2016-2017 Assessment Cycle COLA_Psychology BS

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017." The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

The mission of the Psychology Department is to expose students to the breadth and depths of the field of psychology. Our students are taught to think critically about psychological issues and to understand the value of empirical investigation. The department seeks to instill in its students an appreciation for the field of psychology and its applications to individual and social problems. The department is dedicated to high standards of original inquiry and creative expression. Students are taught that sound research and scholarship serve to expand knowledge and improve the quality of peoples' lives. Our program provides students with the education needed to enter a variety of careers or to pursue graduate work in psychology or related fields.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Psychology Majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research of individual differences, psychometrics, personality and social processes.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes		5			
Assessment Measures					
	Assessment Measure	Criterion	Attachments		
	Direct - Pre/Post Test	At each level of Undergraduate Education, several classes are tapped to provide assessment data. Each professor selects about five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each question, professors report the number of students who attempted to answer the item and the number of students who correctly answered the item. For those	Rubric_for_Assessing_Papers_in_Psychology_Courses.doc		

items that are
short answer or
essay type
questions, the
number of
students who
correctly answer
is determined by
those who
answered at the
70% (C level) or
better of
correctness.
Students will
perform at the
70% or C level
summed across
all items selected
for this
assessment.
That is to say,
the proportion of
correctly
answered items
to answered
items will be
equivalent to
7/10 or better.

Goal/Objective	Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.			
Legends	SLO - Student Le	earning Outcome/Objective (academic units);		
Standards/Outcomes				
Assessment Measures				
	Assessment Measure	Criterion	Attachments	
	Direct - Pre/Post Test	At each level of Undergraduate Education, several classes are tapped to provide assessment data. Each professor selects about five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each question, professors report the number of students who attempted to answer the item and the number of students who correctly answered the item. For those items that are short answer or essay type questions, the number of students who correctly		

answer is determined by those who answered at the 70% (C level) or better of correctness. Students will perform at the 70% or C level summed across all items selected for this assessment. That is to say, the proportion of correctly answered items to answered items will be equivalent to 7/10 or better.	

Goal/Objective	Psychology majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research in the developmental area of psychology.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion	Attachments		
	Direct - Pre/Post Test	At each level of Undergraduate Education, several classes are tapped to provide assessment data. Each professor selects five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each of the 5 questions, professors report the number of students who attempted to answer the item and the number of students who correctly answered the item. For those items that are short answer or essay type questions, the number of students who correctly answer is determined by those who answered at the 70% (C level) or better of correctness. Students will perform at the 70% or C level summed across all items selected for this assessment. That is to say, the proportion of correctly answered items to answered items will be equivalent to 7/10 or better			

Goal/Objective	Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.				
Legends	SLO - Student Le	SLO - Student Learning Outcome/Objective (academic units);			
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion	Attachments		

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	Direct - Written Assignment	Written papers are assessed whenever they are assigned in the department. Currently, Psychology 209, 210, 340 and 455 require papers. Papers are evaluated on 6 dimensions: 1. Is the paper relevant to Psychology; 2. Does the student use proper English Style and Grammar; 3. Are the Ideas properly cited; 4. Are their conclusions supported or is there evidence of Critical Thinking; 5. Did the student follow APA style guidelines; and 6. did they complete the minimum requirements of the paper. Items 1 and 6 are simple yes no evaluations, the others are evaluated as being at the 70% or better level (C level work). On each of the six areas assessed, students will perform at the 70% level or better.	
	Direct - Pre/Post Test	At each level of Undergraduate Education, several classes are tapped to provide assessment data. Each professor selects five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each of the 5 questions, professors report the number of students who attempted to answer the item, and the number of students who correctly answered the item. For those items that are short answer or essay type questions, the number of students who correctly answer is determined by those who answered at the 70% (C level) or better of correctness. Students will perform at the 70% or C level summed across all items selected for this assessment. That is to say, the proportion of correctly answered items to answered items will be equivalent to 7/10 or better.	

