rev. 07): UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No. 67 Degree Program: Master of Applied Psychology Department and College: Psychology Department, CAHSS Degree Type(MA, MS, EdS, EdD, PhD, Certificate): MAP (similar to a MA) Prepared by: Robert J. Hines, Ph.D., Graduate Coordinator Submitted to College Assessment Committee on \_\_\_\_\_ Approved on \_\_\_\_\_ Submitted to Provost Assessment Advisory Group on \_\_\_\_\_ Approved on \_\_\_\_\_

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program? The primary goals of the Master of Applied Psychology (MAP) program, at a broad and general level, are to educate and train our students to become 1) effective research psychologists, 2) effective industrial/organizational psychologists, and 3) effective health psychologists. The general goals do fit with our program's applied mission "to develop students' knowledge of psychological theories and methods and of the application of psychological principles and research findings for the purpose of benefiting society". Our mission also states that our graduates will have "a sound knowledge base in both their particular specialty area and in common areas of training, have an understanding of quantitative methods and the scientific method as used by psychologists, and have effective critical thinking and writing skills in the area of psychology." These characteristics are all necessary for our graduates to succeed in careers as professional I/O psychologists, health psychologists, and/or research psychologists. These goals are also listed as important for professional psychologists by the American Psychological Association.

2. What are your learning objectives or outcomes associated with each student learning goal?

A. Training an effective research psychologist

- Learning objective 1: Conduct Original Research
- Learning objective 2: Quantitative and Qualitative Analysis Skills
- Learning objective 3: Professional Writing Ability

B. Training an effective industrial/organizational psychologist

- Learning objective 1: Create Job Analysis and Consultant Skills
- Learning objective 2: Train Effective Employees
- Learning objective 3: Critical Thinking Skills

C. Training an effective health psychologist

- Learning objective 1: Stress management Skills
- Learning objective 2: Design and Interpret Tests
- Learning objective 3: Professional and Personal Growth

The Master of Applied Psychology program proposes a seven point strategy for assessing our student learning objectives: 1) job placement (and doctoral placement) of alumni, 2) alumni employer surveys, 3) revised structured student interviews, 4) the CCTDI critical thinking inventory, 5) Comprehensive (exit) exams, 6) student portfolios including their exams, papers, projects, and master theses, 7) consultation from outside professional assessment expert (Dr. Bill Hill).

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.) Please see the attached assessment map. Use the following key to better understand the method of assessment that is abbreviated in each box on the map: 1) Placement = job placement (and doctoral placement) of alumni 2) Employer = alumni employer surveys 3) Interviews = revised structured student interviews, 4) CCTDI = the CCTDI critical thinking inventory, 5) Comps = Comprehensive (exit) exams 6) Portfolios = student portfolios including their exams, papers, projects, and master theses, 7) Consultant = consultation from outside professional assessment expert (Dr. Bill Hill).

4. How will you assess each objective? a)

Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement. A.

**METHODS** A variety of methods will be used to assess each objective. Standardized tests, like the CCTDI, have been normed and can be considered valid and reliable. It will be the job of the graduate committee, the graduate coordinator and the Psychology faculty to look for signs of converging evidence from various sources (i.e., student portfolio, Comprehensive Exams, and the Alumni survey) and to decide whether or not our more subjective measures are valid and reliable. We are confident that, as in the past, our measures will lead to credible findings.

1. Training an effective research psychologist: i. Learning objective 1: Conduct Original Research - Methods include: Portfolio, Comprehensive exams, Job/Grad.-School Placement, Employer survey, professional consultant ii. Learning objective 2: Quantitative and Qualitative Analysis Skills - Methods include: Portfolio, Comprehensive Exams, Job Placement, Employer survey iii. Learning objective 3: Professional Writing Ability - Methods include: Portfolio, Comprehensive Exams, Job Placement, Employer survey

2. Training an effective industrial/organizational psychologist: i. Learning objective 1: Create Job Analysis and Consultant Skills - Methods include: Job Placement, Employer survey, Portfolio, Comprehensive Exams ii. Learning objective 2: Train Effective Employees - Methods include: Job Placement, Employer survey, Portfolio, Comprehensive Exams iii. Learning objective 3: Critical Thinking Skills - Methods include: CCTDI critical thinking test

3. Training an effective health psychologist: i. Learning objective 1: Stress management Skills - Methods Include: Job Placement, Employer Survey, Portfolio, Comprehensive exams ii. Learning objective 2: Design and Interpret Tests - Methods Include: Job Placement, Employer Survey, Portfolio, Comprehensive exams iii. Learning objective 3: Professional and Personal Growth - Methods Include: Portfolio, Student interview, Professional consultant, Job Placement

**B. DESIGN** The graduate committee and the graduate coordinator are responsible for collecting and analyzing data from the following seven sources. Currently, all MAP students take all of the courses with in the 1) research design, 2) I/O Psychology, and 3) Health Psychology tracks. All students (and alumni) will be included in the appropriate assessment activity. If low cooperation is obtained from students, alumni, or employers, they will be contacted a second or third time. Students will be involved in assessment processes from the time they enter the program, then continuously each semester, until after they have graduated from the program and completed the alumni survey.

