

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.

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
- PSYC 4450: Abnormal Psychology
- PSYC 4470: Theories of Personality
- PSYC 4830: Advance General (capstone course) Fall 2022
- PSYC 4490: Senior Research Seminar (capstone course) Spring 2023

Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in the department's capstone course, PSYC 4830 Advance General Fall 2022 and PSYC 4490 Senior Research Seminar Spring 2023, completed a post-test version of the Department of Psychology exit exam.

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Specifically, the sections of the exam that will be a measure of SLO1 are: Introduction to Psychology; Physiological Psychology; Learning and Cognitive Abilities; Lifespan 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.

AC	Percentage scoring at 75% or higher	Number of students testing	Notes
2023 Spring	78.89% *Psyc4490	N=78	Post pandemic
2022 Fall	84.74% *Pilot	N=41	Post pandemic
2022 Fall	66.66% *Psyc4830	N=12 online only	Post pandemic
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

***Capstone course Fall 2022=PSYC 4830; Capstone course Spring 2023=PSYC 4490**

Finding: Target was Not Met.

Analysis:

1. In AC 2021-2022, the target was not met.
2. In AC 2021-2022, 52 students completed the exit examination given in PSYC 4830: Advanced General, and 82.69% (N= 34) achieved 75% or better on the relevant sections. This was under the goal of 85% but continued 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. 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. Students struggled 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.

3. Based on the analysis of the 2021-2022 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The results of this assessment were shared with the specific course stewards and faculty. They looked at their specific areas of weakness and strength in their subject areas on the assessment and focused on the areas that needed improvement. This capstone course, PSYC 4830: Advanced General, will no longer be taught after Fall 2022, which meant the current exit examination will no longer be used for this assessment. The now retired assessment

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coordinator, met with the incoming assessment coordinator, department chair, and the relevant faculty, and decided how to divide this assessment among the different courses (ex: PSYC 3020: Learning, PSYC 4470: Theories of Personality, PSYC 4450: Abnormal Psychology, PSYC 4490: Senior Research Seminar, PSYC 3060: Social, etc.) The new assessment procedure was in place by the end of the Fall 2022 semester ready to be used as a Pilot Assessment. Even though PSYC 3060 was taken out of the required classes for a psychology major, it was included for consistency.

4. As a result of these changes, in AC 2022-2023, the target was Not Met. Fall 2022 semester the data was collected in one online section of PSYC 4830: Advanced General. In that course, 66.66% of the class (N= 12) passed the relevant Exit Examination sections with 75% of the possible score. The Fall 2022 semester was the last time the capstone course, PSYC 4830: Advanced General Psychology was taught in the Psychology Department, so it was the last time the Exit Examination was administered. The course was taught online only so there are no results or comparisons to face to face sections of the course. Care should be used in comparing the data to past semesters due to the small sample size, but it is consistent with online course results from previous years.

The pilot assessment was given Fall 2022 to both face-to-face and online classes since PSYC 4830 was being phased out. The results were very promising. The pilot assessment consisted of 30 questions from the specified areas of psychology listed above. For online classes 96.15% of the students (N=26), mean= 27.12 (out of a possible 30 points) passed the pilot assessment with 75% of the possible score. The students did well in the areas of General Psychology with 94.23% total correct; Lifespan Development with 92.13% total correct; Social Psychology with 90.38%; Abnormal Psychology with 96.79% total correct; and Learning with the lowest percentage of total correct with 78.21% which was still well above the target. The face-to-face classes, 73.33% of the students (N=15), mean=23.33 (out of a possible 30 points) passed the pilot assessment with 70% of the possible score. The students did well in General Psychology with a total correct of 85.56%; Lifespan Development with a total correct of 83.33%; Social Psychology with a total correct of 70.0%; Abnormal Psychology with a total correct of 90.0%. Learning was the lowest with 60.0% total correct. Learning was the area that both sets of students struggled with the most which was also the most technical topic on the assessment.

Online students did appreciably better across the board than the face-to-face students. The difference in face to face and online may be due to the instructor used two different extra credit schemes. The online class got 10 points if they made at least 75% on the assessment but only 5 points if they failed it. The face-to-face class got 10 points regardless. The face- to- face class for Fall 2022 was particularly weak and struggled all semester.

With these new pilot assessment results, the department is hopeful to meet and/ or exceed the target for this area with this new assessment tool.

