

2017-2018 Assessment Cycle COLA_Psychology BS

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 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.

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 demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.(Imported)		
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 items that are short answer or essay type questions, the number of students who correctly answer is determined by those who answered at the 70% (C level) or better of correctness. Students will perform at the 70% or C level summed across all items selected for this assessment. That is to say, the proportion of correctly answered items to answered items will be equivalent to 7/10 or better.	

Goal/Objective	Undergraduates will learn to write in accordance with the standards in the field of Psychology: Learning to use APA style correctly and effectively.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units);		
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Written Assignment	Written papers are assessed whenever they are assigned in the department. Currently, Psychology 209, 210, 340 and 455 require papers. Papers are evaluated on 6 dimensions: 1. Is the paper relevant to Psychology; 2. Does the student use proper English Style and Grammar;	

		3. Are the Ideas properly cited; 4. Are their conclusions supported or is there evidence of Critical Thinking; 5. Did the student follow APA style guidelines; and 6. did they complete the minimum requirements of the paper. Items 1 and 6 are simple yes no evaluations, the others are evaluated as being at the 70% or better level (C level work). On each of the six areas assessed, students will perform at the 70% level or better. In addition, we strive to have a plagiarism rate below 5%.	
	Indirect - Advisory Board	Faculty will develop a curriculum map for teaching the American Psychological Association Style writing skills across the curriculum. This process will be part of the development of the new introductory sequence, but will extend the writing component of our program into most of our courses. The first step in developing a writing across the curriculum plan is the curriculum map, which we will complete this year.	

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.(Imported)								
Legends	PO - Program Objective (academic units);								
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Goal/Objective	Faculty will review student performance relative to the goals of developing critical thinking skills. After reviewing performance data, faculty will develop a plan to improve critical thinking in our students, to be implemented in the next cycle.								
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	Indirect - Advisory Board	Completion of a plan, development of a curriculum map and specific guidelines for faculty to implement.	

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

1.) We use a variety of assessment strategies to assess the various outcomes our department is interested in. For knowledge/content type outcomes we utilize performance on specific classroom assessments, typically test questions. For writing skills, we use actual writing assignments that students complete for course credit. As we are in a process of re-evaluating and updating our undergraduate curriculum especially as regards teaching students writing skills, much of the assessments in this cycle are curriculum maps and faculty discussions as to the best ways to modify and systematize our writing program. Previous assessments play a significant role in this process. This year has been set aside to re-evaluate our assessment program as well, and we are considering adjusting our criteria as a response to the success we have had in meeting our criteria.

2.) We are in a process of utilizing previous assessments to inform curriculum changes and modifications to our curriculum within the current courses. The student learning objectives for this cycle include the assessment of core concepts and historical perspectives and the assessment of the student writing. These will keep us actively assessing some components of the program while our main attention is on curriculum modifications.

3.) We do not expect to see much in the way of changes in student learning outcomes this year, as we are in the process of utilizing the information garnered in previous cycles to initiate curriculum change. However in terms of our program objectives, we should see some significant modifications to our curriculum in this cycle.

4.) Our plan for using the data collected is clear in the ongoing modifications we have been making as a department. After two years of revising our graduate program, we are now turning our attention to updating our undergraduate program. The program objectives specified in this cycle are clearly moving us in the direction of informed change and progress.

5.) Every year, the final report is posted to our faculty Moodle page, so it is available to every faculty member in the department. Every document we produce for assessment, including this one, are reviewed and approved by at least three faculty members (members of the undergraduate assessment committee) prior to submitting them. We also have cloud folders now, so we are also able to have an undergraduate assessment file on the cloud that all faculty members may access a wide variety of assessment documents and use them to provide insight and commentary on the process of assessment. Every year, we also send a copy of our final assessment reports to our college dean.

This plan and narrative has been reviewed and approved by five members of the Undergraduate Program Assessment Committee for the Department of Psychology.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

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.(Imported)

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Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Pre/Post Test	Has the criterion 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	In this assessment, we examined the critical thinking of our students. At the 200 level, four classes were assessed using 13 items tapping critical thinking. Of the 680 attempts, 532 were	2017_18_Critical_thinking_assessment.docx	- Assessment Process: Continuous monitoring: We will continue to monitor and assess our ability to teach students the major content of the psychology learning objectives, however, we have in the past

		<p>inclusion in the semester's evaluations. Psychology has 200, 300 and 400 level courses that students take as Psychology Majors. We collect data only on psychology majors for these assessments. For each question, professors report the number of students who attempted to answer the item and the number of students who correctly answered the item. For those items that are short answer or essay type questions, the number of students who correctly answer is determined by those who answered at the 70% (C level) or better of correctness. Students will perform at</p>	<p>correct, for an average rate of 78.2% correct critical thinking. At the 300 level, four classes were assessed using 15 items tapping critical thinking. Of the 830 attempts, 608 were correct, for an average of 73.3% correct critical thinking. At the 400 level, three classes were assessed using 15 items tapping critical thinking. Of the 587 attempts, 498 were correct, for an average of 84.8% correct critical thinking. This indicates that our ability to have students think</p>		<p>decade been able to meet our initial objectives in all areas.</p>
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		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	critically has improved substantially over the past few years, and that our concerns about teaching critical thinking need not be addressed in a separate initiative.		
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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.(Imported)

