

Bachelor of Science in Psychology (392)

Division: Gallaspy Family College of Education and Human Development

Department: Psychology

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Northwestern Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Department of Psychology Mission. The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These activities are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community and region.

Purpose: The purpose of the undergraduate degrees is to prepare students for entry level positions in the helping professions, conducting research, working in the private and public sector, and for graduate school.

Methodology: The assessment process for the BS program is as follows:

- (1) Data from assessment tools and measures are collected and returned to the assessment coordinator.
- (2) The assessment coordinator will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the Department of Psychology faculty.
- (4) Individual meetings will be held with Psychology course stewards of core courses if required (show cause).
- (5) The assessment coordinator, in consultation with the student learning outcome subcommittee, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

COVID-19 and the Fall 2021-Spring 2022 Psychology Department Assessment Cycle

During Assessment Cycle 2021-2022, the COVID-19 virus continued to impact Northwestern State University and our students, although to a lesser degree than in the previous assessment period. The Psychology Department was able to return to relatively normal operations, although both students and some Psychology Department faculty required accommodations after testing positive and/or becoming ill with COVID, including our assessment coordinator. Through careful advance planning followed by responding on a case-by-case basis, the Department of Psychology modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

Student Learning Outcomes:

SLO 1. Knowledge Base.

Students will describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the first outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).

Course Map:

Tied to course syllabus objectives.

- PSYC 1010: Introduction to Psychology
- PSYC 2050: Developmental Psychology
- PSYC 3010: Physiological Psychology
- PSYC 3020: Psychology of Learning
- PSYC 3060: Social Psychology
- PSYC 4440: History of Psychology

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- PSYC 4450: Abnormal Psychology
- PSYC 4470: Theories of Personality
- PSYC 4830: Advance General (capstone course)

Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in the department's capstone course, PSYC 4830 Advance General, completed a post-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that will be a measure of SLO1 are: Introduction to Psychology; Physiological Psychology; Learning; Cognitive Abilities; Human Development; Personality; Psychological Disorders; and Treatment of Psychological Disorders. At least 85% of students were expected to demonstrate advanced understanding of psychology related concepts by achieving a grade of 75% or higher on these sections.

Findings: Target was not met.

AC	Percentage scoring at 75% or higher	Number of students testing	Notes
2021-2022	82.69	N=52	Quasi-pandemic
2020-2021	81.25%	N=80	During pandemic
2019-2020	69.49%	N= 118	During pandemic
2018-2019	78.95%	N= NA	Pre-COVID

Analysis:

The target was not met in AC 2020-2021. Of the 80 students who completed the exit examination, 81.25% (n = 65) achieved a grade of 75%. While this did not meet the target goal, it was a marked increase from the previous two years.

In AC 2021-2022, 52 students completed the exit examination and 82.69% (n = 34) achieved 75% or better on the relevant sections. This is under the goal of 85% but continues an upward trend from the pre-COVID years.

Additional analyses were conducted on the data to identify how the results were distributed. There was no significant difference between the Fall 2021 (n = 29, 82.75%) and Spring 2022 (n = 23, 82.69%) semesters. Unlike past assessment periods, there was no effort to compare face-to-face and online course results as there were only six students in the Fall 2021 face-to-face section and the course was not offered face-to-face in the Spring 2022 assessment period.

Based on the analysis of the 2021-2022 results, students struggle with content in the following areas: Physiological Psychology; Cognitive Abilities and to a lesser degree, Learning. Strengths were evident in History of Psychology, Personality, and Introductory. It should be noted that while scores were slightly lower for Psychological

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Disorders and their treatments in AC 2020-2021, students generally improved on that topic in AC 2021-2022.

In the AC 2020-2021 Report, the recommendation was to require tutoring for any student who failed or missed Test 1 in PSYC 4830. Only one online student was required under the new policy to take remedial tutoring after missing the first exam. Unfortunately, that student never participated in the tutoring or the week-to-week course assignments and ended up dropping the course. Another student asked if she could have the tutoring as she had failed the class in the Spring 2021 semester. She did and passed the course. So, we are unable to tell if the new intervention policy worked to improve performance on this particular measure.

Action – Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. The results of this assessment will be shared with the specific course stewards and faculty.
2. This capstone course, PSYC 4830: Advanced General, is no longer being taught, which means the exit examination will no longer be used for this assessment. The retiring assessment coordinator is currently in meetings with the incoming assessment coordinator, department chair and the relevant faculty to decide how to divide this assessment among the different courses (ex: PSYC 3020: Learning, PSYC 4470: Theories of Personality, PSYC 4450: Abnormal Psychology, etc.) The new assessment procedures will have to be in place by the end of the Fall 2022 semester.

Measure 1.2. (Indirect; Attitudes)

At the end of every semester, students enrolled in PSYC 4830 Advance General, the department's capstone course, were administered a survey. In the survey, the students were asked to rate their agreement with the statement "During my undergraduate career in Psychology, I developed a strong knowledge base of the key concepts and theories relating to psychology" on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree. At least 85% of the respondents were expected to reply with a rating of 4 or 5 to indicate agreement with this statement.

Findings: Target was met.

Analysis:

In the 2020-2021 assessment period, data collection was limited due to Covid-related changes to course delivery. In AC 2020-2021, classes returned to a traditional format,

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making data collection possible. There were two issues however: 1. Our eNSU department was unable to provide us an anonymous link for collecting survey information; 2. There only six students enrolled in 202210.PSYC.4830.01N. Therefore, data was collected in the Spring 2022 semester only. Given this, the decision was made to use students enrolled in both the 20220.PSYC 4650.01N and the 20220.PSYC 4470.01N sections.

As a result of these actions, in the 2021-2022 assessment cycle, the target was met. 100% of students (n = 18; m = 4.67) replied with a rating of 4 or 5. Based on the analysis of the Spring 2022 results, students were confident in their knowledge base of concepts and theories related to psychology and demonstrated self-reflection of learning. 93.00% of students (n = 29; m = 4.52) replied with a rating of 4 or 5.

