



Texas Southern University
Assessment Plan 2010-2013

Unit Assessment Plan

College of Liberal Arts & Behavioral Science

Bachelor of Arts in Psychology

Introduction

Texas Southern University's Mission

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

In order to achieve this mission, Texas Southern University provides:

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

Texas Southern University's Vision

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

Accreditation Standards

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5th edition

Goal 1 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 1:

Provide students the opportunity to learn about major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2 SLO Student Learning Outcomes/Objectives

SLO 1.1: Students will demonstrate knowledge of classical conditioning, verbal learning and theories of learning.

SLO 1.2: Students will demonstrate knowledge of the causes of pathological behavior, preventive measures and remedial treatment.

SLO 1.3: Students will demonstrate knowledge of the development of personality.

3 Metric

Metric 1.1

Knowledge assessment scores based on Learning subtest.

Metric 1.2

Knowledge assessment Abnormal subtest.

Metric 1.3

Knowledge assessment scores derived from grade on Final Project (2010-11) and Personality subtest scores (2011-13).

4 Target 2010-11

Target 1.1

50% of the students will receive a sub score 1 of 45 or better on the knowledge assessment Educational Testing Service (ETS) Major Field Test(MFT).

Target 1.2

50% of the students will receive a sub score 3 of 45 or better on the knowledge assessment Educational Testing Service (ETS) Major Field Test(MFT).

Target 1.3

70% of the students will receive a score of 70 or better on the knowledge assessment.

5 Findings 2010-11

Findings 1.1

33% (3 of 9) of students received a score of 45 or better on the knowledge assessment.

Target Not Met

Findings 1.2

56% (5 of 9) of students received a score of 45 or better on the knowledge assessment.

Target Met

Findings 1.3

72% of the students received a score of 70 or better (i.e., a grade greater than or equal to C-) on the knowledge assessment.

Target Met

6 Action Plan 2010-11

AP 1.1 - Data reflect that students did not meet the target as measured by the MFT, a national test of knowledge that captures many elements of Learning and Cognition, which may not reflect information covered in courses. In order to better measure the specific outcomes expected by this program, the department will create a Departmental Exit Exam (DEE) to be used 2011-2013.

AP 1.2 - Data reflect that students did not meet the target as measured by the MFT, a national test of knowledge that captures many elements of Abnormal Psychology, which may not reflect information covered in courses. In order to better measure the specific outcomes expected by this program, the department will

create a Departmental Exit Exam (DEE) to be used 2011-2013. The Department will create a Departmental Exit Exam to be used 2011-2013.

AP 1.3 Target met in 2010-11. In order to be in line with measurement of SLO 1.1 and 1.2, the Departmental Exit Exam will also be used to assess students' knowledge of Personality.

7 Target 2011-12

Target 1.1

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

Target 1.2

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

Target 1.3

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

8 Findings 2011-12

Findings 1.1

73% of the students received a score of 70 or better on the knowledge assessment.

Findings 1.2

100% of the students received a score of 70 or better on the knowledge assessment.

Findings 1.3

0% of the students received a score of 70 or better on the knowledge assessment.

9 Action Plan 2011-12

1.1 - This is the first year of the DEE. Though students exceeded the Target, the department will review class content and DEE questions intended to measure student outcomes for clarity.

1.2 - This is the first year of the DEE. Though students exceeded the Target, the department will review class content and DEE questions intended to measure student outcomes for clarity.

1.3 - Students did not meet the intended Target for the Personality portion of the DEE. As such, faculty will review and revise class content in relation to questions asked about this topic to ensure adequate coverage.

10 Target 2012-13

Target 1.1

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

Target 1.2

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

Target 1.3

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

11 Findings 2012-13

Finding 1.1

Based upon the scores of the 11 students completing the exam, 9% (n = 1) received a score of 70 or better on the Learning Subtest portion of the Departmental Exit Exam.

Target not met.

Finding 1.2

Based upon the scores of the 11 students completing the exam, 45% (n=5) received a score of 70 or better

on the Abnormal Psychology Subtest portion of the Departmental Exit Exam.
Target not met.

Finding 1.3

Based upon the scores of the 11 students completing the exam, 18% (n=2) received a score of 70 or better on the Personality Subtest portion of the Departmental Exit Exam.

Target not met.

12 Action Plan 2012-13

Action Plan 1.1-1.3 - As part of the data review process, it was noted that some students had not taken and or successfully completed courses (C or higher grade) associated with the areas being measured by the DEE. For all students applying to take the DEE, grades are now verified as part of the application process so that a more accurate picture of student learning is presented.

Action Plan 1.1

Streamlining of student learning objectives. Department will increase opportunities for hands-on training, skills development and learning engagement.

Action Plan 1.2

Increased usage of the Diagnostic & Statistical Manual of Mental Disorders (DSM-5), visual teaching aids and opportunities to engage in practical learning opportunities, such as diagnostic vignettes and in-class models.

Action Plan 1.3

Broader assessment of course outcomes for PSY 435, including additional writing assignments, addition of two unit exams in the course, and more in-depth review sessions.

13 Additional Reference Documents

[2010-2011 Psychology MFT](#) [PDF 48 KB 4/20/15]

[2012-2013.Psychology Department Exit Exam results](#) [DOC 37 KB 10/27/13]

Goal 2 Assessment Plan 2010-11 to 2012-13

1 Goal Description

Goal 2:

Provide students opportunities to learn and apply basic research methods in psychology, including research design, data analysis, and interpretation.

2 SLO Student Learning Outcomes/Objectives

SLO 2.1: Students will demonstrate the ability to identify basic methodological approaches in psychological research.

SLO 2.2: Students will demonstrate both conceptual and practical knowledge of descriptive and inferential statistical techniques.

3 Metric

Metric 2.1

Scores from knowledge assessment scores based on Experimental subtest

Metric 2.2

Scores from knowledge assessment scores based on Statistics Subtest

4 Target 2010-11

Target 2.1

New goal and SLO 2011-12-Forward.

Target 2.2

New goal and SLO 2011-12-Forward.

5 Findings 2010-11

Findings 2.1

New goal and SLO 2011-12-Forward.

Findings 2.2

New goal and SLO 2011-12-Forward.

6 Action Plan 2010-11

New goal and SLO 2011-12-Forward.

7 Target 2011-12

Target 2.1

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

Target 2.2

70% of the students will receive a score of 70 or better on the knowledge assessment Departmental Exit Exam (DEE).

8 Findings 2011-12

Findings 2.1

100% of the students received a score of 70 or better on the knowledge assessment.

Findings 2.2

100% of the students received a score of 70 or better on the knowledge assessment.

9 Action Plan 2011-12

Converted to in-house exam and increase performance standard (2011-12).

10 Target 2012-13

Target 2.1

70% of the students will receive a score of 70 or better on the knowledge assessment (DEE).

Target 2.2

70% of the students will receive a score of 70 or better on the knowledge assessment (DEE).

11 Findings 2012-13**SLO 2.1**

Based upon the scores of the 11 students completing the exam, 82% (n=9) received a score of 70 or better on the Experimental Subtest portion of the Departmental Exit Exam.

Target Met

SLO 2.2

Based upon the scores of the 11 students completing the exam, 0% (0 of 11) received a score of 70 or better on the Statistics Subtest portion of the Departmental Exit Exam.

Target Not Met

12 Action Plan 2012-13

Action Plan 2.1 and 2.2 - As part of the data review process, it was noted that some students had not taken and or successfully completed courses (C or higher grade) associated with the areas being measured by the DEE. For all students applying to take the DEE, grades are now verified as part of the application process so that a more accurate picture of student learning is presented.

Action Plan 2.1

Parallel assignments with theoretical and practical research procedures. Enhance student learning by collaborating with the statistics course to generate course projects, allowing display of overall competency in psychological research.

Action Plan 2.2

Implementation of the use of statistical package (SPSS) for hands-on learning in conjunction with the conceptual learning process. Institute weekly problem solving workshops to increase practice learning and allow for the demonstration of course objectives. Weekly assessments to evaluate comprehension of each core area of statistics.

13 Additional Reference Documents

Departmental Exit Examination.

Departmental Exit Examination.

[2012-2013.Psychology Department Exit Exam results](#) [DOC 37 KB 10/27/13]

