

## **Section 1 – Applied Psychology Program Mission and Educational Objectives**

The mission of the Bachelor of Science program in Applied Psychology 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.

The Applied Psychology program's educational objectives are:

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 – such as (but not limited to) hospitals, mental/behavioral health centers, and the Department of Human Services.
4. To prepare undergraduate students for graduate study in various areas of psychology, such as Social Work, Applied Behavior Analysis, Experimental Psychology, or Marriage and Family Therapy.
5. To serve as a minor to complement other programs on campus.

## **Section 2 – Program Description and 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-Metro campus was received in 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. The Bachelor of Science program in Applied Psychology has faculty on both the Klamath Falls and Portland-Metro campuses, as well as online.

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 a 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.

The Applied Psychology program has historically graduated between 30-56 students annually, with 36 students graduating in Spring 2020. As of Fall 2020, the Applied Psychology program has 153 majors – 80 of which are on the Klamath Falls campus, 14 are on the Portland-Metro campus, and 59 are online. Of Applied Psychology graduates, 70% report being employed after graduation, 67% report continuing their education after graduation, 7% report still seeking a job after graduation. This produces a “success rate” of 93%. The median annual income of our Bachelor of Science graduates is \$35,956.

The Applied Psychology program has maintained networked connections with several local organizations in Klamath Falls – including Klamath Basin Behavioral Health, Dragonfly Transitions, the Department of Human Services, and Sky Lakes Hospital – allowing for our students to gain experiential learning through our externship opportunities, the OIT Well-being program, and the Relationship Building Program. Our program also allows students to gain experience working with the Autistic community by working in our BIG Applied Behavior Analysis Clinic in Klamath Falls.

### **Section 3 – Program Student Learning Outcomes**

These Program Student Learning Outcomes were last reviewed and assessed during the 2014-15 academic year.

**PSLO 1:** Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation

**PSLO 2:** Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.

**PSLO 3:** Students will demonstrate basic counseling techniques.

**PSLO 4:** Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.

**PSLO 5:** Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).

## Section 4 – Curriculum Map

### Applied Psychology B.S. Student Learning Outcomes Table

F – Foundation P – Practice C – Capstone

COURSE	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	ESLO 1 - Communication	ESLO 2 – Inquiry & Analysis	ESLO 3 – Ethical Reasoning	ESLO 4 – Quantitative Literacy	ESLO 5 - Teamwork	ESLO 6 – Diverse Perspectives
PSY 201/202/203	F	F			F						
PSY 215/216		F	F		F						
PSY 220		F			F						
PSY 225	P			P	F				P		
PSY 301		P	P		P	F					F
PSY 311/312	F	F			F						
PSY 313/314	P	P		C	P		P		P		
PSY 317		P	F		P						
PSY 321/322	F	F			F						
PSY 330/331	F	F			F						F
PSY 334/335		P			P			F			
PSY 336/337		F			F						
PSY 339	F	F									
PSY 407	C	C	P		C						C
PSY 420		C			C						C
PSY 455	F	F			P						
PSY 475	C	C		C	C					P	

## Section 5 – Assessment Cycle

Applied Psychology B.S. Cycle for PSLOs and ESLOs			
Outcome	2020-21	2021-22	2022-23
<b>PSLO 1</b>			Direct: PSY 313 Indirect: Student Exit Survey
<b>PSLO 2</b>	Direct: PSY 301 Direct: PSY 313 Indirect: Student Exit Survey		
<b>PSLO 3</b>		Direct: PSY 301 Indirect: Student Exit Survey	
<b>PSLO 4</b>	Direct: PSY 313 Direct: PSY 475 Indirect: Student Exit Survey		
<b>PSLO 5</b>		Direct: PSY 475 Indirect: Student Exit Survey	
<b>ESLO 1</b>	Direct: PSY 301 Indirect: Student Exit Survey		
<b>ESLO 2</b>			Direct: PSY 313 Indirect: Student Exit Survey
<b>ESLO 3</b>	Direct: PSY 301 Direct: PSY 313 Indirect: Student Exit Survey		
<b>ESLO 4</b>			
<b>ESLO 5</b>	Direct: PSY 475 Indirect: Student Exit Survey		
<b>ESLO 6</b>		Direct: PSY 330 Indirect: Student Exit Survey	

Going forward the Applied Psychology Program plans to follow the Oregon Tech’s 3-year ESLO assessment cycle, and 3-year PSLO cycle.