Goal/Objective	Undergraduates will learn to write in accordance with the standards in the field of Psychology: Learning to use APA style correctly and effectively.			
Legends				
Standards/Outcomes				
Assessment Measures				
	Assessment Measure	Criterion	Attachments	
	Direct - Written Assignment	Written papers are assessed whenever they are assigned in the department. Currently, Psychology 209, 210, 340 and 455 require papers. Papers are evaluated on 6 dimensions: 1. Is the paper relevant to Psychology; 2. Does the student use proper English Style and Grammar; 3. Are the Ideas properly cited; 4. Are their conclusions supported or is there evidence of Critical Thinking; 5. Did the student follow APA style guidelines; and 6. did they complete the minimum requirements of the paper. Items 1 and 6 are simple yes no evaluations, the others are evaluated as being at the 70% or		

	better level (C level work). On each of the six areas assessed, students will perform at the 70% level or better. In addition, we strive to have a plagiarism rate below 5%.	

Goal/Objective	Faculty will consider various options for updating the introductory Undergraduate sequence to be more consistent with educational practices typical in psychology. Decisions regarding curriculum changes will be made and included in the 2018 catalog.					
Legends	SLO - Student Learnin	g Outcome/Objective (academic units);				
Standards/Outcomes						
Assessment Measures						
	Assessment Measure	Criterion	Attachments			
	Indirect - Advisory Board	Curriculum changes made in time for inclusion in the 2018 catalog.				

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Psychology Majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research of individual differences, psychometrics, personality and social processes.

Goal/Objective	Psychology Majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research of individual differences, psychometrics, personality and social processes.				
Legends	SLO - Student Le	earning Outcome/Objective (academic units);			
Standards/Outcome s					
Assessment Measures					
	Assessment Measure				
	Direct - Pre/Post Test	At each level of Undergraduate Education, several classes are tapped to provide assessment data. Each professor selects about five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each question, professors report the number of students			

		answered the questions, the those who an will perform a assessment.	item. For those number of stu- swered at the 7 t the 70% or C That is to say,	e item and the number of students v e items that are short answer or ess idents who correctly answer is deter 70% (C level) or better of correctnes level summed across all items sele the proportion of correctly answered valent to 7/10 or better.	ay type mined by s. Students cted for this
Assessment Findings					
	Assessmen t Measure	Criterion	Summary	Attachments of the Assessments	Improvemen t Narratives
	Direct - Pre/Post Test	Has the criterion At each level of Undergraduat e Education, several classes are tapped to provide assessment data. Each professor selects about five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each question, professors report the number of students who attempted to answer the	This Criterion was met at all three levels and overall. For Psychology Majors in 200 level classes, 10 items were used for assessment , with 566 attempts, 432 were correct for 76.3% correct responding. For Psychology Majors in 300 level classes, 18 items were used for assessment , with 730 attempts, 609 were correct, for 83.4% correct responding. For Psychology Majors in 300 level classes, 18 items were used for assessment , with 730 attempts, 609 were correct, for 83.4% correct responding. For Psychology Majors in 400 level classes, 17 items were used for	Report_2016_ind_dif_Social.doc x	- Assessment Process: Results Discussed / Shared: The Unit is pleased with these assessment findings and is hoping to see continued improvement in the area. We will discuss whether to increase the criterion of success by 2 to 4 percentage points. If we see continued success in this area in the next pass, a criterion increase may be indicated.

	item and the	assessment	
	number of	, with 590	
	students who	attempts,	
	correctly	438 were	
	answered the	correct, for	
	item. For	74.2%	
	those items	correct	
	that are short	responding.	
	answer or	Thus there	
	essay type	were 45	
	questions, the	items, and	
	number of	1,961	
	students who	attempts.	
	correctly	1,602 were	
	answer is	correct for	
	determined by	an overall	
	those who	81.7%	
	answered at	correct	
	the 70% (C	response	
	level) or better	rate.	
	of	Tate.	
	correctness.		
	Students will		
	perform at the		
	70% or C		
	level summed		
	across all		
	items selected		
	for this		
	assessment.		
	That is to say,		
	the proportion		
	of correctly		
	answered		
	items to		
	answered		
	items will be		
	equivalent to		
	7/10 or better.		
	been met yet?		
11	Met		

