Annual Assessment Report AY21-22

REPORT DUE DATE: Nov 1, 2022

I.   LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

    Professor Ben Levy

    Co-Chair

    bjlevy3@usfca.edu

    Professor Ed Munnich

    Faculty Assessment Committee Chair

    emunnich@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Aggregate report for Psychology Major and Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since October 2021?

No

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program No.

Mission Statement (Major/Graduate/Certificate):

The Bachelor of Arts in Psychology provides a foundation for traditional and nontraditional students who wish to become psychologists. It also prepares students to become lifelong learners by delivering analytical, quantitative, and problem-solving skills that lead to self-awareness, critical social/cultural engagement as well as employment in a variety of work settings.

Mission Statement (Minor):

The Minor in Psychology provides a foundation for traditional and nontraditional students in psychology. It also prepares students to become lifelong learners by delivering analytical, quantitative, and problem-solving skills that lead to self-awareness, critical social/cultural engagement as well as employment in a variety of work settings.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2021? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.
Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.
No.

PLOs (Major/Graduate/Certificate):

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
2. Respect and use critical thinking, skeptical inquiry and a scientific approach to understanding human behavior and psychological processes

3. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation
4. Apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture
5. Be able to communicate psychological information effectively in a variety of formats
6. Recognize, understand, and respect the complexity of sociocultural and international diversity

PLOs (Minor):

1. Students will demonstrate familiarity with the major concepts, perspectives, empirical findings, and historical trends in psychology.
2. Students will use critical thinking, skeptical inquiry and/or a scientific approach to understanding human behavior and psychological processes underlying human behavior.
3. Students will apply psychological theory and findings to develop a greater understanding of the whole person, as an individual and as a member of the larger community.

State the particular Program Learning Outcome(s) you assessed for the academic year 2019-2020.

PLO(s) being assessed (Major/Graduate/Certificate):

6. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

PLO(s) being assessed (Minor):

3. Students will apply psychological theory and findings to develop a greater understanding of the whole person, as an individual and as a member of the larger community.

Assessment Schedule between APRs:

- Our last APR was 2017-2018.
- In 2018-2019, we assessed Major PLO #6 across our Psychology Diversity courses.
- In 2019-2020, we filed an alternative assessment report—it did not assess PLOs but assessed faculty responses to transitioning to remote instruction across all of our classes.
- In 2020-2021, we assessed Major/Minor PLOs #1 & #2 across our Biological Psychology sections. Biological Psychology was the one remaining course that our department teaches that is taken by all of our majors (i.e., courses other than Breadth and elective courses, which are only taken by a subset of our majors) that we had not yet assessed—we assessed Psychological

Statistics, Research Design and ARM/ART in 2015-2016, General Psychology in 2017-2018, and Psychological Diversity courses in 2018-2019. As Writing in Psychology is taught by the Rhetoric and Language Department we have not assessed it, but we assessed student writing in our ARM/ART assessment in 2015-2016

- This year, having recently carried out a direct assessment of PLO #6 in 2018-19, we felt that it would be most helpful to gather student perspectives through a survey of all of our majors and minors–not tied to any specific class(es)--on their experiences of diversity, equity, and inclusion in our curriculum and in their experiences in our classes.

III.   METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, "the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions."

Important Note – WSCUC advises us to use "direct methods" which relate to a <u>direct evaluation of a student work product</u>. "Indirect methods" like exit interviews or student surveys can be used only as additional complements to a direct method.

<u>For any program with fewer than 10 students</u>: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that <u>every 3 years</u>, we would expect you to have enough data to conduct a meaningful analysis.

<u>Important</u>: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

Methodology used (Major/Graduate/Certificate):

The psychology department established an assessment committee in the academic year of 2021-2022, consisting of Dr. Aline Hitti, Dr. Benjamin Levy, Dr. Edward Munnich, Dr. John Pérez, and Dr. Joyce Yang. All faculty members contributed to the effort of test development and administration.

In light of the University's recent increased efforts to center anti-racism initiatives as school-wide endeavors, and in reflection of the Psychology Department's research and service interests in equity, diversity, and inclusion, we decided to assess the Racial/Ethnic Diversity Climate as experienced by students in the department.