## Section 6 – Assessment Activity

- **Activity:** The activity that was used for the direct measure of the Inquiry & Analysis ESLO was a “Research Proposal” assignment given in Dr. Fitzgerald’s PSY 313 course (Research Methods in Psychology) during the Winter 2021 term. This particular assignment asks students to research empirical literature, develop a theory and hypothesis based on that literature, then design an experiment to test their hypothesis. These acts culminate in an APA-formatted paper containing a literature review, a “Method” section containing a detailed description of their experimental design, and a complete “References” page in APA format. See [Appendix](#) for this assignment. The Inquiry & Analysis ESLO was also assessed via students’ responses on the Student Exit Survey.

The Applied Psychology program’s PSLO 1 (Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation) was also evaluated using this “Research Proposal” assignment.

- **Rubric:** The standard ESLO Rubric was used to score the ESLO aspect of this assignment. Dr. Fitzgerald’s course rubric was used to score the PSLO 1 aspect of this assignment. This rubric can be found in the Appendix.
- **Sample:** Ten (10) student assignments from PSY 313 were used to assess PSLO 1 and ESLO 2. This equates to approximately 7% of Applied Psychology majors at OIT. PSY 313 is required as part of the Applied Psychology major, so this course allowed us to access a representative sample of Applied Psychology majors, but the representativeness of this sample could be improved by increasing the sample size. No faculty survey responses were collected.
- **Reliability:** The Applied Psychology Assessment Coordinator, Dr. Carey Fitzgerald, compiled the artifacts described above and assessed the Inquiry & Analysis ESLO by applying the survey responses to the ESLO Inquiry & Analysis rubric. Dr. Fitzgerald also assessed the PSLO 1 aspect of these artifacts by using the rubric in this Appendix.
- **Multiple Sites:** This activity/assignment was presented to students enrolled in PSY 313 during the Winter 2021 term at the Klamath Falls campus. This ESLO and PSLO were not assessed at our Portland-Metro campus or in our online program.
- **Performance Target:** The target performance level was 75%. This would equate to students earning 21/28, or a “3” (as per the ESLO Rubric), on each of the aspects of Inquiry & Analysis described in the ESLO rubric.
- **Performance Level:** The average assessment score across the N = 10 artifacts in PSY 313 was 24/28, which equates to 85.71%. This is above the goal of 75% (21/28), which indicates that students felt that PSY 313 was an effective learning experience for the Inquiry & Analysis ESLO.
  - **ESLO 2:** The Student Exit Surveys indicate 72.01% students rated their proficiency in Inquiry & Analysis as “highly proficient,” and the remaining 27.27% rated themselves as “proficient.” However, when asked *How much has your experience at Oregon Tech contributed to your knowledge, skills, and personal development in these areas?*, approximately 60.48% of students stated “Very Much”, approximately 30.24% stated “Quite a bit,” then 8.33% of students said “some”, and 0.95% replied with “very little.”

**PSLO 1:** According to the Student Exit Survey, 60% of Applied Psychology students (12/20) rated their proficiency in *Understanding of major research methodologies in psychology, including design and interpretation (PSLO 1)* as “Highly proficient,” while 40% (8/20) rated their proficiency as “Proficient.” When asked *How much has your experience at Oregon Tech contributed to your knowledge, skills, and personal development in these areas?*, 60% of Applied Psychology students (12/20) indicated “Very much,” while 35% (7/20) indicated “Quite a bit,” and 5% (1/20) indicated “Some.” No Applied Psychology students (0/20) indicated “Very little.”

- **Faculty Discussion:** Applied Psychology faculty plan to discuss these numbers during our next program meeting.
- **Interpretation:** The data imply there is room for improvement in our curriculum, but our sample of students who participated in the Inquiry & Analysis ESLO (and PSLO 1) assignment seem to be confident in the knowledge and skills they are developing at OIT.