Assessment List Findings for the Assessment Measure level for Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal/Objective	Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcom es	
Assessment Measures	

Assessme Measure	nt Criterion			
Direct - Pre/Post Te	st provide asse from their co Psychology Psychology assessments who attempt answered th questions, th who answere perform at th assessments	essment data. E burse examination has 200, 300 a Majors. We color s. For each que ed to answer the e item. For tho he number of st ed at the 70% (he 70% or C lev . That is to say	uate Education, several classes are ta Each professor selects about five test ions for inclusion in the semester's eva- ind 400 level courses that students tal- llect data only on psychology majors fa- estion, professors report the number of the item and the number of students w se items that are short answer or essa tudents who correctly answer is detern (C level) or better of correctness. Stud- vel summed across all items selected , the proportion of correctly answered ivalent to 7/10 or better.	questions aluations. (e as or these of students ho correctly ay type nined by those lents will for this
Assessment Findings Assessment	Criterion	Summary	Attachments of the	Improveme
t Measure			Assessments	nt Narratives
Direct - Pre/Post Test	Has the criterion At each level of Undergraduat e Education, several classes are tapped to provide assessment data. Each professor selects about five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We	For Psychology Majors in 200 level classes, 10 items were used for assessmen t, with 590 attempts, 438were correct, for 74.2% correct responding. For Psychology Majors in 300 level classes, 14 items were used for assessmen t, with 413 attempts, 326 were correct, for 78.9% correct responding.	Report_2016Major_perpectives.do cx	- Assessment Process: Results Discussed / Shared: The Unit is pleased with these assessment findings and is hoping to see continued improvement in the area. We will discuss whether to increase the criterion of success by 2 to 4 percentage points. If we see continued success in this area in the next

			10
	psychology	Majors in	increase
	majors for	400 level	may be
	these	classes, 20	indicated.
	assessments.	items were	
	For each	used for	
	question,	assessmen	
	professors	t, with 795	
	report the	attempts,	
	number of	624 were	
	students who	correct, for	
	attempted to	78.5%	
	answer the	correct	
	item and the	responding.	
	number of	Overall, 44	
	students who	items were	
	correctly	used for	
	answered the	assessmen	
	item. For	t, with	
	those items	1,798	
	that are short	attempts,	
	answer or	1,388 were	
	essay type	correct, for 77.2%	
	questions, the number of	correct	
	students who	responding.	
	correctly	responding.	
	answer is		
	determined		
	by those who		
	answered at		
	the 70% (C		
	level) or		
	better of		
	correctness.		
	Students will		
	perform at the		
	70% or C		
	level summed		
	across all		
	items		
	selected for		
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	assessment.		
	That is to say,		
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	of correctly		
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	7/10 or better.		
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	Met		
	mot		

Assessment List Findings for the Assessment Measure level for Psychology majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research in the developmental area of psychology

