

## Psychology [MA] [MA-PSYC]

**Cycles included in this report:**

Jun 1, 2017 to May 31, 2018

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## **Program Name: Psychology [MA] [MA-PSYC]**

**Reporting Cycle: Jun 1, 2017 to May 31, 2018**

### **1 Is this program offered via Distance Learning?**

100% Traditional or less than 50% Distance/Traditional

### **2 Is this program offered at an off-site location?**

No

### **2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.**

### **3 Example of Program Improvement**

2016-2017:

Based on student feedback and recommendations:

1. PSYC 600 was changed to an online format to allow greater flexibility in completing course requirement and accommodate internship demands.
2. PSYC 622 is offered as an interim course during the semester break between fall and spring semesters to accommodate internship demands.

2017-2018:

Based on recommendations outlined in the Association for Behavior Analysis International's accreditation site visit report, the department undertook the following modifications:

1. PSYC 554 was dropped from the Applied Behavior Analysis (ABA) concentration; and,
2. PSYC 605 was added as a 1-credit practicum course for first-semester ABA students.

Student data on assessed outcomes have consistently met the 60% of students will meet some specified criterion related to each objective. Faculty has voted to increase the percentages of students expected to meet criterion on all objectives to 70%.

### **4 Program Highlights from the Reporting Year**

2017-2018:

Students in the Master of Arts in Psychology have shown overwhelming success in the last three reporting cycles; therefore, we were able to increase a large majority of our benchmarks this reporting cycle for the next year.

As in previous years, the students in the program continue to meet criterion across all benchmarks; therefore, we have voted to increase criterion in terms of the percentage of students expected to meet criterion from 80% to 85% for some benchmarks, and the scores required to meet those benchmarks from 80 to 85, as well.

### **5 Program Mission**

The mission of the Master of Arts in Psychology program is to prepare graduates to work in a variety of behavioral science and related fields, and to be able to successfully pursue a doctoral degree in psychology if the graduate has that as an educational goal. The MA in Psychology focuses on:

- Critical thinking: Comprehension, analysis, and evaluation of the empirical literature in psychology.
- Communication: Effective speaking, listening, and writing skills for psychology.
- Cultural awareness: Awareness of the influence of culture in both practice and research settings in psychology.
- Ethical responsibility: Awareness of the ethical principles that guide the activities of psychologists.

### **6 Institutional Mission Reference**

The MA in Psychology supports McNeese's mission to serve residents of southwest Louisiana who are seeking continuing professional education and employers in the region, both public and

private, school districts, health care providers, local governments, and private businesses.

## 7 Assessment and Benchmark PSYC 571 Critical Article Review [Approved]

Assessment: PSYC 571 Critical Article Review drawn from internet-based sources.

Benchmark: 60% of students will receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 571 - Physiological Psychology.

### Course Links

#### PSYC571 [Physiological Psychology (Lec. 3, Cr. 3)]

### Outcome Links

#### Critical Thinking [Program]

Graduates will apply critical thinking skills in academic and professional psychology contexts.

## 7.1 Data

Academic Year	Students with a satisfactory rating		Benchmark met?
	#	%	
2013-2014	11/16	69%	Yes
2014-2015	8/8	100%	Yes
2015-2016	N/A	N/A	N/A
2016-2017	3/3	100%	Yes

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	0	0%	0	0%	N/A
2018-2019					

### Course Links

#### PSYC571 [Physiological Psychology (Lec. 3, Cr. 3)]

### Outcome Links

#### Critical Thinking [Program]

Graduates will apply critical thinking skills in academic and professional psychology contexts.

### 7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The data for 2015-2016 was incorrectly reported and, therefore, left out of the results for this reporting cycle; however, this assessment is still being administered.

2016-2017:

2017-2018:

The faculty voted to assess this benchmark in 647 rather than 571. This was decided based on the fact that several of our students take the undergraduate course, thus do not take this course as grad students. Hopefully this will allow for a better picture of the data related to this benchmark in the future.

### Course Links

#### PSYC571 [Physiological Psychology (Lec. 3, Cr. 3)]

### Outcome Links

**Critical Thinking [Program]**

Graduates will apply critical thinking skills in academic and professional psychology contexts.

**8 Assessment and Benchmark PSYC 600 Student Presentation [Approved]**

Assessment: PSYC 600 Student Presentation.

Benchmark: 80% of students in the applied behavior analysis concentration will pass the student presentation in PSYC 600 - Advanced Topics in Behavior Analysis with a satisfactory rating.

Prior to 2016-2017, the benchmark was 60% of graduates will pass with a satisfactory rating.