## Section 7 – Data-driven Action Plans: Changes Resulting from Assessment

- **Action Driver:** The average assessment score was above the Performance Target, but our Student Exit Survey responses indicate room for improvement.
- **Action Specifics:** While PSY 313 (Research Methods in Psychology) is a fitting and adequate course in which to assess Inquiry & Analysis, this ESLO could also be assessed in other psychology courses. It is possible that some of the students who completed the Inquiry & Analysis ESLO in PSY 313 may be less passionate about the subject of psychological research methods, and may be more apt to engage in Inquiry & Analysis in a difference psychology course.
- **Accountability:** The psychology faculty will discuss more courses that could potentially be used to assess Teamwork in the future.
- **Planning and Budgeting:** No financial resources are needed for these changes.
- **Improvements in Assessment Process:** Psychology is a diverse area of study. Therefore, we may need to improve the assessment of the Applied Psychology program by using multiple different courses as a means of gaining more accurate well-rounded data regarding our majors.
- **Reassessment:** This outcome will be reassessed on the 3-year ESLO cycle, but with more courses being utilized each quarter to measure each ESLO.

## Section 8 – Closing the Loop: Evidence of Improvement in Student Learning.

**Plans for Improvement:** We will incorporate more PSY courses into the ESLO and PSLO Assessments as a means of illustrating the various aspects of Inquiry & Analysis in psychology. Applied psychology faculty can also provide students with additional training throughout the curriculum. Applied psychology faculty can also become more educated about all Inquiry & 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 & Analysis rubric) into all other relevant courses.

## APPENDIX

### Research Proposal Assignment Information Given to Dr. Fitzgerald's PSY 313 students:

**PSY 313: Research Methods in Psychology (4 credits)**

**Winter 2021 Term**

**Instructor: Dr. Carey Fitzgerald**

#### **Research Proposal Instructions**

In PSY 313, each student will work on a specific topic in his or her area of interest by reading peer-reviewed research articles and developing a unique research proposal. **This means you will design your own experiment. You will NOT actually conduct this experiment. You will just be *designing* the experiment.** Your experimental method can either be original or adapted from a previously published experimental method that you find in peer-reviewed research articles. Your paper must abide by APA formatting guidelines.

Your paper will be organized into four (4) major sections: Abstract, Introduction, Method, and References. Keep these sections in this order. Below is a list of guidelines to help you through each section of the paper.

1. **Abstract** – this should be a very short summary of your entire research proposal. Keep this under 50 words (max). This should get its own page. *Also, although this goes first in your paper, my advice to you is to write this last.*
2. **Introduction** - Background/Review of the Literature
  - a. A description of what is already known about this area.
    - i. Summarize the peer-reviewed research articles you have found regarding your topic/area of research.
    - ii. You should have a minimum of 5 peer-reviewed references.
    - iii. Cite in-text according to APA style. Please see the recorded lectures on Canvas for more information on how to cite in APA style.
  - b. End your Introduction by pointing out why these background studies are insufficient. In other words, why is more research in this area important? Why is it important to conduct the study you are proposing?
3. **Method** – How would you collect your data?
  - a. A description of how you would go about collecting data and test the questions you are examining. Read peer-reviewed journal articles to determine what methods are standardly used to assess your chosen area/topic and adapt one of these for your needs.
  - b. Describe the general methodology you choose for your study, in order to test your hypothesis.
  - c. Use the following subheadings:
    - i. Participants: Who would you test? Describe the sample you would test. Include age, gender, and any other relevant information. Are there any participants you would exclude? Why, why not?
    - ii. Materials: What would the stimuli look like and why? Describe every little thing you would need to conduct your experiment. Describe any scales you would use.
    - iii. Design: List and describe your independent variable(s) and dependent variable(s). How are these variables operationalized? What type of experiment are you conducting (True experiment, Quasi-experiment, or Nonexperiment)? What kinds of factors would you need to control for in your study?
    - iv. Procedure: This is the walkthrough of your experiment. Describe – step by step – how you would conduct your experiment. What is the participant in the experiment going to do? This section should be so detailed that a scientist could read your paper and be able to sufficiently conduct your experiment.
4. **References**
  - a. Include all references in APA style. You should have a minimum of 5 peer-reviewed references.
  - b. Please see the recorded lectures on Canvas for more information on how to cite in APA style.