Bachelor of Science in Psychology (392)

Division: **Gallaspy Family College of Education and Human Development**

Department: **Psychology and Addiction Studies**

Prepared by: Mrs. Shannon Wall-Hale **Date: 05/27/2025**

Approved by: Dr. Neeru Deep **Date: 06/02/25**

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 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 and Addiction Studies Mission. The Department of Psychology and Addiction Studies (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 scholarships 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, 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:

(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 the course syllabus objectives.

- PSYC 1010: General 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: General Psychology, PSYC 3020: Psychology of Learning, PSYC 4450: Abnormal Psychology, and PSYC 4470: Theories of Personality will be assessed on key concepts, principles, content domains, applications, and overarching themes in psychology using cumulative data from multiple-choice test scores.

AC 2024-2025 Assessment

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.

Finding: Target was Met.

Analysis:

In AC 2023-2024, the target was Met.

There were new courses assessed for this measure in AC 2023-2024, consisting of: PSYC 1010: General Psychology, PSYC 3020: Psychology of Learning, PSYC 4450: Abnormal Psychology, and PSYC 4470: Theories of Personality. Overall, out of 997 students enrolled, 868 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 70%, reaching 70% or higher.

Specifically, for PSYC 1010, of 670 online and in-person students, 93.58% (n= 627; N=670) met the target of 70% or higher 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 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 completed 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.

Based on the analysis of the AC 2023-2024 results, the faculty and course stewards implemented the following AC 2024-2025 changes to drive the cycle of improvement.

a) The Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
b) The course stewards and faculty reviewed the course map for improvements.
c) The course benchmark was evaluated and assessed at 70% of the students, scoring 70% or higher to 75%.
d) The faculty provided additional information in the form of announcements on the Moodle shells to ensure that students understood the resources available and the required deadlines for completion.
e) To improve academic integrity, all courses incorporated a lockdown browser or used Proctor U to administer quizzes or exams.
f) Specifically, for PSYC 1010, the quizzes remained open the entire semester to encourage completion of quizzes.
g) In PSYC 4450, Videos discussing key concepts, theories, and mental disorders were added to online sections to provide students with additional resources to enhance their learning.

As a result of these changes, in AC 2024-2025, the target was Met. The data reflects that 1027 students completed all the quizzes and exams in courses using online and in-person data, yielding 87.14% (n=895, N=1027) and meeting the target of achieving a 70% or higher grade.

Specifically, for PSYC 1010, of 764 online and in-person students who completed all exams and quizzes, 93.72% (n= 716; N=764) met the target of 70% or higher. Of the 452 online students, 99.34% (n=449; N=452) completed all quizzes, scoring 70% or higher. Of the 312 in-person students, 85.58% (n=267; N=312) scored 70% or higher. The recommended addition of a lockdown browser did not significantly impact student performance. It was noted that online students missed many chapter quizzes throughout the semester. Though it was recommended with the 2023-2024 assessment cycle to leave all quizzes open the entire semester to improve student completion

outcomes, that was not enforced due to student procrastination concerns. PSYC 1010 profoundly exceeded the benchmark for both online and face-to-face students, which helped this measure meet the target of 70%. This course is a core university class, so there are many students taking the class, which helps meet the target.

In PSYC 3020, 67.95% (n=53, N=78) of the students assessed received a 70% or higher grade. Further analysis of the adjusted data showed a significant difference between the semesters for the online sections only. In the Fall 2024 semester, 87.80% of the students (n = 36, N =41) earned a grade of 70% or higher, and 62.16% of the Spring 2025 semester students (n=23, N=37) showed a grade of 70% or higher. In the face-to-face sections for Fall 2024 and Spring 2025, 100% of students earned a grade of 70% or higher. In the online sections 60.42% of the students (n = 29, N = 48) earned a grade of 70% or higher. In Fall 2024, 78.26% of the students in the online section earned 70% or higher, and in Spring 2025, 44% of the students in the online section earned 70% or higher. The Fall 2024 online section used lockdown browser, and the Spring 2025 online section used video monitoring. One section was online, and one was in-person for the Fall 2024 and Spring 2025 assessment periods.