Action – Decision or Recommendation:

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. It is recommended that since PSYC 4830 has now been phased out, PSYC 4450: Abnormal Psychology, be selected as the data collection point for this assessment.
2. Since it is not currently possible to collect data for online courses anonymously using Moodle, the assessment coordinator, and the course steward for PSYC 4450 (if selected) will use non-NSU resources, such as Survey Monkey, to assess the online sections of this course.

Measure 1.3. (Direct; Knowledge)

At the end of each Fall semester, majors enrolled in PSYC 1010 Introduction to Psychology FIGS classes are administered a pre-test version of the Department of Psychology exit exam. Specifically, the sections of the exam measured with SLO1 are: Introduction to Psychology; Physiological Psychology; Learning; Cognitive Abilities; Human Development; Personality; Psychological Disorders; and Treatment of Psychological Disorders. At least 70% of students demonstrate basic understanding of psychology related concepts by achieving a grade of 60% or higher.

Findings: Target was not met.

Analysis: In AC 2019-2020, the target was not met. Only 9.3% of freshman majors earned a grade of 60% or higher on this assessment. Based on analysis of data, in AC 2020-2021, the undergraduate coordinator and the course instructor for the course discussed changing both the SLO and the methodology to measure it. But the Spring 2020 University closure, followed by the Fall 2020 COVID-19 virtual office hours, caused a delay in the development of a workable measurement. The Fall 2021 FIGS course was the first class to be assessed using the new measurement.

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In AC 2021-2022., the target was not met. While the average score was 62.00%, there was great variability in scores. Of the students (n = 67) assessed, 35 achieved a score of 60% or higher, for a total of 52.23%.

Breaking down the results by content area, 66.1% made 60% or higher on the section on Introduction to Psychology, 74.6% on the section on Research, 46.4% on Biological Psychology, 55.2% on the section on Learning, 80% on the section on Intelligence, 81% on the section on Lifespan Development, 20.9% on the section on Personality, 72.8% on the section on Mental Disorders, and 60.9% on the section on Treatment of Mental Disorders.

Action – Decision or Recommendation:

1. The undergraduate coordinator and the FIGS course instructor began discussions in the Spring 2021 semester to develop this instrument. The new assessment model was administered, and the target goal was not met. The recommendation is that the new undergraduate coordinator and the FIGS course instructor will continue to meet to develop instrument's validity, particularly in the areas of Physiological Psychology, Learning, and Personality.
2. The results will be shared with the PSYC 1010 course steward and the FIGS instructor.

SLO 2. Scientific and Critical Thinking.

Students applied scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).

Course Map:

Tied to course syllabus objectives.

- PSYC 2430: Introduction into Experimental Methods
- PSYC 4400: Statistics
- PSYC 4410: Test and Measurement

Measure 2.1. (Direct; Knowledge)

Psychology students in PSYC 4400 Statistics completed an assignment where they were required to read a research article and answer questions regarding the purpose, methodology, results, and conclusions of the paper (refer to appendix A for the PSYC 4400 paper rubric). At least 85% of students were expected to earn a grade of 80% or higher on this paper.

Findings: In 2021-2022, the target was not met.

Analysis:

In AC 2020-2021, the target was not met. Of the psychology majors who completed the assignments, 76.88% (n = 121) earned a grade of 80% or higher.

Based on the analysis of the 2020-2021 results the following changes were implemented to drive the cycle of improvement: 1. The course steward, Ms. Beverly Broadway, emphasized the assignment at the start of the semester to the various instructors and adjuncts; 2. A line was added to all course syllabi stating that one of the goals of the course is to be able to actually apply the statistical techniques to real world situations and that students would be assessed on that ability.

Despite these changes, in AC 2021-2022, the target was not met. Students dropped slightly from the previous AC with 74.28% (78 of 105) of psychology majors earning a grade of 80% or higher.

Further analysis showed no significant difference between Fall 2021 and Spring 2022 semester, with the Fall students (n = 61) achieving an 80% pass rate of 73.77%, while the Spring students (n = 44) showed a pass rate of 75.00%.

Additional comparisons between the online and face-to-face students showed the online students with a 72.54% pass rate while the face-to-face students with a 74.07% pass rate.

As with past analyses, a detailed look at the grading showed that students continue to do well at recognizing the statistical techniques used in the papers but also continued to demonstrate issues with interpreting the results of those techniques.

Action – Decision or Recommendation:

In AC 2021-2022 the target was not met

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. The PSYC 4400 course steward changed the course requirements in Spring 2022, reducing the article analysis assignments from three to one. Despite this, the Spring students demonstrated a slightly higher pass rate. The recommendation is that the new undergraduate coordinator and the PSYC 4400 course steward continue to monitor the effect of reducing these assignments.
2. The course steward will continue to find and use course level appropriate research articles for this assignment.
3. As with previous assessments cycles, the students continue to struggle with interpreting the results of the statistical analysis. Having taught statistics for over forty years, the second author of this report states that this has been an issue with every statistics course he had every taught. The undergraduate coordinator

and the course steward will explore outside sources to see how they are addressing this problem.

Measure 2.2. (Direct; Knowledge)

At the end of each semester, students enrolled in PSYC 4830 Advance General were administered a post-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that were a measure of SLO2 were: Experimental Psychology; and Statistics for Psychology. At least 85% of students were expected to earn a grade of 75% or higher on these sections.

Findings: Target was not met.

Analysis:

In AC 2020-2021, the target was not met. The results showed 63.75 % of the sample (n = 80) earned a grade of 75% or higher on these sections.

