Institutional Effectiveness
2022-2023

Program: Psychology BS
College and Department: College of Education, Department of Counseling and Psychology
Contact: Stephanie Kazanas
Mission:

The Department of Counseling and Psychology includes the mission of offering a strong undergraduate academic program in psychology. The undergraduate psychology program is designed to develop skills that will lead to life-long success in many professional fields, including graduate study in psychology and is designed to develop effective communication, critical thinking, and life-long learning skills in the context of acquiring knowledge in the field of psychology. The undergraduate program includes a two-semester culminating senior thesis project that every student completes under the supervision of a faculty member to further develop these critical thinking and communication skills. Instruction is a major component of the academic mission of the department. A committed faculty serves the program through instruction, scholarly activity, and service aimed at providing high-quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public service.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

SLO 1: DEVELOP KNOWLEDGE OF PSYCHOLOGY

Define Outcome:
Students in the baccalaureate program in psychology will develop knowledge of psychology.

Students completing the baccalaureate program in psychology will compare favorably in their knowledge of psychology with graduates of undergraduate programs in the state, region, and nation (scoring within one standard deviation of the national average for psychology).

Assessment Methods:
ETS major field test in psychology – The major field test is administered to every graduating psychology major. This test assesses senior-level students' knowledge of psychology in a variety of areas and provides a national benchmark for comparison.

Criteria for Success (Thresholds for Assessment Methods):
Scores from students graduating from our program should be within or exceed one SD of the national average on the ETS major field test in psychology (in overall score and across sub-scores).

Results and Analysis:

Overall scores for psychology majors remain within 1 SD of the national average on the ETS major field test, as shown below.

Year	TTU	National	SD
2016-2017	153	156.1	15.1
2017-2018	152	156	15
2018-2019	152	156	15
2019-2020	154	157	14.9
2020-2021	154	156	12
2021-2022	156	156	15
2022-2023	151	156	15

In previous years, ETS also provided subscore data for 4 subscores, as shown below.

TTU Mean---National Mean

Year	Learning & Cognition	Percept/Physio	Clinical & Abnormal	Developmental & Social	SD
2016-2017	52---56	58---56	54---56	53---56	~15
2017-2018	51---56	54---56	52---56	52---56	~15
2018-2019	53---56	53---56	55---56	53---56	~15
2019-2020	56---57	52---57	54---57	54---56	~15
2020-2021	54---56.7	53---55.9	52---56.1	59---55.1	~12
2021-2022	52---56	50---55	52---56	60---55	~15

Now, data are included for 6 subscores. Although SDs weren't provided, our subscore data remain similar to the national means. Together, the overall and subscore data meet our criteria for success.

TTU Mean---National Mean

Year	Memory & Cognition	Perception, Sensation, & Phys	Development	Clinical & Abnormal	Social	Measurement & Methodology
2022-2023	48---53.6	53---48	48---53.6	60---61.9	57---60.8	44---46.8

Use of Results to Improve Outcomes:
Our major field test scores remain within our established criteria for success. We credit these scores to our diverse curriculum and large number of upper-division elective courses--each of them promotes mastery in these content areas.

SLO 2: STUDENTS WILL DEVELOP RESEARCH SKILLS

Define Outcome:
Students in the baccalaureate program in psychology will develop research skills.

Students completing the baccalaureate program in psychology will be capable of planning, implementing, and presenting an original research project.

Assessment Methods:
1. Senior Thesis Post-Test Data - Students are required to orally present their research proposal to a group that includes all faculty supervising senior thesis projects. Students are also required to submit an APA-style manuscript of their thesis study. The work is evaluated by a common rubric that evaluates effective planning, implementation of study, and effective oral and written communication.
2. National Survey of Student Engagement (NSSE) – The NSSE includes questions on the survey that provide an indirect measure to evaluate student perceptions about whether their program of study required class presentations, prepared two or more drafts of a paper before turning it in, worked on a paper or project that required integrating ideas and information from various sources, and participated in culminating senior thesis. This survey is administered to a stratified random sample of freshmen and senior-level students at TTU.

Criteria for Success (Thresholds for Assessment Methods):
See attached Thesis rubric (above).

