

AC 2023-2024 Assessment

Bachelor of Science in Psychology (392)

Division: Gallaspy Family College of Education and Human Development

Department: Psychology and Addiction Studies

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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 the 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, communication, and professional development in a diverse world. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for 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 immediate employment and service in the community and region.

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

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

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- (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 3.0 (2022).

Course Map:

Tied to course syllabus objectives.

- PSYC 1010: Introduction to Psychology
- PSYC 3020: Psychology of Learning
- PSYC 4450: Abnormal Psychology
- PSYC 4470: Theories of Personality
- PSYC 4490: Senior Research Seminar

Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in PSYC 1010: Introduction to Psychology, PSYC 3020: Psychology of Learning, PSYC 4450: Abnormal Psychology, and PSYC 4470: Theories of Personality will be assessed using cumulative data from multiple-choice test scores.

Out of the total number of students who completed all tests and quizzes in these courses, at least 70% were expected to demonstrate an understanding of psychology-related concepts by achieving a 70% or higher grade on the combined test scores.

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Finding: Target was Met.

Analysis:

1. In AC 2022-2023, the target was not applicable due to changes in the benchmark and new course mapping.

2. This is a new course map and assessment for this measure for AC 2023-2024, so there needs to be comparative data. PSYC 4830: Advanced General was used for this measure in the past, but that class is no longer offered. The new courses assessed for this measure will consist of PSYC 1010: General Psychology, PSYC 3020: Psychology of Learning, PSYC 4450: Abnormal Psychology, and PSYC 4470: Theories of Personality.

3. Based on the 2022-2023 results analysis, faculty made the following changes in AC 2023-2024 to drive the improvement cycle. The results of the previous assessment were shared with the specific course stewards and faculty. They looked at their particular areas of weakness and strength in their subject areas in the assessment and focused on the areas that needed improvement. A new course map and assessment were developed, and the target to meet the goal was changed to focus on exam/quiz scores. The target had yet to be met when only PSYC 4830 was being used, so the decision to collectively include the four listed courses was made. Out of the total number of students who completed all tests in all courses, at least 70% were expected to demonstrate an advanced understanding of psychology-related concepts in all the courses combined by achieving a 70% or higher grade.

4. Due to these changes, the target was met in AC 2023-2024. Overall, out of 997 students who were enrolled and completed all the quizzes and exams in these courses using both online and in-person data, 78.77% (n=868, N=997) met the target of achieving a 70% or higher grade.

Specifically, for PSYC 1010, of 670 online and in-person students, 93.58% (n= 627; N=670) met the target of 70% or higher. These students took all required exams and quizzes in their PSYC 1010 section. Of the 422 online students, 99.76% (n=421; N=422) completed all quizzes, scoring 70% or higher. Of the 248 in-person students, 83.06% (n=206; N=248) scored 70% or higher. It was noted that online students missed many chapter quizzes throughout the semester.

In PSYC 3020, 59.49% (n=47, N=79) of the students assessed received a 70% or higher grade. Further analysis of the adjusted data showed no significant difference between the semesters. In the Fall 2023 semester, 54.72% of the students (n = 29, N =53) earned a grade of 70% or higher, and 30.77% of the Spring 2024 semester students (n=8, N=26) showed a grade of 70% or higher. One section was online, and one was in-person for the Fall 2023 and Spring 2024 assessment periods.

In PSYC 4470, 87.17% (n= 84, N=101) of the students assessed received a 70% or higher grade. Further analysis of the adjusted data showed no significant difference

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between the semesters. In the Fall 2023 semester, 79.31% of the students ($n = 46$, $N = 58$) earned a grade of 70% or higher, and 88.37% of the Spring 2024 semester students ($n = 38$, $N = 43$) earned a grade of 70% or higher. All sections of PSYC 4470 in this analysis were taught online during the Spring 2024 assessment period, but for the Fall 2023 assessment period, one section was online, and one section was in-person.

In PSYC 4450, of 147 students who took all the PSYC 4450 (Abnormal Psychology) exams, 74.83% ($n = 110$) passed with at least 70%. Further exploration of the data revealed a distinct difference in performance between students who took the course in person and those who took it online. For in-person students ($n = 56$), 83.93% passed the exams with a grade of at least 70% compared to only 69.23% of the online students ($n = 91$). Among all students who completed all four exams, in-person students ($n = 56$) earned an average grade of $M = 80.14$ on exams, which is higher than the average grade of $M = 75.26$ for online students ($n = 91$). The more comprehensive approach provided a much more accurate evaluation of students' knowledge. While the same instructor teaches most sections and uses similar resources to aid students' learning of the material across sections, lectures and discussions benefit those who take the course in person.

These changes in assessment had a direct impact on determining the students' knowledge of basic concepts and theories of psychopathology and the identification of mental disorders and their related etiology and treatment. Further exploration also revealed that the target was met for in-person but not online courses.

With these new assessment results using the four classes, the department strived to meet and exceed the target for this area as the numbers are moving in the right direction.

