

## Assessment Cycle

### Academic Year 2016 – 2017

#### Psychology Undergraduate Program

College: The Gallaspy Family College of Education and Human Development

Prepared by: Dr. Tanya Karam-Zanders

Date: 06/08/2017

Approved by: Dr. Susan Barnett  
Katrina Jordan

Date: 06/08/2017  
6/15/17

**Northwestern Mission Statement.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**The Gallaspy Family College of Education and Human Development Mission Statement:** The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military

**Department of Psychology Mission Statement.** The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high-quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides

## Assessment Cycle

### Academic Year 2016 – 2017

encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These activities are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community and region.

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

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

(1) Data from assessment tools and measures are collected and returned to the program coordinator;

(2) The program 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 program 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.

#### **Assessment of Student Learning Outcomes:**

The Department of Psychology's 2017-18 assessment plan differed greatly from the assessments conducted in previous years. In an attempt to achieve optimum assessment, the department decided to apply our assessment plan for the 2017-18 academic year *retroactively* to the 2016-17 academic year. Given that much of the Psychology Undergraduate Degree can be completed online, the measures were analyzed as a whole and separated by whether the course was online or face to face (course type).

**SLO 1. Knowledge Base. Students will be able to describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the first outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*.**

## Assessment Cycle

### Academic Year 2016 – 2017

Course Map: Tied to course syllabus objectives.

PSYC 1010: Introduction to Psychology  
PSYC 2050: Developmental Psychology  
PSYC 3010: Physiological Psychology  
PSYC 3020: Psychology of Learning  
PSYC 3060: Social Psychology  
PSYC 4440: History of Psychology  
PSYC 4450: Abnormal Psychology  
PSYC 4470: Theories of Personality  
PSYC 4830: Advance General (capstone course)

#### Measure 1.1. (Knowledge)

At the end of every semester, students enrolled in PSYC 4830 Advance General, which is the department's capstone course, will be administered a post-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that will be a measure of SLO 1 are Introduction to Psychology; Biological Psychology; Learning; Cognitive Abilities; Human Development; Personality; Psychological Disorders; and Treatment of Psychological Disorders. At least 85% of students will be able to demonstrate advanced understanding of psychology related concepts by achieving a grade of 75% or higher on these sections.

#### **Findings:** Goal was met.

*At least 85% of students were able to demonstrate advanced understanding of psychology related concepts by achieving a grade of 75% or higher on these sections. Of the 90 students who completed this exam, 94.4% earned a grade of 75% or higher. Therefore, students who are graduating with an undergraduate degree in Psychology are demonstrating an advanced understanding of psychology related concepts as is measured by the exit exam. However, it is important to note that there is a discrepancy between students who take the capstone course and exit exam online versus those who take it face to face, and efforts should be made to increase understanding of the material of the face to face students.*

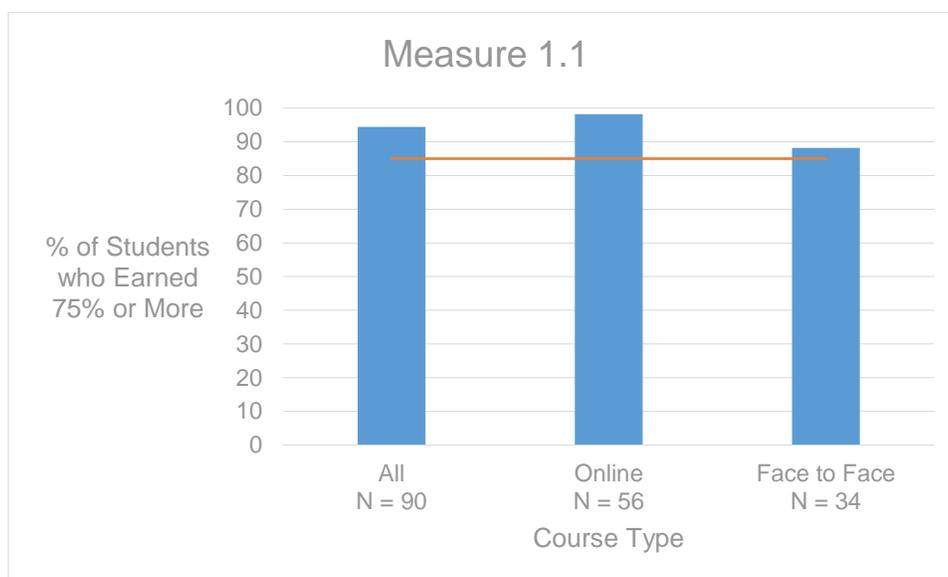
**Analysis:** *The goal was met by both the online students (N = 56, 98.2% earned a grade of 75% or higher) and face to face students (N = 34, 88.2% earned a grade of 75% or higher), however a chi-squared test for independence showed a significant relationship between the class type and whether or not students earned a grade above 75%,  $\chi^2 (1) = 4.015, p = .045$ , indicating that more students in the online sections reached the goal than students in the face to face sections (refer to Figure 1). An independent-samples t-test of the average grades did not yield a significant difference between students in the online (M = 88.74%,*

## Assessment Cycle

### Academic Year 2016 – 2017

$SD = 6.48\%$ ) and face to face ( $M = 85.28\%$ ,  $SD = 10.01\%$ ) sections,  $t(49.977) = 1.799$ ,  $p = .078$ .

