**Arkansas Tech University**

**Proposal for Change in Program**

**Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

1. How does the program change fit with the university mission? The curricular changes to the Master of Science in Psychology will provide students the opportunity to enhance their “scholastic development” and advance “professionalism” in psychology while developing a “solid educational foundation” in college teaching.
2. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
3. How will the program change impact learning for students enrolled in this program? Students will complete 30 hours in Psychology including 12 hours of required courses and 18 hours of psychology electives (with a minimum of 6 hours at the 6000 level). Students will complete an additional 15 hours in College Teaching. Students will develop competency in (1) designing and facilitating learning of psychology content; (2) creating an effective learning environment; (3) incorporating technology in the classroom; (4) assessing student learning; and (5) teaching research and professional development in the university context.
4. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will obtain advanced knowledge in psychology which provides sufficient breadth and depth to function in a variety of professional environments. Students will emphasize skills in psychological research, principles of psychology, and competency in college teaching and the enhancement of student learning.
5. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Post-graduate assessment reveals that 35% of students completing a MS in Psychology obtain full-time positions as college instructors in the state of Arkansas and surrounding states. The addition of the College Teaching track would provide an educational foundation for our students in college teaching and would enhance their preparation and competitiveness for a career in teaching. It will also increase the students’ credentials when applying to doctorate programs in psychology which include a teaching assistantship. The changes in the program would also increase student’s knowledge and skill in providing human service public education for non-profit agencies and medical facilities. The Occupational Outlook Handbook on Postsecondary Teaching reports that postsecondary teaching careers are expected to increase by 19% from 2012-2022, which is faster than the average for all occupations. The handbook also notes that work experience in teaching may be important for getting a postsecondary teaching position. This degree change will provide students the opportunity to develop the theoretical and practical application of teaching and learning while applying their skills in the classroom with students in the bachelors program in psychology.
6. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Arkansas State University offers a Community College Teaching specialist program. The program focuses on the students’ major field of study and prepares students for a career in college teaching.
7. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) See attached.

**Arkansas Tech University**

**Continuous Improvement Plan**

**Annual Assessment Cycle**

**Academic Cycle: Change in Academic Program**

**Program: Masters in Psychology with College Teaching Track**

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| **Program Objectives/Standards**  **(align with mission)** | **Learning Objectives/**  **Outcome Assessment**  **(3-5 unless otherwise specified)** | **Courses**  **(program core)** | **Means of Assessment**  **(direct and indirect measures)** | **Criteria for Success**  **(performance standard)** |
| PO1: Provide knowledge of psychological principles. | LO1: Students will demonstrate and apply advanced principles in psychology. | PSY 6003 Principles in Psychology I  PSY 6103  Principles in Psychology II | Comprehensive Final Exam I  Comprehensive Final Exam II | High Pass 90-100%  Pass 80-89%  Fail |
| PO2: Develop and promote opportunities for psychological research skills. | LO2: Students will design and implement a psychological research study. | PSY 6023  Research Design | Research Proposal  Research Report  Oral Presentation | High Pass 90-100%  Pass 80-89%  Fail |
| PO3: Promote understanding of psychology teaching strategies. | LO3: Students will design and facilitate a discipline specific learning environment in a psychology class. | PSY 6233  Teaching Strategies in Psychology | Course Syllabus  Course Objectives  Learning Outcomes  Online Discussion Applied Activities  Class Lectures | High Pass 90-100%  Pass 80-89%  Fail |
| PO4: Develop and promote creative competency for effective learning environment in psychology. | LO4: Students will design and implement motivational learning activities in a psychology class. | PSY 6243  Effective Learning Environments in Psychology | Theoretical Application of Learning Styles  Active Learning with Learning Styles | High Pass 90-100%  Pass 80-89%  Fail |
| PO5: Provide opportunities to develop research and professional development in psychology.  PO6: Provide a quality program which advances the knowledge of Psychology/College Teaching and prepares graduate students for employment. | LO5: Students will implement a professional research assignment in a psychology class.  LO6A: Post graduation students will evaluate their academic program and preparation for employment.  LO6B: Post-graduation employers will evaluate student performance and preparation. | PSY 6253  Research and Professionalism in Psychology  Six months after graduation | Student Learning Research and Professional Portfolio in Psychology  Post Graduation Student Satisfaction Survey  Post Graduation Employer Satisfaction Survey | High Pass 90-100%  Pass 80-89%  Fail  Students will rate program at a 3.5 or higher on a 4.0 scale.  Employers will rate students’ performance at a 3.5 or higher on a 4.0 scale. |

**Assessment Process**

**Assessment Plan Implementation**

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| **Assessment** | **CPGE Form or Department Method** | | **CPGE System or Department Method** | **Actual Results Obtained**  **(CPGE Report or Department Method)** | **Use of Results for Improvement** |
| **Course Embedded** | PSY 6003  PSY 6103  PSY 6023  PSY 6233  PSY 6243  PSY 6253 | | CPGE system for all courses. Assessment data will be submitted annually | Review and analyze ARGOS report for core courses | Course, instructional or program changes |
| **Indirect and Direct Measures Alignment** | Post assessment survey for graduates and employers | | Department method: post assessment survey link will be sent to graduates by email or mail | Analyze survey results | Program and curriculum changes |
| **Continuous Improvement Plan**  **Summarize each category from assessment results and conclusions.** | | | | | |
| **Categories of Improvement:** | | **Recommended Changes:** | | | |
| 1. Student Learning | | Course Embedded Student Learning Outcome Assessment | | | |
| 1. Instruction and Curriculum | | Course Embedded Student Learning Outcome Assessment | | | |
| 1. Assessment | | Evaluate assessment process from Student Learning reports. | | | |
| 1. Program Quality | | Evaluate program quality from post-graduate survey and employer satisfaction survey. | | | |
| 1. Budget | | Budget requests supported by student learning and program assessment. | | | |

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| **Continuous Improvement Learning Report** | | | |
| Complete Annual Continuous Improvement Report form upload in TracDat documents section. | | | |
| **ANNUAL PROGRAM**  **CONTINUOUS IMPROVEMENT**  **STUDENT LEARNING REPORT**  (January 2014)  ARGOS FORM | **ARKANSAS TECH UNIVERSITY**  **Department of:**  **Behavioral Sciences**  **Degree: Masters of Science in Psychology/College Teaching**  **For Academic Year/Cycle:** |

**ANALYSIS OF EVIDENCE OF CONTINUOUS IMPROVEMENT PROGRAM STUDENT LEARNING**

1. For all student learning objectives, describe the means of assessment and criteria for success used, as well as the sampling methods and sample sizes. For each measure summarize the Argos report CPGE (Course, Program, General Education Assessment System) results of the activity measured and explanation of student learning strengths and weaknesses. Finally, indicate whether the criteria for success were met or not.

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| **A.**  **Program**  **Student Learning Objectives** | **B.**  **Means of Assessment, Criteria for Success,**  **Courses, and**  **Sample Size** | **C.**  **Results**  **Summarize Student Learning Argos Report** | **D.**  **Criteria for Success**  **Met or Not Met** |
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1. State any proposed instructional or assessment changes to be implemented for the next academic year. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, academic program, or assessment process. If no changes are planned, simply state “No changes are planned.” Followed by an explanation of why no changes are planned.

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| **Student Learning Outcome Changes** | **Instructional, Curriculum, Assessment Changes** | **Rationale for Changes** | **Impact of Planned Changes on**  **Student Learning** |
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**Attach Student Learning Objective Argos Reports.**