

Applied Psychology Program
School of Business and Liberal Arts
Fall 2016 Assessment Report



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Programmatic Changes Implemented from Fall 2015 to Fall 2016

- Developed and Revised Rubrics for Grading
- Introduced AACU Rubrics for assessment
- Frontloaded measures to assure greater number of students completing measures
- Discussion on Program Assessment Guidelines awaiting Assessment Committee input
- Increased use of instructional support to include MTS and Tutoring Center



Changes, cont.

- Support of Administration in the purchase of instructional software. Department purchased Turning Point clickers for instructional use.
- Instituted change in assessment to include collection and assessment of Institutional Student Learning Outcomes, Communication and Critical Thinking.



Changes, cont.

- Program initiated review of psychology courses in Fall 16 to update course descriptions and objectives to address problematic course SLOs.
- Change in Curriculum Check Sheet to reflect semester course offerings.



What was assessed? Student learning outcomes list:

SLO 1 – Professional Development in Psychology or Human Services or Applied Behavior Analysis

Students will demonstrate skills in applying psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation.

SLO 2 – Ethical and Social Responsibility in a Diverse World

Students shall demonstrate skills for the development of ethically and socially responsible behaviors for professionals and personal settings in a landscape that involves increasing diversity.

SLO 3 – Communication Skills

Students shall demonstrate competence in writing and in oral and interpersonal communication skills.

SLO 4 – Scientific Inquiry and Critical Thinking

Students shall demonstrate the development of scientific reasoning and problem solving, including effective research methods.

SLO 5 - Knowledge Base of Applied Behavior or Human Services or Psychology

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.



Where were outcomes assessed?

- *PLO 1 – Professional Development*
HUSV 100, 305, 421
PSYC 220, 275, 310, 340
- *PLO 2 – Ethical and Social Responsibility*
HUSV 100, 201, 305, 420, 421
PSYC 101, 220, 225, 275, 310, 340
SSCI 370
- *PLO 3 – Communication Skills*
HUSV 100, 201, 305, 420, 421
PSYC 101, 220, 225, 275, 310, 340
SSCI 370
- *SLO 4 – Scientific Inquiry and Critical Thinking*
HUSV 201, 305, 420, 421
PSYC 101, 220, 225, 275, 310, 340
SSCI 370
- *SLO 5 – Knowledge Base*
HUSV 100, 201, 305, 420, 421
PSYC 101, 275, 310, 340,
SSCI 181, 370



How was the assessment accomplished?

- Student work assessed:
 - Quiz, midterm and final exam questions
 - Oral presentations
 - Research papers
 - Written assignments
 - Small group participation
 - Debates
 - Discussion boards/blogs
- Measurement strategy:
 - rubrics used for oral presentations, research papers, written assignments
 - AACU Rubrics for assessment of Institutional Student Learning Objectives(selected classes)
 - Criterion-Referenced Global Evaluation
 - % of questions answered correctly on quizzes, midterm/final exams
- Sample size:
 - All students



Professional Development-Fall 2015

SLO 1 - Students will demonstrate skills in applying psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation.

	Measures	Not Met		Met	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	13	7	54%	6	46%
HUSV 100	1	1	100%	0	0%
HUSV 201	1	0	0%	1	100%
HUSV 305	1	0	0%	1	100%
HUSV 310		Not Taught			
HUSV 420	1	1	100%	0	0%
HUSV 421	3	3	100%	0	0%
PSYC 220	4	2	50%	2	50%
PSYC 340	1	0	0%	1	100%
SSCI 370	1	0	0%	1	100%



Professional Development-Fall 2016

SLO 1 - Students will demonstrate skills in applying psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation.