Based on the analysis of the 2020-2021 results the following changes were implemented to drive the cycle of improvement:

1. The undergraduate coordinator met with the course stewards for PSYC 2430: Experimental Methodology (Ms. Brittany Broussard) and PSYC 4400 (Statistics for Psychology) to review the results and to ensure the exit exam questions on those two topics had face and content validity relevant to what is being taught in the two courses.

2. The course steward for the capstone course (Mr. Terry Isbell) reviewed both the statistics questions and the experimental psychology questions to make sure they were based on material covered in the course.

3. Starting in the Fall 2021 semester, the PSYC 4830 course steward implemented a new policy for all sections of the course. Both statistics and experimental methodology are covered on the first test. If students failed the first test (or do not take it), then they were required to participate in a certain number of online tutoring sessions designed by the course stewards for those two subjects.

Despite these efforts, in AC 2021-2022, the target was not met. The results showed 65.38% of the sample of students (n = 52) who completed the exit exam earned a grade of 75% or higher (34 of 52 students assessed).

Additional analyses were conducted on the data to identify how the results were distributed. There was no significant difference between the Fall 2021 (n = 29, 65.51%) and Spring 2022 (n=23, 65.38%) semesters. Unlike past assessment cycles, there was no effort to compare face-to-face and online course results as there were only six students in the Fall 2021 face-to-face section and the course was not offered face-to-face in the Spring 2022 semester.

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The results were similar to the last assessment period in that, in general, the sample did better at tasks that required specific concrete knowledge but did worse when dealing with hypotheticals or applications of knowledge.

Action – Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. The undergraduate coordinator will meet separately with the course stewards for PSYC 2430 and PSYC 4400 to review these findings and the notes/assessments for the PSYC 4830 sections for those two courses and discuss the specific areas of strength and weaknesses.
2. The course stewards for both PSYC 2430 and PSYC 4400 have in the past, been particularly concerned about the differences between the online and face-to-face student scores. However, the PSYC 4400 steward has stated that they believed the changes they made in the 2019-2020 academic year had just not had a chance to show up yet in this senior assessment. They agreed to continue these additional resources in the online classes.
3. Starting in the Fall 2021 semester, the PSYC 4830 course steward implemented a new policy for all sections of the course. Both statistics and experimental methodology are covered on the first test. If students failed the first test (or do not take it), then they were required to participate in a certain number of online tutoring sessions designed by the course stewards for those two subjects. The idea was that this would help those students improve their knowledge on these two topics before being reexamined on them for this assessment.

However, only one online student was required under the new policy to take remedial tutoring after missing the first exam. That student never participated in the tutoring or the week-to-week course assignments and ended up dropping the course. Another student asked if she could have the tutoring as she had failed the class in the Spring 2021 semester. She did and passed the course. So, we are unable to tell if the new intervention policy worked to improve performance on this measure.

Recommendations for future:

This capstone course, PSYC 4830: Advanced General, is no longer being taught, which means the exit examination will no longer be used for this assessment. The retiring undergraduate coordinator is currently in meetings with the incoming assessment coordinator, department chair and the relevant faculty to decide how to divide this assessment between PSYC 2430: Research Methodology and PSYC 4400: Statistics for Psychology. The new assessment procedures will have to be in place by the end of the Fall 2022 semester.

SLO 3. Ethical and Social Responsibility.

Students applied ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).

Course Map:

Tied to course syllabus objectives.

- PSYC 3050: Diversity Issues in Psychology
- PSYC 3060: Social Psychology
- PSYC 4470: Theories of Personality
- PSYC 4510: Ethics in Psychology

Measure 3.1. (Direct; Knowledge)

Students in PSYC 3050: Diversity Issues in Psychology completed an assignment whereby they identified their own biases, reflected on where those biases originated from, and described how they planned to overcome those biases (refer to appendix B for the PSYC 3050 paper rubric). At least 85% of students will earn a grade of 80% or higher on this paper.

Findings: Target was met.

Analysis:

In AC 2020-2021 target was met with 88.60% (n = 79) of those psychology majors who completed the assignments achieving an 80% pass rate.

Based on the analysis of the 2020-2021 results the following changes were implemented to drive the cycle of improvement:

1. The course steward (Dr. Charles King) encouraged the instructors of PSYC 3050 to continue to emphasize values and reflection so as to help students recognize and overcome their biases.
2. The course steward checked the data to see if students who do not complete the assignment are 'stopping out' during the semester or if they are simply not choosing to do this particular assignment. Based on limited data, so far it appears to be students a combination of both.
3. The course steward and the undergraduate coordinator discussed options, including changing grading scale, to improve student participation on this topic.

As a result, in AC 2021-2022, the target was met with 80.74% (88/109) of psychology majors achieving an 80% pass rate. Removing the 14 students who did not submit the assignment results in improvements with 88.89% (88/99) of the students assessed receiving a grade of 80% or higher, which was almost identical to the AC 2020-2021

results. Both assessment cycles showed a marked improvement in the pass rates from the 2019-2020 data.

Further analysis of the adjusted data showed no significant difference between the semesters. In the Fall 2021 semester, 89.58% of the students (n = 43) earned a grade of 80% or higher and 88.24% of the Spring 2022 semester students (n = 45) showed a grade of 80% or higher.

Note two issues:

1. All sections of PSYC 3050 in this analysis were taught online during the Fall 2021 and Spring 2022 assessment periods.
2. Fourteen students in the Fall 2021 semester and seven students in the Spring 2021 semester had zeroes, indicating they didn't do the assignment to receive a grade. These students were included in the original analysis, but not the adjusted analysis.

On further examination of the results, as with past assessments, students seemed to do better on the self-reflections assignments but continue to struggle with identifying their own biases. A continuing issue is the number of psychology majors enrolled in the course who did not complete the assignment. There were 109 psychology majors enrolled in the courses and only 88 of those (80.73%) submitted the assignment. This is slight decrease from AC 2020-2021.

