

## Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

### I. Program Information

Program/Department: *Psychological Science*

Department Chair: Sara Levine

Department Assessment Committee Contacts: Christopher Adams, Laura Garofoli, Sara Levine

### II. Program-Specific Student Learning Outcomes (Educational Objectives)

*List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.*

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
APA Goal 1. Knowledge Base in Psychology 1.2 Develop a working knowledge of psychology's content domains	Original plan proposed was to assess during Research Design and Analysis I and History and Systems courses each semester—denied funding for assessment tool  Current plan is to assess AY18-19
APA Goal 2. Scientific Inquiry and Critical Thinking 2.2 Demonstrate psychology information literacy 2.2a Read and summarize complex ideas accurately, including future directions, from psychological sources and research	Assessed during capstone courses each semester
APA Goal 4. Communication 4.1 Demonstrate effective writing for different purposes 4.1a Construct arguments clearly and concisely using evidence-based psychological concepts and theories 4.1c Use grammar appropriate to professional standards and conventions (e.g., APA writing style)	Assessed during capstone courses each semester

**III. SLO Assessment (Please report on the SLO's most recently reviewed)**

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)
APA Goal 1. Knowledge Base in Psychology 1.2 Develop a working knowledge of psychology's content domains	Psychology ACAT Student Learning Outcome Assessment—denied funding for assessment tool  Current plan is to begin mapping of the curriculum (Draft of Mapping Rubric Attached)	2 <sup>nd</sup> year (RDA I), 4 <sup>th</sup> year (History & Systems)  Assessment will begin AY18-19	None—funding was denied  N/A
APA Goal 2. Scientific Inquiry and Critical Thinking 2.2 Demonstrate psychology information literacy 2.2a Read and summarize complex ideas accurately, including future directions, from psychological sources and research	Senior Assessment of Research Literacy (Capstone Assessment attached)  60% of students are expected to meet all of the criteria for Goal 2	3 <sup>rd</sup> /4 <sup>th</sup> year	Sample of majors in capstone courses
APA Goal 4. Communication 4.1 Demonstrate effective writing for different purposes 4.1a Construct arguments clearly and concisely using evidence-based psychological concepts and theories 4.1c Use grammar appropriate to professional standards and conventions (e.g., APA writing style)	Senior Assessment of Research Literacy (Capstone Assessment)  60% of students are expected to meet all of the criteria for Goal 4	3 <sup>rd</sup> /4 <sup>th</sup> year	Sample of majors in capstone courses

--	--	--	--

**IV. Summary of Findings:** Briefly summarize the results of the assessments reported in Item III above and how do these compare to the goals you have set?

<b>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b>	<b>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</b>	<b>What changes have been made as a result of using the data/evidence?</b>
Psychology ACAT	Assessment Subcommittee will review the findings annually, present results, and lead discussions at the Psychological Science Department meeting. The Curriculum Committee will consider changes based on Assessment data.	This assessment was to be implemented in AY17-18 for the first time but we were denied funding for the tool.
Senior Assessment of Research Literacy (Capstone Assessment)	Assessment Subcommittee will review the findings annually, present results, and lead discussions at the Psychological Science Department meeting. The Curriculum Committee will consider changes based on Assessment data.	This assessment was piloted in AY17-18 for the first time to determine the usability of the rubric. After review of sample papers at the end of the fall semester, changes were made to the rubric. The assessment committee reported their progress to the Psychological Science Department and requested more sample papers for review at the end of the spring semester. They will report their results to the Psychological Science Department at the start of the Fall semester.
Curriculum Map	Assessment Subcommittee will review the findings annually, present results, and lead discussions at the Psychological Science Department meeting. The Curriculum Committee will consider changes based on Assessment data.	Curriculum mapping will occur during AY18-19.



**V. SSC Data**

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

<b>Student Success Measure (data point from SSC)</b>	<b>Rationale for selection</b>	<b>Planned or Implemented Intervention</b>	<b>Current score/ Target Score</b>
Grade rate by grade earned in PSY2000	Improve student preparation for core research courses in Psychological Science	Minimum 2.0 grade in Math 1700 and 2.0 grade required in PSY2000 to advance to PSY2100*	
	Eliminate bottleneck in the program	Removal of Experimental Psychology*	

\*Please note that the students currently represented in SSC were completing a Psychology curriculum that has undergone two substantial changes since that time. Beginning in AY09-10, the Psychological Science Program program added the requirement of a minimum grade of 2.0 in MATH 1700 Applied Statistics to increase student preparation for the core courses in Psychological Science. In AY15-16 the Psychological Science Program removed Experimental Psychology from the curriculum as we believed that it was serving as a bottleneck point in our program and preventing appropriate student progress through the major. Review of the SSC data appears to support our having needed those changes but the benefits of those changes would not yet be visible in the data available in SSC. Even more expansive curricular changes were made the the Psychological Science Major and Minor at the end of AY15-16 based on our departmental self-study, however these changes will not be reflected in SSC data for another 3 years.

**VI. Phase I Data**

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data). Number of graduates, number of majors, credit production, substitutions etc.

<b>Department Performance Measure (data point from Phase 1)</b>	<b>Rationale for selection</b>	<b>Planned or Implemented Intervention</b>	<b>Current score/ Target Score</b>
Course substitutions for each major or minor	Difficulty navigating the major/minor could dissuade students from choosing/completing the major/minor	Changes made to the curriculum at the end of AY 16 should reduce the necessary substitutions.	AY16-17 25/10  substitution data was not provided this year
Retention Rate in Major (Fresh.)	This number suggests that students are interested in the major and remain in the major	We will want to continue to watch this number with the changes instituted to the curriculum. We would hope to maintain and/or raise this number. It is already higher than the institutional rate.  We exceeded our target for last year so have raised our target for next year	AY16-17 65.63/66  66.67/67
Years to graduate	It is important that our students be able to move through our program at a reasonable pace and are not force to pay for additional years of schooling in order to earn their degrees.	We believe that the curricular changes made in AY15-16 have helped to bring this number down. Our number in AY13 was 4.32.	3.95/4 or below
Graduation rate in major	It is important that students interested in the major are able to progress through the major successfully and within a reasonable time-frame	We believe that the curricular changes made in AY15-16 have helped to bring this number down. Our numbers in AY14-16 were approximately 29%.	37.93%/40%

## **VII. Activities and Adjustments to/Deviation from the Department Assessment Plan**

Describe any changes in the assessment plan including new SLOs, new assessments.

The Psychological Science Program implemented a comprehensive curriculum change that took effect beginning in AY16-17 based on a self-study that was completed in 2014 prior to our program becoming an independent department. The new curriculum was “designed to strengthen the scientific focus and training of majors; help students better understand the relevance of scientific inquiry to all Psychological Science courses; allow students greater flexibility in developing meaningful, comprehensive programs of study to meet individual academic and career goals; create concentrations that reflect the overlapping academic strengths of the faculty and many students’ academic interests; foster greater faculty/student interactions to enhance student learning; and create a more effective model of academic advising” (2015-2016 AUC proposal #94). Last year the assessment committee identified a standardized exam to assess working knowledge in Psychology. We were informed in the Fall that the University would not provide funds for the purchase of the test so the committee decided to focus on piloting and perfecting the capstone assessment tool. We also began developing a rubric to be used for curriculum mapping. Once the map is complete, we will consider the possibility of developing an in-house standardized exam.