

2022 – 23 Departmental Executive Summary

Department:	Department of Human and Social Sciences	Date: July 12, 2023
Members involved with analysis of artifacts: Thad Warren, Kathy Miller, Sara Brady		
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) Student Outcome; b) Background; c) Question(s); d) Methodology		
Analysis of artifacts: 1). PERFORMANCE CRITERIA * - How was data analyzed? (attach rubrics/scoring tools if used). A random sample of 5 written artifacts from PSY 101 (entry-level course) and PSY 445 (senior-level course) were selected (10 total artifacts). Data was analyzed using the attached rubric. Two raters evaluated each artifact and discussed any differences before agreeing upon the final scoring for each artifact.		
Summary of RESULTS*: 1). Restate the assessment question(s) (from the Assessment plan): Q1: To what extent are students who are in entry-level psychology courses proficient in written communication? Q2: To what extent are students who are in senior-level psychology courses proficient in written communication? Q3: Are senior-level students taking psychology courses more proficient in written communication than their entry-level counterparts? 2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.) Table 1 displays the percentages and averages of students' scores in each of the five rubric categories for written communication. In four out of five categories of the rubric, 100% of senior-level students scored a 2 or higher. Regarding the one category where this was not the case, 80% of senior-level student scored a 2 or higher in citing high quality references. In comparison, only one out of the five categories involved 100% of entry-level student scoring a 2 or higher (using APA style). Therefore, to answer Q1, entry-level psychology students are somewhat proficient in written communication but not as proficient as senior-level psychology students. When comparing the averages of students' total scores, there were no significant differences between the two courses, $t(9) = 0.19$, $p = .852$. Therefore, the two courses were not statistically different in total rubric averages. 3). INTERPRETATION * - Discuss how the results answer the assessment question(s). When answering to what extent are entry-level and senior-level psychology students proficient in written communication, the results suggest that students were somewhat proficient in using APA style in their writing. However, the majority of entry-level students were not proficient in the considering the context of and purpose for writing, and only 60% of entry-level students were proficient in content development and selecting high quality references. In contrast, almost all senior-level students were proficient in all areas of written communication. When directly comparing the two groups, however, there were no statistically detectable differences. This is likely due to small sample size and aggregating the rubric scores across all categories. Given the descriptive data, senior-level students appear more proficient in written communication than their entry-level counterparts. 4). Observations made that were not directly related to the question(s). Students in the PSY 101 course were likely just as proficient as PSY 445 students in usage of APA style because they had a template to follow as part of the course. If a goal of the psychology program is to help students achieve proficiency in APA style, then the usage of the same templates across all courses would be beneficial for students.		
Sharing of Results: When were results shared? Date: Fall 23 How were the results shared? (i.e. met as a department) Department meeting August 23 Who were results shared with? (List names): Warren, Elwell, Boyce, Miller, Blanke, Hofman, Hubach, Ristow		
Discussion of Results –Summarize your conclusions including: 1. ACTION *- How will what the department learned from the assessment impact: a. Teaching: Continued attention in writing skills needs to be built into the curriculum across the department. b. Assignment/course: All courses c. Program: DCE, Sociology/behavioral science, Psychology and Criminal Justice d. Assessment: We need to continue to improve assessments in reviewing the program 2. IMPACT *- What is the anticipated impact of the ACTION * on student achievement of the learning outcome in the next academic year? Renewed effort to build and focus on writing skills. 3. BUDGET IMPLICATIONS – Indicate budget requirements necessary for the successful implementation of the ACTION * na		
If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.		
What assessment questions related to the learning outcome would the program like to investigate in the		

future? How to better capture student learning in writing skills.

Submitted by: Thad Warren

Reviewed by the Assessment Committee (date): 8/1/23

Department Chair notified approved/additional action needed: Approved 8/1/23

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet basic (cell one) level performance.

	Exemplary 4	Proficient 3		2	Basic 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	

Table 1. Means and Percentages of Course Artifacts

Course	PSY 445	PSY 101
Context of and Purpose for Writing		
Average	2.4	1.6
Percentage (2 or higher)	100	40
Content Development		
Average	2.6	1.6
Percentage (2 or higher)	100	60
APA Style – Average		
Average	2.4	2.2
Percentage (2 or higher)	100	100
Sources and Evidence		
Average	2.2	1.8
Percentage (2 or higher)	80	60
Control of Syntax and Mechanics – Average		
Average	2.4	2
Percentage (2 or higher)	100	80
Total Rubric Score - Average	2.4	1.84