Figure 1. Percentage of students who earned a grade of 75% or higher on Measure 1.2 for SLO 1 by class type. The orange line specifies the goal of this measure which is that 85% of students would earn a grade of 75% or higher.



**Action – Decision or Recommendation:** There will be no change to the current measure for SLO 1.

#### Measure 1.2. (Knowledge)

At the end of the Fall semester, FIGS (freshman interest groups) students enrolled in PSYC 1010 Introduction to Psychology will be administered a pre-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that will be a measure of SLO1 are Introduction to Psychology; Biological Psychology; Learning; Cognitive Abilities; Human Development; Personality; Psychological Disorders; and Treatment of Psychological Disorders. At least 70% of students will be able to demonstrate basic understanding of psychology related concepts by achieving a grade of 60% or higher.

**Action – Decision or Recommendation:** Given that Measure 1.1 serves as an appropriate measure of understanding of psychology-related concepts for students who are close to obtaining an undergraduate degree in Psychology, there is an identified gap as it should be complimented by having a pre-test version of the same exam. Therefore, we will begin to collect data on this measure in the Fall 2017 semester.

# Assessment Cycle

## Academic Year 2016 – 2017

### Measure 1.3. (Attitudes)

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

**Findings:** *Goal was met.*

*At least 85% of the respondents replied with a rating of 4 or 5 to indicate agreement with this statement.*

**Analysis:** *This measure was collected from a sample of the Spring 2017 face to face section. In the sample, we collected (N = 20), 100% of the respondents gave a rating of 4 or more. More specifically, 85% of respondents gave a rating of 5 with an average rating of 4.85 (SD = .37).*

**Action – Decision or Recommendation:** *There will be no change to the current measure for SLO 1, and it will be collected from both the face to face and online students in the future.*

**SLO 2. Scientific and Critical Thinking. Students will be able to apply scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).**

Course Map: Tied to course syllabus objectives.

PSYC 2430: Introduction into Experimental Methods

PSYC 4400: Statistics

PSYC 4410: Test and Measurement

### Measure 2.1. (Knowledge)

Psychology students in PSYC 4400 Statistics will complete an assignment whereby they have to read a research article in their major and answer questions regarding the purpose, methodology, results, and conclusions of the paper (refer to Appendix A for the PSYC 4400 paper rubric). At least 85% of students will earn a grade of 80% or higher on this paper.

## Assessment Cycle

### Academic Year 2016 – 2017

**Findings:** Goal was not met.

At least 85% of students did not earn a grade of 80% or higher on this paper. This measure was collected from a sample of five Spring 2017 sections (2 face to face and 3 online). This assignment was offered as extra credit for this sample of students, and despite not reaching the specified goal (although very close), it is optimistic that when this assignment becomes a mandatory part of the PSYC 4400 course that the goal will be reached.

**Analysis:** Of the 18 students who completed this assignment, only 83.3% earned a grade of 80% or higher, with an average grade of 86.11% (SD = 10.93%). The sample size was too small to analyze the results separately by course type (i.e. face to face versus online).

**Action – Decision or Recommendation:** This measure will become a mandatory assignment for all Statistics courses beginning Summer 2017 and serve as a measure of SLO 2.

#### Measure 2.2. (Knowledge)

At the end of each semester, students enrolled in PSYC 4830 Advance General, which is the department's capstone course, will be administered a post-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that will be a measure of SLO2 are Experimental Psychology; and Statistics for Psychology. At least 85% of students will earn a grade of 75% or higher on these sections.

**Findings:** Goal not met.

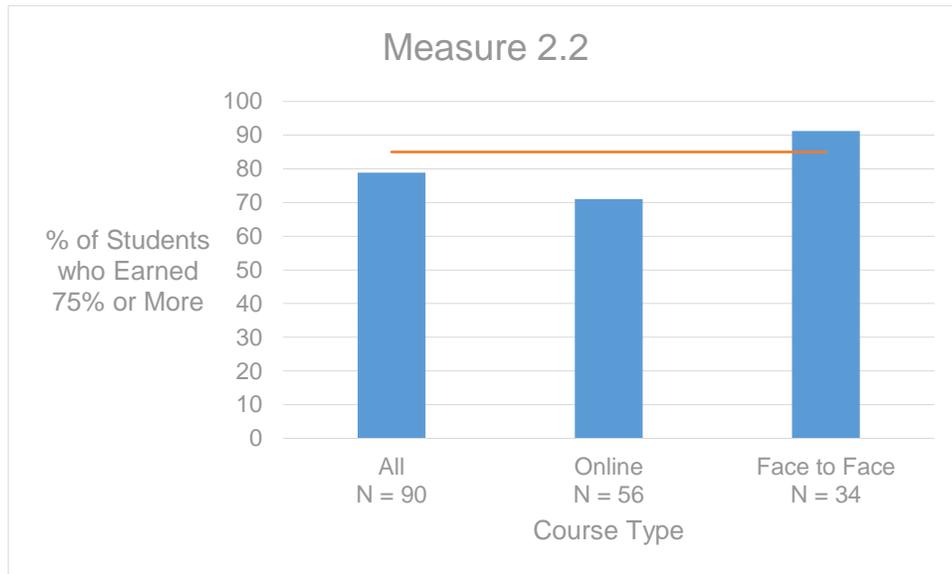
At least 85% of students did not earn a grade of 75% or higher on these sections. Of the 90 students who completed the exam, only 78.9% earned a grade of 75% or higher, however, there was a discrepancy between the students in the face to face versus online sections.

