

**Competency:** To acquire skills needed to develop a personal value system.

**Description:** Northwestern has a broadly based core curriculum that is central to the University's mission and consistent with the Louisiana Board of Regents requirements for general education. The competency "to acquire skills needed to develop a personal value system" requires undergraduate students seeking a bachelor's degree to take PSYC 1010 (3 credit hours) and/or PSYC 2050 (3 credit hours).

**Student Learning Outcome:** Students completing PSYC 1010 and/or PSYC 2050 will have an increased level of knowledge about: 1. the developmental influences on their identity; 2. the factors and stages involved in their moral development, and 3. the factors and influences involved in their personal development.

**Measure** (including methodology and target).

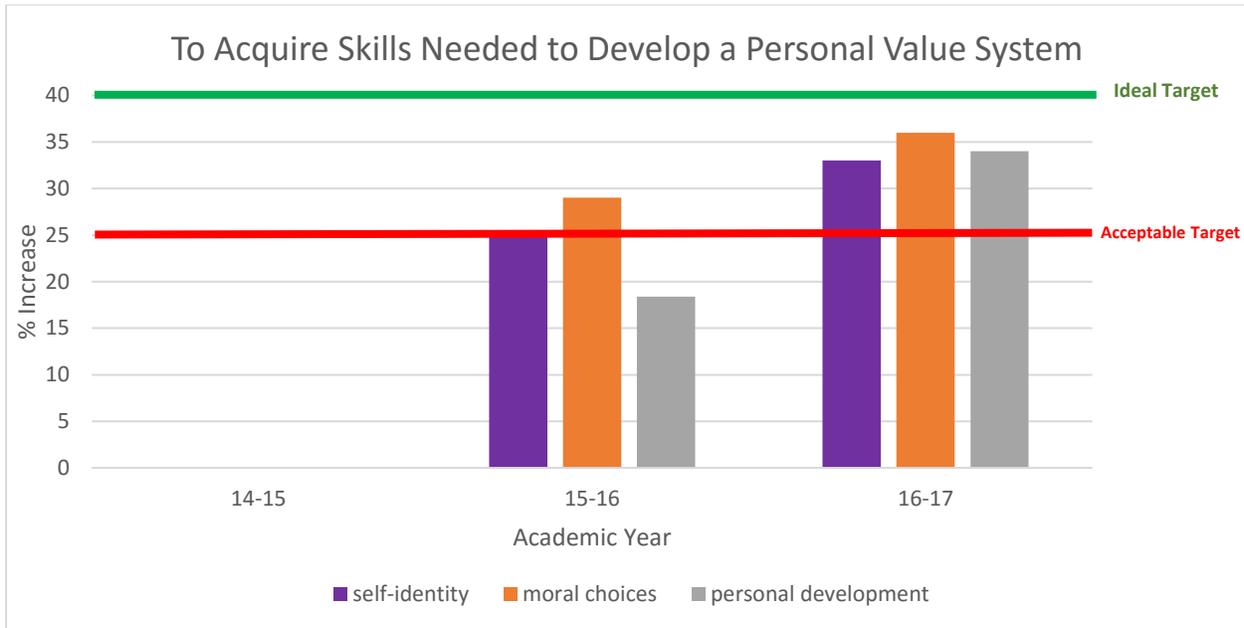
This competency is measured using a 'Student Survey of Personal Value Skills'. (See Analysis below for development history.) The anonymous measure is given in the spring semester to a random sample of students in face-to-face PSYC 1010 and PSYC 2050 courses.

A two-part survey asked students to report their level of knowledge about the three Student Learning Outcomes before they took PSYC 1010/2050. They were then instructed to turn the page, where they were asked to rate their knowledge of these contributing factors since taking PSYC 1010/2050. Pre-course and post-course averages were computed and compared.

Acceptable target: there were two acceptable targets. The first was the sample showing a minimum post-course mean score of 7.00 out of a possible score of 10.00 on each of the three (3) questions about personal values on the assessment. The second acceptable target was a 25% increase in the level of knowledge on each of three questions from pre to post course.

Ideal target is a 40% increase from the pre to post course average on the three (3) factors.

**Findings:**



	<b>Self-Identity</b>	<b>Moral Choices</b>	<b>Personal Development</b>
<b>2014-2015</b>	0%	0%	0%
<b>2015-2016</b>	25.0%	29.0%	18.4%
<b>2016-2017</b>	33.0%	36.0%	34.0%

Based upon data derived from these assessments, from AY 2015 through AY 2016, our sample of students exceeded both the acceptable target and ideal targets, except for one instance. For the Academic Year 2015-2016, level of knowledge about the factors and influences involved in personal development showed a 31.19% increase, which exceeded the acceptable goal but did not meet the ideal goal.

**Analysis:**

**Academic Year 2014-2015:**

We were unable to reach consensus on how to measure the acquisition of knowledge/skills needed to develop a personal value system, therefore data was not collected.