**Course Links**

**PSYC600 [Advanced Topics in Behavior Analysis (Lec. 3, Cr. 3)]**

**Outcome Links****Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**8.1 Data**

Academic Year	Students with a satisfactory rating		Benchmark met?
	#	%	
2013-2014	9/9	100%	Yes
2014-2015	11/11	100%	Yes
2015-2016	7/7	100%	Yes
2016-2017	7/7	100%	Yes

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	18/18	100%	0	0%	Yes
2018-2019					

**Course Links**

**PSYC600 [Advanced Topics in Behavior Analysis (Lec. 3, Cr. 3)]**

**Outcome Links****Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**8.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]**

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates in the applied behavior analysis concentration will pass the student presentation in PSYC 600 - Advanced Topics in Behavior Analysis with a satisfactory rating.

2016-2017:

2017-2018:

The benchmark has consistently been met for the last three years; therefore, we will increase the percentage of students expected to pass the presentations with a score of 80 or higher from 80% of students to 85% of students.

**Course Links****PSYC600 [Advanced Topics in Behavior Analysis (Lec. 3, Cr. 3)]****Outcome Links****Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**9 Assessment and Benchmark PSYC 603 Written Exams**

Assessment: PSYC 603 Written Exams.

Benchmark: 80% of students will score 80% or higher on written exams in PSYC 603 - Principles of Learning and Behavior.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

**Course Links****PSYC603 [Principles of Learning and Behavior (Lec. 3, Cr. 3)]****Outcome Links****Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**9.1 Data**

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	20/28	85%	Yes
2014-2015	21/28	75%	Yes
2015-2016	14/16	88%	Yes
2016-2017	13/17	76%	No

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	18/18	100%	0	0%	Yes
2018-2019					

**Course Links****PSYC603 [Principles of Learning and Behavior (Lec. 3, Cr. 3)]****Outcome Links****Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**9.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on written exams in PSYC 603 - Principles of Learning and Behavior."

2016-2017:

2017-2018:

Student data met criterion on benchmark; however, due to the fluctuation over the years related to this benchmark the faculty has decided to include writing assignments and exams to better assess student learning within the program related to this outcome.

**Course Links**

**PSYC603 [Principles of Learning and Behavior (Lec. 3, Cr. 3)]**

**Outcome Links**

**Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**10 Assessment and Benchmark PSYC 617 Written Research Project [Approved]**

Assessment: PSYC 617 Written Research Project.

Benchmark: 80% of students will score 80% or higher on the written research project in PSYC 617 - Behavioral Assessment.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

**Course Links**

**PSYC617 [Behavioral Assessment (Lec. 3, Cr. 3)]**

**Outcome Links**

**Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**10.1 Data [Approved]**

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	28/28	100%	Yes
2014-2015	28/28	100%	Yes
2015-2016	16/16	100%	Yes
2016-2017	17/17	100%	Yes
2017-2018	16/17	94%	Yes

Applied Behavior Analysis Concentration:

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2018-2019					

Counseling Psychology Concentration:

Academic Year	Students with 80%		Benchmark met?
	#	%	
2018-2019			

**Course Links**

**PSYC617 [Behavioral Assessment (Lec. 3, Cr. 3)]**

### Outcome Links

#### Communications [Program]

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

### 10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on the written research project in PSYC 617 - Behavioral Assessment."

2016-2017:

2017-2018:

It would be advantageous to separate this benchmark by which track students are enrolled in, as the courses and assignments used to obtain data for this benchmark are vastly different across ABA and Counseling. This year's data were not collected by instructors teaching the PSYC 617 course in the counseling section so that data only reflect ABA students. More efforts will be made to make new faculty aware of the courses and data needed for the master plan.

From the obtained data the benchmark has been consistently met for at least three years. However, due to the missing data and the past data aggregated across the two different courses, I would recommend increasing efforts to obtain more representative data before making adjustments to the benchmark.

### Course Links

#### PSYC617 [Behavioral Assessment (Lec. 3, Cr. 3)]

### Outcome Links

#### Communications [Program]

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

## 11 Assessment and Benchmark PSYC 617 Data Analysis Project

Assessment: PSYC 617 Data Analysis Project.

Benchmark: 80% of students will score 80% or higher on the data analysis project in PSYC 617 - Behavioral Assessment.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

### Course Links

#### PSYC617 [Behavioral Assessment (Lec. 3, Cr. 3)]

### Outcome Links

#### Critical Thinking [Program]

Graduates will apply critical thinking skills in academic and professional psychology contexts.

### 11.1 Data [Approved]

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	28/28	100%	Yes
2014-2015	28/28	100%	Yes
2015-2016	14/16	88%	Yes
2016-2017	16/17	94%	Yes

2017-2018	17/17	100%	Yes
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## Applied Behavior Analysis Concentration:

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2018-2019					

## Counseling Psychology Concentration:

Academic Year	Students with 80%		Benchmark met?
	#	%	
2018-2019			

## Course Links

**PSYC617 [Behavioral Assessment (Lec. 3, Cr. 3)]**

## Outcome Links

**Critical Thinking [Program]**

Graduates will apply critical thinking skills in academic and professional psychology contexts.