**Analysis:** Further analysis yields significant differences between the online and face to face sections. Only 71% of students in the online sections (N = 56) earned a grade of 75% or higher, whereas 91.2% of students in the face to face sections (N = 34) earned a grade of 75% or higher,  $\chi^2 (1) = 4.954, p = .026$  (refer to Figure 2). An independent-samples t-test on the average grades showed that students in the online sections (M = 79.47%, SD = 14.98) performed significantly worse than those in the face to face sections (M = 84.81%, SD = 9.37%),  $t (87.895) = -2.081, p = .04$ .

Figure 2. Percentage of students who earned a grade of 75% or higher on Measure 2.2 for SLO 2 by class type. The orange line specifies the goal of this measure which is that 85% of students would earn a grade of 75% or higher.

## Assessment Cycle

Academic Year 2016 – 2017



*Therefore, the goal for this measure was met by the students in the face to face sections, but not by students in the online sections.*

**Action – Decision or Recommendation:** *The discrepancy in performance across course type needs to be addressed. The students taking the course and exit exam online need to be better instructed on these portions of the material. This measure will continue to serve as a measure of SLO 2.*

**SLO 3. Ethical and Social Responsibility. Students will be able to apply ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*.**

Course Map: Tied to course syllabus objectives.

PSYC 3050: Diversity Issues in Psychology

PSYC 3060: Social Psychology

PSYC 4470: Theories of Personality

PSYC 4510: Ethics in Psychology

### Measure 3.1. (Knowledge)

Students in PSYC 3050 Diversity Issues in Psychology will complete an assignment whereby they identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases (refer to Appendix B for the

## Assessment Cycle

### Academic Year 2016 – 2017

PSYC 3050 paper rubric). At least 85% of students will earn a grade of 80% or higher on this paper.

**Findings:** Goal was met.

*At least 85% of students will earn a grade of 80% or higher on this paper, students are able to identify, reflect, and plan to overcome, their own social biases, indicating ethical and social responsibility are being taught to the students.*

**Analysis:** *Of the 41 students who completed this assignment, 90.2% earned a grade of 80% or higher, with an average grade of 93.41% (SD = 9.04%).*

**Action – Decision or Recommendation:** *There will be no change to the current measure for SLO 3.*

#### Measure 3.2. (Knowledge)

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

**Findings:** Goal was not met.

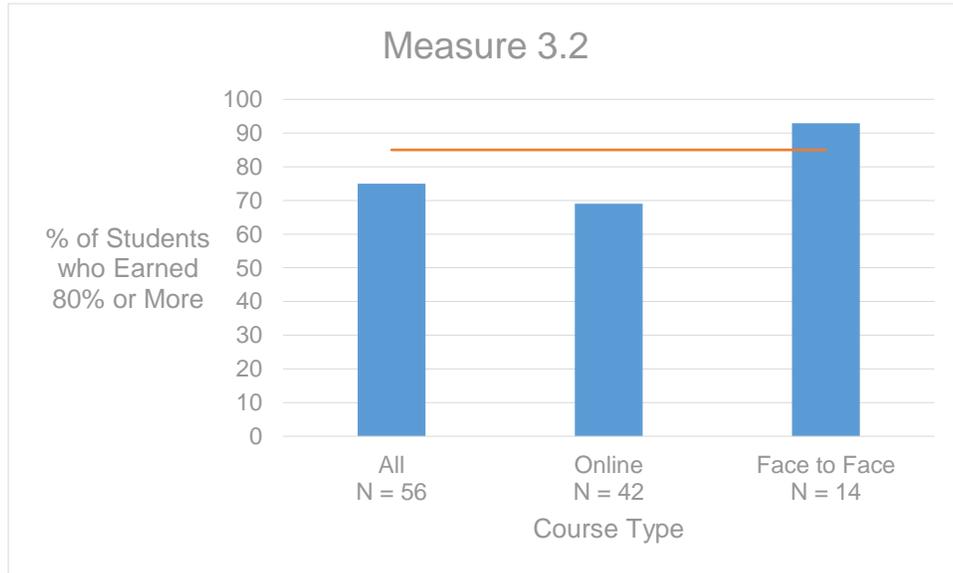
*At least 85% of students did not receive a grade of 80% or higher. It is important to note that the assignment was handled differently across instructors, semesters, and course type. Students in the online sections of this course were given several different case studies (between 2 – 5 case studies, depending on the semester) without a set rubric, and a compiled score was used for the current analyses. However, students in the face to face sections were given one version of the assignment with a set rubric. Therefore there was no consistency in the assignment nor the grading.*