1) Placement We will tabulate each year which of our graduates obtains what types of jobs. For those going on to a doctoral program, we will keep track of how many get accepted into each type of program.

2) Employer survey A short survey will be mailed to the employers or supervisors of recent graduates (since the revisions to the program). Results of this will be condensed and analyzed.

3) Student interviews The committee will analyze the results of students' interviews. We will look for evidence of both strengths and weaknesses of the program. We will try to implement at least two changes in the program based on student input.

4) The CCTDI inventory All first year students have been administered the CCTDI test (a critical thinking test) as a pre-test. It will be administered to them again when they get ready to graduate from the program. We will look for evidence of improved attitudes toward critical thinking.

5) Comprehensive Exams When students are in their last semester of the program, before they graduate they will take an exit exam covering research methods, statistics, their track area of

specialization. 6) Revised Portfolio A portfolio is maintained for each MAP student. This is comprised of seminal projects from their research core classes and other important courses for their track. The committee analyzes the portfolio using both qualitative and quantitative procedures. We will work on a brief scoring sheet to analyze the portfolio according to the Department's mission statement (i.e. sound knowledge base in specialty area, ethical principles, qualitative research, scientific method, and critical thinking). We will look for evidence of growth along those dimensions of the mission statement. 7) Consultation from outside professional assessment expert (Dr. Bill Hill). Programmatic assessment guru, Dr. Bill Hill, Ph.h. (Director, Center for Excellence in Teaching & Learning and Professor of Psychology at Kennesaw State University) has visited our Department and provided our faculty members with an in depth analysis of our program. His input has greatly facilitated assessment activities for recent years. We hope to have Dr. Hill back for another in depth analysis of the program soon. (If not Dr. Hill, then we will bring in another assessment expert.)

C. ASSESSMENT CYCLE The proposed assessment plan will be implemented in Fall of 2007. Students will take the CCTDI critical thinking test as a pretest (during fall orientation) and as a post test (when they are about to graduate). Examples of exams, papers and projects will be collected each semester as part of their portfolio. They will be administered the revised student survey at the end of each semester. The graduate coordinator will keep track of alumni job placement and administer the employer survey after the cohort of students has graduated. The plan covers a time period of two years (which is the time needed to obtain the MAP degree) plus an additional six months for job placement and employer surveys to be administered and collected.

D. STAKEHOLDER INVOLVEMENT We intend to involve several categories of stakeholders in the process. All students will contribute to assessment activities each semester. Their contributions include the Portfolio, Comprehensive Exams, Revised Student Questionnaire, and pre vs post performance on the CCTDI critical thinking test. Alumni will also contribute to assessment process as they tell us about their job or doctoral student placements as part of their alumni survey. We will analyze the results of surveys supplied by the employers of our recent graduates. We will also act on the advise from programmatic assessment expert Dr. Bill Hill. Relevant information from completed assessments will be posted on the Psychology Department's web-site.

Goal # 1: Training an effective research psychologist  
Goal # 2: Training an effective Industrial/Organizational Psych.  
Goal # 3: Training an effective Health Psychologist

Courses and Activities Addressed & Assessed Outcome1 — Conduct original Research Outcome 2 — Quantitative and Qualitative Skills Outcome 3 — Professional Writing Abilities Outcome 1 — Create Job Analysis Skills Outcome 2 — Train effective employees Outcome 3 — Critical Thinking Abilities Outcome 1 — Stress management skills Outcome 2 — Design & Interpret tests Outcome 3 — Professional and Personal Growth Training Psychology Emphasis: Assessed: Extensive Employer Comps Extensive Employer Comps Extensive Portfolio Extensive Placement Employer Extensive Placement Employer Extensive CCTDI Extensive Placement Employer Somewhat Placement Employer Somewhat Interview Health Psychology Emphasis: Assessed: Extensive Portfolio Comps Somewhat Portfolio Comps Extensive Portfolio None Not assessed None Not assessed Extensive CCTDI Extensive Placement Employer Extensive Placement Employer Extensive Interview Health Seminar Emphasis: Assessed: Extensive

