CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)
Name of the program: Behavioral Sciences
Dean' signiture_____
Expected Date of Submission 6/30/2023
Department Chair or Director: Maria LaPadula

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*
All degree program's PLO assessment plan (2022-2025) are posted through the link:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

This is a report of its implementation for year 2022-2023. The report should address the following points:

I. The Annual Program Learning Outcomes (PLOs) Assessment should include the followings.

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan(AY22_25)

The focus for the 2022-2023 academic year was on assessing the Program Outcome 3, 4, 8 and 10 above.

Outcome 3: Effectively communicate psychology course material orally and in written format was assessed in:

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- PSYC 101 (fall 2022)

- PSYC 370 (spring 2023)

- PSYC 120 (spring 2023)

- PSYC 495. The schedule of class offerings changed for 2022-2023, so this will be assessed in another year when offered.

Outcome 4: Use information from scholarly articles to support a claim in a written assignment was assessment in:

- PSYC 205 (fall 2022)

- PSYC 321 (fall 2022)

- PSYC 120: (spring 2023)

Outcome 8: Articulate the moral and ethical codes of professional conduct was assessed in:

- PSYC 120 (spring 120)

- PSYC 370 (spring 2023)

- PSYC 495 was not offered 2022-2023, so will be assessed in another cycle

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Outcome 10: Identify personal strengths and weaknesses, and develop a plan for personal improvement was assessed in:

- PSYC 120 (spring 2023)

- PSYC 495 was not offered 2022-2023, so will be assessed in another cycle

2. METHOD: Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).

Outcome 3: Effectively communicate psychology course material orally and in written format was assessed in:

- PSYC 101 (fall 2022) by means of an oral presentation, paper, written homework assignments, and two documentary written responses.

- PSYC 370 (spring 2023) by a SOURCE oral presentation

- PSYC 120 (spring 2023) by a paper and oral presentation.

- PSYC 495. The schedule of class offerings changed for 2022-2023, so this will be assessed in another year when offered.

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Outcome 4: Use information from scholarly articles to support a claim in a written assignment was assessment in:

- PSYC 205 (fall 2022) paper

- PSYC 321 (fall 2022) paper

- PSYC 120: Paper (spring 2023)

Outcome 8: Articulate the moral and ethical codes of professional conduct was assessed in:

- PSYC 120 (spring 120) quiz

- PSYC 370 (spring 2023) CITI training

- PSYC 495 was not offered 2022-2023, so will be assessed in another cycle

Outcome 10: Identify personal strengths and weaknesses, and develop a plan for personal improvement was assessed in:

- PSYC 120 (spring 2023) oral presentation/survey

- PSYC 495 was not offered 2022-2023, so will be assessed in another cycle

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3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.

In all of the classes each graded assignment was graded out of 100 so that we could assess the results. The following scale was used to assess student work:

Superior Work: 90-100
Very Good Work: 80-89
Satisfactory Work: 70-79
Poor Work: 60-69
Failing: below 60

Outcome 3: Effectively communicate psychology course material orally and in written format
Documentary Written Response 1: 13 students completed the assignment

92% of the students' work fell into the superior range

0% of the students' work fell into the very good range

0% of the students' work fell into the satisfactory range

0% of the students' work fell into the poor range

7.7% of the students' work fell into the failing range

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Documentary Written Response 2: 13 students completed the assignment

92% of the students' work fell into the superior range

0% of the students' work fell into the very good range

0% of the students' work fell into the satisfactory range

0% of the students' work fell into the poor range

7.7% of the students' work fell into the failing range

PSYC 101 Homework (written): 24 students completed assignment

75 % of the students' work fell into the superior range

0% of the students' work fell into the very good range

8.3 % of the students' work fell into the satisfactory range

0 % of the students' work fell into the poor range

16.7% of the students' work fell into the failing range

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PSYC 101 Written paper: 31 students completed it

80.6 % of the students' work fell into the superior range

9.7 % of the students' work fell into the very good range

0 % of the students' work fell into the satisfactory range

0 % of the students' work fell into the poor range

9.7% of the students fell into the failing range

PSYC 101 Oral Presentation: 29 students did the oral presentation

58.6 % of the students' work fell into the superior range

41.4 % of the students' work fell into the very good range

0 % of the students' work fell into the satisfactory range

0 % of the students' work fell into the poor range

0% of the students fell into the failing range

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PSYC 370 SOURCE Oral Presentation: 34 students completed the presentation

94.2% of the students' work fell into the superior range

5.8% of the students' work fell into the very good range

0% of the students' work fell into the satisfactory range

0% of the students' work fell into the poor range

0% of the students' work fell into the failing range

PSYC 120 Paper: 38 students completed the paper

63.2% of the students' work fell into the superior range

18.4% of the students' work fell into the very good range

5.3% of the students' work fell into the satisfactory range

2.6% of the students' work fell into the poor range

10.5% of the students' work fell into the failing range

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PSYC 120 Oral Presentations (there were 2 oral presentations given and the results averaged). 38 students completed the presentations