**Analysis:** *Of the 56 students who completed this assignment (N = 56), only 75% earned a grade of 80% or higher (M = 85.22%, SD = 15.45%). When separated by course type, only 69% of the students in the online sections (N = 42) achieved a compiled grade of 80% or higher. However, 92.9% of students in the face to face sections (N = 14) earned a grade of 80% or higher, although this discrepancy was not statistically significant  $\chi^2 (1) = 3.175, p = .075$  (refer to Figure 3). An independent-samples t-test on mean grades also did not yield a significant difference between the groups ( $t (53.999) = -.640, p = .525$ ). The lack of statistically significant differences between students in the two-course types is likely due to the vast difference in sample sizes, more specifically, the small sample size of the face to face sections.*

## Assessment Cycle

### Academic Year 2016 – 2017

Figure 3. Percentage of students who earned a grade of 80% or higher on Measure 3.2 for SLO 3 by class type. The orange line specifies the goal of this measure which is that 85% of students would earn a grade of 80% or higher.



**Action – Decision or Recommendation:** *The Department will use only one case study as the assessment for this measure and all instructors will follow the same rubric when grading the assignment. This modified assignment will serve as a measure of SLO 3.*

#### Measure 3.3. (Knowledge)

Students in PSYC 4510 Ethics in Psychology will complete the *National Institute of Health protecting human research participants* training course. At least 90% of students will complete the training and submit their certificate.

**Findings:** *Goal was not met.*

*This measure was collected in a sample section of the Spring 2017 semester and was assigned as an extra credit option. Although the goal for this measure was not met, it is hopeful that when this assignment is a part of the course the goal will be reached. This assignment was given as an extra credit assignment. Therefore, participation was low and biased as presumably only those who needed the extra points completed the assignment.*

**Analysis:** *In the sample course (N = 17) only 41.2% of students completed the certificate.*

## Assessment Cycle

### Academic Year 2016 – 2017

**Action – Decision or Recommendation:** *This measure will become a mandatory assignment in PSYC 4510 beginning Summer 2017 and serve as a measure of SLO 3.*

**SLO 4. Communication.** Students will be able to write using field appropriate writing style (i.e. APA style) and be able to orally communicate psychological research. This outcome aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*.

Course Map: Tied to course syllabus objectives.

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

#### Measure 4.1. (Skills)

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

**Findings:** *Goal was not met.*

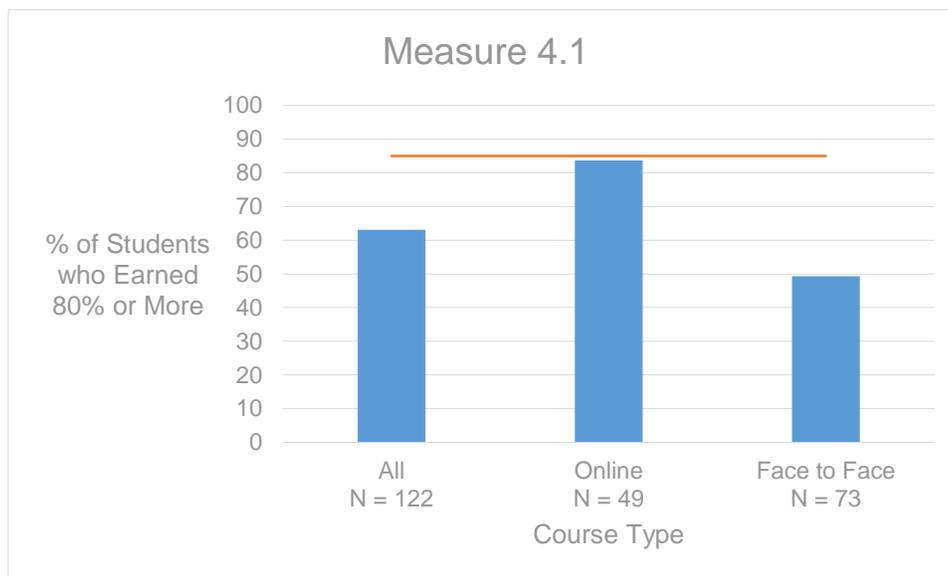
*At least 85% of students did not receive a grade of 80% or higher. The goal for this measure was not met, by either face to face or online students, also there is a clear discrepancy between class types.*

**Analysis:** *Of the 122 students who completed this assignment, only 63.1% earned a grade of 80% or higher. A chi-squared test for independence showed a significant relationship between course type and percentage of students who earned a grade of 80% or higher,  $\chi^2 (1) = 14.868, p < .001$ , indicating that more students in the online sections (83.7%,  $N = 49$ ) earned a grade of 80% or higher than those in the face to face sections (49.3%,  $N = 73$ ; refer to Figure 4). There was also a significant difference in the average grades between the online and the face to face students, in that the online students ( $M = 88.04\%$ ,  $SD = 12.84\%$ ) did significantly better on this assignment than the face to face students ( $M = 78.81\%$ ,  $SD = 10.61\%$ ),  $t (120) = 4.327, p < .001$ .*

