

## Annual Departmental Report

### *Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic*

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find **red**. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

### Program Information

Program/Department: Psychological Science

Department Chair: Sara Pollak Levine

Department Assessment Committee Contact: Christopher Adams

*This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2021.*

### A. Departmental Special Section for AY2021

Department Lessons Learned and Accomplishments

**In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.**

**The department continued to offer the majority of our courses online or onsync. This included classes that have not traditionally been offered in remote formats such as interpersonal skills classes, lab classes, and research design courses. Those faculty teaching courses face to face or hybrid were challenged with serving students who might be able to attend class one week but be restricted from campus the next. Faculty reported experimenting with new technology and forms of delivery in order to meet the needs of their students, some of which they may continue to utilize in the future. Some students reported an interest in continuing to have the option of remote office hours and/or advising.**

## B. Program Learning Outcomes (PLOs) (Educational Objectives)

### I. List of PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Use basic psychological vocabulary, concepts, and theories to describe, explain, and/or predict behavior, including advantages and limitations of the selected concepts/frameworks	Learning outcomes based on APA program standards <a href="https://www.apa.org/ed/prec/college/about/psymajor-guidelines.pdf">https://www.apa.org/ed/prec/college/about/psymajor-guidelines.pdf</a>		The department has been engaging in a Curriculum Mapping exercise this year
2.	Describe examples of relevant and practical applications of psychological principles to individual and societal needs (e.g. health, public policy, education, employment, diversity)	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
3.	Critically read and summarize complex ideas accurately, including generalizability and/or future directions, from psychological sources and research	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
4.	Describe research methods used by psychologists including their respective advantages and disadvantage	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
5.	Replicate or design and conduct simple scientific studies (e.g., correlational or two-factor) to confirm a hypothesis based on operational definitions	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
6.	Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or nonhuman research participants	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
7.	Evaluate critically or complete an IRB application that adheres to ethical standards	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
8.	Identify and explain how context, individual differences, worldview, and diversity (e.g., race, ethnicity, socioeconomic status, gender, sexuality, religion, ability, identity) influence human behavior and development	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year

<b>9.</b>	Construct arguments clearly and concisely using evidence-based psychological concepts and theories	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
<b>10.</b>	Write using basic attributes of APA style, including formatting, internal citation, and references	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
<b>11.</b>	Create a coherent and integrated oral and/or written argument based on a review of the pertinent psychological literature	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
<b>12.</b>	Achieve effective delivery standards in professional oral performance (including organization, visual aids, time constraints, intended audience, delivery style)	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
<b>13.</b>	Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
<b>14.</b>	Formulate academic/career plan contingencies based upon accurate self-assessment of abilities, achievement, motivation, and work habits, as well as the skills sets desired by employers who typically hire or selection people with psychology backgrounds	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year
<b>15.</b>	Create and continuously update a curriculum vitae or resume	Learning outcomes based on APA program standards		The department has been engaging in a Curriculum Mapping exercise this year

**II. PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the "loop closed"?
3	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations) 2.2 Demonstrate psychology information literacy 2.2a Read and summarize complex ideas accurately, including future directions, from psychological sources and research	3 <sup>rd</sup> /4 <sup>th</sup> year	sample	60% of students expected to meet criteria	
9	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations) 4.1a Construct arguments clearly and concisely using evidence-based psychological concepts and theories	3 <sup>rd</sup> /4 <sup>th</sup> year	sample	60% of students expected to meet criteria	
10	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations) 4.1c Use grammar appropriate to professional standards and conventions (e.g., APA writing style)	3 <sup>rd</sup> /4 <sup>th</sup> year	sample	60% of students expected to meet criteria	

If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

There were not enough work products submitted for assessment due to the move to remote learning and general disruption

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

Reflection Prompt	Narrative Response
<b>Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b>	Capstone assessments
<b>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</b>	Annually by the assessment committee who presents findings to the department at our summer retreat for discussion
<b>What changes have been made as a result of using the data/evidence? (close the loop)</b>	We completed a first round of curriculum mapping which revealed possible areas for greater consistent focus on skill development for students. We also discussed prioritization of some of the programmatic learning goals over others. We intend to conduct another round of mapping next year before making specific changes.

### C. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan

Capstone assessment is ongoing. Additional assessments will be created based on the outcome of our curriculum mapping exercise. We are using the following rubric for our curriculum mapping exercise.

**Psychological Science Program  
Learning Outcomes**

	NA	I	E	R	Is outcome explicitly indicated in syllabus? (Y/N)	Is outcome assessed? If so, how (e.g., assignment, test, or any other method of data collection)?	Comments/Observations
<b>P.L.O #1:</b> Use basic psychological vocabulary, concepts, and theories to describe, explain, and/or predict behavior, including advantages and limitations of the selected concepts/ frameworks							
<b>P.L.O #2:</b> Describe examples of relevant and practical applications of psychological principles to individual and societal needs (e.g. health, public policy, education, employment, diversity)							
<b>P.L.O #3:</b> <u>Critically</u> read and summarize complex ideas accurately, including <u>generalizability</u> and/or future directions, from psychological sources and research							
<b>P.L.O #4:</b> Describe research methods used by psychologists including their respective advantages and disadvantages							
<b>P.L.O #5:</b> Replicate or design and conduct simple scientific studies (e.g., correlational or two-factor) to confirm a hypothesis based on operational definitions							
<b>P.L.O #6:</b> Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or nonhuman research participants							
<b>P.L.O #7:</b> Evaluate critically or complete an IRB application that adheres to ethical standards							

