

**Assurance of Student Learning
2018-2019**

College of Education and Behavioral Sciences

Department of Psychology

AB Psychology: Program # 760

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students of the baccalaureate program in psychology at WKU will be knowledgeable in the following core areas of the major: research methods, statistics, and history and systems.

Instrument 1	Identified core content items included on exams in Research Methods (PSY 210), Statistics (PSY 313), and History and Systems (PSY 481) completed by all Psychology majors enrolled in these courses.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	<u>Not Met</u>
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Student Learning Outcome 2: Students completing the baccalaureate program in psychology at WKU will demonstrate their potential to apply knowledge and training to address relevant concerns in community or society through participation in a community agency field placement (i.e., PSY 390) or faculty-directed research project (i.e., PSY 290, PSY 490).

Instrument 1	Participation in PSY 290 (i.e., Supervised Study in Psychology), PSY 390 (i.e., Field Experience in Psychology), and PSY 490 (i.e., Research Project in Psychology) among all graduates in December 2018 and Spring 2019.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<u>Met</u>	Not Met
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Student Learning Outcome 3: Students completing the baccalaureate program in psychology at WKU will be successful in gaining admission to a graduate degree program or in obtaining employment related to their undergraduate degree.

Instrument 1	Percentage of December 2018 and Spring 2019 graduates (N = 119) that completed PSY 290 (i.e., Supervised Study in Psychology), PSY 390 (i.e., Field Experience in Psychology), or PSY 490 (i.e., Research Project in Psychology).
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<u>Met</u>	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

- SLO 1:
- Now that core content areas have been agreed upon for PSY 210 and PSY 313, create assessment items for these areas. Pilot in Spring 2020.
 - Determine if there are other classes that should be included as a core class and therefore include as part of this SLO. If so, determine core content area and identify and pilot assessment items for these areas.
- SLO 2:
- Emphasize the importance of research and field placement early in the advising process (i.e., freshman year), which will occur in Spring 2020 in Department Meetings and scheduled meetings with ACDC advisors.
 - Increase the number of completed PSY 490's. Beginning in Spring 2020 faculty supervising PSY 290's will encourage their students to complete PSY 490.
 - Require the preparation and presentation of a research proposal in PSY 210 (i.e., Research Methods) so that students can begin thinking of the role of research in their futures earlier in their academic career. This will begin in Spring 2020. A public forum for student presentations, which will be attended by Psychology faculty, will occur in May 2020.
 - An additional section of PSY 210 will be added beginning in Spring 2020.
 - Explore the feasibility of adding additional opportunities for PSY 390 such as sections available during summer as well as on regional campuses.

SLO 3:

- Improve return rate of instrument by also phoning graduates.
- Create Linked In account for Department of Psychology, which will be used as a way of maintaining contact with alumni. Account will be created Spring 2020 semester. Graduates will be contacted thereafter and encouraged to join.
- A capstone course pertaining to issues relevant to the profession of Psychology will be developed during the Spring 2020 semester, which will be initially offered in Spring 2021.

Student Learning Outcome 1

Student Learning Outcome	Students of the baccalaureate program in psychology at WKU will be knowledgeable in the following core areas of the major: research methods, statistics, and history and systems.		
Measurement Instrument 1	Identified core content items included on exams in Research Methods (PSY 210), Statistics (PSY 313), and History and Systems (PSY 481) completed by all Psychology majors enrolled in these courses.		
Criteria for Student Success	Students will average 70% across all three areas.		
Program Success Target for this Measurement	Students will average 70% across all three areas.	Percent of Program Achieving Target	Unknown
Methods	Direct: In 2014, core content items for PSY 210 and PSY 313 were agreed upon among instructors, which were intended to be in exams. Items for PSY 481 were not identified as Psychology because it was typically taught by an adjunct professor and did not have a faculty member regularly teaching it.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
<u>Not Met</u>			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>Once SACSOC re-accreditation was received in Spring 2016, a moratorium on the assessment of student learning outcomes was implemented. As such, the requirement among instructors of these courses to include these items on exams was removed by Psychology so that other considerations and possibilities for the assessment of core content could be considered and developed by each instructor of record. One instructor has continued to include these items on exams.</p> <p>In consideration of how to effectively assess student understanding of core content in these classes, the Department of Psychology's Undergraduate Programs Committee (UPC) ultimately determined in Spring 2019 that core content must first be agreed upon for each of the three classes before an agreed upon means of assessment of it can occur. With the establishment of agreed upon core content, instructors of record for each course would be required to cover this content in their sections. Taking this step ensures that coverage of core content occurs in each section and increases the likelihood that all classes are effectively prepared where this student learning outcome and core content assessment are concerned. In other words, these steps help to better ensure that poor performance on the assessment of core content would not be the result of a lack of coverage. In Fall 2019, the Psychology Department voted to approve core course content for PSY 210 and PSY 313 as proposed by its UPC. No core content was agreed upon for PSY 481. This is because staffing for the course has not changed since 2015-16 (see Methods) and because discussion has begun in the UPC as to whether PSY 481 should become an elective course rather than a core course for the major.</p> <p>Steps for improvement are as follows: 1) Identify core content assessment items that pertain to agreed upon core content areas in PSY 210 and PSY 313. 2) Determine PSY 481's role as a core class for Psychology majors. 3) Identify whether any additional classes should be added or developed as a core class for Psychology majors.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Spring 2020:</p> <ul style="list-style-type: none"> - Create core content assessment items for core content in PSY 210 and PSY 313. - Determine what other classes should be included as a core class for Psychology majors. - Identify core content areas for any additional class that is added or retained as a core course - Create core content assessment items for any added or retained core class. - Pilot created core content items during finals. 			

