



College	Science
Department	Psychology
Program	Psychology BA/BS
Reporting for Academic Year	2020-2021
Last 5-Year Review	2010–2011
Next 5-Year Review	2021–2022 (received one-year extension to 2019-2020 and then pandemic happened)
Department Chair	David Fencsik
Date Submitted	August 10, 2021

I.

A.

1. Identify key concepts, principles, and applications of psychology's content domains.
2. Apply scientific reasoning to interpret psychological phenomena and to design and conduct basic psychological research (ILO 1: Critical Thinking).
3. Evaluate the ethics of psychological science and practice.
4. Demonstrate effective communication skills (ILO 2: Written Communication).
5. Describe career options within psychology.

The student sample largely identified as female (73.4%; 19.5% male; 3.2% nonbinary, 3.2% prefer not to state, 0.6% Other) and as transfer students (64.3%). Races/ethnicities were as follows: 40.3% Hispanic/Latino, 21.4% White, 14.9% Asian, 9.1% More than one, 4.5% Black/African American, 4.5% Prefer not to state, 2.6% Other, 1.9% Hawaiian/Pacific Islander, 0.6% American Indian/Alaskan Native. Ages ranged from 18 to 79 years ($M = 25.39$, $SD = 8.71$). In addition, 24.7% of the sample was currently enrolled in PSYC 200 and 74.7% in PSYC 491/493. One person was enrolled in neither course and was excluded from future analyses.

We did not collect any demographic information from the faculty respondents.

75.0%; PSYC 491/493: 46.2%), fraud (PSYC 300: 75.0%; PSYC 491/493: 7.7%), Institutional Animal Care and Use Committee (IACUC; PSYC 300: 16.7%; PSYC 491/493: 15.4%), and Other (PSYC 300: 8.3%; PSYC 491/493: 15.4%; write-in response of data fabrication). Instructors used the following methods to cover ethics: lecture (PSYC 300: 83.3%; PSYC 491/493: = 6), quiz/test questions (PSYC 300: 41.7%; PSYC 491/493: 15.4%), a course assignment (PSYC 300: 33.3%; PSYC 491/493: 7.7%), practical application (PSYC 300: 66.7%; PSYC 491/493: 61.5%), Human Subjects Research Training Course through the online CITI Program (PSYC 300: 33.3%; PSYC 491/493: 23.1%), other (PSYC 300: 8.3%; PSYC 491/493: 7.7%; write-in response: discussion).

We also asked instructors to write about how they incorporate ethics into their courses to provide context to the above responses. In PSYC 300, instructors often devoted a course section to the topic of ethics, lecturing on the history and importance of ethics. Some instructors also assign CITI training and talk about ethics while preparing students to collect data from human participants in the course. In PSYC 491/493, the focus seemed to shift to more application rather than lecture, with many instructors mentioning that this material would have been covered in PSYC 300. Instructors mentioned assigning CITI training and training on ethics via the applied task of designing a study and collecting data from human participants.

D.

Our advanced students outperformed our beginner students on the whole assessment, as well as the subgroup of questions dedicated to ethics (PLO 3). In addition, we gained valuable insight from faculty on how they cover ethics in their courses.

Although our results indicated that students know more at the end of the psychology program than they do at the beginning, overall scores on the assessment were still low (advanced students got a little over 50% of questions correct), indicating that we should put effort into increasing retention. That said, on the ethics questions, our advanced students got 75% of questions correct.

We will discuss results from the 2020-2021 assessment during a faculty meeting fall semester.

We discussed the results of the previous year's (2019-2020) assessment of PLO 2 (the article analyses assignment to assess critical thinking) at a departmental faculty meeting on analyses as;

that help students think critically about research that instructors can choose from (like a PSYC 300 toolbox). We talked about the possibility of adding a critical thinking course to our major that would cover scientific literacy and discuss issues like open science and replication. From assessment discussions at the college level, we also learned the possibility of using backward design—start with the institutional learning outcome rubric in critical thinking and design assignments that would promote competence in those areas. At the college meeting, faculty also discussed giving students clear expectations—letting them know they can question authority (e.g., research articles) and giving clear feedback on assignments and letting them re-do it for practice. We will continue to have these conversations as a department to share best practices on how to foster critical thinking in our courses.

Last time we gave this online multiple-choice assessment (2018-2019), our advanced students scored 14.08 and this time they scored 14.95, so we had a slight uptick. Our department has had numerous conversations on how to foster critical thinking and promote retention in our courses, particularly during the switch to online education during the pandemic. In addition, we have a Diversity, Equity, and Inclusion committee in the department that facilitates discussions on how to ensure our teaching practices are inclusive. The assessment committee has found learning from our peers to be helpful and motivating and hopes these efforts continue to improve the student experience in our department.

E.

During spring semester of 2022, we plan to evaluate PLO 4 (written communication). We will evaluate final research papers from PSYC 491/493 students with the CSUEB ILO Written Communication Rubric.