SLO 1 - Professional Development in Psychology or Human Services or Applied Behavior Analysis

	Measures	Not Met		Met		Exceeded		No Findings	
	N	N	%	N	%	N	%	N	%
All Courses	18	3	17%	3	17%	7	39%	5	28%
HUSV 100	1	-	-	-	-	1	100%	-	-
HUSV 201	Not Assessed Fall 2016								
HUSV 305	1	-	-	-	-	1	100%	-	-
HUSV 310	Not Taught Fall 2016								
HUSV 420	Not Assessed Fall 2016								
HUSV 421	3	1	33%	1	33%	1	33%	-	-
PSYC 220	5	-	-	-	-	-	-	5	100%
PSYC 275	2	-	-	-	-	2	100%	-	-
PSYC 308	Not Taught Fall 2016								
PSYC 310	2	-	-	-	-	2	100%	-	-
PSYC 340	4	2	50%	2	50%	-	-	-	-



Ethical and Social Responsibility- Fall 2015

SLO 2 - Students shall demonstrate skills for the development of ethically and socially responsible behaviors for professionals and personal settings in a landscape that involves increasing diversity.

	Measures	Not Met		Met		No findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	27	11	41%	15	56%	1	4%
HUSV 100	1	0	0%	1	100%	0	0%
HUSV 201	1	0	0%	1	100%	0	0%
HUSV 305	8	5	63%	3	38%	0	0%
HUSV 310		Not Taught					
HUSV 420	1	0	0%	1	100%	0	0%
HUSV 421	1	1	100%	0	0%	0	0%
PSYC 101	10	4	40%	5	50%	1	10%
PSYC 220	2	1	50%	1	50%	0	0%
PSYC 225	1	0	0%	1	100%	0	0%
PSYC 340	1	0	0%	1	100%	0	0%



Ethical and Social Responsibility- Fall 2016

SLO 2 - Students shall demonstrate skills for the development of ethically and socially responsible behaviors for professionals and personal settings in a landscape that involves increasing diversity.

SLO 2 - Ethics and Social Responsibility in a Diverse World

	Measures		Not Met		Met		Exceeded		No Findings	
	N		N	%	N	%	N	%	N	%
All Courses	31		10	32%	5	16%	16	52%	5	16%
HUSV 100	1		-	-	-	-	1	100%	-	-
HUSV 201	1		-	-	-	-	1	100%	-	-
HUSV 305	8		2	25%	2	25%	4	50%	-	-
HUSV 350					Not Assessed Fall 2016					
HUSV 420	1		1	100%	-	-	-	-	-	-
HUSV 421	1		1	100%	-	-	-	-	-	-
PSYC 101	7		3	43%	2	29%	2	29%	-	-
PSYC 220	-		-	-	-	-	-	-	5	100%
PSYC 225					Not Assessed Fall 2016					
PSYC 275	4		-	-	-	-	4	100%	-	-
PSYC 310	3		-	-	1	33%	2	67%	-	-
PSYC 340	2		2	100%	-	-	-	-	-	-
SSCI 370	3		1	33%	-	-	2	67%	-	-



Communication-Fall 2015

SLO 3 - Students shall demonstrate competence in writing and in oral and interpersonal communication skills.

	Measures	Not Met		Met		No findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	72	26	36%	40	56%	6	8%
ABAP 245							
				Not Taught			
ABAP 400				No Measures, No Findings			
ABAP 401				No Measures, No Findings			
HUSV 100	2	1	50%	1	50%	0	0%
HUSV 201	3	1	33%	2	67%	0	0%
HUSV 305	5	2	40%	3	60%	0	0%
HUSV 310				Not Taught			
HUSV 420	3	2	67%	1	33%	0	0%
HUSV 421	2	2	100%	0	0%	0	0%
PSYC 101	31	12	39%	13	42%	6	19%
PSYC 220	9	3	33%	6	67%	0	0%
PSYC 225	2	0	0%	2	100%	0	0%
PSYC 275	6	1	17%	5	83%	0	0%
PSYC 308				Not Taught			
PSYC 310	3	1	33%	2	67%	0	0%
PSYC 315				Not Taught			
PSYC 340	2	0	0%	2	100%	0	0%
PSYC 410	2	0	0%	2	100%	0	0%
SSCI 370	2	1	50%	1	50%	0	0%



Communication-Fall 2016

SLO 3 - Students shall demonstrate competence in writing and in oral and interpersonal communication skills.

