

# ASSESSMENT REPORT FOR

Use of  
Results  
Reported

**Behavioral Science**

(Instructional Degree Program)

**A.S., A.A., B.S., & B.A.**

(Degree Level)

August 2001-August 2002

(Assessment Period Covered)

October 1, 2002

(Date Submitted)

## Intended Educational (Student) Outcome:

*Note: There should be one form C for each intended outcome listed on form B. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

1  
Students completing the Senior Seminar course (PSY/SOC 4950, a Behavioral Science Capstone Course) will demonstrate the following: Students will be able to write effectively and professionally.

## First Means of Assessment for Outcome Identified Above:

### a. Means of Program Assessment & Criteria for Success:

Papers were collected from the Spring 2002 Senior Seminar class. Twelve papers that would allow a thorough assessment of all three intended educational (student) outcomes were selected. Non-empirical papers were excluded from this assessment. Photocopies of the papers were made before the instructor made any marks on them. Students' names and other identifying information were removed to preserve student anonymity.

A professor in the Psychology Department at Brigham Young University (BYU) was retained for the evaluation. The professor was asked to evaluate the papers using the same criteria he uses for evaluating senior level papers at BYU.

The criterion for success was if 75% of the papers earned a grade of C- or higher.

### a. Summary of Assessment Data Collected:

The evaluator gave the following grades to the papers: A (2), B (2), C (2), D (2), and E (4). Thus 6 out of 12 papers earned a grade of C- or higher and the department did not meet the criterion for success.

Here is an excerpt from the evaluator's report regarding this outcome:

"A scientific research paper in psychology or sociology should follow the very specific guidelines of those disciplines. Several of the papers showed sensitivity to these professional guidelines. Others, however, appeared to reflect little awareness of or concern for standards of professional writing. In general, almost all of the papers could have benefited from greater structure (particularly in the introductions) and better precision and conciseness in wording."

**a. Use of Results to Improve Instructional Program:**

The Behavioral Science Department has been concerned about the quality of student writing for the last 3 or 4 years. This evaluation confirms what many of the faculty have reported concerning our student's writing. This evaluation is one of the factors leading the department to pursue the creation of writing intensive courses that will be required of all students. At the current time, the department is planning on requiring three writing intensive courses, two of them in research methods courses (research methods and advanced research methods).

**Second Means of Assessment for Outcome Identified Above:**

**b. Means of Program Assessment & Criteria for Success:**

**b. Summary of Assessment Data Collected:**

**b. Use of Results to Improve Instructional Program:**

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Students completing the Senior Seminar course (PSY/SOC 4950, a Behavioral Science Capstone Course) will demonstrate the following: Students will be able to design, conduct, and report original research.

## First Means of Assessment for Outcome Identified Above:

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Papers were collected from the Spring 2002 Senior Seminar class. Twelve papers that would allow a thorough assessment of all three intended educational (student) outcomes were selected. Non-empirical papers were excluded from this assessment. Photocopies of the papers were made before the instructor made any marks on them. Students' names and other identifying information were removed to preserve student anonymity.

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### a. Summary of Assessment Data Collected:

The evaluator gave the following grades to the papers: A (2), B (2), C (2), D (2), and E (4). Thus 6 out of 12 papers earned a grade of C- or higher and the department did not meet the criterion for success.

Here is an excerpt from the evaluator's report regarding this outcome:

"In terms of the actual scientific merit of the studies, a few projects showed promise. The majority, however, showed difficulties with issues of conceptualization, statistical power, the description of the development and validity of measures, and, most importantly, adequate consideration of threats to validity."

**a. Use of Results to Improve Instructional Program:**

The Behavioral Science Department has been concerned about students' ability to design, conduct, and report original research for the last 3 or 4 years. This evaluation confirms what many of the faculty have reported concerning our student's ability. One of the problems that we have had in the past is that adjunct professors have taught a large number of our statistics, research methods, and advanced research methods courses. The tenure-track faculty have little or no contact with these adjunct faculty and there is no real quality control regarding their teaching. Beginning with the faculty searches that we conducted over the summer, we began hiring tenure-track psychology and sociology faculty who can contribute to our department's statistics, research methods, and advanced research methods courses. Beginning Fall 2002, the department is making an effort to have all daytime sections of statistics, research methods, and advanced research methods courses taught by tenure-track faculty. The department is also developing standards and minimum competencies for all of the courses in our statistics and research methods sequence.