**11.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on the data analysis project in PSYC 617 - Behavioral Assessment."

2016-2017:

2017-2018:

As noted in section 10.1, these data are currently aggregated across two early different areas of study (ABA and Counseling). The instructors teaching the counseling sections were not aware of the assignments that needed to be included to collect the data for this benchmark. Future efforts will be made to increase data collection. Additionally, until more representative data are collected, I would be hesitant to change the benchmark.

## Course Links

**PSYC617 [Behavioral Assessment (Lec. 3, Cr. 3)]**

## Outcome Links

**Critical Thinking [Program]**

Graduates will apply critical thinking skills in academic and professional psychology contexts.

**12 Assessment and Benchmark PSYC 621 Written Research Project [Approved]**

Assessment: PSYC 621 Written Research Project.

Benchmark: 65% of students will score 80% or higher on the written research project in PSYC 621 - Applied Research Methods in Psychology.

Prior to 2016-2017, the benchmark was 60% of students will score 80% or higher.

## Course Links

**PSYC621 [Applied Research Methods in Psychology (Lec. 2, Lab. 2, Cr. 3)]**

**Outcome Links****Critical Thinking [Program]**

Graduates will apply critical thinking skills in academic and professional psychology contexts.

**12.1 Data [Approved]**

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	15/24	63%	Yes
2014-2015	16/25	64%	Yes
2015-2016	11/16	69%	Yes
2016-2017	7/7	100%	Yes

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018		100%	N/A	N/A	Yes
2018-2019					

**Course Links**

**PSYC621 [Applied Research Methods in Psychology (Lec. 2, Lab. 2, Cr. 3)]**

**Outcome Links****Critical Thinking [Program]**

Graduates will apply critical thinking skills in academic and professional psychology contexts.

**12.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "65% of graduates will score 80% or higher on the written research project in PSYC 621 - Applied Research Methods in Psychology."

2016-2017:

2017-2018:

This benchmark has been met for two years. Further monitoring is required before any changes are recommended.

**Course Links**

**PSYC621 [Applied Research Methods in Psychology (Lec. 2, Lab. 2, Cr. 3)]**

**Outcome Links****Critical Thinking [Program]**

Graduates will apply critical thinking skills in academic and professional psychology contexts.

**13 Assessment and Benchmark PSYC 625/PSYC 685 Final Exam**

Assessment: PSYC 625/PSYC 685 Final Exam.

Benchmark: 80% of students will score 80% or higher on the final exam in PSYC 625 - Ethics for Behavior Analysts (applied behavior analysis concentration) or PSYC 685 - Professional Orientation and Ethics (counseling psychology and general/experimental psychology concentrations).

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

**Course Links****PSYC625 [Ethics for Behavior Analysts (Lec. 3, Cr. 3)]****PSYC685 [Professional Orientation and Ethics (Lec. 3, Cr. 3)]****Outcome Links****Ethical Principles [Program]**

Graduates will use ethical principles to guide decisions in professional psychology contexts.

**13.1 Data**

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	28/28	100%	Yes
2014-2015	28/28	100%	Yes
2015-2016	16/16	100%	Yes
2016-2017	17/17	100%	Yes

**PSYC 625:**

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	N/A	N/A	N/A	N/A	N/A
2018-2019					

**PSYC 685:**

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	N/A	N/A	N/A	N/A	N/A
2018-2019					

**Course Links****PSYC625 [Ethics for Behavior Analysts (Lec. 3, Cr. 3)]****PSYC685 [Professional Orientation and Ethics (Lec. 3, Cr. 3)]****Outcome Links****Ethical Principles [Program]**

Graduates will use ethical principles to guide decisions in professional psychology contexts.

**13.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

This academic year was the first year that PSYC 625 was included in this assessment, and the data for this year was not disaggregated to reflect this revision; however, the data for 2016-2017 will be disaggregated to show the percentage of graduates scoring an 80% or higher in PSYC 625 or PSYC 685.

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on the final exam in PSYC 625 - Ethics for Behavior Analysts (applied behavior analysis concentration) or PSYC 685 - Professional Orientation and Ethics (counseling psychology and general/experimental psychology concentrations).

2016-2017:

2017-2018:

These data were not collected or not able to be collected by instructors who taught this course in the past year. Further effort has been made to make new faculty aware of the courses that are tagged for assessments and which assignments are used to collect those data to help ensure these valuable data are produced in the future.

#### Course Links

**PSYC625 [Ethics for Behavior Analysts (Lec. 3, Cr. 3)]**

**PSYC685 [Professional Orientation and Ethics (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Ethical Principles [Program]

Graduates will use ethical principles to guide decisions in professional psychology contexts.

