



Psychology [MA] [MA-PSYC]

Cycles included in this report:

Jun 1, 2021 to May 31, 2022

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Program Name: Psychology [MA] [MA-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

2017-2018:

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

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

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

2018-2019:

1. Based on recommendations from the Association for Behavior Analysis site visit report 2 courses were added to the ABA curriculum (Psyc 627 and Psyc 699). The two courses will allow for a year-long supervised research experience for students that will meet the publication quality standards established for re-accreditation.
2. Based on student feedback a standardized mock BCBA exam as been added to psyc 694 (Intern I). Students take this exam and use the feedback provided to prepare for both the Comprehensive Exit Exam required for graduation and to prepare for the BCBA credentialing exam.

2019-2020:

Based on student feed back and faculty review, the student experience in the internship sequence has been reorganized to expand the breadth of experience to include more assessment and treatment planning activities.

2020-2021:

The COVID pandemic and the impacts from Hurricane Laura caused a reduction in available internship hours in the McNeese Autism Program. To allow internship students increased opportunity to meet supervised hour requirements, the faculty decided to allow off-site placement for internships as requested by students.

2021-2022:

4 Program Highlights from the Reporting Year

2017-2018:

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

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

2018-2019:

Students continue to meet criterion across our established benchmarks, however the faculty have a continuing interest in the relation between student performance within our curriculum and performance on the credentialing exam following graduation. Therefore, we have undertaken discussion about how to best use the scores on the mock BCBA exam in our evaluation of overall program quality.

2019-2020:

The first cohort of students in the ABA concentration have completed their research course sequence (psyc 620, psyc 627, and psyc 699) culminating in publication quality research in a thesis format. This represent an important milestone required for re-accreditation.

2020-2021:

Psyc 684-Professional Issues for Behavior Analysts was offered for the first time during Spring 2021. This course allows the concentration in Applied Behavior Analysis to meet the newly established standards of the Behavior Analyst Certification Board (BACB).

2021-2022:

5 Program Mission

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

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

6 Institutional Mission Reference

The MA in Psychology supports McNeese's mission to serve residents of southwest Louisiana who are seeking continuing professional education and employers in the region, both public and private, school districts, health care providers, local governments, and private businesses.

7 Assessment and Benchmark PSYC 647

Assessment: PSYC 647.

Benchmark: 60% of students will receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 647.

Prior to 2018-2019, the benchmark was 60% of students will receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 571 - Physiological Psychology.

Outcome Links

Critical Thinking [Program]

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

7.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	0	0%	0	0%	—
2018-2019	13/13	100%	4/4	100%	Yes
2019-2020	5/7	71%	7/10	70%	Yes

2020-2021	—	—	11/16	69%	Yes
2021-2022	3/3	100%	3/3	100%	Yes

Outcome Links

Critical Thinking [Program]

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

7.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

This is the first year in which these data were collected in Psyc 647. Whereas, all students met the benchmark this year, additional data will be necessary to provide a clear assessment of the effectiveness of this benchmark.

2019-2020:

There is considerable difference year to year in this benchmark. The faculty believe that additional data will be necessary to clearly evaluate the effectiveness of this benchmark.

2020-2021:

All students completed PSYC 647 as an online course during Fall 2020 as a result of the impact of Hurricane Laura.

2021-2022:

All students completed PSYC 647 as an online course during Fall 2021 as a result of the impact of Hurricanes Laura and Delta. The course is scheduled to be taught online in Fall 2022.

Outcome Links

Critical Thinking [Program]

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

8 Assessment and Benchmark PSYC 600 Student Presentation

Assessment: PSYC 600 Student Presentation.

Benchmark: 85% of students in the applied behavior analysis concentration will pass the student presentation in PSYC 600 - Advanced Topics in Behavior Analysis with a score of 80 or higher.

Prior to 2018-2019, the benchmark was 80% of students in the applied behavior analysis concentration will pass the student presentation in PSYC 600 - Advanced Topics in Behavior Analysis with a satisfactory rating.

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

Outcome Links

Communications [Program]

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

8.1 Data

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	

2017-2018	18/18	100%	0	0%	Yes
2018-2019	31/13	100%	4/4	100%	Yes
2019-2020	9/9	100%	17/20	85%	Yes
2020-2021	7/7	100%	11/11	100%	Yes
2021-2022	7/7	100%	6/7	86%	Yes

Outcome Links

Communications [Program]

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

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

The benchmark was changed to 85% last year. Additional data will be required to clearly evaluate the effectiveness of this benchmark.