In PSYC 4470, 66.67% (n= 60, N=90) of the students assessed received a 70% or higher grade. Further analysis of the adjusted data showed a significant difference between the semesters. In the Fall 2024 semester, 73.81% of the students (n =31, N =42) earned a grade of 70% or higher, and 60.42% of the Spring 2025 semester students (n=29, N=48) earned a grade of 70% or higher. In the face-to-face sections for Fall 2024 and Spring 2025, 86.36% of students earned a grade of 70% or higher. In the online sections 64.29% of the students earned a grade of 70% higher. The Fall 2024 and Spring 2025 online sections used lockdown browser (1 section) and video monitoring (2 sections). Two sections of PSYC 4470 were taught online and one section was taught face-to-face during the Spring 2025 assessment period. During the Fall 2024 assessment period, one section was online, and one section was in-person.

In PSYC 4450, of the 95 students who completed the PSYC 4450 (Abnormal Psychology) exams, 69.47% (n = 66; N=95) 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 = 32), 87.50% passed the exams with a grade of at least 70% compared to only 60.32% of the online students (n = 63). Among all students who completed all four exams, in-person students (n = 32) earned an average grade of M = 78.27 on exams, which is higher than the average grade of M = 72.97 for online students (n = 95). It is noted that the online data were suppressed by one section taught by an adjunct instructor, while the same instructor teaches the other four sections. When that section's data was removed, the difference between in-person sections and online sections shrank from 27% to 10%, and both formats met the target. While it still shows that students benefit from lectures and in-class discussions, greater consistency is needed among online assessments. Comparing Fall 2024 to Spring 2025 produced a similar trend. For Fall 2024, 61.02% (n = 36) of the students passed with a grade of at least 70% compared to

83.33% (*n* = 30) students in Spring 2025. When removing the section data with the aforementioned adjunct, the fall past rate increased to 79.4%, removing the significant difference between semesters and emphasizing even more the need for assessment consistency across sections.

Decision:

In AC 2024-2025, the target was Met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement.

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 and reassess the benchmarks for each course.
c) The faculty will provide additional information in the form of announcements on the Moodle shells to ensure that students understand the resources available and required deadlines for completion.
d) To improve academic integrity, all courses will incorporate a lockdown browser with monitor (PSYC 1010) or Proctor U to administer quizzes or exams.
e) Specifically, for PSYC 1010, the quizzes will remain open the entire semester to encourage completion of quizzes using incentives for completion.
f) Specifically, for PSYC 3020 and 4470, the quizzes will utilize video monitoring, and discussion board forums will be created to minimize AI plagiarism.
g) To create course consistency across the online and face-to-face sections of PSYC 4450, the course steward will develop and utilize the same pool of student assessment questions for the sections.

These changes will improve the students' ability to learn, retain, and utilize their direct knowledge of psychology, thereby continuing the cycle of improvement.

Measure 1.2. (Indirect; Attitudes)

At the end of every semester, students enrolled in the department's capstone course, PSYC 4490: Senior Seminar Research, 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:

In AC 2023-2024, the target was Met.

Students enrolled in PSYC 4490 Senior Research Seminar were administered the survey. In the FALL 2023 and SPRING 2024 surveys, 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 were also 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.

Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. PSYC 4490: Senior Research Seminar was selected as the data collection point for this assessment. SurveyMonkey 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 70% of the respondents will reply with a rating of 4 or 5, indicating agreement with the survey, from the past target of 85%.

 As a result of these changes, in AC 2024-2025, the target was met. Students enrolled in PSYC 4490, Senior Research Seminar, were administered the survey. In the FALL 2024 and SPRING 2025 surveys, 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 87.5% (35 out of 40) of the respondents replied with a rating of 4 or 5 to indicate agreement with this statement. The students were also 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 90% (36 out of 40) of the respondents replied with a rating of 4 or 5 to indicate agreement with this statement.

Decision:

In AC 2024-2025, the target was Met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement.

a) The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
b) PSYC 4490, the same questions will be asked for the Fall, Spring, and Summer terms.
c) The course steward, undergraduate coordinator, and department chair will meet to discuss increasing the benchmark to 75% for the next assessment cycle.

These changes will improve the students' ability to share their knowledge about 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 the 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 to Experimental Methodology and PSYC 4400: Statistics for Behavioral Sciences, the students will be assessed using 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 Not Met

Analysis:

In AC 2023-2024, the target was Met.

The data reflected that 75.60% (N = 518) of PSYC 2430 and PSYC 4400 students earned an average grade of 70% or higher on course exams. Upon further investigation of PSYC 2430 and PSYC 4400, some disparities existed.

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 the 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 completed 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 was noted that students typically take PSYC 2430 during the Spring semester 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.

