

Annual Departmental Plan Report

Amended for 2019-2020 Academic Year to Accommodate and Reflect Disruptions due to Pandemic

*There are amended instructions through this document to reflect the special circumstances of this academic year (AY19-20), you will find these in **red**. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances. Some of the amended instructions as you to reflect on this for this report. This year's annual report should also serve as a memorialization of the lessons learned.*

Program Information

Program/Department: *Psychological Science*

Department Chair: *Sara Levine*

Department Assessment Committee Contact: *Christopher Adams, Sara Levine, Lena Ficco*

*This file is to be kept in the department and an electronic file is due to the Director of Assessment by **July 15 of 2020**.*

Special section for Spring 2020

Department Lessons Learned and Accomplishments

In thinking through the change this semester report back on how the department adapted to mid-semester disruption. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments before or after the disruption.

Due to COVID, we were challenged to deliver content in some courses that we had not envisioned working in an online format, such as our lab courses, research design, and interpersonal skill-building courses. This change forced us to try new formats, technology, and change assignments. We will take what we have learned as we move forward and plan for the future.

Program Learning Outcomes (PLOs) (Educational Objectives)

I. List all PLOs and the timeline for assessment.

For the Spring of 2020 you may leave this blank, unless you have had a major change that you feel requires reporting otherwise previous reports will be used for this year.

These PLOs were identified in our AY17-18 report. No report was submitted for AY18-19 as the department underwent a Self-Study.

PLO #	PLO – Stated in assessable terms.	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	APA Goal 1. Knowledge Base in Psychology 1.2 Develop a working knowledge of psychology’s content domains			never--funding for planned assessment was not provided
2.	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		Annual	Fall 2019
3.	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)		Annual	Fall 2019

Amended Form May 2020 for use in Academic Year 2019-2020

New PLOs were developed this year based on our Self-Study with the goal of conducting Curriculum Mapping in AY20-21

PLO #	PLO – Stated in assessable terms.	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Use basic psychological vocabulary, concepts, and theories to describe, explain, and/or predict behavior, including advantages and limitations of the selected concepts/frameworks	Learning outcomes based on APA program standards https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf		Curriculum Mapping will take place AY20-21
2.	Describe examples of relevant and practical applications of psychological principles to individual and societal needs (e.g. health, public policy, education, employment, diversity)	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
3.	<u>Critically</u> read and summarize complex ideas accurately, including <u>generalizability</u> and future directions, from psychological sources and research	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
4.	Describe research methods used by psychologists including their respective advantages and disadvantages	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
5.	Replicate or design and conduct simple scientific studies (e.g., correlational or two-factor) to confirm a hypothesis based on operational definitions	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
6.	Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or nonhuman research participants	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
7.	Evaluate critically or complete an IRB application that adheres to ethical standards	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21

Amended Form May 2020 for use in Academic Year 2019-2020

8.	Identify and explain how context, individual differences, worldview, and diversity (e.g., race, ethnicity, socioeconomic status, gender, sexuality, religion, ability, identity) influence human behavior and development	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
9.	Construct arguments clearly and concisely using evidence-based psychological concepts and theories	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
10.	Write using <u>basic attributes</u> of APA style, <u>including formatting, internal citation, and references.</u>	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
11.	Create a coherent and integrated <u>oral and/or written</u> argument based on a review of the pertinent psychological literature	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
12.	Achieve effective delivery standards in professional oral performance (<u>including organization, visual aids, time constraints, intended audience, delivery style</u>)	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
13.	Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
14.	Formulate academic/career plan contingencies based upon accurate self-assessment of abilities, achievement, motivation, and work habits, as well as the skills sets desired by employers who typically hire or selection people with psychology backgrounds	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21
15.	Create and continuously update a curriculum vitae or resume	Learning outcomes based on APA program standards		Curriculum Mapping will take place AY20-21

II. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.) Please report on at least one PLO for AY19-20.

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

PLOs identified in our previous assessment reports were directly evaluated from our Capstone Courses

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
2&3 of AY17-18 goals	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations)	3rd/4th year	sample	60% of students expected to meet criteria	Weaknesses were noted in ability to synthesize literature and proper writing mechanics and APA style. Assessment results were shared with the department and plans were made for curriculum mapping.

If applicable report on a PLO affected by the remote teaching disruption. You may report on this in a narrative using the space below, please address as many of the questions on the table as possible.

