

Report Generated by Taskstream

Workspace: Academic Program Assessment and Planning Workspace

Assessment Plan Template : IU Kokomo Academic Assessment Template [

Report Generated : Tuesday, September 01, 2020

Organizational Area	Summary Results	2018-2019 Academic Year Data or 2018 Calendar Year Data - Action Plan Summary Results																																																																								
Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Humanities & Social Sciences Psychology	<p>Overall Statistics</p> <ul style="list-style-type: none"> • 31% (14/45) outcomes were included • 100% (14/14) of outcomes included have at least one measure specified • 100% (14/14) of outcomes included have measures with findings specified <table border="1" data-bbox="520 487 1516 873"> <thead> <tr> <th colspan="2">14 Total Measures</th> <th colspan="2">14 Total Measures with Findings</th> </tr> </thead> <tbody> <tr> <td colspan="2">Measure Type/Method</td> <td colspan="2">Measure Level</td> </tr> <tr> <td>Student Artifact</td> <td>4 (29%)</td> <td>Course</td> <td>0 (0%)</td> </tr> <tr> <td>Exam</td> <td>9 (64%)</td> <td>Program</td> <td>0 (0%)</td> </tr> <tr> <td>Portfolio</td> <td>0 (0%)</td> <td>Institution</td> <td>0 (0%)</td> </tr> <tr> <td>Other</td> <td>0 (0%)</td> <td>Other</td> <td>0 (0%)</td> </tr> <tr> <td>Total Direct</td> <td>13 (93%)</td> <td>Unspecified</td> <td>14 (100%)</td> </tr> <tr> <td>Survey</td> <td>0 (0%)</td> <td></td> <td></td> </tr> <tr> <td>Focus Group</td> <td>0 (0%)</td> <td></td> <td></td> </tr> <tr> <td>Interview</td> <td>0 (0%)</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td>0 (0%)</td> <td></td> <td></td> </tr> <tr> <td>Total Indirect</td> <td>0 (0%)</td> <td></td> <td></td> </tr> <tr> <td>Unspecified</td> <td>1 (7%)</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1024 487 1516 657"> <thead> <tr> <th colspan="2">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td>Not Met</td> <td>5 (36%)</td> </tr> <tr> <td>Met</td> <td>9 (64%)</td> </tr> <tr> <td>Exceeded</td> <td>0 (0%)</td> </tr> <tr> <td>Unspecified</td> <td>0 (0%)</td> </tr> </tbody> </table>	14 Total Measures		14 Total Measures with Findings		Measure Type/Method		Measure Level		Student Artifact	4 (29%)	Course	0 (0%)	Exam	9 (64%)	Program	0 (0%)	Portfolio	0 (0%)	Institution	0 (0%)	Other	0 (0%)	Other	0 (0%)	Total Direct	13 (93%)	Unspecified	14 (100%)	Survey	0 (0%)			Focus Group	0 (0%)			Interview	0 (0%)			Other	0 (0%)			Total Indirect	0 (0%)			Unspecified	1 (7%)			Acceptable Target Achievement		Not Met	5 (36%)	Met	9 (64%)	Exceeded	0 (0%)	Unspecified	0 (0%)	<p>4 Total Actions with Status Report</p> <table border="1" data-bbox="1554 511 2026 657"> <thead> <tr> <th colspan="2">Current Status</th> </tr> </thead> <tbody> <tr> <td>Not started</td> <td>0 (0%)</td> </tr> <tr> <td>In Progress</td> <td>0 (0%)</td> </tr> <tr> <td>Completed</td> <td>4 (100%)</td> </tr> <tr> <td>Not Implemented</td> <td>0 (0%)</td> </tr> </tbody> </table>	Current Status		Not started	0 (0%)	In Progress	0 (0%)	Completed	4 (100%)	Not Implemented	0 (0%)
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Report : Assessment Cycle Details for : Psychology

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan: 2019-2020 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Tuesday, September 01, 2020

Measures and Findings

Goal 1 Knowledge Base

Outcome

Demonstrate understanding of major psychological perspectives.