Two NSSE items pertain to this SLO; the 'making a class presentation' and 'participating in a culminating senior thesis' should exceed the TTU and National means.

Results and Analysis:

NSSE data weren't collected this year, but we did collect Senior Thesis self-report outcomes across all areas of our rubric. These data highlight the large improvements students observe in the planning, implementation, and communication of their project. We are in our second year of data collection and are seeing improvements from Thesis I to Thesis II in many areas.

Rubric Competencies	2021-2022		2022-2023	
	Thesis I Mean	Thesis II Mean	Thesis I Mean	Thesis II Mean
Creativity	6.39	7.73	6.94	7.44
Reasoning & Critical Thinking	7	7.91	7.69	7.89
Theoretical Connections and Applications of Research	6.17	7.36	6.69	7.11
Statistical Proficiency	5.94	6.68	6.44	6.11
Intellectual Resilience	7	8.27	8.25	8.78
Flexibility	7.17	8.82	8	7.89
Communication with Faculty and Peers	7.11	8.27	7.81	8.11
Professional Skills	7.28	7.82	7.38	7.89
Communication Style	6.78	7.91	7.56	7.89
Structure and Organization	7.11	8.45	7.69	8.22
Time Management	6.33	7.64	7.44	8.33
Professional Resources and Support Services	6.94	7.77	6.63	7.22

Use of Results to Improve Outcomes:

We aim to continue data collection across these students. We'd also like to see increases from Thesis I to Thesis II in *all* areas, though some are more challenging than others. For example, regarding the "Statistical Proficiency" competency, it's more likely that we'll see some small decreases from Thesis I to Thesis II. During Thesis I, students are only planning their project, while in Thesis II, they'll have collected their data and need to analyze their results. Oftentimes, they've developed some sophisticated hypotheses that necessitate some assistance with higher-level statistics. It's likely they realize the need for some additional statistics training, and that'll be reflected in their self-assessment.

We'll also look forward to seeing/interpreting new NSSE data next year!

SLO 3: STUDENTS WILL THINK CRITICALLY, COMMUNICATE AUTHENTICALLY, LEARN ON THEIR OWN, AND WORK WITH OTHERS

Define Outcome:
Students graduating will demonstrate the ability to think critically, communicate effectively, learn on their own, and work effectively with others.

Assessment Methods:
1. California Critical Thinking Skills Test (CCTST) - A mandatory requirement for graduation, the CCTST measures some skills related to critical thinking including formal logic and deduction.
2. National Survey of Student Engagement (NSSE) – The NSSE includes questions on the survey that provides an indirect measure to evaluate student perceptions of whether the institution helped them learn how to learn on their own, think critically and analytically, work effectively with others, and speak clearly and effectively. This survey is administered to a stratified random sample of freshmen and senior level students at TTU.

Criteria for Success (Thresholds for Assessment Methods):
Given our curriculum, CCTST scores should exceed the TTU and CCTST means.

Results from the NSSE items pertaining to 'thinking critically and analytically', 'working effectively with others', and 'speaking clearly and effectively' should all exceed TTU and National means.

Results and Analysis:
NSSE data weren't collected this year, but we do have CCTST data. These data show we are still exceeding the national mean, though this year we did not exceed the TTU mean. We did, however, produce the highest mean in our College.

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	Mean	N*	Mean	N*	Mean	N*	Mean	N*	Mean	N*
PSY	15.5	33	17.4	21	75.8	30	75.7	44	73.6	46
TTU	16.8	1515	16.1	1365	74.4	1445	75.2	1457	74.3	1652
CCTST	15.4		15.4		74		73.3		73.3	

Use of Results to Improve Outcomes:
We do need to maintain our focus on critical thinking skills. We do have several courses specifically aimed toward this topic (e.g., Information Literacy in Psychology) and all PSY courses aim to infuse these skills into coursework. However, a recent retirement has led to a deficit in this area, as we have not offered the Problem-Solving course in recent years; I do wonder whether our small decrease in CCTST scores are a result of that. At the same time, small fluctuations in CCTST scores can also be a consequence of the pandemic, as many majors are observing these same small decreases. We'll continue to track these data.

We also look forward to seeing/interpreting new NSSE data next year.