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For the Spring 2023 semester, data was collected in all sections both face-to-face and online of PSYC 4470: Theories of Personality. For online classes 96.67% of the students (N=60), mean= 26.93 (out of a possible 30 points) passed the assessment with 75% of the possible score. The students did well in the areas of General Psychology with 94.72% total correct; Lifespan Development with 92.78% total correct; Social Psychology with 94.72%; Abnormal Psychology with 94.72% total correct; and Learning with the lowest percentage of total correct with 83.06% which was still well above the target. The face-to-face classes, 61.11% of the students (N=18), mean=23.82 (out of a possible 30 points) passed the assessment with 75% of the possible score. The students did well in General Psychology with a total correct of 85.19%; Lifespan Development with a total correct of 82.41%; Social Psychology with a total correct of 76.85%; Abnormal Psychology with a total correct of 88.89%. Learning was the lowest with 64.81% total correct. As on the Pilot assessment, Learning was the area that both sets of students struggled as seen in the Pilot Assessment for Fall 2022. For Learning, there was one question that was missed by a larger number of students.

Online students did appreciably better across the board than the face-to-face students. The difference in face to face and online may be due to two separate factors:

1. The first factor is that more control over not being able to use other sources to find answers in the face-to-face class.
2. The second factor is that face-to-face class this year was particularly weak as it was in the Fall 2022. Several students really struggled all semester.

With these new assessment results, the department strives to meet and/ or exceed the target for this area as the numbers are moving in the right direction. These changes had an impact on the student's ability to learn, retain, and utilize their knowledge about psychology.

Decision:

1. In AC 2022-2023 the target was Not Met.
2. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) A new course map will be created for this measure.
 - c) The target will change from 85% of the students scoring 75% or higher, to 70% of the students scoring 70% or higher as a 70% is what is needed to pass the class.
 - d) A new assessment will be discussed by the course steward, undergraduate coordinator, and the department head.
 - e) PSYC 3060: Social Psychology will be removed from the required classes and will no longer be a part of the assessment evaluation for this measure as

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students can now choose to take PSYC 3050: Diversity and Inclusion or PSYC 3060: Social Psychology.

- f) Learning was the area that both sets of students struggled with the most, a new textbook will be chosen for Fall 2023. The questions will be re written and the assessment will reflect what is taught in this course.

3. These changes will improve the student's ability to learn, retain, and utilize their knowledge about psychology thereby continuing to push the cycle of improvement forward.

Measure 1.2. (Indirect; Attitudes)

At the end of every semester, students enrolled in PSYC 4830 Advance General, the department's capstone course (Fall 2022) and PSYC 4490 Senior Seminar Research (started Spring 2023), have been 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.

Finding: Target was met.

Analysis:

1. In AC 2021-2022 the target was met.

2. 100% of students (N= 18; M= 4.67) replied with a rating of 4 or 5. Analysis of results confirmed student confidence 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.

3. Based on the analysis of the AC 2021-2022 results, faculty implemented the following changes in AC 2022-2023 to drive the cycle of improvement. Recommended that since PSYC 4830 has now been phased out, PSYC 4490: Senior Research Seminar, be selected as the data collection point for this assessment. Moodle does not currently allow collection of data anonymously; therefore, a non-NSU resource, Survey Monkey, was used to assess the online sections of this course.

4. As a result of these changes, in AC 2022-2023 the target was Met.

Data for this measure was not collected in the Fall 2022 assessment period. The survey was normally administered in PSYC 4830: Advanced General Psychology, but that course was taught online only that semester and the instructor was unable to collect this data anonymously. For the Spring 2023 semester, this data was collected in the PSYC 4490 course, using Survey Monkey, and the data revealed 93.02% (40 out of 43) of the

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respondents responded with a rating of 4 or 5 indicating agreement. These changes allowed for anonymous feedback from students. The department saw the attitudes of the students about what they had learned throughout their educational career.

Decision:

1. In AC 2022-2023 the target was Met.
2. Based on the analysis of the AC 2022-2023 results the faculty will implement the following changes in the AC 2023-2024 to drive the cycle of improvement.
 - a) PSYC 4490 will be a collection point for indicator 1.2; however, the scale will be adjusted.
 - b) The target will change from 85% to 70% success to better align with scoring indicators.
 - c) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
3. These changes will improve the student's ability to share their information about the knowledge of psychology and share their attitudes about how the undergraduate program prepared them for this subject matter, thereby continuing to push the cycle of improvement forward.

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 include Introduction to Psychology; Physiological Psychology; Learning and Cognitions; Lifespan 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.

Finding: Target was not met.

