



Psychology [BS] [BS-PSYC]

Cycles included in this report:

Jun 1, 2022 to May 31, 2023

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Program Name: Psychology [BS] [BS-PSYC]**Reporting Cycle: Jun 1, 2022 to May 31, 2023****1 Is this program offered via Distance Learning?**

100% Distance and 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**

2018:

Beginning in 2017 and continuing in 2018, we were able to gather more complete data for students in the online program, and these data indicate that online students' performance is becoming comparable to students in the traditional face-to-face program. This similarity is both "good news" and "bad news" in that the strengths of students in the traditional program are similar to those in the online program. However, the weaknesses are also similar, which point us to areas for improvement in our program.

We have also worked toward procedures for furnishing us with more complete data, which has been successful for some of our indicators and not so successful for others. The successes have come from a more stable and responsive group of instructors for courses not taught by full-time faculty as well as a procedure for those instructors to relay their data to the Program Coordinator for access. The change in data reporting will ease some of the problems in gathering data, so we anticipate continued improvements in data from problematic courses.

Data indicate that graduates meet the high standards set forth in the assessments, but graduates may differ from all students enrolled, so our new data collection plan will vary from this one.

2019-2020:

I could not submit the evaluations for this period when they were due. I did not request information for the online program separate from the traditional program, and some instructors submitted scores but no names or other identifying information to allow me to separate the programs. I have been able to go back to the files they submitted and extract data that enabled me to complete an evaluation, but the evaluation does not include all students' scores. I hope that the sampling is representative enough to provide a valid evaluation.

The change from an analysis that focused on graduates to one that included all students who have completed the assessments has given us a slightly different picture of our program and resulted in a faculty discussion about how to strengthen several courses.

2020-2021:

Data for this cycle are complete, and the picture of the program does not differ too much from prior evaluations. This similarity is surprising because the two semesters included in the assessment were ones of chaos and trauma. The data indicate that students had trouble completing courses, and students struggled more in some types of classes than others. Classes that rely strongly on hands-on activities and research seemed to have higher drop/incomplete rates than other classes. However, only a few assessments failed to meet our benchmarks, which is due to effort on the part of both faculty and students. The situation makes us hesitant to rely on the current data to make major changes, although we will discuss doing so.

2021-2022:

For the Fall 2021 and Spring 2022 semesters, the Department of Psychology has been able to offer more F2F classes and still maintain the online offerings that are necessary for many students in the online program and attractive to some students in the traditional program. We try to keep instruction and course content equivalent for online and F2F course offerings. In the past, performance was far from equal; as a result, faculty meetings included discussions about how to improve consistency across sections. It appears those efforts have paid off, because discrepancies decreased for the current year.

Another area of improvement comes from the attention we have devoted to changes in the PSYC 427-428-495 research sequence. The motivation for that research sequence was our belief that students who receive a degree in psychology should have the experience of collecting and analyzing data, and McNeese classes are small enough to allow them to do so. Few other universities have programs that require undergraduate students to conduct research, much less present that research in a formal presentation. That privilege is typically restricted to graduate students and some honors undergraduates. Thus, we consider our program very special. However, building the course sequence and implementing the plan has proven difficult for instructors and students. Over the past year, we have had a series of meetings for faculty members who teach in this sequence to bring about more consistent instruction, and we have seen a high rate of success for the benchmarks that we collect from PSYC 495, senior thesis. We plan to implement additional training for instructors and make more changes to the initial course in that sequence (PSYC 427) based on students' feedback during the 2022-2023 academic year.

2022-2023:

Several program and curriculum improvements were made in 2022-2023, some of which were based on Assessment Reports compiled and discussed by faculty members in May, 2022 and some of which resulted from discussions during faculty meetings and informal discussions with senior level students.

- First, our increased focus on career goals in FFND 101 and PSYC 404 (with embedded assessments for the QEP Navigate Your Future initiative) resulted in senior psychology majors who prepared resumes and letters of intent/cover letters that were better in Spring, 2023 than in previous semesters.
- Second, the instructor for PSYC 427 began to add more extensive content and assessment focused on Statistics in an effort to bolster students' ability to use this knowledge in PSYC 428 and PSYC 495 (improving transition across the 3-semester research sequence).
- Third, the review of assessment data in May, 2022 was handled differently, with the Department Head and Program Coordinators handling this process with subgroups of the faculty who teach in the specific programs (rather than one large faculty meeting that included faculty members unfamiliar with and uninvolved with some programs).
- Fourth, the senior thesis (PSYC 428-->495) transition was updated and streamlined, with written instructions for IRB application procedures, formal training for all instructors, and a return (in Fall, 2022) to in-person poster presentations by all students at the end of the Thesis semester.
- Fifth, the Department began reviewing each course and each Assessment/Benchmark (>20) to consider their relevance, review >5 years of trends, and discuss possible changes. This led to some discoveries of inconsistencies in how a few of them were being assessed across sections, so changes were implemented at the course level in Spring, 2023 and will be monitored in 2023-2024 to ensure more consistent assessments.

4 Program Highlights from the Reporting Year

2018:

The most striking finding from this year's assessments is not a highlight; it is an area of continued concern. The scores on the Major Field Test in Psychology continue to fall, and this year's graduate failed to meet the benchmark for both the online and traditional students.

The failure to meet the benchmark for this assessment is a poor reflection on our program because this assessment is the only one that comes from a nationally standardized assessment. The high scores on instructor-created assessments combined with the low scores on this standardized assessment suggest that we need to become more rigorous in our instructional goals and grading standards. We have discussed this issue in our most recent faculty meeting, but the problem is difficult to analyze (the content of the MFT is not available for analysis, so we do not know what we are missing), and the problem ranges across our entire curriculum. Changes in one or two courses will not solve this problem.

We have discussed some review methods that may prompt students to do extra studying, but we may also need to consider changes in the capstone course (PSYC 499) that will force students to work harder at mastering a wide range of content material in psychology.

2019-2020:

The pandemic occurred during Spring, 2020, and affected instruction and students' lives in major ways. That chaos resulted in a different semester with changed priorities. We did not focus on changes; we were trying to cover our classes and keep up with our students.

2020-2021:

The Fall semester was filled with disasters and the Spring semester had more. Students and faculty experienced a transition to online instruction and a relaxation of rules and deadlines that affected student performance. The issues that we had with our indicators in the Progress Report became secondary to getting through the Fall, 2020 semester. The Spring, 2021 semester was also chaotic, with few F2F classes and students who became accustomed to no deadlines. Surprisingly, our data indicate that students performance on our indicators remains high.

2021-2022:

The highlights from this reporting year include: getting back toward normal (not exactly to normal, but toward normal). The disasters that we endured have abated (although the remnants remain). One sign of getting back toward normal is that the Department of Psychology has offered more F2F classes, which has allowed more students who prefer that format to enroll in classes in which they can do well. (We saw the problems with all online classes over the past two years and how some students simply do not do well in online classes.) For this reporting year, students have had more choices.

Another highlight of this reporting cycle is how well our students did in achieving the benchmarks. A total of 65.9% of the benchmarks showed achievement of greater than 90%, which represents scores that exceed the benchmarks for most indicators. That statistics shows that many students are succeeding in our program, and that's the point of offering a program.