*Figure 4. Percentage of students who earned a grade of 80% or higher on Measure 4.1 for SLO 4 by class type. The orange line specifies the goal of this measure which is that 85% of students would earn a grade of 80% or higher.*

## Assessment Cycle

### Academic Year 2016 – 2017



**Action – Decision or Recommendation:** *More intensive instruction needs to be made regarding how to write a research paper in APA style. This is especially true for the face to face sections. Also, the grading rubric needs to be enforced by all instructors. It may even be beneficial for the next assessment cycle to record and share the grades for all the sections (Title page, Abstract, Introduction, Methods, and References) of this assignment so the department can assess what specific areas is most troublesome for the students. This assignment will continue to serve as a measure of SLO 4.*

#### Measure 4.2. (Knowledge and Skills)

Students in PSYC 2430 Introduction to Experimental Methods will orally present the research paper from Measure 4.1 (refer to Appendix E for PSYC 2430 presentation rubric). At least 85% of students will receive a grade of 80% or higher.

**Findings:** *Goal was met.*

*At least 85% of students received a grade of 80% or higher, indicating that the Psychology undergraduate students can orally communicate psychological research.*

**Analysis:** *Of the 73 students in the face to face sections of this course, 87.7% earned a grade of 80% or higher.*

**Action – Decision or Recommendation:** *There will be no change to the current measure for SLO 4, however, the department should also assess this measure in the online sections.*

## Assessment Cycle

### Academic Year 2016 – 2017

#### Measure 4.3. (Knowledge and Skills)

Students in PSYC 3060 Social Psychology will write a research paper whereby half the grade is based on appropriate APA style and the other half is based on the content as it refers to material from the field of Social Psychology (refer to Appendix F for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

**Findings:** Goal was not met.

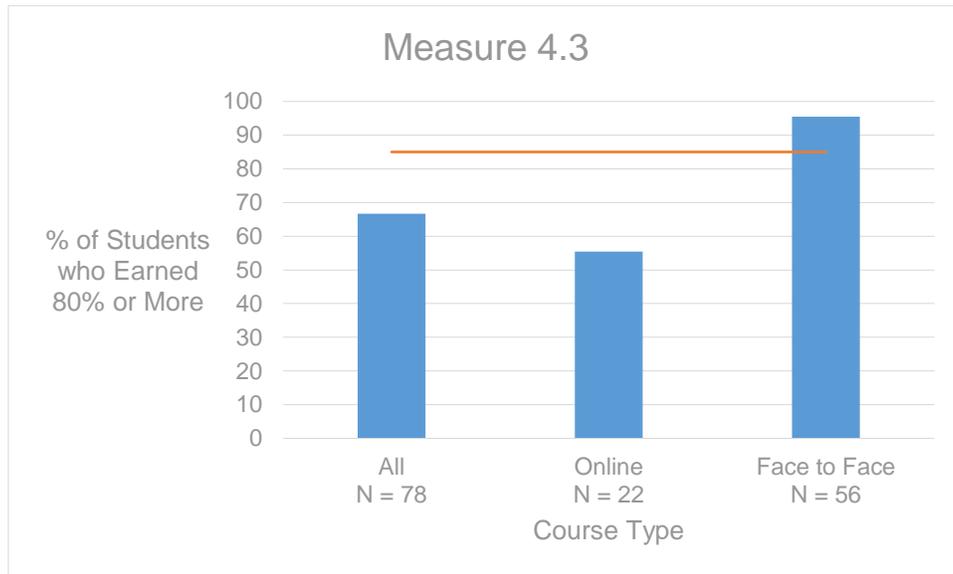
*At least 85% of students did not receive a grade of 80% or higher. The goal for this measure was not met as a whole but was met by the face to face students only. Regardless, there is a clear discrepancy between class types in performance on this measure. Along with the sections differing in class type, there were also differences in instructors – the face to face instructor was different than the online instructors.*

**Analysis:** *Of the 78 students in this course, only 66.7% earned a grade of 80% or higher with an average grade of 81.08% (SD = 16.45%). A chi-squared test for independence showed a significant relationship between course type and percentage of students who earned a grade of 80% or higher,  $\chi^2 (1) = 11.428, p = .001$ , indicating that significantly more students in the face to face sections (95.5%, N = 22) earned a grade of 80% or higher than those in the online sections (55.4%, N = 56; refer to Figure 5). There was also a significant difference in average grades between the online and face to face students, in that the students grades in the online sections (M = 76.52%, SD = 16.87%) earned lower mean grades than students in the face to face sections (M = 92.70%, SD = 7.12%;  $t (75.513) = -5.956, p < .001$ ).*

*Figure 5. Percentage of students who earned a grade of 80% or higher on Measure 4.3 for SLO 4 by class type. The orange line specifies the goal of this measure which is that 85% of students would earn a grade of 80% or higher.*

## Assessment Cycle

### Academic Year 2016 – 2017



**Action – Decision or Recommendation:** *More intensive instruction needs to be made regarding how to write a research paper in APA style for the online sections. Also, the grading rubric needs to be enforced by all instructors. It may even be beneficial for the next assessment cycle to record and share the grades for all the sections (APA style versus Content) of this assignment so the department can assess what specific areas is most troublesome for the students. This assignment will continue to serve as a measure of SLO 4.*

**SLO 5. Professional Development. Students will be able to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation. This outcome aligns with the fifth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*.**

Course Map: Tied to course syllabus objectives.

