

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			
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

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

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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.

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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.

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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.

<p>Goal/Objective</p>	<p>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.</p>							
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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 evaluations, the others are evaluated as being at the 70% or better	At the 200 level, students were able to adequately support their conclusions in 57.5% of the cases. At the 400 level, students were able to adequately support their conclusions in 78.6% of the cases. Overall, that is a performance at the 62.1% level. However, it is a good sign that the success rate is so much higher at the 400 level and indicates that they are learning to think critically.	Report_2016Critical_thinking.docx	- Assessment Process: Continuous monitoring: We will continue to monitor student performance and to assess this aspect of student writing. Professors will be encouraged to include more critical thinking assessments into their courses, to see if we can improve this aspect of our assessment.

		<p>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</p>			
	<p>Direct - Pre/Post Test</p>	<p>Has the criterion 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</p>	<p>For Psychology Majors in 200 level classes, 13 items were used for assessment , with 808 attempts, 623 were correct, for 77.1% correct responding. For Psychology Majors in 300 level classes, 11 items were used for assessment , with 349 attempts, 304 were correct, for 87.1% correct responding. For Psychology Majors in 400 level classes, 18 items were used for assessment , with 557 attempts, 389 were correct, for 69.8% correct responding.</p>		<p>- 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.</p>

		<p>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. been met yet? Met</p>	<p>This meets the criterion within rounding error. Overall, 42 items were used for assessment , with 1,714 attempts, 1,316 were correct, for 76.8% correct responding.</p>		
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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 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 Direct - Written Assignment	Criterion 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	Summary 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	Attachments of the Assessments	Improvement Narratives - 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 curricular changes.

		<p>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 met yet? Not met</p>	<p>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, 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.</p>		
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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.														
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		<p>changes made in time for inclusion in the 2018 catalog. been met yet? Met</p>	<p>voted to approve changing the PSYC 209/210 introductory course sequence to PSYC 211/212; however, per the recommendation of the Department Head, we are delaying the submission of this request until FA18. This means that the changes, if approved, would not take effect until FA19. We also 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</p>		<p>curriculum and to strive to create a more meaningful set of course offerings consonant with current trends in psychology and with student need and interests. In particular, we will examine how to best serve our students who transfer from a junior college.</p>
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			<p>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.</p>		
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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)