

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Psychology BS

As of: 11/22/2016 09:33 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

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.

Goals

G 1: Goal 1: Knowledge Base of Psychology

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

G 2: Goal 2: Research Methods in Psychology

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation

G 3: Goal 3: Critical Thinking Skills in Psychology

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.

G 4: Goal 4: Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

G 5: Goal 5: Values in Psychology

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Probabalistic Science

Students will understand that Psychology is a probabilistic science at all levels of instruction.

Related Measures

M 1: Probabalistic Science Items

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.

Source of Evidence: Academic direct measure of learning - other

Target:

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.

Finding (2015-2016) - Target: Not Reported This Cycle

This area was not selected for assessment in this cycle.

Related Action Plans (by Established cycle, then alpha):

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:** Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**

Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**

Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

Seek additional faculty to improve faculty-student contact

In those courses where faculty are teaching large sections of courses, we often see a decline in student performance on a variety of things we assess. Particularly difficult are the assessments that are associated with the understanding of psychological science methods and interpretations. These areas seem to require a greater level of interaction between professor and student, and such is not possible in sections of 80 or more students.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Probabalistic Science Items | **Outcome/Objective:** Probabalistic Science

Implementation Description: Department head will begin the process to seek additional faculty lines so that we might be better able to serve not only our 599 majors, but also all the Psychology minors and those in service courses. Current Faculty will support this endeavor by providing information about service shortages reported by advisees and students.

Projected Completion Date: 05/2018

Responsible Person/Group: Department Head, Cheryl Lynch and Undergraduate Curriculum Coordinator, Rick Perkins will spearhead this endeavor.

Additional Resources: We would need a commitment from administration to support the growth in the faculty, and money added to the budget to support the hiring of additional faculty. Budgetary amounts are an estimate and may be revised in the future.

Budget Amount Requested: \$60,000.00 (recurring)

SLO 2: Research Design

Students will demonstrate understanding of the different research designs and associated statistical analyses used in psychology after having completed Psychology 315, Experimental Psychology.

Related Measures

M 2: Research Design Items

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.

Source of Evidence: Academic direct measure of learning - other

Connected Document

[Report of Assessment items for the 2015-16 Cycle. Psychology BS program](#)

Target:

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.

Finding (2015-2016) - Target: Met

This area was selected for assessment in this cycle. Specifically, we examined students understanding of different research methods used in psychology. Across all levels, 27 items were used to assess knowledge, with a grand total of 1,332 attempts with 994 correct attempts for a grand total of 74.6% correct responding to assessment items.

For the 200 level classes, several sections of Psyc 209 responded to 11 items. There were 766 attempts, of which 582 were correct giving the 200 level classes a total of 76.0% correct responding.

For the 300 level classes, several sections of Psyc 312 and a double section of Psy 340 responded to ten items. There were 191 attempts, of which 176 were correct giving the 300 level classes a total of 92.1% correct responding.

For the 400 level classes, sections of Psyc 435 and Psyc 455 responded to ten items. There were 375 attempts, of which 236 were correct giving the 400 level classes a total of 62.9% correct responding.

Overall, the target was met, but with some weakness at the 400 level. In particular, there were 2 items of the 10 that students found particularly challenging, and performance may have had more to do with the form of the questions than their actual understandings.

Related Action Plans (by Established cycle, then alpha):

Develop specific teaching points for required courses regarding research methods.

It is the recommendation of the Assessment subcommittee that the Undergraduate Curriculum Committee meet to review these findings and to develop specific content knowledge for instructors to review in the context of their regular class instruction.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Research Design Items | **Outcome/Objective:** Research Design

Implementation Description: Specific Teaching points for required course work.

Projected Completion Date: 12/2013

Responsible Person/Group: Undergraduate Curriculum Committee.

Additional Resources: none

Increased coverage of Research Design in lecture

Faculty will increase lecture and testing on concepts related to the design of studies, including the following concepts: operational definitions, independent variables, random assignment, control procedures (such as placebo groups), and basic understanding of the purpose of factor analysis and other advanced statistical methods. This is an ongoing action plan and as such will have no completion date.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Research Design Items | **Outcome/Objective:** Research Design

Implementation Description: Plan is mandated from the Undergraduate Curriculum Committee to the undergraduate teaching faculty via the Department head

Responsible Person/Group: Undergraduate Curriculum Committee

Additional Resources: none

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:** Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**

Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**

Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

SLO 3: Interpret Statistics

Students will be able to understand and interpret basic statistics used in Psychology after they have successfully passed Psychology 315, Experimental Psychology.

