



Psychology [BS] [BS-PSYC]

Cycles included in this report:

Jun 1, 2020 to May 31, 2021

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

Reporting Cycle: Jun 1, 2020 to May 31, 2021

1 Is this program offered via Distance Learning?

50-99% Distance/Traditional

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

No

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

3 Example of Program Improvement 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.

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.

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 have 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 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.

4 Program Highlights from the Reporting Year Highlights

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.

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.

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 career path essay

Calendar Year	% of students with =80%	Benchmark met?
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

*Data available for 13 of 41 students

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	

2019-2020	—	—	—
2020-2021	39/46	85%	Yes

Online Program:

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

*Data available for 3 of 6 students

Academic Year	Students with 80% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	3/3	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 Reflection on Data Analysis

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.

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.

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 305 concepts test score

Calendar Year	% of students with =70%	Benchmark met?
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

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

Online Program:

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

	Students with 70% or higher	Benchmark

Academic Year	#	%	met?
2019-2020	—	—	—
2020-2021	7/9	78%	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

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.

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.

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 lab report

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	20/26	77%	Yes

Online Program:

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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	5/9	55.5%	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 lab report

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.

2019-2020:

2020-2021:

This course experienced a change in instructor; the current instructor has implemented a more rigorous assessment for this activity. We believe that the more demanding assessments represent an improvement, and we will continue to monitor how these changes affect student performance.

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.

Outcome Links

Research Methods [Program]

Graduates will understand and apply research methods in psychology.

10.1 Data research demo

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

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

Online Program:

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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

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 [Not Approved]

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.

2019-2020:

2020-2021:

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

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 career info

Calendar Year	Students with 70% or higher		Benchmark met?
	#	%	
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	41/43	95%	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

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.

2019-2020:

2020-2021:

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

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.

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?
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

Academic Year	Students with 60% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	45/45	100%	Yes

Online Program:

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

Academic Year	Students with 60% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	30/30	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 comprehensive exam

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.

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.

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 term paper

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	37/42	88%	Yes

Online Program:

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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	23/27	85%	Yes

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

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.

2019-2020:

2020-2021:

This term paper represents a rigorous requirement, which has shown similar scores over the past years. Scores for the Online and Traditional programs are similar, and the scores vary within each group, which indicates that grading reflects the quality of work (rather than everyone making a similar grade). We are satisfied with the benchmark and the assessment.

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 ref resources

Calendar Year	% of students with a "Pass"	Benchmark met?
2015	88%	Yes

2016	82%	Yes
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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

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

[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

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.

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 is a reversal of many assessments, which 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.

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 Research design questions

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	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

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

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.

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.

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 proposal

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

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

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

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

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.

2019-2020:

2020-2021:

Although students in both program met the benchmark, students in both classes struggled to complete this assignments, which is the final assignment for the class. Similar to PSYC 427, which is a prerequisite for this one, the non-completion rate this course was higher than in the past. I believe that this situation was especially difficult for students who registered for a Traditional class who had to learn online. If this analysis is correct, then campus improvements will help the situation. If not, then we must explore how to provide assistance using technology for those who are struggling.

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 case studies

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	42/47	89%	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

[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

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.

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.

[Outcome Links](#)

Critical Thinking [Program]

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

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 biopsych content

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	42/47	89%	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

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

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.

2019-2020:

2020-2021:

The assessments for this benchmark have decreased over the years for the Traditional program. The data included in the analysis may be part of the answer for the decline; this data sample differs from previous samples.

Our faculty discussion included considerations for the low scores, including the chaotic semesters that were included in the assessment period and the timing of the assessment, which occurs 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 dropped the class, yet their data are included in the assessment. As long as students meet the benchmarks, changes are not necessary, but the decline is of concern to us.

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 thesis grade

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	35/35	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

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

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.

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.

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 thesis format

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	33/35	94%	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

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

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.

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 the good work will continue, so raising the criterion is a reasonable step.

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 thesis method

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	33/39	94%	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

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

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.

2019-2020:

2020-2021:

Grades on this assessment were good, but the discrepancy between the Traditional and Online programs are puzzling because all sections of this class are taught online; only the students' enrollment status differs. As long as performance is acceptable for both programs, perhaps we should not be too concerned, but we will discuss if we can determine if students in the online program are not able to access some technology that is available on campus, which may affect their performance.

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 Letter & Resume

Calendar Year	% of students with 70%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	43/45	95%	Yes

Online Program:

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

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

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.

2019-2020:

2020-2021:

Scores on the assessment are high for students in both programs, which may indicate that we should raise the benchmark.

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.

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?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	42/43	98%	Yes

Online Program:

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

2017	—	85%	Yes
2018	6/6	100%	Yes

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	17/17	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.

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.

2019-2020:

2020-2021:

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

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 Written Assignments for PSYC 499

Calendar Year	% of students with 80%	Benchmark met?
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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	45/47	96%	Yes

Online Program:

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

Academic Year	Students with 70% or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	17/17	100%	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 written questions

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.

2019-2020:

2020-2021:

This assessment is another from the class that we should consider raising; students are doing well consistently.

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?
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

Academic Year	Students in the 30th percentile or higher		Benchmark met?
	#	%	
2019-2020	—	—	—
2020-2021	17/23	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

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

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.

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. McNeese's Testing Center was able to administer the Major Field Test, and students in the other section were able to take the test both semesters, resulting in data for this assessment, but only for about half of the students enrolled in the course.

Odd as it seems, this situation resulted in better scores and meeting the benchmark for the first time in quite a few semesters. However, this assessment has been a challenge to meet the benchmark, and the improvement for this reporting cycle does not represent a large improvement.

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