2019-2020:

The faculty believe this is a useful area of focus for PSYC 600 and assessment should continue for this benchmark.

2020-2021:

The benchmark was met. With the exception of 3 students, 100% of our students over the past four years have met the benchmark of earning a passing grade on this assessment. We believe this class presentation is a critical assessment for our students and do not believe increasing the benchmark is possible. Instead, we plan to discuss the evaluation process itself to determine whether more stringent criteria need to be utilized for scoring the presentation.

2021-2022:

The benchmark was met for PSYC 600 in both the F2F and online programs. The evaluation process for scoring the presentation has been changed and students are now focusing on scientific communication skills to simulate academic work at professional conferences. Particular emphasis is being placed on APA format 7th edition (the current standard in our field since October 2019).

Outcome Links

Communications [Program]

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

9 Assessment and Benchmark PSYC 603 Written Exams

Assessment: PSYC 603 Written Exams.

Benchmark: 70% will score 80% or higher on written exams in PSYC 603 - Principles of Learning and Behavior.

Prior to 2021-2022, the benchmark was 80% of students will score 80% or higher on written exams in PSYC 603 - Principles of Learning and Behavior.

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

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

603. W Final Paper Rubric

Outcome Links

Communications [Program]

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

9.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	18/18	100%	0	0%	Yes
2018-2019	9/13	69%	3/4	75%	No
2019-2020	14/20	70%	14/18	78%	No
2020-2021	16/16	100%	5/8	63%	Yes/No
2021-2022	14/14	100%	5/5	100%	Yes

Outcome Links

Communications [Program]

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

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

Students did not meet the benchmark. The online section of this course has been taught by an adjunct faculty. Beginning in the Fall of 2019 a new tenure-track faculty member has been assigned to the online section of psyc 603. The instructor for the traditional section of psyc 603 plans to provide additional instruction in how to prepare the writing portion of the exams.

2019-2020:

Students did not meet the benchmark. Faculty plan to review the methods used to provide instruction in this course to determine if there are more effective ways to deliver the challenging conceptual material in the course.

2020-2021:

Students in the online section did not meet the benchmark. After three consecutive years of students not meeting this benchmark, faculty reviewed the benchmark in May, 2021. The benchmark was increased from "60% will score 80% or higher) prior to 2016-2017 to "80% will score 80% or higher" the following year. We have agreed to lower the benchmark to halfway between the previous and current criterion, so that the new benchmark will be "70% will score 80% or higher."

2021-2022:

Students in the online section met the newly revised benchmark of "70% will score 80% or higher" during the 2021-2022 academic year. The faculty decision to lower the benchmark and make revisions to the pedagogy of the course appear to have been well received by students in our online program. The F2F students data appear consistent.

Outcome Links

Communications [Program]

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

10 Assessment and Benchmark PSYC 617 Written Research Project

Assessment: PSYC 617 Written Research Project.

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

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

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

617.Rubric-20-point Rehearsal

Outcome Links

Communications [Program]

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

10.1 Data

Applied Behavior Analysis Concentration:

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2018-2019	13/13	100%	4/4	100%	Yes
2019-2020	10/10	100%	8/8	100%	Yes
2020-2021	5/5	100%	6/6	100%	Yes
2021-2022	6/6	100%	6/7	86%	Yes

Counseling Psychology and General/Experimental Concentrations:

Academic Year	Students with 80%		Benchmark met?
	#	%	
2018-2019	5/5	100%	Yes
2019-2020	12/13	92%	Yes
2020-2021	15/15	100%	Yes
2021-2022	6/8	75%	No

Outcome Links

Communications [Program]

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

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

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

2018-2019:

The benchmark was met. However, this is the first year with a complete data set with data aggregated across programs. In addition, only four students completed the course in the online format. Additional data will be required for a clear analysis of the benchmark.

2019-2020:

The benchmark was met. Additional data will be needed to clearly evaluate the effectiveness of the benchmark.

2020-2021:

The benchmark was met. The faculty met in May, 2021 to determine whether the benchmark needed to be revised. Faculty in the Counseling program pointed out that their current curriculum revision requires significant adjustments to several assessments in this course, including this assessment. The faculty decided to leave the benchmark as is and to monitor data from next year, after the revised assignment has been implemented with the first cohort of students in the new curriculum.