2022-2023:

Several program highlights are worth mentioning this year, as our 2nd year of 'returning to normal' after 2020-2021 saw more on-campus presence, continued high enrollment in our BS degree program, and maintenance of course offerings and enrollments despite losing two of our three most long-standing and respecting professors to retirement in Summer of 2022. Highlights from this past year include:

- The hiring of two full-time instructors who have consistently achieved high SEI ratings from undergraduate students in previous years.
- Our students met most of the benchmarks in 2022-2023, including 17 of 19 for the traditional (F2F) students and 15 of 19 for the online students. (Note: Because the majority of our classes are taught online for both groups, the difference in outcomes (on two assessments) cannot be attributed to format of instruction in our Department.)
- One highlight observed throughout 2022-2023 was increased concern and focus by all full-time faculty members on the importance of regular assessment meetings and discussions, and the use of those discussions to improve specific courses. There were prior years where some faculty did not engage or demonstrate "buy-in" but that seemed to change after everyone returned to campus (at least administratively) in Fall 2021 and into 2022. This past year, every single faculty member attended or participated in several of these meetings and contributed in thoughtful ways, and real changes are being made in key courses such as our 3-semester research sequence and our capstone course. This summer (2023) additional changes were suggested and agreed up, so we look forward to next year's assessment review meetings to see if our students' continue to meet our benchmarks even though some of them were increased in this assessment cycle.

5 Program Mission

The purpose of the Department of Psychology in offering the Bachelor of Science degree is fivefold:

- 1) To teach basic content in the field of psychology, including a wide base of course material;
- 2) To familiarize undergraduate students with the process of critical thinking used in the scientific method as applied to psychology;
- 3) To prepare students to access and convey psychology-related information obtained from a variety of sources and media;
- 4) To teach undergraduate students the skills to conduct research in psychology; and,
- 5) To familiarize undergraduate students with the profession of psychology and the requirements for entry into professional training.

6 Institutional Mission Reference

The purpose of the Department of Psychology follows the mission of McNeese State University, which is to provide baccalaureate and carefully selected graduate curricula, distinguished by academic excellence. The undergraduate program in psychology supports goals common to many bachelor's degree programs, but tailors those goals to psychology. In addition, the department has goals specific to its purpose of furnishing graduates with the skills to be successful employees in the local economy and beyond and to pursue professional training in psychology and related fields in programs at McNeese and nationally.

7 Assessment and Benchmark FFND 101 Career Path Essay

Assessment: FFND 101 Career Path Essay.

Benchmark: 70% of students will earn 70% or higher on the Career Path Essay that psychology majors write as part of the FFND 101 requirements.

Prior to 2016, the benchmark was 50% of students will earn 70% or higher on the Career Path Essay.

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

7.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	100%	Yes
2018*	13/13	100%	Yes

*Data available for 13 of 41 students.

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	39/46	85%	Yes
2021-2022	37/43	86%	Yes
2022-2023	39/39	100%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	50%	No
2018*	3/3	100%	Yes

*Data available for 3 of 6 students.

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	3/3	100%	Yes
2021-2022	4/6	67%	No
2022-2023	7/7	100%	Yes

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Collecting data from all students who completed the Career Path Essay during the course has given us a more representative picture of our FFND classes. The number of students who scored above the benchmark is lower but still meets the standard.

2021-2022:

The students in the Traditional program scored higher than the students in the Online program. The instructor taught the course F2F, recorded each class meeting via Zoom, and then posted the Zoom recordings in Moodle for students who could not attend (or chose not to do so). We noted that students enrolled in the online program scored lower on the assessment. The instructor noted that those students typically chose not to join the class "live" and they sometimes did not view the recorded classes later, including one critical class meeting in which this essay was discussed in detail. It was our instructor's observation that the students who did not attend or join class struggled during the 2nd half of the semester and became less engaged, despite numerous attempts at communication and incentives for participation.

As a department, we will discuss the barriers to online students succeeding in this class and explore ways to help these students do better on this assessment.

2022-2023:

For the first time since 2018, all students (in both online and F2F cohorts) met the benchmark for this essay assignment. Based on last year's discrepancy (100% of F2F students vs 67% of online students meeting the benchmark) we decided to increase instruction specific to this assignment, focusing a bit more on careers in psychology during class meetings and posting similar information in Moodle (web links & uploaded documents). It is possible students better understand the information because of these measures.

Another change that was made involved providing more specific feedback on the rough draft for students' essays. We have always required students to submit a rough draft but the point value has been small (10 out of 60 points for the essay), and some students chose not to submit it (or submitted it too late to receive helpful feedback). This time, additional reminders were provided and the importance of the rough draft and receipt of feedback were emphasized. Additionally, the instructor and a graduate instructor marked printed copies of rough drafts for all students and returned them (in person or electronically) so that students received more detailed feedback and could submit higher-quality final drafts. This appears to have paid off. We discussed this as a faculty and decided to provide these reminders and this higher level of feedback again in the 2023-2024 academic year before deciding whether or not we should consider revising benchmarks. We are hopeful this improvement among both cohorts will become the norm for our program.

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

8 Assessment and Benchmark PSYC 305 Major Content Area Assessment

Assessment: PSYC 305 exam on learning theories.

Benchmark: 70% of students will answer 70% of items correctly on an exam on learning theories in PSYC 305 - Learning.

Prior to 2016, the benchmark was that 60% of students will answer 70% of items correctly on an exam on learning theories in PSYC 305 - Learning.

Outcome Links**Content Knowledge [Program]**

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

8.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	96%	Yes
2018	41/41	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	26/26	100%	Yes
2021-2022	34/34	100%	Yes
2022-2023	28/28	100%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	86%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	7/9	78%	Yes
2021-2022	13/13	100%	Yes
2022-2023	26/26	100%	Yes

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

Graduates continue to exceed the criterion, but at the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

The change for reporting data produced some changes in the number that met the benchmark, but that difference was not as dramatic as the one between students in the Traditional and Online programs. Those in the Traditional program scored very high, whereas those in the Online program met the benchmark, but their scores were not high. This situation makes us reluctant to change the criterion and await another years' data.

2021-2022:

The differences between scores for the online program and the traditional program do not appear in this year's data; both groups did well. This could be because all sections of this course are now taught fully online, due to the lack of an animal laboratory since the hurricanes in 2020. Additionally, some of the improvements may be due to the transition from one instructor to another. The current instructor requires good work for good grades, which means that the good grades are earned. Students are also provided a lot of instructional support for learning this content. Because this new instructor will maintain oversight of this course for the foreseeable future, we decided to wait an additional year before discussing changes to the assessment or benchmark.

2022-2023:

Students continue to perform well on this assessment, with 100% of both online and traditional F2F students meeting the 70% benchmark score. As it appears this high level of performance has been consistent for a few years, the faculty met and decided to adjust the benchmark. Beginning with the 2023-2024 assessment cycle, our new benchmark for this assessment should state: "80% of students will answer 70% of items correctly on an exam on learning theories in PSYC 305."

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

9 Assessment and Benchmark PSYC 305 Laboratory Report

Assessment: PSYC 305 Laboratory Report.

Benchmark: 80% of students will score 70% or higher on a laboratory report in PSYC 305 - Learning.

Prior to 2016, the benchmark was that 70% of students will score 70% or higher on a laboratory report in PSYC 305 - Learning.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

9.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	91%	Yes
2017	—	100%	Yes
2018	41/41	100	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	20/26	77%	No*
2021-2022	7/12	54%	No
2022-2023	22/28	79%	No

* 2020-2021 report previously marked this benchmark as "YES" (having been met) when it was not met.