Decision:

1. In AC 2023-2024, the target was Met.
2. Based on the AC 2023-2024 results analysis, the faculty and course stewards will implement the following AC 2024-2025 changes to drive the improvement cycle.
 - a) The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) At the beginning of the new AC, the course stewards and faculty will review the course map for improvements.
 - c) The course benchmark will be evaluated and assessed at 70% of the students scoring 70% or higher to 75%.
 - d) Faculty will provide additional information in the form of announcements on the Moodle shells to assure that students understand the resources available and required deadlines for completion.
 - e) To improve academic integrity, all courses will incorporate a lockdown browser or Proctor U to administer quizzes or exams.

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- f) Specifically, for PSYC 1010, the quizzes will remain open the entire semester to encourage completion of quizzes.
- g) In PSYC 4450, Videos discussing key concepts, theories, and mental disorders will be added to online sections to provide students with additional resources to enhance their learning. These changes will improve the student's ability to learn, retain, and utilize their direct knowledge and information about psychology, thereby continuing to drive the improvement cycle.

Measure 1.2. (Indirect; Attitudes)

At the end of every semester, students enrolled in the department's capstone course, PSYC 4830: Advance General (up until Fall 2022), and currently 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. In the survey beginning in Spring 2024, the students were also asked to rate their agreement with a second statement, "During my undergraduate career in Psychology, I developed a strong ability to apply key concepts and theories relating to psychology." At least 70% 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 2022-2023, the target was met.
2. Data for this measure was not collected in the Fall 2022 assessment period. The survey was generally administered in PSYC 4830: Advanced General Psychology, but that course was taught online only that semester, and the instructor could not 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 that 93.02% (40 out of 43) of the respondents responded with a rating of 4 or 5, indicating agreement. These changes allowed for anonymous feedback from students.
3. Based on the AC 2022-2023 results analysis, faculty and course stewards implemented the following AC 2023-2024 changes to drive the improvement cycle. It was recommended that since PSYC 4830 has been phased out, PSYC 4490: Senior Research Seminar be selected as the data collection point for this assessment. Survey Monkey was used to assess the online sections of this course. In addition, the students were asked two questions: "I developed a strong knowledge base of the key concepts and theories relating to psychology," and "I developed a strong ability to apply key concepts and theories relating to psychology." The assessment target was changed to

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70% of the respondents will reply with a rating of 4 or 5, indicating agreement with the survey from the past target of 85%.

4. As a result of these changes, the target was met in AC 2023-2024. Students enrolled in PSYC 4490 Senior Research Seminar were administered the survey. In the FALL 2023 and SPRING 2024 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, 4 – agree, and 5 - strongly agree. At least 70% of the respondents were expected to reply with a rating of 4 or 5 to indicate agreement with this statement. Data revealed that 94.59% (70 out of 74) of the respondents replied with a rating of 4 or 5 to indicate agreement with this statement. In the survey for SPRING 2024, the students also were asked a second question to rate their agreement with the statement. "During my undergraduate career in Psychology, I developed a strong ability to apply key concepts and theories relating to psychology" on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 -neither, 4 – agree, and 5 - strongly agree. At least 70% of the respondents were expected to reply with a rating of 4 or 5 to indicate agreement with this statement. Data revealed that 88.89% (32 out of 36) of the respondents replied with a rating of 4 or 5 to indicate agreement with this statement.

Decision:

1. In AC 2023-2024, the target was Met.
2. Based on the AC 2023-2024 results analysis, the faculty and course stewards will implement the following changes in the AC 2024-2025 to drive the improvement cycle.
 - a) The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) PSYC 4490 will be a collection point for indicator 1.2; however, both questions will be asked in both semesters.
 - c) The faculty and course steward will meet before the beginning of AC 2024-2025 to discuss increasing the benchmark to 75%.
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.

SLO 2. Scientific Inquiry 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 3.0 (2022).

Course Map:

Tied to course syllabus objectives.

- PSYC 2430: Introduction to Experimental Methodology
- PSYC 4400: Statistics for Behavioral Sciences
- PSYC 4410: Psychological Testing and Measurements
- PSYC 4490: Senior Research Seminar

Measure 2.1. (Direct; Knowledge)

In PSYC 2430: Introduction into Experimental Methodology, PSYC 4400: Statistics for Behavioral Sciences, and PSYC 4410: Psychological Testing and Measurements, the students will be assessed using their comprehensive data from combined multiple-choice test/quiz scores throughout the semester.

Specifically, out of the students who completed all the tests for each assessed course, at least 70% were expected to earn a grade of 70% or higher on the combined test/quiz scores.

Finding: Target was Met

Analysis:

1. In AC 2022-2023, the target was not applicable due to changes in the benchmark and new course mapping.
2. This is a new course map and assessment for this measure for AC 2023-2024, so there is no comparative data.
3. Based on the AC 2022-2023 results analysis, the faculty made the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, A new course map and assessment were developed, and the target was changed to focus on exam/quiz scores. The target had not been met, so the decision to take a collective approach from the three courses was for a more inclusive assessment. Out of the total number of students who completed all tests in all courses, at least 70% were expected to demonstrate an advanced understanding of psychology-related concepts in all the courses combined by achieving a 70% or higher grade. This helped align the threshold of success for this measurement.
4. As a result of these changes, the target was met in AC 2023-2024. Overall, 73.80% (N = 603) of PSYC 2430, PSYC 4400, and PSYC 4410 students earned an average grade of 70% or higher on course exams. Upon further investigation of PSYC 2430 and PSYC 4400, some disparities existed.