Action – Decision or Recommendation:

In AC 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. The course steward will encourage the instructors of PSYC 3050 to continue to emphasize values and reflection to help students recognize and overcome their biases.
2. The course steward will be asked to continue to check the data to see if students who do not complete the assignment are 'stopping out' during the semester or if they are simply not choosing to do this assignment.
3. If data show the students who are not participating are 'stopping out', then The Department Chair, undergraduate coordinator and the course steward will explore best practices on increasing student retention.
4. If the data shows the discrepancy between enrollment and completion of this assignment is due to students 'stopping out' and encouraging them to rejoin the course does not work, then attempts will be made to encourage those students to drop the course before the drop date.

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5. If the data shows the discrepancy between enrollment and completion of this assignment is due to students not choosing to do this assignment, then the undergraduate coordinator and the course steward will discuss incentives to increase student participation in this task.

It should be noted that while there were discussions about changing the grading scale to increase students' participation, there was an unexpected personnel issue in the Department during this assessment period that prevented the course steward from being able to implement this option. We are expecting to add additional faculty in the upcoming assessment cycle so Dr. King can address this possibility.

Measure 3.2. (Direct; Knowledge)

Students in PSYC 4510: Ethics in Psychology wrote a paper analyzing a case study concerning an ethical dilemma (refer to appendix C for PSYC 4510 paper rubric). At least 85% of students were expected to receive a grade of 80% or higher.

Findings: Target was not met.

Analysis:

In AC 2020-2021, the target was met. 93.65% (n = 126) of psychology majors taking PSYC 4510 received a grade of 80% or higher.

Based on the analysis of the 2020-2021 results the following changes were implemented to drive the cycle of improvement:

1. An updated rubric was put in place in the 2019-2020 assessment cycle and as it appeared to be working, it's use was continued.
2. Discussions were held between the undergraduate coordinator and the course steward (Dr. Patrice Moulton) on ways to re-engage those students who had stopped participating in the course.

As a result, in AC 2021-2022, the target was not met if all students enrolled in PSYC 4510 are included with 79.88% (143/179) achieving a grade of 80% or higher. Adjusting for the students who did not submit the assessment (n=24), the target is met with 92.31% (143/155) of psychology majors receiving a grade of 80% or higher. These results are not significantly different from the AC 2020-2021 results, but both were a marked improvement in the pass rates from the 2019-2020 data.

Based on the analysis of AC 2021-2022, the course steward's updated rubric used for the case study assignment, and the plan for improving the results and course participation appeared to be effective. Again, these 2021-2022 results were almost identical to the 2020-2021 results.

Analysis of the different semesters showed a less than one percent difference in 80% pass rates between the Fall 2021 students and the Spring 2022 students.

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As with PSYC 3050 earlier, there were two issues:

1. All sections of PSYC 4510 in this analysis were taught online during the Fall 2020 and Spring 2022 assessment periods.
2. Twenty-four students total had zeroes, indicating they didn't do the assignment to receive a grade. These students were included in the original analysis.

As with past assessments periods, students continue to do well on recognizing the actual ethical standards that applied to the dilemma but continue to have problems identifying the appropriate response when the dilemma was ambiguous or dealt with contradictory standards.

Action – Decision or Recommendation:

In AC 2021-2022, target was not met.

The updated rubric resulted in a higher adjusted 80% pass rate for this assessment year (removing students who chose not to submit the assessment).

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

3. As the updated rubric is working, the Department Chair and Undergraduate coordinator will share the results of these analysis with the course steward and the individual instructors of PSYC 4510.
4. As with Measure 3.1 above, discussion will focus on ways to continue to improve course participation. The Department Chair, the undergraduate coordinator and the course steward will research best practices on re-engaging those students who have stopped participating in the course and encouraging students to drop before the deadline.

Measure 3.3. (Indirect; Knowledge)

Students in PSYC 4510 Ethics in Psychology completed the National Institute of Health 'Protecting Human Research Participants' training course. At least 90% of students were expected to complete the training and submit their certificate.

Findings: Target was met.

Analysis: In AC 2020-2021, 89.88% (80 of 89) of psychology students enrolled in PSYC 4510 completed the training and submitted the completion certificate.

Based on the analysis of the 2020-2021 results the following changes were recommended to drive the cycle of improvement:

1. Increase the point value of the assignment hoping that this would increase student participation.
2. Discuss ways to improve course engagement and participation. The Department Chair, the undergraduate coordinator and the course steward will research best

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practices on re-engaging those students who have stopped participating in the course.

3. Require course steward to disseminate the assessment requirements to all course instructors immediately following the first faculty meeting of each semester. Additionally, the course steward was to check the Moodle shells for each instructor to ensure that all required assignments are included.

Unfortunately, the course steward (and instructor for all sections of the course) had a series of unfortunately family situations during this assessment cycle and was unable to address these suggested changes. However, we expect the faculty member to be fully present in the upcoming assessment period.

Despite these issues, in AC 2021-2022, the target was met with 93.79% (136 of 145) of those assessed completing the training and submitting the completion certificate.

Further analysis indicated a slight difference between semesters, with the Fall 2021 classes (n = 73) showing a completion rate for 91.87% while the Spring 2022 classes showed a completion rate of 95.83% (n = 72).

No analysis comparing online vs. face-to-face were performed as five of the six sections assessed were taught online.

Action – Decision or Recommendation:

In AC 2021-2022, the target was met.

Based on analysis of AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. Continue to monitor students 'stopping out' before the end of the semester and encourage those students to re-engage with the class or drop by the drop date.
2. Continue to emphasize the importance of this assignment and encourage students to complete the training.

SLO 4. Communication.

Students wrote using field appropriate writing style (i.e. APA style) and orally communicated psychological research. This outcome aligns with the fourth outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).

Course Map:

Tied to course syllabus objectives.