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	100%	Yes
2018	10/12	83%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	5/9	55.5%	No
2021-2022	10/12	83%	Yes
2022-2023	17/26	65%	No

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

9.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

This course experienced a change in instructor; the current instructor has implemented a more rigorous assessment for this activity. Additionally, the loss of the animal laboratory resulted in all students conducting these lab experiments virtually using a virtual rat training program ("Sniffy"). We believe that the more demanding instruction represents an improvement, but the virtual assessment may be harder for some students to navigate (especially without in-person supervision like the instructors provided in our animal laboratory).

2021-2022:

The difficulties experienced by the students in the online program disappeared, but now the students in the traditional program performed poorly on this assessment. Anecdotal reports suggest students in our F2F program are struggling with the transition to mostly online coursework since the pandemic and hurricane closures and loss of our building and animal laboratory, so we think it is possible that after a year in this virtual environment the online students are outperforming our traditional F2F students (some of whom have asked repeatedly about taking this (and other) courses in a traditional setting. Although the virtual rat behaves in a (well programmed) simulation of a rat in the Skinner box, it's not the same. We have hopes that the plans for an animal lab will materialize, giving students the opportunity to get more involved and experience a better benefit from this activity. No changes to the benchmark are warranted until we observe students' performance on this assessment for another year.

2022-2023:

For this cohort, neither the online nor the F2F group met the benchmark, though the F2F cohort missed it by only 1% (with 79% meeting the 70% criterion). In fact, after declining performance among the F2F students last year, they improved this year while the online students' performance declined (from 83% meeting the criterion to 65%). The undergraduate faculty met in May and discussed this assessment, which we believe still maintains a lot of value for our students. Based on information provided by the instructor, who took full responsibility for teaching this course less than two years ago, this assignment now uses a rubric with stringent criteria that includes not only course content but APA formatting; students are struggling with the APA formatting criteria more so than the content, resulting in lower scores. Additionally, having all students take this course in a 100% online format (due to the lack of classroom space and an animal laboratory) has resulted in lower student engagement, with a few students submitting incomplete lab reports (thus earning lower scores).

The faculty agree that APA formatting is important and that the instructor should continue with this assessment and the new (more stringent rubric), and they agreed to change the benchmark back to its previous criterion -- that is, 70% will score 70% or higher on this assessment. Additionally, the instructor has suggested changes including altering the structure of the laboratory component of this (now 100% online) course to improve students' engagement and to encourage assignment completion. We believe this will improve students scores next year.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

10 Assessment and Benchmark PSYC 305 Research Demonstration

Assessment: PSYC 305 laboratory report of a research demonstration.

Benchmark: 70% of students will score a 80% or higher on a laboratory report of a research demonstration that they complete as part of PSYC 305 - Learning.

Prior to 2022-2023, the benchmark was 70% of students will score 70% or higher on a laboratory report of a research demonstration that they complete as part of PSYC 305 - Learning.

Prior to 2015, the benchmark was 60% of students will score 70% or higher.

Outcome Links**Research Methods [Program]**

Graduates will understand and apply research methods in psychology.

10.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	91%	Yes
2017	—	89%	Yes
2018	38	92%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	22/26	84.6%	Yes
2021-2022	19/21	90%	Yes

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	
2022-2023	17/28	61%	NO

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	92%	Yes
2018	6	83%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	9/9	100%	Yes
2021-2022	12/12	100%	Yes

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	
2022-2023	13/26	50%	No

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

10.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

The scores on this assessment remain high. We should definitely consider raising the criterion to 80%.

2021-2022:

The scores on this assessment remain consistently high. We will raise the criterion to 80% beginning with 2022-23.

2022-2023:

In 2019-2020 a new instructor began to be involved with this course and worked closely with the instructor who had taught the course for more than 25 years. In 2020-2021 that new instructor took over the course just as it transitioned to a fully online course for the first time in its history, due to the loss of our building and animal laboratory in Fall, 2020. In Fall of 2021 students continued to perform fairly well on this assessment as all faculty were more lenient and allowed students unlimited time to complete assignments and in some cases, allowed students multiple attempts to improve their work. In 2022-2023, there was some expectation that coursework rigor and standards return to pre-2020 levels, and students were expected to meet rubric standards for all assessments in this course and to do so according to a timeline specified in the syllabus.

Our students in both the online and F2F groups performed poorly on this assessment and we believe the reasons described above explain why they struggled. The current instructor is more demanding and has high standards for performance, but these standards are clearly explained and students are given high-quality instructional support to meet those standards. For this reason, the faculty agreed that this assessment should remain the same but we should lower the benchmark back to where it was before last year. The instructor is planning additional instructional support for next year as well.

The faculty agreed to make two changes for this assessment: (1) The "title" of the assessment should be changed from "PSYC 305 Laboratory Report of a research demonstration" to "PSYC 305 Final Exam Research Paper," which more accurately describes the assessment that has always been used AND differentiates it from the other laboratory assessment used in our annual assessment plan. (2) Our new benchmark for 2023-2024 should state that 70% of students will score 70% or higher on this assessment.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

11 Assessment and Benchmark Training/Careers in Psychology and Related Fields

Assessment: Beginning in fall 2013, faculty who teach PSYC 404 added an assessment to determine familiarity with contemporary professional psychology, including careers in and training required for entry into psychology and related professions.

Benchmark: 70% of graduates will receive a grade of 70% or higher on a test in PSYC 404 on training and careers in psychology and related fields.

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

11.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	41/58*	98%	Yes
2017	39/54	87%	Yes
2018	30/37	81%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	41/43	95%	Yes
2021-2022	38/39	97%	Yes
2022-2023	40/41	98%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	41/58*	100%	Yes
2017	13/14	100%	Yes
2018	6/6	100%	Yes

*The number of students for the traditional and online program in 2016 was combined.

Note: Prior to the 2018 calendar year, the numbers provided represent the number of students that completed the assessment out of the total enrollment in the course; this is why the numbers and percentages do not align.

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	29/29	100%	Yes
2021-2022	41/41	100%	Yes
2022-2023	45/45	100%	Yes

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

11.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

The scores for this assessment have been high for several years, which indicates that we should consider raising the benchmark.

2021-2022:

Scores on this assessment have been high long enough to raise the benchmark, so undergraduate faculty have discussed raising the criterion for a couple of years. One reason for our hesitation is the instability of the instructors who teach this class, none of whom are full-time faculty. There is some concern that the course lacks rigorous instruction at least for this assessment, and we would like to address that before changing the benchmark.

2022-2023:

Now that both online and F2F students' performance on this assessment have remained high for several years and one adjunct instructor has taken full responsibility for this course, we have decided to make two changes. (1) The instructor will utilize a rubric with strict standards for performance on this assignment, which involves asking students to explore a possible future career and write about the requirements and preparation needed for that career. (2) We are increasing the benchmark for this assessment, which should now be: 80% will score 80% or higher.

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

12 Assessment and Benchmark PSYC 404 Comprehensive Content Exam

Assessment: PSYC 404 Comprehensive Content Exam.

Benchmark: 80% of students will score 70% or higher on the activity to determine familiarity with contemporary professional psychology, including careers in and training required for entry into psychology and related fields.

Prior to 2022-2023, the benchmark was 70% of students will score 70% or higher on an assessment of major concepts in PSYC 404 - History and Theories in Psychology.

Prior to 2016, the benchmark was 70% of students will score 60% or higher on an assessment of major concepts in PSYC 404 - History and Theories in Psychology.

