**2017-2018 Annual Program Assessment Report**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 28, 2018. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please identify your department/program in the file name for your report.**

**College:** Social & Behavioral Sciences

**Department:** Psychology

**Program:** Undergraduate

**Assessment liaison:** Scott Plunkett and Jill Quilici

1. **Please check off whichever is applicable:**

**A. \_\_\_x\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

This year, components of the following SLO were assessed:

***SLO 4: Communication –*** *Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.*

Although there are many aspects of communication that could be addressed within the Department of Psychology, an area that has not been addressed in the past is the ability to write research papers in American Psychological Association (APA) format. According to the APA (2010), the goal is to simplify reading comprehension, reduce distractions to comprehension (e.g., punctuation, numbering), and enhances clear communication. According to Spicer (2017), in *Why We “Speak” APA in Academics*, “APA style is the expected standard in higher education and research papers to ensure sources are cited properly. Despite its universality, the many nuances of academia can make it a difficult language to master.” (¶1). Spicer goes on to say how understanding APA style (e.g., formatting, citing) helps authors be more consistent, organize their arguments better, and appear more credible. When writers use a consistent style, it allows the author and reader to focus on the ideas presented in the paper. Learning and using APA style are required in undergraduate and graduate curriculums across the USA. Thus, learning APA is part of the professional socialization that occurs in the major, and APA style is used in all APA journals and many non APA journals, and is often the style required for research and programmatic grants. At CSUN, APA style is taught and applied in PSY 321: Psychological Research Methods (a required core course in the Department of Psychology). It is also the preferred style in the psychology capstone courses.

The direct assessment of APA style was conducted by the two assessment Liaisons – both full professors in the Department of Psychology (i.e., Dr. Scott Plunkett and Dr. Jill Quilici) who have taught APA style in their PSY 321 classes. They developed a rubric (see next page) that covered the essentials of APA style: (1) APA title page and abstract, (2) APA body formatting, (3) figures/tables, (4) references, and (5) internal citations. The overall ratings were 1 = *exemplary*, 2 = *acceptable,* and 3 = *unacceptable*. The criteria for each rating can be found in the table titled, “APA Formatting Rubric.” If the reviewers disagreed on the overall ratings, a third 321 faculty member would have been recruited to evaluate the paper to determine the final rating. Eight papers from four PSY 321 classes and eight papers from four capstone classes were downloaded from the electronic assessment system (EAS) and/or given by faculty to upload to the EAS. The students’ names and section of class were removed from each paper. The papers, rubric, and a scoring table were emailed to Dr. Quilici (from Dr. Plunkett). The two reviewers evaluated the papers separately. They tallied up errors within each column, but then assigned an overall rating. The error tallies and overall ratings were put into the table titled, “APA Formatting Ratings.” The two reviewers had 100% agreement on the overall rating for each criterion on all 16 papers. In addition, no error tallies were more than one point different.