Student Learning Outcome 2

Student Learning Outcome	Students completing the baccalaureate program in psychology at WKU will demonstrate their potential to apply knowledge and training to address relevant concerns in community or society through participation in a community agency field placement (i.e., PSY 390) or faculty-directed research project (i.e., PSY 290, PSY 490).		
Measurement Instrument 1	Percentage of December 2018 and Spring 2019 graduates (N = 119) that completed PSY 290 (i.e., Supervised Study in Psychology), PSY 390 (i.e., Field Experience in Psychology), or PSY 490 (i.e., Research Project in Psychology).		
Criteria for Student Success	Comparison to percentages of graduate completion in these courses in initial assessment year, which was 2015-16.		
Program Success Target for this Measurement	29% of graduates	Percent of Program Achieving Target	34% of graduates
Methods	Direct: Participation of graduates (i.e., December 2018 and Spring 2019) in at least one of the following courses: PSY 290 (i.e., Supervised Study in Psychology), PSY 390 (i.e., Field Experience in Psychology), and PSY 490 (i.e., Research Project in Psychology). WKU Course Catalog course descriptions of each course follow. PSY 290: "Prerequisite: PSY 100. Directed readings or research under faculty supervision. Students must make their own arrangements in advance for supervision by a faculty member. May be repeated for a total of up to six hours, with no more than three hours counted in the psychology major." PSY 390: "Prerequisites: Junior standing; Psychology Major or Minor with 12 hours in psychology; approval of the department and a 2.5 GPA in psychology. Field placement sites are approved based on consistency with the student's academic preparation. Practical work experience in a supervised psychology-related work setting with a cooperating psychology or human services agency, private business, or industry. PSY 390 may be taken for 3 hours credit at one time. Only three hours will count toward the psychology major or minor. Students are responsible for arranging their own transportation to designated or assigned sites." PSY 490: "Prerequisites: PSY 100/ PSYS 100, junior standing, and permission of the faculty project supervisor. Advanced students will conduct research and / or readings or projects concerning issues in psychology under the direction of faculty members. The course may be repeated; up to six hours can be counted toward the major."		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>In accounting for SLO 2 for 2018-19, variability in participation in the three courses was observed among graduates. Though the target was achieved for participation when the three courses are considered in concert such that at least one was taken by a graduate, few graduates participated in more than one of these courses. Specifically, among graduates from December 2018 and Spring 2019, 23% completed PSY 290, 19% completed PSY 390, and 7% completed PSY 490. It is therefore apparent that though almost a quarter of Psychology graduates are receiving basic research experiences by participating in PSY 290, not enough students are getting the advanced type of research experiences that PSY 490 offers. Additionally, in comparing enrollment trends in PSY 390, participation is down among 2018-19 graduates. For example, 26% of graduates from 2015-16 completed PSY 390.</p> <p>The following steps for improvement will therefore be taken: 1) Emphasize the importance of research early in the advising process with discussion occurring during the freshman year as enrollment data in PSY 290 show that the majority of students enrolled are upper classmen. 2) Increase the number of those who have completed PSY 290 also complete a PSY 490. 3) Require the preparation of a research proposal in PSY 210 (i.e., Research Methods), which is taken no later than the second semester of sophomore year and typically earlier, so that students can begin thinking about the role of research where their futures are concerned. 4) Require presentation of student PSY 210 research proposals in a public forum organized by the Psychology Department that will be attended by Psychology faculty thereby creating a venue that allows faculty to be proactive in identifying students for PSY 290 and PSY 490 research opportunities. 5) Add an additional section of PSY 210. 6) Address the benefits of PSY 390 early in the advising process (also freshman year) so that students can identify a course sequence that will include PSY 390 as part of the program of study during their junior or senior years. 7) Offer additional opportunities for PSY 390 such as sections available during summer as well as on regional campuses.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
During spring 2020, the following steps will be taken in addressing each of the steps referenced above:			