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 the 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 was due to the supplemental materials that students are accessing. The course steward included 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 reassessed all the online exams to ensure they align with the course goals.

Based on the analysis of the AC 2023-2024 results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. The new course map and assessment were developed and implemented, and the target was changed to focus on exam/quiz scores. Efforts were made to align the face-to-face sections with the online section results. Two sections of ENGL 1010 that focused on APA formatting were developed, one online and one in person, and all applicable Psychology students were encouraged to register for those sections. Additionally, section sizes for PSYC 2430 were limited to 20 students to allow for more individualized and one-on-one instruction and feedback. The Moodle shell for PSYC 2430 was updated with additional writing resources to provide students with various models for APA writing and formatting. 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.

As a result of these changes in AC 2024-2025, the target was Not Met.

The data reflects that 63.89% (n=276; N=432) of PSYC 2430 and PSYC 4400 students earned an average grade of 70% or higher on course exams.

In PSYC 2430, 67.01% (n = 65; N = 97) of students earned an average grade of 70% or higher on the course exams. There was a significant disparity between the online sections and the face-to-face sections. In the face-to-face sections, 78% of students (n = 39; N = 50) earned an average of 70% or better on the course exams compared to 55.32% (n = 26; N = 47) of those who took the class online. There was also a noticeable difference between Fall 24 and Spring 25, where 60.47% (n = 26; N = 43) of Fall 24 students met the target of earning an average of 70% or better, but in Spring 25 72.22% (n = 39; N = 54) scored an average of 70% or better on the exams. In exploring the reason for the discrepancy, it is noted that students who completed PSYC 2430 in Spring 25 were the first cohort of students who would have had the opportunity to take either ENGL 1010 or ENGL 1020, which was designed to teach APA formatting. Although the target was met in the 23/24 Academic Year (n = 103; N = 119, 86.55% with 70% or better), it was not met for the 24/25 Academic Year. One significant difference in the Online courses is that the Fall semester was the first semester that Lockdown Browser was required for all quizzes. As students were having difficulty with this requirement, from Fall to Spring, additional resources were provided in the online class. Although the benchmark was not met for the Spring, the scores did improve significantly with only 40.91% (n = 9; N = 22) of online students meeting the benchmark in Fall 24 but 68% (n = 17; N = 25) of the online students meeting the benchmark in Spring 25.

In PSYC 4400, 62.99% (n = 211; N = 335) of students earned an average grade of 70% or higher on the four-course exams or eight-course quizzes. There was a significant disparity between the online sections and the face-to-face sections. In the face-to-face sections, 77.58% of students (n = 128; N = 165) earned an average of 70% or better on the course exams compared to 48.82% (n = 83; N = 170) of those who took the class online. This difference may be due to the materials that students are accessing. Of note, in the Spring semester, there was an attempt to see if changing the format from 4 exams to 8 quizzes would benefit the students. Two of the online courses had four exams, and two had eight quizzes. Overall, there was no difference between the two groups in the number of students who met the benchmark as in the four Exam Group, 51.22% (n = 21; N = 41) met the benchmark and the eight Quizzes Group, 51.43% (n = 18; N = 35) met the benchmark.

Decision:

In AC 2024-2025, the target was Not Met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following AC 2025-2026 changes to drive the cycle of improvement.

a) The Psychology Department will continue to follow the APA Guidelines for Undergraduate Psychology Major Version 3.0 (2022)
b) The course map will continue to be evaluated to ensure it is efficient for this measurement.
c) The target will remain at 70% of the students, scoring 70% or higher, aligning with the threshold for success in the course.
d) A new textbook will be adopted in Fall 2025 for PSYC 2430 that has an interactive learning platform to help enhance students' understanding of course material.
e) In all online sections of PSYC 4400, a function will be implemented that requires students to click on the links for the recorded lectures before taking the associated exam.
f) The Academic Success Center will hold one in-person and one online FLAME hour per week. A faculty member will be available to help with APA formatting, and students will be encouraged to attend as needed.
g) Students will continue to be encouraged to take the ENGL 1010 sections that are focused on teaching APA formatting.

These changes will improve the students' ability to think critically about statistical data, which will help enhance their analysis 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 4410: Psychological Testing and Measurements, and PSYC 4490: Senior Research Seminar, 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 better describe, 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:

In AC 2023-2024, the target was Met.

AC 2024-2025 Assessment

The data reflect that 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 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) scored 70% or higher. The scores were consistent between Fall 2023 and Spring 2024 and online versus in-person classes.