Mapped to:

No Mapping

Measure

ACAT: Psychology

DIRECT - EXAM

Details/Description:

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting of P459 History and Systems of Psychology, the capstone course in psychology. Students receive participation points for completing it. Student results are compared to those of between 4,000 and 20,000 other college students completing the ACAT (comparison group size varies by subtest). Students are typically seniors when taking P459. We aggregate results over the full academic year (combining Fall and Spring), so we have recently had about 35 IU Kokomo psychology majors taking the ACAT each cycle.

Acceptable Target:

We have three targets for student performance on the ACAT:

1. As a group, psychology students will achieve a percentile performance of 50 or above on each of the 10 subtests relative to the national sample.
2. Individually, 75% of students will score at least at the 40th percentile in comparison to the national sample, in relation to main learning outcomes of our program. That is, 75% of our students will achieve at the 40th percentile or higher on subtests representing required courses for all psychology majors. These are Perspectives in Psychology, Research Methods, Statistics, and Developmental Psychology.
3. Individually, 75% of students will achieve at the 40th percentile or higher on at least one of the set of subtests that represent each of our required content course clusters for the psychology program. These are Personality or Social; Learning/Cognition; Physiological; and Abnormal or Clinical/Counseling.

Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings
for ACAT: Psychology

Summary of Findings:

Benchmark 1 Subtest: History & Systems (Outcome 1: Perspectives in Psychology):
Students scored in the 73rd percentile as a group.
Benchmark 2: 76.9% of students scored in the 40th percentile or above

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Demonstrate understanding of basic terminology relating to research methods.

Mapped to:

No Mapping

Measure
ACAT: Psychology

DIRECT - EXAM

Details/Description:

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting of P459 History and Systems of Psychology, the capstone course in psychology. Students receive participation points for completing it. Student results are compared to those of between 4,000 and 20,000 other college students completing the ACAT (comparison group size varies by subtest). Students are typically seniors when taking P459. We aggregate results over the full academic year (combining Fall and Spring), so we have recently had about 35 IU Kokomo psychology majors taking the ACAT each cycle.

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall

and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Benchmark 1: Experimental Design (Outcome 2: Research Methods): Students scored in the 49th percentile as a group.

Benchmark 2: 50% of students scored at the 40th percentile or above.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Lab was implemented this year in conjunction with P355 methods, but many of these students took P355 without the lab.

Substantiating Evidence:

Demonstrate basic psychological literacy in Statistics

Mapped to:

No Mapping

Measure

ACAT: Psychology

DIRECT - EXAM

Details/Description:

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting of P459 History and Systems of Psychology, the capstone course in psychology. Students receive participation points for completing it. Student results are compared to those of between 4,000 and 20,000 other college students completing the ACAT (comparison group size varies by subtest). Students are typically seniors when taking P459. We aggregate results over the full academic year (combining Fall and Spring), so we have recently had about 35 IU Kokomo psychology majors taking the ACAT each cycle.

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We have three targets for student performance on the ACAT:

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Statistics

Benchmark 1: 51st percentile achievement as a group

Benchmark 2: 53.8% of students scored in the 40th percentile or higher

Acceptable Target Achievement:

Not Met

Reflections/Notes:

We hope that the implementation of a lab component to P355 Experimental Psychology will enhance students learning in statistics. The lab was implemented in Fall 2019 but many of these students had already taken P355 prior to the lab.

Substantiating Evidence:

Demonstrate basic psychological literacy in Biological Bases

Mapped to:

No Mapping

Measure

ACAT: Psychology

DIRECT - EXAM

Details/Description:

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting of P459 History and Systems of Psychology, the capstone course in psychology. Students receive participation points for completing it. Student results are compared to those of between 4,000 and 20,000 other college students completing the ACAT (comparison group size varies by subtest). Students are typically seniors when taking P459. We aggregate results over the full academic year (combining Fall and Spring), so we have recently had about 35 IU Kokomo psychology majors taking the ACAT each cycle.