- 1) Discussion with faculty advisors during scheduled department meetings the importance of emphasizing PSY 290, PSY 390, and PSY 490 opportunities early in the advising process. Similar discussions will occur with ACDC advisors during scheduled meetings.
- 2) Request that faculty supporting students taking PSY 290 have discussions with their students about pursuing their research interests further by completing PSY 490.
- 3) Requirement will be implemented into all Spring 2020 sections of PSY 210.
- 4) Forum will be scheduled during May 2020.
- 5) Three sections of PSY 210 (instead of two) are now offered. This began in the Fall 2019 semester and will continue hereafter.
- 6) See # 1.
- 7) Identify regional campuses that can support PSY 390 and explore the feasibility of summer sections of PSY 390.

Student Learning Outcome 3

Student Learning Outcome	Students completing the baccalaureate program in psychology at WKU will be successful in gaining admission to a graduate degree program or in obtaining employment related to their undergraduate degree.		
Measurement Instrument 1	Percentage of December 2018 and Spring 2019 graduates ($N = 119$) successful in gaining admission to a graduate degree program or in obtaining employment related to their undergraduate degree.		
Criteria for Student Success	Graduate school attendance or employment in fields related to their undergraduate degree in majority of sample.		
Program Success Target for this Measurement	51%	Percent of Program Achieving Target	61%
Methods	Direct: Qualtrics questionnaire created. All December 2018 and May 2019 graduates ($N = 119$) were emailed link to the questionnaire on three occasions during Fall 2019 with requests to complete questionnaire.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<u>Met</u>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>The 119 graduates from December 2018 and December 2019 were emailed on three different occasions in the Fall 2019 semester (October 2019, November 2019, and December 2019) and provided a link to complete a questionnaire about their employment or graduate enrollment status. 33 graduates completed the questionnaire, resulting in a 28% return rate. 61% of the sample indicated that they were either employed full-time in a Psychology related field or were a full-time graduate student in a Psychology related field. Below are the complete results:</p> <ul style="list-style-type: none"> - Full-time employee in field related to Psychology – $7/33 = 22\%$ - Full-time employee in field not related to Psychology – $6/33 = 18\%$ - Full-time graduate student in field related to Psychology – $13/33 = 39\%$ - Full-time graduate student in field not related to Psychology – $1/33 = 3\%$ - Unemployed – $3/33 = 9\%$ - Other – $3/33 = 9\%$ <ul style="list-style-type: none"> o Both full time employee in related field and full time grad student not in PSY – $1 = (3\%)$ o Part-time employee in unrelated field but actively pursuing full-time employment in related field – $1 = (3\%)$ o Part-time employee not psychology seeking admission to graduate school – $1 = (3\%)$ <p>Though this target was met, the following steps for improvement will occur: 1) Though the return rate is considered acceptable, it should be improved in future years. As such, in addition to emailing each graduate from December 2019 and Spring 2020, we will also call them. Emails will be sent during October 2020, November 2020, and December 2020. After the first round of emails are sent, phone calls will occur throughout this time period where graduates will be encouraged to complete the questionnaire. 2) Psychology will implement the social media platform, Linked In, as a way of maintaining contact with alumni. A Linked In account will be created for the Department of Psychology in the Spring 2020 semester. Graduates from December 2019 and Spring 2020 will be contacted and encouraged to join the account. All prior and subsequent graduates will be contacted and encouraged to join the account. 3) A capstone course pertaining to issues relevant to the profession of Psychology will be developed during the Spring 2020 semester, which will be initially offered in Spring 2021.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Spring 2020</p> <ul style="list-style-type: none"> - Create Department of Psychology Linked In account. - Contact December 2019 graduates and encourage them to join account. - Begin contacting alumni prior to December 2019 about joining Department of Psychology Linked In account - Development of Capstone Professional Issues in Psychology Course 			

Fall 2020

- October, November, December: Email and call all December 2019 and Spring 2020 graduates.
- Contact Spring 2020 graduates and encourage them to join Linked In account.

Spring 2021

- Offer first section of Capstone Professional Issues in Psychology course.