Based on the analysis of the AC 2023-2024 results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. PSYC 4410 was added for this measure, along with PSYC 2430 and PSYC 4490, which created a broader representation of data to be used for this measure, which added value. The undergraduate coordinator met separately with the course stewards for PSYC 2430, PSYC 4410, and PSYC 4490 to review the findings. PSYC 2430 sections were limited to a maximum of 20 students per section to allow for more individualized and one-on-one feedback, along with additional support and instruction in writing in APA format. Further, two sections of ENGL 1010, one online and one in person, were designed to focus on APA formatting. In the Spring 25 semester, two additional sections, one online and one in person, of ENGL 1020 were also created to focus on APA formatting. All applicable Psychology students were encouraged to enroll in one of these sections. Additional examples of writings in APA format were also posted in the Moodle shells. Students were encouraged to reach out to the NSU writing center.

As a result of these changes, in AC 2024-2025, the target was Met.

Out of the 129 students that turned in their assignments for this measure in PSYC 2430, PSYC 4410, and PSYC 4490, 78.29% (n=101; N=129) reached the target of 70% or higher.

In PSYC 2430, the target was met for both Fall 24 sections where 77.08% (n = 37; N = 48) passed with a 70% or higher and Spring 25 sections where 80.36% (n = 45; N = 56) of PSYC 2430 with there being no significant difference between the two semesters. Although there was no significant difference in between the online Fall 24 sections which found 78.57% (n = 22; N = 28) passing with 70% or better and in person Fall 24 sections which found 75% passing with 70% or better (n = 15; N = 20) there was a significant difference between the online Spring 25 sections which found 72.41% (n=21; N = 29) passing with 70% or better and the in person Spring 25 sections that had 88.89 (n = 24; N = 27) meeting the benchmark. This may be due to the students in the

in-person Spring 25 sections of PSYC 2430 being the first cohort of students who would have taken the ENGL 1010 course which is designed to teach APA formatting.

In PSYC 4410, data showed 86% (n=37; N=43) of the students scored 70% or higher. There were differences between semesters. In Fall 2024, 78% (N = 19) of students earned 70% or higher, compared to 92% (N = 24) of students in Spring 2025. This difference may be attributed to differences between the online sections taught during Fall 2025. For example, 33% of students in one Fall online section scored 70% or higher, compared with 100% of students in another Fall online section. Only one online section was taught in Spring 2025, and 83% of students scored 70% or higher. In-person scores were consistent between Fall 2024 and Spring 2025.

In PSYC 4490, data showed no significant difference between semesters. In Fall 2024, 72.97% (n=27, N=37) earned a 70% or higher grade, and 84.31% (n=43, N=51) for the Spring 2025 semester. This class's sections were online for Fall 2024 and Spring 2025.

 Decision:

In AC 2024-2025, the target was Met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following AC 2025-2026 changes to drive the cycle of improvement.

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) The 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 to 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 continue to be offered focusing on APA writing during the AC 2025-2026. All Psychology majors will be encouraged to register for these sections. Additional efforts will be made to encourage online students to register for the online ENGL 1010 that is APA focused.
f) For PSYC 2430, the section size will continue to be limited to 20 students per section to allow instructors to provide more one-on-one feedback.
g) There will be one in-person and one online FLAME hour held per week through the Academic Success Center that will have a psychology and addiction studies faculty member available to help with APA formatting. Students will be encouraged to attend as needed.
h) For PSYC 4410, the course steward will work with instructors to ensure they understand which assignments are associated with the portfolio and how the portfolio (as a whole) relates to critical thinking. Across all sections, we will

streamline the descriptions and instructions for each of the assignments that constitute the portfolio.

These changes will improve the student's ability to understand scientific and psychological research, critical thinking, and students' ability to learn APA-style writing, thereby continuing to drive the cycle of improvement forward.

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 the course syllabus objectives.

- 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 the certificate.

Finding: Target was Met.

Analysis:

In AC 2023-2024, the target was Met.

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 courses, 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 in 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 the student's ability to analyze case studies and to participate in and complete assignments.

Based on the analysis of the AC 2023-2024 results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, the course steward continued to update the rubric for the case study and explore ways to improve student participation. Due to the target percentage being changed to 70% or better, student success increased.