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2. Individually, 75% of students will score at least at the 40th percentile in comparison to the national sample, in relation to main learning outcomes of our program. That is, 75% of our students will achieve at the 40th percentile or higher on subtests representing required courses for all psychology majors. These are Perspectives in Psychology, Research Methods, Statistics, and Developmental Psychology.

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Benchmark 1: 51st percentile achievement as a group

Benchmark 3: 61.5% of students scored at the 40th percentile or higher

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Demonstrate basic psychological literacy in Learning

Mapped to:

No Mapping

Measure

ACAT: Psychology

DIRECT - EXAM

Details/Description:

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting of P459 History and Systems of Psychology, the capstone course in psychology. Students receive participation points for completing it. Student results are compared to those of between 4,000 and 20,000 other college students completing the ACAT (comparison group size varies by subtest). Students are typically seniors when taking P459. We aggregate results over the full academic year (combining Fall and Spring), so we have recently had about 35 IU Kokomo psychology majors taking the ACAT each cycle.

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:***Findings***

for ACAT: Psychology

Summary of Findings:

Benchmark 1: 64th percentile achievement as a group

Benchmark 3: 76.9% of students at the 40th percentile or higher

Acceptable Target Achievement:

Met

Reflections/Notes:**Substantiating Evidence:**

Demonstrate basic psychological literacy in Cognition

Mapped to:

No Mapping

Measure

ACAT: Psychology

DIRECT - EXAM**Details/Description:**

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting of P459 History and Systems of Psychology, the capstone course in psychology. Students receive participation points for completing it. Student results are compared to those of between 4,000 and 20,000 other college students completing the ACAT (comparison group size varies by subtest). Students are typically seniors when taking P459. We aggregate

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Acceptable Target:

We have three targets for student performance on the ACAT:

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Benchmark 1: 64th percentile achievement as a group

Benchmark 3: 76.9% of students at the 40th percentile or higher

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Demonstrate basic psychological literacy in Development

Mapped to:

No Mapping

Measure

ACAT: Psychology

Details/Description:

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Benchmark 1: 52nd percentile achievement as a group
Benchmark 2: 65.3% of students scored at the 40th percentile or higher

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Demonstrate basic psychological literacy in Individual Differences

Mapped to:

No Mapping

Measure

ACAT: Psychology

DIRECT - EXAM

Details/Description:

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Benchmark 1: 51st percentile achievement as a group

Benchmark 3: 80.8% of students scored at the 40th percentile or higher

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Demonstrate basic psychological literacy in Psychological Disorders & Treatments

Mapped to:

Measure

ACAT: Psychology

DIRECT - EXAM

Details/Description:

Learning on Goal 1 was assessed using 10 subtests of the Area Concentration

Achievement Test (ACAT) for psychology. This is a multiple-choice standardized test of knowledge in specific areas of psychology, which takes about 1-2 hours to administer online (students answer about 200 questions). Administration takes place during a class meeting of P459 History and Systems of Psychology, the capstone course in psychology. Students receive participation points for completing it. Student results are compared to those of between 4,000 and 20,000 other college students completing the ACAT (comparison group size varies by subtest). Students are typically seniors when taking P459. We aggregate results over the full academic year (combining Fall and Spring), so we have recently had about 35 IU Kokomo psychology majors taking the ACAT each cycle.

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Benchmark 1: 49th percentile (Abnormal) and 63rd percentile (Clinical/Counseling) achievement as a group

Benchmark 3: 84.6% of students scored at the 40th percentile or higher

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Demonstrate basic psychological literacy in Social Psychology

Measure

ACAT: Psychology

Mapped to:

No Mapping

DIRECT - EXAM

Details/Description:

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Implementation Plan (timeline):

The ACAT is given at least once annually, but in recent years is administered once in Fall and once in Spring when P459 is taught.

Key/Responsible Personnel:

Instructors in P459 History and Systems of Psychology

Supporting Attachments:

Findings

for ACAT: Psychology

Summary of Findings:

Benchmark 1: 50th percentile achievement as a group
Benchmark 3: 80.8% of students scored at the 40th percentile or higher

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

IU Kokomo General Education Outcomes (Copy 1)

Students will recognize issues that have alternative interpretations.

