# Psychology [BS] [BS-PSYC]

**Cycles included in this report:**
Jun 1, 2021 to May 31, 2022

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

**Reporting Cycle: Jun 1, 2021 to May 31, 2022**

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

100% Distance and Traditional

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

No

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

**3  Example of Program Improvement**

2018:
Beginning in 2017 and continuing in 2018, we were able to gather more complete data 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.

2021-2022:
For the Fall 2021 and Spring 2022 semesters, the Department of Psychology has been able to offer more F2F classes and still maintain the online offerings that are necessary for many students in the online program and attractive to students in the traditional program. This improvement in the

format of course offerings may be related to the more equal performance noted in the online and traditional programs, which we try to keep equivalent in terms of course content. However, in the past, performance was far from equal. That discrepancy has decreased.

Another area of some improvement comes from the attention that we have devoted to changes in the PSYC 427-428-495 research sequence. The motivation for that research sequence was our belief that students who receive a degree in psychology should have the experience of collecting and analyzing data, and MSU has classes small enough to allow us to do so. Few other universities have programs that require undergraduate students to conduct research; that privilege is typically restricted to graduate students and some honors undergraduates. Thus, we consider our program very special. However, building the course sequence and implementing the plan has proven difficult for instructors and students. Over the past year, we have had a series of meetings of the faculty members who teach in this sequence to bring about more consistent instruction, and we have seen a high rate of success for the benchmarks that we collect from PSYC 495, senior thesis.

## 4  Program Highlights from the Reporting Year

2018:
The most striking finding from this year's assessments is not a highlight; it is an area of continued concern. The scores on the Major Field Test in Psychology continue to fall, and this year's graduate failed to meet the benchmark for both the online and traditional students.

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

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

2019-2020:
The pandemic occurred during Spring, 2020, and affected instruction and students' lives in major ways. That chaos resulted in a different semester with changed priorities. We did not focus on changes; we were trying to cover our classes and keep up with our students.

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

2021-2022:
The highlights from this reporting year include: getting back toward normal (not exactly to normal, but toward normal). The disasters that we endured have abated (although the remnants remain). One sign of getting back toward normal is that the Department of Psychology has offered more F2F classes, which has allowed more students who prefer that format to enroll in classes in which they can do well. (We saw the problems with all online classes over the past two years and how some students simply do not do well in online classes.) For this reporting year, students have had more choices.

Another highlight of this reporting cycle is how well our students did in achieving the benchmarks. A total of 65.9% of the benchmarks showed achievement of greater than 90%, which represents

scores that exceed the benchmarks for most indicators. That statistics shows that many students are succeeding in our program, and that's the point of offering a program.

## 5 Program Mission

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

## 6 Institutional Mission Reference

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

## 7 Assessment and Benchmark  FFND 101 Career Path Essay

Assessment: FFND 101 Career Path Essay.

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

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

### Outcome Links

**Career Preparation [Program]**
Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

### 7.1 Data

Traditional Program:

| Calendar Year | Students with 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 |
| 2021-2022 | 37/43 | 86% | Yes |

Online Program:

| | Students with |
|---|---|

| Calendar Year | 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 |
| 2021-2022 | 4/6 | 67% | No |

**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

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.

2021-2022:
The students in the Traditional program scored higher than the students in the Online program. Both sections of FFND were held F2F, but the instructor for the section with online students made accommodations, such as Zoom sessions and recorded lectures to allow those students to take this class. Perhaps Online students had more trouble keeping up with the class and thus fared more poorly on the Career Path Essay.

This course remains a required course in our curriculum (although it has been eliminated from many). Our reasoning in keeping the class as a requirement is that our version of FFND 101 focuses on psychology in addition to the general college skills that are the basis for most first-year experience courses. So many students declare psychology as their major on the basis of little information and many misconceptions about psychology and what it takes to become a psychologist. We strive to give students in this course some realistic information about psychology careers and the requirements to attain those careers.

As a department, we need to discuss the barriers to Online students in taking and succeeding in this class and explore ways to help these students do well on this assessment.

**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.

**Content Knowledge [Program]**
Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

**8.1 Data**

Traditional Program:

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

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

Online Program:

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

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

**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

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.

2021-2022:
The differences between scores for the online program and the traditional program do not appear in this year's data; both groups did well. Some of that improvement may be due to the transition from one instructor to another. The current instructor requires good work for good grades, which means that the good grades are earned. We do not feel comfortable in raising the criterion until we see that these good scores are stable.