Analysis:

1. In AC 2021-2022, the target was not met.
2. 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.

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3. Based on the analysis of the AC 2021-2022 results the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The undergraduate coordinator and the FIGS course instructor discussed in the Spring 2021 semester to develop this instrument. The new assessment model was administered, and the target goal was not met. It was recommended that the new undergraduate coordinator and the FIGS course instructor would continue to meet to develop the instrument's validity, particularly in the areas of Physiological Psychology, Learning, and Personality. The results were shared with the PSYC 1010 course steward and the FIGS instructor. Unfortunately, due to changes in the Course Steward and the transition to a new Assessment Coordinator, the Fall 2022 PSYC 1010 FIGS class completed the PSYC 1010 SLO instead of the PSYC 1010 FIGS evaluation. These are two separate assessments. Only the PSYC 1010 FIGS class should have completed an evaluation in the Fall 2022 assessment period, while all sections of PSYC 1010 should have completed the SLO in the Spring 2023.

Because this assessment is given only in the fall semester to the FIGS PSYC 1010 class it is only administered once an academic year, so this assessment was not administered this AC year.

4. As a result of these changes, in AC 2022-2023 the target was not assessed and was Not Met.

Decision:

1. In AC 2022-2023 the target was Not Met.
2. Based on the analysis of the AC 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) This measure will not be included in the AC 2023-2024.
3. These changes will improve the student's ability to assess their knowledge base about psychology and the psychology curriculum thereby continuing to push the cycle of improvement forward.

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.

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- 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. At least 85% of students were expected to earn a grade of 80% or higher on this paper.

Finding: Target was Not Met

Analysis:

1. In AC 2021-2022, the target was not met.
2. 74.28% (78 of 105) of psychology majors earned 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. A detailed look at the grading showed that students continued 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.
3. Based on the analysis of the AC 2021-2022 results, the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The PSYC 4400 course steward changed the course requirements in Spring 2022, reduced the article analysis assignments from three to one for the face-to-face classes, in hopes of more classroom instruction. Despite this, the Spring students demonstrated a slightly higher pass rate. The new undergraduate coordinator and the PSYC 4400 course steward continued to monitor the effect of reducing these assignments. The course steward continued to find and use course level appropriate research articles for this assignment. As with previous assessment cycles, the students continued to struggle with interpreting the results of the statistical analysis. The undergraduate coordinator and the course steward explored outside sources to see how they could address this problem.
4. As a result of these changes, in AC 2022-2023 the target was Not Met.
82.57% (N=109) of Psychology and Addiction Studies majors earned a grade of 80% or higher. Upon looking at the data in which the online sections maintained 3 research article assignments it was found that the online students scored 84% pass rate which was slightly higher than the fac-to-face students who scored 81.36%. Compared to AC 2021-2022 data there is a significant difference of 8.36% improvement. The face-to-face students only had one research article assignment. This leads the course steward and

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undergraduate coordinator to believe that including three research article assignments will have a direct impact on the student's ability to read and interpret research articles.

Decision:

1. In AC 2022-2023 the target Not Met.
2. Based on the analysis of the AC 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) The target will change from 85% of the students scoring 80% or higher, to 70% of the students scoring 70% or higher, aligning to threshold for success in the course.
 - c) A new course map will be created for this measure.
3. These changes will improve the student's ability to effectively read and interpret research and scholarly articles thereby continuing to push the cycle of improvement forward.

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.

Finding: Target was not met.

Analysis:

1. In AC 2021-2022, the target was not met.
2. 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. The sample did better at tasks that required specific concrete knowledge but did worse when dealing with hypotheticals or applications of knowledge.
3. Based on the analysis of the AC 2021-2022 results the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The undergraduate coordinator met separately with the course stewards for PSYC 2430 and PSYC 4400 to review the findings and the notes/assessments for the PSYC 4830 sections for those

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two courses and discussed the specific areas of strength and weaknesses. The course stewards for both PSYC 2430 and PSYC 4400 were particularly concerned about the differences between the online and face-to-face student scores. However, the PSYC 4400 steward 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.

The PSYC 4830 course steward implemented a new policy for all sections of the course. Both statistics and experimental methodology were covered on the first test. If students failed the first test (or did 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 participated and passed the course. So, we were unable to tell if the new intervention policy worked to improve performance on this measure.

