Detailed Assessment Report
2013-2014 Psychology B.A.
As of: 8/19/2014 07:10 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The Undergraduate program has initiated several basic changes. First one change in curriculum has been completed. We have introduced a new course “Professional Issues in Psychology” that is now required of all prospective PY majors. This course focuses on providing students with up-to-date information about careers for psychology majors and options for graduate school. How to develop credentials for the various possibilities are identified and discussed. Second, we are introducing a second writing course, PY 391 - Junior Seminar in Psychology, to provide a scaffolding approach to the development of writing skills in the discipline. Our current writing class, PY 491 - Senior Seminar in Psychology, will build on writing lessons learned in the Junior Class. Third, in classes that warrant it, we are providing a greater focus on how to translate basic psychology ideas into testable research hypotheses (e.g., PY 356 - Research Lab in Psychology). These efforts have been extremely successful and have encouraged students to view psychology more as a collection of scientific data than set of opinions about behavior.

Mission / Purpose

The Department of Psychology seeks to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission. At the undergraduate level, the Department of Psychology offers the BA and BS degrees. We also have an Honors Program in Psychology. Our primary mission is to prepare undergraduate majors for graduate work in Psychology and related disciplines. We also strive to provide the highest quality education and training for students obtaining majors and minors in Psychology, as well as students satisfying social science requirements and requirements of other academic units. At the Graduate level, the Department of Psychology offers the Ph.D. and M.A. degrees in psychology in seven concentrations across experimental and clinical psychology. Students are only admitted to the Ph.D. program and earn their M.A. as they work toward the Ph.D. The primary mission of the graduate program is to promote independent scholarship, excellent teaching skills, and clinical skills related to each student's concentration. The graduate program has a goal of producing 8-10 Ph.D.’s each year who, upon graduation, will fill psychology-related positions. The American Psychological Association has accredited the Clinical Training Program for the past 40 years, and the department intends to continue to hold the high standards associated with that accreditation.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Knowledge in advanced psychology
To demonstrate knowledge in advanced psychology Student Learning Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report). We plan to replace both rubrics, eliminating any reference to student grades and providing an alternative method for faculty to assess student knowledge.

Connected Document
BA/BS Curriculum Maps

Related Measures

M 1: Psychology Core Coursework Rubric
Psychology Core Coursework Rubric. This rubric measures students' knowledge in advanced psychology using their performance in psychology core and/or clinical psychology core coursework. At a minimum, each student should achieve 8 points pre-MA. An achievement of 10 points is considered very good, and an achievement of 12 or more points is considered excellent.

Source of Evidence: Academic direct measure of learning - other

M 2: Faculty Assessment of Knowledge Rubric
Faculty Assessment of Knowledge Rubric. This rubric measures students' knowledge via faculty assessment of students' knowledge of major theories, research traditions, and influential studies in the field of psychology. At a minimum, each student should achieve 6 points. An achievement of 7-8 points is considered very good, and an achievement of 9 points is considered excellent.

Source of Evidence: Academic direct measure of learning - other

M 3: Preliminary results of new rubrics
Preliminary results of new rubrics, if available.

Source of Evidence: Academic direct measure of learning - other

SLO 2: Demonstrate competent research skills
To demonstrate competent research skills Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report). We will need to replicate our experience with the Oral Exam Rubric, before any decisions are made about improvements, and the Research Skills Core Rubric will need to be replaced.