Outcome Links

**Content Knowledge [Program]**
Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

## 9 Assessment and Benchmark  PSYC 305 Laboratory Report

Assessment: PSYC 305 Laboratory Report.

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

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

Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

### 9.1 Data

Traditional Program:

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

| Academic Year | Students with 70% or higher | | Benchmark met? |
|---|---|---|---|
| | # | % | |
| 2019-2020 | — | — | — |
| 2020-2021 | 20/26 | 77% | Yes |
| 2021-2022 | 7/12 | 54% | No |

Online Program:

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

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

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

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.

2021-2022:
The difficulties experienced by the students in the online program disappeared, but now the students in the traditional program have done poorly on this assessment. This course has undergone a big change since the loss of our animal lab; the activities now occur in a virtual environment for the traditional program, and the students have no opportunity to participate in a laboratory. Although the virtual rat behaves in a (well programed) simulation of a rat in the Skinner box, it's not the same. We have hopes that the plans for an animal lab will materialize,

giving students the opportunity to get more involved and experience a better benefit from this activity.

<span style="color:red">Outcome Links</span>

**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.

<span style="color:red">Outcome Links</span>

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

### 10.1 **Data**

Traditional Program:

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

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

Online Program:

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

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

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

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%.

2021-2022:
The scores on this assessment remain consistently high. We will raise the criterion to 80% beginning with 2022-23.

Outcome Links

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

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

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

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

Outcome Links

**Career Preparation [Program]**
Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

### 11.1 Data

Traditional Program:

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

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

| 2021-2022 | 38/39 | 97% | Yes |
|-----------|-------|-----|-----|

Online Program:

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

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

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

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

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

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.

2021-2022:
Well, OK, this assessment has been high for long enough to raise it, so I will ask my department faculty if anyone has objections or sees problems in doing so. I have hesitated in doing so due to the instability of the instructors who teach this class, none of whom are full-time faculty (and, of course, the instability of our current academic status).

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

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 |
| 2021-2022 | 36/36 | 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 |
| 2021-2022 | 41/41 | 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

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 teachers 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.

2021-2022:
It is time to change this benchmark; the scores indicate high-level performance for both traditional and online students. Faculty approved this change, and we request that the benchmark be changed to "80% of students will score 70% or higher on the activity to determine familiarity with contemporary professional psychology, including careers in and training required for entry into psychology and related fields."

#### Outcome Links

**Content Knowledge [Program]**
Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

## 13 Assessment and Benchmark  PSYC 404 Major Term Paper

Assessment: PSYC 404 Major Term Paper.

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

#### Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

### 13.1 Data

Traditional Program:

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

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

| 2020-2021 | 37/42 | 88% | Yes |
| 2021-2022 | 33/34 | 97% | 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 |
| 2021-2022 | 41/41 | 100% | |

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

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

2021-2022:
After some years of scores that needed improvement, we see good scores for this assessment for both the online and traditional programs. Everyone who finished the course did acceptable work on this challenging assignment. We plan to monitor the assessment for at least another year before looking at changes; we are satisfied with the current assignment and students' performance.

Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

**14 Assessment and Benchmark** Technological Communication in PSYC 404

Assessment: Technological Communication in PSYC 404.

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

Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

**14.1 Data**

Traditional Program:

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

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

Online Program:

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

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

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**

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.

2021-2022:
The students in both the traditional and online programs showed scores that were acceptable. In past years, the online students struggled to master this skill, and their performance is now good. However, the students in the traditional program had scores that were not as good as past years. Thus, we need to give attention to reaching that group so that they can improve. This goal may be difficult to achieve because the divide into traditional and online programs is not meaningful for this benchmark: All of the classes are delivered online, so the difference is not due to method of instruction or instructor. Perhaps next year's data will give us a clearer picture of what underlies the discrepancies in achievement for this indicator.

### Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

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

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

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

### Outcome Links

**Critical Thinking [Program]**
Graduates will apply analytical skills and critical thinking to problems in psychology.

### 15.1  Data

Traditional Program:

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

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

Online Program:

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

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

<span style="color:red">Outcome Links</span>

**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

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.

2021-2022:
The scores on this assessment remain high, and the problems with students failing to finish the course have improved. This course has a higher drop rate than some courses, but it is not the extreme rate that appeared previously. We will maintain the current benchmark to determine if it is stable enough to warrant raising.