**APA Formatting Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria 1****APA Title Page and Abstract** | **Criteria 2****APA Body Formatting** | **Criteria 3****Figures/Tables** | **Criteria 4****References** | **Criteria 5****Internal citations** |
| "Running head:" is on first page | "Running head:" is not on any page but the first page | Table headings are numbered (e.g., Table 1) | "References" are centered, title case, and bold (0-2 points) | Literature that needs to be cited, is cited |
| The running head is in ALL CAPS | The running head is in ALL CAPS | Table titles are Title Case and italicized | References are hanging indent by .5 inch | Multiple citations are organized within parenthesis in alphabetical order by first author's last name. |
| The running head is on left and page number is on right | The running head is on left and page number is on right | The tables have a border at top, border below heading line, and border at bottom - with no other internal borders | Authors are presented last name first, followed by initials with appropriate punctuation | Citations within parentheses use "&" instead of "and" |
| The title of the paper is centered | The main headings are centered and Title Case and Bold | Appropriate notes are provided at bottom (e.g., \*p < .05.") | Title of articles, book chapters, reports, books, etc. are sentence case  | Citations outside parentheses use "and" instead of "&" |
| The title of the paper is Title Case | Second level headings are left-justified, Title Case, and bold | Test statistics (e.g., p, F, t, r, R2) are italicized | Title of journals are title case and italicized | Citations appear in the correct part of the sentence/paragraph |
| The author(s) are listed under the title | Third level headings are .5 indent, bold, and sentence case | Tables are camera ready and easy to understand | Titles of books, journals, monographs are italicized | Citations with more than 6 authors use "et al.," after the first author's last name |
| The complete name of the institution is under the author(s) in Title Case | Paragraphs are indented .5 (0-1 point) | Figure titles are below the figure | Editors of edited book chapters are listed | Citations with 3-6 authors list all authors first time they are cited and use "et al.," for subsequent citations |
| Abstract is on second page. Title is centered. | Double space is used throughout (no extra spacing before and after paragraphs (0-1 point) | Figure titles are preceded by figure number which is italicized (e.g., "Figure 1.") | Page numbers of journal articles and book chapters are listed appropriately | Quotes are in quotation marks and have page number |
| Keywords" is indented and italics under the abstract | 12-point font (0-1 point) | Figure titles are sentence case and plain text | City, ST and publishers are listed for books, edited book chapters, and monographs |  |
| 4-7 keywords are presented | Same font throughout (0-1 point) | Figure is camera ready (0-1 point) | URLs are listed when needed |  |
|  | Body text is left justified. |  | References are in alphabetical order by first author's last name |  |
| **Exemplary = most things are done correctly (only 0-5 minor errors)** | **Exemplary = most things are done correctly (only 0-5 minor errors)** | **Exemplary = most things are done correctly (only 0-5 minor errors)** | **Exemplary = most things are done correctly (only 0-5 minor errors)** | **Exemplary = most things are done correctly (only 0-5 minor errors)** |
| **Acceptable = most things are done correct (6-10 errors)** | **Acceptable = most things are done correct (6-10 errors)** | **Acceptable = most things are done correct (6-10 errors)** | **Acceptable = most things are done correct (6-10 errors)** | **Acceptable = most things are done correct (6-10 errors)** |
| **Unacceptable = 11 or more errors** | **Unacceptable = 11 or more errors** | **Unacceptable = 11 or more errors** | **Unacceptable = 11 or more errors** | **Unacceptable = 11 or more errors** |

As shown in the APA Formatting Ratings table, for criteria 1 (i.e., APA title page and abstract), all of the PSY 321 classes had an “exemplary” rating (0-4 errors, *M* = 1.8 errors), and all of the capstone classes had an “exemplary” rating (0-3 errors, *M* = 1.3 errors). For criteria 2 (i.e., APA body and formatting), 7 PSY 321 classes had an “exemplary” rating, and 1 PSY 321 class had an “acceptable” rating (0-4 errors, *M* = 2.2 errors). All of the capstone classes had an “exemplary” rating (0-3 errors, *M* = 1.2 errors). For criteria 3 (i.e., figures/tables), 4 PSY 321 classes had an “exemplary” rating, and 4 PSY 321 classes had an “acceptable” rating (0-9 errors, *M* = 3.9 errors). All of the capstone classes had an “exemplary” rating (0-55 errors, *M* = 2.6 errors). For criteria 4 (i.e., references), all of the PSY 321 classes had an “exemplary” rating (0-4 errors, *M* = 2.3 errors). Six capstone classes had an “exemplary” rating, and 2 capstone classes had an “acceptable” rating (1-10 errors, *M* = 4.0 errors). For criteria 5 (i.e., internal citations), all of the PSY 321 classes had an “exemplary” rating (0-5 errors, *M* = 1.4 errors), and all of the capstone classes had an “exemplary” rating (0-3 errors, *M* = 2.5 errors). In general, the results show that students are learning and applying APA formatting at an exemplary or acceptable level.

