

## Psychology [BS] [BS-PSYC]

**Cycles included in this report:**

Jun 1, 2018 to May 31, 2019

This PDF document includes any files attached to fields in this report.

To view the attachments you should view this file in Adobe Acrobat XI or higher, or another PDF viewer that supports viewing file attachments.

The default PDF viewer for your device or web browser may not support viewing file attachments embedded in a PDF.

If the attachments are in formats other than PDF you will need any necessary file viewers installed.

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

**Reporting Cycle: Jun 1, 2018 to May 31, 2019**

### **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 Improvements**

2016:

The Department of Psychology has used the assessment results to monitor graduates' performance as well as an impetus for curriculum changes. When an assessment falls close to or below the criterion, the outcome comes to our attention, and we discuss and decide upon a strategy for change. For example, the 2010 and 2011 Progress Reports indicated that our graduates failed to meet the criterion for the Technological Communication goal in the (then) SLO #3. We had several departmental discussions about this problem and agreed to make changes in instruction to boost this competence in our students. Beginning with the 2012 graduates, the report showed an improvement, which continues to be maintained for 2015 graduates.

Weaknesses in students' performance on research-related indicators led to the revision of our curriculum, which included the addition of PSYC 495, Senior Thesis, and revisions to two other research-related courses, PSYC 427 and 428, which we continue to tweak so as to strengthen students' research knowledge and skills. An increasing number of low scores on the Major Field Test has led us to examine the test, which has been revised and re-normed, as well as our students' preparation in key courses.

With graduates from the online program, we will have more data to compare our success in this distance learning program.

2017:

2018:

Beginning in 2017 and continuing in 2018, we were able to gather more complete data on 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 weakness 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 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 standard set forth in the assessments, but graduates may differ from all students enrolled, so our new data collection plan will vary from this one.

### **4 Program Highlights from the Reporting Year Highlights [Approved]**

2016:

The assessments fail to capture successes that are not part of the required courses in the curriculum. For example, one success not represented in the Report is how well our degree program does in involving undergraduate students in research. Students complete two (and with

our curriculum change, three) research courses, but some students choose to pursue other research opportunities that have led to conference presentations and publications. Because this degree of involvement is an option, it doesn't show on the report, but these students have accomplishments that few undergraduate students in most universities have an opportunity to attain. In addition, the McNeese Autism Program offers a valuable resource for undergraduate internships (PSYC 389), which is also an elective course and thus not represented in any learning objective in the report. Students have many opportunities; some students make good use of those opportunities, whereas other students work only toward completing their degree requirements. The SLOs are aimed to capture what all graduates attain, but not all the options for achievement, nor all the students who make use of these options.

2017:

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.

## 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.

**Course Links****FFND101 [Freshman Foundations (Lec. 1, Lab. 1, Cr. 1)]****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** career path essay

Calendar Year	% of students with 80%	Benchmark met?
2014	100%	Yes
2015	100%	Yes
2016	89%	Yes

## Traditional Program:

Calendar Year	Students with 80% or higher		Benchmark met?
	#	%	
2017	—	100%	Yes
2018	13/13	100%	Yes*

## Online Program:

Calendar Year	Students with 80% or higher		Benchmark met?
	#	%	
2017	—	50%	No
2018	3/3	100%	Yes**

\*Data available for 13 of 41 students

\*\*Data available for 3 of 6 students

**Course Links****FFND101 [Freshman Foundations (Lec. 1, Lab. 1, Cr. 1)]****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**

2014:

This assessment has been part of FFND 101 since its inception, but it has not been an assessment. We were able to find data for four of 39 graduates for 2014, which yields a very partial assessment. This assessment will never yield complete data because many students transfer to psychology from other majors at McNeese State University and from other universities. However, we will continue to monitor this assessment for feasibility, but it seems as though the students who begin and graduate as psychology majors do very well on this assessment.

2015:

The complete data was only available for 33% of students. This assessment has been part of FFND 101 since its inception, but it has not been an assessment. We were able to find data

for 17 of 45 graduates for 2015, which yields a more complete assessment than past years.(4 /39 in 2013 and 8/43 in 2014).This assessment will never yield complete data because many students transfer to psychology from other majors at MSU and from other universities. However, we will continue to monitor this assessment for feasibility, but it seems as though the students who begin and graduate as psychology majors do very well on this assessment. That being said, the benchmark will be revised in 2016 to state the following: "70% of students will earn 70% or higher on the Career Path Essay that psychology majors write as part of the FFND 101 requirements."