## 14 Assessment and Benchmark PSYC 626 Final Exam

Assessment: PSYC 626 Final Exam.

Benchmark: 80% of students will score 80% or higher on the final exam in PSYC 626 - Social and Cultural Diversity.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

#### Course Links

**PSYC626 [Social and Cultural Diversity (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Diversity [Program]

Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.

### 14.1 Data

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	28/28	100%	Yes
2014-2015	28/28	100%	Yes
2015-2016	16/16	100%	Yes
2016-2017	17/17	100%	Yes

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	7/7	N/A	100%	N/A	Yes
2018-2019					

#### Course Links

**PSYC626 [Social and Cultural Diversity (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Diversity [Program]

Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.

**14.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on the final exam in PSYC 626 - Social and Cultural Diversity."

2016-2017:

2017-2018:

Data were only available for seven out of the 21 graduates; however, all met the criterion. The average score was 90.4%. More efforts have been taken to collect representative data for all graduates.

**Course Links**

**PSYC626 [Social and Cultural Diversity (Lec. 3, Cr. 3)]**

**Outcome Links**

**Diversity [Program]**

Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.

**15 Assessment and Benchmark PSYC 626 Written Multicultural Assignment [Approved]**

Assessment: PSYC 626 Written Multicultural Assignment.

Benchmark: 80% of students will score 80% or higher on the written multicultural assignment in PSYC 626 - Social and Cultural Diversity.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

**Course Links**

**PSYC626 [Social and Cultural Diversity (Lec. 3, Cr. 3)]**

**Outcome Links**

**Diversity [Program]**

Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.

**15.1 Data [Approved]**

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	28/28	100%	Yes
2014-2015	28/28	100%	Yes
2015-2016	16/16	100%	Yes
2016-2017	17/17	100%	Yes

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018		N/A	100%	N/A	Yes
2018-2019					

**Course Links**

**PSYC626 [Social and Cultural Diversity (Lec. 3, Cr. 3)]**

**Outcome Links**

**Diversity [Program]**

Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.

**15.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on the written multicultural assignment in PSYC 626 - Social and Cultural Diversity."

2016-2017:

2017-2018:

The benchmark was met with 100% of the seven students who data were collected for scoring above 80% on this assignment. Data were not able to be obtained for 14 other graduates. As with other benchmarks, efforts are being taken to collect more representative data in the future.

**Course Links**

**PSYC626 [Social and Cultural Diversity (Lec. 3, Cr. 3)]**

**Outcome Links**

**Diversity [Program]**

Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.

**16 Assessment and Benchmark PSYC 639 Movie-based Written Assignment [Approved]**

Assessment: PSYC 639 Movie-based Written Assignment.

Benchmark: 80% of students will score 80% or higher on the written movie-based assignment in PSYC 639 - Human Growth and Development.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

**Course Links**

**PSYC639 [Human Growth and Development (Lec. 3, Cr. 3)]**

**Outcome Links**

**Communications [Program]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

**16.1 Data**

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	27/27	100%	Yes
2014-2015	27/27	100%	Yes
2015-2016	15/15	100%	Yes
2016-2017	16/17	94%	Yes

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	

2017-2018	21/21	N/A	100%	N/A	Yes
2018-2019					

### Course Links

#### PSYC639 [Human Growth and Development (Lec. 3, Cr. 3)]

### Outcome Links

#### Communications [Program]

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

### 16.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on the written movie-based assignment in PSYC 639 - Human Growth and Development."

2016-2017:

2017-2018:

The benchmark has been consistently met for the last three years; therefore, the benchmark criterion will increase to 85% for the movie-based assignment in PSYC 639.

### Course Links

#### PSYC639 [Human Growth and Development (Lec. 3, Cr. 3)]

### Outcome Links

#### Communications [Program]

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

### 17 Assessment and Benchmark PSYC 639 Written Critical Thinking Assignment [Approved]

PSYC 639 written critical thinking assignment.

Benchmark: 80% of students will score 80% or higher on the written critical thinking assignment in PSYC 639 - Human Growth and Development.

Prior to 2016-2017, the benchmark was 60% of students will score 80% or higher.

### Course Links

#### PSYC639 [Human Growth and Development (Lec. 3, Cr. 3)]

### Outcome Links

#### Critical Thinking [Program]

Graduates will apply critical thinking skills in academic and professional psychology contexts.

### 17.1 Data

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	27/27	100%	Yes
2014-2015	27/27	100%	Yes
2015-2016	16/16	100%	Yes
2016-2017	17/17	100%	Yes

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Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	21/21	N/A	100%	N/A	Yes
2018-2019					

#### Course Links

**PSYC639 [Human Growth and Development (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Critical Thinking [Program]

Graduates will apply critical thinking skills in academic and professional psychology contexts.

