Student Outcomes Assessment and Success Report AY2017-18   *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

Unit/Program Name: B.S. Psychology   **Contact Name(s) and Email(s)** Virgil Sheets   virgil.sheets@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the assessment website.

Part 1a: Summary of Assessment Activities

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the **Graduate Student Learning Outcome** each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?
1. Outcome 5.1: Interact with diverse populations	(1) An assignment where students "immerse" themselves in another culture and then complete a writing assignment about their experience. (2) PSY 321: Diversity & Ethics	At least 75% of students will earn a 'C' or better on the assignment.	Across 2 sections of PSY 321, 94% of students earned a 'C' or better on the assignment. Three sections of PSY 321 did not include an assignment that specifically addressed this learning outcome.	More communication between instructors of this course will be useful to ensure that all sections of the course have assignments that address this learning objective. Additionally, better definition of what we mean by "immersion" will be discussed by instructors of the course.
2. Outcome 5.2: Understand cultural and social influences on others	(1) Oral group presentation on person/event that had positive effect on diversity; Writing assignment discussing organizations that have had a positive influence on social justice issues (2) PSY 321: Diversity & Ethics	At least 80% of students will earn a 'C' or better on the oral presentation. At least 75% of students will earn a 'C' or better on the writing assignment.	Across 2 sections of PSY 321, 85% of students earned a 'C' or better on the oral presentation. Across 2 sections of PSY 321, 85% earned a 'C' or better on the writing assignment.	Instructors will continue to communicate about the assignments used to meet this learning objective to ensure consistency across sections of the course.
3. Outcome 5.3: Demonstrate knowledge of APA ethics code	(1) A quiz on ethics code and history of ethics in research and clinical practice	At least 80% of students will earn a 'C' or better on the quiz.	Across 5 sections of PSY 321, 86.3% of students earned a	Performance in this area is strong. No changes recommended.

	(2) PSY 321: Diversity & Ethics and PSY 376: Research & Writing in Psychology		'C' or better on the ethics quiz. Across 2 sections of PSY 376, 82.7% of students earned a 'C' or better on the ethics quiz.	

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Notes
  a. Use your outcomes library as a reference.
  b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
  c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
  d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

Part 1b: Continuous Quality Improvement
In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

(1) Overall, most students are meeting the goals we have set for learning relevant to diversity and ethical issues. Across two different classes and several different assignments, over 80% of students are successfully demonstrating knowledge related to diversity and ethics. It is also meaningful that students are demonstrating their learning via quizzes, written assignments, and oral presentations. Although we don't have specific evidence of improvement related to these learning outcomes, we can assume that students are learning more about diversity and ethics in psychology since we only recently introduced a course that specifically focuses on these topics. It will be important to examine future performance on these learning goals.

(2) For next year, we plan to focus on Learning Objectives 3 and 4, which address applying knowledge to real world contexts and communicating knowledge of psychology. We will be assessing LO 3.1: Design and conduct a psychology research project; LO 4.1: Demonstrate appropriate use of APA style; and LO 4.2: Demonstrate oral, written, and graphic communication skills.

(3) Our faculty will meet as a group during a departmental meeting this fall to discuss data on learning outcomes and how to respond.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. Encourage greater involvement of student organizations in department (e.g., in student orientation/s).	Student officers in each of the departments' three student organizations were invited to participate in a new student orientation event.	Number of student leaders participating.	Most student officers participated and engaged with first-year psychology majors. Student officers overwhelmingly reported enjoying the experience.	We will continue to utilize student officers of psychology organizations but won't include it as a specific goal for the future.
2. To improve course completion rate for PSY 375: Statistics	Instructors of PSY 375 discussed methods for improving student success, including availability of tutoring.	DFDr rates for PSY 375	DFDr rates for PSY 375 were 46% across all sections in 2016-17. This improved greatly in 2017-18, dropping to 23.9%.	This goal will be continued, as PSY 375 is an important course for progression through the psychology major.
3. To improve student achievement of career readiness learning outcomes.	New assignments have been added to culminating experience courses of PSY 484: Field Work in Psychology and PSY 486: Research in Psychology. These assignments focus on writing resumes, cover letters, and identifying unique selling points.	Student feedback about assignments.	These assignments have been well-received and described as valuable by students.	We will continue to examine the effectiveness of this goal by gathering data on student performance on these assignments.

Notes

a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).

c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See Blue Reports database (access from Linda Ferguson in Institutional Research) or the Office of Institutional Research for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

1. The Psychology Department's first-year retention rate has significantly improved from a year ago. In 2017, our first-year retention rate was 63%. By comparison, our first-year retention rate for 2018 was 67%. We have improved our course completion rate in PSY 101: General Psychology, which is primarily taken by first-year students. For example, the DFDr rate for 2016-17 was 26.7%, and more recent data for 2017-18 was 23%. We have also seen progress in improving the success rate in PSY 375: Statistics and will continue to monitor student performance in this class since it is a pre-requisite for another course in the major. Finally, developing assignments specific to career readiness has helped faculty to think about career readiness as a specific course objective.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials
(e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Virgil,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: BS Psychology	
Assessment Practice Overall Rating: Mature (2.00/3.00) **Student Success Practice Overall Rating (notes below in blue): Mature (2.75/3.00)**	
Strengths	**Recommendations**
- Learning outcomes are clearly stated. - Clear information provided about courses and assignments used for students to demonstrate learning specific to outcomes. Excellent concise descriptions of the assignments makes it clear how students will be able to demonstrate the corresponding outcomes. - Clear information about expected and actual student performance. - Excellent sharing of information about assignments between instructors to ensure consistency. This is really high quality practice. - Great information about how your assessment plan is enacted, which outcomes will be assessed in the next year, and how faculty are involved. **Clear and relevant student success goals with defined action plans and data sources.** **Good mix of data to inform goals, including DFDr rates and student feedback.** **Great improvement on reducing the DFDr rates in PSY 375!**	- For outcome 5.1, consider whether you just want students to interact with diverse populations or if you want them to interact in a specific way (ex: culturally competent interactions, interact respectfully, etc.). - For outcome 5.2, consider if "understand" is a specific enough verb to describe what you hope students will know and do. It can be hard to measure understanding without measuring a more specific performance (ex: articulate, describe, apply, etc.). It's not necessary to change this, but you might have ways you want students to display understanding in Psychology. - Consider adding information about how student performance was evaluated to improve understanding of scoring (ex: rubrics, checklists, etc.). **Add a note about which faculty are responsible for the action steps listed.**

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	□ Exemplary	X Mature	□ Developing	□ Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)**Unit/Program:**
Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/ challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	□ **Undeveloped**	□ **Developing**	□ **Mature**	□ **Exemplary**