- PSYC 2430: Introduction to Experimental Methods
- PSYC 3060: Social Psychology

Measure 4.1. (Direct; Skills)

Students in PSYC 2430 Introduction to Experimental Methods wrote a research paper whereby the entire grade was based on appropriate APA style (refer to appendix D for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis:

In AC 2020-2021, the target was not met. 46.62% (n = 148) of psychology majors enrolled in PSYC 2430 received a grade of 80% or better on their APA style paper.

In AC 2021-2022, the target was not met. 32.65% (64 of 196) of psychology majors enrolled in PSYC 2430 received a grade of 80% or better on their APA style paper.

Analysis by semester showed a slight difference in semesters, with the Fall 2021 students (n = 107) showing an 80% pass rate of 33.64% while the Spring 2022 students (n = 89) demonstrated a slightly lower pass rate of 31.46%.

Comparing face-to-face and online students yielded interesting results. The face-to-face students (n = 99) had a pass rate of 40.40% while the online students (n = 97) showed an 80% pass rate of only 24.74%. These differences were driven by the numbers from the Spring 2022 semester, in which the face-to-face students (n = 50) actually showed a pass rate of 44.00% while the online students (n = 39) only showed a pass rate of 15.38%.

Action – Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on the AC 2020-0221 results, faculty were to implement the following changes in AC 2021-2022 to drive the cycle of improvement.

1. The course steward was to ensure the grading rubric for this assignment was prominently featured and emphasized in the Moodle shell for each course.
2. The instructors were to provide additional support and instruction on APA style and to recommence referring students to campus resources (as they become more available).
3. Since a number of students seem to choose MLM style, ignoring APA instructions and training. It is possible that since this course is often taken during our students second semester of their freshman year, many are also taking ENGL 1020 or one of their intensive writing English literature courses during this same semester and may be struggling trying to write in two distinctly different writing styles at the same time. A survey was to be administered in PSYC 2430 to determine concurrent registration in an English course. Those results were to

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be used to determine if PSYC 2430 needs to move within the program of study to improve student performance.

Unfortunately, while #1 and #2 above were implemented, personnel issues within the department prevented the implementation of #3.

Based on information gathered from analysis of the AC 2021-2022 data, faculty are to implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. Continue to prominently feature the grading rubric for this assignment in the Moodle shell for each course.
2. Continue to refer the students to department and on-campus resources, particularly the writing center.
3. Instead of using increasingly limited class time (see below) to administer a survey, have a graduate student check course registrations for the Fall 2022 and Spring 2023 students enrolled in PSYC 2430.

NOTE: PSYC 2430 is now the first required course in our new two-course requirement for the Psychology Department's Quality Enhancement Plan (QEP). Additionally, since our current capstone course is being phased out, PSYC 2430 will now have more required assessments to measure specific SLO's. Because of these changes, the course is being retooled and ongoing discussions are being held on how to improve our student's APA writing abilities.

Measure 4.2. (Direct; Knowledge and Skills)

Students in PSYC 2430: Introduction to Experimental Methods orally presented their research paper from Measure 4.1 (refer to appendix E for PSYC 2430 presentation rubric). At least 85% of students were expected to receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: The target was met in AC 2020-2021. 88.15% (n = 76) of psychology majors received a grade of 80% or higher.

In AC 2021-2022 the target was not met. Of the 147 psychology majors who completed the assignment, 81.63% scored 80% or higher. Note that 49 students enrolled in PSYC 2430 chose not to do this assignment. Their scores of zero were not included in these analyses.

Additional analyses were performed comparing semesters as well as face to face vs. online students. These analyses showed marked discrepancies. The Fall 2021 psychology majors (n = 70) showed an 80% pass rate of 72.85% while the Spring 2022 majors (n = 77) demonstrated a pass rate of 89.61%. The face-to-face students (n = 80) showed an 80% or better pass rate of 92.50% and the online students (n = 67) had a pass rate of only 68.65%.

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There are a few takeaways from these secondary analyses. First, 100% of the students who did the assignment in the Spring 2022 face to face class made an 80% or better on the assignment while in the same semester, only 72.74% of the online students made 80% or better. While not as marked, this difference was also evident in the Fall 2021 semester, with 81.00% of the face-to-face students achieving the goal while only 65.78% of the online students made 80% or better. This may be a function of online students having to present using Webex.

Another point is that, given that our majors scored 80% or better on their oral report at a rate almost twice as high as their rate on their written report, it can be inferred that their oral reporting skills were better than their writing skills.

And last, 147 students completed this assignment versus 196 who completed the written assignment (see Measure 4.1) from the same courses. Again, this could partially be a technology issue.

Action – Decision or Recommendation:

In AC 2021-2022, target was not met.

Based on information gathered from analysis of the AC 2020-2021 data, faculty were to implement the following changes in AC 2021-2022.

1. All sections of PSYC 2430 were to require the oral presentation.
2. The course steward emphasized to the various instructors the importance of this assignment as part of the department's annual assessment.
3. The course steward featured the grading rubric for this assignment prominently in the Moodle shell.

While these recommendations were followed, the overall percentage of students who met the goal actually dropped from AC 2020-2021.

Based on information gathered from analysis of the AC 2021-2022 data, faculty are to implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. Continue to prominently feature the grading rubric for this assignment in the Moodle shell for each course.
2. This course is taught by multiple individuals including adjunct instructors. It is possible that some of the discrepancies between semesters and teaching modalities may be due to difference in instructors understanding of the assignments. The course steward will check to ensure that each instructor is using the same grading rubric.

3. The importance of this assignment can be communicated more clearly to the students and as part of the retooling (see below) of this course, the course steward can consider changing incentives to increase the number of students who complete the assignment.

NOTE: PSYC 2430 is now the first required course in our two-course requirement for the Psychology Department's Quality Enhancement Plan (QEP). Additionally, since our current capstone course is being phased out, PSYC 2430 will now have more required assessments to measure specific SLO's. As such, the course is being retooled and ongoing discussions are being held on how to improve our student's presentations.

