

Department of Psychology and Philosophy

Assessment Report AY2018-19

Assessment Procedures 2018-19

- According to the 5 year assessment plan filed in Fall 2017, Goal 2 –Interpret, design, and conduct basic psychological research was scheduled to be assessed. Assessment of this goal required the development of rubrics for and assessment of artifacts from the capstone courses AY2017-18. Artifacts from capstones in 2018-19 were submitted for review by all capstone instructors. However, these artifacts were not assessed during this assessment period.
- As was scheduled for year two in the original 2017 assessment plan, the department again assessed Goal 1-Describe key concepts, principles, and overarching themes in psychology in the Spring of 2019. We again used the ACAT Comprehensive Content measure assessment tool which is commercially available. The department agreed that administering this test would not violate work to rule agreement and the review could be completed during the summer months with additional compensation for summer work. Additionally, we asked faculty to submit artifacts from capstone classes to the Blackboard Home page for possible assessment of Goal 2 during the summer months. These artifacts remained to be assessed.
- The ACAT allows for selection of specific content domains to be assessed. The empirical research domain was selected as a direct measure for Goal 1. In an attempt to evaluate the consistency of the measure the department chose to administer it again in the spring 2019. The domains of Development, Social, and Learning and Cognition were again selected to provide comparison information on knowledge base in 3 of 4 Content Domain areas within the Psychology major at FSU to the data collected in spring 2018.
- All capstone instructors agreed to administer the exam during the last week of April or the first week of May 2019.
- The department decided on providing an incentive for completing the task. The assessment committee obtained incentive choices of : \$20 University Bookstore Credit. The cost of the ACAT was \$24.00 per student for a total cost, including shipping, of \$2,342.30. We ordered 97 exams for the 73 non-overlapping student enrollment in the capstone courses. A total of 73 students completed the exam and the unused forms were returned.

ACAT Assessment Data

Administered to Capstone courses during the last week of April and first week of May 2019 total possible 116, with 73 non-Overlapping students comprising the sample)

- History and Systems (n=13)
 - Seminar (2 Sections) (n=24)
 - Internship (2 Sections) (n=25)
 - Thesis (n=11)
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- Students provided incentive in form of choice of \$20.00 Bookstore Credit.
 - 73 students completed the exam and chose NOT to complete the alternative assignment in order to receive the incentive.

ACAT AY2018-19 Self-Reported GPA, Student Gender, Transfer Status and Plans for Graduate Studies

GPA	Overall	Major	Examinees	
3.6 - 4.0	22	29	Female Examinees	61
3.1 - 3.5	29	24	Male Examinees	12
2.6 - 3.0	15	9	*Transfer Students	31/49
2.1 - 2.5	3	1	Planning Graduate Studies	65
1.5 - 2.0	0	0	Students Tested	73

*31 reported on department survey, 49 on ACAT report.

All other self-reported data was comparable to information reported on the ACAT.

Due to incomplete data on the FSU survey, only 72 student survey responses were included for analysis.

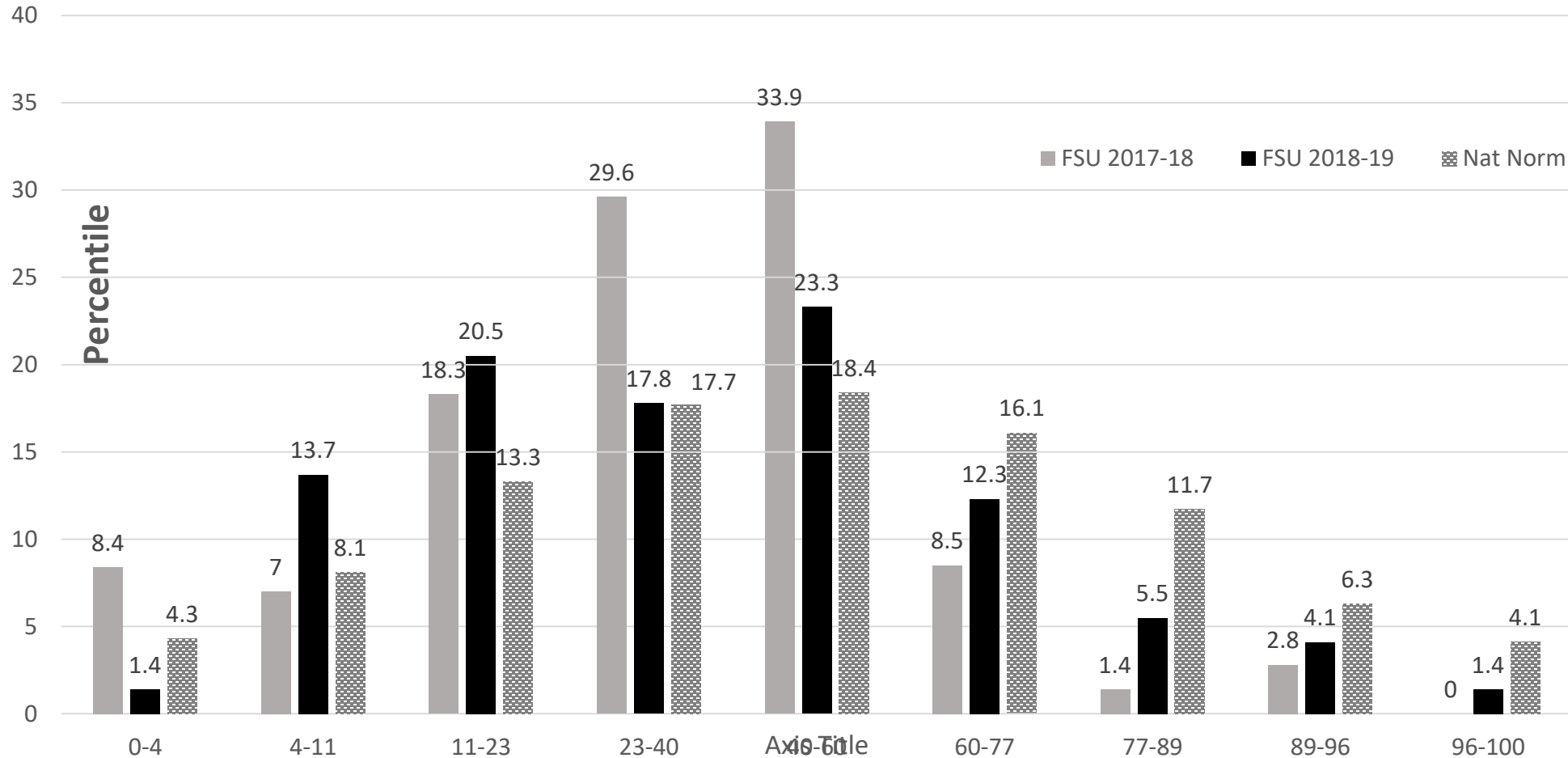
ACAT AY2018-19 FSU Psychology Capstone Students Average Percentile by Content Areas (N=73)

Area	Standard Score	%ile	Reference Group Size
Developmental	457	33	17909
Experimental Design	470	38	19107
Human Learning/Cognition	461	35	12392
Social	489	46	16925
OVERALL PERFORMANCE	469	38	2703