47.3% of the students' work fell into the superior range

44.7% of the students' work fell into the very good range

2.6% of the students' work fell into the satisfactory range

0% of the students' work fell into the poor range

2.6% of the students' work fell into the failing range

Outcome 4: Use information from scholarly articles to support a claim in a written assignment

PSYC 205 Paper: 17 students completed it

41.2 % of the students' work fell into the superior range

35.3% of the students' work fell into the very good range

0 % of the students' work fell into the satisfactory range

0 % of the students' work fell into the poor range

23.5% of the students fell into the failing range

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PSYC 321 Written Paper: 20 students completed it

45 % of the students' work fell into the superior range

20% of the students' work fell into the very good range

10 % of the students' work fell into the satisfactory range

5 % of the students' work fell into the poor range

20% of the students fell into the failing range

PSYC 120 Written paper:38 students completed the paper

63.2% of the students' work fell into the superior range

18.4% of the students' work fell into the very good range

5.3% of the students' work fell into the satisfactory range

2.6% of the students' work fell into the poor range

10.5% of the students fell into the failing range

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Outcome 8: Articulate the moral and ethical codes of professional conduct

PSYC 120 Quiz: 38 students completed it.

15.8% of the students' work fell into the superior range

10.5% of the students' work fell into the very good range

21.1% of the students' work fell into the satisfactory range

10.5% of the students' work fell into the poor range

42.1 % of the students fell into the failing range

PSYC 370 CITI Training: 34 students completed

100% of the students' work fell into the superior range

0% of the students' work fell into the very good range

0% of the students' work fell into the satisfactory range

0% of the students' work fell into the poor range

0% of the students fell into the failing range

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Outcome 10: Identify personal strengths and weaknesses, and develop a plan for personal improvement

PSYC 120 Oral Presentation (specific to this outcome). 38 students completed it.

71.1% of the students' work fell into the superior range

15.8% of the students' work fell into the very good range

0% of the students' work fell into the satisfactory range

0% of the students' work fell into the poor range

13.2% of the students fell into the failing range

4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?

Overall, we were very pleased with the results from Learning Outcome 3. We feel confident that our students are able to effectively communicate psychology course material orally and in written format. In a few instances the percentages of student work fell into the poor and failing range, and the percentages were higher than we would have expected. However, when we looked at the data further it was usually because the student did not submit the work at all, not because the work was poor.

Overall, we were very pleased with the results from learning outcome 4. We feel confident that our students are able to use information from

scholarly articles to support a claim in a written assignment. Even though there were 20% of the student in failing range on the paper in PSYC 321 and 10% of the students in the failing range on the paper in PSYC 120, upon further investigation it was because a few students did not submit the papers at all and received zero's as grades. Thus, these percentages were due to missing work and not poor quality of work. We need to address students' not submitting work.

With regard to Learning Outcome 8, articulate the moral and ethical codes of professional conduct, we were very pleased that 100% of the students completed the CITI training before conducting their research projects. However, we were surprised that 42.15 of the students were in the failing range on the ethics quiz. This is something the department will discuss in late August and try to figure out why this occurred and how to address it.

Overall, we were very pleased with the results from Learning Outcome 10. We feel confident that our students are able to identify personal strengths and weaknesses, and develop a plan for personal improvement. 13.2% of the students fell into the failing range because 5 students did not do the presentation. Also, originally we were supposed to analyze data from PSYC 495, our Field Placement class. However, the class ended up being cancelled this past academic year, and will be offered another year, so that we can assess more data for learning outcome 10.

5. ClOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of PDSA

Faculty will meet in August 2023 to look at these results in more detail. Since the results were analyzed after the end of the spring semester the department as a whole has not yet reviewed the results, only Drs. LaPadula and Huey reviewed the results. The

department needs to discuss possible reasons for students not submitting papers or showing up to do their presentations, and reasons they may have done so poorly on the ethics quiz in PSYC 120.

II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

All faculty in the Behavioral Sciences department were involved in this process. Before the beginning of the semester we discuss, in a department meeting, which learning outcomes will be assessed for that academic year, and what measures will be used to assess the outcomes. During the semester faculty are reminded to collect data. At the end of the semester data is collected and the report in written. Then at the end of August the department faculty meet in another department meeting to discuss the results, decided if interventions or changes to the curriculum need to be made, and plan for the next assessment.

Last updated 4/14/23

1 The ethical standards of the APA's ethics code

    ○

    A) include clear rules for how research should be conducted in specific situations.

    ○

    B) provide principles for conducting research that are never contradictory.

    ○

    C) provide specific rules for how to solve ethical dilemmas.

    ○

    D) are general ethical principles that researchers apply to their own research situations.

2 Researchers must take special safeguards to protect human participants when

    ○

    A) behavior is observed in the public domain.

    ○

    B) informed consent is not required.

    ○

    C) anonymous questionnaires are used.

    ○

    D) more than minimal risk is present.

3 Which of the following is typically not one of the types of risk that may be present in psychological research?

    ○

    A) economic

    ○

    B) psychological

    ○

    C) social

    ○

    D) physical

4 Whenever deception is used, the researcher has the responsibility to

○

A) debrief the participant.