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In PSYC 4400, 64.66% (N = 399) of students earned an average grade of 70% or higher on the four-course exams. There was a significant disparity between the online sections and face-to-face sections. In the face-to-face sections, 80.86% of students (N = 209) earned an average of 70% or better on the course exams compared to 46.84% (N = 190) of those who took the class online. This difference may be due to the materials that students are accessing. The course steward will include additional supplemental course materials for students with instructions on accessing the link. There was also a noticeable difference between Fall 23 and Spring 24, where Fall 23 met the target (78.05%, N = 205) of earning an average of 70% or better, but in Spring 24, only 64.95% (N = 194) scored an average of 70% or better on the exams. Due to the data discrepancy, the course steward will reassess all the online exams to ensure they align with the course goals.

In PSYC 2430, 86.55% (N = 119) of students earned an average grade of 70% or higher on the course exams. There was a significant disparity between the online sections and face-to-face sections. In the face-to-face sections, 72% of students (N = 50) earned an average of 70% or better on the course exams compared to 97.10% (N = 69) of those who took the class online. There was also a noticeable difference between Fall 23 and Spring 24, where 91.38% (N = 58) of Fall 23 students met the target of earning an average of 70% or better, but in Spring 24 81.97% (N = 61) scored an average of 70% or better on the exams. In exploring the reason for the discrepancy, it is noted that students typically take PSYC 2430 in the Spring semesters in the course rotation. Hence, the fall semesters are more likely to have repeat students who would typically do better upon taking the course a second time.

Decision:

1. In AC 2023-2024, the target was Met.
2. Based on the AC 2023-2024 results analysis, the faculty will implement the following AC 2024-2025 changes to drive the improvement cycle. In AC 2024-2025,
 - a) The Psychology Department will continue to follow the APA Guidelines for Undergraduate Psychology Major Version 3.0 (2022)
 - b) The Department Chair will communicate with the English Department about implementing the ENGL 1010 class, which focuses on APA writing for psychology majors.
 - c) The course map will be evaluated to ensure it is efficient for this measurement.
 - d) The target will remain at 70% of the students scoring 70% or higher, aligning with the threshold for success in the course.
3. These changes will improve the student's ability to think critically about statistical data, which will help enhance their analyzing and processing skills, thereby continuing to drive the improvement cycle forward.

Measure 2.2. (Direct; Critical Thinking)

In PSYC 2430: Introduction to Experimental Methodology, PSYC 4400: Statistics for Behavioral Sciences, and PSYC 4410: Psychological Testing and Measurements, specific course assignments are combined to get a comprehensive assessment of this measure. Psychology students enrolled in PSYC 2430 and PSYC 4490 completed an assignment requiring them to write an APA research paper assessing their critical thinking. In PSYC 2430, the entire grade was based on the appropriate APA style; out of the students who turned in the paper, at least 70% were expected to earn a 70% or higher grade. In PSYC 4410, students created an Assessment Portfolio using specified psychological assessments that focused on a fictional cohort of their chosen clientele (e.g., student-athletes, parolees, prospective roommates, etc.). By the end of the semester, they had developed a portfolio of assessments to describe better, explain, predict, and even change because of a specific cohort of clientele. Out of the students who turned in the paper, at least 70% were expected to earn a grade of 70% or higher on this assessment.

Finding: Target was met.

Analysis:

1. In AC 2022-2023, the target was not met.
2. 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 measurement. In 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. The course was taught online only, so there were no results or comparisons to face-to-face sections of the course. Because PSYC 4830 was discontinued in the mid-assessment cycle, no data was collected in the Spring 2023 semester. The new measurement had yet to go into effect, so there was no comparative data, as the new course map and courses used to assess this measure started in Fall 2023.
3. Based on the AC 2022-2023 results analysis, the faculty made the following changes in AC 2023-2024 to drive the improvement cycle. PSYC 4410 was added as part of the assessment for this measure, along with PSYC 2430 and PSYC 4490, creating a broader representation of data. The undergraduate coordinator met separately with the course stewards for PSYC 2430, PSYC 4400, and PSYC 4410 to review the findings. The course stewards agreed to incorporate additional writing examples, outlines, and resources for the students to help them better understand successful writing techniques.
4. As a result of these changes, in AC 2023-2024, the target was Met. 84.18% (N=294) of the 294 students who completed all the assignments in the three courses received a 70% or higher. Specifically, in PSYC 2430, the Fall 2023 scores were better, as 83.78% (N=37) earned 70% or higher compared to Spring 2024 with 70.97% (N=62). This may be due to a higher rate of repeat students in the fall sections. This trend is consistent in

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the online sections as the Fall 2023 online sections scored better, 81.82% (N=22), compared to the Spring 2024 online sections, 70.00% (N=30). In PSYC 4490, data showed no significant difference between semesters. In Fall 2023, 72.41% (N=58) earned a 70% or higher grade, and 80.00% (N=55) for the Spring 2024 semester. This class's sections were online for Fall 2023 and Spring 2024. In PSYC 4410, out of the 82 students who completed the portfolio assessment in Fall 2023 and Spring 2024, 99% (N=82; n=79) of the students scored 70% or higher. The scores were consistent between Fall 2023 and Spring 2024 and online versus in-person classes.