SLO 3 - Communication Skills

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	55	11	20%	13	24%	30	55%	7	13%
HUSV 100	2	-	-	-	-	2	100%	-	-
HUSV 201	3	-	-	-	-	3	100%	-	-
HUSV 305	5	1	20%	-	-	4	80%	-	-
HUSV 420	3	1	33%	-	-	2	67%	-	-
HUSV 421	2	1	50%	-	-	1	50%	-	-
PSYC 101	23	6	26%	8	35%	8	35%	1	4%
PSYC 220	-	-	-	-	-	-	-	4	100%
PSYC 225	-	-	-	-	-	-	-	2	100%
PSYC 275	7	-	-	-	-	7	100%	-	-
PSYC 310	4	-	-	2	50%	2	50%	-	-
PSYC 340	3	-	-	2	67%	1	33%	-	-
SSCI 370	3	2	67%	1	33%	-	-	-	-



Institutional SLO- Communication-Fall 2016

Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Outcome</u>
HUSV	201	1	Exceeded
HUSV	305	1	Exceeded
HUSV	350	1	Exceeded
PSYC	225	1	Met
PSYC	275	1	Exceeded
PSYC	340	1	Met
SSCI	181	3	Not Completed
SSCI	315	1	Not Completed

Applied Psychology Courses - Overall Findings for Communication

Total Sections Selected for Assessment	10
Total Sections Assessed	6
% Sections Meeting or Exceeding Target (of those assessed)	100%

Recommendations, Reflections, and Notes:

Target not rigorous enough

Modify rubric



Scientific Inquiry and Critical Thinking-Fall 2015

SLO 4 - Students shall demonstrate the development of scientific reasoning and problem solving, including effective research methods.

	Measures	Not Met		Met		No findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	26	9	35%	16	62%	1	4%
HUSV 201	1	1	100%	0	0%	0	0%
HUSV 305	1	0	0%	1	100%	0	0%
HUSV 310			Not Taught				
HUSV 420	1	1	100%	0	0%	0	0%
HUSV 421	1	1	100%	0	0%	0	0%
PSYC 101	10	4	40%	5	50%	1	10%
PSYC 220	4	1	25%	3	75%	0	0%
PSYC 225	1	0	0%	1	100%	0	0%
PSYC 275	1	0	0%	1	100%	0	0%
PSYC 308			Not Taught				
PSYC 340	2	0	0%	2	100%	0	0%
SSCI 370	4	1	25%	3	75%	0	0%



Scientific Inquiry and Critical Thinking-Fall 2016

SLO 4 - Students shall demonstrate the development of scientific reasoning and problem solving, including effective research methods.

SLO 4 - Scientific Inquiry and Critical Thinking

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	24	9	38%	4	17%	11	46%	-	-
HUSV 201	2	2	100%	-	-	-	-	-	-
HUSV 305	1	-	-	-	-	1	100%	-	-
HUSV 420	1	1	100%	-	-	-	-	-	-
HUSV 421	1	1	100%	-	-	-	-	-	-
PSYC 101	8	1	13%	3	38%	4	50%	-	-
PSYC 220	Not Assessed Fall 2016								
PSYC 225	Not Assessed Fall 2016								
PSYC 275	5	-	-	-	-	5	100%	-	-
PSYC 310	1	-	-	1	100%	-	-	-	-
PSYC 340	2	2	100%	-	-	-	-	-	-
SSCI 370	3	2	67%	-	-	1	33%	-	-



Institutional SLO-Critical Thinking-Fall 2016

Assessment Results - AACU VALUE Rubric for Critical Thinking

Subject	Course	Sections Participating	Outcome
PSYC	275	1	Not Completed

Applied Psychology Courses - Overall Findings for Critical Thinking

Total Sections Selected for Assessment	1
Total Sections Assessed	0
% Sections Meeting or Exceeding Target (of those assessed)	-



