

AC 2025-2026 Assessment

Bachelor of Science in Psychology (392)

Division: Gallaspy Family College of Education and Human Development

Department: Psychology and Addiction Studies

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Northwestern Mission: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy College of Education and Human Development (GCEHD) is committed to working collaboratively to acquire, create, and disseminate knowledge to NSU students through transformational, high-impact experiential learning practices, research, and service. Through the Schools of Education and Kinesiology and Departments of Military Science, Psychology and Addiction Studies, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Department of Psychology and Addiction Studies Mission. The Department of Psychology and Addiction Studies (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high-quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility, communication, and professional development in a diverse world. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarships for faculty and students, with opportunities for practicum and externship training experiences. These activities are designed to foster professionalism and prepare students for graduate education, immediate employment, and service in the community and region.

Purpose: The purpose of undergraduate degrees is to prepare students for entry-level positions in the helping professions, conducting research, working in the private and public sectors, and for graduate school.

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Methodology: The assessment process for the BS program is as follows:

- (1) Data from assessment tools and measures are collected and returned to the assessment coordinator.
- (2) The assessment coordinator will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the Department of Psychology and Addiction Studies faculty.
- (4) Individual meetings will be held with Psychology course stewards of core courses if required (show cause).
- (5) The assessment coordinator, in consultation with the student learning outcome subcommittee, will propose changes to measurable outcomes, assessment tools for the next assessment period, and, where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. Knowledge Base.

Students will describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the first outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to the course syllabus objectives.

- PSYC 1010: General Psychology
- PSYC 3020: Psychology of Learning
- PSYC 4450: Abnormal Psychology
- PSYC 4470: Theories of Personality
- PSYC 4490: Senior Research Seminar

Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in PSYC 1010: General Psychology, PSYC 3020: Psychology of Learning, PSYC 4450: Abnormal Psychology, and PSYC 4470: Theories of Personality will be assessed on key concepts, principles, contents, applications, and overarching themes in psychology using cumulative data from multiple-choice test scores.

Out of the total number of students who completed all tests and quizzes in the courses, at least 70% are expected to demonstrate an understanding of psychology-related concepts by achieving a 70% or higher grade on the combined test scores.

Finding: Target was Met.

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Analysis:

In AC 2024-2025, the target was Met.

The data showed that 1027 students completed all the quizzes and exams in courses with online and in-person data, yielding 87.14% ($n=895$, $N=1027$), meeting the target of achieving a grade of 70% or higher.

In PSYC 1010, of 764 online and in-person students who completed all exams and quizzes, 93.72% ($n=716$; $N=764$) met the target of 70% or higher. Of the 452 online students, 99.34% ($n=449$; $N=452$) completed all quizzes and scored 70% or higher. Of the 312 in-person students, 85.58% ($n=267$; $N=312$) scored 70% or higher. The recommended addition of a lockdown browser did not significantly impact student performance. Although it was recommended during the 2023-2024 assessment cycle to leave all quizzes open for the entire semester in an effort to improve student completion outcomes, that was not enforced due to concerns of student procrastination. In PSYC 3020, 67.95% ($n=53$, $N=78$) of the students assessed received a grade of 70% or higher. Further analysis of the adjusted data revealed a significant difference between semesters in the online sections. In the Fall 2024 semester, 87.80% of students ($n=36$, $N=41$) earned a grade of 70% or higher, and 62.16% of students in the Spring 2025 semester ($n=23$, $N=37$) earned a grade of 70% or higher. In the face-to-face sections for Fall 2024 and Spring 2025, 100% of students earned a grade of 70% or higher. In the online sections, 60.42% of the students ($n=29$, $N=48$) earned a grade of 70% or higher. In Fall 2024, 78.26% of the students in the online section earned 70% or higher, and in Spring 2025, the data reflected 44%. The Fall 2024 online section used the lockdown browser, and the Spring 2025 online section used video monitoring. One section was online, and one was in-person for the Fall 2024 and Spring 2025 assessment periods.

In PSYC 4470, 66.67% ($n=60$, $N=90$) of the students assessed received a grade of 70% or higher. Further analysis of the adjusted data showed a significant difference between the semesters. In the Fall 2024 semester, 73.81% of the students ($n=31$, $N=42$) earned a grade of 70% or higher, and 60.42% of the Spring 2025 semester students ($n=29$, $N=48$) earned a grade of 70% or higher. In the face-to-face sections for Fall 2024 and Spring 2025, 86.36% of students earned a grade of 70% or higher. In the online sections, 64.29% of the students earned a grade of 70% or higher. The Fall 2024 and Spring 2025 online sections used a lockdown browser (1 section) and video monitoring (2 sections). Two sections of PSYC 4470 were taught online, and one section was taught face-to-face during the Spring 2025 assessment period.

In PSYC 4450, of the 95 students who completed the PSYC 4450 (Abnormal Psychology) exams, 69.47% ($n=66$; $N=95$) passed with at least 70%. Further exploration of the data revealed a distinct difference in performance between students who took the course in person and those who took it online. Among in-person students ($n=32$), 87.50% passed the exams with a grade of at least 70%, compared with 60.32% of online students ($n=63$). Among students who completed all four exams, in-

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person students ($n = 32$) earned an average grade of 78.27%, which was 5.70 percentage points higher than the average grade of 72.97% for online students ($n = 95$). While the data showed that students benefit from lectures and in-class discussions, it was determined that greater consistency was needed among online assessments. Comparing fall to spring semesters produced a similar trend. For Fall 2024, 61.02% ($n = 36$) of students passed with a grade of at least 70%, compared with 83.33% ($n = 30$) in Spring 2025.

Based on the analysis of the AC 2024-2025 results, the faculty and course stewards implemented the following AC 2025-2026 changes to drive the improvement cycle. The Department continued to use the APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). The course stewards and faculty reviewed the course map for improvements and program enhancements. The course benchmark was maintained at 70% of the students, scoring 70% or higher. The faculty provided additional information in the form of announcements on the Moodle shells to ensure that students understood the available resources and the required deadlines for completion. All the courses incorporated a lockdown browser with a monitor or used Proctor U to administer quizzes or exams to enhance academic integrity. In PSYC 1010 online classes, the quizzes remained open the entire semester to encourage completion. To create course consistency across the online and face-to-face sections of PSYC 4450, the course steward began creating a pool of student assessment questions for all sections.

As a result of these changes, the target for AC 2025-2026 was Met.

The data showed that 879 students completed all the quizzes and exams in courses using online and in-person data, yielding 75.88% ($n=667$, $N=879$) and meeting the target of achieving a grade of 70% or higher.

In PSYC 1010, 639 students were assessed on exams or quizzes; 81.38% ($n= 520$; $N=639$) passed with a score of 70% or higher. Of the 353 online students completing all 15 quizzes, 83.85% ($n=296$; $N=353$) scored 70% or higher. Of the 286 in-person students completing all 4 exams, 78.32% ($n=224$; $N=286$) scored 70% or higher. The target was met for both face-to-face and online modalities.

To drive the improvement cycle for the current 2025-2026 AC, the course instructors required the use of Respondus with a monitor or allowed a proctor to enter a password for all online quizzes. While 99.34% of online students scored 70% or higher for AC 2024-2025, only 83.85% ($n=296$; $N=353$) scored 70% or higher for AC 2025-2026. Further exploration indicates a smaller difference between the pass rates of online and in-person students. In the 2024-2025 AC, 99.34% ($n=449$; $N=452$) of online students scored 70% or higher, whereas 85.58% ($n=267$; $N=312$) of face-to-face students scored 70% or higher. This was a 13.76% difference. For the 2025-2026 AC, 83.85% ($n=296$; $N=353$) of online students scored 70% or higher, while 78.32% ($n=224$; $N=286$) of face-

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to-face students scored 70% or higher. This was a 5.53% difference. This trend indicates an increased equivalency in academic integrity between modalities. Lastly, the number of students who do not complete all exams and quizzes remains a concern. For AC 2025-2026, 48.36 % (n=353, N=730) of online students, compared with 85.12% (n=286, N=336) of face-to-face students, completed all assessments. It was suggested in AC 2024-2025 to leave all online quizzes open throughout the semester to improve student completion rates. It was not enforced with continued concern about student procrastination. For the 2026-2027 AC, it is suggested that this be fully enforced to drive the improvement cycle.