Key Points: ACAT Experimental Design and Course Experience

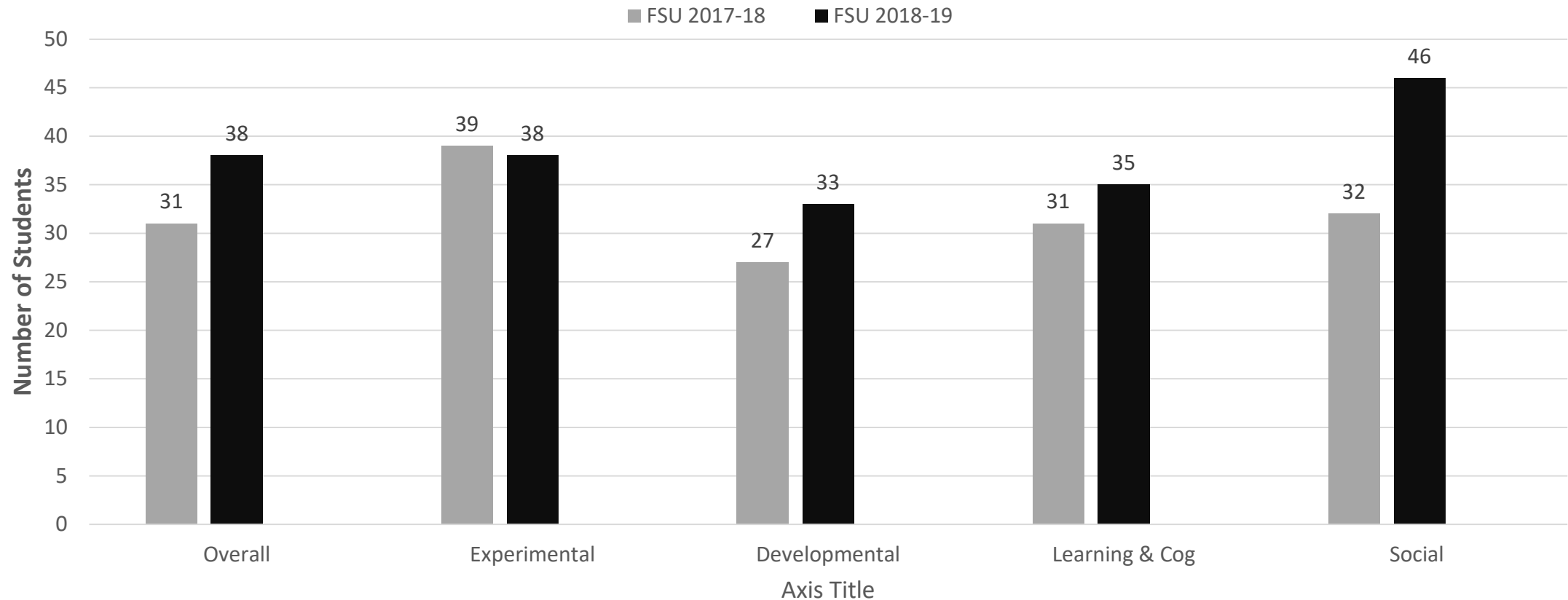
- All 73 students completing the ACAT had successfully completed Research Methods 1 and Research Methods 2 at FSU.
- The ACAT scores achieved by students at or below the 38% level compared to the national norm for that domain may be a true reflection of the performance of students completing the course requirements at FSU.
- A grade of C- or better is required to progress through the research sequence and on to the capstones. This grade reflects written performance and statistical performance as well as an understanding of experimental design. The sequence is heavily biased toward writing and understanding statistics while the ACAT references a good deal more advanced experimental design concepts.
- The ACAT score may not entirely reflect the “content” emphasized in these courses. The ACAT may not actually assess the student level of writing and or statistics emphasized in these courses. Approximately 1/3 of the two course sequence addresses advanced design elements assessed by the ACAT, therefore indicating that student performance on this sub-test may reflect the curriculum more so than the test content.

ACAT AY2017-18 (N=71) and AY2018-19 Overall Score (N=73) FSU Psychology Compared to National Sample