Decision:

1. In AC 2023-2024, the target was Met.
2. Based on the AC 2023-2024 results analysis, the faculty will implement the following AC 2024-2025 changes to drive the improvement cycle.
 - a) The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) The target of 70% of students earning a 70% or higher grade will be increased to 75%.
 - c) Faculty will provide additional support and instruction regarding APA style and mechanics. The students will be encouraged to utilize other resources on campus, such as the writing center. Increase student engagement.
 - d) The course steward will add sample writing examples and outline resources.
 - e) Two sections of ENGL 1010 (online and in-person classes) will be taught focusing on APA writing instead of MLA starting AC 2024-2025. All Psychology majors will be encouraged to register for these sections.
 - f) For PSYC 2430, the Section size will be limited to 20 students per section to allow instructors to provide more one-on-one feedback, which has been needed.
 - g) PSYC 4410 was added to this measure, helping ensure a broader representation of data to use.
3. These changes will improve the student's ability to understand scientific and psychological research, critical thinking, and student's ability to learn APA-style writing, thereby continuing to drive the improvement cycle.

SLO 3. Values in Psychological Science.

Students applied ethical standards to psychological science and practices and adopted values that build communities. This aligns with the third outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to course syllabus objectives.

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- PSYC 4510: Ethics in Psychology
- PSYC 3200: Positive Psychology

Measure 3.1. (Direct; Knowledge)

PSYC 4510: Ethics in Psychology students wrote a paper analyzing a case study concerning an ethical dilemma. At least 70% of students who turned in the case study were expected to receive a 70% or higher grade. PSYC 4510 Ethics in Psychology students completed the National Institute of Health's Protecting Human Research Participants training course. At least 80% of students were expected to complete the training and submit their certificate.

Finding: Target was Met.

Analysis:

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

2. 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 a 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 of 77. The overall results showed a pass rate of 85.49% (N=77), so the 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).

In the Fall 2022 semester, data was collected in two online and one face-to-face class for a total sample 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 of 77. The overall results showed an 80% or better pass rate of 85.49% (N=77), so the 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).

3. Based on the AC 2022-2023 results analysis, the faculty made the following changes in AC 2023-2024 to drive the improvement cycle. In AC 2023-2024, the course steward will continue to update the rubric for the case study and explore ways to improve

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student participation. The target percentage changed to 70% or better, increasing student success.

4. As a result of these changes, the target was met in AC 2023-2024. Overall, using both the case study and NIH training course, there was a pass rate of 92.37% (N=128). For Fall 2023, out of 66 total students enrolled in the classes, this measurement reflects a pass rate of 96.05% (N=66). For Spring 2024, out of 62 total students in the courses, the pass rate reflects 88.68% (N=62). For both Fall 2023 and Spring 2024, the target was met.

There were only online sections of this course offered both Fall 2023 and Spring 2024.

Specifically, for the case study, in the Fall 2023 semester, data was collected in two online classes for a total sample size of 59 who completed the assignment. The overall results showed a 70% or better pass rate of 96.60% (N = 59). In the Spring 2024 semester, the data was collected from two online courses for a total sample of 62. The overall results showed a 70% or better pass rate of 83.85% (N=62), so the target was met.

For the NIH training course, the Fall 2023 data was collected; 95.50% (N = 66) of students enrolled in the two online sections of PSYC 4510: Ethics completed their training and submitted their certificates. In Spring 2024, 93.5% (N=62) of students enrolled in the two online sections completed their training and submitted certificates.

These changes directly impacted on the student's ability to analyze case studies and to participate in and complete assignments.

Decision:

1. In AC 2023-2024, the target was Met.
2. Based on the AC 2023-2024 results analysis, the course faculty will continue implementing the following AC 2024-2025 changes to drive the improvement cycle.
 - a.) The faculty will provide virtual sessions each semester to review rubrics and respond to student questions about using the ethical decision-making model to guide the case study.
 - b.) The benchmark for this measurement will be increased to 75%.
 - c.) The benchmark for the NIH training will be increased to 85%.
 - d.) The course steward and faculty will monitor the incoming training completions and reach out to those completed after the deadline to offer mentoring.
3. These changes will improve the student's ability to stay active and engaged in class and complete the NIH training course within the required timeline, thereby continuing to drive the improvement cycle.

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Measure 3.2. (Indirect; Knowledge)

Students in PSYC 3200: Positive Psychology wrote two papers on different topics related to positive psychology, specifically regarding quality of life. At least 70% of the students who turned in the papers should achieve 70% or higher on the combined two papers.

Finding: Target was Met.