### 17.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates will score 80% or higher on the written critical thinking assignment in PSYC 639 - Human Growth and Development."

2016-2017:

2017-2018:

Based on the data, students have obtained scores of 80% or higher consistently; therefore, future benchmark data on the critical thinking assignment in 639 will increase to 85%.

#### Course Links

**PSYC639 [Human Growth and Development (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Critical Thinking [Program]

Graduates will apply critical thinking skills in academic and professional psychology contexts.

### 18 Assessment and Benchmark PSYC 647 Ethical Principles Portion of Written Projects [Approved]

Assessment: PSYC 647 Ethical Principles Portion of Written Projects.

Benchmark: 80% of students in the Applied Behavior Analysis concentration will receive a P (pass) on the Ethical Principles portion of written projects 1 and 2 in PSYC 647 - Introduction to Applied Behavior Analysis.

Prior to 2016-2017, the benchmark was 60% of graduates will receive a P.

#### Course Links

**PSYC647 [Introduction to Applied Behavior Analysis (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Ethical Principles [Program]

Graduates will use ethical principles to guide decisions in professional psychology contexts.

### 18.1 Data

Academic Year	Students with a P		Benchmark met?
	#	%	
2013-2014	9/9	100%	Yes
2014-2015	11/11	100%	Yes

2015-2016	7/7	100%	Yes
2016-2017	7/7	100%	Yes

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	4/4	N/A	100%	N/A	Yes

Applied Behavior Analysis Concentration:

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2018-2019					

Counseling Psychology Concentration:

Academic Year	Students with 80%		Benchmark met?
	#	%	
2018-2019			

Course Links

**PSYC647 [Introduction to Applied Behavior Analysis (Lec. 3, Cr. 3)]**

Outcome Links

**Ethical Principles [Program]**

Graduates will use ethical principles to guide decisions in professional psychology contexts.

**18.1.1 Analysis of Data and Plan for Continuous Improvement**

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates in the applied behavior analysis concentration will receive a P on the ethical principles portion of written projects 1 and 2 in PSYC 647 - Introduction to Applied Behavior Analysis."

2016-2017:

2017-2018:

These data are now being collected from the course on ethics 625/685 with a written assignment on interpreting ethical issues during cases scenarios. Additionally, these data previously have been aggregated across the counseling and ABA tracks which has very different ethical responsibilities and assignments. The data provided are only reflective of a few students in the ABA track. The other data were either not assessed or collected by instructors who have since resigned from McNeese. Due to the data not being highly representative of the graduate program, I recommend we increase efforts to ensure better data collection in the future.

Course Links

**PSYC647 [Introduction to Applied Behavior Analysis (Lec. 3, Cr. 3)]**

Outcome Links

**Ethical Principles [Program]**

Graduates will use ethical principles to guide decisions in professional psychology contexts.

**19 Assessment and Benchmark PSYC 665 Counseling Video Assignment [Approved]**

Assessment: PSYC 665 Counseling Video Assignment.

Benchmark: 100% of students in the Counseling Psychology concentration will pass the Counseling Video Assignment in PSYC 665 - Counseling Skills with a satisfactory rating (score of 805 or higher).

Prior to 2016-2017, the benchmark was 60% of graduates will pass with a satisfactory rating.

#### Course Links

**PSYC665 [Counseling Skills (Lec. 1, Lab. 4, Cr. 3)]**

#### Outcome Links

##### Communications [Program]

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

### 19.1 Data

Academic Year	Students with a satisfactory rating		Benchmark met?
	#	%	
2013-2014	16/16	100%	Yes
2014-2015	11/11	100%	Yes
2015-2016	9/9	100%	Yes
2016-2017	9/9	100%	Yes
2017-2018	5/5	100%	Yes

#### Course Links

**PSYC665 [Counseling Skills (Lec. 1, Lab. 4, Cr. 3)]**

#### Outcome Links

##### Communications [Program]

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

#### 19.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "100% of graduates in the counseling psychology concentration will pass the counseling video assignment in PSYC 665 - Counseling Skills with a satisfactory rating." The revised benchmark of 100% of graduates is due to the fact that this must be passed before the student can progress in the concentration.

2016-2017:

2017-2018:

The benchmark has been consistently met for the past three years. Faculty have voted to specify that passing the video would require a score of 80% or better, which has been consistently met in the past.

#### Course Links

**PSYC665 [Counseling Skills (Lec. 1, Lab. 4, Cr. 3)]**

#### Outcome Links

##### Communications [Program]

Graduates will formulate and express ideas effectively through oral, written, and/or technological

communications in academic and professional psychology contexts.

## 20 Assessment and Benchmark PSYC 685 Analysis of Ethical Dilemmas Assignment [Approved]

Assessment: PSYC 685 Analysis of Ethical Dilemmas Assignment.