In PSYC 3020, 64.10% (n=50, N=78) of the students assessed received a grade of 70% or higher. Further analysis of the adjusted data showed a significant difference between the online and face-to-face sections. In the Fall 2025 semester, 56.82% of the students (n = 25, N = 44) earned a grade of 70% or higher, and 73.53% of the Spring 2026 semester students (n = 25, N = 34) earned a grade of 70% or higher. In the face-to-face sections for Fall 2025 and Spring 2026, 97.30% of students earned a grade of 70% or higher. In the online sections, 34.15% of the students (n = 14, N = 41) earned a grade of 70% or higher. In Fall 2025, 20.83% of students in the online sections earned 70% or higher, and in Spring 2026, 52.94% of students in the online sections earned 70% or higher. The Fall 2025 and Spring 2026 online sections used the lockdown browser and video monitoring. One section was online, and one was in-person for the Fall 2025 and Spring 2026 assessment periods.

In PSYC 4470, 57.38% (n= 35, N=61) of the students assessed received a grade of 70% or higher. Further analysis of the adjusted data showed a significant difference between the semesters. In the Fall 2025 semester, 59.09% of the students (n = 13, N = 22) earned a grade of 70% or higher, and 56.41% of the Spring 2026 semester students (n = 22, N = 39) earned a grade of 70% or higher. In the face-to-face sections for Fall 2025 and Spring 2026, 71.43% of students earned a grade of 70% or higher. In the online sections, 67.57% of the students earned a grade of 70% higher. The Fall 2025 and Spring 2026 online sections used lockdown browser and video monitoring.

In PSYC 4450, of the 101 students assessed on exams, 61.39% (n = 62; N = 101) passed with at least 70%, which does not meet the target. The overall average grade for the academic year was 75.39%. The comparison between semesters did not yield a difference: 62.26% of students (n = 53) passed with at least 70% in fall 2025, compared with 60.42% (n = 48) in spring 2026. However, further analysis revealed a performance gap between students who took the course in person and those who took it online. Among in-person students (n = 30), 86.67% passed the exams with a grade of at least 70%, compared with only 50.70% of online students (n = 71). In-person students met the target, but online students did not. Among all students, in-person students (n = 30) earned an average exam grade of 81.81, which is notably higher than the average of 68.97 for online students (n = 71). Even though similar question pools were used across the online sections as planned, there also continues to be a notable difference in the percentage of students earning 70% on exams between the two online

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instructors (59.09% vs 37%).

Decision:

In AC 2025-2026, the target was Met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes for AC 2026-2027 to drive the improvement cycle.

- a) The Psychology and Addiction Studies Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) At the beginning of the new AC, the course stewards and faculty will meet and review the course map for improvements and reassess the benchmarks for each course.
- c) The faculty will continue to provide up-to-date information on course subject matters and resources on Moodle to enhance students' study skills and understanding of key concepts.
- d) In PSYC 1010, the course steward will enforce the action plan to leave quizzes open for the entire semester.
- e) In PSYC 3020 and 4470, the utilization of video monitoring will continue to be used for the online section, and a total of five exams will be benchmarked across all sections for consistency.
- f) To uphold academic integrity and the value of education, the courses listed in this measurement will continue to incorporate a lockdown browser with monitor, Proctor U, or passwords for approved proctors, to administer quizzes or exams.
- g) In PSYC 4450, to create course consistency across online and face-to-face and improve overall exam pass rate, the course steward will meet with the adjunct professors to collaborate on assessment preferences and consistency. The goal will be to maintain exam rigor and course integrity.

These changes will improve the students' ability to learn, retain, and utilize their direct knowledge of psychology, thereby continuing the cycle of improvement.

Measure 1.2. (Indirect; Attitudes)

At the end of every semester, students enrolled in the department's capstone course, PSYC 4490: Senior Seminar Research, will be administered a survey. In the survey, the students were asked to rate their agreement with the statement "During my undergraduate career in Psychology, I developed a strong knowledge base of the key concepts and theories relating to psychology" on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree. In the survey beginning in Spring 2024, the students were also asked to rate their agreement with a second statement, "During my undergraduate career in Psychology, I developed a strong ability to apply key concepts and theories relating to

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psychology.” At least 70% of the respondents were expected to rate 4 or 5 to indicate agreement with this statement.

Finding: Target was Met.

Analysis:

In AC 2024-2025, the target was Met.

Students enrolled in all PSYC 4490, Senior Research Seminar, were administered the survey. In the FALL 2024 and SPRING 2025 surveys, students were asked to rate their level of agreement with the statement. “During my undergraduate career in Psychology, I developed a strong knowledge base of the key concepts and theories relating to psychology” on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 -neither, 4 – agree, and 5 - strongly agree. At least 70% of respondents were expected to rate 4 or 5 to indicate agreement with this statement. The data revealed that 87.5% (35 out of 40) of the respondents rated 4 or 5, indicating agreement with this statement. The students were also asked a second question to rate their agreement with the statement. “During my undergraduate career in Psychology, I developed a strong ability to apply key concepts and theories relating to psychology” on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 - neither, 4 – agree, and 5 - strongly agree. At least 70% of the respondents were expected to rate 4 or 5 to indicate agreement with this statement. The data revealed that 90% (36 of 40) of the respondents rated 4 or 5, indicating agreement with this statement.

Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the improvement cycle. PSYC 4490: Senior Research Seminar was selected as the data collection point for this assessment. SurveyMonkey was used to assess the online sections of this course. In addition, the students were asked two questions: “I developed a strong knowledge base of the key concepts and theories relating to psychology,” and “I developed a strong ability to apply key concepts and theories relating to psychology.” The assessment target was that 70% of respondents would rate 4 or 5, indicating agreement with the survey.

As a result of these changes, the target was met in AC 2025-2026. Students enrolled in PSYC 4490, Senior Research Seminar, were administered the survey. In the FALL 2025 and SPRING 2026 surveys, students were asked to rate their agreement with the statement. “During my undergraduate career in Psychology, I developed a strong knowledge base of the key concepts and theories relating to psychology” on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 - neither, 4 – agree, and 5 - strongly agree. At least 70% of respondents were expected to rate 4 or 5 to indicate agreement with this statement. The data revealed that 92.50% (37 out of 40) of the respondents rated 4 or 5, indicating agreement with this statement. The students were also asked a second question to rate their agreement with the statement. “During my undergraduate career in Psychology, I developed a strong ability to apply key concepts and theories

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relating to psychology” on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 – neither, 4 – agree, and 5 – strongly agree. At least 70% of the respondents were expected to rate 4 or 5 to indicate agreement with this statement. The data revealed that 97.44% (38 out of 39) of the respondents rated 4 or 5, indicating agreement with this statement.

Decision:

In AC 2025-2026, the target was Met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a) The Psychology and Addiction Studies Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) PSYC 4490 data collection questions will remain the same for future semesters to establish reliability and consistency.
- c) The course steward, undergraduate coordinator, and department chair will meet to discuss increasing the benchmark to 75% for the next assessment cycle.

These changes will improve students’ ability to share their knowledge of psychology and their attitudes about how the undergraduate program prepared them for this subject matter, thereby continuing to push the cycle of improvement forward.

SLO 2. Scientific Inquiry and Critical Thinking.

Students applied scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to the course syllabus objectives.