**APA Formatting Ratings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Criteria 1****APA Title Page and Abstract** | **Criteria 2****APA Body Formatting** | **Criteria 3****Figures/Tables** | **Criteria 4****References** | **Criteria 5****Internal citations** |
| **Exemplary** | **most things are done correctly (only 0-5 minor errors)** | **most things are done correctly (only 0-5 minor errors)** | **most things are done correctly (only 0-5 minor errors)** | **most things are done correctly (only 0-5 minor errors)** | **most things are done correctly (only 0-5 minor errors)** |
| **Acceptable** | **most things are done correct (6-10 errors)** | **most things are done correct (6-10 errors)** | **most things are done correct (6-10 errors)** | **most things are done correct (6-10 errors)** | **most things are done correct (6-10 errors)** |
| **Unacceptable** | **11 or more errors** | **11 or more errors** | **11 or more errors** | **11 or more errors** | **11 or more errors** |
| **Papers** | **Rater 1** | **Rater 2** | **Rater 1** | **Rater 2** | **Rater 1** | **Rater 2** | **Rater 1** | **Rater 2** | **Rater 1** | **Rater 2** |
| **PSY 321 #1** | 4-Exemplary | 4-Exemplary | 3-Exemplary | 3-Exemplary | 8-Acceptable | 9-Acceptable | 2-Exemplary | 2-Exemplary | 2-Exemplary | 3-Exemplary |
| **PSY 321 #2** | 3-Exemplary | 4-Exemplary | 0-Exemplary | 0-Exemplary | 7-Acceptable | 8-Acceptable | 3-Exemplary | 4-Exemplary | 1-Exemplary | 1-Exemplary |
| **PSY 321 #3** | 0-Exemplary | 0-Exemplary | 6-Acceptable | 7-Acceptable | 6-Acceptable | 6-Acceptable | 4-Exemplary | 4-Exemplary | 4-Exemplary | 5-Exemplary |
| **PSY 321 #4** | 2-Exemplary | 2-Exemplary | 5-Exemplary | 4-Exemplary | 6-Acceptable | 5-Acceptable | 3-Exemplary | 3-Exemplary | 2-Exemplary | 2-Exemplary |
| **PSY 321 #5** | 1-Exemplary | 1-Exemplary | 0-Exemplary | 0-Exemplary | 1-Exemplary | 1-Exemplary | 0-Exemplary | 1-Exemplary | 0-Exemplary | 0-Exemplary |
| **PSY 321 #6** | 1-Exemplary | 1-Exemplary | 0-Exemplary | 1-Exemplary | 0-Exemplary | 0-Exemplary | 2-Exemplary | 2-Exemplary | 1-Exemplary | 0-Exemplary |
| **PSY 321 #7** | 0-Exemplary | 1-Exemplary | 0-Exemplary | 0-Exemplary | 0-Exemplary | 1-Exemplary | 1-Exemplary | 1-Exemplary | 0-Exemplary | 0-Exemplary |
| **PSY 321 #8** | 2-Exemplary | 3-Exemplary | 3-Exemplary | 3-Exemplary | 2-Exemplary | 2-Exemplary | 2-Exemplary | 3-Exemplary | 0-Exemplary | 1-Exemplary |
| **Error range** | 0-4 | 0-4 | 0-6 | 0-7 | 0-6 | 0-9 | 0-4 | 1-3 | 0-4 | 0-5 |
| **Error *M*** | 1.6 | 2.0 | 2.1 | 2.3 | 3.8 | 4.0 | 2.1 | 2.5 | 1.3 | 1.5 |
| **Error range (M) for both raters** | **0-4 (*M* = 1.8)** | **0-6 (*M* = 2.2)** | **0-9 (*M* = 3.9)** | **0-4 (*M* = 2.3)** | **0-5 (*M* = 1.4)** |
| **Capstone #1** | 0-Exemplary | 0-Exemplary | 0-Exemplary | 0-Exemplary | 2-Exemplary | 3-Exemplary | 1-Exemplary | 1-Exemplary | 3-Exemplary | 3-Exemplary |
| **Capstone #2** | 2-Exemplary | 2-Exemplary | 1-Exemplary | 1-Exemplary | 2-Exemplary | 2-Exemplary | 2-Exemplary | 3-Exemplary | 0-Exemplary | 0-Exemplary |
| **Capstone #3** | 2-Exemplary | 2-Exemplary | 2-Exemplary | 2-Exemplary | 5-Exemplary | 6-Exemplary | 5-Exemplary | 5-Exemplary | 1-Exemplary | 1-Exemplary |
| **Capstone #4** | 0-Exemplary | 0-Exemplary | 0-Exemplary | 0-Exemplary | 1-Exemplary | 1-Exemplary | 6-Acceptable | 7-Acceptable | 3-Exemplary | 3-Exemplary |
| **Capstone #5** | 0-Exemplary | 0-Exemplary | 2-Exemplary | 3-Exemplary | 1-Exemplary | 1-Exemplary | 3-Exemplary | 3-Exemplary | 3-Exemplary | 3-Exemplary |
| **Capstone #6** | 2-Exemplary | 1-Exemplary | 3-Exemplary | 3-Exemplary | 2-Exemplary | 2-Exemplary | 3-Exemplary | 2-Exemplary | 3-Exemplary | 4-Exemplary |
| **Capstone #7** | 2-Exemplary | 3-Exemplary | 0-Exemplary | 0-Exemplary | 3-Exemplary | 4-Exemplary | 2-Exemplary | 2-Exemplary | 3-Exemplary | 3-Exemplary |
| **Capstone #8** | 2-Exemplary | 2-Exemplary | 1-Exemplary | 1-Exemplary | 4-Exemplary | 3-Exemplary | 9-Acceptable | 10-Acceptable | 3-Exemplary | 4-Exemplary |
| **Error range** | 0-2 | 0-3 | 0-3 | 0-3 | 1-5 | 1-6 | 1-9 | 1-10 | 0-3 | 0-4 |
| **Error *M*** | 1.3 | 1.3 | 1.1 | 1.3 | 2.5 | 2.8 | 3.9 | 4.1 | 2.4 | 2.6 |
| **Error range (M) for both raters** | **0-3 (*M* = 1.3)** | **0-3 (*M* = 1.2)** | **1-6 (*M* = 2.6)** | **1-10 (*M* = 4.0)** | **0-4 (*M* = 2.5)** |