As a result of these changes, in the AC 2024-2025, the target was met. In the analysis for 2024-2025, using both the case study and NIH training course, there was a pass rate of 92.37% (N=118). For Summer 2024, of the 15 students enrolled in class, the pass rate was 80% (N=15). For Fall 2024, out of 45 total students enrolled in the courses this measurement reflects a pass rate of 93.3% (N=45). For Spring 2025, out of 58 total students in the courses, the pass rate reflects 81.03% (N=58). For Summer 2024, Fall 2024 and Spring 2025, the target was met.

Specifically, for the case study, in Summer 2024, data was collected from one online course with a sample of (N=15). The results showed a 70% or better pass rate of 80% (N= 15). In the Fall 2024 semester, data was collected in one online and one face-to-face class for a total sample size of (N=45). The overall results showed a 70% or better pass rate of 93.3% (N = 45). In the Spring 2025 semester, the data was collected from two online courses and one face-to-face for a total sample of 58. The overall results showed a 70% or better pass rate of 81.03% (N=58), so the target was met.

For the NIH training course, the Fall 2024 data was collected; 97.8% (N = 45) of students enrolled in the sections of PSYC 4510: Ethics, completed their training and submitted their certificates. In Spring 2025, 91.4% (N=58) of students enrolled in completed their training and submitted certificates. In summer 2024, the one online section of students completed training at 93.3%(N=15).

Decision:

In AC 2024-2025, the target was Met.

Based on the analysis of the AC 2024-2025 results, the course faculty will continue implementing the following changes in AC 2025-2026 to drive the cycle of improvement.

- a.) The course steward and faculty will monitor the incoming training completions and reach out to students who completed after the deadline to offer mentoring.
- b.) The course steward will design and implement TILT, Transparency in Learning and Teaching, for this assignment which is a high impact teaching practice to enhance the students' success in the case study exercise.

c.) The benchmark for this case study measurement will remain at 75%.

d.) The benchmark for the NIH training will remain at 85%.

These changes will improve the student's ability to stay active, engage in class and complete the NIH training course within the required timeline, thereby continuing to drive the improvement cycle.

Measure 3.2. (Indirect; Knowledge)

Students in PSYC 3200: Positive Psychology wrote two papers on 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:

In AC 2023-2024, the target was met.

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 in Fall 2023. In Spring 2024, 93.75% (N=16) of the students in the face-to-face class scored 70% or higher on both assignments, and 98.34% (N=28) scored 70% or higher on both for the one online class. These changes directly impacted the students' ability to better understand the importance of improving their quality of life, which will enhance their overall well-being.

Based on the analysis of the AC 2023-2024 results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. PSYC 3200 focused on improving the students' knowledge about the importance of quality of life, so students wrote 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. 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.

As a result of these changes, in AC 2024-2025, the target was met. The data reflects that 93.33% (n=42; N=45) of the students who completed and submitted the "Live to 100" paper scored a 70% or higher. The data reflects 97.67% (n=42; N=43) of the students that completed and submitted the paper on the Center for Positivity, Hope and Well-Being scored 70% or higher. This class was offered online in the Summer of 2024, and face-to-face for both the Fall of 2024 and the Spring 2025.   The target was met for both online and face-to-face classes. The Summer 2024 online class had 88.24% (n=15; N=17) submit and score above 70% for "Live to 100", and 100% (n=18; N=18) submit and score for the Center of Positivity, Hope, and Well-Being. The face-to-face classes had 96.43% (n=27; N=28) submit and score above 70% for "Live to 100", and

96% (n=24; N=25) submit and score above 70% for the Center of Positivity, Hope and Well-Being. The students did very well, stating they enjoyed watching the videos and learning how to improve their longevity and health.

Decision:

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement.

- a.) The course steward will increase the benchmark for this measurement to 75%, thereby helping the students to continue to excel in this area.
- 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.

These changes will improve the student's ability to understand the importance of living a positive quality of life and how to increase their longevity, thereby continuing to push the cycle of improvement forward.

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, research, and write 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 the 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.

Finding: Target was Met.

Analysis:

In AC 2023-2024, the target was Met.

AC 2024-2025 Assessment

Of the 457 students who completed the research paper project, 94.76% (N=457) received 70% or higher. 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 students' ability to plan, research, organize, and write a comprehensive research paper from beginning to end.

Based on the analysis of the AC 2023-2024 results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. Direct instruction was the focus point and common denominator for improving the students' writing skills. The course steward assessed the PSYC 2050 students' ability to plan, organize, and research information for the "Death and Dying" project. The students were encouraged to pay close attention to the directions, as well as the due date, for the assignment. The students were also encouraged to look at past examples to enhance their writing skills and knowledge for each section of the project.