- PSYC 2430: Introduction to Experimental Methodology
- PSYC 4400: Statistics for Behavioral Sciences
- PSYC 4410: Psychological Testing and Measurements
- PSYC 4490: Senior Research Seminar

Measure 2.1. (Direct; Knowledge)

In PSYC 2430: Introduction to Experimental Methodology and PSYC 4400: Statistics for Behavioral Sciences, the students will be assessed using comprehensive data from combined multiple-choice test/quiz scores throughout the semester. Specifically, among students who completed all the tests for each assessed course, at least 70% were expected to earn a grade of 70% or higher based on the combined test/quiz scores.

Finding: Target was Not Met

Analysis:

In AC 2024-2025, the target was Not Met.

The data reflected that 63.89% (n=276; N=432) of PSYC 2430 and PSYC 4400 students earned an average grade of 70% or higher on course exams.

In PSYC 2430, 67.01% (n = 65; N = 97) of students earned an average grade of 70% or higher on the course exams. There was a significant disparity between the online sections and the face-to-face sections. In the face-to-face sections, 78% of students (n = 39; N = 50) earned an average of 70% or better on the course exams compared to 55.32% (n = 26; N = 47) among those who took the class online. There was also a noticeable difference between Fall 24 and Spring 25, whereas 60.47% (n = 26; N = 43) of Fall 24 students met the target of earning an average of 70% or better, but in Spring 25, 72.22% (n = 39; N = 54) scored an average of 70% or better on the exams. In exploring the reason for the discrepancy, it is noted that students who completed PSYC 2430 in Spring 25 were the first cohort to have the opportunity to take either ENGL 1010 or ENGL 1020, which was designed to teach APA formatting. One significant difference in the Online courses is that the Fall semester was the first semester that Lockdown Browser was required for all quizzes. As students had difficulty with this requirement, additional resources were provided in the online class from Fall to Spring. Although the benchmark was not met for the Spring, the scores did improve significantly, with only 40.91% (n = 9; N = 22) of online students meeting the benchmark in Fall 24, but 68% (n = 17; N = 25) of the online students meeting the benchmark in Spring 25.

In PSYC 4400, 62.99% (n = 211; N = 335) of students earned an average grade of 70% or higher on the four-course exams or eight-course quizzes. There continues to be disparities between the online and face-to-face sections. In the face-to-face sections, 77.58% of students (n = 128; N = 165) earned an average of 70% or better on the course exams compared to 48.82% (n = 83; N = 170) of those who took the class online. This difference may be due to the materials that students are accessing. Of note, in the Spring semester, there was an attempt to determine whether changing the format from 4 exams to 8 quizzes would benefit students. Two of the online courses had four exams, and two had eight quizzes. Overall, there was no difference between the two groups in the number of students who met the benchmark, as in the four Exam Group, 51.22% (n = 21; N = 41) met the benchmark, and the eight Quizzes Group, 51.43% (n = 18; N = 35) met the benchmark.

Based on the analysis of the AC 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the cycle of improvement. The two sections of ENGL 1010 that focused on APA formatting were continued with one online and one in-person class. Psychology students were strongly encouraged to register for those sections. Additionally, section sizes for PSYC 2430 remained at 20 students to allow for more individualized and one-on-one instruction and feedback. The Moodle shell for PSYC 2430 will continue to be updated with additional writing resources to provide students with various models for APA writing and formatting. A new textbook was adopted in Fall

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2025, featuring an interactive learning platform that helped students understand the course material. The target percentage of students scoring 70 % or higher will be maintained. There was at least one in-person and one online FLAME hour per week focused on PSYC 2430 and PSYC 4400. Students were required to watch specific learning materials before taking exams.

As a result of these changes in AC 2025-2026, the target was Not Met.

The data reflected that 61.25% (n=245; N=400) of PSYC 2430 and PSYC 4400 students earned an average grade of 70% or higher on course exams.

In PSYC 2430, 83.33% (n = 80; N = 96) of students earned an average grade of 70% or higher on the course exams. There was a significant disparity between the online sections and the face-to-face sections. In the face-to-face sections, 75% of students (n = 39; N = 52) earned an average of 70% or better on the course exams compared to 93.18% (n = 41; N = 44) of those who took the class online. There was no noticeable difference between Fall 25 and Spring 26, where 84.09% (n = 37; N = 44) of Fall 25 students met the target of earning an average of 70% or better, and in Spring 26, 82.69% (n = 43; N = 52) scored an average of 70% or better on the exams. In the AC 2024-2025 year, there was a discrepancy explained by Spring 25 being the first cohort of students to have the opportunity to take either ENGL 1010 or ENGL 1020, which was designed to teach APA formatting. This reasoning seems to be supported by the fact that the improved scores from Fall 24 to Spring 25 remained at the improved Spring 26 level during the AC 2025-2026 year.

Although the target was met for the AC 2025-2026 year, there is a discrepancy between in-person sections, which had 75% (n = 39, N = 52) meeting the benchmark, compared to online sections, which had 93.18% (n = 41; N = 44) reaching the benchmark. To ensure academic integrity, the university's LMS lockdown browser will continue to be used for online exams, and the importance of viewing flagged videos of students taking exams will be emphasized to all online faculty.

In PSYC 4400, 54.28% (n = 165; N = 304) of students earned an average grade of 70% or higher on the four-course exams. There was a significant disparity between the online sections and the face-to-face sections. In the face-to-face sections, 65.08% of students (n = 82; N = 126) earned an average of 70% or better on the course exams compared to 47.43% (n = 83; N = 175) of those who took the class online. Of note, the in-person class data for AC 2025-2026 showed 65.08% of students (n = 82; N = 126) earned an average of 70% or better on the course exams was also down significantly from in-person in AC 2024-2025 where 80.86% (n = 168; N = 208) met the benchmark although no significant changes were made in the in-person sections.

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Decision:

In AC 2025-2026, the target was Not Met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following AC 2026-2027 changes to drive the improvement cycle.

- a) The Psychology and Addiction Studies Department will continue to follow the APA Guidelines for Undergraduate Psychology Major Version 3.0 (2022)
- b) The course steward will meet with the undergraduate coordinator and the Department Chair to assess the current mapping to ensure efficiency for this measurement.
- c) The target will remain at 70% of the students, scoring 70% or higher, aligning with the threshold for success in the course.
- d) An emphasis will be placed on reviewing flagged videos for online quizzes in PSYC 2430 to ensure academic integrity.
- e) In all online sections of PSYC 4400, a function will remain that requires students to click on the links for recorded materials before taking the associated exam.
- f) In PSYC 4400, the course will meet with instructors at the beginning of each term to discuss and implement ways to support students early in the term who do not earn 70% or better on their first exam.
- g) The Academic Success Center will hold a minimum of one in-person and one online FLAME hour per week. A faculty member will be available to help with APA formatting, and students will be encouraged to attend as needed.
- h) The Department of Psychology and Addiction Studies student advisors will be informed to strongly encourage students to register for the ENGL 1010 sections that are specifically designed to teach APA formatting.

These changes will improve students' ability to think critically about statistical data, enhancing their analysis and processing skills and continuing to drive the improvement cycle forward.

Measure 2.2. (Direct; Critical Thinking)

In PSYC 2430: Introduction to Experimental Methodology, PSYC 4410: Psychological Testing and Measurements, and PSYC 4490: Senior Research Seminar, specific course assignments are combined to get a comprehensive assessment of this measure. Psychology students enrolled in PSYC 2430 and PSYC 4490 completed an assignment requiring them to write an APA research paper assessing their critical thinking. In PSYC 2430, the entire grade was based on adherence to APA style; of the students who turned in the paper, at least 70% were expected to earn a grade of 75% or higher. In PSYC 4410, students created an Assessment Portfolio using specified psychological assessments focused on a fictional cohort of their chosen clientele (e.g., student-athletes, parolees, prospective roommates). By the end of the semester, they had developed a portfolio of assessments to describe better, explain, predict, and even

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change a specific cohort of clients. Out of the students who turned in the paper, at least 70% were expected to earn a grade of 70% or higher on this assessment.