Analysis:

1. In AC 2022-2023, the target was not applicable due to changes in the benchmark and new course mapping.
2. This is a new measurement starting in the assessment cycle 2023-2024, so there is no comparative data.
3. Based on the AC 2022-2023 needs analysis for this measure, the faculty made the following changes in AC 20223-2024 to drive the improvement cycle. Since this was a completely new assessment, there was no previous or comparative data for this measure. PSYC 3200 focuses on improving the student's knowledge about the importance of quality of life, so students had to write two papers about a positive quality of life. One paper was based on a documentary titled "Live to 100: Secrets of the Blue Zone", and the other paper was a paper of choice on a topic the student selected from the NSU Center for Positivity, Hope, and Well-Being site. The students had specific guidelines to follow for each paper written. The papers were assigned to improve the department's ability to provide students with quality-of-life assessments and to enhance their knowledge about quality living for their future.
4. As a result of these changes, the target was met in AC 2023-2024. In Fall 2023, 100% (N=22) of the students who completed both papers scored 70% or higher. There was one face-to-face class offered for that semester. In Spring 2024, 93.75% (N=16) of the students for the one face-to-face class scored 70% or higher on both, and 98.34% (N=28) scored 70% or higher on both for the one online class. These changes directly impacted the student's ability to understand better the importance of improving their quality of life, which will enhance their overall well-being.

Decision:

1. In AC 2023-2024, the target was Met.
2. Based on the AC 2023-2024 results analysis, the faculty will implement the following in AC 2024-2025 to drive the improvement cycle.
 - a.) The course steward will meet with the Department Chair and faculty to discuss increasing the benchmark for this measurement to 75%.

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b.) The course steward will continue to focus on improving and enhancing students' lives, so additional material will be added to this course to reflect the current trend and research on positive psychology.

3. These changes will improve the student's understanding of living a positive quality of life, thereby continuing to drive the improvement cycle.

SLO 4. Communication, Psychological Literacy, and Technology Skills.

Students were introduced to their field-appropriate writing style (e.g., APA style). They used their technology skills to create, and research written project assignments and communicate in class using oral presentations of specified subject matter. This aligns with the fourth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to course syllabus objectives.

- PSYC 2050: Developmental Psychology
- PSYC 3010: Physiological Psychology
- PSYC 4450: Abnormal Psychology

Measure 4.1. (Direct; Knowledge)

Students in PSYC 2050: Developmental Psychology wrote a research paper project titled "Death and Dying Project." They had to thoroughly plan, research, and organize a 100-point project on planning their death and funeral. Of the students who turned in the paper project, at least 70% will achieve a 70% or higher grade.

Finding: Target was Met.

Analysis:

1. In AC 2022-2023, the target was Not Applicable due to changes in the benchmark and new course mapping.
2. This is a new measurement starting in the assessment cycle 2023-2024, so there is no comparative data.
3. Based on the AC 2022-2023 needs analysis, faculty made the following decisions in AC 2023-2024 to drive the improvement cycle. Since direct instruction is the common denominator in improving students' writing, the course steward will continue to assess PSYC 2050 students' ability to plan, organize, and research information for the "Death and Dying project. These areas have been an issue of concern in the Department of Psychology and Addition.

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4. As a result of these changes, the target was met in AC 2023-2024. Of the 457 students who completed the research paper project, 94.76% (N=457) received a 70% or higher for their grade. In Fall 2023, 93.62% (N=225) earned 70% or higher on the assignment compared to Spring 2024 with 95.91% (N=232). The numbers were consistent whether the class was taken online or face-to-face. The course steward ensured that the grading rubric for this assignment was prominently featured and emphasized in the Moodle shell for each course section. These assessment measurement changes enhanced the student's ability to plan, research, organize, and write a comprehensive research paper from beginning to end.

Decision:

1. In AC 2023-2024, the target was Met.
2. Based on the AC 2023-2024 results analysis, the faculty will implement the following in AC 2024-2025 to drive the improvement cycle.
 - a.) Since this is the first time the new assessment criteria for this measure have been used, the course steward will continue to assess using the same criteria to see if similar results will be yielded.
 - b.) Direct instruction has been a recurring theme in current research studies on enhancing students' writing skills. Based on the AC 2023-2024 analysis, the course steward will meet with faculty to discuss limitations and common deficits affecting students' academic writing success.
3. These changes will improve the student's ability to prepare a written comprehensive research paper or project, thereby keeping our students able to push the cycle of improvement forward.

Measure 4.2. (Direct Communication and Technology Skills)

Students in PSYC 3010: Physiological Psychology created and orally presented a research paper related to the course subject matter. Students in PSYC 4450: Abnormal Psychology will use the LMS to analyze movies or case analyses. At least 70% of students should receive a 70% or higher grade on these combined assignments.

Finding: Target was Met.

Analysis:

1. In AC 2022-2023, the target is not applicable due to changes in the benchmark and new course mapping.
2. This new assessment measurement started in the assessment cycle 2023-2024, so there is no comparative data.