*Notes*: Rater 1 = Dr. Jill Quilici, Rater 2 = Dr. Scott Plunkett

In addition to the assessment of APA formatting, the Psychology Department has instituted an exit survey for graduating seniors and graduating students in the clinical psychology M.A. program and general experimental psychology program. The exit survey allow the department to assess other aspects of the undergraduate and graduate programs, such as advising, mentoring, preparing students for careers and future graduate school, student organizations and centers within the department). The reports are available by contacting Dr. Scott Plunkett or Dr. Jill Razani.

**3. Preview of planned assessment activities for 2019-20.** The plan for next year is to assess the SLO 2 (see below) using research papers in PSY 321 and capstone courses.

**SLO 2: Scientific Inquiry and Critical Thinking**

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

2.1 Use scientific reasoning to interpret psychological phenomena

2.2 Demonstrate psychology information literacy

2.3 Engage in innovative and integrative thinking and problem solving

2.4 Interpret, design, and conduct basic psychological research

2.5 Incorporate sociocultural factors in scientific inquiry

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association, sixth edition*. Washington, DC: Author.

Spicer, A. (2017). *Why we “speak” APA in academics*. Greenwood Village, CO: Colorado State University-Global Campus. Retrieved on September 1, 2019 from, https://csuglobal.edu/blog/what-is-apa-style-and-why-is-it-important