Finding: Target was Met.

Analysis:

In AC 2024-2025, the target was Met.

Of the 129 students who submitted assignments for this measure in PSYC 2430, PSYC 4410, and PSYC 4490, 78.29% (n=101; N=129) met the target of 70% or higher.

In PSYC 2430, the target was met for both Fall 24 sections, where 77.08% (n = 37; N = 48) passed with a 70% or higher, and Spring 25 sections, where 80.36% (n = 45; N = 56) of PSYC 2430, with there being no significant difference between the two semesters. Although there was no significant difference in between the online Fall 24 sections which found 78.57% (n = 22; N = 28) passing with 70% or better and in-person Fall 24 sections which found 75% passing with 70% or better (n = 15; N = 20) there was a significant difference between the online Spring 25 sections which found 72.41% (n=21; N= 29) passing with 70% or better and the in-person Spring 25 sections that had 88.89 (n = 24; N= 27) meeting the benchmark. This may be because the students in the in-person Spring 25 sections of PSYC 2430 were the first cohort to take ENGL 1010, which is designed to teach APA formatting.

In PSYC 4410, data showed 86% (n=37; N=43) of the students scored 70% or higher. There were differences between semesters. In Fall 2024, 78% (N = 19) of students earned 70% or higher, compared to 92% (N = 24) in Spring 2025. This difference may be attributed to differences between the online sections taught during Fall 2025. In-person scores were consistent between Fall 2024 and Spring 2025.

In PSYC 4490, data showed no significant difference between semesters. In Fall 2024, 72.97% (n=27, N=37) earned a 70% or higher grade, and 84.31% (n=43, N=51) for the Spring 2025 semester. The class sections were online for Fall 2024 and Spring 2025.

Based on the analysis of the AC 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the cycle of improvement. The Psychology Department used APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). In PSYC 2430, the target for 70% of students earning a grade of 70% or higher was increased to 75%. The faculty provided additional support and instruction regarding APA style and mechanics. The students were encouraged to use campus resources, such as the Academic Student Success Center, to increase student engagement. The course steward added sample writing examples and online resources to the courses. Two sections of ENGL 1010 (online and in-person classes) were offered, focusing on APA writing. Efforts were made to encourage online students to register for ENGL 1010, an APA-focused course. For PSYC 2430, the section size was limited to 20 students per section to allow instructors to provide more one-on-one feedback. Also, for PSYC 2430, a new textbook was adopted with online resources to help students better understand

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the material. There was one in-person and one online FLAME hour held per week through the Academic Success Center to help with APA formatting. For PSYC 4410, the course steward reiterated to all instructors, ensuring they understood which assignments were associated with the portfolio and how the portfolio (as a whole) related to critical thinking. Across all sections, the descriptions and instructions for the portfolio assignment were streamlined to increase students' comprehension.

As a result of these changes, the target for AC 2025-2026 was Met.

Of the 258 students who submitted assignments for this measure in PSYC 4410 and PSYC 4490, 90.00% (n=135; N=150) met the target of 70% or higher.

In PSYC 2430, the target was not met for both Fall 25 sections, where 68.75% (n = 33; N = 48) passed with a 75% or higher, and Spring 26 sections, where 68.33% (n = 41; N = 60) of PSYC 2430, with there being no significant difference between the two semesters. There were no significant differences between the online Fall 25 sections, which found 70.83% (n = 17; N = 24) passing with 75% or better, and the in-person Fall 25 sections, which found 66.67% passing with 75% or better (n = 18; N = 24). This trend persisted when examining Spring 26 in-person sections, which found 71.43% (n = 20; N = 28) passing with 75% or better, and the online Spring 26 sections, which had 65.63% (n = 21; N = 32) meeting the benchmark. Although the benchmark was not met this academic year, it is the first semester under the new benchmark of 75%, up from the 70% used in previous academic years.

In PSYC 4410, data showed 92% (n=71; N=77) of the students scored 70% or higher. Students scored a combined average of 92% on the Portfolio Assessment. The Assessment Portfolio was completed through multiple scaffolded assignments, enabling progressive skill acquisition, feedback integration, and the application of psychological assessment principles to a selected population. The final product reflects a cumulative demonstration of targeted course competencies. In-person scores were consistent between Fall 2025 and Spring 2026.

In PSYC 4490, data showed no significant difference between semesters on the research paper final assessments. In Fall 2025, 91.67% (n=33, N=36) earned a grade of 70% or higher, and 88.57% (n=31, N=37) for the Spring 2026 semester. This class's sections were online for Fall 2025 and Spring 2026.

Decision:

In AC 2025-2026, the target was Met. Based on the analysis of the AC 2025-2026 results, the faculty will implement the following AC 2026-2027 changes to drive the improvement cycle.

- a) The Psychology and Addiction Studies Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) The target of 70% of students earning a 75% or higher grade will remain the same for the upcoming AC.

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- c) The faculty will provide additional support and instruction regarding APA style and mechanics. The students will be encouraged to use campus resources, such as the Student Success Center.
- d) In PSYC 2430, additional small writing assignments will be used to better familiarize students with scholarly writing, interpreting scientific information, and enhance writing and formatting skills.
- e) In PSYC 2430, students will be provided with additional information on how to utilize TurnItIn to maximize their ability to review and effectively implement instructor feedback.
- f) For PSYC 2430, the section size will continue to be limited to 20 students per section to allow instructors to provide more one-on-one feedback.
- g) Two sections of ENGL 1010 (online and in-person classes) will continue to be offered, focusing on APA writing during the AC 2026-2027. All Psychology majors will be encouraged to register for these sections.
- h) There will be one in-person and one online FLAME hour held per week through the Academic Success Center that will have faculty members available to help with APA formatting.
- i) In PSYC 4410, the course steward will meet with instructors to ensure they understand which assignments are associated with the portfolio and how the portfolio (as a whole) relates to critical thinking. All sections will be streamlined to reflect enhanced descriptions, instructions, and grading rubrics
- j) In PSYC 4490, the course steward will meet with instructors to ensure they understand which assignments are included in the research paper.
- k) In PSYC 4490, SPSS software will be required for all students, which will provide them with access to complete their research paper.

These changes will improve students' ability to understand scientific and psychological research, strengthen their critical thinking, and learn APA-style writing, thereby continuing to drive the cycle of improvement forward.

SLO 3. Values in Psychological Science.

Students applied ethical standards to psychological science and practices and adopted values that build communities. This aligns with the third outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to the course syllabus objectives.

- PSYC 4510: Ethics in Psychology
- PSYC 3200: Positive Psychology

Measure 3.1. (Direct; Knowledge)

PSYC 4510: Ethics in Psychology students wrote a paper analyzing a case study concerning an ethical dilemma. At least 70% of students who turned in the case study

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were expected to receive a grade of 70% or higher. PSYC 4510 Ethics in Psychology students completed the National Institute of Health's Protecting Human Research Participants training course. At least 80% of students were expected to complete the training and submit the certificate.

Finding: Target was Met.

Analysis:

In AC 2024-2025, the target was Met.

In the 2024-2025 analysis, using both the case study and the NIH training course, the pass rate was 92.37% (N=118). For Summer 2024, the pass rate among the 15 students enrolled in the class was 80% (N=15). For Fall 2024, of the 45 students enrolled in the courses, this measurement reflects a pass rate of 93.3% (N=45). For Spring 2025, out of 58 total students in the courses, the pass rate reflects 81.03% (N=58). For Summer 2024, Fall 2024, and Spring 2025, the target was met.