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3. Based on the AC 2022-2023 result analysis, faculty made the following changes in AC 2023-2024 to drive the improvement cycle./ In AC 2023-2024, Instead of using PSYC 2430: Introduction to Experimental Methodology, a new course map was created using PSYC 3010: Physiological Psychology and PSYC 4450: Abnormal Psychology. Using these courses provided a more comprehensive assessment of this measure. Although the previous AC assessed the target using oral presentations from PSYC 2430, the data is consistent with AC 2023-24. The grading rubric for these assignments was prominently featured in the Moodle shells for each course. The target was changed from 85% of students earning 80% or better to 70% of students earning 70% or better on the presentations to align student success better. Students were encouraged to attend psychological presentations such as NSU Research Day or by watching a master's thesis proposal. Students were provided with an example presentation, and the online students were shown how to use technology to present.

The course stewards ensured that each instructor used the same grading rubric for consistency. The importance of this assignment was communicated more clearly to the students, and as part of retooling the course's QEP, the course steward increased the value of the oral presentation from 25 points to 50 points.

4. As a result of these changes, the target was met in AC 2023-2024. Of the 204 students assessed in both courses who completed the assignments, 82.87% (N=204) of students earned at least 70% or higher on oral presentations and case analyses.

Specifically, for PSYC 3010, of the 57 psychology majors assessed, 94.74% earned a grade of 70% or higher on the oral presentation. Since this measurement was assessed only for the online students in this AC, the course steward will enhance consistency between the online and face-to-face courses.

In PSYC 4450, of 147 students who completed at least one of the case analyses, 71% ($n = 104$) earned at least 70% on the case analyses. Interestingly, more online students (76%) earned 70% or higher than students who took the course in person (63%). Since three cases were worth 10 points in total, the motivation to complete all of them could be slightly lower for students who take the class in person rather than online since there is a greater range of opportunities to learn the material and earn bonus points in person.

These changes in assessment had a direct impact on determining the students' knowledge of basic concepts and theories of psychopathology and the identification of mental disorders and their related etiology and treatment.

Decision:

1. In AC 2023-2024, the target was met.

2. Based on the AC 2023-2024 results analysis, faculty will implement the following AC 2024-2025 changes to drive the cycle improvement.

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- a) The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) Since research shows that students benefit significantly from diverse learning strategies, the course steward will meet with faculty at the beginning of each term to explore and identify innovative learning methods.
- c) Since motivation rather than skills might have influenced the student's completion of all analyses and oral presentations, the total points for this assignment will be increased.
- d) The course steward will meet with faculty to discuss increasing the benchmark to 75% for the following AC.
- e) The Course steward will meet with faculty to discuss ways to improve the grading rubric and ensure students clearly understand course requirements. The students will also be offered a brief demonstration of the course LMS that is used.
- f) The course steward and faculty will Provide examples and encourage students to attend other psychological presentations, such as those at NSU Research Day or master's thesis proposals.

3. These changes will improve the student's oral communication skills when delivering APA presentations and impact their ability to utilize technology to aid their learning about mental disorders and demonstrate their knowledge through the application, thereby continuing to drive the improvement cycle.

SLO 5. Personal and Professional Development.

Students apply psychological content and skills to career targets and exhibit preparedness and meaningful professional direction for life after graduation. This aligns with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to course syllabus objectives.

- PSYC 2040: Psychology as a Profession
- PSYC 2050: Development Psychology
- PSYC 2450: Personal Adjustment and Development
- PSYC 4600: Field Experience in the Mental Health Agency
- PSYC 4490: Senior Research Seminar

Measure 5.1. (Direct; Skills)

Students in PSYC 2040: Psychology as a Profession, PSYC 2050: Developmental Psychology, and PSYC 2450: Personal Adjustment and Development completed

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projects focused on personal and professional development. In PSYC 2040, students wrote an action plan detailing what they planned to do after graduation (job or graduate school), including a timeline of everything they needed to do to achieve that target. In PSYC 2050, students completed a “Design Your Life” project where they planned out their educational goals, personal lives, and their professional and career futures. In PSYC 2450, students completed a “Goal Setting and Value Strengthening” project. Of the students who turned in their projects for these classes, at least 70% were expected to receive a 70% or higher grade.

Finding: Target was met.

Analysis:

1. In AC 2022-2023, the target is not applicable due to changes in the benchmark and new course mapping.
2. PSYC 2040 was used for AC 2022-2023. Two additional courses have been added to this measurement. A new course map of classes was used to assess this measurement as of 2023-2024. There is no comparative data for AC 2023-2024.
3. Based on the AC 2022-2023 results analysis, the faculty made the following changes in AC 2023-2024 to drive the improvement cycle. A new course map was created to assess this measure better. This measure includes PSYC 2040, PSYC 2050, and PSYC 2450 to give more assessment variation and better assess student success. In PSYC 2040, the course steward sought out and incorporated updated resources that reflected the continuously changing employment situations in the various subfields of Psychology. At least 70% of students earned 70% or higher grades on these combined assignments. The course instructors encouraged students to ask questions for clarity on the assignment and encouraged them to meet due dates.
4. As a result of these changes, the target was met in AC 2023-2024. In PSYC 2040: Psychology as a Profession, of the 105 psychology majors that completed the action plan assignment, 99% (N=105) earned a 70% or higher grade. During Fall 2023, 98.21% (N=56) and Spring 2024, 100% (N=42) earned a 70% or higher grade. There were students who still needed to complete the assignment; these 22 students were still enrolled at the end of the respective semesters. There was a difference in completion rate between Fall 2023 and Spring 2024. In Fall 2023, 22% of the Psychology majors did not do the assignment, whereas, in Spring 2024, only 11% did not complete the assignment. The face-to-face students completing the assignment (N = 52) showed a pass rate of 100%, and the online students completing the assignment (N = 52) had a pass rate of 98%. The completion rate for AC 2023-2024 improved from the previous AC for this course.