2021-2022:

The benchmark was met for students in the ABA program, however, this was the first academic year of the new curriculum revision for counseling/General-Experimental with the revised bio-psychosocial assessment written research project and 75% of students met the benchmark. We will leave the benchmark at 80% will score 80% or higher on this written research project and continue to monitor data.

Outcome Links

Communications [Program]

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

11 Assessment and Benchmark PSYC 617 Data Analysis Project

Assessment: PSYC 617 Data Analysis Project.

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

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

Outcome Links

Critical Thinking [Program]

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

11.1 Data

Applied Behavior Analysis Concentration:

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2018-2019	13/13	100%	4/4	100%	Yes
2019-2020	10/10	100%	8/8	100%	Yes
2020-2021	5/5	100%	6/6	100%	Yes
2021-2022	6/6	100%	7/7	100%	Yes

Counseling Psychology and General/Experimental Concentrations:

Academic Year	Students with 80%		Benchmark met?
	#	%	
2018-2019	5/5	100%	Yes
2019-2020	13/13	100%	Yes

2020-2021	15/15	100%	Yes
2021-2022	8/8	100%	Yes

Outcome Links

Critical Thinking [Program]

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

11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

Additionally, until more representative data are collected, I would be hesitant to change the benchmark.

2018-2019:

The benchmark was met. This is the first year in which data were aggregated across programs. In addition, only four students completed the course in the online format. Additional data should be collected to allow for a clearer analysis of the benchmark.

2019-2020:

Additional data will be required to clearly evaluate the effectiveness of this benchmark.

2020-2021:

The benchmark was met. The faculty met in May, 2021 to determine whether the benchmark needed to be revised. Faculty in the Counseling program pointed out that their current curriculum revision requires significant adjustments to several assessments in this course, including this assessment. The faculty decided to leave the benchmark as is and to monitor data next year, after the revised assignment has been implemented with the first cohort of students in the new curriculum. Additionally, because benchmark is already high ("80% will score 80% or higher"), faculty will review scoring validity and determine whether stricter criteria should be implemented.

2021-2022:

The benchmark was met for students in the ABA program. Data analysis is a key component within this field, and this benchmark (80% will score 80% or higher) is already a stringent standard. We are hesitant to increase the benchmark. For Counseling/General-Experimental, this was the first academic year with the newly revised assignment for data analysis (an instrument review with interpretation project). 100% of students met the benchmark. The assessment is under revision by the instructor of record with plans to implement the changes for the next academic year.

Outcome Links

Critical Thinking [Program]

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

12 Assessment and Benchmark PSYC 621 Written Research Project

Assessment: PSYC 621 Written Research Project.

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

Prior to 2019-2020, the benchmark was 65% of students will score 80% or higher on the written research project in PSYC 621 - Applied Research Methods in Psychology.

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

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

621.kritiscoring rubric

621ev.FinalPaperscoringrubric (1)

Outcome Links

Critical Thinking [Program]

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

12.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	—	100%	—	—	Yes
2018-2019	14/18	77%	4/4	100%	Yes
2019-2020	7/14	50%	8/8	100%	No
2020-2021	10/10	100%	7/7	100%	Yes
2021-2022	4/10	40%	-	-	No

Outcome Links

Critical Thinking [Program]

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

12.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

This benchmark has been met for three years. It is recommended that it be increased to 80% of students will meet the criterion.

2019-2020:

Additional data will be required to clearly evaluate this benchmark.

2020-2021:

PSYC 621 was not offered in a face-to-face format during 2020/2021. Though the benchmark was not met for 2019-2020, students performed much better and met the benchmark for 2020-2021. Faculty met to discuss relevant course content for this assessment prior to the Spring 2021 section and will continue to monitor this assessment in 2021-2022 to see whether the benchmark needs to be revised.

2021-2022:

Though PSYC 621 was not offered in a face-to-face format during 2021-2022, the program itself was still considered to be the "traditional" program, as "Counseling" is not an online-only degree plan. The benchmark was not met for this academic year. Students are provided with a clear rubric. Faculty will discuss how to provide clarity here.

Outcome Links

Critical Thinking [Program]

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

13 Assessment and Benchmark

Assessment: PSYC 625/PSYC 685 Final Exam.