Specifically, for the case study, in Summer 2024, data were collected from one online course with a sample of (N=15). The results showed a 70% or better pass rate of 80% (N= 15). In the Fall 2024 semester, data were collected in one online and one face-to-face class for a total sample size of (N=45). The overall results showed a 70% or better pass rate of 93.3% (N = 45). In the Spring 2025 semester, data were collected from two online courses and one face-to-face course, resulting in a total sample of 58. The overall results showed a 70% or better pass rate of 81.03% (N=58), meeting the target.

For the NIH training course, data were collected in Fall 2024; 97.8% (N = 45) of students enrolled in PSYC 4510: Ethics sections completed their training and submitted their certificates. In Spring 2025, 91.4% (N=58) of students enrolled in PSYC 4510 completed their training and submitted certificates. In summer 2024, the one online section of students completed training at 93.3%(N=15).

Based on the analysis of the AC 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the improvement cycle. The course steward used the updated rubric for the case study, and it did improve student participation. Mentoring for students approaching the deadline but not yet completed was provided. The benchmark was met at 70% or better for the case study and 80% for NIH training; student completion did increase. TiLT (Transparency in Learning and Teaching) was used to assign the case study exercise and to improve understanding of the assignment and grading rubric.

As a result of these changes, the target for AC 2025-2026 was met.

Using both the case study and the NIH training course, the pass rate was 90.00% (N=204). For Summer 2025, the pass rate among the 11 students enrolled in the class was 91% (N=11). For Fall 2025, of the 54 students enrolled in the courses, this

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measurement reflects a pass rate of 89% (N=54). For Spring 2026, out of 37 total students in the courses, the pass rate reflects 91% (N=37). For Summer 2025, Fall 2025, and Spring 2026, the target was met.

Specifically, for the case study, in Summer 2025, data was collected from one online course with a sample of (N=11). The results showed a 70% or better pass rate of 82% (N= 11). In the Fall 2025 semester, data were collected in one online and one face-to-face class for a total sample size of (N=54). The overall results showed a 70% or better pass rate of 84% (N = 54). In the Spring 2026 semester, data was collected from one online course and one face-to-face course, yielding a total sample of 37. The overall results showed a 70% or better pass rate of 89% (N=37), meeting the target.

For the NIH training course, data were collected in Fall 2025; 94% (N = 54) of students enrolled in PSYC 4510: Ethics sections completed their training and submitted their certificates. In Spring 2026, 92% (N=37) of students completed their training and submitted certificates. In summer 2025, the one online section of students completed training at 100% (N=11).

Decision:

In AC 2025-2026, the target was Met.

Based on the analysis of the AC 2025-2026 results, the course faculty will continue implementing the following changes in AC 2026-2027 to drive the improvement. The course steward will orient all faculty teaching ethics on the design and implementation of TiLT for this assignment, a high-impact teaching practice to enhance students' success in the case study exercise. This action will increase transparency and consistency in grading practices for case studies and better enable the accurate identification of students' comprehension and application of the case study material.

- a.) The benchmark for this case study measurement will remain at 70%.
- b.) The benchmark for the NIH training will remain at 80%.

These changes will improve the students' ability to stay active, engage in class, and complete the NIH training course within the required timeline, thereby continuing to drive the improvement cycle.

Measure 3.2. (Indirect; Knowledge)

Students in PSYC 3200: Positive Psychology wrote two papers on topics related to positive psychology, specifically regarding quality of life. At least 70% of the students who turned in the papers should score 75% or higher on the combined score of the two papers.

Finding: Target was Met.

AC 2025-2026 Assessment

Analysis:

In AC 2024-2025, the target was met.

The data reflected that 93.33% (n=42; N=45) of the students who completed and submitted the “Live to 100” paper scored a 70% or higher. The data reflected 97.67% (n=42; N=43) of the students who completed and submitted the paper on the Center for Positivity, Hope and Well-Being scored 70% or higher. The class was offered online in the Summer of 2024 and face-to-face for both the Fall of 2024 and the spring of 2025. The target was met for both online and face-to-face classes. The Summer 2024 online class had 88.24% (n=15; N=17) submit and score above 70% for “Live to 100”, and 100% (n=18; N=18) submit and score for the Center of Positivity, Hope, and Well-Being. The face-to-face classes had 96.43% (n=27; N=28) submit and score above 70% for “Live to 100”, and 96% (n=24; N=25) submit and score above 70% for the Center of Positivity, Hope and Well-Being.

Based on the analysis of the AC 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the improvement cycle. PSYC 3200 focused on building students’ knowledge related to the importance of quality of life. Students wrote two different papers: a documentary titled “Live to 100: Secrets of the Blue Zone”, and the other paper was a paper of choice on a topic the student selected from the NSU Center for Positivity, Hope, and Well-Being site. An activity factor was included to help raise awareness of the importance of being active for overall health and attitude. More surveys and discussions were added to the course to reflect the importance of socialization and introspection. The addition of assignments and activities helped improve the department’s ability to provide students with quality-of-life assessments and enhance their knowledge of quality living for their future.

As a result of these changes, the target was met in AC 2025-2026.

The data reflect that 89.35% (n=38; N=43) of the students who submitted the “Live to 100” paper scored a 75% or higher. The data reflected 89.10% (n=40; N=45) of the students who submitted the Center for Positivity, Hope, and Well-Being paper scored 75% or higher. The course was offered online in Summer 2025, and in-person in both Fall 2025 and Spring 2026. The target was met for both online and in-person sections. The Summer 2025 online class had 82.35% (n=14; N=17) submit and score above 75% for “Live to 100”, and 88.89% (n=16; N=18) submit and score for the Center of Positivity, Hope, and Well-Being. In the in-person classes, 92.86% (n=24; N=26) submitted and scored above 75% for “Live to 100”, and 89.20% (n=24; N=27) submitted and scored above 75% for the Center of Positivity, Hope, and Well-Being. A new OER (Open Education Resource) book was used for the Fall 2025 and Spring 2026 semesters. The book focused on creating and promoting one’s best life. The course was also revamped to provide students with more surveys that promote positive self-growth and interactive activities, thereby enhancing their knowledge of quality living for their future.

AC 2025-2026 Assessment

Decision:

In AC 2025-2026, the target was Met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a.) The benchmark for this measurement will remain at 75%.
- b.) The new OER book will continue to be used in the course to support positive responses from students.
- c.) The course steward will explore and present interactive hands-on ways to engage students in an effort to improve their overall quality of life.
- d.) The course steward will update the course materials and activities to enhance students' ability to apply positive psychology concepts in real-world situations.

These changes will improve students' understanding of the importance of a positive quality of life and how to increase their positive attitudes and ideas about living a healthy lifestyle, thereby continuing to push the cycle of improvement forward.

SLO 4. Communication, Psychological Literacy, and Technology Skills.

Students were introduced to their field-appropriate writing style (e.g., APA style). They used their technological skills to create, research, and write project assignments, and to communicate in class through oral presentations on specified subject matter. This aligns with the fourth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to the course syllabus objectives.

- PSYC 2050: Developmental Psychology
- PSYC 3010: Physiological Psychology
- PSYC 4450: Abnormal Psychology

Measure 4.1. (Direct; Knowledge)

Students in PSYC 2050: Developmental Psychology wrote a research paper project titled "Death and Dying Project." They had to thoroughly plan, research, and organize a 100-point project on planning their death and funeral. Of the students who turned in the paper project, at least 70% will achieve a grade of 75% or higher.

Finding: Target was Met.

Analysis:

In AC 2024-2025, the target was Met.

AC 2025-2026 Assessment

The data reflected that 96.03% (n=435; N=453) of the students who submitted the assignment passed with at least 70%. Summer 2024, Fall 2024, and Spring 2025 were all used for this measure. There were both online and face-to-face sections of the course taught. In Summer 2024, two online sections were taught, and 100% of students who submitted the assignment received a score of 70% or higher (n=45; N=45). Fall 2024 and Spring 2025 online classes, 96.49% (n=247; N=256) of the students submitting the assignment, and 97.28% (n=143; N=147) face-to-face students scored higher than 70%.