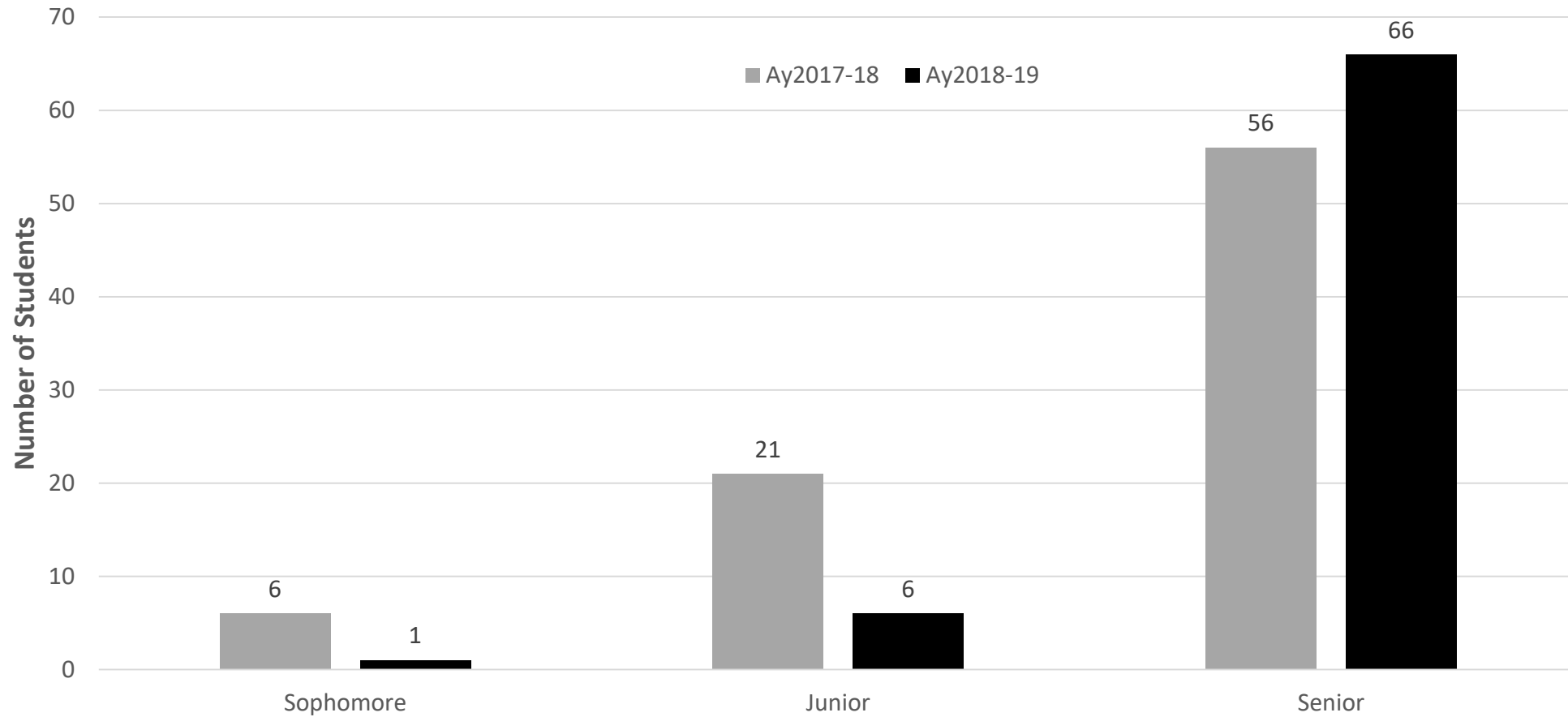


Psychology Capstone Student Percentiles By Content Area

ACAT AY2017-18 (N=71) and ACAT AY2018-19 (N=73)FSU

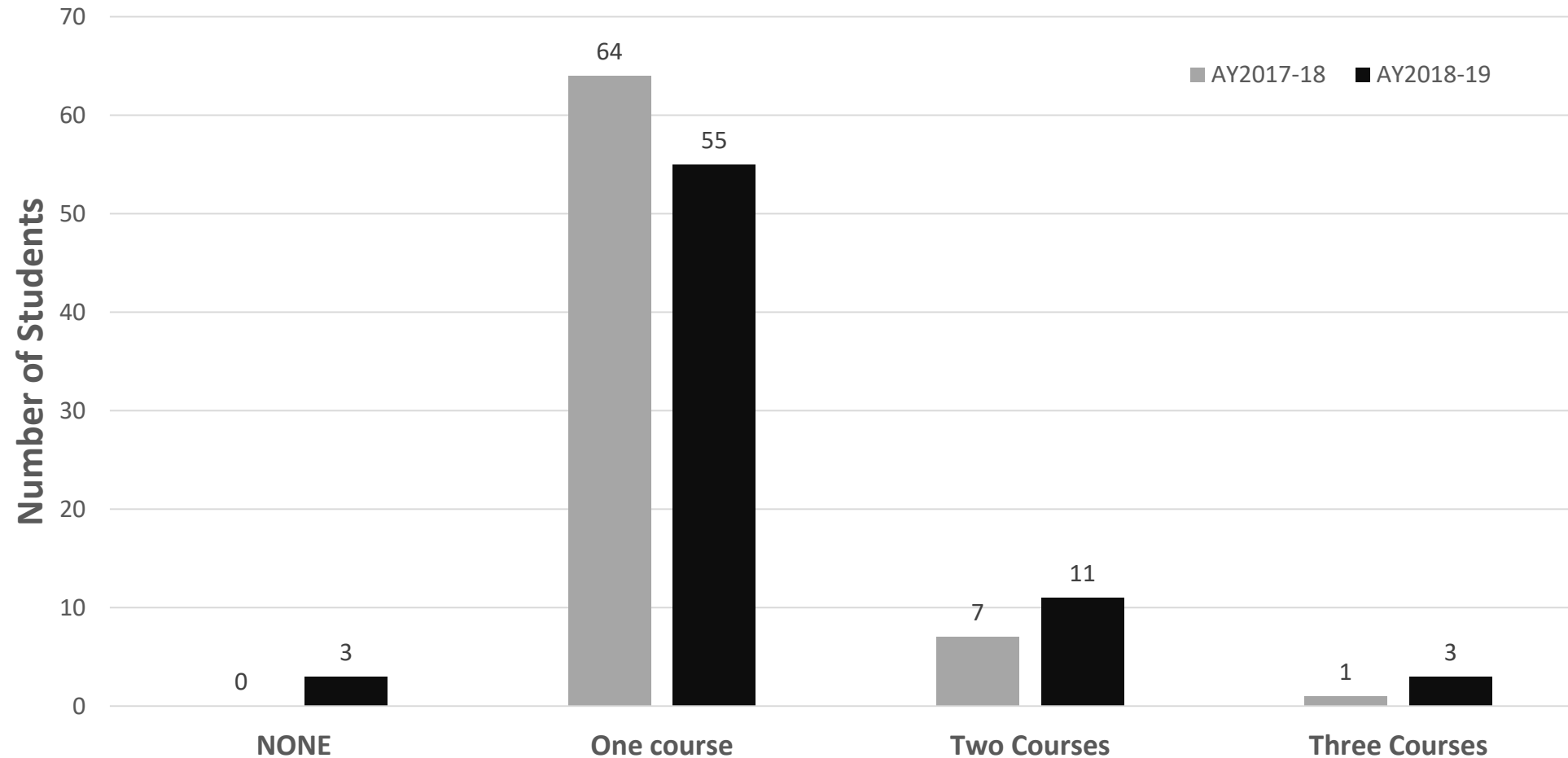


Self-Reported Class Standing AY2017-18 and Ay2018-19

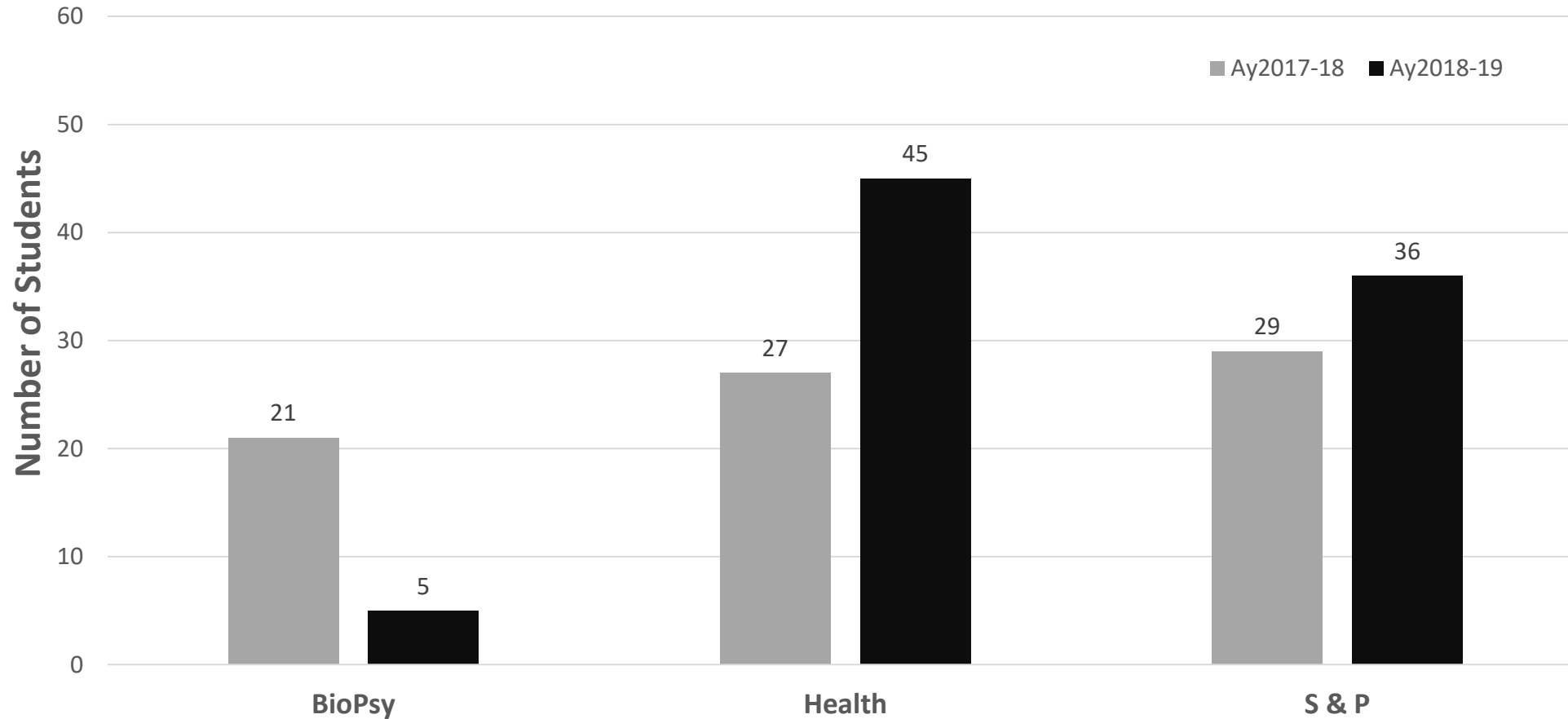


P&P Dept. Supplemental Survey

Total Biological Domain Course (N=80, N=72)

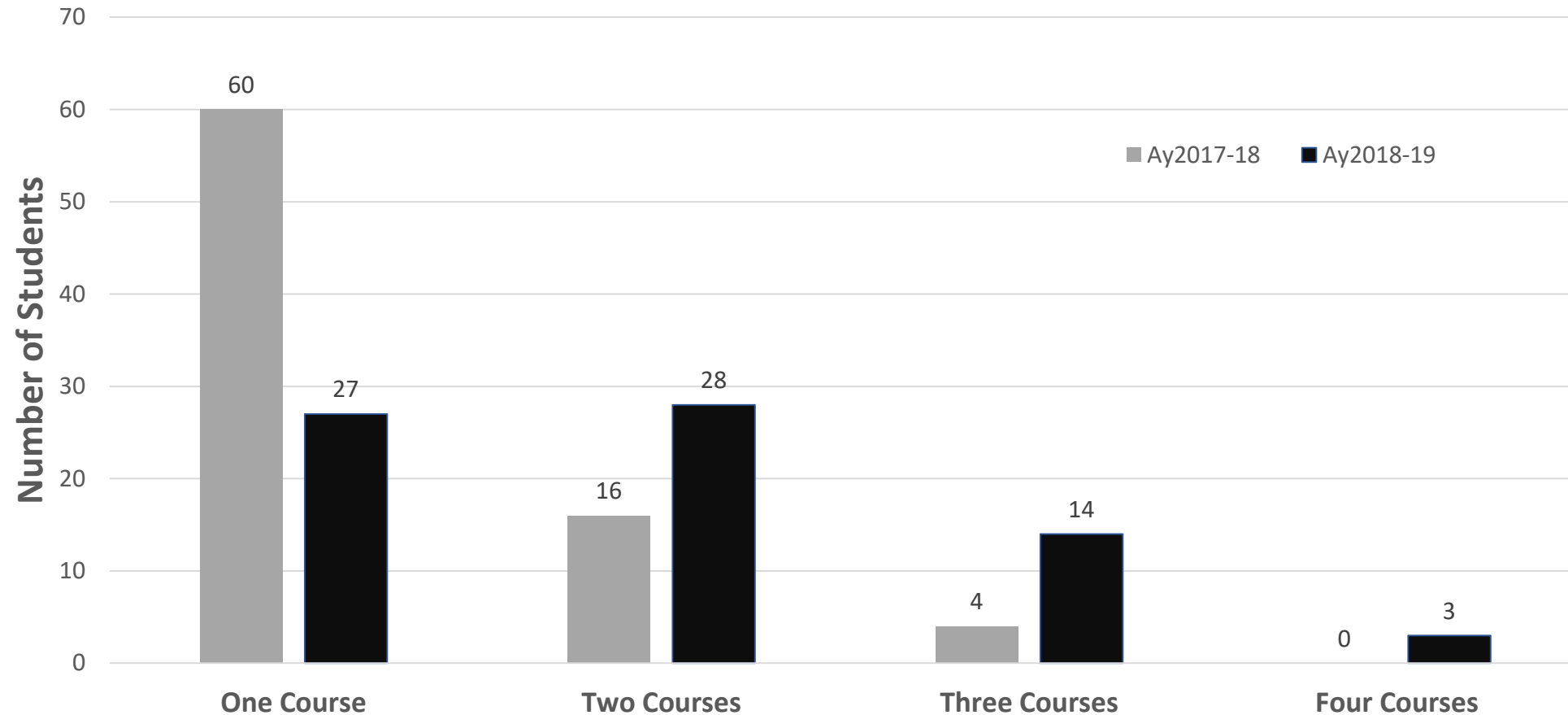


P&P Dept. Supplemental Survey Biological Domain Courses (N=80, N=72)