2016:

We raised the criterion for 2016 graduates. Data are sparse for this assessment due to the frequency with which students change majors. However, this assessment is a beginning point for monitoring career knowledge and thus important for our assessments. It seems as though the students who begin and graduate as psychology majors do well on this assessment.

2017:

Our online program is sufficiently mature to include more graduates, but the problem with missing data persists and will always do so. Only two students graduating in the online program took FFND, yielding even fewer data for that program than the traditional program. This small number may not be a valid indicator of students in that program. We must monitor this indicator as well as find a way to include these students in FFND 101.

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.

#### Course Links

**FFND101 [Freshman Foundations (Lec. 1, Lab. 1, Cr. 1)]**

#### 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.

#### Course Links

**PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]**

#### 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 concepts test score

Calendar Year	% of students with 70%	Benchmark met?
2014	97%	Yes
2015	98%	Yes

## Traditional Program:

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

## Online Program:

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

**Course Links****PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]****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**

2014:

PSYC 305 became a required course in the BS in Psychology curriculum beginning with the 2008 catalog, and now all graduates completed this course. The assessment appears successful.

2015:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016 to state: "70% of students will answer 70% of items correctly on an exam on learning theories in PSYC 305 - Learning."

2016:

The assessment criterion was raised for 2016 graduates, and graduates exceeded the new criterion. Beginning in 2016, data has been disaggregated for traditional and online program data analysis.

2017:

Graduates in 2017 also exceeded the the new criterion, both in the traditional and online program. I have made a note to discuss another upward revision with the Department of Psychology faculty.

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.

**Course Links****PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]**

**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.

**Course Links****PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]****Outcome Links****Information Literacy [Program]**

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

**9.1 Data lab report [Approved]**

Calendar Year	% of students with 70%	Benchmark met?
2014	98%	Yes
2015	100%	Yes

## Traditional Program:

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

## Online Program:

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

**Course Links****PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]****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 lab report**

2014:

The percentage of students who were successful on this measure has risen from 2012 through 2014, indicating that the assessment and instruction are successful as an indicator.

2015:

The percentage of students who were successful on this measure has risen from 2012 through 2015, indicating that the assessment and instruction are successful as an indicator. Thus, the benchmark will be revised in 2016 to state: "80% of students will score 70% or higher on a laboratory report in PSYC 305 - Learning."

2016:

The percentage of students who were successful on this measure has risen from 2012 through 2015, prompting us to raise the criterion for 2016 graduates, which they met. Beginning in 2016, data has been disaggregated to allow for traditional and online program data analysis.

2017:

The percentage of students who were successful on this measure remains high, both for the traditional and online program. This is another assessment for which we should consider raising the criterion, which I will note for discussion with faculty.

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.

#### Course Links

**PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]**

#### 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 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.

#### Course Links

**PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]**

#### Outcome Links

##### Research Methods [Program]

Graduates will understand and apply research methods in psychology.

### 10.1 Data research demo [Approved]

Calendar Year	% of students with 70%	Benchmark met?
2014	93%	Yes
2015	89%	Yes

Traditional Program:

	Students with	Benchmark

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

## Online Program:

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

## Course Links

**PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]**

## 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**

2014:

For graduates in 2013 and 2014, data were available for all graduates. Their performance has exceeded the criterion, and the faculty agreed to raise the criterion for this assessment to 70% of students will receive a grade of "C" or higher on a laboratory report of a research demonstration in PSYC 305.

2015:

The faculty agreed to raise the criterion for this assessment from "60% of students..." to "70% of students will score 70% or higher on a laboratory report of a research demonstration in PSYC 305 - Learning" for 2015. Graduates met this criterion, which we will maintain.

2016:

The faculty agreed to raise the criterion for 2015 graduates. In 2016, graduates met this criterion, which we will maintain. Beginning in 2016, data was disaggregated to allow for traditional and online program data analysis.

2017:

Both traditional and online graduates exceeded the current criterion as well as other criteria from this course, which will lead to a consideration for revisions in criteria or perhaps in some aspect of assignments.

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.

