

Organizational Area	Summary Results	Include data collected in 2019-2020 - 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"> • 76% (13/17) outcomes were included • 100% (13/13) of outcomes included have at least one measure specified • 100% (13/13) of outcomes included have measures with findings specified <table border="1" data-bbox="499 467 1501 873"> <thead> <tr> <th colspan="2">13 Total Measures (Includes measures that do not have findings)</th> <th colspan="2">13 Total Measures with Findings</th> </tr> </thead> <tbody> <tr> <td colspan="2"> <table border="1"> <thead> <tr> <th>Measure Type/Method</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Student Artifact</td> <td>3</td> <td>23%</td> </tr> <tr> <td>Exam</td> <td>9</td> <td>69%</td> </tr> <tr> <td>Portfolio</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total Direct</td> <td>12</td> <td>92%</td> </tr> <tr> <td>Survey</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Focus Group</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Interview</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total Indirect</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Unspecified</td> <td>1</td> <td>8%</td> </tr> </tbody> </table> </td> <td colspan="2"> <table border="1"> <thead> <tr> <th>Measure Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Course</td> <td>3</td> <td>23%</td> </tr> <tr> <td>Program</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Institution</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Unspecified</td> <td>10</td> <td>77%</td> </tr> </tbody> </table> </td> </tr> <tr> <td colspan="2"></td> <td> <table border="1"> <thead> <tr> <th colspan="2">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td>Not Met</td> <td>8 (62%)</td> </tr> <tr> <td>Met</td> <td>5 (38%)</td> </tr> <tr> <td>Exceeded</td> <td>0 (0%)</td> </tr> <tr> <td>Unspecified</td> <td>0 (0%)</td> </tr> </tbody> </table> </td> </tr> </tbody> </table>	13 Total Measures (Includes measures that do not have findings)		13 Total Measures with Findings		<table border="1"> <thead> <tr> <th>Measure Type/Method</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Student Artifact</td> <td>3</td> <td>23%</td> </tr> <tr> <td>Exam</td> <td>9</td> <td>69%</td> </tr> <tr> <td>Portfolio</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total Direct</td> <td>12</td> <td>92%</td> </tr> <tr> <td>Survey</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Focus Group</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Interview</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total Indirect</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Unspecified</td> <td>1</td> <td>8%</td> </tr> </tbody> </table>		Measure Type/Method	Count	Percentage	Student Artifact	3	23%	Exam	9	69%	Portfolio	0	0%	Other	0	0%	Total Direct	12	92%	Survey	0	0%	Focus Group	0	0%	Interview	0	0%	Other	0	0%	Total Indirect	0	0%	Unspecified	1	8%	<table border="1"> <thead> <tr> <th>Measure Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Course</td> <td>3</td> <td>23%</td> </tr> <tr> <td>Program</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Institution</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Unspecified</td> <td>10</td> <td>77%</td> </tr> </tbody> </table>		Measure Level	Count	Percentage	Course	3	23%	Program	0	0%	Institution	0	0%	Other	0	0%	Unspecified	10	77%			<table border="1"> <thead> <tr> <th colspan="2">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td>Not Met</td> <td>8 (62%)</td> </tr> <tr> <td>Met</td> <td>5 (38%)</td> </tr> <tr> <td>Exceeded</td> <td>0 (0%)</td> </tr> <tr> <td>Unspecified</td> <td>0 (0%)</td> </tr> </tbody> </table>	Acceptable Target Achievement		Not Met	8 (62%)	Met	5 (38%)	Exceeded	0 (0%)	Unspecified	0 (0%)	<p>13 Total Actions with Status Report</p> <table border="1"> <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>13 (100%)</td> </tr> <tr> <td>Completed</td> <td>0 (0%)</td> </tr> <tr> <td>Not Implemented</td> <td>0 (0%)</td> </tr> </tbody> </table>	Current Status		Not started	0 (0%)	In Progress	13 (100%)	Completed	0 (0%)	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: 2020-2021 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template: IU Kokomo Academic Assessment Template

Report Generated : Tuesday, July 20, 2021

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 39rd percentile as a group.
Benchmark 2: 75% of students scored in the 40th percentile or above

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:

Action
in Include data collected in 2019-2020 - Action Plan

***ACAT Exam
performance
improvement***

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

(timeline):

2020-2021 academic year,
and ongoing

Status

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

Key/Responsible**Personnel:**

Chair of Psychology, faculty
in Psychology

Measures:**Supporting Attachments:**

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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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: Experimental Design (Outcome 2: Research Methods): Students scored in the 39th percentile as a group.

