

**Report:** Assessment Cycle Details for: Psychology

**Report Generated by Taskstream**

**Workspace:** Academic Program Assessment Workspace

**Assessment Plan:** 2014-2015 Assessment Cycle: Assessment Plan and Assessment Findings

**Assessment Plan Template:** Academic Program Assessment Plan

**Report Generated:** Tuesday, January 12, 2016

## Measures and Findings

### *Psychology Outcome Set*

#### ❖ Outcome

#### **Program Learning Goals**

*SLO3. Analyze psychological issues and problems utilizing critical thinking, skeptical inquiry, and the scientific approach.*

#### **Mapped to:**

- **RI - University of Baltimore Learning Goals:** Measurable Outcome 5A, Measurable Outcome 6a, Measurable Outcome 6b, Measurable Outcome 6c, Measurable Outcome 6d

#### **Measure**

*Pre-test/post-test 309*

**PROGRAM LEVEL; DIRECT - EXAM**

#### **Details/Description:**

Fall 2014: Conduct a pre/post-test design on a subset of embedded exam questions in Research Methods and Statistics 2 (PSYC 309) to document an increase in the ability to demonstrate critical thinking and the ability to analyze psychological problems having to do with research methods and statistics.

#### **Acceptable Target:**

The goal is to have a significant increase in performance from pre to post-test (increase in scores by 20% or more).

#### **Ideal Target:**

We also hope to show that at post-test, 70% of students will score 80% or higher on this subset of questions.

#### **Implementation Plan (timeline):**

#### **Key/Responsible Personnel:**

#### **Supporting Attachments:**

#### **Findings**

*for Pre-test/post-test 309*

#### **Summary of Findings:**

A total of 12 students completed all 10 items on both the pretest and posttest. The average performance on the pretest was 46.67%. The average performance on the posttest was 66.67%, thus on average, students increased exactly 20%. One student's score dropped by one item (10%), two students' scores were unchanged, but the other 9 increased as much as 50%. This increase was statistically significant, even though the sample size was small,  $t(11) = -3.83$ .

p = .003. Only 41.7% of our students (as opposed to the 70% benchmark) achieved an 80% or higher on the 10-point assessment.

**Acceptable Target Achievement:**

Met

**Ideal Target Achievement :**

Approaching

**Recommendations :**

The assessment results indicate that students in PSYC 309 are improving in their understanding of advanced methodological/statistical concepts, but we fell short of our posttest goals. Admittedly, we selected challenging items for the pretest/posttest, but perhaps we should carefully examine the ways that we review more complicated concepts, such as interpretation of main effects and interactions, to increase learning opportunities for these challenging concepts.

**Reflections/Notes :**

**Substantiating Evidence:**

## Program Learning Goals

*SLO4. Apply psychological principles and standards to personal, social, and organizational issues/problems, including ethical issues/problems confronted by psychologists.*

**Mapped to:**

- **RI - University of Baltimore Learning Goals:** Measurable Outcome 2A, Measurable Outcome 2B, Measurable Outcome 2C, Measurable Outcome 2D, Measurable Outcome 3A, Measurable Outcome 3B, Measurable Outcome 3C

## Measure

### *CITI Modules*

**PROGRAM LEVEL; DIRECT - EXAM**

**Details/Description:**

Spring 2015: Students will complete 10 modules of the CITI (Collaborative IRB Training Initiative) training program with regard to ethics in psychological research.

**Acceptable Target:**

Our goal is for 75% of the students enrolled in PSYC 200 (Professional Practices in Psychology) to earn an average of 80% or higher on these modules.

**Ideal Target:**

We hope to have 10% of our students to earn an average score of 90% or higher.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Supporting Attachments:**

## Findings

### *for CITI Modules*

**Summary of Findings:**

The Collaborative Institutional Training Initiative (CITI) human subjects research modules became a mandatory part of Psyc 200 course curriculum to provide students a self-paced and systematic way to learn about the history of the creation of ethical standards, the protection of

human participants, and current information on regulatory and ethical issues.

Required Modules:

1. History and Ethical Principles
2. Defining Research with Human Subjects
3. Belmont Report and CITI Course Introduction
4. The Federal Regulations
5. Assessing Risk
6. Informed Consent
7. Northcentral University
8. Privacy and Confidentiality
9. Research with Prisoners
10. Research with Children Research in Public Elementary and Secondary Schools
11. International Research
12. Internet-Based Research and HIPAA Privacy Protections
13. Vulnerable Subjects - Research Involving Workers/Employees
14. Conflicts of Interest in Research Involving Human Subjects

Each CITI HSR module requires a minimum grade of 75% to proceed to the next module. There is no limit to number of attempts to obtain a satisfactory score. Forty-four students successfully completed all 14 modules with a mean score of 98% across all modules.

After the creation of this measurement strategy, we realized that the CITI system does not allow students to progress to subsequent modules unless they have successfully passed previous modules with the required 75% score.

**Acceptable Target Achievement:**

Exceeded

**Ideal Target Achievement :**

Exceeded

**Recommendations :**

The modules are an excellent teaching tool for ethical training, but relying on the scores is problematic for assessment purposes because students simply repeat the quizzes over and over again to achieve the required score. Future considerations include assessing all module scores during each attempt.

**Reflections/Notes :**

**Substantiating Evidence:**