

**Assurance of Student Learning  
2019-2020**

College of Education and Behavioral Sciences

Department of Psychology

AB Psychology: Program # 760

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*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.

<b>Instrument 1</b>	For research methods, students will illustrate proficiency through the production and presentation of a research proposal designed to illustrate applied understanding of core content.
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<b>Instrument 2</b>	For statistics, Psychology majors will illustrate proficiency across items ( $n = 10$ ) measuring understanding of core content.
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<b>Instrument 3</b>	For history and systems, Psychology majors will illustrate proficient communication of understanding of the development of main historical systems of psychology through satisfactory completion of a literature review of a particular system.
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<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<u>Met</u>	Not Met
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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).

<b>Instrument 1</b>	For PSY 390 (i.e., Field Experience in Psychology), students will be evaluated by their field placement supervisors in the areas of punctuality, attendance, and future employability, professional judgment, quality of work, attitude toward work, dependability, ability to learn, relations with others, adherence to agency's procedures and policies, goal fulfillment, ethical conduct, and overall performance.
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<b>Instrument 2</b>	Percentage of December 2019 and Spring 2020 graduates that satisfactorily completed PSY 290 (i.e., Supervised Study in Psychology) or PSY 490 (i.e., Research Project in Psychology).
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<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<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.

<b>Instrument 1</b>	Percentage of December 2019 and Spring 2020 graduates ( $N = 92$ ) successful in gaining admission to a graduate degree program or in obtaining employment.
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<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<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:**

- Psychology Undergraduate Program Committee (UPC) identification of core content for PSY 210 and PSY 313.
- Implementation of research proposal requirement in PSY 210 as an artifact for measuring illustrate applied understanding of core content. Continued development of applied rubric for assessing student performance on project.

- Development of new core content measurement items for PSY 313 ongoing. Implementation of new items to occur in AY 2020.
- Continued UPC consideration and discussion of the role of PSY 481 as a core course in program.

**SLO 2:**

- Offering additional section of PSY 210.
- Intentional course marketing of PSY 290, PSY 390, and PSY 490.
- Establishment of rubric in PSY 390 for “Integrating and applying research project in psychology” project to include as an additional measurement instrument.
- Create standardized rubric to be used among faculty supervising all PSY 290 and PSY 490 projects so that ratings can serve as an artifact for consideration in the SLO 2 assessment. Percentage of graduates completing course will no longer be sole means of measurement.

**SLO 3:**

- Continued intentional alignment of faculty and student interests in mentorship and advising.
- Create Department of Psychology Linked In account.
- Contact December 2020 and May 2021 graduates and encourage them to join account.
- Development of Capstone Professional Issues in Psychology Course.

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	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.		
<b>Measurement Instrument 1</b>	For research methods, students will illustrate proficiency through the production and presentation of a research proposal designed to illustrate applied understanding of core content.		
<b>Criteria for Student Success</b>	Psychology majors will obtain above average ratings in the areas of Literature Review, Methods, and Discussion according to a criterion-based rubric designed to measure project success (see attached).		
<b>Program Success Target for this Measurement</b>	60% of all Psychology majors measured will achieve above average ratings across all three areas and on no area will the individual ratings be less than than average (i.e., below average or unacceptable) among this group.	<b>Percent of Program Achieving Target</b>	60% (i.e., 35/58)
<b>Methods</b>	<p>Data from Psychology majors in 2 of 3 offered sections of PSY 210 (i.e., Research Methods) for the Spring 2020 semester were considered (<math>n = 58</math>). As of the Census Spring 2020 date, there were 400 Psychology majors total. This sample therefore consists of 14.5% of all Psychology majors. It should be noted that majors typically take PSY 210 during their third or fourth semester of matriculation. Given that there were 164 total freshman and sophomore Psychology majors (i.e., those most likely eligible to take PSY 210) in Spring 2020, the sample size is estimated at 36%. Overall, 35 of the 58 students sampled met the success target for this measurement.</p> <p>As noted on the provided rubric, two items measured Literature Review, four items measured Methods, and two items measured Discussion. For the purposes of the data provided here, all items ranged from 1 – 10 (<i>Note</i>: two items ranged from 1 – 5 but were rescaled to range from 1 – 10). Descriptive statistics for each category among those meeting the criteria are as follows: Literature Review (<math>M = 9.65, sd = .50</math>), Methods (<math>M = 8.91, sd = .88</math>), Literature Review (<math>M = 9.57, sd = .55</math>).</p>		
<b>Measurement Instrument 2</b>	For statistics, Psychology majors will illustrate proficiency across items ( $n = 10$ ) measuring understanding of core content.		
<b>Criteria for Student Success</b>	Psychology majors will correctly answer at least 6 of the 10 items.		
<b>Program Success Target for this Measurement</b>	a) 70% of all Psychology majors measured will correctly answer at least 6 of the 10 items, and b) there will be less than 10% of all Psychology majors measured who fail to correctly answer under 4 items.	<b>Percent of Program Achieving Target</b>	a) 65% (i.e., 25/38), b) 18% (i.e., 7/38)
<b>Methods</b>	Data from Psychology majors in the offered section of PSY 313 (i.e., Statistics in Psychology) for the Fall 2019		