Component 1: Students will understand and respect the potential differences in the perspectives of others.

Component 2: Students will summarize the explicit and implicit aspects of an issue.

Component 3: Students will demonstrate an understanding of the influences of audience and context on an issue.

Mapped to:

- **IU Kokomo General Education Outcomes (Copy 1):** Students will recognize issues that have alternative interpretations.

Measure

Myths of Psychology Assignment

DIRECT - STUDENT ARTIFACT

Details/Description:

Learning on Goal 4 was assessed using an assignment that requires students to either examine a series of myths about psychology that are commonly believed among the public. This was an embedded assessment; that is, the questions that students had to compose answers to were designed to directly reflect the 4 learning outcomes of Goal 4. For example, after reading a series of 3 myths, students had to write a response to this item: "If people keep believing this myth, what real-life impact would that have?" This item was written to assess student performance on Outcome 4 about assessing the implications and consequences from proposed conclusions. Students complete this assignment several times over the course of the term, using different myths/articles for each.

These assignments are required in PSY-P259 Introduction to Psychological Inquiry, the first in a two-course required research sequence for psychology majors. Students taking the course are typically majors, or are interested in becoming psychology majors. About 40 students per year complete the course. Development of critical thinking skills is central to student success in the course.

To assess student performance on Goal 4 learning outcomes, the instructors who taught P259 aggregated student performance on the grading rubric (which incorporated the learning outcomes) for sample assignments taken from early in the term (the second such assignment) to late in the term (the second to last assignment).

Acceptable Target:

Grading was on a 0-3 scale, with higher scores indicating increasing quality of explanation. Our goal was that at least 75% of students would achieve at an acceptable level all learning outcomes (indicated by a score of 2 or higher) by the later assignment.

Implementation Plan (timeline):

Fall 2018 through Spring 2019

Key/Responsible Personnel:

Holcomb Fall 2018, Clark Spring 2019

Supporting Attachments:

Findings

for Myths of Psychology Assignment

Summary of Findings:

Early Assignment: 42 completers

Outcome 1:

3 pts = 34 students (81.0%)

2 pts = 8 students (19.0%)

Met standard: 42/42= 100%

Late Assignment: 41 completers

Outcome 1:

3 pts = 36 students (87.8%)
2 pts = 4 students (9.8%)
1 pt = 1 student (2.4%)
Met standard: 40/41 = 97.6%

Acceptable Target Achievement:
Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2018-2019 Academic Year Data or 2018 Calendar Year Data - Action Plan

Critical Thinking Assignment

Action details:

If a score of 2 or greater is considered sufficient to meet the learning outcome, then 100% of students met Outcome 1 on the early assignment, and 97.6% met the goal on the later one. Similarly, 92.9% met Outcome 2 on the early assignment, and 95.1% met on the later one; 88.1% met Outcome 3 on the early assignment, and 92.7% met on the later one; and 88.1% met Outcome 4 on the early assignment, and 92.7% met on the later one. Our goal was that 75% of students would demonstrate acceptable performance on all learning outcomes on this assignment by the later assignment; in fact, students met that standard on the early assignment and improved their performance by the later one on three of the four goals, such that almost all students evidenced acceptable performance. It is apparent that students are demonstrating acceptable performance on

Status

for Critical Thinking Assignment

Current Status:

Completed

Additional information:

We assessed critical thinking for two years and found we were meeting the benchmark both years. We will proceed with the assignments without change.

Next Steps:

Substantiating Evidence:

all critical thinking learning outcomes assessed by these assignments in the P259 course; it is indeed rare that students fail to achieve those outcomes by the end of the course. Psychology faculty reviewed and discussed these results. Given such strong results, it is our plan to continue to utilize these assignments to teach psychology students critical thinking skills as defined in the Gen Ed program. We see no evidence that the assignments should be changed in meaningful ways to accomplish these learning outcomes, unless faculty want to find a different method.

**Implementation Plan
(timeline):**

**Key/Responsible
Personnel:**

Measures:

Supporting Attachments:

Students will compare the perspectives of others to their own.