Benchmark: 80% of students will score 80% or higher on the final exam in PSYC 625 - Ethics for Behavior Analysts (applied behavior analysis concentration) or PSYC 685 - Professional

Orientation and Ethics (counseling psychology and general/experimental psychology concentrations).

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

Outcome Links

Ethical Principles [Program]

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

13.1 Data

Applied Behavior Analysis Concentration (PSYC 625):

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	—	—	—	—	—
2018-2019	12/13	92%	3/4	75%	Yes/No
2019-2020	5/9	56%	8/10	80%	No/Yes
2020-2021	9/10	90%	6/9	67%	Yes/No
2021-2022	6/6	100%	3/6	50%	Yes/No

Counseling Psychology and General/Experimental Concentrations (PSYC 685):

Academic Year	Students with 80%		Benchmark met?
	#	%	
2017-2018	—	—	—
2018-2019	5/5	100%	Yes
2019-2020	5/5	100%	Yes
2020-2021	7/7	100%	Yes
2021-2022	13/17	76%	No

Outcome Links

Ethical Principles [Program]

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

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

The benchmark was met for both the traditional ABA concentration (Psyc 625) and for the Counseling Concentration (Psyc 685). The benchmark was not met for the online ABA Concentration. The online ABA concentration included only four students in the data set. It is recommended that data be collected for this benchmark for additional years to allow for a clearer analysis of online student performance.

2019-2020:

It is not clear why only 56% of students in the traditional program met this benchmark. Additional data will be required to more clearly evaluate the benchmark.

2020-2021:

There is variability in the data year to year with this benchmark. The faculty met in May, 2021 to discuss the use of a shared rubric for this assessment. Faculty teaching the courses

across all concentrations were asked to meet prior to the next course offerings to discuss and improve (1) course content/instruction relevant to this assignment, and (2) develop and implement a rubric that improves consistency of scoring. These changes should be implemented for the 2021-2022 assessment cycle.

2021-2022:

Within the ABA Program there is a high degree of variability in the data between the F2F and online programs. It should be noted that the field has recently released a new Ethical Code of Conduct and that the course has undergone significant revision to include the addition of new text, the new Ethics code, and optional scenario based modules with feedback for students to help improve student learning during the Summer 2022 course offering. Regarding counseling, the benchmark was not met. This was the first academic year in which the new assessment rubric was used. Faculty will reevaluate the measures.

Outcome Links

Ethical Principles [Program]

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

14 Assessment and Benchmark PSYC 626 Final Exam

Assessment: PSYC 626 Final Exam.

Benchmark: 85% of graduates will score 80% or higher.

Prior to 2021-2022, the benchmark was 80% of students will score 80% or higher on the final exam in PSYC 626 - Social and Cultural Diversity.

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

Outcome Links

Diversity [Program]

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

14.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	7/7	—	—	100%	Yes
2018-2019	18/18	100%	4/4	100%	Yes
2019-2020	16/16	100%	6/6	100%	Yes
2020-2021	16/16	100%	9/10	90%	Yes
2021-2022	13/13	100%	-	-	Yes

Outcome Links

Diversity [Program]

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

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

The benchmark was met. However, only four students completed the course in the online program. It is recommended that additional data be collected to allow for a clearer analysis of the data for the online program.

2019-2020:

This benchmark was met. The faculty recommend one additional year of data collection for this benchmark.

2020-2021:

This benchmark was met. After several years of consistently meeting this benchmark, the faculty met and decided to increase the benchmark to read "85% of graduates will score 80% or higher."

2021-2022:

This was the first academic year since raising the benchmark to "85% of students will score 80% or higher on the final project" and the benchmark was met. Students consistently meet (and exceed) the benchmark in this course.

Outcome Links

Diversity [Program]

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

15 Assessment and Benchmark PSYC 626 Written Multicultural Assignment

Assessment: PSYC 626 Written Multicultural Assignment.

Benchmark: 85% of students will score 85% or higher.

Prior to 2021-2022, the benchmark was 80% of students will score 80% or higher on the written multicultural assignment in PSYC 626 - Social and Cultural Diversity.

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

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

626.Biography Rubrics

626.Cultural Genogram Rubric

Outcome Links

Diversity [Program]

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

15.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	—	—	—	100%	Yes
2018-2019	18/18	100%	4/4	100%	Yes
2019-2020	16/16	100%	6/6	100%	Yes
2020-2021	16/16	100%	10/10	100%	Yes

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	
2021-2022	13/13	100%	—	—	Yes

Outcome Links**Diversity [Program]**

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

15.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

The benchmark was met. However, only four students completed the course in the online format. It is recommended that additional data be collected to allow for a clearer analysis of the benchmark for the online program.