4. As a result of these changes, in the AC 2022-2023 the target was Not Met. The capstone course, PSYC 4830: Advanced General, was no longer taught after Fall 2022, which meant the exit examination would no longer be used for this assessment. For the Fall 2022 semester, data was collected in one online section of PSYC 4830: Advanced General. In that course, 50.0% of the class (N= 12) passed the relevant Exit Examination sections with 75% of the possible score. As with measure 1.1, the Fall 2022 semester was the last time the previous capstone course, PSYC 4830: Advanced General Psychology was taught in the Psychology Department, so it was the last time the Exit Examination was administered. The course was taught online only so there are no results or comparisons to face to face sections of the course. Care was used in comparing the data to past semesters due to the small sample size, but there was a marked decrease in student performance compared with online course results from previous years. Because PSYC 4830 was discontinued, no data was collected in the Spring 2023 semester.

Decision:

1. In AC 2022-2023 the target was Not Met.
2. Based on the analysis of the AC 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.

c) A new course map will be created for this measure.

3. These changes will improve the student's ability to understand scientific and psychological research and critical thinking thereby continuing to push the cycle of improvement forward.

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. At least 85% of students will earn a grade of 80% or higher on this paper.

Finding: Target was Not Met.

Analysis:

1. In AC 2021-2022, the target was Met.

2. 88.89% (N=99) of the students assessed received a grade of 80% or higher, which was almost identical to the AC 2020-2021 results. Further analysis of the adjusted data showed no significant difference between the semesters, In the Fall 2021 semester, 89.58% of the students (N =48) earned a grade of 80% or higher and 88.24% of the Spring 2022 semester students (N =51) showed a grade of 80% or higher. All sections of PSYC 3050 in this analysis were taught online during the Fall 2021 and Spring 2022 assessment periods. 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. Students did better on the self-reflection assignments but continued 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

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were 109 psychology majors enrolled in the courses and only 88 of those (80.73%) submitted the assignment.

3. Based on the analysis of the AC 2021-2022 results the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The course steward encouraged the instructors of PSYC 3050 to continue to emphasize values and reflection to help students recognize and overcome their biases. The course steward was asked to continue to check the data to see if students who do not complete the assignment were 'stopping out' during the semester or if they were simply choosing not to do this assignment. If data showed the students who were not participating were 'stopping out', the Department Chair, undergraduate coordinator and the course steward explored best practices on increasing student retention. If the data showed the discrepancy between enrollment and completion of this assignment was due to students 'stopping out' and encouraging them to rejoin the course did not work, then attempts were made to encourage those students to drop the course before the drop date. If the data showed the discrepancy between enrollment and completion of this assignment was due to students not choosing to do this assignment, then the undergraduate coordinator and the course steward discussed incentives to increase student participation in this task.

4. As a result of these changes, in AC 2022-2023 the target was Not Met. Data showed 82.61% (N=46) of the students assessed received a grade of 80% or higher. This is a decline from AC 2021-2022. However, improvement was made in the completion rate of the assignment as 46 of the 51 psychology majors enrolled in the course completed the assignment. This is a marked difference as 88% completed the assignment this year in comparison to 80% completion last year. Spring 2023 showed the greatest improvement as with 87.5% (N=16) receiving an 80% or higher with 100% completion rate. Fall 2022 had 6 students who stopped out and only 80% (N=30) to meet the goal of 80% or higher.

The changes that were made did not have the impact expected but we will continue to improve this effort to have a positive impact on the student's ability to look at their own biases and overcome them.

Decision:

1. In AC 2022-2023 the target was Not Met.
2. Based on the analysis of the AC 2022-2023 results the faculty of the course will continue to implement the following changes in AC 2023-2024 to drive the cycle of improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) A new course map will be created for this measure.

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- c) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.

3. These changes will improve the student's ability to recognize their own biases and how to overcome them thereby continuing to push the cycle of improvement forward.

Measure 3.2. (Direct; Knowledge)

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

Finding: Target was Met.

Analysis:

1. In AC 2021-2022, the target was Not Met.

2. The target was not met if all students enrolled in PSYC 4510 were 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 was met with 92.31% (143/155) of psychology majors receiving a grade of 80% or higher. The course steward's updated the rubric used for the case study assignment, and the plan used for improving the results and course participation appeared to be effective. 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. As with PSYC 3050 earlier, there were two issues: (1) All sections of PSYC 4510 in this analysis were taught online during the Fall 2021 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 continued to do well on recognizing the actual ethical standards that applied to the dilemma but continued to have problems identifying the appropriate response when the dilemma was ambiguous or dealt with contradictory standards. The updated rubric resulted in a higher adjusted 80% pass rate for this assessment year (removing students who chose not to submit the assessment).