Based on the analysis of the AC 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the cycle of improvement. Since direct instruction was the focus and common denominator for improving students' writing skills, efforts continued. TiLT was used to clarify and create transparency in the directions for the students. The students were encouraged to pay close attention to the assignment's due date to increase the completion rate. The students were also encouraged to review past examples, both online and in person, to enhance their writing skills and knowledge for each section of the project. The benchmark was raised to 75%.

As a result of these changes, the target for AC 2025-2026 was Met.

The data indicate that 93.98% (n=375; N=399) of the students who submitted the assignment passed with at least 75%. Fall 2025 and Spring 2026 semesters were used for this measure. There were both online and in-person sections of this course taught. Fall 2025 and Spring 2026 online classes, 95.04% (n=268; N=282) of the students submitting the assignment, and 92.31% (n=108; N=117) in-person students scored higher than 75%. Even with the increase in the benchmark, the students are meeting and exceeding expectations for the paper. The use of TiLT answered many of the questions that students usually asked, according to the instructors, which might have been unclear in the past. The use of TiLT was beneficial in helping the students plan, research, and organize this paper.

Decision:

In AC 2025-2026, the target was Met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following in AC 2026-2027 to drive the improvement cycle.

- a.) The benchmark will be maintained at 75% for the next AC.
- b.) The Course steward will meet with instructors at the beginning of the academic year to develop strategies to encourage students to complete assignments by the due date.
- c.) The course steward will communicate with departmental advisors to encourage all psychology students to register for the ENGL 1010 APA sections to improve academic writing success.
- d.) The TiLT directions will continue to be provided to help the students understand the assignment and the grading process.

AC 2025-2026 Assessment

- e.) The course steward will meet at the beginning of the academic year with instructors to develop a revised grading rubric to enhance assignment clarity.

These changes will improve students' ability to prepare for and complete a comprehensive, written research paper, thereby keeping our students able to advance the cycle of improvement.

Measure 4.2. (Direct Communication and Technology Skills)

Students in PSYC 3010: Physiological Psychology created and orally presented a research paper related to the course subject matter. Students in PSYC 4450: Abnormal Psychology will use the LMS to analyze movies or case analyses. At least 70% of students were expected to receive a grade of 70% or higher on these combined assignments.

Finding: Target was Met.

Analysis:

In AC 2024-2025, the target was Met.

Of the 180 students who completed the assignments from both PSYC 3010 and PSYC 4450, 80.56% (n=145; N=180) earned a grade of 70% or higher.

In PSYC 3010, 94.52% (n = 69; N = 73) earned a grade of 70% or higher on the oral presentation. This measurement was assessed only for the online students in this AC. For the Fall 2024 and Spring 2025 semesters, 92.45% of the online students and 100% of the face-to-face students who submitted the presentation scored 70% or higher.

In PSYC 4450, of 107 students who completed at least one case analysis, 71% (n = 76; N = 107) earned at least 70%. Like last year, more online students (79%) than in-person students (56%) earned at least 70%. It may be a resource considered more helpful to online students since in-person students can rely on lectures and class discussions. Regardless, greater emphasis and reminders are needed for the in-person sections, as this is a slight decrease from last year. In addition, a comparison of the Fall 2024 and Spring 2025 semesters showed pass rates of 70% or greater: 69.2% and 73.8%, respectively. The difference is not considered significant, particularly when considering that the fall semester included an additional online section.

Based on the analysis of the AC 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the improvement cycle. PSYC 3010: Physiological Psychology and PSYC 4450: Abnormal Psychology were used for this measure. Using these courses provided a more comprehensive assessment of this measure. The target was 70% of students earning 70% or better on the class presentations, which is designed to help align student success. In PSYC 3010, the target of 70% of students earning 70% or better was maintained for one additional year. This would allow for an

AC 2025-2026 Assessment

additional year of data before increasing the benchmark. Additionally, in PSYC 3010, students were encouraged to attend Research Day at NSU and were provided with additional APA formatting materials in the Moodle shell. A common grading rubric was used in PSYC 3010 to increase consistency in grading and better guide students on what is required to succeed with the assignment. Students were provided with additional APA and presentation resources through the university's Learning Management System (LMS). In PSYC 3010, there was a discussion of increasing the point total for the assignment; however, it remains at 40 points, as the initial increase from 25 points (AC 2023-2024) to 40 points (AC 2024-2025) led to an overall increase in the number of students completing the assignment. For PSYC 4450, the changes in assessment directly impacted students' knowledge of basic concepts and theories of psychopathology, as well as the etiology of mental disorders and treatment.

As a result of these changes, the target for AC 2025-2026 was Met.

Of the 178 students who completed the assignments from both PSYC 3010 and PSYC 4450, 96.63% (n=172; N=178) earned a grade of 70% or higher.

In PSYC 3010, 97.33% (n =73; N =75) earned a grade of 70% or higher on the oral presentation. These results are consistent with the results of AC 2024-2025, in which 94.52% (n=69; N =73) earned a grade of 70% or higher. There were no discrepancies between Fall 2025 and Spring 2026 semesters for both online students (97.87% [n = 46, N = 47]) and in-person students (96.43% [n = 27, N = 28) who submitted the presentation and scored 70% or higher.

In PSYC 4450, of 103 students who completed at least one of the case analyses, 96.12% (n = 99; N = 103) earned at least 70%. For the first time, the percentage of students earning at least 70% was comparable between online (95.12%) and in-person (100) sections, with slightly more students in the in-person sections, suggesting the intended greater emphasis and assignment reminders were effective. In addition, a comparison of the Fall 2025 and Spring 2026 semesters showed that 96.23% of students in the fall semester and 96.12% in the spring semester earned at least 70% on the case analysis using the LMS. There is a notable increase compared with years past, which is attributed to excluding scores of 0, since the intention is to analyze the effectiveness of students' use of technology in meeting learning objectives. The high scores illustrate the LMS's effective use in helping students learn and apply key concepts. However, nearly 100% of students met the objective with a mean grade of $M = 91.99$, suggesting this assignment is not sufficiently challenging to assess their aptitude. Rather, another case analysis that presents video and requires critical thinking may more effectively assess this learning outcome.

Decision:

In AC 2025-2026, the target was Met.

AC 2025-2026 Assessment

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a) The Psychology and Addiction Studies Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) For both PSYC 3010 and PSYC 4450, the benchmark will increase from 70% to 75% for the next AC.
- c) In PSYC 3010 and PSYC 4450, the Course steward will meet with faculty to discuss ways to improve the grading rubric and ensure students clearly understand course requirements.
- d) In PSYC 3010, a professionalism component will be added to the presentation grading rubric to prepare students better to meet the expectations of professional school and future employers.
- e) The course steward and faculty will provide up-to-date examples for research papers on Moodle and encourage students to attend other psychological presentations, such as those at NSU Research Day or master's thesis proposals.
- f) A new assessment will be used to measure this SLO for PSYC 4450, which will involve a different case analysis that presents students with a video through the LMS and requires a more comprehensive, critical analysis of the mental disorder.

These changes will improve students' oral communication skills when delivering APA presentations and affect their ability to use technology, especially AI, to support their learning about mental disorders and to demonstrate their knowledge through application, thereby continuing the cycle of improvement.

SLO 5. Personal and Professional Development.

Students apply psychological content and skills to their career targets and demonstrate preparedness and a meaningful professional direction for life after graduation. This aligns with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022).

Course Map:

Tied to the course syllabus objectives.