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

12.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	80%	Yes
2017	—	78%	Yes
2018	24/24	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	45/45	100%	Yes
2021-2022	36/36	100%	Yes
2022-2023	39/39	100%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	100%	Yes
2018	4/4	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	30/30	100%	Yes
2021-2022	41/41	100%	Yes
2022-2023	46/46	100%	Yes

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

12.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

The revised data collection yielded data similar to the prior plan: Most students exceeded the benchmark. We will discuss raising the benchmark for the assessment after the next assessment cycle.

2021-2022:

It is time to change this benchmark; the scores indicate high-level performance for both traditional and online students. Faculty approved this change, and we request that the benchmark be changed to "80% of students will score 70% or higher" for this assessment.

2022-2023:

Students continue to perform very well on this assessment, with 100% of both the online and F2F cohorts meeting the 70% criterion for the comprehensive final exam. It should be noted that since Spring of 2020 all sections of this course have taken an online final exam, so the assessment has been identical. The instructors of PSYC 404 and faculty believe a general knowledge of course content is sufficient and memorization of facts and theories is not essential; thus, students are given generous time limits to complete the final exam and it is not proctored.

However, a thorough review of exam scores this year revealed that 13 students in one instructor's course earned 100% on the comprehensive final exam, compared to only 1 student in the other instructor's course. Discussions with these two instructors (both adjuncts) revealed that the course assessments and final exam are not consistent, and the faculty believe that the final exam may not have been a truly valid measure of content knowledge in at least one section. At this time, two changes are being made: (1) Both adjunct instructors teaching this course will meet with the Department Head to discuss making the course content delivery and especially the final exam a more consistent and valid measure of course content (the final exams should be very similar across sections). (2) We are increasing the benchmark for this assessment -- it should now read: "80% of students will earn 80% or higher on this assessment of major concepts in PSYC 404 - History & Theories in Psychology."

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

13 Assessment and Benchmark PSYC 404 Major Term Paper

Assessment: PSYC 404 Major Term Paper.

Benchmark: 90% of students will score 70% or higher on a term paper in PSYC 404 - History and Theories of Psychology.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

13.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	92%	Yes
2018	41/41	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	37/42	88%	No
2021-2022	33/34	97%	Yes
2022-2023	38/38	100%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	100%	Yes
2018	4/5	80%	No

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	23/27	85%	No
2021-2022	41/41	100%	Yes
2022-2023	36/41	88%	No

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

13.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

This assessment's benchmark changed from 70% of students scoring 70% or higher to 90% of students scoring 70% or higher, and I have no recollection of agreeing to this benchmark. However, the scores for this assignment meet the benchmark, but I remain puzzled about the change in benchmark (and, quite frankly, surprised that such a high benchmark was attained.

2021-2022:

After some years of scores that needed improvement, we see good scores for this assessment for both the online and traditional programs. Everyone who finished the course did acceptable work on this challenging assignment. We plan to monitor the assessment for at least another year before looking at changes; we are satisfied with the current assignment and students' performance.

2022-2023:

100% of our F2F students and 88% of our online students meet the criterion of 70% or higher on this assessment, and this level of performance pleases us. Based on the comment above for 2020-2021 and the facts that (1) the benchmark was increased significantly from 70% to 90% of students earning 70% or higher, and (2) we are not consistently meeting that higher benchmark despite excellent performance overall, we decided to lower our benchmark for next year to an intermediate level -- it should now read 80% of students will score 70% or higher. We are also increasing instructional support for APA formatting, which seems to be where students lose most of the points on this assignment. This is a consistent problem throughout our program, but the faculty continue to believe that APA formatting is an important component of undergraduate students' training.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

14 Assessment and Benchmark Technological Communication in PSYC 404

Assessment: Technological Communication in PSYC 404.

Benchmark: 70% of students will earn a "Pass" by referencing sources correctly that they obtained through Internet/library database searches on their term paper in PSYC 404 - History and Theories in Psychology.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

14.1 Data

Traditional Program:

Calendar Year	Students with a "Pass"		Benchmark met?
	#	%	
2017	—	96%	Yes
2018	39/41	95%	Yes

Academic Year	Students with a "Pass"		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	43/47	91%	Yes
2021-2022	34/41	83%	Yes
2022-2023	38/42	90%	Yes

Online Program:

Calendar Year	Students with a "Pass"		Benchmark met?
	#	%	
2017	—	93%	Yes
2018	5/5	100%	Yes

Academic Year	Students with a "Pass"		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	21/26	81%	Yes
2021-2022	37/41	90%	Yes
2022-2023	39/53	74%	Yes

[Outcome Links](#)

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

14.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Students in both the Online and Traditional programs met the benchmarks, but the Traditional students' scores were better than the Online students' scores. That pattern may indicate the Online students need additional instruction in finding and citing sources. We will discuss this possibility and consult with the instructors to determine what action is appropriate.

2021-2022:

The students in both the traditional and online programs produced scores that were acceptable. In past years, the online students struggled to master this skill, and their performance is now higher. However, the students in the traditional program produced scores that were not as good as past years. In our discussion about how to improve the consistency of instruction the faculty realized that now that all sections of this course are taught online, the division of data collection into traditional F2F and online groups is really not meaningful. Additionally, both adjunct instructors teaching this course taught both F2F and online program students, so instructional differences would not explain differences in scores between the groups. The faculty decided to wait and review data for another year and try to establish a clearer picture of what underlies the discrepancies in achievement for this indicator, if indeed those discrepancies continue; thus, no changes to the assessment or benchmark are being made at this time.

2022-2023:

Students in both F2F and online groups met the benchmark for this assessment of communication about research retrieved via technology resources (databases) and appropriate usage and citations. However, the trends observed last year were reversed this year, with the online students performing worse than the traditional F2F program students (74% vs 90% meeting the criterion). Notably, the online group barely met the benchmark this year. The same two instructors taught this course as in previous years and used the same assessments and criteria, and all sections of this course were again taught 100% online -- we have not had the classroom space or instructional resources to offer this course on campus since Fall, 2020. Thus, the course format and instructor cannot be responsible for the differential performance on this assessment. We have discussed for many years the possibility that students who choose an only degree are somehow less engaged in general, either because of external pressures and distractors (working full-time) or because of the false assumption that online degrees/classes are easier (something we hear often from students).

For next year, we are discussing ways to improve students' performance (for both programs) on this assessment. Up until now a simple "pass/fail" grade has been the criterion used, and for now this will continue. However, for students who earn a "fail" we are asking instructors to provide details about their performance so we can determine whether changes need to be made. For example, are some students not completing the work or is it actually work quality that is poor. We will keep the current benchmark and await further information from the instructors for the 2023-2024 academic year.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

15 Assessment and Benchmark PSYC 427 Research/Design Problem Test Questions

Assessment: PSYC 427 test questions on exams concerning problems and solutions to issues of research design.

Benchmark: 60% of Psychology graduates will answer 70% of questions correctly on the topic of solving research and design problems in PSYC 427 - Experimental Methodology.

Outcome Links

Critical Thinking [Program]

Graduates will apply analytical skills and critical thinking to problems in psychology.

15.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	93%	Yes
2017	—	100%	Yes
2018	38/40	95%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	34/34	100%	Yes
2021-2022	17/18	94%	Yes
2022-2023	34/34	100%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	72%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	20/21	95%	Yes
2021-2022	25/30	83%	Yes
2022-2023	21/23	91%	Yes

Outcome Links

Critical Thinking [Program]

Graduates will apply analytical skills and critical thinking to problems in psychology.

15.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

All students who completed this assessment met the benchmark. However, these data do not reflect students' performance completely; about 1/4 of the students in the Online program and 50% of those in the Traditional program did not complete the assignment (and many did not complete the course). Therefore, the high scores are not representative of the struggle that occurred in this class. Improved access to campus resources should improve our ability to deliver multiple sources of assistance for students.

2021-2022:

The scores on this assessment remain high, and the problems with students failing to finish the course have improved. This course has a higher drop rate than some courses, but it is not the extreme rate that appeared previously. We will maintain the current benchmark to determine if it is stable enough to warrant raising.

2022-2023:

Students continue to achieve high scores on this assessment; it is clear that then long-standing benchmark of 60% achieving 70% or higher should now be increased. However, anecdotal evidence suggests the assessment is not a very stringent one and some level of grade inflation is possible. All sections are taught 100% online by the same instructor, so the distinction between online and F2F students is not a meaningful one. Additionally, faculty discussion revealed that exams are no longer administered in this course; thus, we are uncertain how this indicator is being assessed.

A meeting has been scheduled with the DH and the undergraduate research team (August, 2023) to determine how this indicator should be assessed (e.g., adding the testing component back into the course or adjusting the description of the indicator to reflect new instructional policies). We will also discuss possibly altering this indicator completely, as the needs of this course have changed in recent years in light of feedback from both students and the instructors teaching the next two courses in the research sequence. For now, we have agreed to increase the benchmark for this assessment -- it should now read: "70% of students will score 70% or higher on question assessing problems and solutions to issues of research design." (NOTE the change in wording as well as the increased percentage.)

Outcome Links

Critical Thinking [Program]

Graduates will apply analytical skills and critical thinking to problems in psychology.

16 Assessment and Benchmark PSYC 428 Research Proposal

Assessment: PSYC 428 Research Proposal.

Benchmark: 70% of students will receive a score of 70% or higher on a research proposal that they prepare as part of PSYC 428 - Experimental Procedures.

Prior to 2016, the benchmark was 70% of students will receive a grade of C or higher.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

16.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	90%	Yes
2018	37	90%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	25/27	92.5%	Yes
2021-2022	20/23	87%	Yes
2022-2023	20/27	74%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	100%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	15/18	83%	Yes
2021-2022	18/19	95%	Yes
2022-2023	17/23	74%	Yes

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

16.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Although students in both program met the benchmark, students in both classes struggled with this assignment, which is the final assignment for the class. Similar to PSYC 427, which is a prerequisite for this one, the non-completion rate for this course was higher than in the past. We believe this situation was especially problematic for students who registered for a F2F section that immediately transitioned to an online course due to the hurricanes. If this analysis is correct, then campus improvements should help the situation. If not, then we must explore how to provide assistance using technology for those who are struggling.

2021-2022:

Over the past year, the research faculty in the department have met to develop solutions for the difficulties we have experienced with this class (and the entire 3-semester research sequence). This course & assessment is particularly important -- it is the middle class in our 3-semester research sequence, and the goal is to write an acceptable research proposal (the only assessment for this course). The assignment is challenging and requires a variety of skill-building work for students. The drop rate for the course is higher than for some but did improve over the rate observed in previous semesters. The combination of a lower drop /incomplete rate and the acceptable scores for both traditional and online programs indicates that we are moving in the right direction for this class. We agreed to continue to monitor this assessment for another year before discussing any changes, other than to improve instructional support for the written proposal and to provide more detailed feedback on early drafts.

2022-2023:

Students in both the F2F and online programs met the benchmark for this assessment and performed equally well (74% for both groups met the criterion). However, this percentage is considerably lower than we have observed in the past five years. The undergraduate faculty met and decided to refer this issue to the undergraduate research committee, who met later. An orientation session is scheduled for August, 2023, during which everyone teaching in the research sequence will receive (a) information from this assessment report, (b) ideas about increasing instructional support for the research proposal, (c) a new revised syllabus and calendar (consistent across sections) that provides structure to multiple steps of the proposal writing process, with scheduled feedback provided for each step before students can proceed to subsequent steps. This process will be piloted with the summer sections of PSYC 428 and then revised further for full implementation in the Fall, 2023 semester. For now, no changes to the benchmark/criteria will be made.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

17 Assessment and Benchmark PSYC 431 Case Studies

Assessment: PSYC 431 analysis of case studies that reveals students' process of critically evaluating the given information and using it to make a diagnosis.

Benchmark: 60% of psychology majors in PSYC 431 - Abnormal Psychology will score 70% or higher on an analysis of case studies that reveals their process of critically evaluating the given information and using it to make a diagnosis.

Outcome Links

Critical Thinking [Program]

Graduates will apply analytical skills and critical thinking to problems in psychology.

17.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	92%	Yes
2018	34/38	89%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	42/47	89%	Yes
2021-2022	45/49	92%	Yes
2022-2023	40/43	93%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	72%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	16/20	80%	Yes
2021-2022	26/26	100%	Yes
2022-2023	28/31	90%	Yes

Outcome Links

Critical Thinking [Program]

Graduates will apply analytical skills and critical thinking to problems in psychology.

17.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

The Traditional program students performed better on this assessment than the online students, but the discrepancy is not large. Both groups met the benchmark, so we are not concerned with performance on this assessment and plan to continue it at its current benchmark for at least another year to see if this level of performance remains stable.

2021-2022:

Our evaluation of this indicator is similar to last year's evaluation: Students in both the online and traditional F2F programs have performed well on this assessment. In our departmental discussion, instructors who teach this course discussed revisions of the case studies students analyze (diagnose) for this assessment, with a goal of making the case studies more up-to-date as well as making them a bit more challenging. Therefore, we decided not to revise the benchmarks at this point.

2022-2023:

Both F2F and online student groups performed well on this assessment again this year, with 93% and 90% meeting the criterion of 70% or higher, respectively. This is one of the few upper-level courses still offered in a F2F format, though F2F students sometimes take it online and vice-versa. We are pleased to see no significant differences in the performance of the two groups. In previous years, the F2F section completed a more stringent assignment -- developing diagnoses for 30+ case studies without multiple choice or matching component (developing answers without providing choices), compared to a multiple choice format used in the online course. The faculty agreed that these assessments should be more consistent so for this year (22-23), the F2F sections used a less stringent version that involved matching case studies to a long list of possible answers, along with hints provided for several case studies. Students performed about equally well (93% vs. 92% meeting the criterion), so students seemed unphased by this adaptation.

For 2023-2024, the three instructors for this course will increase consistency of this assessment across sections and update the case studies, as there is some concern that case studies and answers used for several years have been "leaked" or may even be available online (a few have been used in our online sections for well over a decade!). Because students have performed consistently well for several years, easily meeting the benchmark, we also agreed to adjust the benchmark for 2023-2024 -- it should now read: "70% of students will score 70% or higher..."

Outcome Links

Critical Thinking [Program]

Graduates will apply analytical skills and critical thinking to problems in psychology.

18 Assessment and Benchmark PSYC 471 Major Content Area Assessment

Assessment: PSYC 471 Major Content Area Assessment.

Benchmark: 60% of students will score 70% or higher on an exam covering basic concepts in physiology that pertains to psychology in PSYC 471 - Physiological Psychology.