3. Based on the analysis of AC 2021-2022 results the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The updated rubric was working, the department chair and undergraduate coordinator shared the results of these analysis with the course steward and the individual instructors of PSYC 4510. As with Measure 3.1 above, discussion focused on ways to continue to improve course participation. The Department Chair, the undergraduate coordinator and the course steward used best practices on re-engaging those students who stopped participating in the course and encouraged students to drop before the deadline.

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4. As a result of these changes, in AC 2022-2023 the target was Met. In the Fall 2022 semester data was collected in two online and one face to face class for a total sample size of 61 who completed the assignment. The overall results showed an 80% or better pass rate of 86.88%. (N = 61). In the Spring 2023 semester the data was collected in one face-to-face class and two online for a total sample size of 77 who completed the assignment. The overall results showed an 80% or better pass rate of 85.49%, (N=77) so target was Met. Further analysis showed a distinct difference between online and face to face classes in the Fall 2022 and Spring 2023 assessment periods. For the Fall 2022 semester, the online students showed an 80% or better pass rate of 83.33% (N = 48) while the face- to- face students showed a pass rate of 100% (N = 13). For the Spring 2023 semester, the online students showed an 80% or better pass rate of 93.2% (N=59) while the face -to- face students showed a pass rate of 85.49% (N = 18). These changes had a direct impact on the student's ability to analyze case studies and to participate and complete assignments.

Decision:

1. In AC 2022-2023 the target was Met.
2. Based on the analysis of the AC 2022-2023 results the faculty of the course will continue to implement the following changes in AC 2023-2024 to drive the cycle of improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
 - b) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.
3. These changes will improve the student's ability stay active in the class and not receive a failing grade or a "W" thereby continuing to push the cycle of improvement forward.

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.

Finding: Target was Met.

Analysis:

1. In AC 2021-2022, the target was Met
2. 93.79% (136 of 145) of those assessed completed the training and submitted 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

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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.

3. Based on analysis of AC 2021-2022 results the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. Continued to monitor students 'stopping out' before the end of the semester and encouraged those students to re-engage with the class or drop by the drop date. Continued to emphasize the importance of this assignment and encouraged students to complete the training.

4. As a result of these changes, in AC 2022-2023 the target was Met. In the Fall 2022 assessment period, 96.92% (N = 65), of students enrolled in the three sections of PSYC 4510: Ethics completed their training and submitted their certificates. The online students had a completion submission rate of 96.15% (N = 52) while the face-to-face students showed a 100% (N = 13) completion rate. In the Spring 2023 assessment period, 95.29% (N=85) of students enrolled in the three sections of PSYC 4510: Ethics completed their training and submitted their certificates. The online students had a completion rate of 95.45% (N=66) while the face-to-face students showed a completion submission rate 94.74% (N=19). There was a marginal but insignificant difference between the online students and the face-to-face students on this measure for both the Fall 2022 and Spring 2023 semesters.

Decision:

1. In AC 2022-2023 the target was Met.

2. Based on the analysis of the AC 2022-2023 results the faculty of the course will continue to implement the following changes in AC 2023-2024 to drive the cycle of improvement.

1. Faculty for this class will continue to emphasize the importance of completing this assignment while giving actual points for completing.

2. Faculty for this class will continue to encourage students to stay engaged in the class and drop before the drop date as to not receive a failing grade or "W".

3. The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)

3. These changes will improve the student's ability to complete the NIH training course in the required timeline teaching responsibility and professionalism thereby continuing to push the cycle of improvement forward.

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. At least 85% of students will receive a grade of 80% or higher.

Finding: Target was not met.

Analysis:

1. In AC 2021-2022, the target was Not Met.
2. 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%.
3. Based on the AC 2021-0222 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The course steward ensured the grading rubric for this assignment was prominently featured and emphasized in the Moodle shell for each course. The instructors provided additional support and instruction on APA style and recommended referring students to campus resources (as they became more available). Instructors provided more one-on-one personalized feedback time with both face-to-face and online students via office hours and virtual office hours through Webex to go over writing and APA formatting issues. Instructors surveyed students informally and received qualitative information that being in English 1020 learning MLA format during this course was a challenge.
4. As a result of these changes, in AC 2022-2023 the target was Not Met. Of the 117 psychology majors that completed the APA research paper, 36.75% (N=117) received

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an 80% or higher. Fall 2023 was slightly better as 36.36% (N=55) earned 80% or higher on the assignment in comparison to Spring 2023 with 34.84% (N=58). Also, it seems as though the improvements made in the online sections showed progress as Fall 2022 had 44.12% (N=34) and Spring 2023 had 50% (N=24) earn an 80% or higher.