2019-2020:

The faculty recommend one additional year of data collection for this benchmark.

2020-2021:

The benchmark has been met consistently, with 100% of students meeting the requirement of "80% or higher." The faculty met in May, 2021 and decided to increase the benchmark to "85% of students will score 85% or higher" on this assessment. The faculty also discussed finding a different assessment to replace this one. The rationale for this is that this assignment is a subjective and reflective one on which students always perform well -- typically students never receive less than an A on this assessment. We will consider whether this is a useful assessment to track student learning outcomes and continuous improvement during the coming year.

2021-2022:

Students met the increased benchmark during this academic year. A clearly defined rubric was made available for the revised assignment. The instructor of record provides clear guidance and oversight for a practice-based group project and structures a cultural biography assessment in this course that students seem to be receptive to.

Outcome Links**Diversity [Program]**

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

16 Assessment and Benchmark PSYC 639 Movie-based Written Assignment

Assessment: PSYC 639 Movie-based Written Assignment.

Benchmark: 80% of students will score 85% or higher on the written movie-based assignment in PSYC 639 - Human Growth and Development.

Prior to 2018-2019, the benchmark was 80% of students will score 80% or higher.

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

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

PSYC 639 Movie Assignment Rubric

Outcome Links**Communications [Program]**

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

16.1 Data

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

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	
2018-2019	17/17	100%	4/4	100%	Yes
2019-2020	20/24	83%	15/16	94%	Yes
2020-2021	13/13	100%	7/8	88%	Yes
2021-2022	21/21	100%	4/4	100%	Yes

Outcome Links

Communications [Program]

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

16.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

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

2017-2018:

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

2018-2019:

Data for one of the students was not available. The benchmark was met. This is the first year with the benchmark set at 85%. Additional data will be required to clearly evaluate the effectiveness of this benchmark.

2019-2020:

The benchmark was barely met for the face-to-face cohort this year, but the online cohort remained high (and comparable to outcomes from previous years). Will continue to monitor but do not see a need for altering benchmarks at this time.

2020-2021:

The benchmark increased to 85% two years ago has now been met for 3 consecutive years, suggesting this was an effective alteration to that benchmark. Students continue to perform well on the analysis of numerous aspects of developmental psychology content in their movie reviews.

2021-2022:

The benchmark was met for both the traditional and online formats for all concentrations evaluated (CPSY, ABA, and GEXP) at the 85% benchmark. This benchmark is consistently met, demonstrating that students are able to effectively analyze the content from relevant movies related to course content.

Outcome Links

Communications [Program]

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

17 Assessment and Benchmark PSYC 639 Written Critical Thinking Assignment

PSYC 639 written critical thinking assignment.

Benchmark: 80% of students will score 85% or higher on the written critical thinking assignment in PSYC 639 - Human Growth and Development.

Prior to 2018-2019, the benchmark was 80% of students will score 80% or higher.

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

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

PSYC 639 Journal Rubric

Outcome Links

Critical Thinking [Program]

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

17.1 Data

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

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	
2018-2019	17/17	100%	4/4	100%	Yes
2019-2020	18/22	82%	14/16	88%	Yes
2020-2021	13/13	100%	8/8	100%	Yes
2021-2022	19/20	95%	3/4	75%	Yes/No

Outcome Links

Critical Thinking [Program]

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

17.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

Data were not available for one student. The benchmark was met. This is the first year with the benchmark set at 85%. Additional data will be required to clearly evaluate the effectiveness of this benchmark.

2019-2020:

The benchmark was met, though a few students in the face-to-face cohort struggled with the assessments this year. Specific issues on those assessments were identified and addressed after completion. We will monitor this assessment in future but no changes to the benchmark appear to be needed at this time.

2020-2021:

The benchmark was met this year by both cohorts (100%). Given that some students struggled with this assessment during the previous year, the faculty determined that we will monitor this assessment for another year and make no changes to the benchmark at this time.

2021-2022:

The benchmark of 85% was met for students in the traditional cohort, but not the online cohort (ABA online) though, the sample size of 4 students was relatively small and 1 of the 4 students did not meet the criteria, but rather, approached it. Given the consistency of the traditional cohort, faculty will monitor this assessment for another academic year to determine if the assessment for the critical thinking assignment in PSYC 639 warrants any revision. No changes will be made to this benchmark at present.

Outcome Links

Critical Thinking [Program]

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

18 Assessment and Benchmark PSYC 625/PSYC 685

Assessment: PSYC 625/685 written assignment interpreting ethical issues during case scenarios.

Benchmark: 85% of students will receive a P (pass) on a written assignment.

Prior to 2021-2022, the benchmark was 80% of students will receive a P (pass) on a written assignment interpreting ethical issues during case scenarios in PSYC 625 - Ethics for Behavior Analysts (applied behavior analysis concentration) or PSYC 685 - Professional Orientation and Ethics (counseling psychology and general/experimental psychology concentrations).

Prior to 2018-2019, the benchmark was 80% of students in the Applied Behavior Analysis concentration will receive a P (pass) on the Ethical Principles portion of written projects 1 and 2 in PSYC 647 - Introduction to Applied Behavior Analysis.

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

Outcome Links

Ethical Principles [Program]

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

18.1 Data

Academic Year	Students with a P in traditional program		Students with a P in online program		Benchmark met?
	#	%	#	%	
2017-2018	4/4	—	100%	—	Yes

Applied Behavior Analysis Concentration (PSYC 625):

Academic Year	Students with a P in traditional program		Students with a P in online program		Benchmark met?
	#	%	#	%	
2018-2019	12/13	92%	4/4	100%	Yes
2019-2020	9/9	100%	11/11	100%	Yes
2020-2021	10/10	100%	8/9	89%	Yes
2021-2022	6/6	100%	6/6	100%	Yes

Counseling Psychology and General/Experimental Concentrations (PSYC 685):

Academic Year	Students with a P		Benchmark met?
	#	%	
2018-2019	5/5	100%	Yes
2019-2020	5/5	100%	Yes
2020-2021	7/7	100%	Yes
2021-2022	12/17	70%	No

Outcome Links

Ethical Principles [Program]

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

18.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

These data are now being collected from the course on ethics 625/685 with a written assignment on interpreting ethical issues during cases scenarios.

Additionally, these data previously have been aggregated across the counseling and ABA tracks which has very different ethical responsibilities and assignments. The data provided are only reflective of a few students in the ABA track. The other data were either not assessed or collected by instructors who have since resigned from McNeese. Due to the data not being highly representative of the graduate program, I recommend we increase efforts to ensure better data collection in the future.

2018-2019:

The benchmark was met. This is the first year that data were aggregated separately for the ABA and Counseling programs. This represents a much more complete data set than in previous years. However, additional data from subsequent years will be necessary to allow for a clear analysis of the effectiveness of this benchmark.

2019-2020:

Additional data are required to clearly evaluate the benchmark.

2020-2021:

The benchmark has been met for 3 years, and only two students have failed to meet the benchmark since 2015. The faculty met in May 2021 and decided to adjust the benchmark to read "85% of students will receive a P (pass) on a written assignment" for this assessment. Additionally, as this assessment occurs in multiple concentrations there has been no shared rubric or scoring guide, and the scoring criteria have never been evaluated. Faculty agreed to meet and discuss course content/instruction leading up to this assessment in both PSYC 625 (ABA) and PSYC 685 (CPSY/GEXP) and to develop a rubric and discuss stringent scoring criteria to more accurately assess student performance for this outcome. These changes should be implemented for the 2021-2022 assessment cycle.

2021-2022:

The benchmark was revised in May 2021 and increased to "85% of students will receive a P (pass) on a written assignment" for this assessment. The benchmark was met in the ABA concentration. Two options remain: giving an additional academic year to assess these data /criteria or lowering the benchmark down to 80%.

Outcome Links

Ethical Principles [Program]

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

19 Assessment and Benchmark PSYC 665 Counseling Video Assignment

Assessment: PSYC 665 Counseling Video Assignment.

Benchmark: 100% of students in the Counseling Psychology concentration will pass the Counseling Video Assignment in PSYC 665 - Counseling Skills with a satisfactory rating (score of 80% or higher).

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

Outcome Links

Communications [Program]

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

19.1 Data

Academic Year	Students with a satisfactory rating		Benchmark met?
	#	%	
2017-2018	5/5	100%	Yes
2018-2019	5/5	100%	Yes
2019-2020	5/5	100%	Yes
2020-2021	13/13	100%	Yes
2021-2022	—	—	Pending

Outcome Links

Communications [Program]

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

19.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

The benchmark was met. This the first year in which the video required a score of at least 80% to pass. Additional data will be required to determine the effectiveness of this benchmark.

2019-2020:

The benchmark was met. Additional data are required to clearly evaluate the benchmark.

2020-2021:

The benchmark was met. 100% of students in our Counseling program have met the benchmark for this assessment for the past 6 years we have collected these data. The faculty met and determined that (1) a scoring rubric will be developed or revised for the students' counseling video assignment, and (2) a 2nd faculty rater will view all students' videos and complete the rubric evaluation, effective with the 2021-2022 assessment cycle. This should increase the validity of this assignment to ensure students are accurately assessed and determine whether different criteria need to be set in the future.

2021-2022:

The faculty member responsible for this course was hospitalized due to a brain ischemia and limited oxygen flow during ACE Week (May 2022) right after final grades for Spring 2022 were submitted. The data were not able to be obtained from this faculty member prior to the due date for the assessment report. Happy to send an update to the IRE office as soon as possible, or update the data during the next academic year. Please advise on IRE office's preference.

Outcome Links

Communications [Program]

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

20 Assessment and Benchmark PSYC 685 Analysis of Ethical Dilemmas Assignment

Assessment: PSYC 685 Analysis of Ethical Dilemmas Assignment.

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

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

Outcome Links

Ethical Principles [Program]

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

20.1 Data

Academic Year	Students with 80%		Benchmark met?
	#	%	
2017-2018	4/4	100%	Yes
2018-2019	5/5	100%	Yes
2019-2020	4/5	80%	Yes
2020-2021	19/20	95%	Yes
2021-2022	12/17	70%	No

Outcome Links

Ethical Principles [Program]

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

20.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

2018-2019:

The benchmark was met. The data collected represent a more complete data set than in previous years. Additional data will be required to determine if this trend will continue.

2019-2020:

The benchmark was met. Additional data are required to clearly evaluate the benchmark.

2020-2021:

The benchmark was met. The faculty will meet to determine if the benchmark needs to be revised.

2021-2022:

The benchmark was not met for this academic year. We will leave the benchmark as it stands and make a determination during the next cycle.

Outcome Links

Ethical Principles [Program]

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

21 Assessment and Benchmark

Assessment: BACB Certification Exam.

Benchmark: 100% of students will pass the BACB certification exam on the first attempt.

21.1 Data

	Students that met
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Academic Year	the benchmark	
	#	%
2018-2019	13/14	93%
2019-2020	14/18	78%
2020-2021	12/16	75%
2021-2022	10/11	91%

21.1.1 Analysis of Data and Plan for Continuous Improvement [Approved]

2018-2019:

The standard was not met. However, an additional four students have yet to complete the BCBA exam. All four graduates from the online program passed the BCBA exam on the first attempt. As this represents the first year in which these data have been collected it is recommended that additional data be collected to allow for a clearer analysis of the benchmark.

2019-2020:

The benchmark was not met. Additional data are required to clearly evaluate the benchmark.

2020-2021:

The benchmark was not met. The faculty believe that assessment of this outcome is still useful. However, a different methodology for determining the pass-rate should be used. Currently pass-rate is determined by review of the BACB published list of credentials granted. This assumes that all graduates attempted the exam when in fact some choose to wait to attempt later exams. The inclusion of all graduates for the year in the denominator leads to bias toward a lower pass rate.

2021-2022:

The benchmark of a 100% first time pass rate was not met. Additional barriers include the Behavior Analyst Certification Board's (BACB) recent revision to testing allowances that provides flexibility in testing dates. Graduates may now sit for their Board examinations any time of year rather than during specific testing windows. Results are released immediately. Retakes are available with short delays, thus diminishing the consequences of a failing score on the Board examination. Faculty have found that many students are taking some time off between graduation and their testing date to work, accrue additional experience, and/or study for their Boards. These factors do play a role in the data. Some of our graduates delay their testing window by months, or even a year. Of the 10/11, one did not pass on the first attempt. Two students did not test yet, thus their data were not included in the count. During our ACE week Faculty Meeting, we recognized that previous years included students who had not yet tested--this negatively skewed the data from previous years. We are, however, scoring above the national average for pass rate. After further discussion, we would like to propose the addition of data for "second-time pass rate" for sitting for the BACB Board examination.

End of report