|  |  |  |
| --- | --- | --- |
| **Assurance of Student Learning Report**  **2022-2023** | | |
| College of Education and Behavioral Sciences | | Department of Psychology |
| AB Psychology: Program # 760 | | |
| Pitt Derryberry | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program 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** | For research methods, students will illustrate proficiency through the production and presentation of a research proposal designed to illustrate applied understanding of core content. | | |
| **Instrument 2** | For statistics, Psychology majors will illustrate proficiency across items (*n* = 9) measuring understanding of core content. | | |
| **Instrument 3** | 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. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program 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 (e.g., PSY 390) or faculty-directed research project (e.g., PSY 290, PSY 490). | | | |
| **Instrument 1** | For participation in a community agency field placement (e.g., PSY 390), two criteria comprise the measurement instrument: 1) Field placement supervisor ratings, and 2) Instructor evaluation.   * Where criterion 1 is concerned, 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.   Where criterion 2 is concerned, students are evaluated by the instructor on their ability to apply their knowledge in psychology to their field placements as measured by an application project. | | |
| **Instrument 2** | Percentage of December 2022 and Spring 2023 graduates that satisfactorily completed PSY 290 (e.g., Supervised Study in Psychology) or PSY 490 (e.g., Research Project in Psychology). | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program 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. | | | |
| **Instrument 1** | Percentage of December 2022 and Spring 2023 graduates (85%) successful in gaining admission to a graduate degree program or in obtaining employment. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| Nothing will change in terms of the Assessment Cycle timeline in terms of Program Student Learning Outcomes though a new artifact for measurement 2 of PSLO 1 will be created. | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Student Learning Outcome 1** | | | | | | | |
| **Program 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** | For research methods, students will illustrate proficiency through the production and presentation of a research proposal designed to illustrate applied understanding of core content. | | | | | | |
| **Criteria for Student Success** | Psychology majors will obtain above 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). | | | | | | |
| **Program Success Target for this Measurement** | | | 60% of all Psychology majors measured will achieve above average ratings across all three areas and on no area will the indivdual ratings be less than than average (i.e., below average or unacceptable) among this group. | | **Percent of Program Achieving Target** | 100% (i.e, 60/60) | |
| **Methods** | Data for Psychology majors in one of the three sections of PSY 210 (e.g., Research Methods in Psychology) offered on the Bowling Green campus in the Fall 2022 semester (*n* = 30) and one of the three sections of PSY 210 offered on the Bowling Green campus in the Spring 2023 semester (*n* = 30) were considered. One of the individual sections not considered in the Fall and Spring semesters were taught by a faculty member who has resigned from the university. Thus, data were not available for these two sections. The instructor of other two sections not considered in this report was not able to provide data. As of the Census Fall 2022 date, there were 617 Psychology majors total. As of the Census Spring 2023 date, there were 563 Psychology majors total. This sample therefore consists of 4.9 % of all Psychology majors for the fall and 5.2 % for the spring. It should be noted that majors typically take PSY 210 during their third or fourth semester of matriculation. Given that there were 324 total freshman and sophomore Psychology majors (i.e., those most likely eligible to take PSY 210) in Fall 2022 and 252 total freshman and sophomore Psychology majors in Spring 2023, the sample size is estimated at 9.26 % for Fall 2021 and 11.9 % for Spring 2023.  As noted on the provided rubric, multiple items measured understanding pertaining to Literature Review, Methods, and Discussion. These sections respectively range from 0 – 20, 0 – 35, and 0 – 15.  *Fall 2022:* Descriptive statistics for each category are as follows: Literature Review (*M* = 16.97/20 [85%]), Methods (*M* = 27.43/35 [78%]), and Discussion (*M* = 11.93/15 [80%]).  *Spring 2023:* Descriptive statistics for each category are as follows: Literature Review (*M* = 16.3/20 [82%]), Methods (*M* = 27.6/35 [79%]), and Discussion (*M* = 12.27/15 [82%]). | | | | | | |
| **Measurement Instrument 2** | For statistics, Psychology majors will illustrate proficiency across items (*n* = 10) measuring understanding of core content. | | | | | | |
| **Criteria for Student Success** | Psychology majors will correctly answer at least 6 of the 10 items. | | | | | | |
| **Program Success Target for this Measurement** | | a) 70% of all Psychology majors measured will correctly answer at least 6 of the 9 items, and b) there will be less than 10% of all Psychology majors measured who fail to correctly answer under 4 items | | **Percent of Program Achieving Target** | | a) Fall 2021: 61% (i.e., 19/31), Spring 2023: 42% (i.e., 11/26). b) Fall 2022: 12% (i.e., 4/31), Spring 2023: 23% (i.e., 6/26). | |