Goal/Objective		Psychology majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research in the developmental area of psychology.				
Legends	SLO - Student I	_earning Outcom	e/Objective (ad	cademic units);		
Standards/Outcome s						
Assessment Measures						
	Assessment Measure	Criterion				
Assessment Findings	Direct - Pre/Post Test	provide asses course exami has 200, 300 We collect da the 5 question answer the ite For those iter students who 70% (C level) level summed	essment data. E inations for incl and 400 level ita only on psyc ms, professors em and the nur ns that are sho correctly answ or better of co d across all iten correctly answ	ate Education, several classes are a ach professor selects five test quest usion in the semester's evaluations, courses that students take as Psych chology majors for these assessmen report the number of students who a nber of students who correctly answ rt answer or essay type questions, the ver is determined by those who answ rrectness. Students will perform at the ns selected for this assessment. The ered items to answered items will be	tions from their Psychology hology Majors. hts. For each of attempted to vered the item. the number of wered at the he 70% or C at is to say, the	
Findings	Assessmen t Measure	Criterion	Summary	Attachments of the Assessments	Improvemen t Narratives	
	Direct - Pre/Post Test	Has the criterion At each level of Undergraduat e Education, several classes are tapped to provide assessment data. Each professor selects five test questions from their	For Psychology Majors in 200 level classes, 10 items were used for assessment , with 667 attempts, 490 were correct, for 73.5% correct responding.	Report_2016_developmental.do cx	- Assessment Process: Results Discussed / Shared: The Unit is pleased with these assessment findings and is hoping to see continued improvement in the area.	

the 300 level increase the criterion of success by 2 used for has 200, 300 and 400 level increase the criterion of success by 2 to 4 has 200, 300 and 400 level isterno of success by 2 to 4 used for and 400 level courses that students take 287 were courses that students take 287 were courses correct, for majors for majors for psychology see contrued sases, a correct majors for unsers 73.6% the next pass, a criterion increase may be indicated. For each of questions, used for answer the attempta, students who correct, for responding. see seesement assessment report the assessment report the attempta, students who correct, for responding. students who correctly 280 were correct, for assessment report the attempta, students who correct for answer the item. For assessment that are short answer the item. For assessment those lens attempts, students who correctly students who correctly correct responding. correct for answer the item. For assessment those wora answer the students who correct for answer the item swere assessment the 77.5% students who correctly correct responding. correct for answer the item. For assessment that are short answer the students who correct for answer the students who correct is determined by those who answered atternot students who correct is determined by those who answered atternot students who correct ass. students who correctly correct students who correct is determined by those who answered atternot students who correct is determined by correct the of correct thes correct t			
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70% or C			
level summed			
across all			
items selected			
for this			
assessment.			
That is to say,	That is to say,		

the proportion of correctly answered items to answered items will be equivalent to 7/10 or better been met yet? Met	

Assessment List Findings for the Assessment Measure level for Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal/Objective	Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.				
Legends	SLO - Student Lea	arning Outcome/Objective (academic units);			
Standards/Outcome s					
Assessment Measures					
	Assessment Measure	Criterion			
	Direct - Written Assignment	Written papers are assessed whenever they are assigned in the department. Currently, Psychology 209, 210, 340 and 455 require papers. Papers are evaluated on 6 dimensions: 1. Is the paper relevant to Psychology; 2. Does the student use proper English Style and Grammar; 3. Are the Ideas properly cited; 4. Are their conclusions supported or is there evidence of Critical Thinking; 5. Did the student follow APA style guidelines; and 6. did they complete the minimum requirements of the paper. Items 1 and 6 are simple yes no evaluations, the others are evaluated as being at the 70% or better level (C level work). On each of the six areas assessed, students will perform at the 70% level or better.			
	Direct - Pre/Post Test	At each level of Undergraduate Education, several classes are tapped to provide assessment data. Each professor selects five test questions from their course examinations for inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each of the 5 questions, professors report the number of students who attempted to answer the item, and the number of students who correctly answered the item. For those items that are short answer or essay type questions, the number of students who correctly answered at the 70% (C level) or better of correctness. Students will perform at the 70% or C level summed across all items selected for this assessment. That is to say, the proportion of correctly answered items to answered items will be equivalent to 7/10 or better.			
Assessment					