Related Measures

M 3: Interpret Statistics Items

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.

Source of Evidence: Academic direct measure of learning - other

Target:

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.

Finding (2015-2016) - Target: Not Reported This Cycle

This area was not selected for assessment in this cycle.

Related Action Plans (by Established cycle, then alpha):

Explicit teaching focus on interpretation of Statistics

Faculty will increase lecture and testing on the understanding and interpretation of basic statistics, including t-tests, F-tests, correlation coefficients, alpha levels standard deviations, and basic assumptions of statistics. This is an ongoing activity and would have no completion date

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Interpret Statistics Items | **Outcome/Objective:** Interpret Statistics

Implementation Description: A mandate to the undergraduate teaching faculty would come from the Undergraduate Curriculum Committee via the Department Head.

Responsible Person/Group: Undergraduate Curriculum Committee

Additional Resources: None

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:** Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |
Outcome/Objective: Understanding Perspectives in Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:** Probabilistic Science

Measure: Psychological Values and Ethics |
Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:** Knowledge of Individual Differences and Social

Measure: Research Design Items | **Outcome/Objective:** Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

SLO 4: Knowledge of Cognition and Learning

Psychology majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research in the learning and cognition areas of psychology.

Related Measures

M 4: Learning items

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.

Source of Evidence: Academic direct measure of learning - other

Connected Document

[Report of Assessment items for the 2015-16 Cycle, Psychology BS program](#)

Target:

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.

Finding (2015-2016) - Target: Met

This area was selected for assessment in this cycle. Across all levels, 32 items were used to assess knowledge, with a grand total of 1,324 attempts with 1,

029 correct attempts for a grand total of 77.7% correct responding to assessment items.

For the 200 level classes, several sections of Psyc 209 responded to seven items. There were 433 attempts, of which 333 were correct giving the 200 level classes a total of 76.9% correct responding.

For the 300 level classes, several sections of Psyc 312 and a double section of Psy 340 responded to ten items. There were 410 attempts, of which 295 were correct giving the 300 level classes a total of 72.0% correct responding.

For the 400 level classes, sections of Psyc 435, Psyc 445 and Psyc 455 responded to 15 items. There were 481 attempts, of which 401 were correct giving the 400 level classes a total of 83.4% correct responding.

Related Action Plans (by Established cycle, then alpha):

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:** Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**

Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**

Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

Psychology majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research in the individual differences, psychometrics, personality, and social processes areas of psychology.

Related Measures

M 5: Psychometric/social items

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.

Source of Evidence: Academic direct measure of learning - other

Target:

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.

Finding (2015-2016) - Target: Not Reported This Cycle

This area was not selected for assessment in this cycle.

Related Action Plans (by Established cycle, then alpha):

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:** Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**

Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**

Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

SLO 6: Knowledge of Biological Basis

Psychology majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research in the biological bases of behavior and mental processes area of psychology.

Related Measures

M 6: Biological Bases of Behavior Items

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.

Source of Evidence: Academic direct measure of learning - other

Connected Document

[Report of Assessment items for the 2015-16 Cycle. Psychology BS program](#)

Target:

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.

Finding (2015-2016) - Target: Met

This area was selected for assessment in this cycle. Across all levels, 55 items were used to assess knowledge, with a grand total of 2,125 attempts with 1,539 correct attempts for a grand total of 72.4% correct responding to assessment items.

For the 200 level classes, several sections of Psyc 209 and a section of Psyc 210 responded to 16 items. There were 780 attempts, of which 579 were correct giving the 200 level classes a total of 74.3% correct responding.

For the 300 level classes, several sections of Psyc 312 and a double section of Psy 330 responded to ten items. There were 464 attempts, of which 307 were correct giving the 300 level classes a total of 66.2% correct responding.

For the 400 level classes, sections of Psyc 425, Psyc 426, Psyc 435, Psyc 405 and Psyc 455 responded to 30 items. There were 881 attempts, of which 653 were correct giving the 400 level classes a total of 74.1% correct responding.

Over all the Target was met, but there was some weakness in the 300 level classes. It should be noted that these 300 level classes are large classes, each with about 80 to 90 students. It may be that such large classes are reducing the

Instructor-student contact and creating a situation in which students are not performing as well.

Related Action Plans (by Established cycle, then alpha):

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**
Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge
of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in
Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:**
Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**

Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**

Research Design

Measure: Term Papers | **Outcome/Objective:** Research and
Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

SLO 7: Knowledge of Developmental Area

Psychology majors will demonstrate knowledge and understanding representing appropriate breadth and depth in the theory and research in the developmental area of psychology.