- PSYC 2040: Psychology as a Profession
- PSYC 2050: Developmental Psychology
- PSYC 2450: Personal Adjustment and Development
- PSYC 4490: Senior Research Seminar

Measure 5.1. (Direct; Skills)

Students in PSYC 2040: Psychology as a Profession, PSYC 2050: Developmental Psychology, and PSYC 2450: Personal Adjustment and Development completed projects focused on personal and professional development. In PSYC 2040, students wrote an action plan detailing what they planned to do after graduation (job or graduate school), including a timeline of everything they needed to achieve that target. In PSYC 2050, students completed a “Design Your Life” project in which they planned their educational goals, personal lives, and professional and career futures. In PSYC 2450, students completed a “Goal Setting and Value Strengthening” project. Of the students who turned in their projects for the courses, at least 70% were expected to receive a grade of 75% or higher.

Finding: Target was Met.

Analysis:

In AC 2024-2025, the target was Met.

In PSYC 2040: Psychology as a Profession, 96% (N=124) of the 124 students who completed the action plan assignment earned a grade of 75% or higher. During Summer 2024, 77% (N=13); Fall 2024, 96% (N=77); and Spring 2025, 94% (N=34) earned a 75% or higher grade. There was a difference in completion rate between Fall 2024 and Spring 2025. In Fall 2024, 14% of students did not complete the assignment, whereas in Spring 2025, 3% did not complete it. The face-to-face students completing the assignment in Fall 2024 (N = 42) had a pass rate of 95%, and those in Spring 2025 (N = 10) had a pass rate of 90%.

In PSYC 2050: Developmental Psychology, 84.84% (n=414; N=488) of the 488 students who completed the assignment scored 75% or higher on the Design Your Life project. This assignment was used in the Summer, Fall, and Spring for the AC. For Summer 2024, two online classes were taught, with 97.87% (n=46 of 47) earning a grade of 75% or higher. For Fall 2024 and Spring 2025, there were 12 online sections and 7-face-to-face classes taught. 95.12% (n=273; N=287) of online students and 95.92% (n=141; N=147) of face-to-face students who completed the project scored 75% or greater. The pass rate was equal whether the class was online or in person.

In PSYC 2450: Personal Adjustment and Development, students completed the Goal-Setting and Value-Strengthening project; 61% scored 75% or higher. The results indicated that of the 94 students who completed the project, 57 (n=57; N=94) scored 75% or higher.

Based on the analysis of the AC 2024-2025 results, the faculty made the following changes in AC 2025-2026 to drive the cycle of improvement. The course stewards evaluated the course map to ensure greater assessment accuracy and variation, and to assess student success better. The Psychology Department continued to use APA

AC 2025-2026 Assessment

Guidelines for the Undergraduate Psychology Major Version 3.0. The target measure was maintained at students earning 75% on all the assignments. The course instructors encouraged students to ask questions to clarify the assignment and meet the due dates. In PSYC 2050, TiLT was used to provide more clarity and transparency in the assignment. In PSYC 2450, dividing the project had a direct impact on increasing students' completion rate. The incorporation of reminders to have students formulate their plans early helped improve assignment completion. The consistency of grading procedures across all instructors and courses helped improve course completion.

As a result of these changes in AC 2025-2026, the target was Met.

The data indicate that 648 students completed the assignments in the combined courses (PSYC 2050 and PSYC 2450), and 85.50% (n=454; N=531) scored 75% or higher. The students in PSYC 2040 are just shy of the benchmark at 74.4%, with 75% or higher.

In PSYC 2040: Psychology as a Profession, of the 117 psychology students who completed the action plan assignment, 74.4% (N=117) earned a grade of 75% or higher. During Summer 2025, 80% (N=5); Fall 2025, 72.6% (N=73); and Spring 2026, 76.9% (N=39) earned a 75% or higher grade. There was a difference in completion rate between Fall 2025 and Spring 2026. In Fall 2025, 12.3% of students did not complete the assignment, whereas in Spring 2026, 23.1% did not complete it. The face-to-face classes of Fall 2025 (N = 42) showed 66.7% of students scoring above 75%, and the face-to-face classes of Spring 2026 (N = 17) showed 64.7% of students scoring above 75%. The completion rate for AC 2025-2026 declined from the previous AC for this course.

In PSYC 2050: Developmental Psychology, 87.68% (n=356; N=406) of the 406 students who completed the assignment scored 75% or higher on the Design Your Life project. For Fall 2025 and Spring 2026, there were 13 online sections taught, scoring 86.78% (n=243; N=280), and 7 face-to-face classes taught, scoring 89.68% (n=113; N=126), with both groups completing the project with a score of 75% or greater. The pass rate was equal whether the class was online or in person. Although the scores dropped overall from the last assessment cycle, they were well above the target benchmark.

In PSYC 2450: Personal Adjustment and Development, students completed the Goal-Setting and Value-Strengthening projects. Of the 125 students 78.4%, (n=98; N=125) who completed the projects earned 75% or higher. In Summer 2025, 56.25% of students scored 75% or higher (n=9; N=16). In Fall 2025, 78.6% of students scored 75% or higher (n=44; N=56). In Spring 2026, 85% of students scored 75% or higher (n=45; N=53). The Summer section of PSYC 2450 and both Fall sections were online, as was one Spring section. The face-to-face section of Spring 2026 revealed that 77% of students scored 75% or higher. There are no significant differences between online and face-to-face sections.

AC 2025-2026 Assessment

The instructor's changes positively impacted the students, as many students met the target, and the completion rate increased.

Decision:

In AC 2025-2026, the target was Met.

Based on the AC 2025-2026 results analysis, the faculty will implement the following AC 2026-2027 changes to drive the cycle improvement.

- a) The Psychology and Addiction Studies Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) The course steward will review the course map to ensure adjustments are there for accuracy.
- c) In PSYC 2450, the course steward will proceed with the Goal Setting and Value Strengthening Project in two assignments (i.e., Part 1 and Part 2) due in different weeks, as in previous assessment cycles. The instruction sheet and rubric will remain separate documents for these assignments. Each part will be graded and then combined for a project total. Dividing the project has made it more manageable for students.
- d) For PSYC 2050, TiLT will be implemented into assignments to help the students' transparency of the assignments and instructions, hence improving their writing skills and understanding of the information.
- e) The instructors of the courses listed in this measurement will reiterate the importance of formulating and implementing plans for students' careers and personal well-being.
- f) The course stewards for the courses listed in this measurement will meet with adjunct instructors at the beginning of the term to discuss the course improvement plan and requirements to ensure course consistency, which will include a review of each assignment's rubric to ensure similar grading procedures.

These changes will improve students' ability by enabling them to acquire the knowledge to plan for their future career paths, seek assistance, and apply their professional and personal plans as appropriate, thereby continuing to drive the improvement cycle forward.

Measure 5.2. (Direct; Knowledge)

Students in PSYC 4490: Senior Research Seminar completed a research poster and presentation in which they discussed their research projects. At least 70% of students who submitted assignments were expected to receive a grade of 70% or higher.

Finding: Target was Met.

Analysis:

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In AC 2024-2025, the target was Met.

In PSYC4490, Senior Research Seminar, 86.21% (n=75, N=87) of the students assessed on research papers received a grade of 70% or higher. Further analysis of the adjusted data showed no significant difference between the semesters. In the Fall 2024 semester, 83.33% of the students (n = 30, N =36) earned a grade of 70% or higher, and 88.24% of the Spring 2025 semester students (n = 45, N = 51) earned a grade of 70% or higher. All PSYC 4490 sections were online for the Fall 2024 and Spring 2025 assessment periods.

Based on the analysis of the AC 2024-2025 data, the faculty made the following changes for AC 2025-2026 to drive the improvement cycle. The Psychology Department continued to use the APA Guidelines for the Undergraduate Psychology Major. The course steward assessed the course map and made necessary adjustments to ensure accuracy. Students completed a professional presentation/poster, and at least 70% received a grade of 70% or higher on the presentation and reflection paper. Reminders to complete this assignment were sent to help with completion.

As a result of these changes in AC 2025-2026, the target was Met.