Component 1: Students will articulate their own perspectives and recognize potential personal bias.

Component 2: Students will question the underlying assumptions of self and others.

Mapped to:

- **IU Kokomo General Education Outcomes (Copy 1):** Students will compare the perspectives of others to their own.

Measure

Myths of Psychology Assignment

DIRECT - STUDENT ARTIFACT

Details/Description:

Learning on Goal 4 was assessed using an assignment that requires students to either examine a series of myths about psychology that are commonly believed among the public. This was an embedded assessment; that is, the questions that students had to compose answers to were designed to directly reflect the 4 learning outcomes of Goal 4. For example, after reading a series of 3 myths, students had to write a response to this item: "If people keep believing this myth, what real-life impact would that have?" This item was written to assess student performance on Outcome 4 about assessing the implications and consequences from proposed conclusions. Students complete this assignment several times over the course of the term, using different myths/articles for each.

These assignments are required in PSY-P259 Introduction to Psychological Inquiry, the first in a two-course required research sequence for psychology majors. Students taking the course are typically majors, or are interested in becoming psychology majors. About 40 students per year complete the course. Development of critical thinking skills is central to

student success in the course.

To assess student performance on Goal 4 learning outcomes, the instructors who taught P259 aggregated student performance on the grading rubric (which incorporated the learning outcomes) for sample assignments taken from early in the term (the second such assignment) to late in the term (the second to last assignment).

Acceptable Target:

Grading was on a 0-3 scale, with higher scores indicating increasing quality of explanation. Our goal was that at least 75% of students would achieve an acceptable level all learning outcomes (indicated by a score of 2 or higher) by the later assignment.

Implementation Plan (timeline):

Fall 2018 through Spring 2019

Key/Responsible Personnel:

Holcomb Fall 2018, Clark Spring 2019

Supporting Attachments:

Findings
for Myths of Psychology Assignment

Summary of Findings:

Early Assignment: 42 completers

Outcome 2:

3 pts = 27 students (64.3%)

2 pts = 12 students (28.6%)

1 pt = 3 students (7.1%)

Met standard: 39/42= 92.9%

Late Assignment: 41 completers

Outcome 2:

3 pts = 26 students (63.4%)

2 pts = 13 students (31.7%)

1 pt = 2 students (4.9%)

Met standard: 39/41 = 95.1%

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2018-2019 Academic Year Data or 2018 Calendar Year Data - Action Plan

***Critical Thinking
Assignment***

Status

for Critical Thinking Assignment

Action details:

Current Status:

If a score of 2 or greater is considered sufficient to meet the learning outcome, then 100% of students met Outcome 1 on the early assignment, and 97.6% met the goal on the later one. Similarly, 92.9% met Outcome 2 on the early assignment, and 95.1% met on the later one; 88.1% met Outcome 3 on the early assignment, and 92.7% met on the later one; and 88.1% met Outcome 4 on the early assignment, and 92.7% met on the later one. Our goal was that 75% of students would demonstrate acceptable performance on all learning outcomes on this assignment by the later assignment; in fact, students met that standard on the early assignment and improved their performance by the later one on three of the four goals, such that almost all students evidenced acceptable performance. It is apparent that students are demonstrating acceptable performance on all critical thinking learning outcomes assessed by these assignments in the P259 course; it is indeed rare that students fail to achieve those outcomes by the end of the course. Psychology faculty reviewed and discussed these results. Given such strong results, it is our plan to continue to utilize these assignments to teach psychology students critical thinking skills as defined in the Gen Ed program. We see no evidence that the assignments should be changed in meaningful ways to accomplish these learning outcomes, unless faculty want to find a different method.

Completed

Additional information:

We assessed critical thinking for two years and found we were meeting the benchmark both years. We will proceed with the assignments without change.

Next Steps:

Substantiating Evidence:

Implementation Plan**(timeline):****Key/Responsible****Personnel:****Measures:****Supporting Attachments:****Students will assess the quality of supporting evidence.**

Component 1: Students will consider the literature and new research in the field.