Assessmen	Criterion	Summary	Attachments of the	Improvemen
Measure			Assessments	t Narratives
Direct -	Has the	At the 200	Report_2016Critical_thinking.do	- Assessment
Written	criterion	level,	сх	Process:
Assignment	Written	students were able		Continuous
	papers are assessed			monitoring: We will
	whenever	to adequately		continue to
	they are	support		monitor
	assigned in	their		student
	the	conclusions		performance
	department.	in 57.5% of		and to
	Currently,	the cases.		assess this
	Psychology	At the 400		aspect of
	209, 210, 340	level,		student
	and 455	students		writing.
	require	were able		Professors
	papers.	to		will be
	Papers are	adequately		encouraged
	evaluated on	support		to include
	6 dimensions:	their conclusions		more critical
	 Is the paper relevant to 	in 78.6% of		thinking assessments
	Psychology;	the cases.		into their
	2. Does the	Overall, that		courses, to
	student use	is a		see if we can
	proper English	performanc		improve this
	Style and	e at the		aspect of our
	Grammar; 3.	62.1%		assessment.
	Are the Ideas	level.		
	properly cited;	However, it		
	4. Are their	is a good		
	conclusions	sign that		
	supported or is there	the success rate is so		
	evidence of	much		
	Critical	higher at		
	Thinking; 5.	the 400		
	Did the	leve and		
	student follow	indicates		
	APA style	that they		
	guidelines;	are learning		
	and 6. did	to think		
	they complete	critically.		
	the minimum			
	requirements			
	of the paper.			
	Items 1 and 6			
	are simple yes no			
	evaluations,			
	the others are			
	evaluated as			
	being at the			
	70% or better			

·			
	level (C level		
	work). On		
	each of the six		
	areas		
	assessed,		
	students will		
	perform at the		
	70% level or		
	better. been		
	met yet?		
	Not met		
Direct -	Has the	For	- Assessment
Pre/Post	criterion At	Psychology	Process:
Test	each level of	Majors in	Results
	Undergraduat	200 level	Discussed /
	e Education,	classes, 13	Shared: The
	several	items were	Unit is
	classes are	used for	pleased with
	tapped to	assessment	these
	provide	, with 808	assessment
	assessment	attempts,	findings and
	data. Each	623 were	is hoping to
	professor	correct, for	see
	, selects five	77.1%	continued
	test questions	correct	improvement
	from their	responding.	in the area.
	course	For	We will
	examinations	Psychology	discuss
	for inclusion in	Majors in	whether to
	the	300 level	increase the
	semester's	classes, 11	criterion of
	evaluations.	items were	success by 2
	Psychology	used for	to 4
	has 200, 300	assessment	percentage
	and 400 level	, with 349	points. If we
	courses that	attempts,	see
	students take	304 were	continued
	as Psychology	correct, for	success in
	Majors. We	87.1%	this area in
	collect data	correct	the next
	only on	responding.	pass, a
	psychology	For	criterion
	majors for	Psychology	increase may
	these	Majors in	be indicated.
	assessments.	400 level	
	For each of	classes, 18	
	the 5	items were	
	questions,	used for	
	professors	assessment	
	report the	, with 557	
	number of	attempts,	
	students who	389 were	
	attempted to	correct, for	
	answer the	69.8%	
	item, and the	correct	
	number of	responding.	

	<u></u>	
students who	This meets	
correctly	the criterion	
answered the	within	
item. For	rounding	
those items	error.	
that are short	Overall, 42	
answer or	items were	
essay type	used for	
questions, the	assessment	
number of	, with 1,714	
students who	attempts,	
correctly	1,316 were	
answer is	correct, for	
determined by	76.8%	
those who	correct	
answered at	responding.	
the 70% (C	1	
level) or better		
of		
correctness.		
Students will		
perform at the		
70% or C		
level summed		
across all		
items selected		
for this		
assessment.		
That is to say,		
the proportion		
of correctly		
answered		
items to		
answered		
items will be		
equivalent to		
7/10 or better.		
been met yet?		
Met		

Assessment List Findings for the Assessment Measure level for Undergraduates will learn to write in accordance with the standards in the field of Psychology: Learning to use APA style correctly and effectively.

