

2016-2017 Assessment Cycle COLA_Psychology MS

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 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.

Assessment Plan (due 1/20/17)

Assessment List (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.								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
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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.
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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.		
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Results & Improvements (due 9/15/17)

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>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 3.54 across all of the 3 questions and ranged from 3.17-3.83 for individual questions. Following the revision process, student's scores averaged 3.63 across all 3 questions and ranged from 3.31-3.91 for individual questions. In addition, one student attempted and passed (100%) the Comprehensive exam conducted in the</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.

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		thesis, as rated by thesis committee members. Ratings are 0 (unsatisfactory), 1 (satisfactory) and 2 (exemplary). been met yet? Met	below a 1.0 for either the thesis document or the presentation. The over-all or grand mean was a 1.44 which is between a Satisfactory and an Exemplary rating.		
	Direct - Thesis	Has the criterion 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	Six students completed a thesis proposal defense this year, and all successfully passed the proposal defense. The average rating for the proposal document was a 1.04, or Satisfactory rating. The		- Policy / Process / Procedural: Continue the procedure to rapidly assign new graduate students to mentors. Continue to implement this plan which began in the Fall of 2016. This policy/procedure will be added to the Graduate Student Handbook and become a policy statement. - Policy / Process / Procedural: Continue the policy, which was developed in Fall 2016, to enable students to change thesis chair prior to completion of their thesis project. This Action plan requires the development of a statement of the the roles and responsibilities of the thesis chair, the mentor and the mentee.

		<p>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. been met yet?</p>	<p>mean rating for the proposal presentation was a 1.07, between a Satisfactory and an Exemplary rating. All students achieved a Satisfactory or above rating. The over-all or grand mean was a 1.05 which is a Satisfactory rating.</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

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 in the unit?

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

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. 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. So while this plan is being implemented, there is only preliminary data which will be continually evaluated during the next academic year.

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

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**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)