## Course Links

**PSYC305 [Psychology of Learning (Lec. 1, Lab. 4, Cr. 3)]**

## 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.

### Course Links

#### PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]

### 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 career info

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2014	27/39	81%	Yes
2015	28/46	96%	Yes

#### 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

#### 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.

### Course Links

#### PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]

### 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 career

2015:

This assessment became a new component of PSYC 404 in 2013 and yields partial data for 2015 graduates.

2016:

Beginning in 2017, this will be assessed via Type Focus, an online assessment administered by the Counseling Center that measures personality type, interest, and values. Also beginning in 2016, data was disaggregated to allow for traditional and online program data analysis.

2017:

Data for this assessment remains incomplete due to two instructors failing to administer the assessment. One is no longer a visiting lecturer; the other promises to start completing this assessment. However, the incomplete data will persist for several years because students take this course mid-way in their program. A total of four different instructors teach this course, using different assessments. We hope to move to a more standardized assessment of careers in psychology as well as all instructors collecting these data. The criterion score and students' performance seem adequate.

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.

#### Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

#### 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: 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.

#### Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

#### 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 comp exam

Calendar Year	% of students with 60%	Benchmark met?
2014	91%	Yes
2015	86%	Yes

## Traditional Program:

Calendar Year	Students with 60% or higher		Benchmark met?
	#	%	
2016	—	80%	Yes
2017	—	78%	Yes
2018	24/24	&100%	Yes

## Online Program:

Calendar Year	Students with 60% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	100%	Yes
2018	4/4	100%	Yes

## Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

## 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** comprehensive exam

2014:

This assessment criterion was raised for last year's graduates; this revised criterion seems to continue as a successful indicator.

2015:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016 to state: "70% of students will score 70% or higher on an assessment of major concepts in PSYC 404 - History and Theories of Psychology."

2016:

This assessment criterion was raised for 2016 graduates. Beginning in 2016, data was disaggregated to allow for traditional and online data analysis.

2017:

The assessment for this indicator is based on incomplete data: 27 out of 54 students in the traditional program completed this assessment, and one out of 14 students in the online program did so. The instructor who teaches the online class did not collect data for this assessment, and one instructor in the traditional program has also failed to do so. Student performance is not the problem; clarifying the importance of these indicators to staff who are not full-time psychology faculty is the problem, which we must address.

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.

## Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

**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.

**Course Links****PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]****Outcome Links****Information Literacy [Program]**

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

**13.1 Data term paper**

Calendar Year	% of students with 70%	Benchmark met?
2014	97%	Yes
2015	86%	No
2016	81%	No

**Traditional Program:**

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

**Online Program:**

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2017	—	100%	Yes
2018	4/5	80%	Yes

**Course Links****PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]****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 term paper**

2014:

This assessment seems to be successful. This is a high standard to maintain, but we are maintaining that high standard.

2015:

Our 2015 graduates did not meet our high criterion for this assessment for the first time. We must evaluate this failure and address it (possibly by revising the criterion downward; 90% is a very high standard but one that we have met in the past).

2016:

Our 2016 graduates did not meet our high criterion for this assessment, which constitutes a failure on this criterion for the second year in a row. We have met this criterion in the past, but instructors have differed over the past several years. We must explore this change and reasons for failing to meet this criterion.

2017:

Graduates met the raised criterion, with an equal percentage of traditional and online students meeting the raised criterion. This assessment has virtually complete data for all graduates. The recent raising of the criterion make us reluctant to consider a revision so soon.

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.

#### Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

#### 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.

#### Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Information Literacy [Program]

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

### 14.1 Data ref resources

Calendar Year	% of students with a "Pass"	Benchmark met?
2014	97%	Yes
2015	88%	Yes
2016	82%	Yes

#### Traditional Program:

Calendar Year	Students with a "Pass"		Benchmark met?
	#	%	
2017	—	96%	Yes

2018	39/41	95%	Yes
------	-------	-----	-----

## Online Program:

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

## Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

## 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** sources

2014:

We failed to meet the criterion performance for this assessment for 2010 and 2011 but exceeded the criterion by increasing margins in 2012 and 2013. That success continued in 2014. The corrections we made in teaching this skill seem to have been successful in bolstering students' attention to and mastery of this writing component.