In PSYC 4490, Senior Research Seminar, 94.37% (n=67, N=71) of the students assessed on research papers received a grade of 70% or higher. Further analysis of the adjusted data showed no significant difference between the semesters. In the Fall 2025 semester, 94.44% of the students (n = 34, N =36) earned a grade of 70% or higher, and 94.29% of the Spring 2025 semester students (n = 33, N = 35) earned a grade of 70% or higher. All PSYC 4490 sections were online for the Fall 2025 and Spring 2026 assessment periods.

Decision:

In AC 2025-2026, the target was Met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following AC 2026-2027 changes to drive the cycle improvement.

- a) The Psychology and Addiction Studies Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)
- b) The course steward will assess the new course map and adjust it to ensure accuracy.
- c) The course stewards will increase the target for this measure to 70% of the students, scoring 75% or higher on the combined assignments.
- d) The course steward will meet with instructors at the beginning of the academic year to discuss and implement strategies to encourage students to complete the assignments.

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- e) The instructor will send reminders as the due date approaches, increasing the completion rates of the assignments.

These changes will continue to improve students' ability to process what they learned in the course that influenced their career targets, thereby driving the improvement cycle forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining the results of the AC 2024-2025 data analysis, which primarily led to improvements in student learning and program improvement in AC 2025-2026.

- SLO 1: The course steward reviewed specific areas of weakness and strength in their subject areas on the assessment and focused on the areas that needed improvement. The goal of meeting the target was to focus on exam/quiz scores, which aligned with the first outcome of the APA Guidelines for the Undergraduate Psychology Major, version 3.0. The target for Measure 1.1 had difficulty consistently making, so the decision was made to continue in this AC cycle to take a collective approach from PSYC 1010: Introduction to Psychology, PSYC 3020: Psychology of Learning, PSYC 4450: Abnormal Psychology, and PSYC 4470: Theories of Personality to improve course outcomes. The combination of all test/quiz scores from the courses helped align student success. PSYC 4490: Senior Research Seminar served as the data collection point for Measure 1.2. All psychology majors must take this course toward the end of their academic careers, so it is ideal for the valuable two-question assessment. In summary, academic integrity is being addressed in all these courses. The department has begun increasing efforts to address this with students. The Department's enhanced efforts may have affected the scores on some online quizzes. Overall, the target was met for this measure. However, the department is still assessing how to ensure that all courses included in the measurement meet the target benchmark, rather than just the overall course combination.
- SLO 2: This measure was aligned with the second outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. The courses used for the SLO were PSYC 2430: Introduction to Experimental Methodology, PSYC 4400: Statistics for Behavioral Sciences, and PSYC 4410: Psychological Testing and Measurements. The students were assessed using their combined comprehensive data from multiple-choice test/quiz scores as well as written papers in PSYC 2430 and PSYC 4410 throughout the semester. The target for Measure 2.1 was not met, while the target for 2.2 was met. The disparities between these courses' online and face-to-face sections were readdressed; the course stewards have continued to align the online exams with the face-to-face classes' exams for consistency, but some inconsistencies remain. The face-to-face classes appear to do much better than the online classes on tests and quizzes. The incorporation of AI checkers, Respondus with Monitor and Proctor U for the online

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classes was very beneficial, but the test scores did drop due to issues with academic integrity. The instructors felt that once online students understand how important academic integrity is to the learning process, they might focus and study more, leading to better performance online. The class stewards of PSYC 2430, PSYC 4400, and PSYC 4410 continued to incorporate additional resources to help students better understand concepts. To help students with the written assignments, ENGL 1010 classes were offered in Fall 2025 and Spring 2026 that focused on APA formatting to improve writing skills. The department continued to provide FLAME hours weekly, both online and face-to-face, and faculty members were available to help with APA formatting and statistics tutoring. Overall, this SLO is moving in the right direction as the academic integrity and AI issues were addressed in both individual and class discussions.

- SLO 3: This measure was aligned with the third outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. In PSYC 4510, the undergraduate coordinator and the course steward discussed incentives to increase student participation in this task. Best practices for re-engaging the students who stopped participating in the course and encouraging students to drop out before the deadline. This appears to be working and will be continued. The benchmark has been met repeatedly for this measure, and it will be reviewed for an increase to ensure continued demonstration of students' competence. In PSYC 3200, the instructors encouraged positive life outcomes by gearing students to focus on the importance of quality of life, activity, and socialization. The instructor had students write two papers focused on positivity and longevity, encouraging values that help build stronger communities. The targets for both 3.1 and 3.2 were met using these measures.
- SLO 4: This measure was aligned with the fourth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. PSYC 2050: Developmental Psychology, PSYC 3010: Physiological Psychology, and PSYC 4450: Abnormal Psychology were the courses assessed. For Measure 4.1, students wrote an in-depth paper on death, dying, and funeral planning in PSYC 2050. This paper had students plan, research, and use technology as they were introduced to writing projects. The focus on this measure was to have students follow the TiLTed directions and complete the project. Although this assignment can be an unusual and challenging project for students, it is designed to help them learn to deal with complex topics and succeed. Students reported that they truly enjoyed this project at completion. The target was met for this measure. The 75% benchmark will remain the same for the next AC. With Measure 4.2, PSYC 3010, and PSYC 4450, students had to use a specific grading rubric, following and evaluating particular criteria for an oral presentation or case analysis. Both the online and the face-to-face students completed an oral presentation in this assessment cycle. The same grading rubric was used across all courses to maintain consistency. For 4.2, the target of 70% of students reaching 70% or higher was met in both courses. The course stewards are looking at raising the benchmark to 75% for the next AC year.

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- SLO 5: This measure is aligned with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0. PSYC 2040: Psychology as a Profession, PSYC 2050: Development Psychology, PSYC 2450: Personal Adjustment and Development, and PSYC 4490: Senior Research Seminar. In PSYC 2040, PSYC 2050, and PSYC 2450, greater assessment variation is in place to improve student outcomes and success. In PSYC 2040 and PSYC 2450, the course stewards had students complete an action plan assignment, a goal-setting assignment, and a value-strengthening project to prepare them for real-world challenges. In PSYC 2050, the Design Your Life project had students focus on planning their future, incorporating every aspect of their lives that might exist. In PSYC 2050, TiLT was used to help students better understand the assignment and provide greater clarity. The course instructors encouraged students to meet the due dates on time through online and in-class verbal reminders. They all had grading rubrics with clear directions. At least 70% of students earned a grade of 75% or higher on these combined assignments for Measure 5.1, meeting the target. For Measure 5.2 in PSYC 4490, students completed a professional presentation/poster, and at least 70% received a grade of 70% or higher on the presentation and the reflection paper. Academic integrity was addressed in this course to ensure students understood their responsibilities. For PSYC 4490, all classes were online. This measure was also met. The instructor changes seemed to have positively impacted the students, as the percentage of students meeting the target and the completion rate increased.

Plan of Action Moving Forward for AC 2026-2027

- The Psychology Department will use the APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- The course maps for the SLOs will continue to be assessed and evaluated to ensure that the department uses best practices for students.
- As some of the targets for some of the measurements changed, from 70% of students scoring 70% to 70% scoring 75% or higher, others will also change for the 2026-2027 AC, where applicable. The department will continue to assess baseline target scores for some measures to drive the improvement cycle.
- The AC plan will be presented to the psychology faculty at the beginning of the Fall 2026 semester.
- Professional development will be provided for the new implementation, data collection, and analysis of the AC 2026-2027 assessment.
- The Department Chair, undergraduate coordinator, and course stewards will continue to play an active role in the planning, implementation, and reporting process of the assessment.
- TiLT (Transparency in Learning and Teaching), a high-impact teaching practice, will continue to be implemented to help our students have a clearer understanding of what is asked of them on assignments.

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- The goal of the Department of Psychology and Addiction Studies is to continue improving courses and assessments to provide a valuable, impactful, and robust academic program for our students.