**Second Means of Assessment for Outcome Identified Above:**

**b. Means of Program Assessment & Criteria for Success:**

**b. Summary of Assessment Data Collected:**

**b. Use of Results to Improve Instructional Program:**

# ASSESSMENT REPORT FOR

**Behavioral Science**

(Instructional Degree Program)

**A.S., A.A., B.S., & B.A.**

(Degree Level)

**August 2001-August 2002**

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## Intended Educational (Student) Outcome:

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2

Students completing the Senior Seminar course (PSY/SOC 4950, a Behavioral Science Capstone Course) will demonstrate the following: Students will be able to conduct and report appropriate statistical procedures.

## First Means of Assessment for Outcome Identified Above:

### a. Means of Program Assessment & Criteria for Success:

Papers were collected from the Spring 2002 Senior Seminar class. Twelve papers that would allow a thorough assessment of all three intended educational (student) outcomes were selected. Non-empirical papers were excluded from this assessment. Photocopies of the papers were made before the instructor made any marks on them. Students' names and other identifying information were removed to preserve student anonymity.

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### a. Summary of Assessment Data Collected:

The evaluator gave the following grades to the papers: A (2), B (2), C (2), D (2), and E (4). Thus 6 out of 12 papers earned a grade of C- or higher and the department did not meet the criterion for success.

Here is an excerpt from the evaluator's report regarding this outcome:

"Statistical thinking is a form of critical thinking and persuasion. In this respect, the most profound problems typically emerged in the planning, implementation, and exploitation of statistical thinking. Common problems included (a) the use of interval/ratio based statistics for ordinal data; (b) the use of multiple t-tests when a single factorial ANOVA would be appropriate; (c) the absence of charts and figures (e.g., scatterplots and dotplots), which could have contributed greatly to the reader's (and the researchers') understanding of the data; (d) the practice of reporting statistical results as significant or non-significant, when it would be more helpful to report exact probabilities levels, which follow recent APA recommendations and give the reader the opportunity to make his or her own evaluation ...; (e) and perhaps most important, many papers lacked basic descriptive statistics that would be necessary for understanding the data."

**a. Use of Results to Improve Instructional Program:**

The Behavioral Science Department has been concerned about students ability to conduct and report appropriate statistical procedures for the last 3 or 4 years. This evaluation confirms what many of the faculty have reported concerning our student's ability. One of the problems that we have had in the past is that adjunct professors have taught a large number of our statistics, research methods, and advanced research methods courses. The tenure-track faculty have little or no contact with these adjunct faculty and there is no real quality control regarding their teaching. Beginning with the faculty searches that we conducted over the summer, we began hiring tenure-track psychology and sociology faculty who can contribute to our department's statistics, research methods, and advanced research methods courses. Beginning Fall 2002, the department is making an effort to have all daytime sections of statistics, research methods, and advanced research methods courses taught by tenure-track faculty. The department is also developing standards and minimum competencies for all of the courses in our statistics and research methods sequence.

**Second Means of Assessment for Outcome Identified Above:**

**b. Means of Program Assessment & Criteria for Success:**

**b. Summary of Assessment Data Collected:**

**b. Use of Results to Improve Instructional Program:**

*Plan*

Assessment Report  
For  
Behavioral Science Department  
Academic Year 2001-2002

Includes assessment reports for those instructional programs listed below:

Title of Instructional Degree Program  
Behavioral Science

Degree Level  
Associate Degree (A.S. and A.A.)  
and  
Bachelor Degree (B.S. and B.A.)

Submitted By: Steven C. Clark, Institutional Effectiveness Representative

# Assessment Report For Behavioral Science Department Academic Year 2001-2002

Title of Instructional Degree Program

Behavioral Science

Degree Level

Associate Degree (A.S. and A.A.)  
and  
Bachelor Degree (B.S. and B.A.)

UVSC Mission Statement:

Utah Valley State College is a state college comprised of two interdependent divisions. The lower division embraces and preserves the philosophy and mission of a comprehensive community college, while the upper division consists of programs leading to baccalaureate degrees in areas of high community demand and interest. Utah Valley State College is dedicated to providing a broad range of quality academic, vocational, technical, cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally. The College is committed to meeting student and community lower division and upper division needs for occupational training; providing developmental, general, and transfer education; meeting the needs for continuing education for personal enrichment and career enhancement; and providing diverse social, cultural, and international opportunities, and student support services.