Component 2: Students will assess the accuracy and relevance of supporting evidence.

Component 3: Students will use a variety of techniques to assess the quality of supporting evidence.

Mapped to:

- **IU Kokomo General Education Outcomes (Copy 1):** Students will assess the quality of supporting evidence.

Measure*Myths of Psychology Assignment***DIRECT - STUDENT ARTIFACT****Details/Description:**

Learning on Goal 4 was assessed using an assignment that requires students to either examine a series of myths about psychology that are commonly believed among the public. This was an embedded assessment; that is, the questions that students had to compose answers to were designed to directly reflect the 4 learning outcomes of Goal 4. For example, after reading a series of 3 myths, students had to write a response to this item: "If people keep believing this myth, what real-life impact would that have?" This item was written to assess student performance on Outcome 4 about assessing the implications and consequences from proposed conclusions. Students complete this assignment several times over the course of the term, using different myths/articles for each.

These assignments are required in PSY-P259 Introduction to Psychological Inquiry, the first in a two-course required research sequence for psychology majors. Students taking the course are typically majors, or are interested in becoming psychology majors. About 40 students per year complete the course. Development of critical thinking skills is central to student success in the course.

To assess student performance on Goal 4 learning outcomes, the instructors who taught P259 aggregated student performance on the grading rubric (which incorporated the learning outcomes) for sample assignments taken from early in the term (the second such assignment) to late in the term (the second to last assignment).

Acceptable Target:

Grading was on a 0-3 scale, with higher scores indicating increasing quality of explanation. Our goal was that at least 75% of students would achieve at an acceptable level all learning outcomes (indicated by a score of 2 or higher) by the later assignment.

Implementation Plan (timeline):

Fall 2018 through Spring 2019

Key/Responsible Personnel:

Holcomb Fall 2018, Clark Spring 2019

Supporting Attachments:**Findings***for Myths of Psychology Assignment*

Summary of Findings:

Early Assignment: 42 completers

Outcome 3:

3 pts = 16 students (38.1%)

2 pts = 21 students (50.0%)

1 pt = 3 students (7.1%)

0 pt = 2 students (4.8%)

Met standard: 37/42= 88.1%

Late Assignment: 41 completers

Outcome 3:

3 pts = 21 students (51.2%)

2 pts = 17 students (41.5%)

1 pt = 3 students (7.3%)

Met standard: 38/41 = 92.7%

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2018-2019 Academic Year Data or 2018 Calendar Year Data - Action Plan

Critical Thinking Assignment

Action details:

If a score of 2 or greater is considered sufficient to meet the learning outcome, then 100% of students met Outcome 1 on the early assignment, and 97.6% met the goal on the later one. Similarly, 92.9% met Outcome 2 on the early assignment, and 95.1% met on the later one; 88.1% met Outcome 3 on the early assignment, and 92.7% met on the later one; and 88.1% met Outcome 4 on the early assignment, and 92.7% met on the later one. Our goal was that 75% of students would demonstrate acceptable performance on all learning outcomes on this assignment by the later

Status

for Critical Thinking Assignment

Current Status:

Completed

Additional information:

We assessed critical thinking for two years and found we were meeting the benchmark both years. We will proceed with the assignments without change.

Next Steps:

Substantiating Evidence:

assignment; in fact, students met that standard on the early assignment and improved their performance by the later one on three of the four goals, such that almost all students evidenced acceptable performance. It is apparent that students are demonstrating acceptable performance on all critical thinking learning outcomes assessed by these assignments in the P259 course; it is indeed rare that students fail to achieve those outcomes by the end of the course. Psychology faculty reviewed and discussed these results. Given such strong results, it is our plan to continue to utilize these assignments to teach psychology students critical thinking skills as defined in the Gen Ed program. We see no evidence that the assignments should be changed in meaningful ways to accomplish these learning outcomes, unless faculty want to find a different method.

**Implementation Plan
(timeline):**

**Key/Responsible
Personnel:**

Measures:

Supporting Attachments:

Students will assess the implications and consequences that result from proposed conclusions.

Component 1: Students will identify the pros and cons of different theoretical approaches.