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

18.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	92%	Yes
2018	34/38	89%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	42/47	89%	Yes
2021-2022	27/41	61%	Yes
2022-2023	42/43	98%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	72%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	16/20	80%	Yes
2021-2022	40/42	95%	Yes
2022-2023	54/56	96%	Yes

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

18.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Scores on the assessment for this benchmark have decreased somewhat over the years. This year, the sample itself may be part of the reason. Our faculty members discussed considerations for the low scores, including the chaotic semesters that were included in the current assessment period and the timing of the assessments themselves, which occur relatively early in the semester. The timing may influence the scores because several of the students with low scores did not finish the class successfully or even dropped the class, yet their data are included in this report. As all sections are reaching the benchmarks, we decided to monitor students' performance for another year without changing that benchmark.

2021-2022:

The decline in scores for the traditional program not only continued but increased; students in that program *barely* met the benchmark (61%), the lowest we have seen, which both puzzles and concerns us. In our meeting, we discussed possible factors related to the students, the instructors, or some combination of both. The majority of students in the traditional F2F program take this class as an in-person lecture class with proctored exams (no notes or books can be used), whereas most of the students in the online program take it online with exams that are not proctored. The format of the two assessments also differ; anecdotally, students consider the online course exams to be easier. As such, faculty members will meet again in the Fall, 2022 semester to discuss how to better help students meet the standards we have set for them. Additionally, our instructor for the in-person section of this course is retiring this summer, which means ALL sections will be taught online next year. No changes will be made to this assessment or the benchmark until we have at least a year of consistent online instruction (with multiple online sections & instructors) to assess their performance on this assessment.

2022-2023:

In our first year of offering this class only online (two sections per semester with different instructors), all sections for both the traditional and online student cohorts easily met the benchmark. Specifically, 98% of students in our traditional F2F program and 96% of students in our online program met the criterion of 70% or higher on a major content area assessment (e.g., exam). We are somewhat concerned that the lack of proctoring for these online courses could be inflating students' scores. Additionally, the two instructors used different types of assessments this past year (only one gave a comprehensive final exam). Thus, we will discuss assessments for this course with both instructors during faculty meetings in August, 2023 and make the assessments more consistent (e.g., comprehensive final exam with similar length, types of questions, time limit, etc.). We plan to review data again next year and then, if performance levels remain high, we will adjust the benchmark for this assessment.

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

19 Assessment and Benchmark PSYC 495 Senior Thesis

Assessment: PSYC 495 Senior Thesis.

Benchmark: 70% of students will score 70% or higher on their senior thesis paper in PSYC 495 - Senior Thesis.

[Outcome Links](#)

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

19.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	93%	Yes
2017	—	92%	Yes
2018	41/41	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	35/35	100%	Yes
2021-2022	19/19	100%	Yes
2022-2023	27/27	100%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	33%	No
2017	—	84%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	13/13	100%	Yes
2021-2022	18/18	100%	Yes
2022-2023	26/26	100%	Yes

[Outcome Links](#)

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

19.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Changed data collection procedures did not affect this assessment; student scores remain very high. This score represents the final assessment for the capstone class, so high grades are expected; students who did not do well would not have grades for this assessment. However, raising the benchmark seems like a reasonable step, which I will discuss with the faculty.

2021-2022:

The distribution of traditional and online students has come close to equal over the past several years, and the achievement of each of these groups of students has also become more equal. This year, students in both programs did well in the assessment of their senior thesis papers.

We discussed these high scores and the possibility of changing the benchmark, but we also discussed the situation that results in such high scores. That situation is that the final paper in PSYC 495 has gone through multiple edits, beginning with a formal, written proposal in PSYC 428 and continuing into PSYC 495. Using the final paper as an assessment *should* result in good grades; students would not be in the senior thesis course without the guidance and ability to produce a good final paper. The faculty discussed the possibility of using an earlier draft for this assessment to have more variation in grades. The faculty also discussed the option of adopting a rubric that standardizes grading of the senior thesis paper to ensure that instructors attend to the many details of the paper that qualify it as well written, accurate, and correct in the many details of APA format. We will observe students' performance on the final paper for one more year before deciding whether to alter the assessment or to increase the benchmark (or both).

2022-2023:

Students again performed well on their final papers in PSYC 495, with 100% of students in both traditional and online programs meeting the 70% criterion. The last year fewer than 100% of students reached 70% or higher was 2017; thus, it is time to make a change. Faculty members met in May, 2023 to decide on these changes, and all instructors will attend an orientation session in August, 2023 so these changes can be implemented across sections. These changes will include: (1) a standardized syllabus for all sections of PSYC 428 (the prerequisite for this course), with specific expectations for the research proposal and IRB application; (2) a standardized syllabus for all sections of PSYC 495, including detailed instructions for the final research paper and a rubric for scoring that paper at the end of the course; this will include a specific timeline for each section of the paper, point deductions for late or incomplete submissions, and more stringent grading based on rubric components that instructors will use consistently. We are also changing the benchmark for next year -- it should now read: "70% of students will earn 80% or higher on their final senior thesis paper in PSYC 495."

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

20 Assessment and Benchmark PSYC 495 Format Score on Senior Thesis

Assessment: PSYC 495 Format Score of Senior Thesis paper, indicating acceptable performance in writing that adheres to American Psychological Association format in terms of organization and referencing.

Benchmark: 70% of students will score 70% or higher on the format scores of their senior thesis paper in PSYC 495 - Senior Thesis.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

20.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	70%	Yes
2017	—	96%	Yes
2018	37/42	88%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	33/35	94%	Yes
2021-2022	19/19	100%	Yes
2022-2023	21/27	78%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	33%	No
2017	—	77%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	12/13	92%	Yes
2021-2022	18/18	100%	Yes
2022-2023	22/26	85%	Yes

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

20.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

The high scores on this assessment represent a combination of students' and instructors' diligence in working on this section of the senior thesis projects. We believe that students' good work will continue, so raising the criterion may be a reasonable step in the future.

2021-2022:

The performance for both traditional and online was excellent, but we have misgivings about the validity of these students' grades. This assessment focuses on how well students follow the (many) rules of formatting a research report per American Psychological Association (APA) formatting regulations. This requirement is challenging, and we were surprised that so many students received high grades on the formatting component of their final papers. This was especially true after we attended the first in-person poster session we have had in a couple of years. Faculty members attending these sessions quickly noticed that multiple students' posters contained formatting and referencing errors that should have been corrected prior to their presentations. Given that posters are taken directly from their final papers, this suggests their papers also contained such errors. However, instructors reported almost all As on the final papers for this assessment. Thus, we decided not to alter the assessment or the benchmark but to instead add a rubric for scoring the formatting component of this final paper to ensure more accurate assessment and perhaps avoid grade inflation on final papers next year.

2022-2023:

Students' scores did decline overall this year; while this wasn't our goal exactly, it does appear that adding a rubric for scoring the APA formatting of the final thesis paper did result in more stringent grading (or less grade inflation). One problem we see now is a lack of consistency across sections. Specifically, a couple of instructors still submitted reports that 100% of their students earned As and Bs on their final papers (easily meeting the criterion of 70% or higher), while one instructor reported that fewer than half of all students met the 70% or higher criterion. Upon discussing this, we learned this wasn't the result of how the rubric was applied, but likely due to instructional methods. Some instructors spend a great deal of time teaching students about APA formatting, and conducting multiple reviews of drafts with quality feedback (which naturally improves grades for students who put forth effort and respond to feedback). Other instructors were less engaged and provided very little feedback, and one continued to give good grades for average performance.