## Academic Year 2015-2016:

- An assessment committee consisting of the Course Stewards for Psyc 1010 and Psyc 2050, the Undergraduate Coordinator, and the Department Chair developed a survey designed to measure the student's acquisition of skills needed to develop a personal value system. In order to measure the degree of acquisition, Psychology Department faculty agreed on three factors that contributed to the development of a personal value system. Three questions were asked: 1. Level of knowledge about the developmental influences on a person's identity. (By 'identity', we meant self-concept--who are you and how do you fit into the world.) 2. Level of knowledge about the factors/stages involved in a person's moral choices. 3. Level of knowledge about the factors/influences involved in your personal development.
- In the developed survey, students were asked to report their level of knowledge about these three contributing factors before they took PSYC 1010/2050. They were then instructed to turn the page, where they were asked to rate their knowledge of these contributing factors since taking PSYC 1010/2050. Pre-course and post-course averages were computed and compared.
- Data was collected the last week of classes during the spring 2016 semester.

**Findings:** Forty-three (43) face-to-face students were sampled. Due to limitations in the Moodle online delivery platform, we were unable to anonymously survey online students so they were not included in this academic year's data. The results were:

Factor 1: Developmental influences on identity:

pre-course mean=5.30, post-course mean=7.80

For Factor 1, the 47.16% difference between pre-course and post- course level of knowledge was a statistically significant ( $p < .05$ ) increase, which exceeded both acceptable and ideal goals.

Factor 2: Factors & stages in moral development:

pre-course mean=5.10, post-course mean = 8.00

For Factor 2: the 56.86% difference between pre-course and post- course level of knowledge was a statistically significant ( $p < .05$ ) increase, which exceeded both acceptable and ideal goals.

Factor 3: Factors & influences on personal development:

pre-course mean=5.90, post-course mean = 7.74

For Factor 3: the 31.18% difference between pre-course and post- course level of knowledge was a statistically significant ( $p < .05$ ) increase, which exceeded the acceptable goal of 25% but did not meet the ideal goal of 40%.

**Decision / Recommendation.** The data was shared with the faculty as part of our ongoing process of re-examining our learning outcomes and coursework. However, since the Undergraduate Coordinator and the course stewards responsible for both PSYC 1010 and PSYC 2050 were on the assessment committee, they were the main 'stakeholders' in examining this data. The committee reviewed the data and since all acceptable goals and two of three ideal goals were met, it was decided that no course changes would be made at the current time. It was also decided that no changes would be made to the assessment for the AY 2016-2017. However, the committee did decide to explore methods for assessing online students.

#### **Academic Year 2016-2017:**

- The same committee as in AY 2016-2017, consisting of the Course Stewards for Psyc 1010 and Psyc 2050, the Undergraduate Coordinator, and the Department Chair, met and reviewed the survey used in AY 2014-2015 to measure the student's acquisition of skills needed to develop a personal value system. The committee agreed to continue to re-use the 2014-2015 survey containing questions on 1. Level of knowledge about the developmental influences on a person's identity. (By 'identity', we meant self-concept-- who are you and how do you fit into the world.) 2. Level of knowledge about the factors/stages involved in a person's moral choices. 3. Level of knowledge about the factors/influences involved in your personal development.
- As with AY 2014-2015, students were asked to report their level of knowledge about these three contributing factors before they took PSYC 1010/2050. They were then instructed to turn the page, where they were asked to rate their knowledge of these contributing factors since taking PSYC 1010/2050. Pre-course and post-course averages were computed and compared.
- Data was collected the last week of classes during the spring 2017 semester.

**Findings:** Seventy (70) face-to-face students were sampled. An attempt was made to sample online students, but Moodle, our online course delivery platform, does not allow anonymous submissions and only four (4) students responded. While the means were in the expected direction, with this low a sample size, it was impossible to complete statistical analysis since any differences would likely be due to sampling error. Another concern was that this sample would show a strong self-selection sample bias. For these reasons, the online student's data was not included. The results were:

Factor 1: Developmental influences on identity:

pre-course mean=4.90, post-course mean=8.20

For Factor 1, the 67.34% difference between pre-course and post- course level of knowledge was a statistically significant ( $p < .05$ ) increase, which exceeded both acceptable and ideal goals.

Factor 2: Factors & stages in moral development:

pre-course mean=4.60, post-course mean = 8.20

For Factor 2: the 78.26% difference between pre-course and post- course level of knowledge was a statistically significant ( $p < .05$ ) increase, which exceeded both acceptable and ideal goals.

Factor 3: Factors & influences on personal development:

pre-course mean=5.20, post-course mean = 8.60

For Factor 3: the 65.38% difference between pre-course and post- course level of knowledge was a statistically significant ( $p < .05$ ) increase, which exceeded both acceptable and ideal goals.

**Decision / Recommendation.** The data was shared with the faculty as part of our ongoing process of re-examining our learning outcomes and coursework. The assessment committee, which once again, contained the main 'stakeholders' for PSYC 1010 and PSYC 2050, decided that given the excellent results, no changes would be made in coursework at this time.

The assessment committee was informed that the general education core competency of 'acquiring skills needed to develop a personal value' has been eliminated by the Board of Regents, therefore, data will no longer be collected.

*The above data is from Taskstream TK20, the University's assessment management system.*