○

B) inform the participant of the deception before the experiment begins.

○

C) withhold information from the participant concerning the reasons for having used deception.

○

D) avoid telling the participant about the deception before, during, and after the experiment.

5 Which of the following statements concerning the use of animals in research is true?

○

A) Animals may never be subjected to pain or discomfort in research.

○

B) Animals may be subjected to pain or discomfort whenever an alternative procedure is not available.

○

C) Animals may be subjected to pain or discomfort whenever the researcher's goals justify such procedures.

○

D) Animals may be subjected to pain or discomfort only when no alternative procedure is available and when the goals of the research are judged to justify such procedures.

6 Making an ethical decision involves

○

A) simply applying a clear and definitive set of guidelines for ethical research.

○

B) deciding that an ethical decision is good if it makes you happy.

○

C) identifying what ethical guidelines are relevant in a situation and what is at stake for all parties involved.

○

D) maintaining the anonymity of the researchers who are conducting the research.

7 According to the APA Ethical Standards, psychologists must inform participants of the nature of the research and that participants are free to participate or to decline to participate or to withdraw from the research. These requirements (among others) are necessary to ensure the participants'

A) anonymity.

B) risk level.

C) informed consent.

D) debriefing.

8 Which of the following is not a justification for using deception in research?

A) when the researcher stands to gain in reputation for conducting the research

B) when the research study is very important

C) when no other methods for answering the research question are available

D) when the deception would not influence participants' willingness to participate

9 An overriding principle of the APA Ethical Standards for the care and use of animals in research is that the care of the animals by psychologists be as

A) inexpensive as possible.

B) humane as possible.

C) efficient as possible.

D) convenient as possible.

10 Which of the following is not a goal of debriefing?

A) remove any harmful effects or misconceptions about the research

○

B) explain the need for any deception

○

C) learn how participants interpreted the study's procedures

○

D) get participants to participate in a study they might not normally do

Behavioral Sciences Department

Oral Presentation Rubric

Definition

Oral communication is a prepared and purposeful presentation designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. The rubric best applies to presentations of sufficient length such that a central message is conveyed supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

      Organization: Organization refers to the grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that *supports* the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that *enhances* the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.

      Delivery techniques: *D*elivery techniques include posture, gestures, eye contact, and use of the voice. Delivery techniques *support* the effectiveness of the presentation when the speaker stands and moves comfortably, looks periodically at the audience, and can be heard clearly. Delivery techniques *enhance* the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).

      Central message: The central message is the main point/thesis/"bottom line"/"take-away" of a presentation. A *clear* central message is easy to identify; a *compelling* central message is also vivid and memorable.

      Speaker preparation: Speaker preparation includes both an understanding of content and practice of delivery prior to the presentation. Speaker preparation is sufficient when the speaker is generally confident, knowledgeable, and committed to the message. Speaker preparation is outstanding when the speaker is poised, polished, and passionate about the message.

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	4	3	2	1
Organization	Organizational pattern enhances the effectiveness of the presentation	Organizational pattern generally supports the effectiveness of the presentation	Organizational pattern partially supports the effectiveness of the presentation	Organizational pattern minimally supports the effectiveness of the presentation
Delivery	Delivery techniques enhance the effectiveness of the presentation	Delivery techniques generally support the effectiveness of the presentation	Delivery techniques partially support the effectiveness of the presentation.	Delivery techniques minimally support the effectiveness of the presentation
Speaker Preparation	Speaker displays outstanding preparation and supporting material is highly credible	Speaker displays sufficient preparation and supporting material is generally credible	Speaker displays some preparation and supporting material is partially credible	Speaker displays minimal preparation and supporting material is minimally credible
Central Message	Central message is compelling	Central message is generally clear	Central message is somewhat clear	Central message is present but unclear

Oral Presentation Student Experience Survey

Directions: Please indicate to what extent you agree with the following statements:

1. I enjoyed preparing for this oral presentation.

1	2	3	4	5
not at all	a little	neutral	some	very much

2. I feel a sense of accomplishment after presenting.

1	2	3	4	5
not at all	a little	neutral	some	very much

3. I feel that I communicated my ideas well.

1	2	3	4	5
not at all	a little	neutral	some	very much

4. I feel that I was quite knowledgeable about the material I presented.

1	2	3	4	5
not at all	a little	neutral	some	very much

5. I feel that I presented my fellow students and my professor with new information.

1	2	3	4	5
not at all	a little	neutral	some	very much

6. I feel that this presentation allowed me to look at this topic in a new way.

1	2	3	4	5
not at all	a little	neutral	some	very much

7. I feel that I would be comfortable giving another oral presentation in the future.

1	2	3	4	5
not at all	a little	neutral	some	very much

8. I feel that the skills I acquired from giving this presentation will help me in other classes.

1	2	3	4	5
not at all	a little	neutral	some	very much

9. I feel that the skills I acquired from giving this presentation will help me in a future job or internship.

1	2	3	4	5
not at all	a little	neutral	some	very much

10. I feel that I performed well on my presentation.

1	2	3	4	5
not at all	a little	neutral	some	very much