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

#### **Measure 5.1. (Knowledge)**

Students in PSYC 2040 Psychology as a Profession will write an action plan detailing what the students plan to do after graduation (job or graduate school) and include a timeline of everything they need to do in order to achieve that goal (refer to Appendix G

# Assessment Cycle

## Academic Year 2016 – 2017

for PSYC 2040 paper rubric). At least 85% of students will receive a grade of 80% or higher.

**Findings:** *Goal was met.*

*At least 85% of students will receive a grade of 80% or higher, indicating that students are able to exhibit meaningful professional direction for life and career after graduation.*

**Analysis:** *Of the 175 students in this course, 99.4% earned a grade of 80% or higher.*

**Action – Decision or Recommendation:** *There will be no change to the current measure for SLO 5.*

### Measure 5.2. (Knowledge)

Students in PSYC 2040 Psychology as a Profession will write a personal reflection essay whereby they specify how the course has influenced their career goals (refer to Appendix H for PSYC 2040 paper rubric). At least 85% of students will receive a grade of 80% or higher.

**Findings:** *Goal was met.*

*At least 85% of students received a grade of 80% or higher, indicating that students are able to apply psychological content and skills to career goals.*

**Analysis:** *Of the 85 face to face students who completed this assignment, 100% earned a grade of 80% or higher.*

**Action – Decision or Recommendation:** *There will be no change to the current measure for SLO 5, however, the department should also assess this measure in the online sections.*

### Measure 5.3. (Skills)

Once a year, surveys will be distributed to the Department of Psychology's advisory committee which consists of professionals in the community who work with our students through internships or externships, or who have hired graduates from our department (refer to Appendix I for the survey). Five questions on the survey ask the respondent to rate our students on the 5 student learning outcomes on a Likert scale whereby 1 – lowest and 5 – highest. At least 80% of the respondents will rate our students an average of 4 or more on those 5 measures.

**Findings:** *Goal was met.*

## Assessment Cycle

### Academic Year 2016 – 2017

*At least 80% of the respondents rated our students an average of 4 or more on those 5 measures, indicating that students are able to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation.*

**Analysis:** *Four members of the advisory committee completed the survey (N = 4), 100% of whom gave a minimum rating of 4 on all 5 measures. The overall average rating was 4.5 / 5. The average rating for each survey question was:*

- *4.75 / 5 for content knowledge (SD = .50)*
- *4.25 / 5 for scientific knowledge (SD = .50)*
- *4.5 / 5 for ethics (SD = .58)*
- *4.5 / 5 for communication (SD = .58)*
- *4.5 / 5 for professional development (SD = .58)*

**Action – Decision or Recommendation:** *There will be no change to the current measure for SLO 5, however, the department will make more effort to collect responses from the entire advisory committee.*

#### Summary:

**SLO 1:** There are three measures for this student learning outcome, two of which (1.1 and 1.3) were collected in the 2016-17 academic cycle. The goals for both those measures were met, concluding that the goal for SLO 1 has been achieved: students have a strong knowledge base in psychology-related concepts. In the future, Measure 1.2 will also be collected and analyzed to establish a comprehensive measure of SLO 1.

**SLO 2:** There are two measures for this student learning outcome, one of which (2.1) was administered to a sample of students as an extra credit option. The goal for that measure was not met, however it will be implemented as part of the course in the future. The other measure (2.2) was collected in the 2016-17 academic cycle and goal for it was met by the face to face students but not the online students. This discrepancy needs to be addressed. In conclusion, the goal for SLO 2 has not been achieved: students are not demonstrating sufficient scientific and critical thinking.

**SLO 3:** There are three measures for this student learning outcome, two of which were collected in the 2016-17 academic cycle (3.1 and 3.2). The goal for Measure 3.1 was met. The goal for 3.2 was met by the face to face students but not the online students. The cause of this discrepancy is likely due to the different instructors using different case studies and rubrics. This issue will be rectified by using the same case study and rubric (as was specified in the 2017-18 assessment plan) in all sections of the course. The third measure (3.3) was administered to a sample of students as an extra credit option. The goal for that measure was not met, however it will be implemented as part

## Assessment Cycle

### Academic Year 2016 – 2017

of the course in the future. In conclusion, the goal for SLO 3 (students demonstrating ethical and social responsibility) has somewhat been achieved, and will likely be met in the future without intervention.

**SLO 4:** There are three measures for this student learning outcome that were collected in the 2016-17 academic cycle. The goal for Measure 4.2 was met – students are demonstrating sufficient oral communication skills. The goals for measures 4.1 and 4.3 – both APA style papers – were not met by all students. Neither course type met the goal for 4.1, although the online students were closer to meeting the goal than the face to face students. This discrepancy needs to be addressed. Students in the face to face sections met the goal for 4.3, however, students in the online sections did not. This discrepancy needs to be addressed. In conclusion, the goal for SLO 4 has not been achieved – students are not demonstrating adequate written communication skills appropriate for the field of psychology.

