

2017-2018 Assessment Cycle COLA_Psychology MS

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The Department of Psychology at the University of Louisiana at Lafayette strives to promote the study of psychology as a science, as a profession, and as a means of promoting human welfare. To that end, a two year Master's Program is offered in General Experimental Psychology. After obtaining their degree, students are expected to pursue the doctorate at other universities. Students are required to do research under the supervision of a faculty member throughout their graduate training. Students may elect to complete 500 hours of supervised field practicum. All students are expected to learn to read, understand and critically analyze current research.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

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

Assessment List

Goal/Objective	Students will understand the basic principles of the science of psychology. Students completing the degree are expected to demonstrate an understanding of the general principles of the science of psychology including historical and current trends in the field, conceptual and philosophical issues in psychology, research and design principles, ethical standards in psychology, and psychological influence on behavior.											
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Goal/Objective	Possess the skills necessary to conduct research. Students completing the degree are expected to be able to conduct independent psychological research related to their chosen field of study.
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	Direct - Thesis	Each student completing a thesis has a thesis proposal meeting with their committee in order to review the hypotheses, their research design, their literature review and their plan for data analysis. Students prepare a formal oral presentation for the committee, and provide a written proposal to their committee. Each of these is evaluated on a three point scale, 0 = Unsatisfactory; 1 = Satisfactory; 2 = Exemplary. Students must successfully pass their proposal review before submitting their research proposal to the IRB. Goal is to maintain high achievement, with a mean rating across all students above 1.0, and no student receiving an average rating below 1.0.	

Goal/Objective	Students must demonstrate ethical research practices. Students are expected to gain competency in implementing ethical research practices.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
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Goal/Objective	Students seeking a career in applied psychology - Students will demonstrate the implementation of ethical and competent psychological services in the community. Students are expected to implement ethical and competent psychological services within the community.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
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	Direct - Internship Evaluation	Review of supervisor evaluations from Psy 595 Field Practicum. All students completing their Applied Field Practicum are evaluated. Psy 595 Field Practicum supervisor ratings are taken at the end of each semester of each year, and is usually taken during the last year. Ratings are taken by on-site practicum supervisors independent of the Psychology Department. Students are rated across 9 areas of functioning as Mental Health Service Providers (Ethics, Establishing and Maintaining Therapeutic Relationships, Mastery of Counseling Techniques, Facilitate Client Awareness of Needs and Goal Setting, Testing and Assessment Competence, Staffing Competence, Termination or Referral of Clients, Integrating Theory with Practice; Personal Identification with Professional Role. Each of these areas is rated on a 5 point scale (1= inadequate or D level work; 2 = below average or C level work; 3 = Average work or typically acceptable or B level work; 4 = Above average or low A level work; 5 = Superior Performance or high A level work). Target is to have a Grand Mean Rating (across all areas and all students) of 3.0 or better, with no individual student's mean rating below 3.0.	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

We have strategies to measure four areas of outcomes (see above), including Comprehensive Exams, research-based thesis, NIH training course for research ethics, and internship evaluation. Each area taps into a specific aspect of student training. Collectively, the strategies are designed to facilitate student career development.

The department expects students to develop knowledge of research method, classic theories of psychology and ethnic standards and understand the application of the knowledge in the real world.

We collect data on each of the following three areas: Comprehensive Exams, research-based thesis, and internship evaluation. The evaluation of Comprehensive Exams is completed by three faculty readers independently. The evaluation of thesis proposal and defense is completed by each of the thesis committee members independently. The internship evaluation is completed by the Field Practicum supervisors who supervise students' internship. Data on the students who have successfully completed the NIH online ethic training are also kept on record.

The data are shared among faculty via Faculty Moodle page and housed on Moodle page as well as the secure departmental shared folders. No other personnel could access the data.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students will understand the basic principles of the science of psychology. Students completing the degree are expected to demonstrate an understanding of the general principles of the science of psychology including historical and current trends in the field, conceptual and philosophical issues in psychology, research and design principles, ethical standards in psychology, and psychological influence on behavior.

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			<p>achieved. This year used the same point-based scoring system as last year to evaluate Comprehensive exam performance: 1 = Fail with substantially poor performance; 2 = Fail; 3 = Pass; 4 = Pass with above average performance; 5 = Pass with exemplary performance. Thus, in order to pass the Comprehensive exam, a student must earn an average of 3 or higher across raters for each of the 3 questions. Student's initial scores averaged 3.80 across all of the 3 questions and ranged from 3.41-4.28 for individual questions. Following the revision process, student's scores averaged 3.90 across all 3 questions and ranged from 3.57 to 4.28 for individual questions. Per Departmental Policy, the student who did not pass the requirements with the revisions was asked to leave the program.</p>		
	Direct - Writing Exam	Has the criterion As an alternative to completing the Quantitative Psychology (PSYC 515/513) and Ethics and Standards in Psychology (PSYC	This policy was implemented for the 2017-2018 cohort and students completing the 2017 comprehensive exams were not eligible for the		

		<p>510) questions, students may elect to earn credit for these questions by demonstrating mastery of subject content by alternative means. Specifically, students may earn credit for the Quantitative Psychology question by successfully defending their thesis proposal, with the inclusion of a proposed analytical strategy section. Students may earn credit for the Ethics and Standards in Psychology question by successfully submitting an IRB/DRB proposal. This is a newly implemented policy and evaluation of the alternative comprehensive exam option is currently ongoing. been met yet?</p>	<p>alternative comprehensive exam option. Data will be provided on this assessment measure in the 2018-2019 assessment cycle report.</p>		
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Assessment List Findings for the Assessment Measure level for Possess the skills necessary to conduct research. Students completing the degree are expected to be able to conduct independent psychological research related to their chosen field of study.