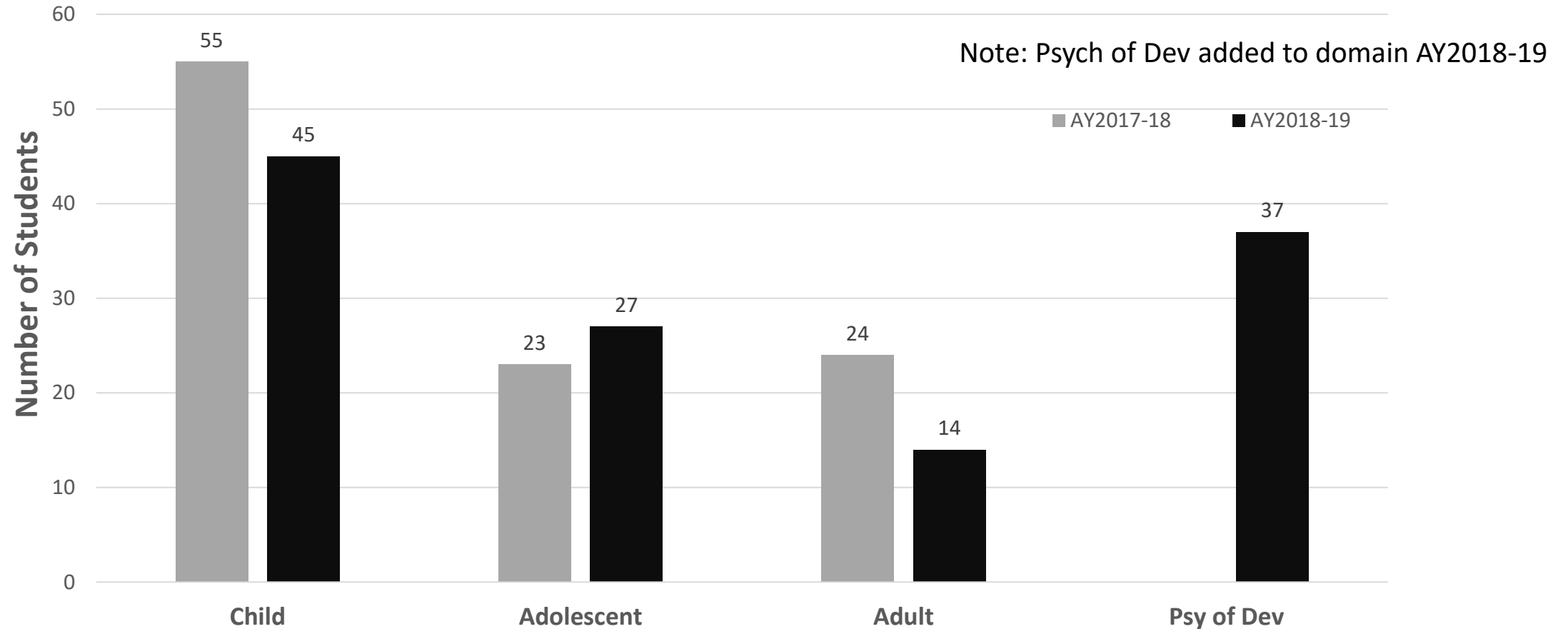


P&P Dept. Supplemental Survey

Total Developmental Domain Courses (N=80,N=72)

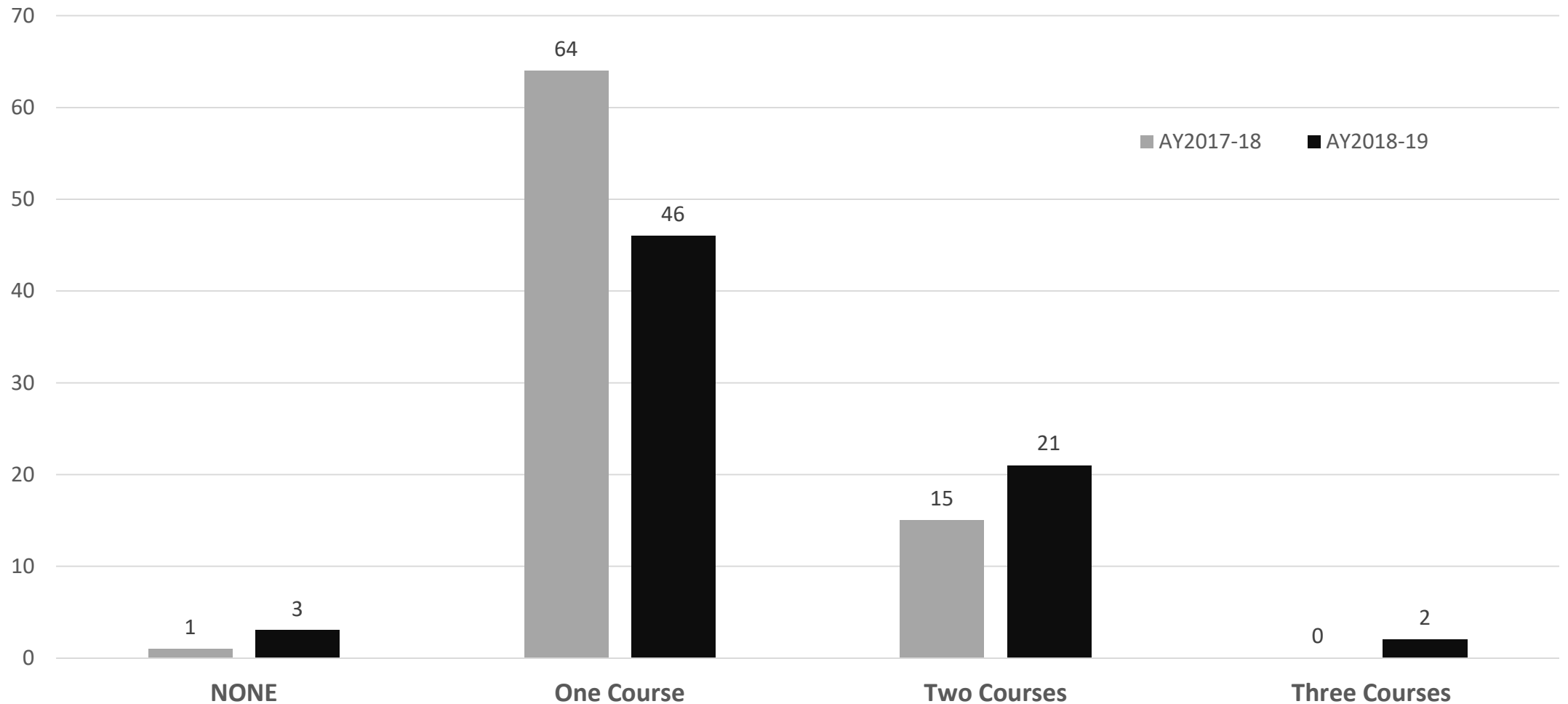


P&P Dept. Supplemental Survey Developmental Domain Courses (N=80, N=72)



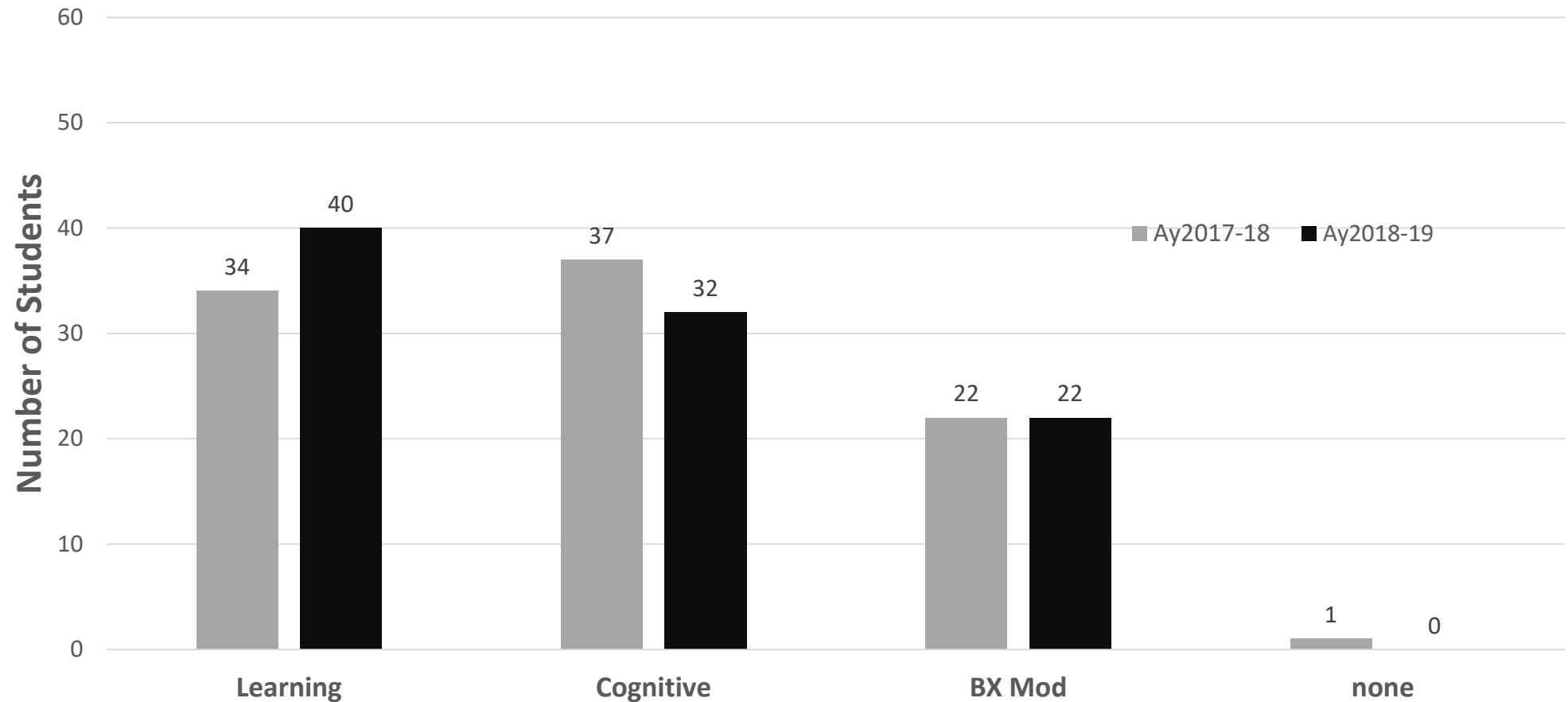
P&P Dept. Supplemental Survey

Total Learning/Cog Domain Courses (N=80,N=72)



