Department Name: Psychology  
Program Name: Psychology  
Department Chair: Ann Phillips  
Academic Year: 2008-09

Mission Statement

The Department of Psychology at Huntingdon College strives to:
- communicate a broad background of knowledge in Psychology
- create a learning environment that is conducive to sharing ideas and places emphasis on individual attention and mentoring
- foster critical thinking skills through analysis and criticism of current issues, ideas, and research in psychology
- advance self-understanding by viewing psychological concepts on a personal level
- prepare students for a variety of post-baccalaureate alternatives including the job market and graduate schools

Changes

No program changes at this time.

Recommendations

We need to emphasize the importance of the MFT to students. The psychology faculty overheard a few of the students discussing what a "waste of time" it is and they did not really try to perform well.

Also, we need to keep records of APA style points on papers, projects, and presentations.

Last, we should construct a senior survey for psychology majors.

Comments
Goal Number 1

All graduating seniors will demonstrate general knowledge in psychology by scoring the 50th percentile of above on the major field test

ReportComments

Three of nine graduating psychology students placed in the 50th percentile or above on the major field test.

This statistic is lower than our goal, and we will address this issue next year.

GoalMeasuresCombined

- Major Field Test

Frequency

Annually

Goal Number 2

Graduates will have the preparation necessary to succeed in graduate school or the job market

ReportComments

There is no data from senior and alumni surveys currently available.

However, of 5 known students pursuing a graduate school career, four were accepted as of early May, 2009. Two students were accepted into masters programs with traditionally psychology-related fields, and two were accepted into a seminary, where they wish to pursue pastoral counseling.

GoalMeasuresCombined

- Graduate school acceptance rates and job placement rates from senior and alumni surveys

Frequency

Annually
Goal Number 3

The program will increase emphasis on experimental psychology (the scientific method applied to psychological issues).

Report Comments

Overall, graduates answered 40% of measurement and methodology questions correctly on the major field test. This is an assessment indicator (a subtest of a subtest) and no national comparisons are available. In the future, we would like to see this statistic a little higher.

As for goals and assignments, we offered a seminar on the self as an upper level elective. The class focused primarily on original peer-reviewed research articles, and the final project was a research proposal. Next year, we will offer another seminar with similar assignments.

Research Method and Senior Capstone courses ask students to review several research articles. Additionally, the Personality Theories and Abnormal Psychology curriculum includes article summaries and reactions as part of their curriculum. Original research articles were included as readings for Psychology of Women class.

Based on this review, there has been an increased emphasis on research---neither Abnormal Psychology nor Psychology of Women included original research assignments last year, and senior capstone and seminar

Goal Measures Combined

- Review of course goals and assignments listed in syllabi and MFT Experimental Psychology subscores

Frequency

Annually
Goal Number 1

demonstrate knowledge of a variety of subfields in psychology such as social, cognitive, abnormal, learning, personality, and physiological psychology

Report Comments
Students did demonstrate knowledge of a variety of subfields in psychology on the major field test, but not at the levels we would like to see. Of our nine graduates, one placed above the 50th percentile on subscore 1 (Learning and Cognition: Language, Memory, & Thinking) of the MFT, one placed above the 50th percentile on subscore 2 (Perception, sensory, physiology, comparative, and ethology), 2 placed above the 50th percentile on subscore 3 (Clinical, Abnormal, and Personality), and 3 scored above the 50th percentile on subscore 4 (Developmental and Social).

We did not include embedded test questions in area classes.

Goal Measures Combined
- MFT subtests
- embedded test questions

Frequency
Annually

Goal Number 2

understand and explain the psychological research process and scientific method

Report Comments
Research Methods and Senior Capstone students seemed to understand the research process via their proposals and projects. Of the 7 students who completed the Research Methods proposals, 6 completed the project with a grade of C or better. One student had a D on the proposal, and did not demonstrate an adequate understanding of the research process.

Three students completed the Senior Capstone project, and all made As. These students previously completed the research methods class and self-selected for the capstone project.

We did not include embedded test questions.

Goal Measures Combined
- Research Methods proposal
- Senior capstone project
- embedded test questions

Frequency
Annually
Goal Number 3

express ideas in APA style (both orally and in writing)

Report Comments
We required more APA style related assignments than expected. Oral presentations were required in research methods, senior capstone, psychology of women, seminar, and biological psychology classes. APA styled papers were required in research methods, senior capstone, seminar, biological psychology, and statistics.

Overall, students seem to grasp APA style. All students passed the required oral presentations with a C or better. Most students passed APA styled papers. Specifically:

The research methods course required 4 APA styled papers. 7 of nine students made a C or better in this course.

The senior capstone course required one major paper. Three of three students demonstrated sufficient APA stylistic skills. (all As).

Twelve of thirteen biological psychology students completed their APA styled papers with a grade of C or better.

Goal Measures Combined
- Papers and oral from research methods and senior capstone courses

Frequency
Annually

Goal Number 4

apply knowledge of psychology to personal experiences

Report Comments
This is perhaps the most difficult of all the SLOs to assess. Instead of embedded test questions, Several assignments addressed this outcome.

First, General Psychology classes required a paper that asked students to relate a psychological concept and research about that concept to their personal experiences. Part of their grade depended on this connection between their experience and the concept. 104 of 140 students passed this assignment with a grade of C or better.

The Psychology of Women class required students to complete journals that related concepts from the class to their personal experiences. All students successfully completed this assignment with a grade of B or better.

Goal Measures Combined
- embedded test questions

Frequency
Annually