Goal/Objective	Undergraduates will learn to write in accordance with the standards in the field of Psychology: Learning to use APA style correctly and effectively.
Legends	
Standards/Outcomes	
Assessment Measures	

	Assessment Measure	Criterion				
	Direct - Written Assignment	Written papers are assessed whenever they are assigned in the department. Currently, Psychology 209, 210, 340 and 455 require papers. Papers are evaluated on 6 dimensions: 1. Is the paper relevant to Psychology; 2. Does the student use proper English Style and Grammar; 3. Are the Ideas properly cited; 4. Are their conclusions supported or is there evidence of Critical Thinking; 5. Did the student follow APA style guidelines; and 6. did they complete the minimum requirements of the paper. Items 1 and 6 are simple yes no evaluations, the others are evaluated as being at the 70% or better level (C level work). On each of the six areas assessed, students will perform at the 70% level or better. In addition, we strive to have a plagiarism rate below 5%.				
Assessment Findings						
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
	Direct - Written Assignment	Has the criterion Written papers are assessed whenever they are assigned in the department. Currently, Psychology 209, 210, 340 and 455 require papers. Papers are evaluated on 6 dimensions: 1. Is the paper relevant to Psychology; 2. Does the student use proper English Style and Grammar; 3. Are the Ideas properly cited; 4. Are their conclusions supported or is there evidence of Critical Thinking; 5. Did the student follow APA style guidelines; and 6. did they complete the minimum requirements of the paper. Items 1 and 6 are simple yes no	This year, 209 and 210 courses provided assessment data for this learning objective at the 200 level. At this level, criterion was met for Relevance to Psychology, 86.3%; for English Style and Grammar, 71.6% and for papers meeting the minimum requirements, 80.3%. But Proper Citations at 61.2%; Supporting Conclusions at 57.5% and correct use of APA style at 60.5% did not meet criterion at the 200 level. No assessments were provided at the 300 level. At the 400 level, one section of 435 and two sections of 455 (one from summer session) provided		- Assessment Process: Continuous monitoring: We will continue to monitor the writing of papers by our students. it is our plan to look at our curriculum and evaluate where the APA style is being covered. We will then use that information to guide our decisions regarding curricuclar changes.	

evaluations, the others are evaluated as being at the 70% or better level (C level work). On each of the six areas assessed, students will perform at the 70% level or better. In addition, we strive to have a plagiarism rate below 5%, been	data for this assessment. At this level, criterion was met for Relevance to Psychology, 94.0%; for English Style and Grammar, 84.5%; Proper Citations at 76.2%; Supporting Conclusions at 78.6% and for papers meeting the minimum requirements,	
met yet? Not met	79.8%. But Correct Use of APA style at 67.9% did not meet criterion. However, with only 5 instances of plagiarism out of 383 papers, we are making progress in this area.	

Assessment List Findings for the Assessment Measure level for Faculty will consider various options for updating the introductory Undergraduate sequence to be more consistent with educational practices typical in psychology. Decisions regarding curriculum changes will be made and included in the 2018 catalog.

Goal/Objective	Faculty will consider various options for updating the introductory Undergraduate sequence to be more consistent with educational practices typical in psychology. Decisions regarding curriculum changes will be made and included in the 2018 catalog.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures					
	Assessment I	Measure	Criterion		
	Indirect - Advisory Board Curriculum changes made in time for inclusion in the 2018 catalo			in the 2018 catalog.	
		·			
Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Indirect - Advisory Board	Has the criterion Curriculum	Members of the Undergraduate Curriculum Committee		- Curricular Change : We will continue to examine our