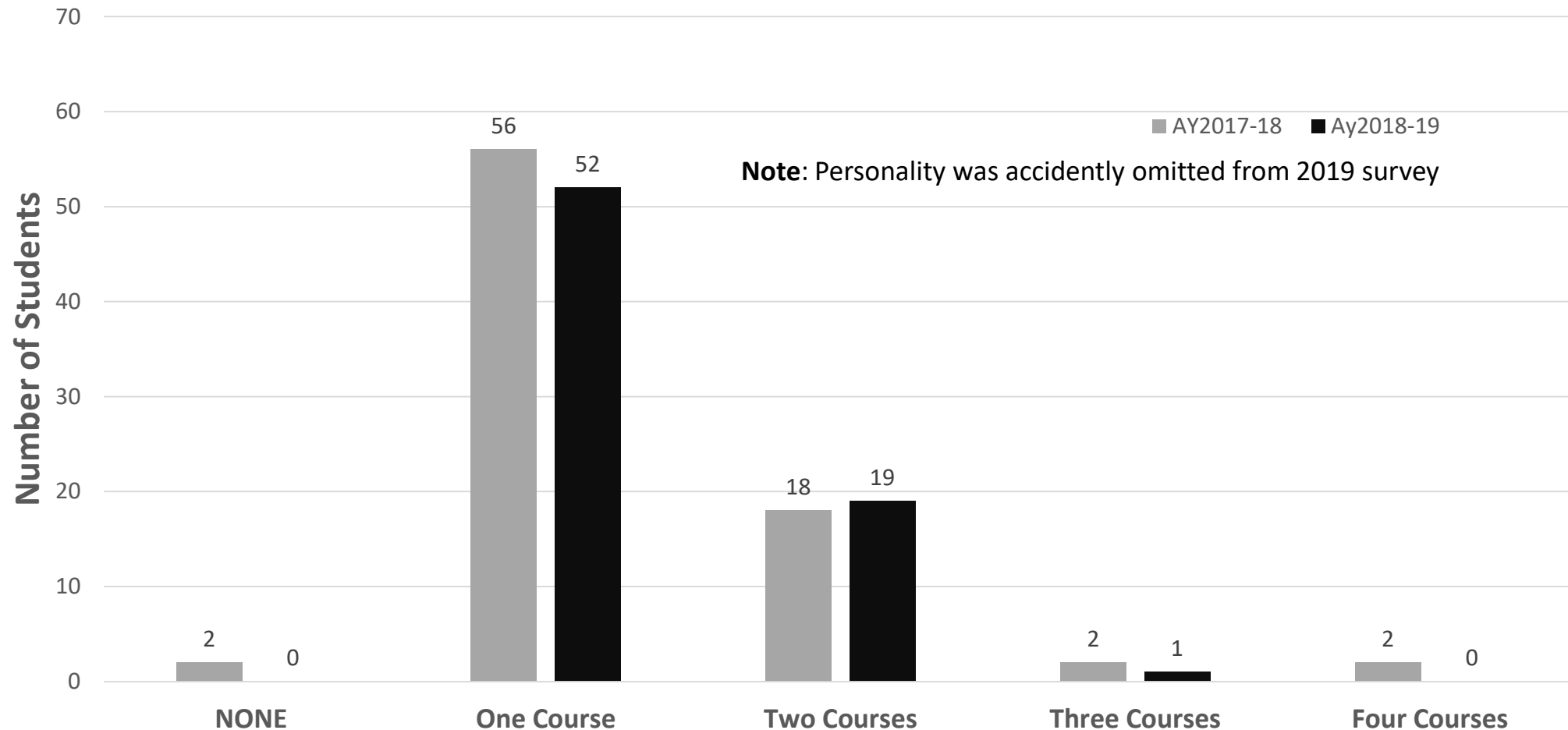
P&P Dept. Supplemental Survey

Learning/Cog Domain Courses (N=80, N=72)



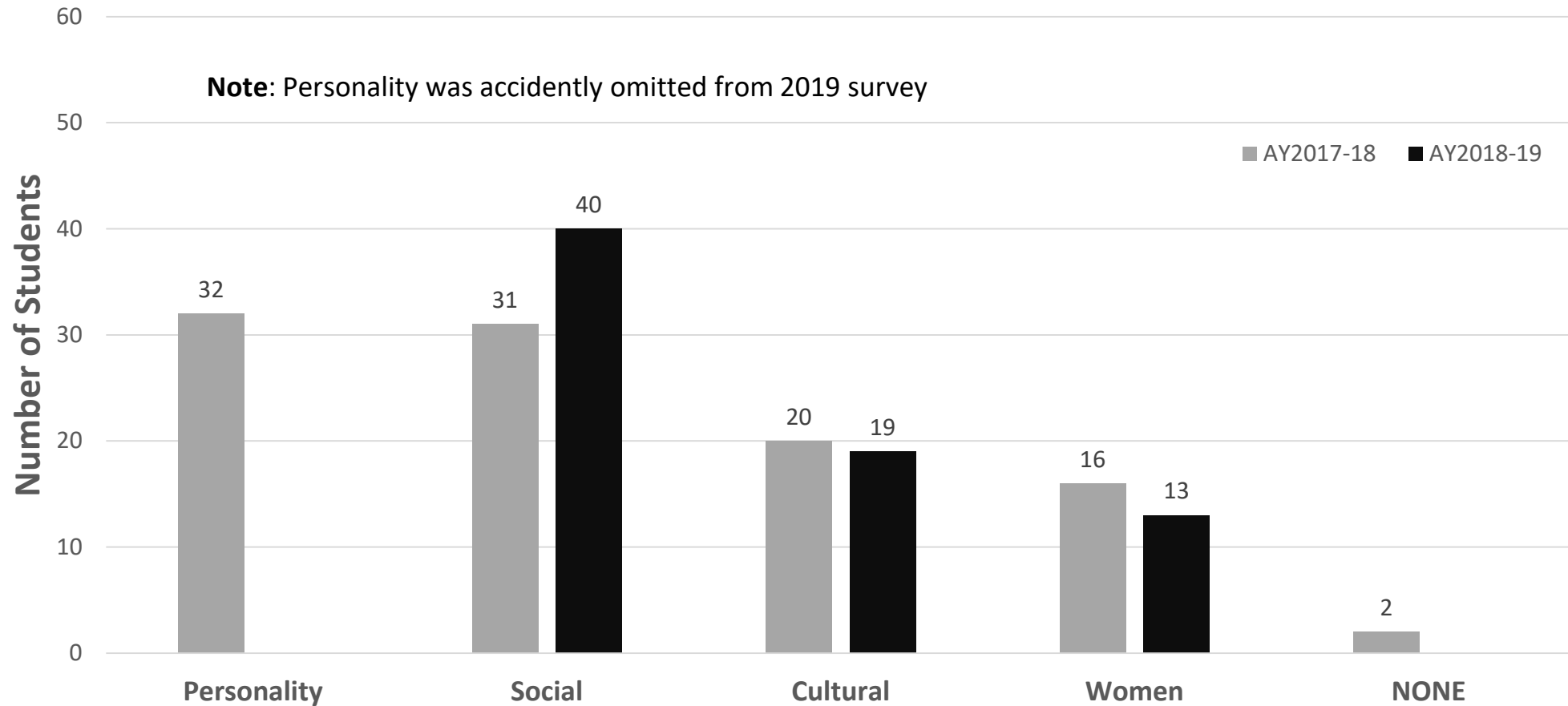
P&P Dept. Supplemental Survey

Total Sociocultural Domain Courses (N=80, N=72)