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			<p>their ideas, and 81% adequately supported their conclusions. Of the full class, only 67.5 used appropriate APA style, but of those actually doing the assignment, 82% met this criterion, as well. Thus we consider this to meet our standards. At the 400 level, we assessed term papers from 172 students, 98.6% were appropriate in their relevance to psychology, 91.3% used appropriate English style and grammar. When looking at the student's use of sources, 84.0% were citing their facts and ideas appropriately, and 85.5% were supporting their conclusions. The weakest area was in the use of</p>		
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			<p>the APA style, where only 72% met the 70% criterion. Further, 82.0% of the seniors met the minimum requirements of the assignments given. These numbers are a significant improvement over previous years and are an indicator of the faculty in the psychology department taking a more proactive approach to the teaching of writing.</p>		
	<p>Indirect - Advisory Board</p>	<p>Has the criterion Faculty will develop a curriculum map for teaching the American Psychological Association Style writing skills across the curriculum. This process will be part of the development of the new introductory sequence, but will extend the writing component</p>	<p>The curriculum map we created provided much of the guidance we needed to begin the process of developing a writing curriculum. We have made some initial lessons and activities and will assess those in the coming cycle.</p>	<p>WRITING_curriculum_map.doc</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.(Imported)

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Legends	PO - Program Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
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Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Indirect - Advisory Board	Has the criterion Curriculum changes made in time for inclusion	We have added the following courses: PSYC	McGraw_Hill_Introduction_to_Psychology_ULL_Customized_material_updated.docx McGraw_Hill_Introduction_to_Psychology_ULL_Customized_material_Pre_post_AND_Post_test.docx	- Curricular Change : Changes to two courses

		<p>n in the 2018 catalog. Adoption of new textbooks with customizations specific to our program and faculty. been met yet? Met</p>	<p>215 - Honors General Psychology I (for Majors and Minors) because the demand for such a course was quite substantial. We have renumbered the following courses: PSYC 255 - Life-span Developmental Psychology (for Non-Majors) (Formerly Psyc 313, renumbered to be consonant with the courses taken at Junior colleges that are also 200 level courses); PSYC 465 - Introduction to Clinical</p>		<p>to improve the logic of our courses were initiated and one honors course was added to the curriculum. These changes seem to be effective in that these courses were filled to capacity in the fall semester.</p>
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			<p>and Counseling Psychology (Combined 465, Clinical Psychology, and Psyc 431, Psychological Counseling into a single course because the content of the two courses was nearly identical). These changes went into effect in the catalog for the fall of 2018. Other changes are still being considered. The customization packages for the textbooks for the Intro courses are attached . They include a</p>		
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			number of brief articles written by faculty, each with some learning activity. Also included are Biographies of the faculty.		
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Assessment List Findings for the Assessment Measure level for Faculty will review student performance relative to the goals of developing critical thinking skills. After reviewing performance data, faculty will develop a plan to improve critical thinking in our students, to be implemented in the next cycle.

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Assessment Measures	Assessment Measure		Criterion		
	Indirect - Advisory Board		Completion of a plan, development of a curriculum map and specific guidelines for faculty to implement.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Indirect - Advisory Board	Has the criterion Completion of a plan, development of a curriculum map and specific	Because the most recent iteration of our assessment process indicated that our students were meeting the criterion for developing critical thinking skills, we		- Assessment Process: Continuous monitoring: We will continue to monitor the progress of our students in this

		<p>guidelines for faculty to implement. been met yet? Met</p>	<p>decided that individual faculty were doing a good job of teaching these skills and that no additional or departmental initiative was needed. Should this situation change in the future, we will return to this objective.</p>		<p>and all of our targeted learning objectives.</p>
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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 (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?

- 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
- 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.

The various changes we have implemented over the past decade have resulted in steady improvement in our student's performances. We hope to continue this progress and are looking at our assessment program to determine whether specific objectives or criterion need to be changed in the coming decade. Since we are implementing a writing program into our departmental objectives, we are focusing on assessing this area in the next year or so, and continuing to emphasize that objective.

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.

Well, one direct consequence of assessment has been an increased awareness of the general learning objectives and a greater tendency on the part of faculty to emphasize them in their courses. We have recognized the need to help students master critical thinking and have successfully closed that gap, as evidenced by the data collected this past year. This seems to have happened simply by increasing awareness of the need for improved critical thinking skills and without any specific intervention from the curriculum committee. We are engaging in processes designed to improve the writing of our students, but we do not have enough data yet to assess the effectiveness of those changes. We continue to make use of assessment to guide the development of our undergraduate curriculum. However, we would like to not that such changes happen slowly, more slowly than three years, and making a judgement over 3 years of data is not likely to be representative of the length of time it takes to implement real curriculum changes. Some we have been working on for more than five years. This report and evaluation was approved by five faculty members (Sandoz, McDermott, Breaux, Perkins, Wozencraft).

Attachments (optional)

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