

Student Outcomes Assessment and Success Report AY2018-19 Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: Psychology Department/Master's in Experimental Psychology **Contact Name(s) and Email(s)** Veanne N. Anderson, Veanne.anderson@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>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?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p>
<p>1. Students will be able to design, conduct, analyze, and interpret data for a psychological research study (GSLO 5: Mastery of skills)</p>	<p>PSY 602 Final Paper M.A. thesis proposal M.A. thesis</p>	<p>Students must obtain at least 80% on the PSY 602 paper and 12.8/16 on the written evaluation of the thesis proposal and thesis</p>	<p>100% of students ($n = 1$) met the PSY 602 benchmark. 100% of students ($n = 1$) met the thesis proposal benchmark (data for 1 student was missing). 100% of students ($n = 2$) met the thesis benchmark.</p>	<p>We included the M.A. thesis proposal in evaluations.</p>
<p>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)</p>	<p>M.A. thesis proposal M.A. thesis</p>	<p>Students must obtain at least 12.8/16 on the written evaluation of the thesis proposal and thesis</p>	<p>100% of students ($n = 1$) met the thesis proposal benchmark (data for 1 student was missing). 100% of students ($n = 2$) met the thesis benchmark.</p>	<p>We included the M.A. thesis proposal in evaluations.</p>
<p>3. Students will demonstrate the skills necessary to write an APA-style research paper (GSLO 1 & 5: Professional communication and Mastery of skills)</p>	<p>PSY 602 Final Paper M.A. thesis proposal M.A. thesis</p>	<p>Students must obtain at least 80% on the PSY 602 paper and 12.8/16 on the written evaluation of the thesis proposal and thesis</p>	<p>100% of students ($n = 1$) met the PSY 602 benchmark. 100% of students ($n = 1$) met the thesis proposal benchmark (data for 1 student was missing). 100% of students ($n = 2$) met the thesis benchmark.</p>	<p>We included the M.A. thesis proposal in evaluations.</p>

4. Students will evaluate and demonstrate understanding of main theories and/or issues in at least two areas of psychology (GSLO 4: Mastery of knowledge)	Final papers from 2 of the following courses: PSY 603, PSY 607, PSY 608, PSY 590 seminars	Students must obtain at least 12.8/16 on each of the two papers	100% of students ($n = 1$) met the benchmark (for PSY 607 and PSY 590Z).	We were more vigilant in collecting these data.
5. Students will present their research clearly and effectively to at least two audiences (GSLO 1: Professional communication)	PSY 690J presentation M.A. thesis proposal defense M.A. thesis defense	Students must obtain at least 9.6/12 on the oral evaluation of the presentation or defense	100% of students ($n = 1$) met the thesis defense proposal benchmark (the data for 1 student was missing). 50% ($n = 2$) met the thesis defense benchmark.	We included the M.A. thesis proposal in evaluations. Some students may need more assistance with oral presentations than we currently provide.
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 ($n = 2$) 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.*

Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should 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 should 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. Describe or attach any evaluation tools such as rubrics, scales, etc.
- 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.)
- 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: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- Cohort Sizes: We admitted 1 student in Fall 2018 and 3 students in Fall 2019. Two students admitted in Fall 2017 completed their M.A. degrees in Summer 2019.**
- Year-to-Year Retention: Both students admitted in Fall 2017 completed their degrees in Summer 2019. The student admitted in Fall 2018 is continuing to work on their M.A.**
- 5-Year Graduation Rate: Not applicable**

What worked well in supporting student success this year? **Including the M.A. thesis proposal for writing and oral presentation assessments helped us to provide better feedback to students before their final thesis defense.**

What are the most significant opportunities for improvement upon which to focus in the coming year? **We would like to increase the number of students we admit. The recent hires of three more experimental faculty – one who started in Fall 2018 and two who started in Fall 2019 – may make this goal more feasible. Dr. Sheets and I recently met with Dean Denise Collins to discuss ideas for increasing enrollments. Our goal is to admit 6 students in Fall 2020. In addition, we will have discussions with the experimental faculty to discuss possible ways of increasing enrollments.**

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email. It is not expected that every course in your curriculum correspond to a career readiness competency.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) what your assessment plan will focus on in the coming year**
- 4) how this information will be shared with other stakeholders**

1). As indicated in previous reports, 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 proposal and thesis to the committee before their defenses. 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. In addition, this past year we started including the thesis proposal defense as part of the assessment of oral presentation skills, although data were missing for one of the students. The one student for whom we had complete data, e.g., evaluations for the PSY 690J presentation, thesis proposal defense, and thesis defense, showed significant improvement from the PSY 690J presentation to the thesis proposal defense presentation. This suggests that feedback may have played a role in this improvement. However, this same student's performance during the thesis defense was lower than during the thesis proposal defense (although not by a large amount), despite receiving feedback after the proposal defense. This suggests that some students may need additional assistance and feedback to help strengthen oral presentation skills. In addition, we were more consistent this year 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). Finally, one of the students who graduated in Summer 2019 is now attending a doctoral program at the University of Wisconsin-Milwaukee and the other student is working in a research position at Washington University, St. Louis, MO.

2). When needed, we will provide students with more resources to improve their oral presentation skills. This especially pertains to students who may perform below expectations during the PSY 690J presentation and the thesis proposal defense presentation. The Meis Center in the Scott College of Business offers a

workshop to help undergraduate students overcome their public speaking anxiety, but I am not aware of a similar program for graduate students. In addition to the “Write Night: Graduate Writing Circle,” it might be useful for the College of Graduate and Professional Studies to offer sessions where students can practice oral presentations and answer questions in front of peers and/or individuals trained in public speaking.

3). We will focus on providing students with additional help and feedback to improve oral presentation skills, especially for the thesis defense.

4). We will continue to discuss these results with psychology faculty at meetings in the fall and spring.

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 Veanne,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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: B.S. Experimental Psychology	Overall Rating: Mature (2.25/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measureable, and they are all aligned with Graduate Student Learning Outcomes.• Courses, assignments, and other measures are clearly described. Excellent discussion of why the thesis proposal was included as a formative assessment for students to gain and incorporate feedback prior to thesis defense.• Clear information is provided about expected and actual student performance.• Good reflection on what data suggest regarding areas for improvement. Demonstrated use of findings to inform decision-making.• Good information about involving faculty in discussions and use of assessment.	<ul style="list-style-type: none">• Add information about the written evaluations for the thesis proposal and defense – is a rubric or checklist used that would show scoring is related to specific outcomes rather than an average score used for all. For example, the score on the literature review section would likely be appropriate for LO 2, while the overall score might be more appropriate for LO 1 (or to be more accurate to the many parts of this outcome, the proposal score for “design,” the results score for “analysis,” and the discussion score for “interpret.”

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

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