As a result of these changes, in AC 2024-2025, the target was Met. The data reflects that 96.03% (n=435; N=453) of the students who submitted the assignment passed with at least 70% or higher. Summer 2024, Fall 2024, and Spring 2025 were all used for this measure. There were both online and face-to-face sections of the course taught. In Summer 2024, two online sections were taught, with 100% of the students submitting the assignment receiving a 70% or higher. (n=45; N=45). Fall 2024 and Spring 2025 online classes, 96.49% (n=247; N=256) of the students submitting the assignment, and 97.28% (n=143; N=147) face-to-face students scored higher than 70%.

Decision:

In AC 2024-2025, the target was Met.

Based on the AC 2024-2025 results analysis, the faculty will implement the following in AC 2024-2025 to drive the cycle of improvement.

- a.) The course steward will continue to assess using the same criteria to see if similar results will be yielded. If they are, the possibility of pushing the benchmark to 75% will be used for the next assessment cycle.
- b.) Direct instruction has been a recurring theme in current research studies on enhancing students' writing skills. Because of this, the class steward and head of the department will continue discussing how to encourage students to follow instructions on this assignment.
- c.) Continue encouraging all psychology students to take the ENGL 1010 APA sections to improve students' academic writing success.
- d.) The assignment will be revised using TILT to help the students better understand the assignment.

These changes will improve the students' 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 were expected to receive a 70% or higher grade on these combined assignments.

Finding: Target was Met.

Analysis:

In AC 2023-2024, the target was Met.

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. In the data analysis, more online students (76%) earned 70% or higher compare to students who took the course in person (63%). Since the 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.

Based on the analysis of the AC 2023-2024 results, faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. PSYC 3010: Physiological Psychology and PSYC 4450: Abnormal Psychology were used for this measure. Using these courses provided a more comprehensive assessment of this measure. The target was changed from 85% of students earning 80% or better to 70% of students earning 70% or better on the presentations, which helped align student success. A common grading rubric was implemented in PSYC 3010 to increase consistency in grading and to better provide the student with guidance on what is required to be successful with the assignment. Students were provided with additional APA and presentation resources through the university Learning Management System (LMS). Additionally, the point value for the presentation in PSYC 3010 increased from 25 to 40 points to provide

motivation to complete the assignment. Students were encouraged to attend psychological presentations, such as NSU Research Day, or watch 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 Quality Enhancement Program (QEP), the course steward increased the value of the oral presentation from 25 points to 50 points. 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.

As a result of these changes, in AC 2024-2025 the target was Met. Of the 180 students that completed the assignments from both PSYC 3010 and PSYC 4450, 80.56% (n=145; N=180) earned a grade of 70% or higher.

Specifically, PSYC 3010 94.52% (n = 69; N = 73) earned a grade of 70% or higher on the oral presentation. This measurement was assessed only for the online students in this AC. For the Fall 2024 and Spring 2025 semesters, 92.45% of the online students and 100% of the face-to-face students who submitted the presentation scored 70% or higher.

In PSYC 4450, of 107 students who completed at least one of the case analyses, 71% (n = 76; N=107) earned at least 70% on the case analyses. Like last year, more online students (79%) than in-person students (56%) earned at least 70%. It may be a resource considered more helpful to online students since in-person students can rely on lectures and class discussions. Regardless, greater emphasis and reminders are needed for the in-person sections, as this is a slight decrease from last year. In addition, a comparison of the Fall 2024 and Spring 2025 semesters showed a pass rate of 70% or greater, at 69.2% and 73.8%, respectively. The difference is not considered significant, particularly when considering the fall semester included an additional online section.

Decision:

In AC 2024-2025, the target was Met.
Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement.

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) The total points for this assignment will be discussed to see if an increase in point value is needed.

d) The course steward will meet with faculty to discuss increasing the benchmark to 75% for the next 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.

g) The course steward will enhance consistency between the online and face-to-face courses.

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

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 the course syllabus objectives.

- PSYC 2040: Psychology as a Profession
- PSYC 2050: Developmental Psychology
- PSYC 2450: Personal Adjustment and Development
- 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 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 the courses, at least 70% were expected to receive a 75% or higher grade.

Finding: Target was Met.

Analysis:

In AC 2023-2024, the target was Met.