Related Measures

M 7: Developmental Items

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.

Source of Evidence: Academic direct measure of learning - other

Target:

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.

Finding (2015-2016) - Target: Not Reported This Cycle

This area was not selected for assessment in this cycle.

Related Action Plans (by Established cycle, then alpha):

Increase number of items in assessment

The performance of the students was so close to target, and failed based on the response to only one item, that in the future we will increase the number of items and students should have no difficulty reaching criterion.

There were 18 items in the 2014 - 2015 assessments and target was met for this issue.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Developmental Items | **Outcome/Objective:** Knowledge of Developmental Area

Implementation Description: This SLO will be assessed again in the Fall of 2014, and this plan will be implemented then.

Projected Completion Date: 05/2015

Responsible Person/Group: Undergraduate Assessment Subcommittee

Additional Resources: none

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life | **Outcome/Objective:** Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in

Psychology

Measure: Probabalistic Science Items | **Outcome/Objective:** Probabalistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:** Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:** Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

Increase faculty participation in Assessment process

To develop a "test-bank" of objective assessment items that would meet the assessment objectives. Items would be developed for each SLO and tailored to each of the courses taught to majors. Faculty could then go to the test bank and select specific template items and modify them for each of their classes. It is hoped that this resource would increase the number of courses being included in assessment activities.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Developmental Items | **Outcome/Objective:** Knowledge of Developmental Area

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will begin to develop items for use in various courses. This test bank will be posted on the Faculty Moodle page.

Projected Completion Date: 12/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

SLO 8: Research and Writing Skills Using APA Style

Students will demonstrate mastery of doing library research and writing papers in Psychology using the APA style manual.

Related Measures

M 8: Term Papers

Term 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; Are their conclusions supported or is there evidence of Critical Thinking; 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).

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Report of Assessment items for the 2015-16 Cycle. Psychology BS program](#)

Target:

On each of the six areas assessed, students will perform at the 70% level or better.

Finding (2015-2016) - Target: Partially Met

For Sophomore level classes: Psyc 209, Introductory Psychology I and Psychology 210 Introductory Psychology II ; 212 papers were assessed in 2015-16 Cycle

1. Is the paper relevant to psychology? 99.1%
2. Does the paper use proper English grammar and style at or above the 70% level? 87.7%
3. Are main ideas cited at or above the 70% level? 61.8%
4. Are conclusions supported at or above the 70% level? 46.7%
5. Are citations referenced in APA Style at or above the 70% level? 71.7%
6. Is the paper word processed and printed according to your requirements? 89.2%.

Seven instances of plagiarism were identified.

For Senior Level Classes: In Psyc 455, Human Psychological Development, 35 students were assessed; and in Psych 435, Principles of Learning assessed 63 students were assessed in the 2015-16 cycle for a total of 98 papers assessed.

1. Is the paper relevant to psychology? 98.0%
2. Does the paper use proper English grammar and style at or above the 70% level? 75.0%
3. Are main ideas cited at or above the 70% level? 76.5%
4. Are conclusions supported at or above the 70% level? 66.3%
5. Are citations referenced in APA Style at or above the 70% level? 79.6%
6. Is the paper word processed and printed according to your requirements? 62.2%

Seven instances of plagiarism were identified at this level as well.

In this cycle the performance has improved with four of the six areas showing acceptable performance, but the target remains unmet. A higher rate of plagiarism was detected (3.3% at the sophomore level, and 7.1% at the senior level).

Related Action Plans (by Established cycle, then alpha):**Develop specific teaching points related to APA Style**

Develop specific teaching points for areas that students are showing deficits. Develop worksheets or activities to assist helping students learn formatting issues.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Once developed, provide all instructors with mini-lessons to be included in all psychology classes. As of 8/19/15, a power point has been posted on the faculty moodle page for all Instructors to use.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:** Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**

Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**

Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

Address shortcomings in students' writing skills

While our faculty had hoped that with a technical writing class dedicated to the social sciences (ENGL 359) that we would see marked improvements in our students abilities to organize papers and to write in a manner appropriate to the social sciences, we have not seen this result, in spite of making the class a required course in our curriculum. Further, the Instructors of the class regularly assign the students to do interviews with the faculty, requiring the Psychology Faculty to answer a number of really silly questions. Students are not learning to use APA format, and are often given information that is not consonant with the instructions in

the APA Publication Manual. Finally, they are not being trained how to research and prepare a literature review, or to learn to create and write from a detailed outline. Even our students report that the course is largely a waste of their time. We need to consider this issue and decide how we might address it.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Undergraduate Curriculum committee will meet to discuss the issue. Since we have already sought information and adjustments from the English Department, but found them largely unresponsive to our needs, we must consider alternatives to this particular requirement. Consideration of the model utilized by the Sociology Department may provide a viable alternative.