Department Mission Statement:

The Utah Valley State College Behavioral Science Department offers (1) classes that fill the social science distribution requirement for General Education graduation requirements, (2) classes that meet the requirements for an emphasis in Behavioral Science for the Associate Degree, (3) an emphasis in Behavioral Science for the Integrated Studies Bachelor Degree, and (4) a bachelor degree in Behavioral Science. These classes, emphases, and degrees are for students who are planning careers in the fields of psychology, sociology, social work, anthropology and other related professions.

Theory forms the foundation for knowledge. The application of theory, both within and outside the classroom is essential for students to integrate knowledge with experience. Classes emphasize academic rigor in writing, critical thinking, and analysis and integration of current scientific research. A multi-cultural perspective that respects individual differences in race, religion, culture, sexual orientation, and gender is central to our classes. We are committed to providing students with a strong academic foundation in psychology, sociology, social work, and anthropology. Personal growth through insight, skill acquisition, and personal application is an important aspect of student exposure to the behavioral sciences. Whenever appropriate, classes are taught using experiential methods and collaborative assignments.

Intended Educational (Student) Outcomes:

Students completing the Senior Seminar course (PSY/SOC 4950, a Behavioral Science Capstone Course) will demonstrate the following:

1. Students will be able to write effectively and professionally.
2. Students will be able to design, conduct, and report original research.
3. Students will be able to conduct and report appropriate statistical procedures.

**Budget Request  
For  
Behavioral Science Department  
Academic Year 2001-2002**

**Outcome #1: Student Writing**

- An outside reviewer will assess Senior Seminar projects for effective and professional writing.
  - (20 projects)(1 hour per project)(\$25 per hour)=\$500.00 for outside reviewer pay

**Outcome #2: Student Research**

- An outside reviewer will assess Senior Seminar projects for how well research is designed, conducted, and reported.
  - (20 projects)(.33 hours per project)(\$25 per hour)=\$165.00 for outside reviewer pay

**Outcome #3: Student Statistical Analysis**

- An outside reviewer will assess Senior Seminar projects for how well statistical procedures are selected, conducted, and reported.
  - (20 projects)(.33 hours per project)(\$25 per hour)=\$165.00 for outside reviewer pay

**Budget Request**

Outside Reviewer Pay	\$830
<u>Photocopies, postage, etc.</u>	<u>\$100</u>
Total	\$930

Behavioral Science Department  
Institutional Effectiveness Budget Request  
Academic Year 2000-2001

**Outcome #1: Social Issues**

- This outcome will be assessed in one section of SOC 1020 (Modern Social Problems) and one section of SOC 3600 (Introduction to Social Work) that will be randomly selected during Spring 2001.
- Ten class projects will be randomly selected for evaluation in each class (20 projects total).
- Two faculty members will evaluate the projects, taking 1/2 hour per project.
- (# of projects)(# of hours per project)(# of Faculty)(hourly wage)=\$ needed for assessment  
 $(20)(1/2)(2)(\$25)=\$500.00$

**Outcome #2: Student Writing**

- This outcome will be assessed in ANTH/PSY/SOC 2010 (Models, Methods, and Professional Issues) and ANTH/PSY/SOC 4950 (Capstone Professional Seminar) during Spring 2001.
- Ten papers will be randomly selected for evaluation in each class (20 papers total).
- Two faculty members will evaluate the papers, taking 1 hour per paper.
- (# of papers)(# of hours per paper)(# of Faculty)(hourly wage)=\$ needed for assessment  
 $(20)(1)(2)(\$25)=\$1000.00$

**Outcome #3: Student Research**

- This outcome will be assessed in PSY 4010 (Experimental Psychology) and PSY 4150 (Tests and Measurements) during Spring 2001.
- Ten papers will be randomly selected for evaluation in each class (20 papers total).
- Two faculty members will evaluate the papers, taking 1/2 hour per paper.
- (# of papers)(# of hours per paper)(# of Faculty)(hourly wage)=\$ needed for assessment  
 $(20)(1/2)(2)(\$25)=\$500.00$

**Budget Request**

Faculty Pay	
Outcome #1	\$500.00
Outcome #2	\$1000.00
Outcome #3	\$500.00
<u>Photocopies</u>	<u>\$50.00</u>
Total	\$2050.00