To resolve these issues, additional orientation sessions are being held this summer and again in August, 2023 before the Fall semester. All instructors will be trained again on the use of the rubric, they will have a standardized syllabus (across sections), and one faculty member will be responsible for assisting other instructors with course management.

Additionally, the Department Head is preparing a list of faculty expectations to be distributed to these instructors during August faculty meetings, and these will include information about appropriate online instruction, timely responses to students' submission, quality feedback and grading policies, and compliance with use of the new rubric. No change to the benchmark or assessment is needed at this time, as students met the benchmark but they no longer are achieving it at such a high rate (100%). We want another year to see how these instructional training sessions will help us improve how this assessment is scored.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

21 Assessment and Benchmark PSYC 495 Method Section of Senior Thesis

Assessment: PSYC 495 Method Section of Senior Thesis Paper, which reflects achievement in designing an appropriate study as well as organizing and presenting that information.

Benchmark: 70% of students will score 70% or higher on the Method section of their senior thesis paper in PSYC 495 - Senior Thesis.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

21.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	100%	Yes
2018	36/41	88%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	33/39	94%	Yes
2021-2022	19/19	100%	Yes
2022-2023	26/27	96%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	84%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	11/13	84%	Yes
2021-2022	19/19	100%	Yes
2022-2023	24/26	92%	Yes

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

21.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Grades on this assessment were good, but the discrepancy between the Traditional and Online programs is puzzling because all sections of this class are taught online; only the students' program status differs. As performance is acceptable for both programs, we are not yet overly concerned. However, we are discussing whether students in the online program may be struggling to access some technology that is available on campus, which could affect their performance for this assessment.

2021-2022:

The performance for both traditional and online was excellent. The reasons for this are similar to those for the scores for final Senior Thesis paper; that is, students go through multiple edits and revisions, and they have begun their Method section in the previous course (PSYC 428) so some of our students have this section fairly well planned out before they begin PSYC 495. Again, some students do not follow instructors' advice and may require more assistance than other students; but ultimately, most of the students' Method sections are in good shape by the end of the course. The faculty are discussing how to better address students' proficiencies in this area, rather than instructors' editing capabilities (and students' abilities to utilize or implement those edits). We have decided not to alter the assessment itself or the benchmark yet, but will discuss further in future faculty meetings and observe students' performance for another year.

2022-2023:

Students again performed very well on this section of their Thesis paper. Faculty met in May, 2023 and discussed the possibility that even with rubric scoring, students are going to perform well on this indicator because this particular section of the final thesis paper has been revised at least in part by two instructors over the course of two semesters. In many cases, students come into PSYC 495 with this section already written (in 'future tense') and merely have to collect and analyze their data according to those methods and then "revise" this section into 'past tense.' Because of this, the faculty no longer feel this assessment is valid or necessary. Students' performance on the complete proposal is already assessed and reported for PSYC 428, and their performance on the final paper and formatting of the final paper are already assessed (two separate assessments) in PSYC 495. For this reason, we request that this Assessment/Benchmark (section 21) be removed for next year.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

22 Assessment and Benchmark PSYC 499 Résumé and Letter of Intent

Assessment: PSYC 499 Résumé and Letter of Intent.

Benchmark: 80% of students will receive a grade of 70% or higher on a Psychology Résumé and Letter of Intent that they prepare as part of PSYC 499 - Advanced General Psychology.

Prior to 2016, the benchmark was 60% of students will receive a grade of 70% or higher.

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

22.1 Data

Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	96%	Yes
2017	—	100%	Yes
2018	41/41	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	43/45	95%	Yes
2021-2022	21/23	91%	Yes
2022-2023	35/35	100%	Yes

Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	66%	No
2017	—	100%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	17/17	100%	Yes
2021-2022	22/25	88%	Yes
2022-2023	30/30	100%	Yes

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

22.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Scores on the assessment are high for students in both programs, which may indicate that we should raise the benchmark. We will monitor for another year and discuss this in 2022.

2021-2022:

This assessment represents a "bookend" for the Career Path Essay that we require in FFND 101. The psychology résumé and Letter of Intent are documents that students prepare for PSYC 499 but also may be documents they can use in applying for a job or applying to a graduate program. (This assignment is also part of our QEP "Navigate Your Future" assessment.) Thus, it is an important assessment, and we are pleased with the high scores achieved by students in both the traditional and online programs.

2022-2023:

Students continue to perform consistently well on this assessment despite the fact that (a) they do not prepare rough drafts to receive feedback -- the first submission results in a final grade, (b) they get only a one-page instruction sheet for each component, and (c) we do use a rubric to score the assignment. Students are not given much in the way of specific, detailed instructions; they are told they can find samples online if they wish, but ultimately they are allowed to be creative with these documents. Some invent a fictitious job they may apply for, while others write for a graduate assistantship in a graduate program.

Because 100% of students in both programs met the 70% criterion this past year, and 80 to 100% have met it for the two previous years, we decided to increase the benchmark for next year -- it should now read: "85% of students will receive a grade of 75% or higher on a Psychology Resume and Letter of Intent they prepare as part of PSYC 499." We will also review the rubric for this assignment now that it will no longer be used for QEP reporting purposes. We believe a different rubric that is more specifically aligned with a resume document would allow more accurate assessment of that part of the assignment.

Outcome Links

Career Preparation [Program]

Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

23 Assessment and Benchmark PSYC 499 Classic/Influential Research

Assessment: PSYC 499 Classic/Influential Research.

Benchmark: 80% of students will demonstrate their knowledge of classic studies in psychology by scoring 80% or higher on an oral presentation of at least one such study.

Prior to 2022-2023, the benchmark was 75% of students will demonstrate their knowledge of Classic Studies in Psychology by scoring 75% or higher on an oral presentation of at least one such study in PSYC 499 - Advanced General Psychology.

Prior to 2016, the benchmark was 75% of students will score 70% or higher.

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

23.1 Data

Traditional Program:

Calendar Year	Students with 75% or higher		Benchmark met?
	#	%	
2016	—	98%	Yes
2017	—	92%	Yes
2018	39/41	95%	Yes

Academic Year	Students with 75% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	42/43	98%	Yes
2021-2022	21/23	91%	Yes

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	
2022-2023	31/35	89%	Yes

Online Program:

Calendar Year	Students with 75% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	85%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 75% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	17/17	100%	Yes
2021-2022	23/25	92%	Yes

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	
2022-2023	25/29	86%	Yes

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

23.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

This assessment has also shown high scores over time, and we will consider raising the benchmark.

2021-2022:

For the current years' assessments, students in both the traditional and online programs did well on this indicator. We considered raising the benchmark based on last years' assessment, and the current good scores indicate to us that we should raise the criterion to "80% of students will demonstrate their knowledge of classic studies in psychology by scoring 80% or higher on an oral presentation of at least one such study."

2022-2023:

After increasing the benchmark a year ago students still met the benchmark for this assessment. Changes were made to this assessment somewhat inadvertently. Last year was the first year that a new instructor taught the F2F section since the course was first introduced over a decade ago. Prior to that, the F2F section gave oral, real-time presentations in front of the class, while the online section did not have virtual class meetings so recording presentations were uploaded to Moodle. Thus, this assessment has never been consistent across the two sections. The instructors for both sections met in the Summer of 2022 and worked to make all assessments in this course more consistent. This meant that students in both F2F and online programs recorded themselves giving their oral presentations (Zoom recordings) and then emailed them to their instructors, who uploaded the recordings to Moodle for other students to view. The instructors were also able to view the recordings for assessment purposes.