Projected Completion Date: 05/2018

Responsible Person/Group: Undergraduate program committee, Dr. Rick Perkins, Chair.

SLO 9: Applications of Psychology to Life

Students will be able to understand and apply psychological principles to personal, social, and organizational issues.

Related Measures

M 9: Applications of Psychology to Life

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.

Source of Evidence: Academic direct measure of learning - other

Connected Document

[Report of Assessment items for the 2015-16 Cycle, Psychology BS program](#)

Target:

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.

Finding (2015-2016) - Target: Met

This area was assessed, specifically looking at students ability to evaluate and interpret the conclusions derived from the research they are studying. Across all levels, 40 items were used to assess the ability to evaluate research findings, with a grand total of 1,517 attempts with 1,107 correct attempts for a grand total of 73.0% correct responding to assessment items.

For the 200 level classes, Psyc 210 and several sections of Psyc 209 responded to 12 items. There were 612 attempts, of which 468 were correct giving the 200 level classes a total of 76.5% correct responding.

For the 300 level classes, several sections of Psyc 312 and a double section of

Psy 330 responded to eight items. There were 260 attempts, of which 175 were correct giving the 300 level classes a total of 67.7% correct responding.

For the 400 level classes, sections of Psyc 425, Psych 426, Psyc 435 and Psyc 455 responded to 20 items. There were 645 attempts, of which 463 were correct giving the 400 level classes a total of 71.8% correct responding.

Overall, the target was met, but with some weakness at the 300 level classes. It should be noted that these classes are large classes, each with about 80 to 90 students. It may be that such large classes are reducing the Instructor-student contact and creating a situation in which students are not performing as well.

Related Action Plans (by Established cycle, then alpha):

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**
Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge
of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in
Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:**
Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**
Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**
Research Design

Measure: Term Papers | **Outcome/Objective:** Research and
Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

SLO 10: Ethics and Values

Students will come to understand the value of empirical evidence in making decisions, and the need to act ethically in research and practice, to respect persons and cultures and to recognize that we do not always have the answers we need or want.

Related Measures

M 10: Psychological Values and Ethics

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.

Source of Evidence: Academic direct measure of learning - other

Target:

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.

Finding (2015-2016) - Target: Not Reported This Cycle

This area was not selected for assessment in this cycle.

Related Action Plans (by Established cycle, then alpha):

Explicit Focus on ethics and scientific values in Psychology.

The values of science and psychology will be explicitly addressed at an introductory level to a greater extent than is presently the case in PSYC 209/210. Increase coverage across the curriculum is encouraged.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Implementation Description: Responsible parties will meet in the 2015-2016 Academic year to begin development and implementation of this action plan.

Responsible Person/Group: Dr. Rick Perkins and the 209-210 Teaching faculty.

Additional Resources: none

Develop specific teaching points related to Scientific Values and Ethics

The curriculum committee will develop several teaching points and associated multiple choice questions regarding this goal and objective. Professors will be asked to integrate the teaching points into their courses and to assess them.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Implementation Description: Increase student exposure to the values and ethics in psychology through lecture enhancements.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge

of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in

Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:**

Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:**

Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:**

Research Design

Measure: Term Papers | **Outcome/Objective:** Research and

Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

SLO 11: Understanding Perspectives in Psychology

Psychology majors will be able to discriminate and explain the major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), by contrasting and comparing the perspectives or by identifying the strengths and limitations of major theoretical perspectives.

Related Measures

M 11: Perspectives in Psychology Items

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.

Source of Evidence: Academic direct measure of learning - other

Connected Document

[Report of Assessment items for the 2015-16 Cycle, Psychology BS program](#)

Target:

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.

Finding (2015-2016) - Target: Met

This area was selected for assessment in this cycle. Specifically, items were selected that described the basic characteristics of psychology. Across all levels, 11 items were used to assess knowledge, with a grand total of 601 attempts with 455 correct attempts for a grand total of 75.7% correct responding to assessment items.