Benchmark: 80% of students in the Counseling Psychology concentration will score 80% or higher on the Analysis of Ethical Dilemmas Assignment in PSYC 685 - Professional Orientation and Ethics.

Prior to 2016-2017, the benchmark was 60% of students will score 80% or higher.

### Course Links

**PSYC685 [Professional Orientation and Ethics (Lec. 3, Cr. 3)]**

### Outcome Links

#### Ethical Principles [Program]

Graduates will use ethical principles to guide decisions in professional psychology contexts.

## 20.1 Data

Academic Year	Students with 80%		Benchmark met?
	#	%	
2013-2014	28/28	100%	Yes
2014-2015	28/28	100%	Yes
2015-2016	9/9	100%	Yes
2016-2017	9/9	100%	Yes
2017-2018	4/4	100%	Yes

### Course Links

**PSYC685 [Professional Orientation and Ethics (Lec. 3, Cr. 3)]**

### Outcome Links

#### Ethical Principles [Program]

Graduates will use ethical principles to guide decisions in professional psychology contexts.

### 20.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "80% of graduates in the counseling psychology concentration will score 80% or higher on the analysis of ethical dilemmas assignment in PSYC 685 - Professional Orientation and Ethics."

2016-2017:

2017-2018:

This benchmark has been consistently met for the past three years with the average score being 91.5%. However, these data are only based on four students out of the 21 graduates who took either one of the courses. Again, more effort has been taken to obtain more representative data in the future to better base decisions on.

### Course Links

**PSYC685 [Professional Orientation and Ethics (Lec. 3, Cr. 3)]**

### Outcome Links

**Ethical Principles [Program]**

Graduates will use ethical principles to guide decisions in professional psychology contexts.

### **Program outcomes**

#### **Critical Thinking**

*Graduates will apply critical thinking skills in academic and professional psychology contexts.*

#### **Communications**

*Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.*

#### **Diversity**

*Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.*

#### **Ethical Principles**

*Graduates will use ethical principles to guide decisions in professional psychology contexts.*

## Curriculum Map for Psychology [MA] [MA-PSYC]

### MA Psychology

Course (Credits)	Critical Thinking	Communications	Diversity	Ethical Principles
COUN641 (3.0)				
PSYC540 (3.0)				
PSYC571 (3.0)	Assessed			
PSYC600 (3.0)		Assessed		
PSYC603 (3.0)		Assessed		
PSYC605 (1.0)				
PSYC612 (3.0)				
PSYC615 (3.0)				
PSYC617 (3.0)	Assessed	Assessed		
PSYC620 (3.0)				
PSYC621 (3.0)	Assessed			
PSYC622 (3.0)				
PSYC625 (3.0)				Assessed
PSYC626 (3.0)			Assessed	
PSYC628 (3.0)				
PSYC631 (3.0)				
PSYC639 (3.0)	Assessed	Assessed		
PSYC645 (3.0)				
PSYC647 (3.0)				Assessed
PSYC651 (3.0)				
PSYC655 (3.0)				
PSYC656 (3.0)				
PSYC658 (3.0)				
PSYC665 (3.0)		Assessed		
PSYC668 (3.0)				
PSYC685 (3.0)				Assessed
PSYC688 (3.0)				
PSYC694 (3.0)				
PSYC695 (3.0)				
PSYC696 (3.0)				
PSYC698 (3.0)				
PSYC699				
STAT563 (3.0)				
<b>Summary by Key</b>	<b>Critical Thinking</b>	<b>Communications</b>	<b>Diversity</b>	<b>Ethical Principles</b>
Assessed	4	5	1	3
Not Assessed	0	0	0	0
Credits	12.0	15.0	3.0	9.0

### Keys

#### Assessed [A]

Course Assesses Outcome

#### Not Assessed [NA]

Course does not Assess Outcome

## **Outcomes for Curriculum Map MA Psychology**

P=Program G=GenEd

### **Critical Thinking [P]**

Graduates will apply critical thinking skills in academic and professional psychology contexts.

### **Communications [P]**

Graduates will formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional psychology contexts.

### **Diversity [P]**

Graduates will develop competence in and demonstrate knowledge about diversity issues within their professional contexts.

### **Ethical Principles [P]**

Graduates will use ethical principles to guide decisions in professional psychology contexts.

## Courses for Curriculum Map MA Psychology

**COUN641** Career and Lifestyle Development (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Practical and theoretical career development and assessment with application to the school counseling profession.

**13.1101** Counselor Education/School Counseling and Guidance Services.

**51.1508** Mental Health Counseling/Counselor.

**PSYC540** Psychology of Gender (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Examination of research on gender and a contrast of that research with gender stereotypes. Students examine the research literature and submit reports on current published research as well as participate in collection of data for gender-related social behaviors.