Benchmark 2: 75% of students scored at the 40th percentile or above.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:***Action***

in Include data collected in 2019-2020 - Action Plan

***ACAT Exam
performance
improvement*****Action details:**

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan**(timeline):**

2020-2021 academic year,
and ongoing

Key/Responsible**Personnel:**

Chair of Psychology, faculty
in Psychology

Measures:**Status**

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:**Substantiating Evidence:**

Supporting Attachments:

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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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: 44th percentile achievement as a group

Benchmark 2: 75% of students scored in the 40th percentile or higher

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

***ACAT Exam
performance
improvement***

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

(timeline):

2020-2021 academic year, and ongoing

Key/Responsible

Personnel:

Chair of Psychology, faculty in Psychology

Measures:

Supporting Attachments:

Status

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

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.

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: 47th percentile achievement as a group

Benchmark 3: 75% of students scored at the 40th percentile or higher

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

***ACAT Exam
performance
improvement***

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

(timeline):

2020-2021 academic year, and ongoing

Key/Responsible

Personnel:

Chair of Psychology, faculty in Psychology

Measures:

Supporting Attachments:

Status

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

**Demonstrate basic
psychological literacy in
Learning**

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: 52th percentile achievement as a group

Benchmark 3: 75% of students at the 40th percentile or higher

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

ACAT Exam

Status

**performance
improvement**

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

(timeline):

2018-2019 academic year, and ongoing

Key/Responsible

Personnel:

Chair of Psychology, faculty in Psychology

Measures:

Supporting Attachments:

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

**Demonstrate basic
psychological literacy in
Cognition**

Mapped to:

No Mapping

Measure

ACAT: Psychology

DIRECT - EXAM

Details/Description:

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about 35 IU Kokomo psychology majors taking the ACAT each cycle.

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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: 52th percentile achievement as a group
Benchmark 3: 75% of students at the 40th percentile or higher

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

***ACAT Exam
performance
improvement***

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT

Status

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

(timeline):

2020-2021 academic year, and ongoing

Key/Responsible

Personnel:

Chair of Psychology, faculty in Psychology

Measures:

Supporting Attachments:

Next Steps:

Substantiating Evidence:

Demonstrate basic psychological literacy in Development

Mapped to:

No Mapping

Measure

ACAT: Psychology

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: 46th percentile achievement as a group
Benchmark 2: 91.7% of students scored at the 40th percentile or higher

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:

Action
in Include data collected in 2019-2020 - Action Plan

***ACAT Exam
performance
improvement***

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic

Status

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

(timeline):

2020-2021 academic year, and ongoing

Key/Responsible

Personnel:

Chair of Psychology, faculty in Psychology

Measures:

Supporting Attachments:

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 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: 32nd percentile achievement as a group

Benchmark 3: 83.3% of students scored at the 40th percentile or higher on personality or social subtests.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

***ACAT Exam
performance
improvement***

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

Status

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

(timeline):

2020-2021 academic year,
and ongoing

Key/Responsible**Personnel:**

Chair of Psychology, faculty
in Psychology

Measures:**Supporting Attachments:**

Demonstrate basic psychological literacy in Psychological Disorders & Treatments

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: 41st percentile (Abnormal) and 47th percentile (Clinical/Counseling) achievement as a group

Benchmark 3: 83.3% of students scored at the 40th percentile or higher on abnormal or clinical/counseling subtests.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

ACAT Exam performance improvement

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan

(timeline):

2020-2021 academic year,
and ongoing

Key/Responsible

Status

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

Personnel:

Chair of Psychology, faculty
in Psychology

Measures:**Supporting Attachments:**

Demonstrate basic psychological literacy in Social Psychology

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: 42nd percentile achievement as a group
 Benchmark 3: 83.3% of students scored at the 40th percentile or higher on personality or social subtests.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

These scores are much lower than normal, and likely reflect the impact of the pandemic on student performance.

Substantiating Evidence:**Action**

in Include data collected in 2019-2020 - Action Plan

**ACAT Exam
 performance
 improvement**

Action details:

Results were difficult to interpret due to low numbers (only one semester had the ACAT administered, and only 12 students compared to 26 in 2018-2019). Additionally, ACAT was administered in the Spring just prior to the lockdown of campus. We expect that the next year's data will also be difficult to interpret, due to pandemic conditions and the lack of data again in the Fall 2020. We hope to get back to regular administration of the ACAT in 2021.

Implementation Plan**(timeline):**

2020-2021 academic year, and ongoing

Key/Responsible**Personnel:**

Chair of Psychology, faculty in Psychology

Measures:**Status**

for ACAT Exam performance improvement

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:**Substantiating Evidence:**

Goal 5 Ethics in Psychology

Outcome

Identify aspects of individual and cultural diversity and the challenges that often result from diversity and context

Mapped to:

No Mapping

Measure

Diversity Assignments

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Diversity was assessed using a combination of assignments from PSY P303 Health Psychology and PSY P324 Abnormal Psychology. All psychology majors are required to take at least one of these two courses to graduate.

Acceptable Target:

For each outcome, student assignments were rated as exceeds expectations, meets expectations, does not meet expectations, or missing. The target was that 70% of students would meet or exceed expectations for each outcome.