Amended Form May 2020 for use in Academic Year 2019-2020

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

Reflection Prompt	Narrative Response
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)	The Assessment Committee created a Senior Assessment of Research Literacy Rubric which is used to evaluate a sample of work products from capstone courses. Plans for further assessment were identified in our self-study and action plan for the next five years. Specifically, the department has adopted objectives based on APA guidelines which will be used for Curriculum Mapping in AY20-21 and plans to construct an internship evaluation and exit survey.
Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	The typical process is that the Assessment Committee requests capstone products from Fall and Spring. At the start of the Fall semester, the previous academic year’s capstones are evaluated with the rubric and the results are shared with the department for discussion.
What changes have been made as a result of using the data/evidence? (close the loop)	Based on our annual review of capstone projects as well as our self-study, the department identified the need for a full program curriculum map so that we can identify where and at what level program learning outcomes are being delivered.

University Data

I. SSC Data Complete only if significant interventions were completed.

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

As above if when you reflect on what the department implemented during this disrupted semester, are there any interventions that may have impacted a student success measure?

a. What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)

Amended Form May 2020 for use in Academic Year 2019-2020

b. What will your focus be for the upcoming year?*

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)

*Note: Since a department can monitor or review the same data point over multiple years, if this table is left blank the assumption will be made that the same data point will be monitored next year.

II. Trend Data

Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement. Number of graduates, number of majors, credit production, substitutions etc.

Reflect on what the department did this disrupted semester you may identify interesting interventions.

a. What was the focus this year?

Department Performance Measure (data point from Trend Data)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
Retention Rate in Major (Fresh.)	Minimum grade requirements for core courses were instituted several years ago to ensure that students progressed through the major with the necessary skills to be successful in upper level courses.	The retention rate in the major fell last year from 65.63% in AY17 and 66.67% in AY18 to 57.14% in AY19. We will continue to monitor this statistic. Previous Trend Data reports provided graduate rate data that allowed us to view if the students who remained in the major were successful, however this data was not provided in this year's report.

Amended Form May 2020 for use in Academic Year 2019-2020

What will be the focus next year?*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)

*Note: Since a department can monitor or review the same data point over multiple years, if this table is left blank the assumption will be made that the same data point will be monitored next year.

Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

- i. Date of most recent Review:
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific Goals	Measurables	Actions	Responsibilities	Timeline
Further Develop Assessment Plan				Spring 2021
	Adoption of APA Objectives	Review and vote on APA objectives we wish to adopt	Full Department	Spring 2020 Completed
	Curriculum Map	Perform curriculum mapping to align courses to those objectives	Coordinated by Assessment Committee	Spring 2021
	Internship Evaluation	Create internship evaluation that matches APA outcomes	Student Affairs Committee	Spring 2021
	Exit Survey	Create exit survey for students in History and Systems	Assessment Committee	Spring 2022
Expand Internship Program	Double size of the current program	Develop specialized seminars for research-based and applied internships Develop relationships with relevant offices on campus Seek course release for internship coordinator	Student Affairs Committee Department Chair	Spring 2024
Improve involvement in Psi Chi and Psychology Club	Student Interest Survey	Develop and administer a survey to all Psychological Science Majors and Minors to determine interests related to student club involvement	Student Affairs Committee	Spring 2020--work interrupted due to COVID
Expand emphasis on diversity in the discipline	Cross-cultural Psychology course	Develop and offer a new course in Cross-cultural Psychology	Curriculum Committee Full Department	Spring 2023 Course developed and submitted to governance

Amended Form May 2020 for use in Academic Year 2019-2020

Re-examine placement and use of adjunct faculty across the curriculum	Reduce use of adjunct faculty in introductory courses by 15%	Discuss, as a department, the best use of adjunct faculty	Full Department	Spring 2023 ongoing
Strengthen the career development and professionalism of our students				
	Web-based tutorial on career decision-making	Develop a web-based tutorial that will allow students to explore vocational interests and provide information regarding career paths	Student Affairs Committee Dr. Christopher Adams	Spring 2020 Developed and available to all psych majors through blackboard
	Vocational Psychology Seminar	Creation and offering of Advanced Seminar in Vocational Psychology	Dr. Christopher Adams	Fall 2019 Developed and offered SP20
Expand Research Opportunities for Faculty and Students	Expand research opportunities for students by 25%	Advertise and raise visibility of research opportunities for students	Research Organization Committee	Spring 2025

II. Programs with external Accreditation:

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.