Decision:

1. In AC 2022-2023 the target was not met.
2. Based on the analysis of the AC 2022-2023 results faculty will implement the following changes in AC 2023-2024 to drive cycle improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) A new course map will be created for this measure.
 - c) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.
 - d) Continue to refer the students to departments like the Academic Success Center and other on-campus resources, particularly the writing center to help them succeed.
 - e) Provide more example writing samples and outlines for students as additional resources.
3. These changes will improve the student's ability to learn APA style writing that is used in the psychology department thereby continuing to push the cycle of improvement forward.

Measure 4.2. (Direct; Knowledge and Skills)

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

Finding: Target was Met.

Analysis:

1. In AC 2021-2022 the target was not met.
2. 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. 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. And last, 147 students

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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.

3. Based on the analysis of the AC 2021-2022 results faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. Continued to prominently feature the grading rubric for this assignment in the Moodle shell for each course.

The course steward ensured that each instructor was using the same grading rubric.

The importance of this assignment was communicated more clearly to the students and as part of the retooling for the QEP of this course, the course steward considered changing incentives to increase the number of students who completed the assignment.

Students were provided with an example presentation and the online students were shown how to use technology to present.

4. As a result of these changes, in AC 2022-2023 the target was Met. Of the 104 psychology majors assessed 95.20% earned a grade of 80% or higher on the oral presentation. For both semesters the online sections increased the rate of achieving the target and was 93.33% and 94.73%. Face to face sections continued to do well as 95.32% and 97.06% scored 80% or higher. Also, we saw an increase in the students completing the assignment as only 16% of the students enrolled in the course did not do the assignment as compared to 25% not completing it during AC 2021-2022.

Decision:

1. In AC 2022-2023 the target was met.

2. Based on the analysis of the AC 2022-2023 results faculty will implement the following changes in AC 2023-2024 to drive the cycle improvement.

- a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) A new course map will be created for this measure.
- c) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.
- d) Course steward will continue to communicate with instructors to make sure there is a clear understanding of the assignment and grading rubric.
- e) Continue to provide examples and encourage students to sit in on other psychological presentations like at NSU Research Day or Master's thesis proposals.

3. These changes will improve the student's ability to use oral communication when delivering APA presentation thereby continuing to push the cycle of improvement forward.

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. At least 85% of students will receive a grade of 80% or higher.

Finding: Target was Met.

Analysis:

1. In AC 2021–2022 the target was Met.
2. 88.46% (N = 52) of the students who completed the paper scored a grade of 80% or higher. Fall 2021 students (N = 25) achieved an 80% plus rate of 84.00% while the Spring 2022 students (n = 27) did better at 92.58% showing a slight difference between Fall 2021 and Spring 2022.

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 indicated inconsistencies in how the instructors are grading APA mechanics between the sections of the course.

3. Based on the analysis of the AC 2021-2022 results, faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The APA paper grades in PSYC 3060 rated well. In an effort for continued improvement, the course steward recommended 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 course steward continued to make these resources available to students, while reviewing updates in APA technological resources. The grading policies used were consistent across all classes by the development of a grading rubric used in all sections.

4. As a result of these changes, in AC 2022-2023 the target was Met. Of the students who completed the paper scored 89.36% (N=94) achieved a grade of 80% or higher. Fall 2022 and Spring 2023 semester results showed a slight difference with the Spring 2023 students achieving an 80% or higher rate and the Fall 2022 students achieving a 95.25% or higher rate. The changes had a direct impact on the student's ability to understand exactly how they would be graded using APA style as well as the content matter.

Decision:

1. In AC 2022-2023 the target was Met.
2. Based on the analysis of the 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement.

- a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) A new course map will be created for this measure.
- c) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.
- d) Measure 4.3 will be a part of the new Measure 4.1
- e) The faculty will continue to stay abreast of current trends in APA writing.
- f) To enhance student learning, the course steward will implement new course material related to current articles germane to APA writing while using the new consistent rubric across all sections.

3. These changes will improve the student's ability to write in APA format correctly as well as enhance their overall knowledge of social issues thereby continuing to push the cycle of improvement forward.

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. At least 85% of students were expected to receive a grade of 80% or higher.

Finding: Target was met.

Analysis:

1. In AC 2021-2022, the target was met.

2. 94.85% of students in PSYC 2040 who completed the assessment (N = 175) earned a grade of 80% or better on the assignment. 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%. It should be noted that 39 students across the different semesters and modalities did not do this assignment. Results were consistent across semesters and

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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%.