In PSYC 2050: Developmental Psychology, of the 443 students who completed the assignment, 93.67% (N=443) had a 70% or greater on the Design Your Life project. In

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Fall 2023, 90.56% of 217 students completed the project, and in Spring 2024, 96.77% of 226 students who completed the project all scored a 70% or greater. Eleven online classes and six in-person classes were offered between the two semesters. The pass rate was equal whether the class was online or in person. This is the first time this assessment has been used for this measure.

In PSYC 2450: Personal Adjustment and Development, students completed the Goal-Setting and value-strengthening project. Seventy-seven students completed the project, and 69 students obtained a 70% or higher score. In this AC, 90% of the students in PSYC2450 scored 70% or higher. This is the first time this assessment has been used for this measure.

The instructor changes positively impacted the students, as the percentage of students meeting the target and the completion rate increased.

Decision:

1. In AC 2023-2024, the target was met.
2. Based on the AC 2023-2024 results analysis, the faculty will implement the following AC 2024-2025 changes to drive the cycle improvement.
 - a) The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
 - b) The course steward will evaluate the new course map and make adjustments to ensure accuracy.
 - c) The course stewards will increase the target for this measure to 70% of the students scoring 75% or higher on the combined assignments.
 - d) In PSYC 2040, the course steward will add two components to the Action Plan: one requiring the student to identify when family and community support are needed to accomplish respective tasks. The second component will be a contingency plan. The course steward will 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 specific requirements.
 - e) The instructors of these courses will reiterate the importance of formulating and implementing plans for one's career and personal well-being, emphasizing that this is not only an assignment.
3. These changes will improve the student's ability by enabling them to obtain the knowledge to plan for their future career paths, ask for assistance, and employ their professional and personal plans as applicable, thereby continuing to drive the improvement cycle forward.

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Measure 5.2. (Direct; Knowledge)

Students in PSYC 4490: Senior Research Seminar completed a research poster and presentation in which they discussed their research projects. At least 70% of students who turned in the assignments were expected to receive a 70% or higher grade.

Finding: Target was met.

Analysis:

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

2. Of the 125 psychology majors who completed the assignment, 99.2% (N=125) earned 70% or higher on the reflection essay assignment. In Fall 2022, 98.9% (N=90) of the students and for Spring 2023, 100% (N=35) earned 70% or higher. There was no significant difference when comparing face-to-face and online percentages, as most students met or exceeded the target. It is worth noting that there was a slight increase in the completion rate of the assignment in AC 2021-2022; about 22% did not complete the assignment, compared to AC 2022-2023, only 19% did not.

3. Based on information gathered from the AC 2022-2023 data analysis, faculty implemented the following AC 2023-2024 changes to drive the improvement cycle. Students in PSYC 4490: Senior Research Seminar completed a professional presentation/poster, and at least 70% of students achieved a 70% or higher grade in the presentation and reflection paper.

4. As a result of these changes, the target was met in the AC 2023-2024. In AC 2023-2024, 90.16% (n= 110, N=122) of the students assessed on research papers in PSYC4490 received a 70% or higher grade. Further analysis of the adjusted data showed no significant difference between the semesters. In the Fall 2023 semester, 90.48% of the students (n = 57, N =63) earned a grade of 70% or higher, and 89.83% of the Spring 2024 semester students (n=53, N=59) showed a grade of 70% or higher. All PSYC4490 sections were online for the Fall 2023 and Spring 2024 assessment periods.

Decision:

1. In AC 2023-2024 the target was met.

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

- a) The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) The course steward will evaluate the new course map and make adjustments to ensure accuracy.
- c) The course stewards will increase the target for this measure to 70% of the students scoring 75% or higher on the combined assignments.

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d) The instructors will continue encouraging students to complete the assignment and send reminders as the due date approaches. These additional measurements are expected to increase the completion rates of the assignments.

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 drive the improvement cycle forward.

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

Program faculty made several decisions after examining the results of the AC 2022-2023 data analysis, which resulted in primarily improvements in student learning and program improvement in AC 2023-2024.