| **Methods** | Data from Psychology majors in the in person offered section of PSY 313 (i.e., Statistics in Psychology) for the Fall 2022 (*n* = 31) and Spring 2022 (*n* = 26) semester were considered. As of the Census Fall 2022 date, there were 617 Psychology majors total. As of the Census Spring 2022 date, there were 563 Psychology majors total. This sample therefore consists of 5% of all Psychology majors for the fall and 4.6% for the spring. 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 146 total junior Psychology majors (i.e., those most likely eligible to take PSY 313) during Fall 2022 and 148 total junior Psychology majors during Spring 2023, the sample sizes are estimated at 21.2% and 17.5% respectively. Overall, 19 of the 31 students sampled in Fall 2022 and 11 out of the 26 students sampled in Spring 2023 met success target a, and 7 out of 40 students sampled in Fall 2021 and 6 out of the 26 students sampled in Spring 2023 failed to meet success target b.  Among the 31 students sampled in Fall 2022, success rate on each item is as follows: Q1 (Measures of Central Tendency) = 100%, Q2 (Variability) = 100%, Q3 (Normal Curve) = 93%, Q4 (Testing Relationships) = Not assessed, Q5 (Percentiles and Standard Scores) = 100%, Q6 (Comparing Means) = 72%, Q7 (Comparing Means) = 93%, Q8 (Comparing Means) = 66%, Q9 (Testing Relationships) = Not assessed, Q10 (Testing Relationships) = Not assessed.  Among the 26 students sampled in Spring 2023, success rate on each item is as follows: Q1 (Measures of Central Tendency) = 53.85%, Q2 (Variability) = 42.31%, Q3 (Normal Curve) = 23.08%, Q4 (Testing Relationships) = 88.46%, Q5 (Percentiles and Standard Scores) = 34.62%, Q6 (Comparing Means) = 42.31%, Q7 (Comparing Means) = 84.62%, Q8 ( Comparing Means) = 57.69%, Q9 (Testing Relationships) = 84.62%, Q10 (Testing Relationships) = 42.31%. | | | | | | |
| **Measurement Instrument 3** | 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. | | | | | | |
| **Criteria for Student Success** | Psychology majors will achieve above average scores (i.e., > 80) on the literature review. | | | | | | |
| **Program Success Target for this Measurement** | | 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. | | **Percent of Program Achieving Target** | | a) Fall 2022: 86.32%, Spring 2023: 87.15%. b) Fall 2022: 4.3%, Spring 2022: 7.4%. | |
| **Methods** | Data from Psychology majors in three offered sections of PSY 481 (i.e., History of Psychology) across the Fall 2022 (*n* = 30) and Spring 2023 (*n* = 64) semesters were considered (*n* = 94). As of the Census Fall 2022 date, there were 617 Psychology majors total. As of the Census Spring 2023 date, there were 563 Psychology majors total. These samples therefore consist of 4.9% and 11.4% of all Psychology majors respectively across semesters. It should be noted that majors typically take PSY 481 between their fifth and seventh semesters of matriculation. Given that there were 282 total upper level Psychology majors (i.e., those most likely eligible to take PSY 481) during the Fall 2022 semester and 311 total upper level Psychology majors during the Spring 2023 semester, the sample size is estimated at 10.6% for Fall 2023 and 20.5% for Spring 2023. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results:** Results are comparable to previous years’ results and are therefore expected. Findings pertaining to PSY 313 (Statistics) stood out in this assessment cycle as there was a fair amount of variability among the sections considered. This is likely due to two different faculty members teaching PSY 313 for the first time at WKU. Both faculty will continue teaching PSY 313 in coming years. Even though both faculty members are teaching the required core content, both intend to meet prior to the Fall 2023 semester to discuss their approaches to teaching core content as well as their means for its assessment.  **Conclusions:** One aspect that was problematic where PSY 313 is concerned is that the current means for assessing its core content does not rival the current instructors approach to assessment. The current means relies on a multiple choice format whereas the current instructors prefer to utilize an assessment methodology that allows them to assess their students’ practices in generating their answers. The instructors will therefore look to develop a new assessment methodology for core content.  **Plans for Next Assessment Cycle:** Student learning outcome 1 will be assessed during both the fall and spring semesters of AY 2023. 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.  The Department of Psychology’s Undergraduate Programs Committee (UPC) regularly meets to assess performance in PSY 210, PSY 313, and PSY 481 in monitoring SLO 1 and will continue to do so. Findings here will be further reviewed in the first UPC meeting in late August 2023. At this point, it will be determined whether additional data pertaining to these courses needs to be collected and considered where SLO 1 is concerned. Although performance was strong where PSY 210 and PSY 481 was concerned, performance did not meet the criteria set for PSY 313, as has been the case in previous years. As such, the findings here justify further consideration as to whether whether the artifacts utilized for PSY 313 is specific enough. As mentioned earlier under Conclusions, the assessment adopted for measuring core content is PSY 313 does not match the assessment strategy that the current PSY 313 use. Thus, the UPC will rely on the PSY 313 instructors to develop a new set of artifacts for assessing core content. Thus, measurement of SLO 1 will primarly continue in its current form for AY 2023 though changes to the artifacts used for PSY 313 will occur. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Student Learning Outcome 2** | | | | | | | |