2015:

This assessment has varied over the past five years. We failed to meet the criterion performance for this assessment for 2010 and 2011 but exceeded the criterion 2012-2014. The data indicate satisfactory performance but lower than 2014. We need to maintain the changes that we instituted to bring up the scores on this indicator.

2016:

This assessment has varied over the past ten years, but our graduates have exceeded the criterion since 2012. We need to maintain (and, ideally, increase) the scores on this indicator.

2017:

They appear to have handled the problems that we experienced with performance on this indicator during past years, making this indicator a candidate for raising.

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.

## Course Links

**PSYC404 [History and Theories of Psychology (Lec. 3, Cr. 3)]**

## 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.

### Course Links

**PSYC427 [Experimental Methodology in Psychology (Lec. 3, Cr. 3)]**

### Outcome Links

#### Critical Thinking [Program]

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

#### 15.1 Data Research design questions

Calendar Year	% of students with 70%	Benchmark met?
2014	100%	Yes
2015	93%	Yes

#### Traditional Program:

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

#### Online Program:

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

### Course Links

**PSYC427 [Experimental Methodology in Psychology (Lec. 3, Cr. 3)]**

### 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 design questions

2014:

The departure of a faculty member who taught approximately half the students in this cohort produced incomplete data for this assessment. For the available scores, this assessment seems to be successful for this indicator.

2015:

The data for this assessment are not complete due to faculty changes and failure to keep complete records. We need to work toward a clarification of the responsibility for keeping records. For the available scores, this assessment seems to be successful for this indicator.

2016:

The data for this assessment are less complete than most other indicators (and have not been complete for several years) due to faculty changes and failure to keep complete

records. We need to work toward a solution for this problem. For the available scores, this assessment seems to be successful for this indicator. Beginning in 2016, data was disaggregated to allow for traditional and online program data analysis.

2017:

This indicators still suffers from incomplete data but less so than in the past several years. However, the discrepancy between performance for the traditional students versus the online students hints that we may want to examine facets of the online course to help those students do better.

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.

#### Course Links

**PSYC427 [Experimental Methodology in Psychology (Lec. 3, Cr. 3)]**

#### 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.

#### Course Links

**PSYC428 [Experimental Procedures in Psychology (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Research Methods [Program]

Graduates will understand and apply research methods in psychology.

### 16.1 Data proposal

Calendar Year	% of students with 70%	Benchmark met?
2014	100%	Yes
2015	97%	Yes
2016	94%	Yes

Traditional Program:

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

Online Program:

Calendar Year	Students with 70% or higher	Benchmark

	#	%	met?
2017	—	100%	Yes
2018	6/6	100%	Yes

#### Course Links

**PSYC428 [Experimental Procedures in Psychology (Lec. 3, Cr. 3)]**

#### 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 proposal

2014:

This assessment seems successful and data will be collected for future graduates.

2015:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016-2017 to state: "70% of students will score 70% or higher on a research proposal that they prepare as part of PSYC 428 - Experimental Procedures."

2016:

This criterion was raised for 2016 from 70% of graduates to 80% of graduates, which those graduates attained (Qualification: Data for 17% of graduates are unavailable due to instructors' failure to leave records of this assessment).

2017:

Instructor record keeping remains a problem for this assessment, especially for students in the online program; I was able to obtain data for only eight of 14 graduates in that program (all of whom did well, but I don't know about the others). Student performance seems adequate for those for whom data are available.

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.

#### Course Links

**PSYC428 [Experimental Procedures in Psychology (Lec. 3, Cr. 3)]**

#### 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.

#### Course Links

**PSYC431 [Abnormal Psychology (Lec. 3, Cr. 3)]**

#### Outcome Links

**Critical Thinking [Program]**

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

### 17.1 Data case studies

Calendar Year	% of students with 70%	Benchmark met?
2014	95%	Yes
2015	83%	Yes
2016	94%	Yes

#### Traditional Program:

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

#### Online Program:

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

#### Course Links

**PSYC431 [Abnormal Psychology (Lec. 3, Cr. 3)]**

#### 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 case studies

2014:

These data show that the assessment of this skill is adequate, and we plan to continue this assessment. Our graduates' performance far exceeds the criterion, and the faculty agreed to raise the criterion to 60% of graduates will make a grade of "C" or higher on case study analyses.

2015:

These data show that the assessment of this skill is adequate, and we plan to continue this assessment. Our graduates' performance far exceeded the criterion, and in 2014-2015 we raised the criterion to 60% of psychology majors will score 70% or higher on case study analyses. This year's data meets that increased criterion.

2016:

The data for this assessment are less complete than most other indicators (and have not been complete for several years) due to faculty changes and failure to keep complete records. We need to work toward a solution for this problem. For the available scores, this assessment seems to be successful for this indicator.

2017:

The data for this assessment is more complete for 2017 graduates, which indicates an improvement in record-keeping. The results also indicate acceptable achievement for

graduates. However, the discrepancy between online students versus traditional students is an area of concern; online students' achievement met the criterion, but barely. This situation merits consideration.

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.

#### Course Links

**PSYC431 [Abnormal Psychology (Lec. 3, Cr. 3)]**

#### 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.

#### Course Links

**PSYC471 [Physiological Psychology (Lec. 3, Cr. 3)]**

#### 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 biopsych content

Calendar Year	% of students with 70%	Benchmark met?
2014	90%	Yes
2015	77%	Yes

#### Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	93%	Yes
2017	—	87%	Yes
2018	36/41	88%	Yes

#### Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	100%	Yes
2018	5/5	100%	Yes

**Course Links**

**PSYC471 [Physiological Psychology (Lec. 3, Cr. 3)]**

**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** physio concepts

2014:

This indicator was substantially lower for 2012 than in past years but rebounded in 2013 and shows a high rate of success for 2014.

2015:

This indicator is substantially lower for 2015 than in 2013 and 2014, but it has a history of fluctuation. If next year's data maintain this lower level, we must evaluate this situation.

2016:

This indicator is substantially lower for 2015 than in 2014 or 2013 but increased for 2016 graduates. Beginning in 2016, data has been disaggregated to allow for traditional and online program analysis.

2017:

This assessment does not indicate problems in this area. The history of fluctuation makes us reluctant to raise the criterion, but the 60% criterion is lower than most others in our program, so I will bring this issue to the faculty for consideration concerning raising the criterion from 60% to 70% of graduates will achieve 70% or higher on this indicator.

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.

**Course Links**

**PSYC471 [Physiological Psychology (Lec. 3, Cr. 3)]**

**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.

**Course Links**

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]**

**Outcome Links**

**Information Literacy [Program]**

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

**19.1 Data** thesis grade

Calendar Year	% of students with 70%	Benchmark met?

2014	100%	Yes
2015	100%	Yes

## Traditional Program:

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

## Online Program:

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

## Course Links

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]**

## 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** thesis grade

2014:

This course became part of the curriculum in 2014, and only five of 39 graduates completed this version of the curriculum (others stayed with the existing curriculum). The sparse data hint that this assessment will be successful, but we have little data to evaluate. As more and more students fall into a degree plan that includes this course, data will become more complete.

2015:

This course became part of the curriculum in 2014. In that academic year, only five of 39 graduates completed this version of the curriculum (others stayed with the existing curriculum). For 2015, 17 of 44 graduates completed this version of the curriculum (others stayed with the existing curriculum). For 2016 data is only available for 43 out of 58 graduates. The sparse data hint that this assessment will be successful, but possibly not meaningful; it may not be possible for students to make a lower grade and pass the class. We collect data from several indicators in this course, and those may be more meaningful; faculty needs to discuss this possibility..

2016:

This course became part of the curriculum in 2014, and data were available for 43 of 58 graduates; nine graduated in the old curriculum, which did not have this assessment, and data were unavailable for seven other graduates. The poor performance of online graduates is an area for concern, which the faculty should examine. Beginning in 2016, data was disaggregated to allow for traditional and online program data analysis.

2017:

The larger and thus more representative group of online graduates for 2017 indicated that their performance on this important component of the program is adequate (yet not as good as students in the traditional program). This situation may persist because the logistics of this intensive research course are more difficult in an online format than in a face-to-face format. However, the improvement between last year and this year is encouraging for our online program.

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.

#### Course Links

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]**

#### 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.

#### Course Links

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]**

#### Outcome Links

##### Research Methods [Program]

Graduates will understand and apply research methods in psychology.

### 20.1 Data thesis format

Calendar Year	% of students with 70%	Benchmark met?
2014	100%	Yes
2015	100%	Yes

#### Traditional Program:

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

#### Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	33%	No

2017	—	77%	Yes
2018	6/6	100%	Yes

### Course Links

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]**

### 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 thesis format

2014:

Scores are available for only five of 39 2014 graduates, making it difficult to assess the success of this assessment.