- SLO 1: The 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. A new course map and assessment were developed, and the target to meet the goal was changed to focus on exam/quiz scores. It was aligned with the first outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. The target for Measure 1.1 had not been met in the past when only PSYC 4830 (no longer offered) was being used, so the decision was made to take a collective approach from PSYC 1010: Introduction to Psychology, PSYC 3020: Psychology of Learning, PSYC 4450: Abnormal Psychology, and PSYC 4470: Theories of Personality. The target was met for the first time in many years using these four courses. The combination of all test/quiz scores from the courses helped with the alignment of student success. The new capstone course, PSYC 4490: Senior Research Seminar, was selected as the data collection point for Measure 1.2. All psychology majors must take this course toward the end of their academic career, so this course is ideal for the updated two-question assessment measure. The target was exceeded for this measure.
- SLO 2: A new course map was designed for this measure. It was aligned with the second outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. The courses now used for the SLO are PSYC 2430: Introduction to Experimental Methodology, PSYC 4400: Statistics for Behavioral Sciences, and PSYC 4410: Psychological Testing and Measurements. The students were assessed using their combined comprehensive data from multiple choice test/quiz scores throughout the semester. The targets for both Measure 2.1 and 2.2 were met. Having the target at 70% of students scoring 70% or higher helped align this SLO's success threshold. There were some disparities between these courses' online and face-to-face sections; the course stewards have reassessed all the online exams to align with the face-to-face classes' exams for consistency. The class stewards of PSYC 2430, PSYC 4400, and

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PSYC 4410 did incorporate additional resources for the students to help them better understand.

- SLO 3: This was aligned with the third outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. In PSYC 4510, the undergraduate coordinator and the course steward discussed incentives to increase student participation in this task. Best practices for re-engaging those students who stopped participating in the course and encouraged students to drop out before the deadline were employed. Faculty encouraged positive life outcomes, having students focus on the importance of quality of life in PSYC 3200. This was a new course used to help assess this SLO in Measure 3.2. Faculty had students write two papers on positivity and encouraged values that help build stronger communities. The-targets for both 3.1 and 3.2 were met using these measures.
- SLO 4: A new course map was designed for this measure. It was aligned with the fourth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. PSYC 2050: Developmental Psychology, PSYC 3010: Physiological Psychology, and PSYC 4450: Abnormal Psychology were the courses assessed. For Measure 4.1, students wrote an in-depth paper on death and dying and planning their funeral in PSYC 2050. This paper had students plan, research, and use technology while being introduced to writing projects. The target was met for this measure, and the students did well in this intense project. It is an unusual and sometimes challenging project for students, but it educates them in dealing with complex topics and succeeding through them. With Measure 4.2, PSYC 3010, and PSYC 4450, students had to use a specific grading rubric, following and evaluating particular criteria for an oral presentation or case analysis. There was some disparity with the PSYC 3010 classes. The online students did the oral presentation, but the face-to-face students did not. This was due to confusion with a new course steward for the class and not knowing the assessment criteria for online and face-to-face students at the time. It is now cleared up, and it is understood that both will have an oral presentation. The target of 70% of students reaching 70% or higher was met for this measure, so this new course map is working so far.
- SLO 5: A new course map was designed for this measure. It was aligned with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. PSYC 2040: Psychology as a Profession, PSYC 2050: Development Psychology, PSYC 2450: Personal Adjustment and Development, and PSYC 4490: Senior Research Seminar. Instead of only using PSYC 2040, PSYC 2050 and PSYC 2450 were added to give more assessment variation and better assess student success. In PSYC 2040, the course steward sought out and incorporated updated resources that reflected the continuously changing employment situations in the various subfields of Psychology. The course instructors encouraged students to ask questions for clarity on the assignment and encouraged them to meet due dates. At least 70% of students earned a

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70% or higher grade on these combined assignments for Measure 5.1, which met the target. For Measure 5.2, PSYC 4490, students completed a professional presentation/poster, and at least 70% of students achieved a 70% or higher grade in the presentation and reflection paper. For PSYC 4490, all classes were online.

The instructor changes seemed to have impacted the students positively, as the percentage of students meeting the target and the completion rate increased.

Plan of Action Moving Forward for AC 2024-2025

- The Psychology Department will use the APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- [Due to the APA Guideline changes, all SLOs were new for AC 2023-2024, thereby impacting the course of action for moving forward based on limited data.]
- The new course map for most SLOs will continue to be evaluated and examined to ensure that the department uses best practices for our students.
- The targets for some of the Measurements will change, as noted, from 70% of students scoring 70% or higher to 70% scoring 75% or higher. The NIH certification target will remain the same. Since AC 2023-2024 had all new targets, the department needs to ensure that meeting the targets for most measurements is not an anomaly before moving all targets up.
- Data analysis will be consistent using aggregate data, data from face-to-face courses, and data from online courses unless the teaching mode is face-to-face or online.
- The AC plan will be presented to the psychology faculty at the beginning of the Fall 2024 semester.
- Professional development will be provided for the new implementation, data collection, and analysis of the AC 2024-2025 assessment.
- Each course steward will continue to be responsible for their part of the SLOs and will be involved throughout the assessment's planning, implementation, and reporting if changes need to be made.
- The goal of the Psychology and Addiction Studies department is to continually improve courses and assessments so we can provide a more valuable, impactful, and robust academic program for our students.