Undergraduate baccalaureate program in psychology

Annual Program Report Template

Year:	2022 – 2023 Academic Year
Program:	Undergraduate Baccalaureate Psychology Program
Contact Person (include email & phone#)	Jeremy Shelton, sheltonious@gmail.com, 880-7839

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here: The primary concern the department has about the undergraduate program assessment results is scores on the ACAT exam. In the 20-21 assessment, only scores on the Statistics portion of the ACAT failed to meet the performance goal. Unfortunately, ACAT scores declined further in the 21-22 assessment period. The department is not sure why scores are declining because we have not systematically changed how we approach teaching within our undergraduate program. One *possible* contributor is a dramatic increase in the percentage of online courses (rather than face to face) offered in the department. This change occurred 2 years ago, which would correspond with the most recent assessment cohort. The department chair is currently working to transition courses from online back to in person by replacing online instructor positions with on campus faculty. This change should help improve ACAT performance on some sections of the test within the next 2 years.

What prior data told us

From 2020 – 2022 two performance goals were not met: 1) Students in PSYC 4330 did not meet the benchmark for critical thinking for 2020 – 2021; 2) Performance on the ACAT was too low for experimental design, statistics, and the overall score.

Improvement Efforts since Last Report

Following the 21-22 academic year, the Department Chair explored possible changes to the ACAT administration procedures. Unfortunately, it is not logistically feasible to administer the ACAT during final exams (when all students are present). The Department Chair also pursued returning more courses in Statistics and Research Methods back to their original face-to-face status. Over the last few years (i.e., from 2020 – 2022) those courses have had more online sections than is typical. This undoubtedly lowered student performance on those sections of the ACAT.

Results of Improvement Efforts

Since 2021 it has been difficult to return many courses to their original face to face format. This is a slow process that requires hiring additional faculty. For that reason, it has not had much effect yet on ACAT performance in 2022 – 2023.

Future Improvement Efforts

The department will continue to work on switching more classes from online to face to face format. We believe this is an important contributor to the lower ACAT scores.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Knowledge of basic critical concepts across a range of sub-disciplines within Psychology.	Students completing the undergraduate baccalaureate program in psychology will compare favorably in their knowledge of general psychology with students graduating from a national sample of psychology programs.	ACAT standardized national testing in field of Psychology	The Lamar Psychology Department uses the ACAT (http://www.collegeoutcomes.com/default.htm) as a direct assessment of student learning. Students take the ACAT usually the semester in which they graduate—PACAT Inc. does the scoring and provides feedback data to the department.	Students will achieve an overall score of 50th percentile on the entire ACAT.	Overall performance = 38th percentile.	

			the evaluated course) for evidence of critical thinking using an adapted version of the AACU VALUE rubric for Critical Thinking.	proposals, and 3.0 on Experimental Psychology reports.	PSYC 4330 final reports = 3.46	curriculum in how we focus on critical thinking.
		#2. Faculty developed Rubric	A faculty developed rubric is used to score student performance. We assess thesis statements, quality of the idea, and organization of the introduction for student papers in Research Methods (3302), and Experimental Psychology (4330)	PSYC 3302 papers should average at least 2.0 on rubric dimensions thesis statement, quality of idea, and organization of introduction. PSYC 4330 research proposals should average at least 2.5. PSYC 4330 final reports should average 3.0.	PSYC 3302 research papers = 2.84 PSYC 4330 proposals = 3.50 PSYC 4330 final reports = 3.52	This data clearly show that students are successfully learning how to clearly state their paper thesis, develop a well-reasoned research paper, and organize that paper in a logical and understandable way when explaining their topic. The results show continuous improvement, across all 3 criteria, as students progressed through our upper-level Research Methods course, and Experimental Psychology course. Based on these results, we do not see the need to make any changes to our curriculum in how we focus on critical thinking.
Knowledge of using scientific method to pose and answer research questions.	Students will understand and appreciate the use of the scientific method in psychology.	#1. Faculty developed rubric	A faculty developed rubric is used to score student performance. We assess thesis statements, quality of the idea, organization of the introduction, style/grammar, organization, reference quality, & APA style for student papers in			

| | | | Research Methods (3302), and Experimental Psychology (4330) | rubric dimensions (thesis statement, quality of idea, organization of introduction, style/grammar, organization, method, reference quality, & APA style).