	<p>semester were considered (<math>n = 38</math>). As of the Census Fall 2019 date, there were 409 Psychology majors total. This sample therefore consists of 9.2% of all Psychology majors. It should be noted that majors typically take PSY 313 around their fourth or fifth semester of matriculation following the completion of PSY 210. Given that there were 108 total junior Psychology majors (i.e., those most likely eligible to take PSY 313) at this time, the sample size is estimated at 35%. Overall, 25 of the 38 students sampled met success target a, and 7 out of 38 students failed to meet success target b.</p> <p>Among the 38 students sampled, descriptive statistics are as follows: <math>M = 6.21</math>, <math>SD = 2.69</math>. Success rate on each item is as follows: Q1 (Measures of Central Tendency) = 73%, Q2 (Variability) = 82%, Q3 (Normal Curve) = 79%, Q4 (Testing Relationships) = 50%, Q5 (Percentiles and Standard Scores) = 73%, Q6 (Comparing Means) = 58%, Q7 (Comparing Means) = 47%, Q8 (Comparing Means) = 50%, Q9 (Testing Relationships) = 63%, Q10 (Testing Relationships) = 45%. A copy of the ten items is included with this report.</p>		
<b>Measurement Instrument 3</b>	For history and systems, Psychology majors will illustrate proficient communication of understanding of the development of main historical systems of psychology through satisfactory completion of a literature review of a particular system.		
<b>Criteria for Student Success</b>	Psychology majors will achieve above average scores (i.e., $> 80$ ) on the literature review.		
<b>Program Success Target for this Measurement</b>	a) 60% of all Psychology majors measured will achieve above average scores (i.e., $> 80$ ) on the project, and b) below average scores will be less than 10% of all measured Psychology majors.	<b>Percent of Program Achieving Target</b>	a) 77.1% (84/109), 9.1% (i.e., 10/109)
<b>Methods</b>	<p>Data from Psychology majors in the offered section of PSY 481 (i.e., History of Psychology) for the Fall 2019 and Spring 2020 semesters were considered (<math>n = 109</math>). As of the Census Fall 2019 date, there were 409 Psychology majors total. As of the Census Spring 2020 date, there were 400 Psychology majors total. This sample therefore consists of 13.5% of all Psychology majors. It should be noted that majors typically take PSY 481 between their fifth and seventh semesters of matriculation. Given that there were 216 total upper level Psychology majors (i.e., those most likely eligible to take PSY 481) during the Fall 2019 semester, the sample size is estimated at 50%. Overall, 84 of the 109 students (77.1%) sampled met success target a, and 10 out of the 109 students (9.1%) failed to meet success target b. Overall, descriptive statistics are as follows for the project: <math>M = 86.41</math>, <math>SD = 21.94</math>.</p>		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<p>In consideration of how to effectively assess student understanding of these three core areas considered in student learning outcome 1, the Department of Psychology's Undergraduate Programs Committee (UPC) ultimately determined in Spring 2019 that core content must first be agreed upon from the three classes that pertain to the core areas. These classes include PSY 210 (i.e., Research Methods), PSY 313 (Statistics in Psychology), and PSY 481 (History of Psychology). In so doing, specific means of assessing understanding of core content could be developed.</p>			

For PSY 210, the Psychology UPC implemented the requirement effective Spring 2020 that all students in PSY 210 would develop and present a research proposal. For this project, students address key core content areas of PSY 210 by developing their own research question, designing a study, and presenting their proposal to faculty and students at the end of the semester with the goal of documenting applied understanding of core content. A standardized rubric has been developed for assessing these projects and is included with this report. Even with the shift to non-traditional instruction in Spring 2020, virtual presentations were successfully concluded.

For PSY 313, the Psychology UPC approved core content that should be addressed in PSY 313. Core content identified was as follows: Central Tendency, Variability, Percentiles and Standard Scores, Normal Curve, Inferential Statistics, Comparing Means, Testing Relationships, Power and Effect Sizes, and Exposure to Statistical Software Packages. Faculty responsible for teaching PSY 313 were tasked with identifying items to measure core content understanding, which are intended to be incorporated into various measurements (i.e., quizzes or tests) throughout the semester at the instructor's discretion. These new items were not developed in time to implement in AY 2019. As such, the 10 items that were identified for and referenced in previous years' ASL reports were used as six of the newly identified core content areas are measured by the previous items including Central Tendency, Variability, Percentiles and Standard Scores, Normal Curve, Comparing Means, and Testing Relationships. A copy of the 10 items are included with this report. Measurement via these 10 items occurred for the Fall 2019 semester but did not occur in the Spring 2020 semester. The shift to non-traditional instruction as a result of the Coronavirus pandemic in Spring 2020 resulted in a substantial change in how instruction of PSY 313 occurred. This change therefore also impacted how assessment of learning in PSY 313 could occur such that it was not possible to include each of the 10 items across measurements.

For PSY 481, the Psychology UPC was unable to identify core content because there has never been a consistent full-time faculty member responsible for the instruction of this course. Instruction for the course has regularly been offered by adjunct faculty. Additionally, the Psychology UPC raised the issue as to whether PSY 481 should be a core course in the Psychology undergraduate program. From this discussion, the Psychology UPC has begun the process of exploring other possibilities for a core course that could serve as a capstone experience. This exploration is ongoing. For the purpose of the current ASL report, recent syllabi of PSY 481 were surveyed. It was ultimately determined that all PSY 481 courses have been consistent in requiring a literature review addressing understanding of a particular historical system of psychology. The ability to recognize and document understanding of historical systems fundamental to the field of Psychology is a chief objective of PSY 481. As such, it was determined that student performance on these artifacts across the Fall 2019 and Spring 2020 semesters was appropriate where student learning outcome 1 is concerned. Examples of the rubrics used for assessing performance is included with this report.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Changes for the measurement of student learning outcome 1 will occur in both the Fall 2020 and Spring 2021 semesters for each class as follows: 1. *PSY 210* – The rubric will continue to be refined and evaluated among PSY 210 faculty. Data from all PSY 210 classes, rather than a sampling, will be considered. 2. *PSY 313* – New items reflecting understanding of all newly identified core content area will measure student understanding in all sections of PSY 313 across both the Fall 2020 and Spring 2021 semesters in the hopes of providing a clearer indicator of student performance. 3. *PSY 481* – Student performance on the same artifact will still be considered. At the same time, a determination about the plan for PSY 481's inclusion as a core course for majors will be made.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

Student learning outcome will be assessed during both the fall and spring semesters of AY 2020. Where PSY 210 and PSY 481 are concerned, assessment will occur at the end of the semesters. Where PSY 313 is concerned, assessment will occur throughout the semester.

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	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).		
<b>Measurement Instrument 1</b>	For PSY 390 (i.e., Field Experience in Psychology), students are evaluated by their field placement supervisors in the areas of punctuality, attendance, and future employability, professional judgment, quality of work, attitude toward work, dependability, ability to learn, relations with others, adherence to agency's procedures and policies, goal fulfillment, ethical conduct, and overall performance.		
<b>Criteria for Student Success</b>	No Psychology major will obtain a score of 1 or 2 on any supervisor evaluation item.		
<b>Program Success Target for this Measurement</b>	100%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	<p>Data from the 27 Psychology majors who completed PSY 390 across the Fall 2019, Spring 2020, and Summer 2020 semester were considered. As of the Census Fall 2019 date, there were 409 Psychology majors total. As of the Census Spring 2020 date, there were 400 Psychology majors total. This sample therefore consists of 7% of all Psychology majors.</p> <p>100% of students across fall, spring, and summer obtained ratings of 4/4 on punctuality, attendance, and future employability from their community supervisors.</p> <p>100% of students obtained minimum ratings of 3/4 on professional judgment, quality of work, attitude toward work, dependability, ability to learn, relations with others, adherence to agency's procedures and policies, goal fulfillment, ethical conduct, and overall performance.</p> <p>The average score across items for student evaluations ranged from 3.46-4.00. The average item score across students ranged from 3.71-4.00.</p>		
<b>Measurement Instrument 2</b>	Percentage of December 2019 and Spring 2020 graduates that satisfactorily completed PSY 290 (i.e., Supervised Study in Psychology) or PSY 490 (i.e., Research Project in Psychology).		
<b>Criteria for Student Success</b>	Graduates from December 2019 and May 2020 who complete PSY 290 or PSY 490.		
<b>Program Success Target for this Measurement</b>	a) 25% of graduates from December 2019 and May 2020 will complete PSY 290 or PSY 490 with b) no grade below a B.	<b>Percent of Program Achieving Target</b>	a) 27.17%, b) 100%
<b>Methods</b>	The transcripts of all December 2019 and May 2020 graduates ( $N = 92$ ) were reviewed. 25 majors completed PSY 290 and/or PSY 490. Among the graduates, 15 completed PSY 290 only, 5 completed PSY 490 only, and 5 completed both PSY 290 and PSY 490. These percentages are similar to if not slightly increased compared to 2018 AY graduates as 22% of graduates completed PSY 290 (compared to 23% in AY 2018) and 11% of graduates completed PSY 490 (compared to 7% in AY 2028).		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b><u>Met</u></b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

The following steps have been taken in previous academic years where consideration student learning outcome 2 is concerned: 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) Provide an additional section of PSY 210 so that more students become aware of the relevance of research earlier in their matriculation. 3) 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. 4) Offer additional opportunities for PSY 390 such as sections available during summer as well as on regional campuses.

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

1. PSY 390 – a) Increase the numbers of students that take PSY 390 through a concerted focus on course marketing. b) Include ratings from the “Integrating and applying research project in psychology” project as a measurement instrument upon rubric development and validation.
2. PSY 290 and PSY 490 – Create standardized rubric to be used among faculty supervising all PSY 290 and PSY 490 projects so that ratings can serve as an artifact for consideration in the assessment of Student Learning Outcome 2.
3. Increase the number of graduates who take each of the considered courses for Student Learning Outcome 2 through intentional course marketing and possible curricular changes.

**Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome)

Student learning outcome 2 will be measured again during both the Fall and Spring semesters of AY 2020. Measurement instruments used in AY 2019 will be considered in AY 2020. Additional instruments as specified in “Follow-up” will also be considered.

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	Students completing the baccalaureate program in psychology at WKU will be successful in gaining admission to a graduate degree program or in obtaining employment.		
<b>Measurement Instrument 1</b>	Percentage of December 2019 and Spring 2020 graduates ( $N = 92$ ) successful in gaining admission to a graduate degree program or in obtaining employment.		
<b>Criteria for Student Success</b>	A) One-third of AY 2019 graduates will be enrolled in graduate school or employed in fields related to their undergraduate degree with B) Two-thirds of AY 2019 graduates will be enrolled in graduate school or employed overall.		
<b>Program Success Target for this Measurement</b>	A) 33%	B) 66%	<b>Percent of Program Achieving Target</b>   A) 43% B) 73%
<b>Methods</b>	<p>The 92 graduates from December 2019 and May 2020 were emailed on two different occasions in August 2020 and provided a link to complete a questionnaire about their employment or graduate enrollment status. 30 graduates completed the questionnaire, resulting in a 32% return rate. 43% 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. Overall, 73% of graduates were employed and/or enrolled in graduate school. Below are the complete results:</p> <ul style="list-style-type: none"> <li>- Full-time employee in field related to Psychology – <math>3/30 = 10\%</math></li> <li>- Full-time employee in field not related to Psychology – <math>6/30 = 20\%</math></li> <li>- Full-time graduate student in field related to Psychology – <math>10/30 = 33\%</math></li> <li>- Full-time graduate student in field not related to Psychology – <math>3/30 = 10\%</math></li> <li>- Unemployed – <math>7/30 = 23\%</math></li> </ul>		

	<ul style="list-style-type: none"> <li>- Other – 1/30 = 3% <ul style="list-style-type: none"> <li>o Starting graduate school in Fall 2021</li> </ul> </li> </ul>	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<u>Met</u>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)		
<p>The following steps have been taken in previous academic years where consideration student learning outcome 3 is concerned:</p> <ol style="list-style-type: none"> <li>1. In conjunction with centralized advising and in coordination with the Academic and Career Development Center, Psychology assigns Faculty mentors to incoming Freshman for the purposes of increasing student-faculty connections and facilitating student exploration of career options in the field early in their matriculation (effective Fall 2018).</li> <li>2. Upon completion of 45 hours, undergraduates are assigned a Faculty academic advisor. When possible, assignments are made based on the alignment of student and faculty interests so that advising and career exploration revolves around shared interests in the field (effective Fall 2018).</li> <li>3. Psychology has added field specific, optional concentrations in Sport and Forensic Psychology so that more concentrated study and investigation of these important and popular areas of the field can occur (effective Fall 2015).</li> <li>4. With the hiring of a second faculty member with a background in Forensic Psychology, Psychology now offers advising specific to this field (effective Fall 2020).</li> </ol>		
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>AY 2020</p> <ul style="list-style-type: none"> <li>- Create Department of Psychology Linked In account.</li> <li>- Contact December 2020 and May 2021 graduates and encourage them to join account.</li> <li>- Development of Capstone Professional Issues in Psychology Course</li> </ul>		
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)		
<p>Student learning outcome 2 will be measured again during both the Fall and Spring semesters of AY 2020.</p>		