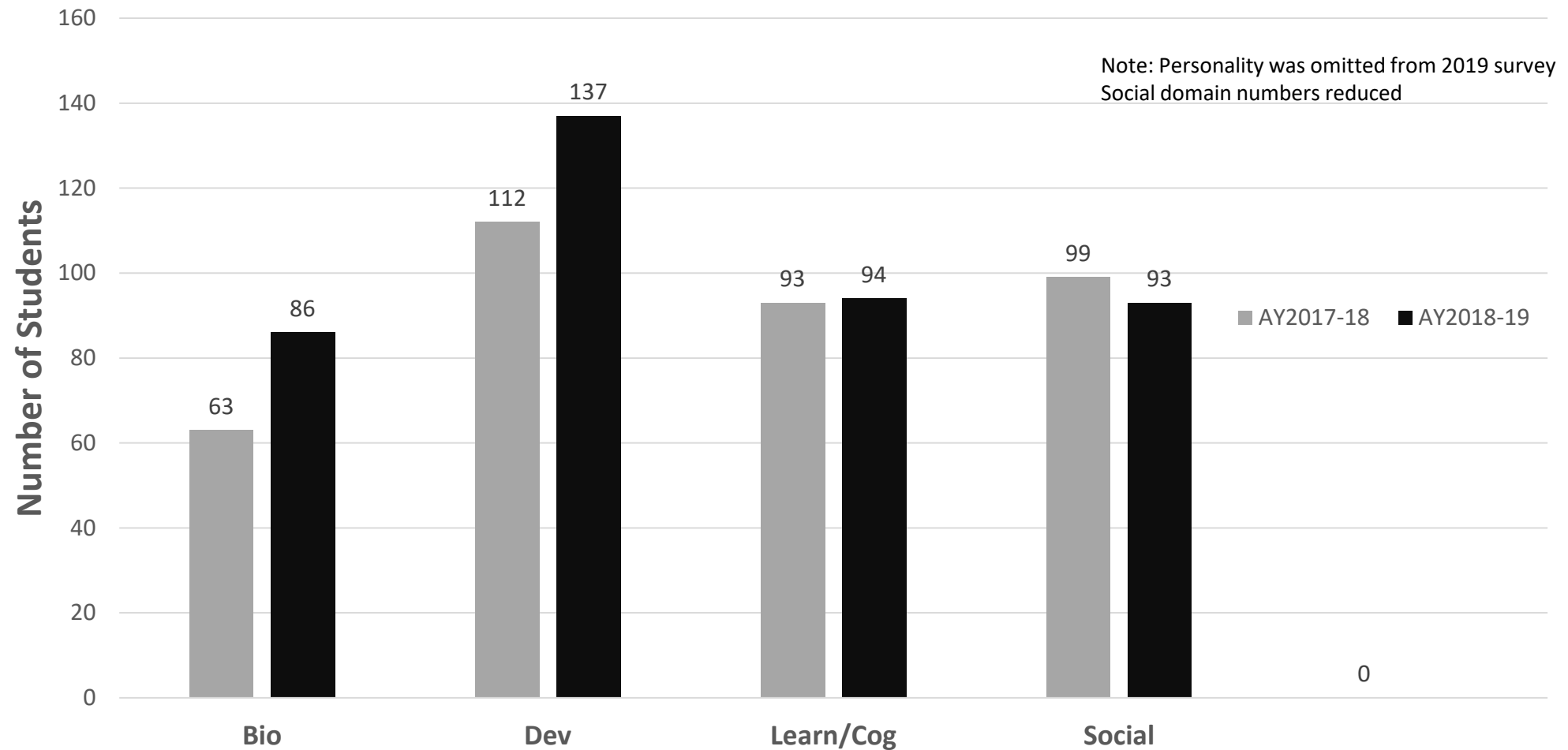
P&P Dept. Supplemental Survey

Sociocultural Domain Courses (N=80, N=72)



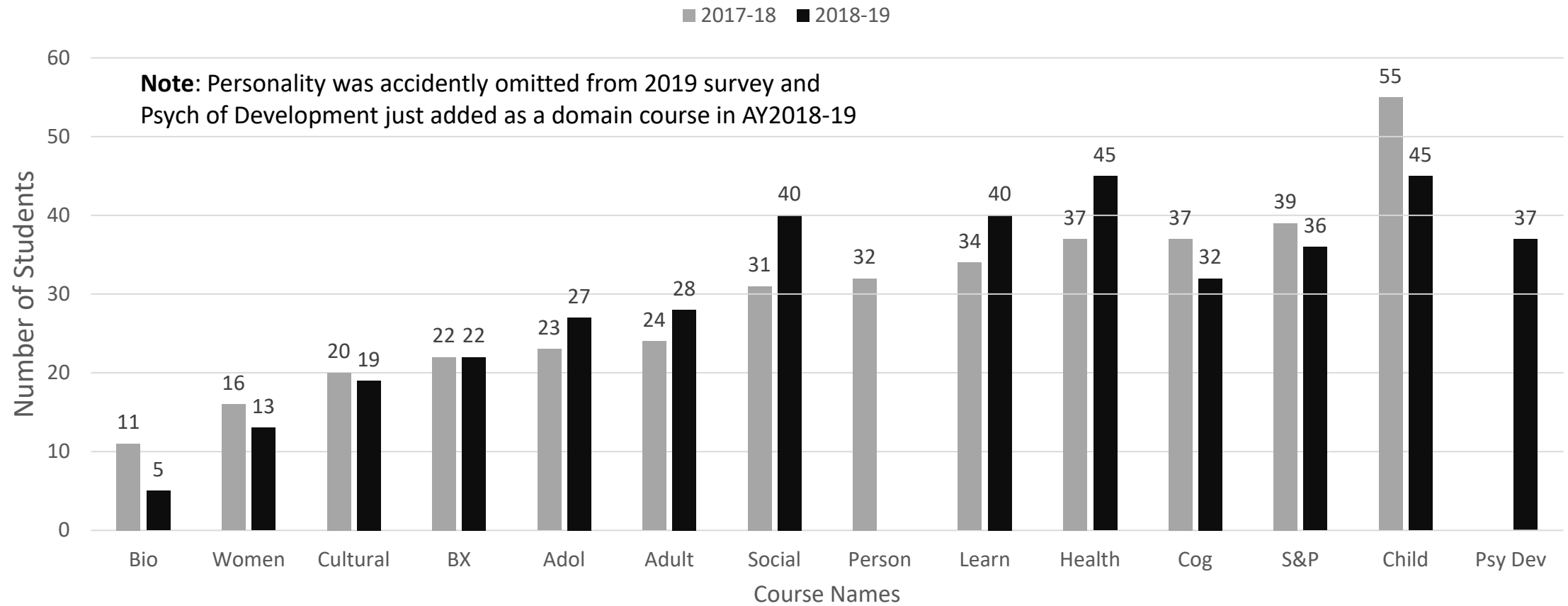
P&P Dept. Supplemental Survey

Total Number of Domain Courses (N=80,N=72)

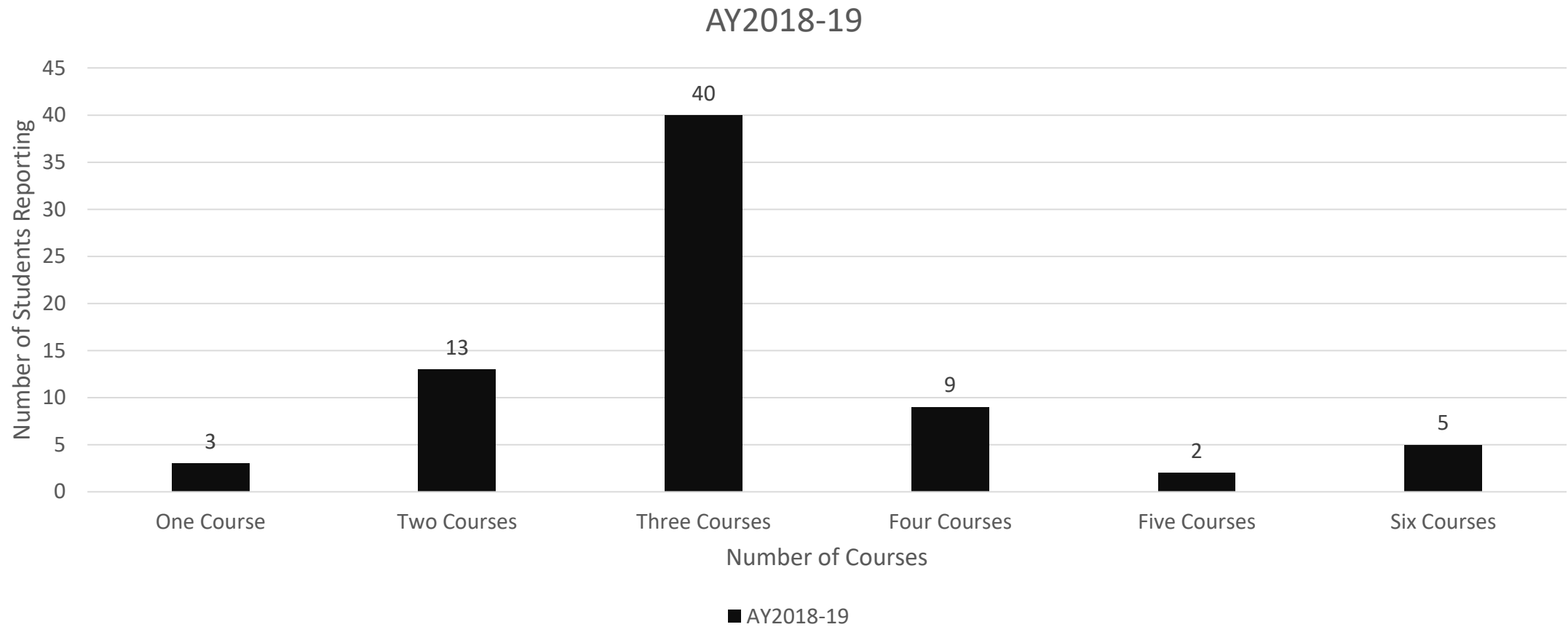


P&P Dept. Supplemental Survey

Number of Students Taking Each Domain Course (N=80, N=72)