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BA/BS Curriculum Maps
Related Measures

M 4: Oral Exam Rubric
Oral Exam Rubric. This rubric assesses students' performance on their thesis defense, and reflects the quality of the student's thesis research based on both the written document and the oral presentation. At a minimum, each student should achieve 14 points of a possible 27. An achievement of 14-19 is considered competent, an achievement of 20-22 is considered good, and an achievement of 23-27 is considered excellent.
Source of Evidence: Academic direct measure of learning - other

M 5: Research Skills Core Rubric
Research Skills Core Rubric. This rubric measures students' research skills as measured in research skills courses. Over three courses, students should achieve a minimum of 6 points. An achievement of 8-9 points is considered very good and an achievement of 10 or more points is considered excellent.
Source of Evidence: Comprehensive/end-of-program subject matter exam

M 6: Preliminary Results of Research Skills Core Rubric
Replication of the results of the Oral Exam Rubric, and preliminary results of the replacement for the Research Skills Core Rubric, if available.
Source of Evidence: Academic direct measure of learning - other

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 3: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality, including national accreditation, if available. Program Outcome #1 Improvement Action(s) to be advanced. Development of quantitative criteria for Measures 1.1 and 1.2.

Related Measures

M 7: Assessment of the Program Quality
Assessment of the level of recognized program quality using Departmental Review.
Source of Evidence: Academic indirect indicator of learning - other

M 8: Assessment of Program Quality using APA
Assessment of the level of recognized program quality using American Psychological Association (APA) Accreditation of our Clinical PhD program.
Source of Evidence: Academic indirect indicator of learning - other

M 9: Availability of quantitative criteria
Availability of quantitative criteria for Measures 1.1 and 1.2.
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 4: Program Outcome: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion. Program Outcome #2 Improvement Action(s) to be advanced. Departmental consideration of the outcomes of Measures 2.1 and 2.2, with action to be adopted to overcome any deficiencies.

Related Measures

M 10: Comparison of enrollment
Comparison of enrollment to those of psychology departments with PhD programs at peer institutions in the same Carnegie Category.
Source of Evidence: Benchmarking of learning outcomes against peers

M 11: Comparison of the number of degree completions
Comparison of the number of degree completions to the optimum level of degree completions using Alabama Commission on Higher Education (ACHE) viability standards.
Source of Evidence: Benchmarking of learning outcomes against peers

M 12: Availability of a departmental judgment
Availability of a departmental judgment of the outcomes of Measures 2.1 and 2.2, and actions adopted to overcome any deficiencies.
Source of Evidence: Academic indirect indicator of learning - other

OthOtm 5: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves. Program Outcome #3 Improvement Action(s) to be advanced. Design of a survey for purposes of Measure 3.2.

Related Measures

M 13: Survey Results
Survey administered to year 1 and year 2 students as part of a Self-study of the Clinical PhD program.
Source of Evidence: Student course evaluations on learning gains made

M 14: Survey designed for administration
Survey to be designed for administration to year 1 and year 2 students in the Experimental PhD program.
Source of Evidence: Academic indirect indicator of learning - other

M 15: Availability of the survey
Availability of a survey for purposes of Measure 3.2.
| Source of Evidence: Academic indirect indicator of learning - other |
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Source of Evidence: Academic indirect indicator of learning - other
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)
Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

Curriculum Map I (Student Learning Outcomes) – PY BA/BS degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcome 1 (To Begin Fall 2011)</th>
<th>Student Learning Outcome 2 (Fall 2010 and Spring 2011)</th>
<th>Student Learning Outcome 3 (Fall 2010 and Spring 2011)</th>
<th>Student Learning Outcome 4 (Spring 2011)</th>
<th>Student Learning Outcome 5 (Fall 2010 and Spring 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic PY Knowledge</td>
<td>Communication</td>
<td>Research Methods</td>
<td>Application of Principles</td>
<td>Career Development</td>
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<td>Theory/Concepts/Studies</td>
<td>Oral/Written</td>
<td>Knowledge/Skills</td>
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</table>
### Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

#### Curriculum Map II (Assessment Measures) – PY BA/BS degree

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Course 7</th>
<th>Course 8</th>
<th>Course 9</th>
<th>Course 10</th>
<th>Course 11</th>
<th>Course 12</th>
<th>Course 13</th>
<th>Career Fair/ Grad School Planning Day</th>
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### Optional Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan