

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: Psychology- BS Psychology- BA</p>
	<p>Program Purpose:</p> <p>The primary purpose of the Bachelor of Science and Bachelor of Arts programs in psychology is to produce psychology majors who: (1) think scientifically about behavior and (2) are prepared for advanced studies in psychology and other professional areas where an understanding of the principles of behavior is required.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1:</p> <p>Graduating majors will (a) know modern psychological principles and theories and (b) will be able to apply this knowledge in scientifically evaluating behavior.</p>
	<p>Goal 2:</p> <p>Graduating majors will be prepared for advanced studies by having (a) created and presented an original research project and (b) having explored continued career and professional development opportunities.</p>
	<p>Goal 3:</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: The members of the Undergraduate Committee will compile assessment data during August of each year.
		Timeline: Data will be compiled by September each year.
	Data Analysis	Who: The Program Coordinator is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.
		Timeline: Data will be analyzed by October each year.
	Data Dissemination	Who & How: The Program Coordinator shares results with Dept's Undergraduate Committee to discuss the results and possible curricular and/or pedagogical changes.
		Timeline: The Program Coordinator will meet with Undergraduate Committee in October.
	Resulting Actions	How: The Program Coordinator collates committee responses and considers them at a subsequent spring committee meeting. At this meeting, the committee will consider changes. Changes recommended by the Program Coordinator will be forwarded to the Department Chair for approval and implementation.
		Timeline: Proposed changes will be voted on by committee and shared with entire department faculty as appropriate.
	Re-assessment/Evaluation	How: The impact of these changes will be assessed the following year. The data related to these changes will then be disseminated and analyzed according the procedure outlined above.
		Timeline: The year after data collection and analysis.

Semester and/or academic year for which the data applies: Spring 2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Candidates will demonstrate proficiency in core principles of psychology.
	Related Program Goal(s)	Program Goal 1(a)
	Assessment Activity	Major Field Achievement Test (MFAT)
	Assessment Method	Scoring of standardized exam
	Benchmark	Fifty percent of candidates who take the exam each year will score at or above the 50 th percentile nationally on each of the Areas 1 through 4 of the MFAT.
	Location	Candidates will be required to take the MFAT as part of the course requirements for P4340: History & Systems.
	Frequency	The MFAT is administered at the end (as the final exam) of each semester that P4340: History and Systems of Psychology – the department’s capstone undergraduate course – is taught.
Observations	Data Summary	The SLO will be assessed for the first time in Spring 2014
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met XX Did Not Meet
	Responsible Authority Analysis	<p>Authority Responsible for Analysis: Program Coordinator</p> <p>Date of Analysis: End of each semester that P4340: History & Systems is presented.</p> <p>Comments:</p>
Analysis	Department/ Area/ Program Faculty	<p>Presented to Program Faculty by: Program Coordinator</p> <p>Date of Presentation:</p> <p>Comments:</p>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date:
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

Semester and/or academic year for which the data applies: Spring 2014
CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Candidates will demonstrate proficiency in scientific methods of psychology.
	Related Program Goal(s)	Program Goal 1(b)
	Assessment Activity	Major Field Achievement Test (MFAT)
	Assessment Method	Scoring of standardized exam
	Benchmark	Fifty percent of candidates who take the exam each year will score at or above the 50 th percentile nationally on Area 6 of the MFAT. Since program evaluation is a new use of MFAT data, we wanted a reasonable benchmark – not knowing what level of success to expect.
	Location	Candidates will be required to take the MFAT as part of the course requirements for P4340: History & Systems.
	Frequency	The MFAT is administered at the end (as the final exam) of each semester that P4340: History and Systems of Psychology – the department’s capstone undergraduate course – is taught.
Observations	Data Summary	The SLO will be assessed for the first time in Spring 2014
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator Date of Analysis: End of each semester that P4340: History & Systems is presented. Comments:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator Date of Presentation: May 2014 Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: ___ Spring 2014 ___
CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Candidates will demonstrate proficiency in <i>proposing</i> a research study.
	Related Program Goal(s)	Program Goal 1(a)(b)
	Assessment Activity	APA style research proposal paper
	Assessment Method	Rubric (APA-Style Research Proposal – Scoring Rubric)
	Benchmark	Seventy percent (70%) of candidates receive a passing score on their research proposal paper.
	Location	All candidates will complete the research proposal as part of the requirements for P3332: Research Methods.
	Frequency	Every semester P3332 is offered.
Observations	Data Summary	The SLO will be assessed for the first time in Spring 2014
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator Date of Analysis: End of each semester that P3332 is presented. Comments:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator Date of Presentation: May 2014 Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: Spring 2014
CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Candidates will demonstrate proficiency in <i>planning, executing, and reporting</i> an original research project.
	Related Program Goal(s)	Program Goal 1(a)(b) & 2(a)
	Assessment Activity	APA style research report (APA-Style Research Paper – Scoring Rubric)
	Assessment Method	Rubric
	Benchmark	Seventy percent of (70%) of group research projects receive a passing score on their final APA style research report.
	Location	All candidates complete a final APA style report to meet course requirements for P3340: Research Methods Lab.
	Frequency	Every semester P3340 is offered.
Observations	Data Summary	The SLO will be assessed for the first time in Spring 2014
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator Date of Analysis: End of each semester that P3340 is presented. Comments:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator Date of Presentation: May 2014 Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: Spring 2014
CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Candidates will demonstrate their ability to disseminate research findings from an original research study.
	Related Program Goal(s)	Program Goal 2(a)
	Assessment Activity	Present findings from an original research study at a research conference.
	Assessment Method	Acceptance to present research at a state, regional, national, or international conference that uses a peer review acceptance method.
	Benchmark	Seventy-five percent of candidates present findings from an original research study at a research conference. This benchmark was established through estimates of students' presentations in the past.
	Location	Candidates will present findings from an original research study at a state, regional, national, or international conference within one year of completion of P3340: Research Methods Lab.
	Frequency	Presentations can occur at any time during school year, but must occur within one of year of completion of P3340 and prior to graduation.
Observations	Data Summary	The SLO will be assessed for the first time in Spring 2014
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator Date of Analysis: End of each semester. Comments:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator Date of Presentation: May 2014 Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: Spring 2014
CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	Candidates will prepare for graduation, advanced studies in psychology or other professional areas, and their careers.
	Related Program Goal(s)	Program Goal 2(b)
	Assessment Activity	Quiz following completion of an online graduate and career preparation tutorial
	Assessment Method	Pass/Fail grade for tutorial quiz.
	Benchmark	Seventy-five percent of junior candidates will pass the online tutorial. This benchmark is based on estimates of the number of students who have completed the tutorial in the past.
	Location	All candidates will complete the tutorial as part of their advanced registration advising during their junior year.
	Frequency	Candidates will take the online graduate and career preparation tutorial at any time during their junior year.
Observations	Data Summary	The SLO will be assessed for the first time in Spring 2014
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator Date of Analysis: End of each semester. Comments:
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator Date of Presentation: May 2014 Comments:
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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I. **CONTENT** – Objective: Meeting the Goals of APA Style

A. **Title Page – GOAL: Identifying the Study and Its Authors**

- 1. Running head → short, informative title; page #.....
- 2. Title → accurate, informative, specific, self-contained, concise.
- 3. Author(s) → name(s) and affiliations(s).....
- 4. Author Note → acknowledgements and contact info for author(s).....

B. **Abstract – GOAL: Summarizing the Study**

- 5. Purpose → accurate, brief statement of study's purpose.....
- 6. Method → accurate, brief statement of method, including # participants and sample characteristics....
- 7. Findings → accurate, brief statement of main findings.....

C. **Introduction – GOAL: Providing the Empirical Context and Logical Basis for the Study**

- 8. General orientation → introduction of topic/definition of variables being studied.....
- 9. Empirical Context → focused literature review based on primary source information.....
- 10. Logical Premise → logical derivation of purpose from existing literature.....
- 11. Purpose → accurate and clear statement of study's purpose.....
- 12. Hypothesis(es) → accurate statement of hypothesis(es) tested, with obvious rationale.....

D. **Method – GOAL: Describing How the Study was Done in Enough Detail to Allow for Replication**

- 13. Participants → how many; defining characteristics; how recruited; if/how compensated.....
- 14. Apparatus/Materials → description of equipment and/or materials to carry out the Study. If survey, includes topics addressed, # of items, rating scales used and representative examples; if published instrument, cites source.....
- 15. Procedure → accurate description of procedures to collect data, noting use of informed consent and stating that participants will be debriefed.....

E. **Results – GOAL: Reporting Study Findings and the Data on Which They are Based**

- 16. Findings → accurate, precise, and clear statement of expected findings (in words).....
- 17. Data: Descriptive Statistics → accurate report of type of descriptive measures (*M*, *SD*, percentages, etc.) that will support the statement of findings
- 18. Data: Inferential Statistics → accurate report of type of inferential measures that will support the statistical conclusions
- 19. Tables and Figures → appropriate use of tables and figures to communicate expected findings.....

F. **Discussion – GOAL: Integrating Findings into the Literature; Considering Implications and Next Steps**

- 20. Recap → accurate, non-numerical recap of expected findings as they relate to study's purpose
- 21. Empirical Context → (re-)integration of expected findings into existing empirical context.....
- 22. Implications → discussion of possible impact of expected findings, especially regarding a current issue, theory, or "real-world" problem.....
- 23. Limitations → discussion of methodological limitations and boundaries beyond which expected findings may not generalize.....
- 24. Future Research → suggestions for next logical step in future research on the topic.....

G. **References – GOAL: Providing Source Information for All Work Cited**

- 25. Inclusive/Exclusive Sourcing → includes source information for all, and only, cited work.....

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- 15. Procedure → accurate description of procedures followed in the collection of of data, noting use of informed consent and stating that participants were debriefed.....

E. **Results** – GOAL: Reporting Study Findings and the Data on Which They are Based

- 16. Findings → accurate, precise, and clear statement of findings (in words).....
- 17. Data: Descriptive Statistics → accurate report of descriptive measures (*M*, *SD*, percentages, etc.) that support the statement of findings
- 18. Data: Inferential Statistics → accurate report of inferential measures that support the statistical conclusions (test type, obtained value, *df*, probability, effect size)
- 19. Tables and Figures → appropriate use of tables and figures as aids to communicating findings.....

F. **Discussion** – GOAL: Integrating Findings into the Literature; Considering Implications and Next Steps

- 20. Recap → accurate, non-numerical recap of main findings as they relate to study's purpose
- 21. Empirical Context → (re-)integration of findings into existing empirical context.....
- 22. Implications → discussion of possible impact of findings, especially regarding a current issue, theory, or "real-world" problem.....
- 23. Limitations → discussion of methodological limitations and boundaries beyond which findings may not generalize.....
- 24. Future Research → suggestions for next logical step in future research on the topic.....

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- 25. Inclusive/Exclusive Sourcing → includes source information for all, and only, cited work.....

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II. EXPRESSION – Objective: Communicating Effectively

A. Organization of Ideas – GOAL: Coherence → Present Ideas in a Logical Sequence

- 1. Between Paragraphs → ideas/thoughts flow logically from one paragraph to another.....
- 2. Within Paragraphs → each paragraph has a topic sentence and supporting details.....

B. Mechanics – GOAL: Clarity → Conveying Thoughts Clearly

- 3. Rules of grammar are followed; punctuation is correct and appropriate.....

C. Tone – GOAL: Professionalism → Adopting a Tone That is Appropriate for a Professional Audience

- 4. No slang; no informal phrases (e.g., ended-up); no connection with the reader (e.g., "you"), etc.....

D. Appearance – GOAL: Professionalism → Creating Neat, Professional-Quality Document

- 5. No spelling errors; no stray marks; same font throughout; etc.....