**42.2707** Social Psychology.

**PSYC571** Physiological Psychology (Lec. 3, Cr. 3) (3.0)

Major - R

Biological bases of behavior, including the physiology of the nervous system as it relates to overall functioning as well as to the topics of learning, memory, motivation, emotion, sleep, and behavior disorders. Lectures and discussions will be supplemented by reading and reports of the professional research literature, focusing on the extent to which the current research supplements or alters the existing research knowledge base.

**42.2706** Physiological Psychology/Psychobiology.

**PSYC600** Advanced Topics in Behavior Analysis (Lec. 3, Cr. 3) (3.0)

MajorConc - R

An examination of current research in applied behavior analysis, experimental evaluation of interventions.

**42.2814** Applied Behavior Analysis.

**PSYC603** Principles of Learning and Behavior (Lec. 3, Cr. 3) (3.0)

Major - R

Analysis of the major theories and research results relevant to learning, an examination of the basic principles of respondent and operant learning in the context of behavior change. Basic and applied research will be considered.

**42.2814** Applied Behavior Analysis.

**PSYC605** Practicum in Applied Behavior Analysis (Lec. 1, Cr. 1) (1.0)

MajorConc - R

Initial supervised experience in the practice of applied behavior analysis. Students will participate in introductory clinical training and conduct direct observations of behavior under supervision.

**42.2814** Applied Behavior Analysis.

**PSYC612** Conceptual Foundations of Behavior Analysis (Lec. 3, Cr. 3) (3.0)

MajorConc - R

An examination of the conceptual, philosophical, and theoretical foundations of modern behavior analysis.

**42.2814** Applied Behavior Analysis.

**PSYC615** Verbal Behavior (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Introduction to natural science/operant conditioning/behavior analytic approach to verbal behavior and language. Consideration to include historical foundations and current applications to teaching language to learners with developmental disabilities.

**42.2814** Applied Behavior Analysis.

**PSYC617** Behavioral Assessment (Lec. 3, Cr. 3) (3.0)

Major - R

Principles of behavioral assessment including indirect, direct, and functional analysis in the context of a variety of clinical populations. Selected assessment tools, developing case formulation, evidence-based

intervention decisions. Validity, reliability, norms, errors of measurement. Observational and behavioral interviewing considerations.

**42.2708** Psychometrics and Quantitative Psychology.

**PSYC620** Single-Subject Methodology (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Single-subject research methodology, selecting and measuring target behaviors, (assessing reliability and social validity), data management, graphing, interpreting, and evaluating behavioral data. Program monitoring and evaluation.

**42.0101** Psychology, General.

**PSYC621** Applied Research Methods in Psychology (Lec. 2, Lab. 2, Cr. 3) (3.0)

Major - R

Development of research skills by designing research, collecting and analyzing data, using statistical analyses, and writing research reports.

**42.0101** Psychology, General.

**PSYC622** Psychopathology (Lec. 3, Cr. 3) (3.0)

Major - R

Theoretical, etiological and therapeutic aspects of psychopathological conditions. Criteria for diagnosing emphasized.

**42.2801** Clinical Psychology.

**PSYC625** Ethics for Behavior Analysts (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Examines the standards of ethical practice for applied behavior analysis including ethical codes of conduct for the profession.

**42.2814** Applied Behavior Analysis.

**PSYC626** Social and Cultural Diversity (Lec. 3, Cr. 3) (3.0)

Major - R

Contemporary research and theory on cultural diversity. Emphasis on attaining multicultural literacy and understanding intergroup and interpersonal relations.

**42.2707** Social Psychology.

**PSYC628** Applied Behavior Analysis Interventions (Lec. 3, Cr. 3) (3.0)

MajorConc - R

This course is designed to give students an overview of applied behavior analytic interventions conducted with various populations and implemented across different settings. Interventions for individuals with autism, traumatic brain injury, and dementia, as well as, interventions for typically developing individuals in the home, school, and workplace.

**42.2814** Applied Behavior Analysis.

**PSYC631** Techniques of Counseling (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Contemporary techniques of counseling with some consideration of major theories and ethical problems. Special emphasis on individual differences, including social and emotional needs of clients.

**51.1508** Mental Health Counseling/Counselor.

**PSYC639** Human Growth and Development (Lec. 3, Cr. 3) (3.0)

Major - R

Comprehensive course dealing with the characteristics of normal growth and development throughout the life cycle. Emphasis is placed upon the respective roles of maturation and learning. Consideration is given to emotional, social, mental, and physical development.

**42.2703** Developmental and Child Psychology.

**PSYC645** Integrated Treatment for Co-occurring Mental and Substance Disorders (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Current research and treatment perspectives for individuals with mental illness and substance abuse

disorders.