Goal/Objective	Possess the skills necessary to conduct research. Students completing the degree are expected to be able to conduct independent psychological research related to their chosen field of study.
Legends	SLO - Student Learning Outcome/Objective (academic units);
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Assessment List Findings for the Assessment Measure level for Students must demonstrate ethical research practices. Students are expected to gain competency in implementing ethical research practices.

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Assessment Measures	<table border="1"> <thead> <tr> <th data-bbox="375 1104 605 1178">Assessment Measure</th> <th colspan="4" data-bbox="605 1104 1531 1178">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1178 605 1707">Direct - Internship Evaluation</td> <td colspan="4" data-bbox="605 1178 1531 1707">Review of supervisor evaluations from Psy 595 Field Practicum. All students completing their Applied Field Practicum are evaluated. Psy 595 Field Practicum supervisor ratings are taken at the end of each semester of each year, and is usually taken during the last year. Ratings are taken by on-site practicum supervisors independent of the Psychology Department. Students are rated across 9 areas of functioning as Mental Health Service Providers (Ethics, Establishing and Maintaining Therapeutic Relationships, Mastery of Counseling Techniques, Facilitate Client Awareness of Needs and Goal Setting, Testing and Assessment Competence, Staffing Competence, Termination or Referral of Clients, Integrating Theory with Practice; Personal Identification with Professional Role. Each of these areas is rated on a 5 point scale (1= inadequate or D level work; 2 = below average or C level work; 3 = Average work or typically acceptable or B level work; 4 = Above average or low A level work; 5 = Superior Performance or high A level work). Target is to have a Grand Mean Rating (across all areas and all students) of 3.0 or better, with no individual student's mean rating below 3.0.</td> </tr> </tbody> </table>					Assessment Measure	Criterion				Direct - Internship Evaluation	Review of supervisor evaluations from Psy 595 Field Practicum. All students completing their Applied Field Practicum are evaluated. Psy 595 Field Practicum supervisor ratings are taken at the end of each semester of each year, and is usually taken during the last year. Ratings are taken by on-site practicum supervisors independent of the Psychology Department. Students are rated across 9 areas of functioning as Mental Health Service Providers (Ethics, Establishing and Maintaining Therapeutic Relationships, Mastery of Counseling Techniques, Facilitate Client Awareness of Needs and Goal Setting, Testing and Assessment Competence, Staffing Competence, Termination or Referral of Clients, Integrating Theory with Practice; Personal Identification with Professional Role. Each of these areas is rated on a 5 point scale (1= inadequate or D level work; 2 = below average or C level work; 3 = Average work or typically acceptable or B level work; 4 = Above average or low A level work; 5 = Superior Performance or high A level work). Target is to have a Grand Mean Rating (across all areas and all students) of 3.0 or better, with no individual student's mean rating below 3.0.			
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

Assessment results were primarily shared on the Faculty Moodle page and all faculty were invited to suggest action plans. Because we were engaged in the process of continued revision of the program, the interest in the results of assessment was high. The faculty responded with numerous action plans for the graduate program and contributed substantially to continued improvements and refinements to existing action plans. The faculty are very interested in supporting the students and improving the program.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

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

Departmental assessment committee (selected)

Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Faculty Communication via progress checklists: We have continued to experiment with various tracking forms. While we have checklists, there does not seem to be clear increases in faculty communication. Not all the action plans we make in the graduate programs have a direct link to the assessments we are collecting, so there is no clear measure of the effectiveness of the plan, as it is more about the faculty being effective than about the students doing a better job.

Change the name of the preliminary exam. This has been fully implemented during the past two years and there are very few continuing references to a preliminary exam. Not all the action plans we make in the graduate programs have a direct link to the assessments we are collecting, so there is no clear measure of the effectiveness of the plan, as it is more about the faculty being effective than about the students doing a better job.

Review and modify the evaluation of Comprehensive Examinations to provide a more sensitive measure of student performance. The implementation of this Action Plan has continued to improve and the communication regarding the scoring was made clearer to graders. Specifically, a formal rating rubric was developed with specific and detailed descriptions of scoring metrics.

Revise the Comprehensive Examination to be in line with new curriculum: This action plan was fully implemented in the Fall of 2016 and the Fall of 2017 consecutively. We successfully changed the grading scale to a 5 point scale ranging from 1-5, which allowed for a higher ceiling than a simple pass/fail account we previously utilized. This allowed us to continue to look at improving the program. We are continuing to modify the implementation of the plan as we see how the students are fairing under the new rubrics. Based on the preliminary data from last two circles, we have seen an increase in the average rating from 3.54 in 2016-2017 circle to 3.80 in 2017-2018 circle. We are still collecting preliminary data which will be continually evaluated during the next academic year.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Given that our unit has been functioning at a very high level, our focus has been on revising the program to be more consonant with similar programs across the country. We have been successful in placing students into doctoral programs. So for now, we are on track and pretty much at ceiling. We will, in the next cycle, begin to implement other sorts of assessments that would provide an area of growth.

Attachments (optional)

Upload any documents which support the program / department assessment process.