PSYC 4330 final reports should average 3.0 across all rubric dimensions (thesis statement, quality of idea, organization of introduction, style/grammar, organization, method, results, discussion, reference quality, & APA style). | | |

#2.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results *Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.*	Status *C=Complete* *P=Progressing* *N=No Action Taken*	Discussion of Status *If C, describe efforts that led to accomplishment of actions/goals.* *If P, provide update on progress made toward accomplishing actions/goals and what tasks remain* *If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.*
Returning more online courses back to in person format This should help improve overall ACAT scores	Progressing	The department plans to hire a new on-campus instructor to begin in the Fall 2023 or Spring 2024 semester. A second new on-campus instructor may be hired for the Spring 2024 semester.
We will increase benchmark expectations for all dimensions that students have successfully met over the most recent 3 assessment periods (i.e., 2020 – 2023).	Progressing	The critical thinking benchmarks will each increase by .10 so that the new benchmarks for 2023 – 2024 will be: 1.60, 2.10, 3.10 The thesis/idea quality/organization of paper benchmarks will each increase by .10 so that the new benchmarks for 2023 – 2024 will be: 2.10, 2.60, 3.10 The overall paper score benchmarks will each increase by .10 so that the new benchmarks for 2023 – 2024 will be: 2.10, 2.60, 3.10

Graduate program in Applied Psychology

Annual Program Report Template

Year:	2022 – 2023 Academic Year
Program:	Graduate Masters in Applied Psychology Program
Contact Person (include email & phone#)	Jeremy Shelton, sheltonious@gmail.com, 880-7839

Summary of Continuous Improvement Efforts since Last Report

The only target not met in the 2022 – 2023 assessment period was the passing rate for qualification exams. Immediately after qualification exams concluded, the Department Chair had a candid conversation with both students who did not pass. From those conversations the Department Chair learned that one student attributed her poor performance to crippling test anxiety. The other student felt overwhelmed by the amount of material covered in the qualification exams.

			rubric for Critical Thinking.			
Knowledge of critical foundation concepts across a variety of psychology sub-disciplines.	Students will demonstrate broad-based knowledge representative of the current state of knowledge in the discipline of psychology.	Comprehensive Qualification Exams	After common coursework and coursework specific to program tracks, all graduate students take comprehensive examinations at the end of their first year in the program. Comprehensive examination content varies from year to year within established areas that include: Research Design and Methodology, Psychometrics, and Multivariate Research Techniques. Students in the I/O track take additional coursework in Personnel and Social/Organizational Psychology; Clinical track students take coursework in Psychopathology and Psychotherapy.	Students will achieve at least a 75% average on each subtest of the comprehensive exams following written and oral evaluations.	I/O track Students: 1 of 3 met the target Clinical track Students: 5 of 5 met the target	It is extremely rare to not meet this performance target. In only 2 of the past 20 years have any graduate students not met the comprehensive qualification exam performance target. After qualification exams concluded, the Department Chair met with each of the 2 failing students to discuss reasons for their low performance. One student reported extreme test anxiety. The other reported feeling overwhelmed by the scope of the relevant material. Faculty plan to improve on prior efforts to help improve student performance on qualification exams. 1) Faculty will talk with students earlier, and more frequently,

						who may need testing accommodations will be advised to consult with the ARC.
Possess knowledge of professional standards and best practices.	Students who complete a psychology master's degree at Lamar will be prepared to enter a pre-professional position.	Faculty developed rubric for IO Practicum Reports & Clinical Client Notes	Faculty evaluate students' I/O Psychology Practicum Research reports. I/O Psychology students' report will reflect their research project for their host organization; Faculty also evaluate Clinical Psychology students' session reports with clients.	Students will achieve at least 80% on the rubric	The average score across all rubric measures was 87%.	Clearly the prior efforts between the Department Chair and the Clinic Director helped improve performance on this dimension. The Clinic Director was able to adjust her instruction to clinical students so that the format of their clinical notes matched that of the assessment rubric.

Table 2. Continuous Improvement Results Since Last Report

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Candid discussion of qualification exams with students prior to the exam date. (e.g., types of concepts covered, guiding student preparation)

Faculty will candidly discuss qualification exams with students far in advance of the exam date (e.g., philosophy of the exam, types of concepts covered, guiding student preparations).

Tests in courses relevant to qualification exam will have same format as qualification exam.

Any students with severe test anxiety will be assisted by