2015:

This course became part of the curriculum in 2014. In that academic year, only five of 39 graduates completed this version of the curriculum (others stayed with the existing curriculum). For 2015-2016, 17 of 45 graduates completed this version of the curriculum (others stayed with the existing curriculum). For 2016 traditional program, only 58% of students' data was available. The sparse data hint that this assessment will be successful.

2016:

Of the 45 of 58 students who completed PSYC 495 as part of their program, data are available for only 33 due to a faculty departure and difficulty in deciphering her records. The combination of many missing scores and an increased criterion make this assessment difficult to evaluate. Raising the criterion may have been a hasty decision. Beginning in 2016, data has been disaggregated to allow for traditional and online program data analysis.

2017:

For the 2017 graduates, data are more complete and indicate satisfactory performance for both online and traditional students. However, performance is not equal for the two groups. As other indicators for this course suggest, online students struggle with the work in this course more than some of the other courses in the program. However, this year's data is encouraging about the students in both programs. If these indicators remain at the level for 2017, we should consider raising the criterion.

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.

### Course Links

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]**

### 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.

### Course Links

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]****Outcome Links****Research Methods [Program]**

Graduates will understand and apply research methods in psychology.

**21.1 Data thesis method**

Calendar Year	% of students with 70%	Benchmark met?
2014	80%	Yes
2015	100%	Yes
2016	89%	Yes

## Traditional Program:

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

## Online Program:

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

**Course Links****PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]****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** method section

2014:

Scores are available for only five of 39 2014 graduates, making it difficult to assess the success of this assessment.

2015:

This course became part of the curriculum in 2014. In that academic year, only five of 39 graduates completed this version of the curriculum (others stayed with the existing curriculum). For 2015-2016, 17 of 45 graduates completed this version of the curriculum (others stayed with the existing curriculum). For 2016 only 67% of students' data was available. The sparse data hint that this assessment will be successful.

2016:

Scores are available for 38 of 58 graduates; nine graduates completed the curriculum that did not include this assessment, and data from 11 other graduates were unavailable due to instructors' failure to leave records for this assessment).

2017:

This year's data are very close to complete, and the assessments indicate satisfactory performance for both online and traditional students, with the online students' scores somewhat lower. The adequate, yet not high, scores suggest that raising the criterion is unwise. The more complete data and the adequate scores indicate that the current instructors have improved how they manage the course to better meet the needs, especially of the online students.

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.

#### Course Links

**PSYC495 [Senior Thesis in Psychology (Lec. 1, Lab. 4, Cr. 3)]**

#### Outcome Links

##### Research Methods [Program]

Graduates will understand and apply research methods in psychology.

## 22 Assessment and Benchmark PSYC 499 R sum  and Letter of Intent

Assessment: PSYC 499 R sum  and Letter of Intent.

Benchmark: 80% of students will receive a grade of 70% or higher on a Psychology R sum  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.

#### Course Links

**PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]**

#### 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 Letter & Resume

Calendar Year	% of students with 70%	Benchmark met?
2014	85%	Yes
2015	95%	Yes

#### Traditional Program:

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

#### Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	66%	Yes

2017	—	100%	Yes
2018	6/6	100%	Yes

#### Course Links

**PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]**

#### 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 ltr & res

2014:

The curriculum changes that we made are too new to allow students to make experienced-based comments. In a few more semesters, we will get feedback that will be useful.

2015:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016 to state: "80% of students will score 70% or higher on a psychology résumé and letter of intent that they prepare as part of PSYC 499 - Advanced General Psychology."

2016:

The curriculum changes we made several years ago are moving toward full implementation; 49 of 58 graduates in 2016 fulfilled requirements for the new curriculum. This progress has relieved some of the problems with student preparation for PSYC 495; changes in PSYC 427 and 428 were implemented several years ago, and students arrive at PSYC 495 more adequately prepared. Beginning in 2016, data has been disaggregated to allow for traditional and online program data analysis.