For the 200 level classes, several sections of Psyc 209 responded to two items. There were 186 attempts, of which 152 were correct giving the 200 level classes a total of 81.7% correct responding.

For the 300 level classes, several sections of Psyc 312 and a double section of Psy 340 responded to four items. There were 191 attempts, of which 176 were correct giving the 300 level classes a total of 92.1% correct responding.

For the 400 level classes, one section of Psyc 455 responded to 5 items. There were 375 attempts, of which 236 were correct giving the 400 level classes a total of 62.9% correct responding. This score is largely affected by one item, an analogy, which students are notoriously poor at doing.

Related Action Plans (by Established cycle, then alpha):

Develop strategies to make assessment less aversive to faculty.

To develop a set of strategies and/ or resources that will make the assessment activities less aversive for faculty members. Faculty will brainstorm ideas that may reduce the stress of assessment for faculty and, thereby, increase faculty participation in the assessment mandate.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Applications of Psychology to Life |

Outcome/Objective: Applications of Psychology to Life

Measure: Biological Bases of Behavior Items |

Outcome/Objective: Knowledge of Biological Basis

Measure: Developmental Items | **Outcome/Objective:**

Knowledge of Developmental Area

Measure: Interpret Statistics Items | **Outcome/Objective:**

Interpret Statistics

Measure: Learning items | **Outcome/Objective:** Knowledge of Cognition and Learning

Measure: Perspectives in Psychology Items |

Outcome/Objective: Understanding Perspectives in Psychology

Measure: Probabilistic Science Items | **Outcome/Objective:** Probabilistic Science

Measure: Psychological Values and Ethics |

Outcome/Objective: Ethics and Values

Measure: Psychometric/social items | **Outcome/Objective:** Knowledge of Individual differences and Social

Measure: Research Design Items | **Outcome/Objective:** Research Design

Measure: Term Papers | **Outcome/Objective:** Research and Writing Skills Using APA Style

Implementation Description: Dr. Rick Perkins and the Undergraduate Curriculum Committee will meet throughout the year to generate ideas to enhance the process of getting faculty to participate in the process.

Projected Completion Date: 05/2016

Responsible Person/Group: Dr. Rick Perkins and the Undergraduate Curriculum Committee

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Assessment results were shared on the Faculty Moodle page and all faculty were invited to suggest action plans. Because we were engaged in looking at the program somewhat more closely because of the recent shift to Banner and the changes demanded by the program, the interest in the results of assessment was high. The faculty are very interested in supporting the students and improving the program. We will be using the information from our assessments to inform our actions as we return to examining how to improve the undergraduate program in the new cycle.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Action Plan: Develop specific teaching points related to APA style.

In August of 2015, a series of mini-lessons were posted as a power point on the faculty moodle page. The Instructors for Psyc 209, Psyc 210, Psyc 400 and Psyc 455 all made use of those lessons, mostly as a guide to developing their own lessons. While each instructor made their own lessons, having a template of sorts helped them to identify components to include in their courses. Examination of the term papers from the 2014-15 cycle showed that the 200 level students were correctly using APS Style to reference their papers was at 34.2%. In the 2015-16 cycle that statistic is 71.7%, showing a dramatic improvement. For the 400 level students, the statistic from the 2014-15 cycle is 67.9%, and in the 2015-16 cycle it is 79.6%, again showing a marked improvement.

Action Plans: Develop specific teaching points for required courses regarding research methods, and Increased coverage of research design in lecture.

Both of these plans involve an increased focus on the scientific processes involved in Psychology and while the plans themselves are not fully developed, the teaching faculty have begun to shift their focus and emphasis in their courses spontaneously. This is evidenced by the improvement in the performance on M2: Research design items where we found the target to be met in the 2015 -2016 cycle. In the 2012-13 cycle the performance on these items was at 42%; in the current cycle it improved to 74.6%.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

It became clear the the current administrative policy to push enrollment to the maximum enrollment based on the seats available rather than the maximum number of people the professor believes they can actually teach has had a deleterious effect on student performance, as if evidenced by the lower performance in content areas. While our students are still making criterion for the most part, they are doing so with a lower margin of success. Indeed, we are seeing in our largest classes that the performance has slipped more than in those that offer a smaller teacher-student ratio.

In the assessment of M9, Applications of Psychology to Life, while the overall criterion was met, the 300 level students slipped below criterion to 67.7%.

In the assessment of M6, Biological Bases of Behavior, while the overall criterion was met, the 300 level students slipped below criterion to 66.2%.