Measure 4.3. (Direct; Knowledge and Skills)

Students in PSYC 3060 Social Psychology wrote a research paper whereby half the grade was based on appropriate APA style and the other half was based on the content as it refers to material from the field of Social Psychology (refer to appendix F for PSYC 3060 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was met.

Analysis:

In AC 2020-2021 95.60% (n = 91) of the students scored a grade of 80% or higher.

Based on analysis of the AC 2020-2021 data, faculty implemented the following changes in AC 2021-2022 to drive the cycle of improvement.

1. The course steward continued to make additional APA resources and instruction available to students, while reviewing updates in APA technological resources.
2. The course steward for PSYC 3060: Social Psychology shared resources and rubrics with the stewards of other courses requiring APA papers.
3. The course steward reviewed the grading policies of adjuncts to confirm grading is consistent across all sections (i.e., no inflation).

As a result of these changes, in AC 2021-2022 88.46% (n = 52) of the students who completed the paper scored a grade of 80% or higher.

Analysis of the Fall 2021 and Spring 2022 semester results showed a slight difference, with the Fall 2021 students (n = 25) achieving an 80% plus rate of 84.00% while the Spring 2022 students (n = 27) did better at 92.58%.

Comparisons of the different teaching modalities was not possible as the data was not made available by the adjunct instructor teaching this course online in time for it to be included in this report.

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While the target was met, the sample still had some issues with APA style but it was inconsistent between the two courses for which data was available. In the Fall 2021 course, 17 of 25 students (68.00%) did better on content than they did on their APA mechanics, in some cases substantially better. However, for the Spring 2022 course, the situation was reversed, 77.77% of the students (21 of 27) in that section scored higher on the APA mechanics than they did on content. This indicates inconsistencies in how the instructors are grading APA mechanics between the sections of the course.

Action – Decision or Recommendation:

In AC 2021–2022, target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

As with past assessment periods, the APA paper grades in PSYC 3060 are appreciably better than the APA paper grades in other psychology courses. Two years ago, the recommendation was for the course steward to incorporate a process to increase course content by adding resources and instructions related to APA style and guidelines. This recommendation resulted in improvements in APA paper grades. The current recommendations are:

1. The course steward will continue to make these resources available to students, while reviewing updates in APA technological resources.
2. The course steward will review the grading policies of adjuncts to confirm grading is consistent across all sections (i.e., no inflation and consistent grading of APA mechanics).
3. The Department Chair will remind adjuncts of the need to provide assessment data punctually and in an appropriate form.

SLO 5. Professional Development.

Students apply psychological content and skills to career targets and exhibit preparedness and meaningful professional direction for life after graduation. This outcome aligns with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).

Course Map:

Tied to course syllabus objectives.

- PSYC 2040: Psychology as a Profession
- PSYC 4600: Field Experience – elective
- PSYC 4830: Advance General

Measure 5.1. (Direct; Knowledge)

Students in PSYC 2040: Psychology as a Profession wrote an action plan detailing what the students planned to do after graduation (job or graduate school), including a timeline of everything they needed to do to achieve that target (refer to appendix G for PSYC 2040 paper rubric). At least 85% of students were expected to receive a grade of 80% or higher.

Findings: Target was met.

Analysis: In AC 2020-2021, the target was met with 90.11% (n = 182) of students received a grade of 80% or higher.

Based on analysis of the AC 2020-2021 data, faculty implemented the following changes to drive the cycle of improvement:

1. The course steward continued to find and incorporate updated resources that reflected the continuously changing employment situations in the various subfields of Psychology.
2. The course steward ensured the grading rubric was featured prominently in each Moodle shell.

As a result of these changes, in AC 2021-2022, the target was also met. 94.85% of students in PSYC 2040 who completed the assessment (n = 175) earned a grade of 80% or better on the assignment.

Results were consistent across semesters and modalities, with the Fall 2021 students (n = 109) showing an 80% or better pass rate of 92.76%, while the Spring 2022 students (n = 66) showed a pass rate of 98.48%.

The face-to-face students (n = 101) showed a pass rate of 95.05%, and the online students (n = 74) had a pass rate of 95.95%.

As with the 2021-2022 assessment cycle, students continued to do well on conceptualizing their long-term career goals but struggled a bit more with delineating the specific steps to achieve those goals. It should be noted that 39 students across the different semesters and modalities did not do this assignment.

Action – Decision or Recommendation:

In AC 2021-2022, target was met. Students were encouraged to seek information and preparation for a career path as well as provide information on opportunities for learning about careers and guidance outside of the classroom. Also, following last year's recommendations, the instructor presented the students with updated resources reflecting the changing employment situations in the various subfields of psychology.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. The course steward will continue to find and incorporate updated resources that reflect the continuously changing employment situations in the various subfields of Psychology.
2. The course steward will ensure that the grading rubric is featured prominently in each Moodle shell.
3. The course steward will check to see if the large number of students not completing the assignment is due to participating students choosing not to do this assignment or due to 'stopping out' students who have stopped participating but have not dropped the course. Once we know the reason why there is such a large number of non-completers, we can explore steps to address this issue.

Measure 5.2. (Direct; Knowledge)

Students in PSYC 2040: Psychology as a Profession wrote a personal reflection essay where they specified how the course had influenced their career targets (refer to appendix H for PSYC 2040 paper rubric). At least 85% of students were expected to receive a grade of 80% or higher.

Findings: Target was met.

Analysis: In AC 2020-2021 the target was met with 100% (n = 182) of psychology majors receiving a grade of 80% or higher.

Based on analysis of the AC 2019-2020 and the AC 2020-2021 data, faculty implemented the following changes to drive the cycle of improvement: The Department Chair, the undergraduate coordinator and the course steward will review this instrument as an appropriate device for assessing this measurement. The decision was made to leave it in place until after COVID disruption.