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%.

In PSYC 2050: Developmental Psychology, of the 443 students who completed the assignment, 93.67% (N=443) had a 70% or greater score on the Design Your Life project. In 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 consistent regardless of whether the class was online or in person.

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 PSYC 2450 scored 70% or higher.

Based on the analysis of the AC 2023-2024 results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. The course stewards evaluated the course map to ensure more assessment accuracy and variation, and to better assess student success. The Psychology Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022 In PSYC 2040, the course steward added two components to the Action Plan: one required the student to identify when family and community support are needed to accomplish respective tasks. The second component was a contingency plan. The course steward provided updated resources that reflected the continuously changing employment situations in the various subfields of Psychology. They provided 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. The instructors of these courses reiterated the importance of formulating and implementing plans for careers and personal well-being. The target for this measure was increased from

students earning 70% to 75% on the combined assignments. The course instructors encouraged students to ask questions for clarity on the assignment and encouraged them to meet the due dates.

As a result of these changes in AC 2024-2025, the target was Met.

In PSYC 2040: Psychology as a Profession, of the 124 students who completed the action plan assignment, 96% (N=124) earned a grade of 75% or higher. During Summer 2024, 77% (N=13); Fall 2024, 96% (N=77); and Spring 2025, 94% (N=34) earned a 75% or higher grade. There was a difference in completion rate between Fall 2024 and Spring 2025. In Fall 2024, 14% of the students did not complete the assignment, whereas in Spring 2025, 3% did not complete the assignment. The face-to-face students completing the assignment in Fall 2024 (N = 42) showed a pass rate of 95%, and the face-to-face students completing the assignment in Spring 2025 (N = 10) had a pass rate of 90%. The completion rate for AC 2024-2025 improved from the previous AC for this course.

In PSYC 2050: Developmental Psychology, of the 488 students who completed the assignment, 84.84% (n=414; N=488) had a 75% or greater score on the Design Your Life project. This assignment was used in the Summer, Fall, and Spring for the AC. For Summer 2024, there were two online classes taught, with 97.87% (n=46 N=47) earning a 75% or higher grade. For Fall 2024 and Spring 2025, there were twelve online sections taught and seven face-to-face classes taught. 95.12% (n=273; N=287) of online students and 95.92% (n=141; N=147) of face-to-face students who completed the project scored 75% or greater. The pass rate was equal whether the class was online or in person.

In PSYC 2450: Personal Adjustment and Development, students completed the Goal-Setting and value-strengthening project; 61% of the students in PSYC 2450 scored 75% or higher. This is the second time this assessment has been used for this measure, and the result reflects that out of the ninety-four students that completed the project, fifty-seven (n=57; N=94) students scored 75% or higher.

The instructor's changes positively impacted the students, as many students met the target, and the completion rate increased.

Decision:

In AC 2024-2025, the target was Met.

Based on the AC 2024-2025 results analysis, the faculty will implement the following AC 2025-2026 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 review the course map to ensure adjustments are there for accuracy.
c) The target for this measure will continue at 70% of the students, scoring 75% or higher on the combined assignments.
d) In PSYC 2450, the course steward will divide the Goal Setting and Value Strengthening Project into two assignments (i.e., Part 1 and Part 2) due in different weeks. The instruction sheet and rubric will be separate documents for these assignments. Each part will be graded and then combined for a project total. Dividing the project will make it more manageable for students.
e) In all courses, the instructors will have the students focus on details and grammar when writing papers. The assignments will be revised using TILT practices to help the students completely understand the assignment, hence improving their writing skills and understanding of the information.
f) The instructors of the courses will reiterate the importance of formulating and implementing plans for students' careers and personal well-being.
g) The course stewards will meet with adjunct instructors at the beginning of the term to discuss the course improvement plan and requirements to ensure course consistency.

These changes will improve the students' 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.

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:

In AC 2023-2024, the target was Met.

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 PSYC 4490 sections were online for the Fall 2023 and Spring 2024 assessment periods.

Based on the analysis of the AC 2023-2024 data, faculty made the following changes in AC 2024-2025 to drive the cycle of improvement. The Psychology Department continued to use the APA Guidelines for the Undergraduate Psychology Major. The course steward assessed the course map and made necessary adjustments to ensure accuracy. 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. The course steward did not increase the benchmark to 75% for this AC. Reminders for completing this assignment were sent to help with the completion.