Summative Evaluation:
Overall, the undergraduate program is doing very well, meeting all criteria for success over several years. We are also tracking new data now, in our Senior Thesis students and their self-assessments. Our only notable decrease this year was in CCTST data, and we are still exceeding the CCTST national data and our other College majors. We will continue to track these data over the coming year, as we remain committed to our critical thinking aims.

Assessment Plan Changes:

List of Appendices:
Appendix 1: Psychology BS Program Curriculum Map
Appendix 2: Senior Thesis Matrix

Appendix 1: Psychology BS Program Curriculum Map

	Course	Title	Student Outcomes				
			SLO 1	SLO2	SLO3		
			Knowledge of Psychology	Research Skills	Critical Thinking	Communication	Teamwork
Requirements	PSY 1030	Intro to Psychology	X		X		
	PSY 3010	Statistics and Experimental Design	X	X	X		X
	PSY 3020	Information Literacy in Psychology	X	X	X	X	X
	PSY 3110	Experimental Psychology	X	X	X	X	X
	PSY 2130	Life Span Development Psychology	X	X	X	X	
	PSY 3300	Introduction to Social Psychology	X	X	X	X	X
	PSY 4050	Learning and Cognition	X	X	X	X	X
	PSY 4130	Brain and Behavior	X		X	X	
	PSY 4150	Personality	X	X	X	X	
	PSY 4160	Abnormal Psychology	X		X		X
	PSY 4930	Senior Thesis I	X	X	X	X	X
	PSY 4931	Senior Thesis II	X	X	X	X	X
Electives	PSY 2110	Psychology of Adjustment	X		X	X	
	PSY 2210	Educational Psychology	X		X	X	X
	PSY 3000	Problem Solving	X	X	X	X	X
	PSY 3030	Careers in Psychology		X		X	
	PSY 3050	Parapsychology	X	X	X	X	
	PSY 3120	Sensation and Perception	X	X	X		
	PSY 3140	Experimental Social Psy	X	X	X	X	X
	PSY 3150	Cognitive Psychology	X	X	X	X	X
	PSY 3160	Applied Research Methods	X	X	X	X	X
	PSY 3400	Industrial Psychology	X		X	X	
	PSY 3410	Group Dynamics	X		X	X	X
	PSY 4100	Child Psychology	X	X	X	X	
	PSY 4140	Health Psychology	X	X	X	X	X
	PSY 4200	Adolescent Psychology	X		X		
	PSY 4250	Intro to Psychological Testing	X		X		
	PSY 4300	Adult Psychology	X		X		
	PSY 4320	Intro-Therapeutic Techniques	X		X	X	X
	PSY 4400	Psychopharmacology	X		X		X
	PSY 4600	Data Analytics in Psychology	X	X	X	X	X
	PSY 4800	History of Psychology	X		X		
	PSY 4810	Concepts of Gerontology	X	X	X		
	PSY 4940	Field Experience in Psychology		X	X	X	

Appendix 2: Senior Thesis Matrix

Comprehensive Senior Thesis Course Rubric

Competency	Evaluation				Rating
	Outstanding (4)	**Satisfactory (3)**	**Unsatisfactory but Improving (2)**	**Unsatisfactory (1)**	
Intellectual Autonomy					
Creativity & Originality	Student exhibits creativity in the examination & interpretation of existing theory. Student generates original hypotheses, methods, & experimental designs.	Student shows some creativity in the examination & interpretation of existing theory. Student is able to come up with sound hypotheses, methods, & designs even though they are not necessarily novel.	Student is unable to adequately demonstrate creativity in the examination & interpretation of existing theory. The hypotheses, methods, & designs produced are weak and need improvement.	Student shows no creativity or originality in the examination & interpretation of existing theory. The hypotheses, methods, & designs generated are severely flawed.	
Reasoning & Critical Thinking	Student demonstrates adeptness in learning, assessing, integrating, and applying new information.	Student adequately demonstrates an ability in learning, assessing, integrating, and applying new information.	Student shows some signs of being able to learn, assess, integrate, and apply new information; however, they are erratic in the demonstration of these skills.	Student is resistant to incorporating new information. The student shows no initiative in the development/cultivation of their reasoning or critical thinking skills.	
Theoretical Connections & Applications of Research	Student demonstrates a clear & thorough understanding of literature & research. Student skillfully addresses both obvious & subtle gaps in current theory/research, adroitly connecting theory to hypothesis/findings. The research referenced clearly shows appropriate relevance, significance, breadth/scope.	Student demonstrates a good understanding of literature & research. Student acknowledges & addresses major issues in current theory/research, sufficiently connecting theory to hypothesis/findings. The research referenced shows appropriate relevance, significance, breadth/scope.	Student demonstrates an attempt at understanding literature & research. Student partially acknowledges & addresses issues in current theory/research, & attempts to connect theory to hypothesis/findings. The research referenced shows little appropriate relevance, significance, breadth/scope.	Student demonstrates no understanding of literature & research. Student does not acknowledge or address any issues in current theory/research, & does not connect theory to hypothesis/findings. Research referenced clearly shows no appropriate relevance, significance, breadth/scope.	
Statistical Proficiency	Student exhibits an exceptional ability to read, interpret, apply, & communicate statistical information.	Student exhibits an adequate ability to read, interpret, apply, & communicate statistical information.	Student is able to read, interpret, apply, & communicate statistical information; however, they are erratic in the application of these skills.	Student is unable to read, interpret, apply, & communicate statistical information.	
Adapability and Ambiguity					
Intellectual Resilience	Student exhibits an exceptionally responsible, non-judgmental, patient, resilient demeanor throughout the learning process. Student acts & responds thoughtfully & constructively to obstacles & opportunities. Student clearly learns from mistakes & obstacles. Student maintains an exceptional level of organization, motivation, & focus throughout the learning process.	Student exhibits a responsible, non-judgmental, patient, resilient demeanor throughout the learning process. Student acts & responds thoughtfully & constructively to obstacles & opportunities. Student begins to incorporate lessons from encountering mistakes & obstacles. Student maintains a high level of organization, motivation, & focus throughout the learning process.	Student needs significant improvement in cultivating a responsible, non-judgmental, patient, resilient demeanor throughout the learning process. Student rarely acts & responds thoughtfully & constructively to obstacles & opportunities. Student does not incorporate lessons from encountering mistakes & obstacles. Student maintains an average to less than average level of organization, motivation, & focus throughout the learning process.	Student unable to cultivate a respectful and professional demeanor throughout the learning process. Student acts & responds rashly & inappropriately to obstacles & opportunities. Student does not demonstrate ability to learn lessons from encountering mistakes & obstacles. Student clearly lacks organization, motivation, & focus throughout the learning process.	
Flexibility	Student expertly deals with ambiguous conditions. Student is receptive to feedback, is willing to learn or try new concepts/methods, & demonstrates an exceptional ability to adapt to changing circumstances.	Student effectively deals with ambiguous conditions. Student is relatively receptive to feedback, is willing to learn or try new concepts/methods, & demonstrates an increasing ability to adapt to changing circumstances.	Student is unsuccessful in attempting to deal with ambiguous conditions. Student is somewhat receptive to feedback, is reluctant to learn or try new concepts/methods, & demonstrates a limited ability to adapt to changing circumstances.	Student is unable to deal with ambiguous conditions. Student is resistant to feedback, will not learn or try new concepts/methods, & lacks the interest or ability to adapt to changing circumstances.	