Knowledge Base-Fall 2015

SLO 5 - Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems

	Measures	Not Met		Met		No findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	122	48	39%	64	52%	10	8%
ABAP 245		Not Taught					
ABAP 400		No Measures, No Findings					
ABAP 401		No Measures, No Findings					
HUSV 100	2	1	50%	1	50%	0	0%
HUSV 201	7	4	57%	3	43%	0	0%
HUSV 305	3	2	67%	1	33%	0	0%
HUSV 310		Not Taught					
HUSV 420	2	2	100%	0	0%	0	0%
HUSV 421	1	1	100%	0	0%	0	0%
PSYC 101	50	19	38%	22	44%	9	18%
PSYC 220	13	4	31%	9	69%	0	0%
PSYC 225	1	0	0%	1	100%	0	0%
PSYC 275	3	1	33%	2	67%	0	0%
PSYC 308		Not Taught					
PSYC 310	2	1	50%	1	50%	0	0%
PSYC 315		Not Taught					
PSYC 340	2	0	0%	2	100%	0	0%
PSYC 410	1	0	0%	1	100%	0	0%
SSCI 181	32	12	38%	19	59%	1	3%
SSCI 370	3	1	33%	2	67%	0	0%



Knowledge Base-Fall 2016

SLO 5 - Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems

SLO 5 - Knowledge Base of Applied Behavior or Human Services or Psychology

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	83	28	34%	15	18%	39	57%	1	1%
HUSV 100	2	-	-	-	-	2	100%	-	-
HUSV 201	8	4	50%	-	-	4	50%	-	-
HUSV 305	3	1	33%	-	-	2	67%	-	-
HUSV 420	2	1	50%	-	-	1	50%	-	-
HUSV 421	1	1	100%	-	-	-	-	-	-
PSYC 101	37	10	27%	13	35%	13	35%	1	3%
PSYC 275	3	-	-	-	-	3	100%	-	-
PSYC 310	2	-	-	1	50%	1	50%	-	-
PSYC 340	1	-	-	-	-	1	100%	-	-
SSCI 181	21	10	48%	-	-	11	52%	-	-
SSCI 370	3	1	33%	1	33%	1	33%	-	-



Fall 2016 Assessment results: What has the data told us?

- SLO 1 – Professional Development
 - Following directions and timely delivery in discipline-specific format
 - Exhibiting self-efficacy and self-regulation
- SLO 2 – Ethical and Social Responsibility
 - evaluating psychological phenomena and relating with one another with more cultural sensitivity
- SLO 3 – Communication Skills
 - demonstrating effective written and/or oral communication expressing ideas, vocabulary, supported arguments
- SLO 4 – Scientific Inquiry and Critical Thinking
 - Supporting claims, evaluating claims, determining peer-reviewed from other sources
 - Synthesizing and evaluating information from multiple sources
- SLO 5 – Knowledge Base
 - Retaining cumulative aspects of program content



Fall Semester Data Assessment Comparisons

- Increase in the number of no findings.
Rationale: Instructors did not count students not completing the assignment in the overall numbers.
- Increase in met categories.
Rationale: Smaller ratio denominator increased the number of met for the objective.



Questions which the data might suggest for School-wide/College-wide consideration

- Why do some students not turn in assignments?
- Why are some of our students satisfied with D's?
- Why don't some students access support services?
- Why are some students satisfied with barely passing?
- Why is there a lack of persistence by some students?
- Why do some students not take advantage of draft/early submission opportunities?



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Given these findings, what will the department do differently?
- General categories:
 - Continue to develop rubrics
 - Discuss Program Assessment Guidelines
 - Increase instructional support (MTS, acquire software and other technology, use library sources, etc.)
 - Continue to review assessment methods and/or measures for revision
 - Change problematic course SLOs for both program and institutional ease of assessment



What resources were used or have been requested to close the loop?

- Potential resources that you might identify:
 - Transportation for students to internships
 - Travel for Faculty supervising internships
 - Funding for future internships development
 - Committee/Department faculty time making revisions spanning more than one course or adjusting the curriculum
- Initiate department discussion in 2016-2017 of all courses, to ensure all courses meet the Applied Psychology stated Program Learning Outcomes.
- Request funding, as warranted, for course revisions, curriculum and/or future course development.
- Efficacy Research-Participation Incentives (\$500)
 - Best Practices in Online Education
 - Lecture/Seminar Section Format Pilot
- SBLA Pedagogical Enhancement (\$500)



Program Comments/Recommendations of Assessment Process

- Academic Assessment Committee Guidelines to be established to standardize process.
- Need to review assessment information system and provide more communication and training to all especially adjuncts
- Need to complete renaming of ISLO's to allow for revisions of course syllabi
- Reduction of the number of objectives to be measured through review of course syllabi.