III. FORMATTING – Objective: Achieving Consistency with APA Guidelines

A. Title Page

- 1. Running Head → lower-case h; colon; caps; 50-space max; page #; "Running head:" first page only.....
- 2. Title → centered; double-spaced; in title case
- 3. Author Name → first name, middle initial (period), last name; centered; two lines below title.....
- 4. Author Affiliation → centered; two lines below author name.
- 5. Title/Author/Affiliation Placement → immediately above midline of page
- 6. Author Note → title (Author Note) centered; indented first line; 2 blank lines between paragraphs.....

B. Abstract

- 7. Paragraph format → Section title (Abstract) centered, *no* bold; block format; double-spaced.....
- 8. Numbers → expressed as numerals (except at start of sentence)
- 9. Length → maximum 150 words.....

C. Introduction

- 10. Section Title → consists of study title; centered; *no* bold; written in title case.....
- 11. Citations → proper Modified Harvard (name, date) citation format

D. Method

- 12. Section Title → (Method) centered; bold.....
- 13. Three Subsections → Participants, Materials or Apparatus, Procedure; left justified; bold.....

E. Results

- 14. Section Title → (Results) centered; bold.....
- 15. Statistical Symbols → (*M*, *SD*, *p*, *z*, *t*, *r*, etc.) in italics.....
- 16. Inferential Test Results → reported appropriately (value of test statistic, *df*, *p*-value, effect size).....
- 17. Tables → formatted as per APA guidelines (e.g., no vertical lines).....
- 18. Figures → proper depiction of data; clearly labeled axes; Figure Caption (in italics); period at end

F. Discussion

- 19. Section Title → (Discussion) centered; bold.....
- 20. Citations → proper Modified Harvard (name, date) citation format

G. References

- 21. Section Title → (References) centered; *no* bold
- 22. Hanging Indent → each reference formatted with a hanging indent.....
- 23. Alphabetized → list alphabetized by last name of first author.....
- 24. Author Name(s) → last name, first initial (period), middle initial (period).....
- 25. Year of Publication → in parentheses; followed by a period
- 26. Title of Article → in sentence case; followed by a period
- 27. Journal Name → italicized; in title case; followed by a comma.....
- 28. Volume (issue) → volume # in italics; issue #, *no* italics, in parentheses; followed by a comma.....
- 29. Page Numbers → inclusive; separated by a dash; followed by a period
- 30. Digital Object Identifier (doi) → follows page numbers; no period at end.....

H. Other

- 31. Manuscript Spacing → 1" margins; continuously double-spaced, including main section titles.....
- 32. Section/Page Order → Title Page; Abstract (new page); Introduction (new page); Method; Results; Discussion; References(new page); Tables & Figures (one per page).....

Online Graduate and Career Preparation Tutorial – Sample Mastery Quiz Items

1. Which of the following is true concerning the GRE: Psychology subject test:
 - a. The subject test must be taken by all students looking to attend a graduate program in psychology.
 - b. The subject test must be taken by all students looking to attend a doctoral program in psychology.
 - c. The subject test must be taken by all students looking to attend a master's program in psychology.
 - d. The subject test is required by some graduate programs, but not others. Applicants are encouraged to contact programs regarding this requirement before applying.

Ans: D

2. Students completing a *master's degree* in counseling or school psychology should plan on:
 - a. One year of coursework and at least six months of internship
 - b. Two years of coursework and at least six months of internship.
 - c. Three years of coursework and at least twelve months of internship.
 - d. Four years of coursework and at least twelve months of internship.

Ans: B

3. Which of the following mental health professions *requires* at least a master's degree?
 - a. Counseling Psychologist
 - b. Substance Abuse Counselor
 - c. Social Worker
 - d. Human Services Worker

Ans: A

4. Applications for graduate programs in psychology are typically due:
 - a. In October and November of the applicant's junior year
 - b. In January and February of the applicant's junior year
 - c. In October and November of the applicant's senior year
 - d. In January and February of the applicant's senior year

Ans: D