<span style="color:red">Outcome Links</span>

**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.

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

**16.1  Data**

Traditional Program:

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

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

Online Program:

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

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

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

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

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.

2021-2022:
Over the past year, the research faculty in the department have met to work toward solutions for the difficulties we have experienced with this class. The class is a very important one in our curriculum, being the middle class in our three-semester research sequence. One of the main goals of this class is to help students write an acceptable research proposal, which is the assessment for the benchmark for this course. The assignment is challenging and requires a variety of skill-building work for students. The drop rate for the course is higher than some but improved over the higher rate that existed over the past several semesters. The combination of a lower drop/incomplete rate and the acceptable scores for both traditional and online programs indicates that we are moving in the right direction for this class.

### Outcome Links

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

## 17  Assessment and Benchmark  PSYC 431 Case Studies

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

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

### Outcome Links

**Critical Thinking [Program]**
Graduates will apply analytical skills and critical thinking to problems in psychology.

### 17.1  Data

Traditional Program:

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

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

| 2021-2022 | 45/49 | 92% | yes |

Online Program:

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

| Calendar Year | Students with 70% or higher | | Benchmark met? |
|---|---|---|---|
| | # | % | |
| 2019-2020 | — | — | — |
| 2020-2021 | 16/20 | 80% | Yes |
| 2021-2022 | 26/26 | 100% | 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

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.

2021-2022:
Our evaluation of this indicator is similar to last year's situation: Students in both the online and traditional programs have performed well on this assessment. In our departmental discussion of the program, instructors who teach this course discussed revisions of the case studies that form the basis for this assessment, with a goal of making the case studies more up-to-date as well as making them a bit more challenging. Therefore, we decided not to revise the benchmarks at this point.

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.

**Content Knowledge [Program]**
Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

## 18.1 Data

Traditional Program:

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

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

Online Program:

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

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

**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

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.

2021-2022:
The decline in scores for the traditional program not only continued but increased; students in that program did not meet the benchmark. This situation both puzzles and concerns us. In our meeting, we discussed this situation, which may originate in factors related to the students or to the instructors, or some combination of both. The large majority of the students enrolled in the traditional program take this class as part of an in-person lecture class with proctored exams, whereas most of the students in the online program take the class online with exams that are not proctored. The format of the two assessments also differ. We need to discuss this indicator to determine if the assessments are equivalent.

I also have a few personal comment, based on the situation that I am the instructor for the in-person section of this class (and the instructor who is retiring). It was unusual for my F2F class to have more than half of the students in attendance unless it was an exam day. That is, students treated the class more like a web hybrid than an in-person lecture class. Also, few students bought the textbook. Our students have become accustomed to receiving a great deal of leeway in class requirements, which I believe to be a factor in the poor performance for this class. That trend affects other in-person classes, but this one was especially affected by poor attendance and disregard for course requirements.

### Outcome Links

**Content Knowledge [Program]**
Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

## 19 Assessment and Benchmark  PSYC 495 Senior Thesis

Assessment: PSYC 495 Senior Thesis.

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

### Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

### 19.1 Data

Traditional Program:

| Calendar Year | Students with 70% or higher | | Benchmark met? |
|---|---|---|---|
| | # | % | |
| 2016 | — | 93% | Yes |

| Calendar Year | | Benchmark met? |
|---|---|---|
| 2017 | — | 92% | Yes |
| 2018 | 41/41 | 100% | Yes |

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

Online Program:

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

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

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

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.

2021-2022:
The distribution of traditional and online students has come close to equal over the past several years, and the achievement of each of these groups of students has also become more equal. This year, students in both programs did well in the assessment of their senior thesis papers.

We discussed these high scores and the possibility of changing the benchmark, but we also discussed the situation that results in such high scores. That situation is that the final paper in PSYC 495 has gone through many edits, beginning in PSYC 428 and continuing into PSYC 495. Using the final paper as an assessment will always result in good grades; students would not be in the senior thesis course without the guidance that would result in a good paper. The faculty discussed the possibility of using an earlier draft for grading this paper to have more variation in grades. The faculty also discussed the option of adopting a rubric that standardizes grading of the senior thesis paper to ensure that instructors attend to the many details of the paper that qualify it as well written, accurate, and correct in the many details of APA format.

### Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

## 20  Assessment and Benchmark  PSYC 495 Format Score on Senior Thesis

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

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

### Outcome Links

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

### 20.1  Data

Traditional Program:

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

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

Online Program:

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

| 2016 | — | 33% | No |
|------|---|-----|-----|
| 2017 | — | 77% | Yes |
| 2018 | 6/6 | 100% | Yes |

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

<span style="color:red">Outcome Links</span>

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

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

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.

2021-2022:
The performance for both traditional and online was excellent, but we have misgivings about the validity of those grades. The assessments focuses on how well students follow the (many) rules of formatting a research report using the format from the American Psychological Association (APA). This requirement is challenging, and we discussed ways to implement greater vigilance/emphasis on these details. We were alerted to this possibility when we held the first poster session for Senior Thesis projects in two years. Several faculty members had the opportunity to examine students' work closely, and we noticed examples of mistakes that should have led to lower than perfect grades on format. We discussed implementing a format rubric that would lead to this increased emphasis (rather than raising the benchmark).

<span style="color:red">Outcome Links</span>

**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.

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

## 21.1 Data

Traditional Program:

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

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

Online Program:

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

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

**Research Methods [Program]**
Graduates will understand and apply research methods in psychology.

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

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.

2021-2022:
The performance for both traditional and online was excellent. The reasons are similar to those for the scores for the Senior Thesis paper: The documents have gone through many edits and revisions, motivated by suggestions for edits/improvements from instructors. Students who follow their instructor's edits will always do well on this section of the senior thesis, which has led us to consider how to get an indicator that would reflect more of the students' proficiencies and less or instructor edits. We discussed using a version of this section of the document produced earlier of the semester or devise a more rigorous approach to provide greater validity in the grades for the Method section of the Senior Thesis.

### 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 recieve a grade of 70% or higher.

### Outcome Links

**Career Preparation [Program]**
Graduates will be familiar with careers in psychology and related fields as well as the requirements for attaining these professional degrees.

### 22.1  Data

Traditional Program:

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

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

| 2021-2022 | 21/23 | 91% | Yes |

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 |
| 2021-2022 | 22/25 | 88% | 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

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.

2021-2022:
This assessment represents a "bookend" for the Career Path Essay that we require in FFND 101. The psychology résumé and Letter of Intent are documents that students prepare for PSYC 499 but also may be documents to use in applying for a job or applying to a graduate program. (The assignment is also part of the QEP assessment.) Thus, it is an important assessment, and we are pleased with the high scores achieved by students in the traditional and online programs.

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**

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 |
| 2021-2022 | 21/23 | 91% | 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 |
| 2021-2022 | 23/25 | 92% | 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**

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.

2021-2022:
For the current years' assessments, students in both the traditional and online programs did well on this indicator. We considered raising the benchmark based on last years' assessment, and the current good scores indicate to us that we should raise the criterion to "80% of students will demonstrate their knowledge of classic studies in psychology by scoring 80% or higher on an oral presentation of at least one such study."

### Outcome Links

**Content Knowledge [Program]**
Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as contemporary empirical findings in psychology.

## 24 Assessment and Benchmark  PSYC 499 Written Assignments

Assessment: PSYC 499 Written Assignments.

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

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

### Outcome Links

**Information Literacy [Program]**
Graduates will access and convey psychology-related information obtained from a variety of sources and media.

### 24.1 Data

Traditional Program:

| Calendar Year | Students with 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 |
| 2021-2022 | 22/23 | 95% | 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 |
| 2021-2022 | 24/25 | 96% | 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

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.

2021-2022:
The benchmark for this assessment now appears to be the 80% of student will score 80% or higher on the series of written assignments, and students in both the traditional and online programs have met this criterion. We will maintain it to determine if this benchmark is sustainable.

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.

**Content Knowledge [Program]**
Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, and classic as well as
contemporary empirical findings in psychology.

### 25.1  Data

Traditional Program:

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

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

Online Program:

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

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

**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

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 was 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.

2021-2022:
The testing problems that occurred over the past several years are no longer problems, but the scores remain problematic, especially for students in the online program. Students in that program failed to meet the benchmark for this indicator, with some of the lowest scores in years. The course will experience some changes, beginning next semester, with instructor change and some changes in format (all sections will be web hybrids). Those changes may prompt changes for this assessment, which has been an item of concern for years.

### 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