**SLO 5:** There are three measures for this student learning outcome that were collected in the 2016-17 academic cycle. The goals for all these measures were met, concluding that the goal for SLO 5 has been achieved: students are able to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation.

#### Future Recommendations:

As part of the 5-step assessment process, results from the assessment will be discussed with the Department of Psychology faculty, Psychology course stewards of core courses, and the student learning outcome subcommittee. The results from the assessment can suggest amendments to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes. Given the assessment of the 2016-17 academic cycle, the following issues should be discussed and addressed for the future:

**SLO 2:** Measure 2.2. Students in the online sections of PSYC 4830 need to be performing significantly better on these sections of the exit exam. It is recommended that online instruction of this material needs to improve significantly.

**SLO 3:** Measure 3.2. It is recommended that the department will use only one case study in all sections of this course and all instructors will implement the same grading rubric.

**SLO 4:** Measure 4.1. All students (especially students in the face to face sections) in PSYC 2430 need to perform significantly better on this assignment. It is recommended that further instruction on how write an APA paper in psychology be shared with the

## Assessment Cycle

### Academic Year 2016 – 2017

students, and the same rubric be used by all instructors. It is also recommended that, temporarily, the instructors record and share the grades for the different sections of the assignment with the assessment coordinator to determine where students are struggling the most.

**SLO 4:** Measure 4.2. It is recommended that this measure be assigned to students in the online sections of this course as well.

**SLO 4:** Measure 4.3. Students in the online sections of PSYC 3060 need to perform significantly better on this assignment. It is recommended that further instruction on how write an APA paper in psychology be shared with the students, and the same rubric be used by all instructors. It is also recommended that, temporarily, the instructors record and share the grades for the different sections of the assignment with the assessment coordinator to determine where students are struggling the most.

**SLO 5:** Measure 5.2. It is recommended that this measure be assigned to students in the online sections of this course as well.

## **Assessment Cycle**

### **Academic Year 2016 – 2017**

#### References

American Psychological Association. (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>

# **Assessment Cycle**

**Academic Year 2016 – 2017**

## **Appendix A**

PSYC 4400 – Statistics

Research Article Rubric

**Grade: /25**

**What is the purpose of the article? /5**

**Describe the methodological design of the experiment(s): /5**

- The procedure
- The independent variable(s)
- The dependent variable(s)

**What kinds of statistical analyses did the researchers conduct? /5**

**What were the results? /5**

**What did they conclude about the experiment(s)? /5**

# Assessment Cycle

Academic Year 2016 – 2017

## Appendix B

PSYC 3050 – Diversity Issues in Psychology

Opinion Paper #2 Rubric

Total Grade: /50

- Appropriate Length: /15
  - Title page
  - 3 complete pages of body
- APA style: /10
  - Title page
  - Font, margins, spacing
- Content: /25
  - Addresses all questions
  - Reflections are thought-provoking

# Assessment Cycle

Academic Year 2016 – 2017

## Appendix C

PSYC 4510 – Ethics in Psychology

Ethical Dilemma Case Study Rubric

### EVALUATION

**Clarity, Structure, & Flow of Information (10 pts):**

(2pts)

(1pt) (0pts)

2 points possible on each questions

YES

PARTIALLY NO

|  |  |  |  |
|--|--|--|--|
| 1. Does the essay meet the minimum requirements? (500 words) |  |  |  |
| 2. Are all words spelled correctly?                          |  |  |  |
| 3. Are sentences written well? (grammatically correct)       |  |  |  |
| 4. Does the essay communicate information clearly?           |  |  |  |
| 5. Does it appear that editing occurred before submission?   |  |  |  |

**Accuracy & Depth of Reflection / Analysis (40 pts):**

(20-11pts)

(10-01pt) (0pts)

10 points possible for each question

YES

PARTIALLY NO

|  |  |  |  |
|--|--|--|--|
| 1. Discussed why or why not Dr. Newhart is facing an ethical dilemma regarding Dr. Melfi's new work using the 6 step ethical decision-making model? Is each step identified and discussed? |  |  |  |
| 2. Discussed whether Dr. Melfi is acting unethically or not from information evaluated using the 6 step model. Is this discussion conclusion backed up with facts and not just opinion?    |  |  |  |

# Assessment Cycle

## Academic Year 2016 – 2017

### Appendix D

PSYC 2430 – Introduction to Experimental Methods

Research Paper Rubric

#### **Title Page** \_\_\_\_\_ / 10

- ✓ One inch margin from all sides
- ✓ Half inch margin from the top of the page to running head
- ✓ Correct running head will have:
  - Page number
  - Running head title in all upper case and 50 characters
- ✓ Title 10 to 12 words and centered
- ✓ Author first name, middle name initial and last name
- ✓ Center the author name
- ✓ Affiliation
- ✓ Double spaced

#### **Abstract** \_\_\_\_\_ / 10

- ✓ One inch margin from all sides and half inch margin from the top of the page to running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract – Centered, Not Bold
- ✓ Block paragraph and on separate page
- ✓ Not exceed 250 words
- ✓ Content