2017:

Performance on this indicator was excellent for both online and traditional graduates. Last year, we raised the percentages of students meeting the criterion from 60% to 70%, so perhaps we should consider raising the performance criterion from 70% to 75% or 80%. Some current graduates would not meet that criterion, but students are doing well with this assessment, so an increase may be warranted. We will discuss this possibility in the next faculty meeting.

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.

#### Course Links

**PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]**

#### 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: 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.

### Course Links

#### PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]

### 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 Classic studies

Calendar Year	% of students with 70%	Benchmark met?
2014	95%	Yes
2015	91%	Yes

#### Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	98%	Yes
2017	—	92%	Yes
2018	39/41	95%	Yes

#### Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	85%	Yes
2018	6/6	100%	Yes

### Course Links

#### PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]

### 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 Classic studies

2015:

As a result of last year's evaluation, faculty members agreed to raise this criterion to 75% of students will score 70% or higher. The benchmark will be revised again in 2016 to increase the score to 75% or higher.

2016:

Graduates met the raised criterion, with scores higher than in previous years. If the scores remain high, faculty should consider another increase in the criterion after next year's results become available. Beginning in 2016, data was disaggregated to allow for traditional and online program data analysis.

2017:

Grades in 2017 also met the raised criterion, but the percentages were lower than last year. Perhaps next year's data will warrant an increase in the criterion for this assessment.

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.

#### Course Links

**PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]**

#### 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.

#### Course Links

**PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]**

#### Outcome Links

##### Information Literacy [Program]

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

### 24.1 Data Written Assignments for PSYC 499

Calendar Year	% of students with 80%	Benchmark met?
2014	97%	Yes
2015	98%	Yes

#### Traditional Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	96%	Yes
2017	—	83%	Yes
2018	40/40	100%	Yes

#### Online Program:

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
2016	—	100%	Yes
2017	—	85%	Yes
2018	6/6	100%	Yes

**Course Links****PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]****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** written questions

2014:

This assessment appears to be successful, and we plan to maintain it.

2015:

The benchmark has been met consistently for the last three years, so the benchmark will be revised in 2016 to state: "80% of students will score 80% or higher on the series of written assignments required in PSYC 499 - Advanced General Psychology."

2016:

This assessment appears to be successful, and we plan to maintain it. Beginning in 2016, data was disaggregated to allow for traditional and online program data analysis.

2017:

Although graduates in the online program exceeded the raised criterion, students in the traditional program barely met the criterion performance, so another increase seems unwise. Different instructors teach the online and traditional courses, which may be the source of the discrepancy in performance. This situation warrants analysis, especially as the traditional students tend to have higher scores in some indicators.

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.

**Course Links****PSYC499 [Advanced General Psychology (Lec. 3, Cr. 3)]****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** MFT

Calendar Year	% of students in the 30th percentile or higher	Benchmark met?
2014	82%	Yes

2015	73%	Yes
------	-----	-----

## Traditional Program:

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

## Online Program:

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

## 2014:

Scores for the Major Field Test were available for all graduates in 2014. The assessment criterion is rather high; scores declined for 2010 and 2011, rose in 2012, declined in 2013, but rose substantially for 2014. This criterion continues to be successful for us, and the 2014 scores indicate success.

## 2015:

Scores for the Major Field Test were available for all graduates in 2015. The assessment criterion is rather high; scores declined for 2010 and 2011, rose in 2012, declined in 2013, rose substantially for 2014, but declined for 2015. This criterion continues to be important for us, but our graduates' scores are not consistently high.

## 2016:

The assessment criterion is rather high; scores declined for 2010 and 2011, rose in 2012, declined in 2013, rose substantially for 2014 but declined for 2015 and 2016. This criterion continues to be important for us, but our graduates' scores are not consistently high. Beginning in 2016, data was disaggregated to allow for traditional and online program data analysis.

## 2017:

Graduates in both the traditional and online programs failed to meet the criterion for this assessment. Scores have been falling since 2014, and scores for graduates in the traditional program barely met the criterion in 2016. In addition, the discrepancy between the two programs was large, with 59% of students in the traditional program but only 29% of students in the online program meeting the 60% criterion. The failure of both programs indicates a problem in both programs. This indicator represents a percentile score for a nationally normed, standardized, and it is an importance assessment for both programs. Unfortunately,

the assessment draws from program-wide knowledge, so there is no easy way to address this failure. I will bring this issue to the attention of the entire faculty because it is an across-the-curriculum issue.

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.

#### 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