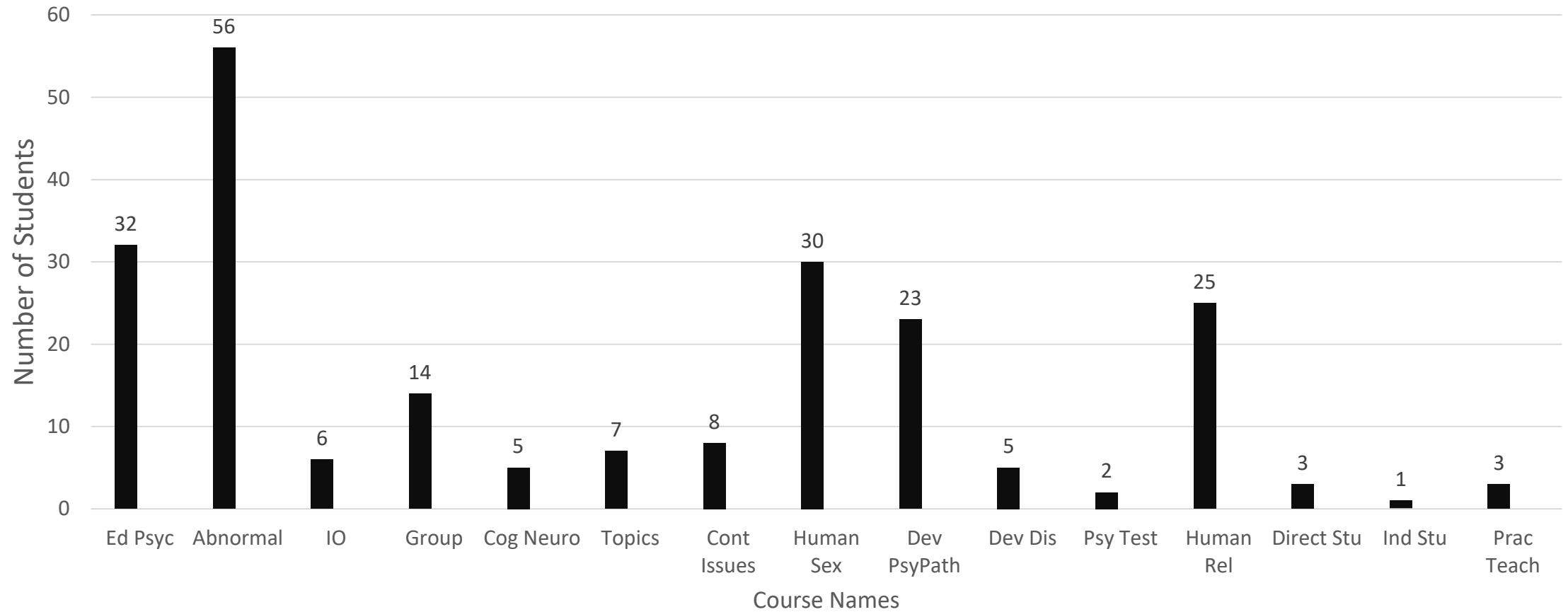


Students Reporting Completion of or in 300+ Level Courses AY2018-19 Sample

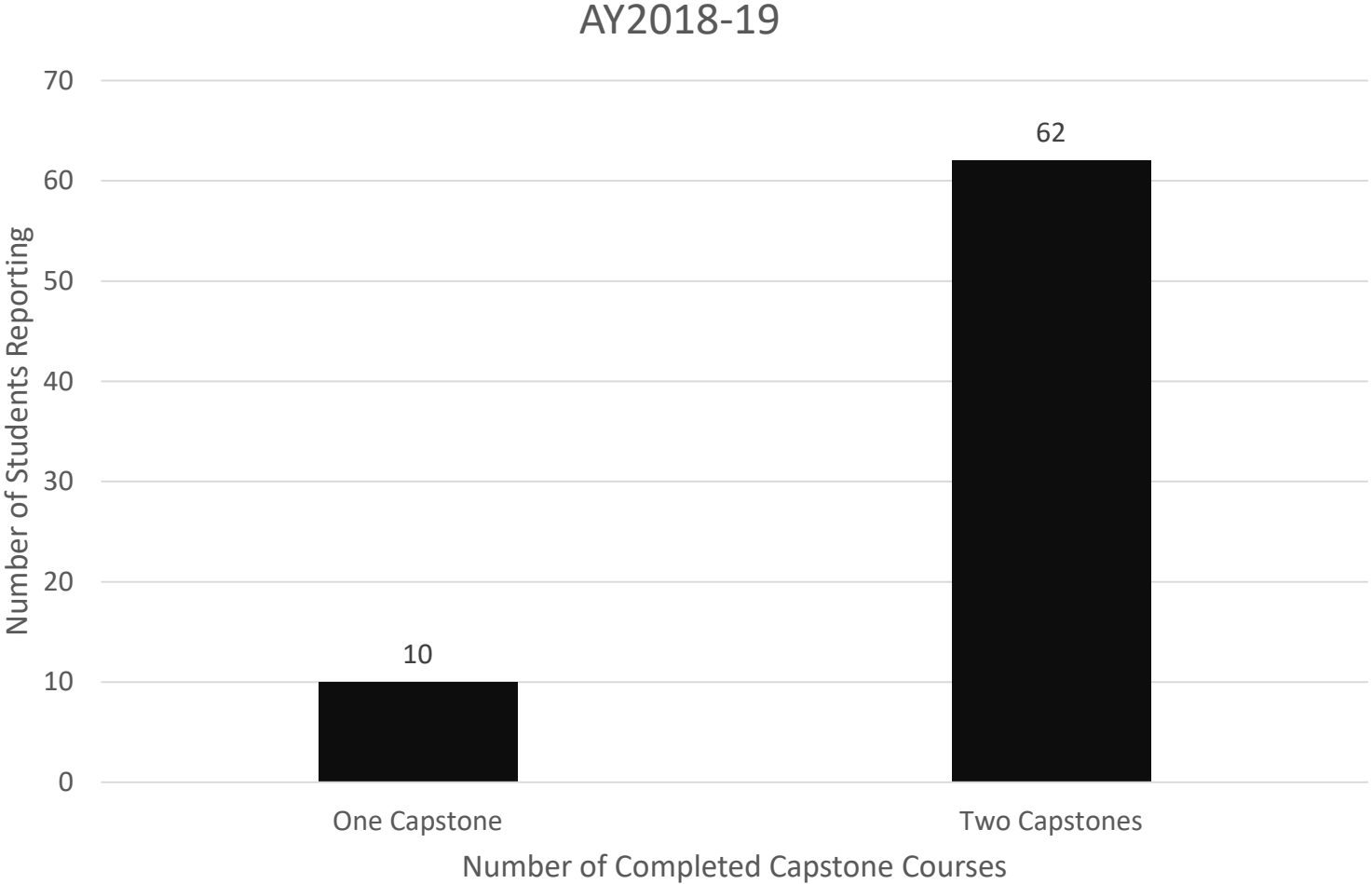


P&P Dept. Supplemental Survey AY2018-19

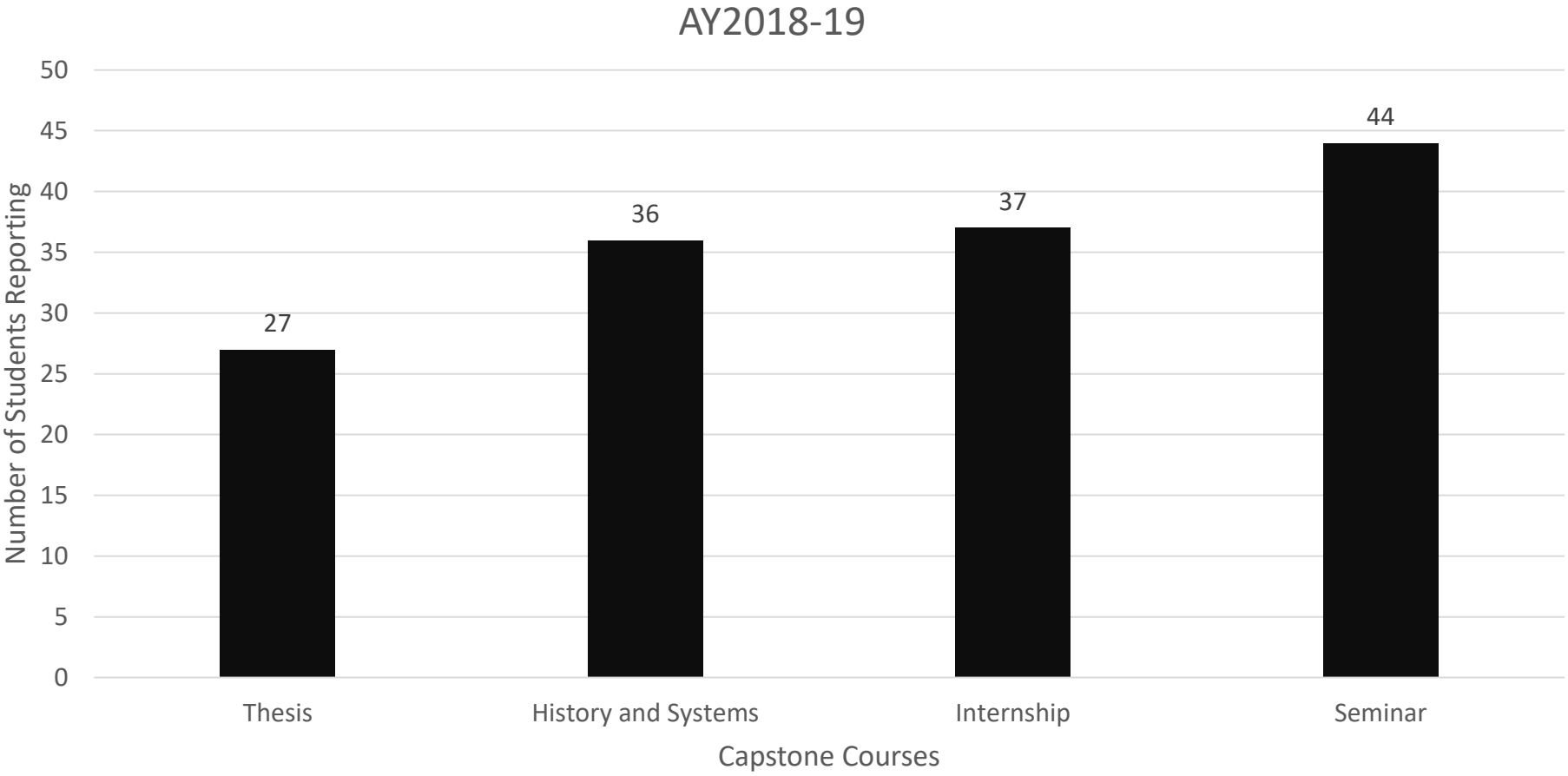
Number of Students in Each 300+ Course (N=72)



Students Reporting Completion of or In Capstone Courses AY2018-19 Sample (N=72)



Students Reporting Completion/In Progress Capstone Courses AY2018-19 Sample



Issues Resolved with Second Administration of ACAT and Student Survey:

- Improved correspondence of FSU student survey information to ACAT data as a result of pre-assigned ID numbers on both FSU survey and ACAT.
- Corrected discrepancies between student reported course enrollment on ACAT and FSU survey. Students were informed as to the corresponding names on ACAT to FSU course titles.
- FSU survey formatting was adapted to allow for ease of analysis and comparison of information to ACAT.
- As recommended in AY2017-18 assessment report data was collected on 300 and 400 level courses taken to date.
- Pre-assigned student ID numbers.
- Continued to use Capstone classes as participants but all exams administered with standardized instructions by one main administrator (Chair of the Department)
- Spring Only administration.

Key Points:

- Assessed Goal 1: Describe key concepts, principles, and overarching themes in psychology. Assessment committee decided to assess in four content areas: Developmental, Experimental, Social, and Learning and Cognition.
- Compared to 2018 data the Overall student performance increased from 31% to 38% when compared to the national normed sample. Scores on the ACAT revealed that compared to a national sample, our student scores fell in the range from a low in Developmental of 33% to a high of 46% in the Social domain. This change represents an overall increase of 7 percentage points and increases of 6 percentage points in the Developmental domain, 14 percentage points in the social domain, 4 percentage points in the Learning and Cognition domain, and a relative stable comparison in Experimental domain (-1 percentage point).
- A key difference between the 2017-18 sample and the 2018-19 sample was the number of seniors who were taking the ACAT each term. A total of 56 seniors out of 71 reported senior status for 2017-18 while 61 out of the 73 examinees reported senior status.
- It stands to reason that students who had completed a greater number of 300 level and capstone courses, Seniors, contributed to higher scores on the ACAT for the sample.
- Collection of data regarding 300 and 400 level courses provides additional information on where in the curriculum students may be integrating information necessary to accomplish meeting Goal 1 of the department.
- Collection of performance data for the purpose of assessing how well the curriculum is providing students with the opportunity to meet Goal 1 would be most informative if graduating seniors comprise the sample.

Key Points: ACAT Developmental Domain and Course Experience

- The Developmental domain scores improved to 33rd percentile up from the 27th percentile in 2017-18. While scores in this domain remain consistently the lowest level of student performance of the four domains examined, students continued to report taking the most courses overall in that domain.
- Child development enrollments continues to exceed the enrollments in adolescent and adult development by 2 to 1 enrollments in the AY017-18 sample. Psychology of Development was added as a 4th course available in this domain. The enrollments in this course were also greater than any of the adolescent or adult offerings. Multiple sections of Child and Psychology of Development are offered each sections while often only one section of Adolescent Development is offered each term with Adult Development offered even less frequently. While half of the sample took more than one course in the development domain, the majority may have had a focus on early developmental theories and information and not much in later developmental areas resulting in a lack of knowledge regarding true age span perspective.