Portfolio Comps Extensive Portfolio Extensive Portfolio None Not assessed None  
Not assessed Extensive CCTDI Extensive Placement Employer Extensive  
Placement Employer Extensive Interview Psychological tests Emphasis:  
Assessed: Extensive Portfolio Comps Extensive Portfolio Comps Extensive  
Portfolio None Not Assessed None Not assessed Extensive CCTDI None Not  
assessed Extensive Placement Employer Little Not assessed Internship  
Emphasis: Assessed: Extensive Portfolio Placement Extensive Portfolio Placement  
Extensive Portfolio Placement Extensive Portfolio Extensive Portfolio Somewhat  
Not assessed Extensive Portfolio Extensive Portfolio Extensive Placement  
Employer Guest speakers Emphasis: Assessed: Somewhat Consultant Somewhat  
Not assessed None Not assessed None Not Assessed None Not Assessed Little  
Not assessed None Not assessed Little Not assessed Extensive Consultant  
Comprehensive exams Emphasis: Assessed: Extensive Placement Employer  
Extensive Placement Employer Extensive Placement Employer Extensive  
Placement Employer Extensive Placement Employer Extensive CCTDI Employer  
Extensive Placement Employer Extensive Placement Employer Little Not assessed  
Master's Thesis Emphasis: Assessed: Extensive Placement Comps Extensive  
Placement Comps Extensive Placement Extensive Placement Comps Extensive  
Placement Comps Extensive CCTDI Extensive Placement Comps Extensive  
Placement Comps Extensive Placement Continued from previous page. Research  
Methods Emphasis: Assessed: Extensive Portfolio Comps Extensive Portfolio  
Comps Extensive Portfolio None Not assessed None Not assessed Extensive  
Exam & Project None Not assessed Somewhat Exam Little Portfolio Interview  
Statistics 1 Emphasis: Assessed: Extensive Portfolio Comps Extensive Portfolio  
Comps Somewhat Portfolio None Not assessed None Not assessed Extensive  
CCTDI None Not assessed Extensive Not assessed None Not assessed Statistics 2  
Emphasis: Assessed: Extensive Portfolio Comps Extensive Portfolio Comps  
Somewhat Portfolio None Not assessed None Not assessed Extensive CCTDI  
None Not assessed Somewhat Not assessed None Not Assessed Professional  
Issues & Ethics Emphasis: Assessed: Extensive Portfolio Comps Little Portfolio  
Extensive Portfolio None Not Assessed None Not assessed Extensive CCTDI None  
Not assessed Little Not assessed Extensive Interview Literature Review  
Emphasis: Assessed: Extensive Portfolio Comps Somewhat Portfolio Comps  
Extensive Portfolio Little Not assessed Little Not assessed Extensive CCTDI Little  
Not assessed Somewhat Not assessed Extensive Interview Advanced Methods  
(Capstone) Emphasis: Assessed: Extensive Placement Employer Extensive  
Placement Employer Extensive Placement Employer Extensive Placement  
Employer Extensive Placement Employer Extensive CCTDI Extensive Placement  
Employer Extensive Placement Employer Extensive Interview Industrial  
Psychology Emphasis: Assessed: Somewhat Employer Comps Somewhat  
Portfolio Comps Extensive Portfolio Extensive Placement Employer Extensive  
Placement Employer Extensive CCTDI Little Not assessed Extensive Placement  
Employer Somewhat Not assessed Organizational Psychology Emphasis:  
Assessed: Somewhat Employer Comps Somewhat Portfolio Comps Extensive  
Portfolio Extensive Placement Employer Extensive Placement Employer Extensive  
CCTDI Little Not assessed Extensive Placement Employer Somewhat Not  
assessed Goal # 1: Training an effective Research Psychologist Goal # 2:  
Training an effective Industrial/Organizational Psych. Goal # 3: Training an  
effective Health Psychologist Courses and Activities Addressed & Assessed  
Outcome 1 — Conduct original Research Outcome 2 — Quantitative and

Qualitative Skills Outcome 3 — Professional Writing ability Outcome 1 — Create Job Analysis Skills Outcome 2 — Train effective employees Outcome 3 — Critical Thinking Abilities Outcome 1 — Stress management skills Outcome 2 — Design & Interpret tests Outcome 3 — Professional & Personal Growth Please See Question 3 in Assessment Plan for the key to terms in this Assessment Map.