Measure

Myths of Psychology Assignment

DIRECT - STUDENT ARTIFACT

Details/Description:

Learning on Goal 4 was assessed using an assignment that requires students to either

Component 2: Students will articulate the implications and consequences of an argument.
Component 3: Students will compare recommendations resulting from applying different theoretical frameworks.

Mapped to:

- **IU Kokomo General Education Outcomes (Copy 1):** Students will assess the implications and consequences that result from proposed conclusions.

examine a series of myths about psychology that are commonly believed among the public. This was an embedded assessment; that is, the questions that students had to compose answers to were designed to directly reflect the 4 learning outcomes of Goal 4. For example, after reading a series of 3 myths, students had to write a response to this item: "If people keep believing this myth, what real-life impact would that have?" This item was written to assess student performance on Outcome 4 about assessing the implications and consequences from proposed conclusions. Students complete this assignment several times over the course of the term, using different myths/articles for each.

These assignments are required in PSY-P259 Introduction to Psychological Inquiry, the first in a two-course required research sequence for psychology majors. Students taking the course are typically majors, or are interested in becoming psychology majors. About 40 students per year complete the course. Development of critical thinking skills is central to student success in the course.

To assess student performance on Goal 4 learning outcomes, the instructors who taught P259 aggregated student performance on the grading rubric (which incorporated the learning outcomes) for sample assignments taken from early in the term (the second such assignment) to late in the term (the second to last assignment).

Acceptable Target:

Grading was on a 0-3 scale, with higher scores indicating increasing quality of explanation. Our goal was that at least 75% of students would achieve at an acceptable level all learning outcomes (indicated by a score of 2 or higher) by the later assignment.

Implementation Plan (timeline):

Fall 2018 through Spring 2019

Key/Responsible Personnel:

Holcomb Fall 2018, Clark Spring 2019

Supporting Attachments:

Findings

for Myths of Psychology Assignment

Summary of Findings:

Early Assignment: 42 completers

Outcome 4:

3 pts = 22 students (52.4%)

2 pts = 15 students (35.7%)

1 pt = 3 students (7.1%)

0 pt = 2 students (4.9%)

Met standard: 37/42= 88.1%

Late Assignment: 41 completers

Outcome 4:

3 pts = 30 students (73.2%)

2 pts = 8 students (19.5%)

1 pt = 2 students (4.9%)

0 pt = 1 student (2.4%)

Met standard: 38/41 = 92.7%

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2018-2019 Academic Year Data or 2018 Calendar Year Data - Action Plan

**Critical Thinking
Assignment**

Action details:

If a score of 2 or greater is considered sufficient to meet the learning outcome, then 100% of students met Outcome 1 on the early assignment, and 97.6% met the goal on the later one. Similarly, 92.9% met Outcome 2 on the early assignment, and 95.1% met on the later one; 88.1% met Outcome 3 on the early assignment, and 92.7% met on the later one; and 88.1% met Outcome 4 on the early assignment, and 92.7% met on the later one. Our goal was that 75% of students would demonstrate acceptable performance on all learning outcomes on this assignment by the later assignment; in fact, students met that standard on the early assignment and improved their performance by the later one on three of the four goals, such that almost all students evidenced acceptable performance. It is apparent that students are demonstrating acceptable performance on all critical thinking learning outcomes assessed by these assignments in the P259 course; it is indeed rare that students fail to achieve those outcomes by the end of the course. Psychology faculty reviewed and discussed these results. Given such strong

Status

for Critical Thinking Assignment

Current Status:

Completed

Additional information:

We assessed critical thinking for two years and found we were meeting the benchmark both years. We will proceed with the assignments without change.

Next Steps:

Substantiating Evidence:

results, it is our plan to continue to utilize these assignments to teach psychology students critical thinking skills as defined in the Gen Ed program. We see no evidence that the assignments should be changed in meaningful ways to accomplish these learning outcomes, unless faculty want to find a different method.

**Implementation Plan
(timeline):**

Key/Responsible

Personnel:

Measures:

Supporting Attachments: