

## LSUA Annual Assessment Form

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Bachelor of Science in Psychology

2015 - 2016

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Reporting Unit

Academic Year

### Section I

#### LSUA Goal:

II a. All academic curricula and programs will demonstrate currency and rigor.

#### Statement of Purpose

#### Unit Desired Outcome:

1. Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology

#### Assessment Methods and Criteria

1. Utilizing a pretest-posttest procedure all students pursuing a BS in Psychology will take a Basic Psychological knowledge test PSYC 2900 (pre-test) and again in the PSYC 4900 (posttest) classes. Full time faculty will develop a test for basic knowledge psychology students should have before graduation. Criteria: 75% of graduates will show improvement on posttest as compared to the pretest.

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### Section II

#### Results of Assessment

1. For the 2015-2016 school year 50% of the students receiving the BS Psychology and completing both the pre-test and post-test exams showed improvement on all three sections of the post-test (criteria was 75%). This did not meet our chosen criterion of 75%, so this outcome was not met. However, only 8 of the 18 graduates (44%) entered the program after the pre-test was initiated and completed the pre-test portion of the assessment. In general (using the pre-test and post-test scores available (post-test scores were available for all graduates), mean scores for the post-test exam were higher than those on the pre-test in all areas evaluated (see Table 1 below). This is the fourth year using the pre-test/post-test evaluation method which is why such a large number of the graduates have only post-test scores. PRE-TEST General 71% (n=8) Research 72% (n=8) Ethics 57% (n=8) POST-TEST General 76% (n=17) Research 78% (n=17) Ethics 66% (n=17) CHANGE General 4% (n=8) Research 6% (n=8) Ethics 13% (n=8)

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### Section III

**Use of Results**

1. Because only 40% of the graduates completed both the pre-test and post-test exams (8 out of 18 graduates) caution must be used in interpreting the results of this assessment. Close examination of the results indicate that graduates do show increases in exam scores between the pre-test and post-test for the overall program. One factor that is influencing the lower than predicted percent of students showing increases in all areas tested is that some of the graduating students who are taking the pre-test are taking it in the same semester as they are taking the post-test or even after they have completed the post-test. This problem should be eliminated (or at least greatly reduced) when the present assessment program has been in place for 5 or more years (currently in year four) and all graduates evaluated will have entered the program in its current form. The current results indicate that the graduates are improving and thus support the success of the BS Psychology degree program. The one use that will be made is that the psychology faculty will revisit the questions on the exams, using item analysis, to see which areas are weakest and which questions may need to be restructured.
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Bachelor of Science in Psychology

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Reporting Unit

Academic Year

### Section I

#### LSUA Goal:

II a. All academic curricula and programs will demonstrate currency and rigor.

#### Statement of Purpose

#### Unit Desired Outcome:

2. Graduates will demonstrate familiarity with the basic research methods in psychology, including research design, data analysis, and interpretation of results.

#### Assessment Methods and Criteria

1. Utilizing a pre-test/mid-test/post-test procedure all students pursuing a BS in Psychology will take a basic research methods knowledge test in PSYC 2900 (pre-test), in PSYC 3017 (mid-test), and again in the PSYC 4900 (post-test) class. Full time faculty will develop a test for basic research methods knowledge psychology students should have before graduation. Criteria: 75% of graduates will show improvement on the mid-test compared the pre-test and post-test as compared to the pre-test.

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### Section II

#### Results of Assessment

1. For the 2015-2016 school year 71% of the graduates receiving the BS Psychology and completing both the pre-test and post-test exams (39% of graduates completed both exams) showed improvement on the post-test. The criterion for successfully meeting this outcome was set at 75%, thus this outcome was not met. In general (using the pre-test scores available and post-test scores for all graduates), mean scores for the post-test exam were higher than those on the pre-test (see Table 2 below). When looking at the pre-test and mid-test, 53% of the graduates showed improvement on the mid-test (n=7). Both of these results indicate that graduates are improving their knowledge of research method during their completion of the BS Psychology program. This is just the fourth year using the pre-test/mid-test/post-test evaluation method and many of the graduates entered the program before the pre-test and mid-test were required. PRE-TEST RESEARCH 72% (n=7) MID-TEST RESEARCH 79% (n=16) POST-TEST RESEARCH 78% (n=17) PRE-TEST/POST-TEST CHANGE 6% (n=7) PRE-TEST/MID-TEST CHANGE -2% (n=7)

### **Section III**

#### **Use of Results**

1. Based on the results of the 2015-2016 evaluations no changes are planned. Because is a limited sample size for students having completed both the pre-test, mid-test, and the post-test our conclusion is that it appears that the research methods portion of the BS Psychology degree is currently effective. The psychology faculty will reevaluate the overall research methods program each year to monitor any changes that occur. These results do indicate that the graduates are improving their knowledge of research methods thus supporting the success of the BS Psychology degree program. Results of current and future assessments will be used by the psychology faculty to revisit the questions on the exam (using item analysis) to see if changes are needed.
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Bachelor of Science in Psychology

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Reporting Unit

Academic Year

### Section I

#### LSUA Goal:

II a. All academic curricula and programs will demonstrate currency and rigor.

#### Statement of Purpose

#### Unit Desired Outcome:

3. Graduates will demonstrate familiarity with the basic ethical and professional knowledge in psychology.

#### Assessment Methods and Criteria

1. Utilizing a pre-test/mid-test/post-test procedure all students pursuing a BS in Psychology will take an ethical and professional knowledge test in PSYC 2900 (pre-test), in PSYC 3800 (mid-test), and again in the PSYC 4900 (post-test) class. Full time faculty will develop a test for basic knowledge psychology students should have before graduation. Criteria: 75% of graduates will show improvement on the mid-test compared the pre-test and the post-test as compared to the pre-test.

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### Section II

#### Results of Assessment

1. For the 2015-2016 school year 77% of the graduates receiving the BS Psychology degree and completing both the pre-test and post-test exams (50% of graduates completed both exams) showed improvement on the post-test. This surpasses the 75% criterion that was set for this outcome. Examining the pre-test and mid-test results indicated that only 6 graduates (33%) completed both exams and that 50% maintained or improved their scores on the mid-test, thus failing to meet the 75% criterion. This failure may be attributed to some of the graduates taking the pre-test in the same semester or after taking the mid-test. Both the small sample size and the some graduates taking the pre-test concurrently with or after either the mid-test, the post-test or possibly both confound these results. This issue should be eliminated (or at least greatly reduced) when the present assessment program has been in place for 5 or more years (currently in year four). PRE-TEST ETHICS 56% (n=9) MID-TEST EHTICS 68% (n=11) POST-TEST ETHICS 66% (n=17) PRE-TEST/POST-TEST CHANGE 9% (n=7) PRE-TEST/MID-TEST CHANGE 3% (n=6)

### **Section III**

#### **Use of Results**

1. Based on the small percentage of graduates that completed the pre-test and mid-test, no definitive conclusions can be drawn from this data. The fact is that the majority of students that completed the pre-test and mid-test did so concurrently and in several cases also concurrently with the post-test examination resulted in confounding of the data used in the current assessment. This confound will be reduced and hopefully eliminated after this assessment has been in place for another year (the result of the new program being in place long enough to have students that began the program before it was modified to include these assessments to have graduated). The results of this assessment will be used by the psychology faculty to revisit the questions on the exam (using item analysis) to see if the exam needs to be modified or restructured.
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