| **Program 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 (e.g., PSY 390) or faculty-directed research project (e.g., PSY 290, PSY 490). | | | | | | |
| **Measurement Instrument 1** | For participation in a community agency field placement (e.g., PSY 390), two criteria comprise the measurement instrument: 1) Field placement supervisor ratings, and 2) Instructor evaluation.   * Where criterion 1 is concerned, 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. * Where criterion 2 is concerned, students are evaluated by the instructor on their ability to apply their knowledge in psychology to their field placements as measured by an application project. | | | | | | |
| **Criteria for Student Success** | 1. No Psychology major will obtain a score of 1 or 2 on any supervisor evaluation item. 2. All Psychology majors will obtain an overall project score of 75% (150 out of 200 points), and no rubric dimension will fall below 50% | | | | | | |
| **Program Success Target for this Measurement** | | | 100% | | **Percent of Program Achieving Target** | 100%, b) 100% | |
| **Methods** | Data from the 36 Psychology majors who completed PSY 390 across the Fall 2022 and Spring 2023 semesters were considered. As of the Census Fall 2022 date, there were 617 Psychology majors total. As of the Census Spring 2023 date, there were 563 Psychology majors total. This sample therefore consists of 6% of all Psychology majors.  For criterion 1, 100% of students across fall and spring obtained ratings of 3 or higher on all field placement supervisor items, with an overall mean score of 3.91 across students and items. Individual item means ranged from 3.66– 4.00.  For criterion 2, 100% of students obtained overall project scores of 75% or above, with no single rubric dimension falling below 50%. Mean rubric dimension scores ranged from 84.42 – 97.22%. | | | | | | |
| **Measurement Instrument 2** | Percentage of December 2022 and Spring 2023 graduates that satisfactorily completed PSY 290 (e.g., Supervised Study in Psychology) or PSY 490 (e.g., Research Project in Psychology). | | | | | | |
| **Criteria for Student Success** | Graduates from December 2022 and May 2023 who complete PSY 290 or PSY 490. | | | | | | |
| **Program Success Target for this Measurement** | | a) 25% of graduates from December 2022 and Spring 2023 will complete PSY 290 or PSY 490 with b) no grade below a B. | | **Percent of Program Achieving Target** | | a) 23% b) 100% | |
| **Methods** | The transcripts of all December 2022 and Spring 2023 graduates (*N* = 109) were reviewed. 25 majors completed PSY 290 and/or PSY 490. Among the graduates, 3 completed PSY 290 and/or PSY 490 multiple occasions. The percentage of those completing PSY 290 and PSY 490 are down from previous years but is up from last year. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results:** Results indicate that a substantial number of students are capitalizing on the opportunities available to them to apply knowledge and training through participation in a community agency field placement (e.g., PSY 390) or faculty-directed research project (e.g., PSY 290, PSY 490).  Where PSY 390 is concerned, the number of students pursuing these opportunities remains stable. Psychology can only provide 40 students per year with PSY 390 experiences, and the large majority of these opportunites (i.e., 90%) are consistently being filled. Given the average number of Psychology majors (roughly 600), these numbers suggest that almost 25% of our majors in a 4 year time span will capitalize on a PSY 390 experience. As the 100% success rate on the criteria for PSY 390 as a measurement for PSLO2 attest, those who partake in PSY 390 are regarded as making noteworthy contributions to the agencies they support in their PSY 390 experiences.  Where PSY 290 and PSY 490 are concerned, Psychology observed a 6 percent increase this year in the number of students capitalizing on research experiences. This is to be expected as constraining factors from COVID-19 limiting the opportunitiy to engage in the pursuit of research no longer exist. Additionally, there has been an increase in Psychology faculty over the last few years, which also likely aided the increase.  Overall, these numbers suggest that a noteworthy portion of Psychology majors are capitalizing on opportunities to apply and further develop their knowledge in either field opportunities or research opportunities. The Psychology Department strives to be a student focused unit serving the university community, and experiences available to students such as these serve as an important means that allows Psychology to do so.    **Conclusions:** Psychology mainly promotes these experiences via student advising, word of mouth, and occasional posted flyers. The number of PSY 390 slots is limited to 40 per year. Additionally, there are number of majors who volunteer to assist faculty research but do not choose to receive PSY 290 or PSY 490 credit in doing so. Relatedly, Psychology faculty are also steadily involved in supporting its graduate students in applied experiences and research opportunities. As such, Psychology is close to maximizing the number of undergraduate students it can support in these endeavors. As such, the efforts Psychology uses to advertise and promote these experiences is effective and there is little need to ramp up marketing efforts unless there are more additions to faculty in the future.  **Plans for Next Assessment Cycle**: Student learning outcome 2 will be measured again during both the Fall and Spring semesters of AY 2023. Measurement instruments used in AY 2022 will be considered in AY 2023. The Psychology Department Undergraduate Program Committee (UPC) has developed a survey that allows students to provide feedback on their PSY 290 and PSY 490 experiences. Student feedback may be considered in the next assessment cycle. Another element that may be considered is how the pursuit of these experiences pertains to outcomes addressed in PSLO3. The UPC will determine whether the inclusion of these data points should occur in the next assessment cycle at its initial Fall 2023 meetings. | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Student Learning Outcome 3** | | | | | |
| **Program 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. | | | | |
| **Measurement Instrument 1** | Percentage of December 2022 and Spring 2023 graduates (*N* = 109) successful in gaining admission to a graduate degree program or in obtaining employment. | | | | |
| **Criteria for Student Success** | A) One-third of AY 2022 graduates will be enrolled in graduate school or employed in fields related to their undergraduate degree with B) Two-thirds of AY 2023 graduates will be enrolled in graduate school or employed overall. | | | | |
| **Program Success Target for this Measurement** | | A) 33% B) 66% | **Percent of Program Achieving Target** | A) 64% B) 84% | |
| **Methods** | The 109 graduates from December 2022 and Spring 2023 were emailed on three different occasions between May 3, 2023 and May 30, 2023 and provided a link to complete a questionnaire about their employment or graduate enrollment status. 25 graduates completed the questionnaire, resulting in an 23% return rate. 76% 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, 84% of graduates were employed and/or enrolled in graduate school. Below are the complete results:   * Full-time employee in field related to Psychology – 2/25 = 8% * Full-time employee in field not related to Psychology – 5/25 = 20% * Full-time graduate student in field related to Psychology – 14/25 = 56% * Full-time graduate student in field not related to Psychology – 0/25 = 0% * Unemployed – 3/25 = 12% * Other – 1/25 = 4%   + I am a part time employee in a field NOT related to Psychology | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results:** These results were expected. Not necessarily expected is how much these results exceeded set criteria. Although the 23% return rate is acceptable, it is likely that the timeframe of the questionnaire administration was a factor such that those with jobs or graduate school admissions were those who were most likely to respond.  **Conclusions:** Psychology incorporates an emphasis on life after college in its advising practices. As such, academic advising is not just the opportunity to identify classes; it is considered an important time for discussion with students about their future plans. Advisees are regularly asked questions during advising about why they are majoring in Psychology and what they hope to do with their degrees. As a result, students and their faculty advisors are able to crystallize their thoughts about their future goals pertaining to the field. Most of Psychology’s courses in the curriculum emphasize career avenues as well. It is apparent that these practices are effective.  **Plans for Next Assessment Cycle:** Given the questions cited above about the representativeness of the sample for PSLO 3, Psychology will extend the availability to its graduates of the questionnaire used for this outcome in the hopes of generating a larger response rate.  The following steps have been taken in previous academic years where consideration of student learning outcome 3 is concerned and will continue during AY 2023:   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). 2. Upon completion of 40 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. 3. Psychology offers 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. 4. With the hiring of a second faculty member with a background in Forensic Psychology, Psychology now offers advising specific to this field. It is also beginning the process of creating a PSY 390 section specific to Forensic Psychology 5. Psychology has a Living Learning Community that will entering its third iteration during AY 2023. 6. Psychology is in the process of creating two new courses. The first is for freshman and will pertain to preparation for professional opportunities in the field and will encourage students to start exploring and planning for their options in the field early in their matriculation. The second course is a capstone course which will help prepare seniors to pursue their careers as critical consumers of the knowledge bases around them. | | | | | |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**