

Degree Program Name: B.S. in Psychology

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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 One: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this year? 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 results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Outcome 4.3: Demonstrate quantitative literacy</p>	<p>(1) Students complete a comprehensive final exam on statistics. (2) PSY 375: Statistics</p>	<p>At least 75% of students will earn a 'C' or better on the exam.</p>	<p>Across 3 sections of PSY 375, 54% of students earned a 'C' or better on the comprehensive final exam.</p>	<p>(1) Virgil Sheets and Kevin Bolinsky were the instructors for PSY 375 and collected the data. (2) All assessment results for the year will be shared with faculty at the first meeting of AY2017-18 year.</p>
<p>2. Outcome 6.1: Demonstrate understanding of the steps needed to attain desired career goal</p>	<p>(1) Students write a paper on identifying a career goal and making a plan for how to accomplish that goal. (2) PSY 150: Careers in Psychology</p>	<p>At least 80% of students will earn a 'C' or better on the portion of the assignment focused on career goals and planning.</p>	<p>81% of students earned a 'C' or better on the portion of the assignment focused on career goals and planning.</p>	<p>(1) Jennifer Schriver was the instructor for PSY 150 and collected the data. (2) All assessment results for the year will be shared with faculty at the first meeting of AY2017-18 year.</p>

3. Outcome 6.2: Identify and develop skills for career goals	(1) Students write a paper in which they review the APA learning goals for psychology majors and analyze the skills they have developed as a psychology major. (2) PSY 484: Field Work in Psychology and PSY 486: Research in Psychology	At least 80% of students will earn a 'C' or better on the assignment.	Across 3 sections of PSY 484 & PSY 486, 95% of students earned a 'C' or better on the assignment.	(1) Jennifer Schriver, Caitlin Brez, and Jackie Shin were the instructors for PSY 484 & 486 and collected the data. (2) All assessment results for the year will be shared with faculty at the first meeting of AY2017-18 year.
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* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

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

- Use your outcomes library as a reference.
- 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.
- 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").
- This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two: Engagement and 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) the changes you have made or will make in response to these discoveries and/or the coordinator's feedback; and 3) what your assessment plan will focus on in the coming year.

Please provide this report to your dean 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.

(1) Many of our learning outcomes and means for measuring them have changed in recent years, so we don't have good long-term data. In terms of the learning outcomes that were assessed for this year, students in the psychology major appear to be doing a good job with identifying career goals and making plans to achieve those goals. There is also strong evidence that as students progress through the program, they are learning more about their own skill development and how that applies to potential careers. For example, PSY 150 is typically taken by students in their first two years in the program, whereas students take PSY 484 or PSY 486 in their last year in the program. Competence at identifying career-related paths/skills is showing an improvement from PSY 150 to PSY 484/486. Students in the psychology major are not performing as well in the area of quantitative literacy. Only half of students who take PSY 375 (Statistics) are earning at least a 'C' on the comprehensive final exam, which suggests that students are

either not learning the material well or not retaining the material across the full course. Although a comprehensive final exam is a relatively new way of measuring student learning in our undergraduate statistics course, we don't believe that the number of students achieving literacy in this area has changed significantly over time. We did find that students in the online section of PSY 375 performed more poorly than in face-to-face sections, and instructors of PSY 375 will consider this data as they continue to discuss methods for improving student learning in the course.

(2) Our faculty will meet as a group this fall to discuss data on learning outcomes and how to respond. Because we are not meeting our expectations for student performance in the area of quantitative literacy (outcome 4.3), the data on learning outcomes in this area will be shared with faculty who teach Statistics for their consideration of strategies to improve student learning in this area.

(3) For next year, we plan to focus on Learning Objective 5, which addresses understanding human diversity and ethics. We have developed a new class in the psychology major, PSY 321: Diversity and Ethics, in order to increase student knowledge and competence in these areas. We will be assessing the learning outcomes of interacting with diverse populations (LO 5.1), understanding cultural and social influences on others (LO 5.2), and demonstrating knowledge of the APA ethics code (LO 5.3).

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: B.S. in Psychology Date: 01.21.18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students

				<p>have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p>

				<input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing	<input type="checkbox"/> The same faculty member is responsible for collecting and	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and	<input type="checkbox"/> All program faculty members are engaged in

	<p>individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p>analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p>analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input checked="" type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

The program assessed three clear, measurable outcomes this past year using three direct measures: A comprehensive final exam and two papers. Some information is provided to demonstrate that the measures are aligned with the outcomes (for example, outcome #2 focuses on career preparation, and the related paper requires students to develop a plan to meet their career goals). Performance standards are based on grades. To ensure that you are assessing performance, not just grading it, I encourage you to key your exam questions to specific statistics-related knowledge and skills and use a criterion-based rubric to assess the papers. These will enable you to determine precisely what students know and can do well and less well and then to develop relevant plans for improvement.

Multiple faculty members collected and analyzed the results of the three key projects, and students met standards for two of them. Part Two provides some general reflection on student performance but also identifies one area of improvement: Students' ability to identify career-related paths and skills has improved over the course of the curriculum. This section also notes the need to help students—particularly those in the online section of 375-- achieve quantitative literacy (in statistics), but no plan of action has yet been developed.

Thank you for submitting your Student Learning Summary Report!