Perhaps as a result of this decision, in AC 2021-2022 the target was met again, and again, with 100% of those students who completed the assignment earning a score of 80% or better. Obviously, there was no difference across modalities or semesters.

It is worth noting that as with Measure 5.1, there was the issue of non-completers. Of the psychology majors who were still registered for the course at the end of the semester, 39 did not complete this assignment. Again, as with Measure 5.1, we do not know at this time if this was an issue of participating students who did not choose to do this assignment, or of students who have 'stopped out'.

Action – Decision or Recommendation:

In AC 2020-2021, target was met.

Starting in AC 2019-2020, the course steward began providing detailed individualized feedback to students about their reflection papers. In AC 2020-2021, this feedback led to a marked increase from the previous assessment period (100% from 84.01%) and there was concern about possible confounds effecting the data. However, discussions with the course steward and individual course instructors supported the 2020-2021 findings as being correct. This year's results offer additional support for those findings being accurate.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. The Department Chair, the incoming assessment coordinator and the course steward will review this instrument as an appropriate device for assessing this measurement.
2. The course steward will check to see if the large number of students not completing the assignment is due to participating students choosing not to do this assignment or due to 'stopping out' students who have stopped participating but have not dropped the course. Once we know the reason for the number of non-completers, we can explore steps to address this issue.

Measure 5.3. (Indirect; Skills)

At the end of the academic year, surveys were distributed to the Department of Psychology's Academic Advisory Council which consisted of stakeholders and employers in the community who worked with our students through internships or externships, or who hired graduates from our department (refer to Appendix I for the survey). Five questions on the survey asked the respondent to rate our students on the 5 student learning outcomes on a Likert scale whereby 1 = lowest and 5 = highest.

At least 80% of the respondents were expected to rate our students an average of 4 or more on those 5 measures.

Findings: Target was not met. For AC 2021-2022, 78.57% of those surveyed (n = 14) reported an average score of 4 or more on the measures.

Analysis: In AC 2020-2021, the target was met as 100% of survey respondents rated our students an average of 4 or more on the learning outcomes.
the following results:

- Knowledge Base in Psychology M = 4.5 Above Average
- Scientific Inquiry and Critical Thinking M = 4.7 Above Average
- Ethical and Social Responsibility in a Diverse World M = 4.5 Above Average

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- Communication Skills M = 4.25 Above Average
- Professional Development M = 4.19 Above Average

The highest score occurred in Scientific Inquiry and Critical Thinking and lowest score occurred in Professional Development.

Based on analysis of the AC 2020-2021 data, the following changes were implemented to drive the cycle of improvement:

1. In AC 2021-2022, the survey was administered in both the Fall semester and Spring semester, thereby ensuring that all agencies had the opportunity to complete the survey.
2. The Academic Advisory Council met via WebEx a minimum of once a semester.

Despite these increased data collection points, in AC 2021-2022, only 78.57% of those surveyed (n = 14) reported an average score of 4 or more on the measures. Surveys were sent out to the Academic Advisory Council (October 29, 2021, and May 6, 2022) in advance of data collection to ensure timely feedback. Both meetings were held via WebEx. In AC 2021-2022, the results were as follows:

- Knowledge Base in Psychology M = 4.5 Above Average
- Scientific Inquiry and Critical Thinking M = 3.8 Above Average
- Ethical and Social Responsibility in a Diverse World M = 5.0 Highest
- Communication Skills M = 3.5 Average
- Professional Development M = 4.20 Above Average

At both WebEx meetings the discussion was helpful in discussing the areas that our students excelled and the areas that need improvement. One area that continues to be of concern is Scientific Inquiry and Critical Thinking. It should be noted that in AC 2020-2021 the Scientific Inquiry and Critical Thinking mean was 4.7, while in AC 2021-2022, the mean was 3.8 - a significant decline. Another area of concern was Communication Skills which showed a drop from 4.25 to 3.5. One Advisory Council member stated that our students, 'have difficulty in communicating via writing.'

Action – Decision or Recommendation:

In AC 2021-2022, the target was not met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

1. In AC 2022-2023, faculty will continue to administer the survey in both the fall semester and spring semester, thereby ensuring that all agencies will have the opportunity to complete the survey.
2. The Academic Advisory Council will meet via WebEx a minimum of once a

semester.

3. A Pre-test and Post-test of the Critical Thinking Activity will be developed and implemented in PSYC 4600: Field Experience in the Mental Health Agency. The Pre-test will be administered the second week of class. There will be a minimum of one WebEx class meeting after the Pre-test has been administered to discussion review areas of deficits. Post-test will be administered the last week of class. Goal will be to increase scientific inquiry and critical thinking mean score

NOTE: We now have a new Quality Enhancement Plan, which requires all psychology majors to complete two research-based courses in which they will need to develop a hypothesis, perform statistical analysis on data, interpret that data in terms of their hypothesis and place the results in context of wider scientific enquiries. These are all assignments that contribute to the development of critical thinking.

Additionally, students enrolled in both courses will have to write, submit and then rewrite the four sections of a scientific paper. These supervised technical writing assignments are expected to increase their written communication skills.

These changes should improve the department's ability to assess our student's abilities to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of AC 2020-2021 data analysis which resulted in mixed results in improvements in student learning and program improvement in AC 2021-2022.

- SLO 1: Faculty offered additional educational resources for the specific sections of the exit exam identified as weak areas for students (Statistics and Research Methods). The course steward/undergraduate coordinator shared the results with relevant faculty, added additional resources for students and explored options to provide online students access to these additional resources. We also mandated tutoring for specific situations
- SLO 2: Faculty continued to use the updated grading rubric but reduced the number of research article assignments. This did not affect the results, but we will continue to monitor this change. The course steward also continued to offer additional educational resources for the specific sections of the exit exam in which students struggled. Faculty continue to add additional resources for the online courses for topics identified as weak areas for students (Statistics and Research Methods) and encouraged students to use those additional resources.

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- SLO 3: Faculty encouraged self-reflections and planning of ethical responsibility through assignments that fostered students to examine biases and their ethics base. Faculty used the current case study and updated grading rubrics and surveys to improve students understanding of the task, and to provide a clear guideline for how to achieve the desired assignment results. For the second time, course stewards reviewed the scores between classes to determine if there was an issue with consistency or other confounding variables.
- SLO 4: Faculty provided more support and instruction on APA style and encouraged students to utilize campus resources such as The Writing Center. Faculty now required the incorporation of oral presentations in all online sections. Faculty continued to offer resources and instructions related to APA style and guidelines and encouraged students to take advantage of those resources. However, our students continue to struggle in their writing assignments. Going forward, we expect our new Quality Enhancement Plan will help address this.
- SLO 5: Faculty provided information and preparation for career path as well as updated information on opportunities for learning about careers and guidance outside of the classroom. Also, faculty made sure to clearly post and explain the grading rubric so students knew exactly what was required for the assignment to encourage full completion and submission for all students. Faculty provided specific and individualized feedback to students about their reflection papers. Faculty added a critical thinking component to Psyc 4600-Field Experience, although our advisory council continues to see this as a deficit with our students.

Plan of Action Moving Forward:

Throughout the 2021-2022 assessment period, our data collection procedures were slightly negatively impacted by the Covid-19 pandemic and department personnel issues. Assessments and data collection were placed on the agenda for every faculty meeting in the Fall 2021 and Spring 2022 semester. During these meetings, the assessment coordinator discussed ways to collect data and submit it to the assessment coordinator in a timely manner.

Additionally, at the beginning and two weeks before the end of the semester, the relevant faculty are sent copies of their sections of the AC 2020-2021 report, so they could start preparing their data for submission.

Program faculty will be given the results of this report (AC 2021-2022) after it is approved and submitted, and course stewards will meet with the assessment coordinator to discuss the results and the recommendations. They will then take steps to continuously improve student learning in AC 2022-2023 in a systematic and comprehensive fashion:

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- SLO 1: Since the capstone course, PSYC 4830: Advanced General, is now phased out, the course stewards, assessment coordinator and department chair will meet at the start of the Fall 2022 semester to decide how to now assess Measure 1.1. For Measure 1.2, the recommendation of the outgoing assessment coordinator is that this measure be moved to PSYC 4450: Abnormal Psychology and that Survey Monkey or its equivalent be used to assess the online students. For Measure 1.3, the new assessment coordinator and the FIGS PSYC 1010 will continue to validate the assessment tool.
- SLO 2: Faculty will emphasize assignments at the start of the semester to the various instructors and adjuncts who teach the relevant course map classes. Faculty will emphasize the line in the syllabi stating that one of the goals of the course is to be able to apply the statistical techniques to real world situations and that students will be assessed on that ability. PSYC 4400 and PSC 2430 faculty will be shown the discrepancies in performance between online and face-to-face students and asked to research best practices to minimize these differences. The department chair, new undergraduate coordinator and course stewards will review best practices on re-engaging non-participating students or convincing non-participating students to drop by the drop date. Again, since PSYC 4830 has now been phased out, the new assessment coordinator and the course stewards for PSYC 2430 and PSYC 4400 will need to develop a replacement strategy for assessing Measure 2.2.
- SLO 3: The department chair and course steward will direct the instructors of PSYC 3050 to foster values and reflection of ethical responsibility by updating those assignments that encourage students to examine biases and ethics. The assessment coordinator will share the results of these analyses with the course steward of PSYC 4510 and will identify, describe, and implement instructional design and strategies for improving these results and improving course participation. The department chair, undergraduate coordinator and course stewards will review best practices on re-engaging non-participating students or convincing non-participating students to drop before the drop date.
- SLO 4: The department chair and assessment coordinator will share these findings with the course steward for PSYC 2430. Instructors will be encouraged to provide more instructional support and direction on APA style and to refer students to more online writing resources and to campus resources such as the Writing Center. The grading rubric for the written assignment will be featured prominently in all Moodle shells. Since PSYC 2430 is now part of the Quality Enhancement Plan, there will be upcoming changes to the course and meeting this SLO will be part of those changes.
- SLO 5: The department chair and assessment coordinator will share these results with the course stewards and will direct the course stewards to extend the changes made in the course to all sections. The course steward will use updated

external resources that reflect the changing employment situations in the various subfields of psychology. A new pre and post assessment for critical thinking will be developed and administered and the new QEP courses will emphasize written communication skills. The Department Chair has replaced the traditional survey administration with using zoom/WebEx to administer the Survey to the Advisory Council.

Additional Plan of Action:

Given that the last three department Assessment Coordinators resigned from that job (and/or NSU) within a year after being given that responsibility, and the current one is planning a retirement date within the next year, the department will begin requiring each course steward to increase their share of the responsibility in collecting assessment data and writing this report. This will be done both to mitigate the loss of the exit examination in PSYC 4830 as a data collection tool, to continue to achieve accurate assessments, and to ensure continuity in action plans being implemented and utilized. Moving forward, this will help the program to continually improve assignments and assessments so we can provide a more diverse and robust academic program for our students.

NOTE: Almost every measure showed a decrease from previous year's results. After sharing this information with the faculty there were many concerns, with one being if these results were specific to just our department, or if other departments within the Gallaspy Family College of Education and Human Development (or NSU as a whole) were experiencing similar decreases.

If these decreases are widespread, are they being seen as a COVID hang-over, or as a cohort issue.

Our faculty would appreciate feedback on our performance relative to other NSU departments on these SLO measures.