Professional/Personal Development	**Communication with Faculty & Peers**	Student demonstrates highly sophisticated communication skills: active listening, engaged dialogue, professional courtesy, appropriateness (language, response time, etc.) Student is able to begin a network of professional resources & colleagues.	Student demonstrates good communication skills: active listening, engaged dialogue, professional courtesy, appropriateness (language, response time, etc.) Student is interested in building a network of professional resources & colleagues.	Student demonstrates few communication skills; shows little grasp of active listening, engaged dialogue, professional courtesy, appropriateness (language, response time, etc.) Student shows little interest in building a network of professional resources & colleagues.	Student demonstrates no appropriate communication skills & shows no interest in building a network of professional resources & colleagues.	
	Professional Skills	Student demonstrates exceptional familiarity with professional publications; continued interest in research, publication, presentations, etc.; seeks to develop & improve professional skills. Student may already have identified areas of research interest.	Student demonstrates a working familiarity with professional publications; displays interest in research, publication, presentations, etc.; seeks to develop & improve professional skills.	Student demonstrates little familiarity with professional publications; displays little interest in research, publication, presentations, etc.; does not seek to develop & improve professional skills.	Student demonstrates no familiarity with professional publications; displays no interest in research, publication, presentations, etc.; sees no value in developing & improving professional skills.	
Effective Communication	**Style**	**Oral & written**: Uses appropriate scientific language. Tone and subject fits target audience. **Written**: Demonstrates mastery of APA format, correct grammar/spelling. All communication (both oral & written) uses appropriate language & communicates at level of complexity & clarity appropriate for intended audience.	**Oral & written**: Uses appropriate scientific language, developing tone and subject to fit target audience. **Written**: Demonstrates good working skill, <10 APA formatting errors, <10 grammar/spelling errors. All communication uses appropriate language & communicates clearly but complexity/connections needs improvement.	**Oral & written**: Appropriate scientific language lacking, tone and subject do not align with target audience. **Written**: Demonstrates improving but rudimentary skill, <15 APA formatting errors, <15 grammar/spelling errors. Appropriate language somewhat lacking in all communication, clarity & complexity/connections need improvement.	**Oral & written**: Absence of any appropriate scientific language, tone and subject inappropriate for target audience. **Written**: Demonstrates no grasp of APA format & no basic language proficiency, >20 spelling/grammar errors. No subject or audience appropriate language, ideas unclear, lacks complexity & thought.	
	Structure & Organization	Projects (papers, presentations, posters, etc.) adhere to given guidelines & show perceptive logical development. As applicable, projects have relevant & clearly defined sections; thoughtful, seamless transitions; and clear, detailed graphics.	Projects adhere to given guidelines & show good logical development. As applicable, projects have few structural problems, have clearly defined sections & thoughtful transitions, & appropriate graphics.	Projects do not fully adhere to given guidelines & show marginal (but attempted) logical development. As applicable, projects have some obvious organization problems, show attempted logical development, have major sections but awkward transitions, & graphics are below average.	Projects do not adhere to any of the given guidelines & lack any coherent organization. As applicable, projects show no logical development, have few, if any, major sections with no transitions; & have subpar, if any, graphic elements.	
Resource Utilization	**Time Management**	Student effectively manages multiple tasks, allows adequate time for completion & revision. Student is able to respond to changes/obstacles & reallocate resources in order to maintain progress/meet deadlines.	Student maintains momentum on multiple tasks, allows adequate time for completion & revision. Student is improving in ability to respond to changes/obstacles & reallocate resources in order to maintain progress/meet deadlines.	Student struggles with managing multiple tasks, allows little time for completion & revision. Needs significant help in responding to changes/obstacles & reallocate resources in order to maintain progress/meet deadlines.	Student unable to manage multiple tasks, allows no time for completion & revision. Student does not respond to changes/obstacles & reallocate resources in order to maintain progress/meet deadlines.	
	Professional Resources & Support Services	Student demonstrates knowledge, use, & mastery of multiple online resources such as journals, databases, webinars/web courses, reference documents, videos, books, forums, etc. Student demonstrates knowledge, use, & mastery (as appropriate) of on campus resources such as library, research librarians, writing center, student success center, peer mentors, faculty.	Student demonstrates knowledge in use of multiple online resources such as journals, databases, webinars/web courses, reference documents, videos, books, forums, etc. Student demonstrates use & knowledge of on campus resources such as library, research librarians, writing center, student success center, peer mentors, faculty.	Student demonstrates little knowledge in use of multiple online resources such as journals, databases, webinars/web courses, reference documents, videos, books, forums, etc. Student has little knowledge or use of on campus resources such as library, research librarians, writing center, student success center, peer mentors, faculty.	Student demonstrates no knowledge in use of multiple online resources such as journals, databases, webinars/web courses, reference documents, videos, books, forums, etc. Student does not/refuses to use on campus resources such as library, research librarians, writing center, student success center, peer mentors, faculty.	