3. Based on the analysis of the AC 2021-2022 results the instructor and course stewards made the following changes in AC 2022-2023 to drive cycle improvement. The course steward continued to find and incorporate updated resources that reflected the continuously changing employment situations in the various subfields of Psychology. The course steward ensured that the grading rubric was featured prominently in each Moodle shell and further explanation provided on the assignment for clarity. The instructors of the course encouraged completion, especially reaching out to students who were struggling to turn in assignments.

4. As a result of these changes, in AC 2022-2023 the target was Met. Of the 120 psychology majors that completed the action plan assignment 89.17% (N=120), earned a grade of an 80% or higher. During Fall 2022 85.36% (N=82) and Spring 2023 97% (N=39) earned a grade of 80% or higher. The number of students that did not complete the assignment, however, remained similar as AC 2021-2022 with 34 students choosing not to complete or stopping out of the class. There was a difference in completion rate between the Fall 2022 and the Spring 2023. During Fall 2022, 25% of the Psychology majors did not do the assignment, whereas, in Spring 2023 only 15% did not complete the assignment. It must be noted that during Spring 2023, there were only online sections of the course offered. The changes made by instructors seemed to have impacted the students positively in the Spring 2023, as there was a marked increase in the percent meeting the target and there was more completion of the assignment.

Decision:

1. In AC 2022-2023 the target was met.
2. Based on the analysis of the AC 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle improvement.
 - a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) A new course map will be created for this measure.
 - c) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.
 - d) The course steward will continue to provide updated resources that reflect the continuously changing employment situations in the various subfields of Psychology. They will provide an example of an exemplary action plan assignment to clarify what is required of the assignment as it was found qualitatively that some students were unclear on certain requirements for the assignment.

3. These changes will improve the student's ability by obtaining the knowledge to plan for their future career paths in their chosen profession thereby continuing to push the cycle of improvement forward.

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. At least 85% of students were expected to receive a grade of 80% or higher.

Finding: Target was met.

Analysis:

1. In AC 2021-2022 the target was Met.

2. 100% of those students who completed the assignment earned a score of 80% or better. 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'.

3. 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. The Department Chair, the assessment coordinator and the course steward reviewed this instrument as an appropriate device for assessing this measurement. The course steward found that the large number of students not completing the assignment is due to participating students 'stopping out' but did not drop the course.

4. As a result of these changes, in AC 2022-2023 the target was met. Of the 125 psychology majors to complete the assignment 99.2% (N=125) earned an 80% or higher on the reflection essay assignment. For Fall 2022 98.9% (N=90) of the students and for Spring 2023 100% (N=35) earned an 80% or higher. There was only one person in the Fall 2022 face to face class that had not earned the grade and that was because it was a late submission. When looking at the comparison from face-to-face and online percentages there was no significant difference as most students met or exceeded the target. It is worth noting that there was a slight increase in completion of the assignment as last AC 2021-2022, about 22% did not complete the assignment in comparison to this AC 2022-2023, only 19% did not complete the assignment.

Decision:

1. In AC 2022-2023 the target was met.

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2. Based on the analysis of the AC 2022-2023 results the faculty will implement the following changes in AC 2023-2024 to drive the cycle improvement.

- a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) A new course map will be created for this measure.
- c) At least 70% of students will be expected to earn a grade of 70% or higher on these sections.
- d) The instructor will continue to encourage students to complete the assignment and send reminders as the due date approaches. These efforts should help to increase completion rates of the assignment.

3. These changes will continue to improve the student's ability to process what they learned in the course that influenced their career targets thereby continuing to push the cycle of improvement forward.

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. 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.

Finding: Target was Met Fall 2022.

1. Analysis: In AC 2021-2022 the target was Not Met.

2. 78.57% of those surveyed (n = 14) reported an average score of 4 or more on the measures. 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. The survey was administered in both the Fall semester and Spring semester, thereby ensuring that all agencies had the opportunity to complete the survey. 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

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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.' One area that continued to be of concern is Scientific Inquiry and Critical Thinking. The Academic Advisory Council met. At the WebEx meetings the discussion was helpful in the areas that our students excelled in and the areas that needed improvement.

3. Based on the analysis of the AC 2021-2022 results the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement. The faculty continued to administer the survey in only the fall 2022 semester. It was not administered in the spring 2023 semester due to staff transitions. The Academic Advisory Council unfortunately did not meet via WebEx a minimum of once a semester. A Pre-test and Post-test of the Critical Thinking Activity was not developed and implemented in PSYC 4600: Field Experience in the Mental Health Agency. The goal was to increase the scientific inquiry and critical thinking mean score. The implementation of the pre-test and post-test of the critical thinking was not initiated.

4. As a result of these changes, in AC 2022-2023 the target was Met Fall 2022 but not administered in Spring 2023. For Fall 2022, 100% of those surveyed (n = 4) reported an average score of 4 or more on the measures. There were no areas of concern mentioned on the surveys. Unfortunately, no spring scores were initiated.

Decision:

1. In AC 2022-2023 the target was met Fall 2022.

2. Based on the analysis of the AC 2022-2023 results faculty will implement the following changes in AC 2023-2024 to drive the cycle improvement.

- a) The Psychology Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) Due to the new APA guidelines, this Measure 5.3 will no longer be used for assessment.

3. These changes will improve the student's ability to meet APA guidelines version 3.0 efficiently 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 2021-2022 data analysis which resulted in mixed results in improvements in student learning and program improvement in AC 2022-2023.

- SLO 1: Course steward looked at their specific areas of weakness and strength in their subject areas on the assessment and focused on the areas that needed improvement. This capstone course, PSYC 4830: Advanced General, will no longer be taught after Fall 2022, which meant the current exit examination will no longer be used for this assessment. The new assessment procedure was in place by the end of the Fall 2022 semester ready to be used as a Pilot Assessment. PSYC 4490: Senior Research Seminar was selected as the data collection point for this assessment. Due to transition with the class steward and undergraduate coordinator, Measure 1.3 was not assessed.
- SLO 2: The PSYC 4400 course steward changed the course requirements in Spring 2022, reduced the article analysis assignments, in hopes of more classroom instruction. Despite this, the Spring students demonstrated a slightly higher pass rate. The course steward continued to find and use course level appropriate research articles for this assignment. Students continued to struggle with interpreting the results of the statistical analysis. The undergraduate coordinator and the course steward explored outside sources to see how they could address this problem. The course stewards for both PSYC 2430 and PSYC 4400 were particularly concerned about the differences between the online and face-to-face student scores. However, the PSYC 4400 steward 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.
- SLO 3: Faculty encouraged self-reflections and planning of ethical responsibility through assignments that fostered students to examine biases and their ethics base in PSYC 3050. Faculty used a current case study and grading rubrics to improve students understanding of the task, and to provide a clear guideline for how to achieve the desired assignment results. For PSYC 4510, the undergraduate coordinator and the course steward discussed incentives to increase student participation in this task. Best practices on re-engaging those students who stopped participating in the course and encouraged students to drop before the deadline.
- SLO 4: The instructors provided support and instruction on APA style and recommended referring students to campus resources (as they became more available). The new rubric was used in grading and the course steward ensured the same grading rubric in every section. Instructors provided more one-on-one personalized feedback time with both face-to-face and online students via office hours and virtual office hours through Webex to go over writing and APA formatting issues.

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- SLO 5: The course steward continued to find and incorporate updated resources that reflected the continuously changing employment situations in the various subfields of Psychology. The instructors of the course encouraged completion, especially reaching out to students who were struggling to turn in assignments. The course steward found that the large number of students not completing the assignment was due to participating students 'stopping out' but did not drop the course. As for the Advisory Council recommended to increase the scientific inquiry and critical thinking mean score of the student. They did not meet in the Spring 2023 and the implementation of the pre-test and post-test of the critical thinking was not initiated.

Plan of Action Moving Forward for AC 2023-2024:

- The Psychology Department will move to the APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022) for AC 2023-2024 to drive the cycle of improvement.
- Due to the APA Guideline changes, all of the SLO's will be new.
- There will be a new course map for all of the SLO's.
- The target will change from 85% of the students scoring 75% or higher, to 70% of the students scoring 70% or higher for everything except the NIH certification assignment.
- Data analysis will be consistent using aggregate data, data from face-to-face courses, and data from online courses unless the teaching mode is either face-to-face or online.
- AC 2023-2024 assessment plan committee has met three times and will continue meeting during the summer to finalize the AC 2023-2024 assessment plan.
- Beginning of the Fall 2023 semester, the plan will be presented to psychology faculty.
- Professional development will be provided for the new implementation, data collection, and data analysis of the AC 2023-2024 assessment.
- Each course steward will have responsibility for their part of the SLO's and will be involved throughout the planning, implementing, and reporting of the assessment.
- The goal of the psychology department is to continually improve courses and assessments so we can provide a more valuable, impactful, and robust academic program for our students.