As a result of these changes in AC 2024-2025, the target was Met. The data reflect that 86.21% (n= 75, N=87) of the students assessed on research papers in PSYC 4490 received a 70% or higher grade. Further analysis of the adjusted data showed no significant difference between the semesters. In the Fall 2024 semester, 83.33% of the students (n = 30, N =36) earned a grade of 70% or higher, and 88.24% of the Spring 2025 semester students (n = 45, N = 51) earned a grade of 70% or higher. All PSYC 4490 sections were online for the Fall 2024 and Spring 2025 assessment periods.

Decision:

In AC 2024-2025, the target was Met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following AC 2025-2026 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 continue assessing the new course map and make any 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) The instructors will continue encouraging students to complete the assignments and send reminders as the due date approaches, increasing the completion rates of the assignments.

These changes will continue to improve the students' 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 2023-2024 data analysis, which resulted in primarily improvements in student learning and program improvement in AC 2024-2025.

- 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. Now that the target to meet the goal was to focus on exam/quiz scores, it aligned with the first outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. The target for Measure 1.1 had a history of not being met, 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 department is aware that not all the courses met the target measure, but they are improving with each AC. The combination of all test/quiz scores from the courses helped with the alignment of student success. The capstone course, PSYC 4490: Senior Research Seminar, was 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. Using this course for this measure will continue and work well as the data collection point. Overall, the target was met for this measure, but the department is still assessing how to have all courses meet the target benchmark, not just the combination of the courses.

- SLO 2: This measure was aligned with the second outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. The courses used for the SLO were 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 as well as written papers in PSYC 2430 and PSYC 4410 throughout the semester. The target for Measure 2.1 was not met, while the target for 2.2 was met. Having the target at 70% of students scoring 70% or higher did help align this SLO's success threshold for 2.2. The disparities between these courses' online and face-to-face sections were readdressed; the course stewards reassessed all the online exams to align with the face-to-face classes' exams for consistency, but there still appeared to be some inconsistencies. The face-to-face classes appear to do much better than the online classes on tests and quizzes. The class stewards of PSYC 2430, PSYC 4400, and PSYC 4410 incorporated additional resources for the students to help them better understand. To help the students with the written assignments, there were all-new ENGL 1010 classes that were offered in Spring 2025 that focused on APA formatting to help with writing skills. There were FLAME hours held each week, both online and face-to-face, and faculty members available to help with APA formatting as well as statistics tutoring.

- 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 encouraging students to drop out before the deadline were employed. This appears to be working and will be continued. Instructors encouraged positive life outcomes, having students focus on the importance of quality of life and longevity in PSYC 3200. The instructor had students write two papers that focused on positivity, longevity, and encouraged values that help build stronger communities. The targets for both 3.1 and 3.2 were met using these measures.

- SLO 4: This measure 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 focus on this measure was to have students follow the directions and complete the project, including all parts of the project. 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. Both the online as well as the face-to-face students did an oral presentation in this assessment cycle. This was something new that had been missed in the last AC. Everyone had the same grading rubric for consistency and to help the students feel confident in the assignments. 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: This measure is 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 and PSYC 2450, the course steward had students complete an action plan assignment, goal setting, and a value-strengthening project, preparing them for their future. For PSYC 2050, the Design Your Life project had students focus on planning out their future, incorporating every aspect they could think about. The course instructors encouraged students to ask questions for clarity on the assignment and encouraged them to meet the due dates. They all had grading rubrics with clear directions. At least 70% of students earned a 75% 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. This measure was also met.

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 2025-2026

- The Psychology Department will use the APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- The course maps for the SLOs will continue to be assessed and evaluated to ensure that the department uses best practices for our students.
- The targets for some of the measurements could change, from 70% of students scoring 70% to 70% scoring 75% or higher, where applicable. The target for measure 5.1 increased to 75% for AC 2024-2025, and it will continue to stay there for the next AC. The department will continue to assess baseline target scores for some of the measures to drive the cycle of improvement.
- 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 only.
- The AC plan will be presented to the psychology faculty at the beginning of the Fall 2025 semester.
- Professional development will be provided for the new implementation, data collection, and analysis of the AC 2025-2026 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.
- For most courses, the incorporation of TILT (Transparency in Learning and Teaching) which is high impact teaching practice, will be implemented to help our students have a clearer understanding of what is asked of them on assignments.
- The goal of the Department of Psychology and Addiction Studies is to continually improve courses and assessments to provide a valuable, impactful, and robust academic program for our students.