**42.2709** Psychopharmacology.

**PSYC647** Introduction to Applied Behavior Analysis (Lec. 3, Cr. 3) (3.0)

MajorConc - R

An examination of the basic principles and concepts of applied behavior analysis as used to improve socially important behavior problems. Topics may include: behavioral measurement procedures, single-subject designs, interpretation of single-subject data, and ethical considerations.

**42.2814** Applied Behavior Analysis.

**PSYC651** Group Counseling (Lec. 1, Lab. 4, Cr. 3) (3.0)

MajorConc - R

Current theory and techniques of group counseling; experimental methods and demonstrations.

**42.2803** Counseling Psychology.

**51.1508** Mental Health Counseling/Counselor.

**PSYC655** Addictive Behaviors: Assessment and Treatment (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Screening and assessment for addictive disorders, review of evidence-based treatment strategies for addictions including behavioral, psychosocial, and pharmacological interventions.

**42.2709** Psychopharmacology.

**PSYC656** Couples and Family Counseling (Lec. 3, Cr. 3) (3.0)

MajorConc - R

An introduction to the profession, major theories, and practices of marriage and family therapy, including historical development of principle conceptualization of cybernetic and systems theory and topics dealing with divorce, blended families, and interventions commonly used with couples and families.

**51.1508** Mental Health Counseling/Counselor.

**PSYC658** Experimental Analysis of Behavior (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Introduction to the basic assumptions, techniques, practices, and findings associated with the experimental analysis of behavior.

**42.2814** Applied Behavior Analysis.

**PSYC665** Counseling Skills (Lec. 1, Lab. 4, Cr. 3) (3.0)

MajorConc - R

Training in counseling concepts, attending and listening skills. Supervised competency-based counseling experience through role-playing and with actual clients. Students record a video of a counseling session, which is evaluated by the professional counseling faculty. Students who fail to achieve an acceptable rating on the video will receive a grade of no credit earned (NCE).

**51.1508** Mental Health Counseling/Counselor.

**PSYC668** Counseling Theories (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Intensive study of current counseling theories and their application.

**42.2803** Counseling Psychology.

**51.1508** Mental Health Counseling/Counselor.

**PSYC685** Professional Orientation and Ethics (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Ethical and legal concerns of counselors, psychologists, and behavior analysts as they apply to various professional activities and settings.

**42.2803** Counseling Psychology.

**PSYC688** Mental Health Counseling Practicum (Lec. 3, Cr. 3) (3.0)

MajorConc - R

Supervised practice in mental health counseling totaling 100 clock hours with a variety of clients and problems.

**51.1508** Mental Health Counseling/Counselor.**PSYC694** Applied Behavior Analysis Internship I (Lec. 1, Lab. 3, Cr. 3) (3.0)

MajorConc - R

Supervised experience totaling 325 hours applied behavior analysis within a setting approved by the department. Students will work semi-independently with both an onsite and university supervisor providing a minimum of two hour of supervision per week. Failure to achieve 325 clock hours over the semester will result in "NCE" grade; student must enroll for second term.

**42.2814** Applied Behavior Analysis.**PSYC695** Applied Behavior Analysis Internship II (Cr. 3) (3.0)

MajorConc - R

Supervised experience totaling 325 hours in applied behavior analysis within a setting approved by the department. Students will work under the close supervision of both an onsite and university supervisor providing a minimum of two hours of supervision per week. Failure to achieve 324 clock hours over the semester will result in "NCE" grade; student must enroll for a second term.

**42.2814** Applied Behavior Analysis.**PSYC696** Applied Behavior Analysis Internship III (Cr. 3) (3.0)

MajorConc - R

Supervised experience totaling 650 hours in applied behavior analysis within a setting approved by the department. Students will work semi-independently with both an onsite and university supervisor providing a minimum of two hours supervision per week. Failure to achieve 325 clock hours over the semester will result in "NCE" grade; student must enroll for second term.

**42.2814** Applied Behavior Analysis.**PSYC698** Mental Health Counseling Internship (Cr. 3) (3.0)

MajorConc - R

Supervised work in a counseling setting totalling 900 clock hours over two regular semesters under the supervision of an approved site supervisor. Intern will enroll in this course for two semesters with credit given for each semester.

**51.1508** Mental Health Counseling/Counselor.**PSYC699** Thesis (Cr. 1-6)

MajorConc - R

Student must register for the thesis course during each regular semester the thesis is in progress. Student must be enrolled in Thesis the semester the thesis is completed and approved by the permanent 3-member committee.

**42.0101** Psychology, General.**STAT563** Analysis of Variance (Lec. 3, Cr. 3) (3.0)

MajorConc - R

An introductory course in analysis of variance, and analysis of covariance. Independent reading and project required.

**27.0501** Statistics, General.

End of report