Implementation Plan (timeline):

Student assignments were collected for PSY P324 Abnormal Psychology in Fall 2019, and for PSY P303 Health Psychology in Spring 2020.

Key/Responsible Personnel:

Yamini Bellare is the instructor for P324 Abnormal Psychology, and Kathy Holcomb is the instructor for P303 Health Psychology in Spring 2020.

Supporting Attachments:

 Diversity Assignment Descriptions (Word Document (Open XML))

Copies of the assignments used to assess diversity outcomes in Abnormal and Health Psychology.

Findings

for Diversity Assignments

Summary of Findings:

Overall, 35 out of 39 students meet or exceeded expectations across the two classes for this outcome (89.7%).

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

Diversity Assignments

Action details:

Because diversity outcomes were met, no major changes are being considered. However, the outcomes were more completely fulfilled in the Abnormal Psychology course than in Health Psychology. Therefore, we will complete another assessment of the diversity outcomes in AY 2020-2021.

Implementation Plan

(timeline):

2020-2021 academic year, and ongoing

Key/Responsible

Personnel:

Chair of Psychology, faculty in Psychology

Measures:

Supporting Attachments:

Status

for Diversity Assignments

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

Recognize potential for prejudice and discrimination in oneself and others.

Mapped to:

No Mapping

Measure

Diversity Assignments

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Diversity was assessed using a combination of assignments from PSY P303 Health Psychology and PSY P324 Abnormal Psychology. All psychology majors are required to take at least one of these two courses to graduate.

Acceptable Target:

For each outcome, student assignments were rated as exceeds expectations, meets expectations, does not meet expectations, or missing. The target was that 70% of students would meet or exceed expectations for each outcome.

Implementation Plan (timeline):


Student assignments were collected for PSY P324 Abnormal Psychology in Fall 2019, and

for PSY P303 Health Psychology in Spring 2020.

Key/Responsible Personnel:

Yamini Bellare is the instructor for P324 Abnormal Psychology, and Kathy Holcomb is the instructor for P303 Health Psychology in Spring 2020.

Supporting Attachments:

 Diversity Assignment Descriptions (Word Document (Open XML))

Copies of the assignments used to assess diversity outcomes in Abnormal and Health Psychology.

Findings

for Diversity Assignments

Summary of Findings:

Overall, 31 out of 39 students met or exceeded expectations across the two classes for this outcome (79.5%).

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

Diversity Assignments

Action details:

Because diversity outcomes were met, no major changes are being considered. However, the outcomes were more completely fulfilled in the Abnormal Psychology course than in Health Psychology. Therefore, we will complete another assessment of the diversity outcomes in AY 2020-2021.

Implementation Plan

(timeline):

2020-2021 academic year, and ongoing

Key/Responsible

Status

for Diversity Assignments

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence:

Personnel:

Chair of Psychology, faculty
in Psychology

Measures:**Supporting Attachments:**

Explain how psychology can promote civic, social, and global change that benefits others.

Mapped to:

No Mapping

Measure***Diversity Assignments*****COURSE LEVEL; DIRECT - STUDENT ARTIFACT****Details/Description:**

Diversity was assessed using a combination of assignments from PSY P303 Health Psychology and PSY P324 Abnormal Psychology. All psychology majors are required to take at least one of these two courses to graduate.

Acceptable Target:

For each outcome, student assignments were rated as exceeds expectations, meets expectations, does not meet expectations, or missing. The target was that 70% of students would meet or exceed expectations for each outcome.


Implementation Plan (timeline):

Student assignments were collected for PSY P324 Abnormal Psychology in Fall 2019, and for PSY P303 Health Psychology in Spring 2020.

Key/Responsible Personnel:

Yamini Bellare is the instructor for P324 Abnormal Psychology, and Kathy Holcomb is the instructor for P303 Health Psychology in Spring 2020.

Supporting Attachments:

 Diversity Assignment Descriptions (Word Document (Open XML))

Copies of the assignments used to assess diversity outcomes in Abnormal and Health Psychology.

Findings***for Diversity Assignments*****Summary of Findings:**

Overall, 30 out of 39 students met or exceeded expectations across the two classes for this outcome (76.9%).

Acceptable Target Achievement:

Met

Reflections/Notes:**Substantiating Evidence:**

Action

in Include data collected in 2019-2020 - Action Plan

Diversity Assignments

Action details:

Because diversity outcomes were met, no major changes are being considered. However, the outcomes were more completely fulfilled in the Abnormal Psychology course than in Health Psychology. Therefore, we will complete another assessment of the diversity outcomes in AY 2020-2021.

Implementation Plan

(timeline):

2020-2021 academic year, and ongoing

Key/Responsible

Personnel:

Chair of Psychology, faculty in Psychology

Measures:

Supporting Attachments:

Status

for Diversity Assignments

Current Status:

In Progress

Additional information:

We will continue to monitor this goal to determine progress after the challenges of the pandemic.

Next Steps:

Substantiating Evidence: