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: Psychology Department/Master's in Experimental Psychology   **Contact Name(s) and Email(s)** Veanne N. Anderson, veanne.anderson@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. Students will be able to design, conduct, analyze, and interpret data for a psychological research study (GSLO 5: Mastery of skills)	PSY 602 Final Paper M.A. thesis	Students must obtain at least 80% on the PSY 602 paper and 12.8/16 on the written evaluation of the thesis	100% of students ($n = 2$) met the PSY 602 benchmark. 100% of students ($n = 1$) met the thesis benchmark.	We will include the M.A. thesis/M.S. project proposals in future evaluations
2. Students will demonstrate competence in the analysis and critique of scholarly work in their area of expertise in psychology (GSLO 4: Mastery of knowledge)	M.A. thesis	Students must obtain at least 12.8/16 on the written evaluation of the thesis	100% of students ($n = 1$) met the thesis benchmark.	We will include the M.A. thesis/M.S. project proposals in future evaluations
3. Students will demonstrate the skills necessary to write an APA-style research paper (GSLO 1 & 5: Professional communication and Mastery of skills)	PSY 602 Final Paper M.A. thesis	Students must obtain at least 80% on the PSY 602 paper and 12.8/16 on the written evaluation of the thesis	100% of students ($n = 2$) met the PSY 602 benchmark. 100% of students ($n = 1$) met the thesis benchmark.	We will include the M.A. thesis/M.S. project proposals in future evaluations
5. Students will present their research clearly and effectively to at least two audiences (GSLO 1: Professional communication)	PSY 690J presentation M.A. thesis defense	Students must obtain at least 9.6/12 on the oral evaluation of the presentation or defense	50% of students ($n = 2$) met the PSY 690 benchmark. 100% of students ($n = 1$) met the thesis defense benchmark.	We will include the M.A. thesis/M.S. project proposals in future evaluations

| 6. Students will demonstrate the ethical principles of research in psychology (GSLO 3: Recognize ethical challenges) | IRB training PSY 699 (Thesis) | Students must have letter of approval from IRB | 100% of students (n = 1) met the benchmark. | |

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?

1a). Students work closely with their thesis advisors on the design, analysis, and interpretation aspects of their project. They also generally write several drafts before submitting their thesis to the committee for the defense. Therefore, the evidence that is evaluated for the assessment is usually already of good quality. Parts of the PSY 602 paper – the introduction and method sections – are revised before the final draft and are also generally of good quality. Students tend to have the hardest time with oral presentations, especially the PSY 690J presentations that usually occur before the formal defense of the thesis proposal. We provide feedback to the student after the PSY 690J presentations. By including evaluations of the thesis proposal presentation in the future, we will be better able to determine whether that feedback is useful, and whether further improvements are evidenced at the thesis defense.
1b). Including evaluations of the thesis proposal in future assessments will allow us to better track improvements in analysis, interpretation, writing, and oral communication skills.
2). We have not been consistent in collecting writing samples from other graduate classes for the assessment of the understanding of and ability to evaluate main theories and ideas in psychology (Outcome 5 in our matrix). Therefore, more diligent assessment of these writing samples will be a focus in the coming year. Also, instead of the four writing samples we initially proposed, we will obtain two writing samples.
3). We will discuss these results with psychology faculty at meetings in the fall and spring.

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.
We have been more diligent in providing feedback to students for Objective 5 (Students will present their research clearly and effectively to at least two audiences), especially following the PSY 690J presentation.	The Director of the Master's Program, Dr. Veanne Anderson, met with students within one week after their presentation to provide feedback.	Students must obtain at least 9.6/12 on the oral evaluation of the presentation or thesis defense.	The one student who was evaluated on both presentations had already performed well on the PSY 690J presentation and this good performance continued for the thesis defense.	We will include the M.A. thesis/M.S. project proposals in future evaluations. This will allow us to better track improvement over the three presentations, e.g., PSY 690J, proposal defense, and thesis/project defense.

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?

Technically, the Master's Program is two years long. However, it is not uncommon for students to finish at the end of the summer term in their second year instead of the spring term. A common reason for this delay is the need to continue recruiting participants for their thesis/research project which may make it difficult for students to adhere to the deadlines for graduating at the end of the spring term. Over the last two years all of our students completed the program at the end of the summer of their second year – two in 2017 and one in 2018. It has been relatively rare to have students who experience major difficulties with their coursework, research projects, or teaching assistantship duties that prevent them from successfully completing the program. When difficulties like this arise, the student is encouraged to meet with their thesis/project advisor, the Director of the Master's Program, and if necessary, the chair of the department. In these meetings we discuss strategies to handle stress that comes with being a graduate student and, when needed, resources outside of the department that

might help the student such as the Student Counseling Center. The Director also checks in with the student throughout the semester to provide additional support.

Results from the follow-up survey that students complete at the end of the program indicate that they are satisfied or very satisfied with the instruction, opportunities for research, research supervision, opportunities to go to conferences, and advising on career plans. All three students who finished in 2017 or 2018 are currently pursuing their doctorates at the University of Northern Colorado, Northern Illinois University, and University of Southern Illinois. Respondents were most dissatisfied with the range of courses offered. The primary reason for this has been a lack of faculty. This problem will be ameliorated by our hiring of a new experimental psychologist who started this fall. We are also beginning a search this semester (Fall 2018) for another psychologist who may be able to teach graduate courses in the future.

Dear Veanne,

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: MS Experimental Psychology	
Assessment Practice Overall Rating: Mature (2.19/3.00)	
Student Success Practice Overall Rating (notes below in blue): Exemplary (3.00/3.00)	
Strengths	**Recommendations**
- Excellent learning outcomes are clear, specific, measurable, student-centered, and aligned with the relevant Graduate Student Learning Outcomes. - Clear information is provided about the assignments to be used for assessing student learning. - Clear information about expected and actual student performance. - Excellent information about the thesis process, the ongoing development work with advisors, and the addition of evaluations of the proposal to help students improve. - Great strategy to increase collection of writing samples for better understanding student learning. - Clear information about sharing and using results. **Excellent student success goal with clear linkages to the findings of the learning outcomes assessment process.** **Clear information about faculty involvement in student success action plans.**	- For the M.A. thesis, consider indicating which portion of the thesis corresponds to each outcome. It is such a broad assignment that it is not likely that the final evaluation of the thesis is reflective of an individual outcome, other than the first one. - Make a note of how the papers, presentations, and thesis were evaluated (rubric, checklist, etc.). - For outcome 6, the thesis is noted as a measure, but there is no linked expectation or outcome for performance.

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only. 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** | □ **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**