As students did not overwhelmingly surpass the benchmark we are not comfortable with altering that or the assessment itself this year. However, the F2F section implemented a peer evaluation last semester that worked quite well (and was included in the final grade), so we plan to do that in both sections next year. Both cohorts will use a rubric with a 5-point rating scale for each component of the presentation, and the instructors will use the same rubric; these scores will be combined to make grading more consistent (and also to provide more feedback to students' about their performance on these presentations). We will review students' performance for another year to see whether addition of a peer-review and rubric scoring for both sections affects outcome data.

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

24 Assessment and Benchmark PSYC 499 Written Assignments

Assessment: PSYC 499 Written Assignments.

Benchmark: 80% of students will score 80% or higher on the series of written assignments required in PSYC 499 - Advanced General Psychology.

Prior to 2016, the benchmark was 80% of students will score 70% or higher.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

24.1 Data

Traditional Program:

Calendar Year	Students with 80% or higher		Benchmark met?
	#	%	
2016	—	96%	Yes
2017	—	83%	Yes
2018	40/40	100%	Yes

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	45/47	96%	Yes
2021-2022	22/23	95%	Yes
2022-2023	31/34	91%	Yes

Online Program:

Calendar Year	Students with 80% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	85%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	17/17	100%	Yes
2021-2022	24/25	96%	Yes
2022-2023	29/30	97%	Yes

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

24.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

Students have consistently done well on this assessment. We will monitor this for another year at the higher benchmark (80% scoring 80% or higher) to see whether or not they maintain this level of performance before we consider altering the assessment or the benchmark.

2021-2022:

Students in both the F2F and online programs continue to meet the benchmark for this assessment. However, the instructor for the F2F sections will be retiring this summer and a new instructor will be teaching that course, and also supervising the instructor of the online section. They will be meeting in July and August, 2022, to revamp some of the course assignments and to try to align them. Thus, no changes to the assessment or benchmark should be made at this time, and we will review these data again next year for further consideration.

2022-2023:

Both groups met the benchmark again this year, though the online sections outperformed the F2F section (especially in the Spring, 2023 semester). Upon discussing this with both instructors we learned that the online instructor replaced the previous fill-in-the-blank homework assignments used for many years with similar questions, but presented in a Moodle quiz format. It is believed this could explain why many students in the online section earned perfect scores in the Spring semester.

The faculty met and decided that this assessment may no longer be a good one to use for this course for two reasons. First, students merely fill in blanks on homework assignments (or Moodle quizzes) using power points or their textbook. Second, anecdotal evidence suggests students sometimes work together on these, and that previous graded assignments (returned by instructors) are available to students in subsequent semesters. Thus, students' true understanding of content knowledge is not being assessed. Additionally, the purpose of these assignments is to prepare students for the final and major assessment in this course -- the Major Field Test. Scores on that test are the best assessment of content knowledge and we already include those in this report each year. For these reasons, the faculty agreed unanimously that we should delete/eliminate this assessment for this course (Section 24) completely for next year.

Outcome Links

Information Literacy [Program]

Graduates will access and convey psychology-related information obtained from a variety of sources and media.

25 Assessment and Benchmark Major Field Test

Assessment: Psychology Major Field Test.

Benchmark: 60% of graduating students will score in the 30th percentile or higher on the Major Field Test in Psychology.

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

25.1 Data

Traditional Program:

Calendar Year	Students in the 30th percentile or higher		Benchmark met?
	#	%	
2016	—	61%	Yes
2017	—	59%	No
2018	22/41	53%	No

Academic Year	Students in the 30th percentile or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	17/23	74%	Yes
2021-2022	17/21	81%	Yes
2022-2023	26/35	74%	Yes

Online Program:

Calendar Year	Students in the 30th percentile or higher		Benchmark met?
	#	%	
2016	—	66%	Yes
2017	—	29%	No
2018	3/6	50%	No

Academic Year	Students in the 30th percentile or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	8/11	73%	Yes
2021-2022	14/25	56%	No
2022-2023	12/29	41%	No

Outcome Links

Content Knowledge [Program]

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

25.1.1 Analysis of Data and Plan for Continuous Improvement

2018:

At the request of IRE, data collection procedures are changing effective Fall 2019; therefore, we will retain the current benchmark and provide a more accurate plan for continuous improvement in the next reporting cycle.

2019-2020:

2020-2021:

The instructor who teaches the Online course was unable to administer the Major Field Test and used a substitute assessment. However, that assessment was not directly equivalent to the Major Field Test, which resulted in eliminating those data for both for Fall, 2020 and Spring, 2021 semesters. McNeese's Testing Center was able to administer the Major Field Test for students in the F2F section for both semesters. Thus, only about half of all students enrolled in PSYC 499 completed the MFT this past year.

Odd as it seems, this situation resulted in better scores and meeting the benchmark for the first time in quite a few semesters. However, it has been a challenge to meet the benchmark in the past, and the improvement for this reporting cycle does not represent a large improvement. Additionally with so many missing data points, we will monitor this for another year before considering any changes.

2021-2022:

The testing problems that occurred over the past several years are no longer problems, as students in both the F2F and online programs were able to take the Major Field test in the Testing Center on campus. However, the scores remain problematic, especially for students in the online program. Students in that program failed to meet the benchmark for this indicator, with some of the lowest scores in years. The course will experience some changes beginning next semester, with a new instructor for the F2F section. The faculty decided not to make any changes until these transitions have taken place.

2022-2023:

We had a relatively normal testing experience in the Fall, 2022 semester but experienced an unanticipated change for the Spring, 2023 semester. Specifically, the Testing Center on campus informed us during the Spring semester that they would no longer offer/proctor the Major Field Test, leaving instructors to scramble to make other arrangements. We finally decided to switch to at-home testing, which ETS allows using ProctorU. Most of our students had never used ProctorU, so extensive time was devoted to testing system requirements, downloading software, days (and weeks in some cases) of trouble-shooting with ETS, and other problems. The vast majority of students were finally able to complete the Major Field test on their own at home, but three students received an "incomplete" because they were unable to do so. By the time this assessment report was completed all but one had completed the assessment.

We are very concerned about the fact that students in the traditional F2F program met the benchmark (74% scored in the 30th percentile or higher), but only 41% of students in the online program met that benchmark. The difference between the two programs was greater in the Spring vs. the Fall semesters, suggesting the sudden switch to testing at home could have contributed. However, we are not sure why students in the online program would struggle more with that than students in the traditional F2F program. It is possible that they had several in-person class meetings in which the testing setup process was discussed, and lots of reminders about how to download the required software and get prepared for the exam. However, the Major Field Test is a nationally standardized, valid assessment of general content knowledge in Psychology; thus, it seems that students in our online program did not demonstrate a high level of general knowledge (at least in the Spring semester).

We have scheduled a meeting for both instructors of this course (including the Department Head) to discuss students' MFT performance and to try to identify their weaknesses (we DO get specific content area scores in addition to total scores), and to see if instructional support can improve performance for the online sections next year. Additionally, we have plenty of notice now about the need to set up at-home testing with ProctorU, so we will not have the last-minute preparation for testing with multiple delays we experienced in the Spring. We will wait to revisit the benchmark after observing students' performance for another year.

Outcome Links**Content Knowledge [Program]**

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

End of report