#### **Introduction** \_\_\_\_\_ / 30

- ✓ One inch margin from all sides and half inch margin from the top of the page to header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of citation
- ✓ content

#### **Methods** \_\_\_\_\_ / 25

- ✓ Continue after Introduction if space permitted
- ✓ Correct heading: Method – Centered, Bold
- ✓ Participants: Left-justified – Bold
- ✓ Description of participants

## Assessment Cycle

### Academic Year 2016 – 2017

- ✓ Materials or Apparatus: Left-justified – Bold
- ✓ Description of Material
- ✓ Correct citation
- ✓ Procedure: Left-justified – Bold
- ✓ Under procedure summarize each step in the execution of research
- ✓ Contents in paragraph format

#### References \_\_\_\_\_ / 25

- ✓ Correct heading: References – Centered, Not Bold
- ✓ On separate page & correct margin
- ✓ Alphabetically order
- ✓ Hanging indent
- ✓ Author's name in correct format
- ✓ Year in correct format
- ✓ Article name in correct format
- ✓ Journal name in correct format
- ✓ Volume number and page number in correct format
- ✓ Book title in correct format & Publisher name in correct format

Remember that it is now 2 spaces after a period.

**TOTAL** \_\_\_\_\_ / 100

**Late Paper: Five points deduction for each day**

# Assessment Cycle

Academic Year 2016 – 2017

## Appendix E

PSYC 2430 – Introduction to Experimental Methods

Research Presentation Rubric

Dress/ Posture/ Eye Contact – 5 points \_\_\_\_\_

Quality of Visual Aids-5 points \_\_\_\_\_

Knowledge of Material Presented-15 points \_\_\_\_\_

Creativity- 5 points \_\_\_\_\_

Summary- 15 points \_\_\_\_\_

Title and hypothesis \_\_\_\_\_

Variables and reason \_\_\_\_\_

Participants and material \_\_\_\_\_

Procedure\_\_\_\_\_

Beginning and Closing of Presentation- 5 points \_\_\_\_\_

Total \_\_\_\_\_  
50

# Assessment Cycle

Academic Year 2016 – 2017

## Appendix F

PSYC 3060 – Social Psychology

Research Paper Rubric

Total: / 100

APA STYLE: / 50

- Title Page – 5
  - Running head
  - Title, name, affiliation
  - spacing
- Abstract – 5
  - Word count
  - Summary of paper
- Body – 20
  - Headings
  - Citations
  - Quotations
- References – 10
  - Heading
  - Format
  - Order
  - Scholarly references

CONTENT: / 50

- Topic related to social psychology
- New and interesting perspective
- Tone of voice appropriate for a research paper
- Page count
- Introduction
- Conclusion

## Assessment Cycle

### Academic Year 2016 – 2017

#### Appendix G

PSYC 2040 – Psychology as a Profession

Job/Graduate School Action Plan and Timeline Rubric

Total Grade: /100

- Specifies plan: /5
- Details post-graduation goals: /45
  - Explains any discrepancy between current and previous goals OR
  - Explains how goal has been reaffirmed throughout the semester
  - Addresses all questions
  - Reflections are thought-provoking
- Specifies Timeline of how to achieve goal /45
  - Identifies ideal placement
  - Specifies all sub-goals needed to pursue ideal placement
- Appropriate length of assignment: /5

# Assessment Cycle

## Academic Year 2016 – 2017

### Appendix H

PSYC 2040 – Psychology as a Profession

Personal Reflection Essay Rubric

Total Grade: /100

- Addressed all questions
- Reflections are thought-provoking
- Described course content
  - Specified course content and/or guest speakers that influenced goal
- Discussed why action plan was chosen
- Described skills possessed to reach career goal
- Appropriate length

# Assessment Cycle

## Academic Year 2016 – 2017

### Appendix I

#### Advisory Committee Survey

Dear Colleague;

It is our understanding that your organization has participated in either hiring our graduates or supervised our students in their field experience of the Department of Psychology undergraduate degree at NSU. We thank you for being open to utilizing our students and providing them with experience. We would like to take just a few moments of your time to request a bit of feedback to better serve you as a possible employer in the future.

**A. There are five broad educational goals identified as primary areas of training for undergraduate psychology programs. Please rate us on each of the following: (1 being lowest and 5 being highest)**

1. Knowledge Base in Psychology (student has developed a working knowledge of psychology's content domains)

Circle one: 1(lowest)      2      3      4      5 (highest)

2. Scientific Inquiry and Critical Thinking

Circle one: 1(lowest)      2      3      4      5 (highest)

3. Ethical and Social Responsibility in a Diverse World

Circle one: 1(lowest)      2      3      4      5 (highest)

4. Communication skills (both oral and written communication)

Circle one: 1(lowest)      2      3      4      5 (highest)

5. Professional Development (refers to skills that sharpen student's readiness for employment or graduate school)

Circle one: 1(lowest)      2      3      4      5 (highest)

**B. Could you please identify strengths of skill, knowledge, or behaviors directly related to program training that you have identified in our students?**

**C. Please identify areas of improvement that you may have identified in skill, knowledge, or behavior directly related to program training that you would like to recommend as possible areas of improvement to curriculum for future students that may be employed by your organization.**