- The domain test of the ACAT is evenly divided over the three areas of development and but may not accurately reflect the “developmental” perspectives that are being highlighted in our department, especially with the addition of Psychology of Development which is specifically designed for Education majors.

Key Points-ACAT Scores on Human Learning and Cognition Related to Course Experience

- The Score on the Human Learning and Cognition ACAT results indicates the greatest improvement over two testing periods with students scoring at or below the 46th percentile. This score represents an increase of 14 percentage points of a previous score in the 32nd percentile.
- When examining the courses taken in this domain Learning and Cognitive enrollments indicates slightly more students completed the course in Learning in this testing cycle compared to AY2017-18. Moreover, an increase in the total number of courses taken by students in this domain indicated that more students were taking 2 or more courses in learning and cognition than in previous testings.
- This increase in the number of students taking 2 or more courses in this domain may contribute to the increase in student scores on the ACAT.

Key Points: ACAT Scores on Social Domain related to Course Experience

- Over 1/2 of the 2018-19 sample of students reported taking Social with 2/3's reporting they only took one class in the domain. Due to an omission of the supplemental survey there is no data for students who may have taken Personality in this domain. The increase in the numbers of students during this testing period who completed Social Psychology may contribute the substantial increase in scores in this domain. With less than 1/4 of the students reporting taking more than one course in the domain. Substantially lower enrollments were reported for Cultural Psychology or Psychology of Women.
- It is important to note that both Cultural Psychology and Psychology of Women are offered on a far less frequent schedule than Social Psychology. More students may enroll in Social Psychology simply because it is offered in multiple sections each term.

Key Points: Biological Domain Course Enrollments

- Enrollment in the Biological Domain courses reflects a more even distribution of course enrollments between Health and Sensation and Perception with substantially lower enrollments in Biopsychology for the AY2018-19 sample. The majority of students only took one course that appears to be divided most evenly between Health and Sensation and perception.
- A total of 14 students reported taking more than one course in this domain. These enrollments may reflect the enrollments of the neuroscience minors in Biopsychology with students taking the Bio also taking the other two courses.
- It is of note that 3 students were still lacking completion of any courses in this domain.

Assessment Recommendations AY2019-20

- Proceed with goal assessment schedule as published 2017/18.
- Assess Goal 1: Develop assessment rubrics for capstone artifacts during Fall 2019. Capstone course instructors upload artifacts to blackboard site for assessment in Summer 2020.
- Continue Assessing Goal 2: Administer the ACAT again in Fall and Spring. Students who take Capstone in the Fall and Spring would comprise a full sample of graduating seniors. Compare results with previous years of administration.
- Use data from enrollments in 200 level Domain courses to review course offerings each term.
- Due to inequality in course enrollments, continue to collect enrollment information on 300 level courses on juniors/seniors for review of course completions as well as impact on scheduling course offerings.
- Develop rubrics for assessing 300 level course artifacts for Goal 3 and Goal 4.
- Continue revision of senior survey and alumni survey questions for assessment of Goal 5.
- Consider assessing student interest in new 300 level courses as well as perception of enrollment issues across the curriculum
- Consider current and future student advising for 300 level courses