

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

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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. Outcome 3.1: Design and conduct a psychology research project</p>	<p>(1) Written research proposal (2) PSY 376: Advanced Research & Writing</p>	<p>At least 75% of students will earn a 'C' or better on the written research proposal.</p>	<p>Overall, 66% of students earned a 'C' or better across four semesters (FA17, SP18, FA18, & SP19).</p>	<p>The most recent semester saw improvement in this area with 78% of students earning a 'C' or better. Also, 9% of students across the four semesters earned an 'F' for not turning in a final paper, and it can be difficult to modify teaching in order to ensure students complete required work.</p>
<p>2. Outcome 4.1: Demonstrate appropriate use of APA Style</p>	<p>(1) Grade on use of APA style in the written research proposal (2) PSY 376: Advanced Research & Writing</p>	<p>At least 75% of students will earn a 'C' or better on the use of APA style in their written research proposal.</p>	<p>Overall, 49% of students earned a 'C' or better across three semesters (SP18, FA18, & SP19).</p>	<p>The instructor of this course has been assigning more activities where students can practice APA style. The most recent semester saw improvement in this area with 61% of students earning a 'C' or better. The instructor plans to continue this as well as reminding students to pay attention to previous feedback and then holding them accountable to make corrections.</p>

3. Outcome 4.2: Demonstrate oral, written, and graphic communication skills	(1) Poster presentation (2) PSY 376: Advanced Research & Writing	At least 75% of students will earn a 'C' or better on the poster presentation.	Overall, 97% of students earned a 'C' or better across four semesters (FA17, SP18, FA18, & SP19).	Performance in this area is strong. No changes recommended.
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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: FA16 = 431; FA17 = 476; FA18 = 513; FA19 = 496
- Year-to-Year Retention: FA16 first year retention = 58.87%; FA17 first year retention = 62.04%; FA18 first year retention = 50.68%
- 5-Year Graduation Rate: FA10 cohort = 31.58%; FA11 cohort = 39.36%; FA12 cohort = 40.66%; FA13 cohort = 31.20%; FA14 cohort = 26.67%

What worked well in supporting student success this year?

We have continued to focus on student performance in PSY 375: Statistics, as this course has historically had higher DFDr rates and is a pre-requisite for other courses in the major. We have also continued to train and evaluate graduate student teaching assistants who are responsible for undergraduate teaching, as there can be great variability in the teaching effectiveness of this group of new instructors. Finally, we have incorporated a number of career readiness competencies into our classes that we hope will have a positive impact on student readiness for their next steps after graduation.

What are the most significant opportunities for improvement upon which to focus in the coming year?

We have discovered that many psychology majors are not taking PSY 150: Careers in Psychology until their junior or senior year. We believe that this course could serve an important role in solidifying students' commitment to the psychology major or, conversely, help students to decide that psychology is not a good fit for them. Thus, we want to encourage that all of our majors take the course in their first two years if possible. We will be working with University College advisors to ensure that first year students are advised into the course, and we will work with transfer students to take the course at their earliest opportunity.

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) The review of our student success, assessment, and career readiness data highlights several important points for the psychology major. First, we need to continue to identify methods for improving performance in our upper-level classes that emphasize research skills and writing skills. We see a similar pattern in the performance of students in our statistics classes. These classes are often described by students as intimidating, so we need to identify methods for decreasing student anxiety and increasing their learning in these areas. Second, the vast majority of our students are getting opportunities for presenting information and research findings using written, oral, and graphical methods. These are important skills to develop and are skills that readily transfer to the working world. Third, although we've been intentional about integrating career readiness skills into our curriculum, we need to continue to be thoughtful about where in the curriculum we introduce such skills and where we can practice and refine such skills.

(2) Instructors of PSY 376 and PSY 486, where research and writing skills are emphasized, will be encouraged to meet together to continue to discuss and refine methods of increasing student learning in these courses. We will consult with University College advisors regarding placement of first-year students into PSY 150 in their first year if possible.

(3) For next year, we plan to focus on Learning Objective 2, which addresses knowing strengths and weaknesses of different research methods, evaluating research findings, and demonstrating knowledge of research ethics.

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

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 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. Psychology	Overall Rating: Mature (2.25/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measureable.• Courses and assignments used for assessment are clearly described.• Expected and actual student performance are clearly described. Noted that data comes from multiple semesters. Great insight that despite expectations not being met, most recent semester data shows improvement.• Great discussion on changes to be made in GTA preparation, UC advising, and addressing upper-level research skills courses. Strong solution in encouraging instructors teaching these courses to meet together to plan.• Clear information about how faculty are involved in discussing and using assessment findings.	<ul style="list-style-type: none">• Since your first outcome is compound – design AND conduct a psychology research project – your measure only assesses the design part. Make sure to keep this in mind when interpreting the data relative to the outcome. You could use some of the measure used for Outcome 4.2 to provide evidence of successfully conducting research that is called for in Outcome 3.1.• Add information about how student performance was evaluated (e.g., rubric, checklist) to support the accuracy of the findings.• You noted that students who did not do the assignment were influencing the overall data with their 0 grades. You can consider these missing data and remove them, making a note about it. Since they don't give you the chance to determine their learning, it makes sense to remove them rather than have their scores factored in.

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