changes made in	voted to approve changing the PSYC	curriculum and to strive to create a
time for	209/210 introductory	more meaningful
inclusion in	course sequence to	set of course
the 2018	PSYC 211/212;	offerings consonant
catalog.	however, per the	with current trends
been met	recommendation of the	in psychology and
yet?	Department Head, we	with student need
Met	are delaying the	and interests. In
	submission of this	particular, we will
	request until FA18. This	examine how to
	means that the	best serve our
	changes, if approved,	students who
	would not take effect	transfer from a
	until FA19. We also	junior college.
	voted to approve other	
	curriculum/course	
	changes that we are	
	planning to submit	
	requests for this	
	semester. In terms of	
	curriculum changes, ENGL 359 is our current	
	General Education	
	requirement for a Core	
	Communications	
	course. We are	
	requesting to replace	
	this requirement with	
	any approved Core	
	Communications course	
	(i.e., CMCN 100, 101,	
	212, 202, 203, 302, 310;	
	ENGL 360, 365; THEA	
	261), but we want to	
	suggest that students	
	take ENGL 365	
	(Technical Writing) or	
	CMCN 310 (Public	
	Speaking). We are also	
	proposing the addition of a Pre-Med	
	Concentration option for	
	Psychology Majors. In	
	terms of course	
	changes, we are	
	changing footnotes for	
	PSYC 110, 310, 315,	
	321, and 400 regarding	
	prerequisites and	
	restrictions. We are	
	replacing specific	
	course requirements	
	with number of PSYC	
	credits necessary to	
	enroll. To align the	

PSYC 110 restrictions	
with the other	
introductory PSYC	
courses, we will be	
adding that a student	
cannot receive credit for	
more than one of the	
following courses:	
PSYC 110, PSYC 115,	
or PSYC 210. PSYC	
400 will now have the	
restriction of a grade of	
"C" or better in 15 hours	
of PSYC and a grade of	
"C" or better in PSYC	
315. We are also	
proposing to change the	
title of PSYC 110 from	
"Introduction to	
Psychology" to	
"Introduction to	
Psychology (for Non-	
Majors)". We will also	
change the title of PSYC	
115 from "Honors	
Introduction to	
Psychology" to "Honors Introduction to	
Psychology (for Non-	
Majors)" and will be	
adding a new course,	
PSYC 215, with a	
maximum of 20 Honors	
Psychology majors and	
the title "Honors General	
Psychology I" to reflect	
its equivalency to PSYC	
209. We will also be	
changing PSYC 313 to	
PSYC 255, in part to	
offer another 200-level	
course to non-majors	
and in part to be	
consistent with the	
many Junior College	
transfer credits we see	
for this course. We	
selected 255 to be	
analogous to our	
Developmental	
Psychology, PSYC 455,	
which covers similar	
content at a more	
intensive level.	

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate. Distributed via email (selected) Presented formally at staff / department / committee meetings (selected) Discussed informally (selected) Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle) Periodically (2-4 times per cycle) (selected) Once per cycle Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply. Department Head (selected) Dean / Asst. or Assoc. Dean (selected) Departmental assessment committee (selected) Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

We are using the assessment results along with faculty insights to try to bring the program forward to address 21st century concerns. Assessment is one tool we are using. We are also using a variety of curriculum tools, including curriculum maps and collaborative development of teaching tools. We are particularly concerned that our online offerings are held to the same high standards we have for our face-to-face classes. We are also concerned that our transfer students from junior colleges are getting the same level of training for understanding psychological science as are the students who begin with us as freshmen. This will be one focus of our up coming assessment efforts.

5) What has the unit learned from the current assessment cycle?

We believe we are maintaining a high level of instruction while moving forward with some new teaching technology and increasing student engagement. We are finding more undergraduates are getting involved in research and participating in departmental activities. However, we need to continue to improve our student's writing and their ability to think critically. We are looking carefully at both curricular and extracurricular techniques for improving these student outcomes. While we do not intend to change much of how we are teaching what we are teaching, we believe we do not need to continue to assess the content areas as intensely as we have been. We seem to be reliably teaching students so they are able to learn the material. But understanding how to use that knowledge and how to evaluate new information is something that we feel we must continue to examine, and to utilize assessment tools as a means to those ends.

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)