<b>P.L.O #8:</b> Identify and explain how context, individual differences, worldview, and diversity (e.g., race, ethnicity, socioeconomic status, gender, sexuality, religion, ability, identity) influence human behavior and development							
<b>P.L.O #9:</b> Construct arguments clearly and concisely using evidence-based psychological concepts and theories							
<b>P.L.O #10:</b> Write using <u>basic attributes</u> of APA style, <u>including formatting, internal citation, and references.</u>							
<b>P.L.O #11:</b> Create a coherent and integrated <u>oral and/or written</u> argument based on a review of the pertinent psychological literature							
<b>P.L.O #12:</b> Achieve effective delivery standards in professional oral performance ( <u>including organization, visual aids, time constraints, intended audience, delivery style</u> )							
<b>P.L.O #13:</b> Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions							
<b>P.L.O #14:</b> Formulate academic/career plan contingencies based upon accurate self-assessment of abilities, achievement, motivation, and work habits, as well as the skills sets desired by employers who typically hire or selection people with psychology backgrounds							
<b>P.L.O #15:</b> Create and continuously update a curriculum vitae or resume							

- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
- III. If you do not have a plan, would you like help in developing one?

Yes

## D. Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

### I. Programs that fall under Program Review:

- i. Date of most recent Review: **AY18-19**
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific Goals	Measurables	Actions	Responsibilities	Timeline
Further Develop Assessment Plan				Spring 2021--ongoing
	<b>Adoption of APA Objectives</b>	<b>Review and vote on APA objectives we wish to adopt</b>	<b>Full Department</b>	<b>Spring 2020 Completed</b>
	Curriculum Map	Perform curriculum mapping to align courses to those objectives	Coordinated by Assessment Committee	Spring 2021—ongoing
	Internship Evaluation	Create internship evaluation that matches APA outcomes	Student Affairs Committee	Spring 2021— <b>pushed off until 2021-2022 due to COVID</b>
	Exit Survey	Create exit survey for students in History and Systems	Assessment Committee	Spring 2022
Expand Internship Program	Double size of the current program	<b>Develop specialized seminars for research-based and applied internships—new course created to better prepare students for internship, Professional Issues in Psychological Science, approved by AUC in May 202</b> Develop relationships with relevant offices on campus Seek course release for internship coordinator	Student Affairs Committee  Department Chair	<b>New course being offered 1<sup>st</sup> time FA21</b>  Spring 2024
Improve involvement in Psi Chi and Psychology Club	Student Interest Survey	Develop and administer a survey to all Psychological Science Majors and Minors to determine interests related to student club involvement	Student Affairs Committee	Spring 2020-- <b>work interrupted due to COVID</b>
Expand emphasis on diversity in the discipline	Cross-cultural Psychology course	<b>Develop and offer a new course in Cross-cultural Psychology—approved by AUC in May 2020</b>	Curriculum Committee Full Department	<b>New course being offered 1<sup>st</sup> time SP22</b>
Re-examine placement and use of adjunct faculty across the curriculum	Reduce use of adjunct faculty in introductory courses by 15%	Discuss, as a department, the best use of adjunct faculty	Full Department	ongoing
Strengthen the career development and				



professionalism of our students				
	Web-based tutorial on career decision-making	Develop a web-based tutorial that will allow students to explore vocational interests and provide information regarding career paths	Student Affairs Committee Dr. Christopher Adams	Spring 2020 Developed and available to all psych majors through blackboard
	Vocational Psychology Seminar	Creation and offering of Advanced Seminar in Vocational Psychology	Dr. Christopher Adams	Fall 2019 Developed and offered SP20
Expand Research Opportunities for Faculty and Students	Expand research opportunities for students by 25%	Advertise and raise visibility of research opportunities for students	Research Organization Committee	Spring 2025

### E. Departmental Strategic Initiatives

Accomplished Initiatives AY 20-21	Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Consistently offer Intro to Psychological Science and Lifespan Development for Early-College students	5.3	
Intro to Psychological Science and Lifespan Development are offered as accelerated courses	5.3	
Submitted 10 courses for inclusion in General Education Program	1.1	
Minimum grade requirement for Professional Issues in Psychological Science and Psychology of Human Relations to increase student preparation	1.2	
Multiple faculty members have active research labs involving students researchers and our faculty typically oversee at least one student honors research project each year	1.2	
Continue to offer a section of Intro to Psychological Science through AUJA	5.3	

Greater emphasis in Lifespan Development course placed on diversity. Social Justice perspective integrated in to History and Systems course.	4.1	X
Expansion of the research methods courses accepted from other majors that are allowed to waive the research methods requirements for the minor in Psychological Science. Allows for more seamless addition of the minor.	2.4	
Students in the major have access to a Blackboard "course" that focuses on career exploration in Psychology	1.2	
Bring Research Speaker to campus for talk to students	1.2	
Faculty working on Opioid grant engaged in Community-engaged scholarship	3.5	

<b>Planned Initiatives for AY 2021-22</b>	<b>Associated Strategic Plan Goal &amp; Strategy</b> Goal # followed by Strategy # ex: 1.3	<b>Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
Development of online Psychological Science degree-completion program	5.4	
Exploration of OER for Intro to Psychological Science	5.7	
Cultural Psychology course created last year to be offered for first time FA21	4.1	X
Development of a teaching discussion hour related to diversity and equity in pedagogy and grading. Invitation of an outside facilitator.	2.1, 2.3	X
Attempts to increase internship opportunities. Desire to work with Career Center to expand/develop internship fair.	2.5	
Two faculty members who are involved in the Real Talk Faculty Academy will report out and mentor other departmental faculty	2.1, 2.3, 4.4	X
Ongoing participation in Davis Foundation Grant.	2.5	