Assessment Report
Applied Psychology Program
2017-2018

I. Introduction

History
    The Department of Humanities and Social Sciences added the Bachelor of Science in Applied
    Psychology on the Klamath Falls campus in 1997. The program has become well established
    and continues to evolve in significant ways. A minor in Psychology is also available to
    students. The Applied Psychology program serves students in the major, students in the minor,
    and serves General Education by providing courses that fulfill social science requirements.
    Approval to offer the Applied Psychology degree at the Portland-Metroe campus was received
    June, 2014. A significant revision of the curriculum was undertaken during the 2014/15
    academic year and was implemented in 2015/16. This revision increased the core course
    requirements to be consistent with American Psychological Association standards, eliminated
    the requirement to select an emphasis/track, required applied experience course credit, and
    increased academic advisors ability to help students select electives best suited to their specific
    career path.

Enrollment trends
    Enrollment for the Applied Psychology major started very high, with 195 students enrolled in
    the Fall of 1997. Enrollment declined after 1997, but remained relatively stable between 2002
    and 2013 with consistent number of students, totaling between 125 and 157 students actively
    enrolled each year. Enrollment in Fall 2014 decreased to 118 students in Klamath Falls.
    Enrollment in Fall of 2017 was 54 primarily on-campus students (between Klamath Falls and
    Portland-Metro) and 27 primarily online students, making for 81 students total. By spring term
    2018 there were 69 primarily on-campus students (between Klamath Falls and Portland-Metro)
    and 28 primarily online students, making for 97 students total. It is not completely clear why the
    enrollment in the Applied Psychology program has continued to decline. It is possible that the
    growth in other similar majors (e.g., Population Health Management) has provided potential
    students with more choice and the opportunity to seek a degree that more appropriately aligns
    with their interests.

Graduation rates
    The Applied Psychology program has historically graduated between 30-56 students annually,
    with 38 students graduating in spring of 2018.

II. Program Purpose, Objectives, and Student Learning Outcomes

Applied psychology Program: Mission Statement
    The mission of the Applied Psychology program is to enable students to apply general
    knowledge of psychology and in-depth knowledge and skills to specific areas of psychology to
    communicate effectively, think critically, behave ethically and with cultural awareness, and
    work interpersonally with people from a wide variety of backgrounds.

Applied Psychology Program: Objectives
1. To produce graduates with effective interpersonal skills who can work in a variety of practical settings;
2. To enable students to obtain the knowledge and skills necessary for immediate employment and/or graduate study in psychology and related areas;
3. To provide opportunities for students to apply their psychological training to employment in business and human service related organizations or to prepare for graduate programs in related areas
4. To serve as a minor to complement other programs on campus

Applied Psychology Program: Outcomes

1. Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation
2. Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.
3. Students will demonstrate basic counseling
4. Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.
5. Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).

III.   6-year Cycle for Assessment of Essential Student Learning Outcomes

Going forward the Applied Psychology Program plans to following the Oregon Tech's 6-year ESLO assessment cycle.

IV.   Summary of 2017-18 Assessment Activities

This academic year the Applied Psychology faculty assessed Inquiry and Analysis in accordance with the current ESLO assessment cycle.

Direct Assessment

The faculty planned to assess this outcome in Klamath Falls and Portland-Metro on campus PSY 475 Capstone courses in winter and spring terms of 2018. There were 10 senior students randomly selected out of a class of 15 who were assessed from the Klamath Falls on campus PSY 475 course during winter term of 2018. There did not end up being sufficient students registered (only 1 student enrolled) in the Capstone course offered in spring term on the Portland-Metro campus to gather meaningful data. Quarter long project reports were scored using the Oregon Tech Inquiry and Analysis Assessment Rubric. The faculty rated the proficiency of students using the performance criteria described in Table 1.

Inquiry & Analysis Rubric (2017-18 Assessment)
RUBRIC

	DEFINITION
	Inquiry and analysis consists of posing meaningful questions about situations and systems, gathering and evaluating relevant evidence, and articulating how that evidence justifies decisions and contributes to students' understanding of how the world works.

CRITERIA				
	HIGH PROFICIENCY (4): The work meets listed requirements for this criterion; little to no development needed.	**PROFICIENCY (3): The work meets most requirements; minor development would improve the work.**	**SOME PROFICIENCY (2): The work needs moderate development in multiple requirements.**	**LIMITED PROFICIENCY (1): The work does not meet this criterion: it needs substantial development in most requirements.**
IDENTIFY: Identify a meaningful question or topic of inquiry.	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the subject.	Identifies a focused and manageable topic that appropriately addresses relevant aspects of the subject.	Identifies a topic that, while manageable, is too narrowly focused and leaves out relevant aspects of the subject.	Identifies a topic that is too general and wide-ranging to be manageable.
INVESTIGATE: Examine and critically evaluate existing knowledge and views on the topic of inquiry.	Clearly states, comprehensively describes, and synthesizes in-depth information from relevant high-quality sources representing various approaches and points of view.	States, comprehensively describes, and presents in-depth information from relevant high-quality sources representing various approaches and points of view.	Presents information from relevant sources representing a limited set of approaches or points of view, but descriptions leave some terms undefined or ambiguities unexplored.	Presents information from irrelevant sources representing a limited set of approaches or points of view, or states information without clarification or description.
SUPPORT: Design and execute a means of collecting evidence	All elements of the methodology or theoretical framework are skillfully developed. (Appropriate methodology or theoretical frameworks may be synthesized from across disciplines.)	Critical elements of the methodology of theoretical framework are appropriately developed. However, more subtle elements are ignored.	Critical elements of the methodology of theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.

EVALUATE: Analyze evidence obtained in their investigation.	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to subject focus.	Organizes evidence to reveal important patterns, differences, or similarities related to subject focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, the evidence presented is not organized or it is unrelated to the subject focus.
CONCLUDE: Draw conclusions based on analysis of evidence; grasp the limitations and implications of their analyses.	States an eloquently supported conclusion that is a logical extrapolation of the inquiry, reflecting the student's informed evaluation and ability to place substantial evidence and perspectives in priority order.	States a conclusion focused solely on the inquiry findings, arising specifically from and responding specifically to the inquiry findings.	States a general conclusion beyond the scope of the inquiry, the support for which is inadequate, or information was chosen to fit the conclusion.	States an ambiguous, illogical, or fallacious conclusion that is inconsistently tied to the inquiry findings.

Table 1. Inquiry and Analysis Assessment Rubric

Inquiry and Analysis assessment rubric scores are indicated in Table 2.

	Identify	Investigate	Support	Evaluate	Conclude
Student 1	3	3	3	3	3
Student 2	3	3	3	3	3
Student 3	2	2	2	2	2
Student 4	3	3	3	3	3
Student 5	4	4	4	4	3
Student 6	4	3	3	3	3
Student 7	4	3	3	3	3
Student 8	3	3	3	3	3
Student 9	2	2	2	2	2
Student 10	4	4	4	4	3
Averages:	3.2	3	3	3	2.8

Table 2. Inquiry and Analysis Assessment Results

Indirect Assessment

No indirect assessment was captured this year.

V.   Summary of Student Learning

The majority of students (80%) showed Proficiency or higher across all inquiry and analysis criteria. Three or higher was the average score across students for Identify, Investigate, Support and Evaluate. No students fell in the Limited Proficiency range for any criteria.

Strengths: Identify was the area of greatest proficiency (i.e., 3.2).

Weakness: Conclude was the area of lowest proficiency (e.g., 2.8), with the average student falling below Proficiency in the Some Proficiency range.

Plans for Improvement: This Capstone course can modify its research project to further encourage making effective conclusions in the associated paper. Applied psychology faculty can also provide students with additional training throughout the curriculum, such as in research methods I and II, about making more eloquently supported conclusions in priority order. Applied psychology faculty can also become more educated about all Inquiry and Analysis criteria in order to infuse training and feedback about proficiency in these areas (such as by providing students with feedback directly from the Inquiry and Analysis rubric) into all other relevant courses.