Program Assessment Report (PAR)

Psychology, BS (PSY) Baccalaureate Degree

REPORT PREPARED by: Steele-Johnson, Debra

ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Based on the Department of Psychology's Learning Outcomes (see Appendix A for a detailed overview of the Outcomes), graduates will be able to (see Appendix A for more detailed/complete wording)" 1) display knowledge of human behavior, 2) demonstrate strong research skills, 3) exhibit strong ethical principles, 4) communicate effectively in verbal and written form, 5) work effectively in teams, both as a member and a leader, and 6) exhibit strong self-management skills.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Direct assessment in Psy 1010, Psy 3010/3020, and some capstone courses (see Appendix G for complete assessment report): PSY 1010 (introductory psychology):
• For Spring Semester, 2022, for both online and in-person courses, the assessment of learning outcomes for Introductory Psychology, pre- and post-test (beginning and end of semester) percent changes (see Appendix E for specific questions). For three learning outcomes, we administered multiple choice test questions to all students in all sections. Results were based on percent correct for LO1, LO2, and LO3. Results were based on rubric scores for LO4 (and also used for core assessment, IW, and MC). PSY 3010/3020 (research methods sequence): LO2 Research Skills • To assess LO2 in our Research Methods sequence (PSY 3010/3020), we administered a set of multiple choice questions (see Appendices C and D for specific questions). These questions were administered before the course began and were then re-administered after learning (embedded within exams corresponding with the content). Results were based on percent correct. Capstone (senior-level seminar classes): • For the specific learning goals for our Capstone course, a rubric (see Appendix B for the "Grading Rubric for Assessment of Learning Outcomes") was used for the first time for Spring, 2022. For this first semester that this assessment was done, we asked for

faculty to volunteer their sections. The rubric was given to faculty who taught Capstones that semester and then faculty were asked to do two things 1) each volunteering faculty member evaluated the students in their section as a whole, and, 2) they submitted three papers from each section, and the undergraduate program director evaluated those papers according to the same rubric.

B. Scoring of Student Work

Psy 1010: LO1, 2, and 3 multiple choice test items, calculated as percent correct (Appendix E for items), calculated pre- to post-test changes. LO4 with short written assignment graded using a rubric by GTAs Psy 3010 and 3020: LO2 multiple choice test items (see Appendices C and D for items), calculated as percent correct, calculated pre- to post-test changes. Capstone courses LO1, 2, 3, 4, and 6 student papers graded by course instructor of their sections as a whole and 3 randomly selected papers from each of 4 capstone courses graded by the UG program director. All graders used the same rubric (see Appendix B)

C. Indirect Assessment

Indirect assessments: From capstone courses LO1 through LO6 assessed using Qualtrics survey Beginning in Spring, 2022, we asked for volunteers among faculty teaching senior level capstone classes to distribute a Qualtrics survey (see Appendix F) to their students in order to get feedback on how students felt the department met its learning outcomes for the major. Eighteen students responded to the survey. (see Appendix G for specific scores).

III. ASSESSMENT RESULTS/INFORMATION:

Direct assessments: From Psy 1010 LO1, 2, and 3 Multiple choice questions LO4 short written assignment From 3010 and 3020 LO2 multiple choice questions From capstone courses LO1, 2, 3, 4, and 6 assessed in student paper assignments
Indirect assessments: From capstone courses LO1 through LO6 assessed using Qualtrics survey

See Appendix G for specific scores, percentages, etc. The content would not fit in this text box. Direct assessments: Psy 1010 Spring 22 (see Appendix E for specific test items) *with 1 exception, we observed improvements in scores for LO1, 2, and 3, ranging from 3.45% to 37.99% Psy 3010/3020 Fall 21 and Spring 22 (see Appendices C and D for specific test items) *in each term and in each class, we observed significant improvements in LO2 Capstone courses Spring 22 (see Appendix B for grading rubric) *faculty ratings of LO1, 2, 3, 4, and 6 ranged from 3 to 3.67 on a 5-point scale *UG program director ratings of LO1, 2,

3, 4, and 6 ranged from 3.25 to 3.63 on a 5-point scale Indirect assessments: Capstone courses Spring 22 (see Appendix F for rubric) *students' self-ratings ranged from 4.25 to 4.94 *we note that students' self-ratings were somewhat higher than faculty and UG program director ratings

Students perceived the Psyc 1010 course as useful but we did not tie the questions directly to the learning outcomes. We could do that in future years. Certainly, Psyc 1010 is directly targeted at our Learning Outcome 1 Knowledge of Psychology concepts, etc. Students were not learning/retaining as much as we would like in Psyc 3010 and 3020, so we have revised the course to improve student outcomes. Psyc 3010 and 3020 are targeted at Learning Outcome 2 Research methods, design, etc. We have initial evidence about learning in a completed renovated Psyc 3610 class that we will use to inform changes in instructional focus.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

During the 2021-2022 academic year, we continued to do pre- and post-learning assessment in PSY 3010 and 3020 (results discussed above) and continued to use two vehicles to share information about student learning/retention outcomes. • First, we have a monthly UCDC (Undergraduate Curriculum Development Committee) meeting; the committee is comprised of at least 4 psychology faculty (representing the four concentrations within our department), Sarah Cicora (academic advisor), and the department chair. The committee discusses the status of courses/curriculum, issues/problems with specific courses, suggestions for improvements and planned course renovations. The UCDC reports at the monthly department faculty meeting, not only updating and making recommendations to the faculty on any/all curricular issues but asking for faculty advice and input. • Second, we have a monthly department faculty meeting. During these meetings, faculty hear the reports from the UCDC and also can (and do) raise a variety of other curriculum issues that they wish to discuss. Our lead instructors for PSY 1010 (Dr. Dragana Claflin) and for PSY 3010 & 3020 (Dr. Sarah Jackson) work to ensure effective and equivalent delivery of instruction in different sections and to develop and implement ideas for improvements for these sections. The lead instructors for these courses have collected data each semester to inform the decisions made. We will continue this practice in future years. We expect our 6 learning outcomes to remain the same at least in the next few years because we are using the learning outcomes defined by the American Psychological Association, and those outcomes remain relatively stable. We propose the following changes and additions: • Capstone assessment: Assessment of student papers will be made mandatory for all faculty teaching these courses. When we rolled out the capstone assessment in Spring of 2022, we asked for volunteers to submit their feedback and student papers. Additionally, we will require faculty to evaluate their capstone sections as a whole. • Lastly, we will continue to utilize PSY 1010's Core Assessment (see Appendix E) for Learning Outcomes 1-4, IW, and Multicultural Competence.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.