Given the size of our department with 516 majors and 57 minors, the committee concluded that a feasible, inclusive, and representative form of data collection in order to hear from the largest

number of voices possible would be administering an online survey that took less than 30 minutes, for which time could be allotted in psychology courses.

The survey development process began by the committee members (several of whom study race/ethnicity in their research) discussing constructs relevant to how students move through the major and how race/ethnicity intersects with that experience.

We identified the following constructs regarding the department climate with respect to racial ethnic diversity, specifically:

1. To what extent does the psychology curriculum reflect racial/ethnic diversity; for example, how frequently are issues of racial/ethnic diversity discussed in the classroom? In addition, we considered the following factors ways in which curricular experiences might vary:
   a. Does this depend on the type of class (i.e., foundational, diversity, elective)?
   b. Is this reflected in course materials (e.g., textbooks or scholars that are taught)?
   c. Does it depend on the race/ethnicity of the instructor?
2. How are students' experiences in the department varied based on their own race/ethnicity, including whether they perceive differences in career mentorship opportunities, research lab assistantships, teaching assistantships, and other leadership roles.
3. What are students' personal racial/ethnic experiences in the department; for example, have BIPOC students experienced microaggressions or have students observed microaggressions towards BIPOC students? This was assessed using items from a psychometrically validated measure, the Racial and Ethnic Minority Microaggressions Scale (Nadal, 2011). We collected these data since we had an unique opportunity to do so with this survey, but have not yet analyzed them. Our plan is to analyze them and respond to results in coming years (see Closing the Loop section).

The committee also researched diversity climate surveys that have been administered at other institutions (e.g., University of Washington Psychology Department) in order to develop the assessment items.

Upon completion of survey development, items were piloted by several research assistants for clarity, survey logic, and time. The survey was then sent out to all the faculty for their feedback and to hear any concerns.

The completed survey was launched on February 16, 2022, with all majors and minors receiving an email from the psychology department with an invitation to participate. We took several steps to achieve the largest and most representative sample of psychology majors and minors, including: all psychology instructors teaching in Spring 2022 were asked to consider providing 15 minutes of class time to complete the survey, advertising at student events, and providing a raffle for a $100 gift card for those who completed the survey.

Data collection closed on March 11, 2022 with $N = 347$.

Methodology used (Minor):

Same as the methodology used for the major. Depending on the results of data collection, we may run survey analyses separately for majors and minors. However, these analyses will likely be sample size dependent.

Data collection closed on March 11, 2022 with $N = 18$.

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

We evaluated the diversity climate of the Psychology Department using items that assessed the degree to which Psychology majors agreed with statements on a Likert scale (e.g., 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree). We focused our analyses on Psychology majors because there was a small sample of Psychology minors ($N = 18$). In general, students agreed that White faculty ($M = 4.26$) and, to a greater degree, Black, Indigenous, and People of Color (BIPOC) faculty ($M = 4.64$) promote a climate of racial/ethnic diversity, equity, and inclusion in the classroom. Students somewhat agreed ($M = 3.82$) that Psychology Department instructors are racially and/or ethnically diverse. Similarly, students somewhat agreed ($M = 3.72$) that there are opportunities for career mentorship–such as research labs, clinical work, Psi Chi leadership, teaching assistantship–with BIPOC instructors within the Psychology Department. Overall, student experiences of diversity, equity, and inclusion were better in the Psychology Department ($M = 4.35$) compared to their experiences in USF at large (e.g., classes in other departments, in the dining halls, in the residence halls, etc.). There were no significant differences in responses between BIPOC students and White

students on these items; moreover, all the responses were significantly different from the neutral point ($M = 3.0$, $p < .001$).

Regarding the Psychology Department curriculum, students agreed that White instructors ($M = 3.53$) and, to a greater degree, BIPOC instructors ($M = 3.95$) discuss issues of racial/ethnic diversity in the classroom. In particular, we found that BIPOC students showed less endorsement ($M = 3.39$) than did White students ($M = 4.0$) that White instructors discuss issues of racial/ethnic diversity in the classroom ($p < .001$). We hope to address these patterns in the coming years. This includes examining the possibility that these discrepancies could be explained by BIPOC instructors being more likely to teach courses designed to emphasize racial/ethnic diversity (e.g., our diversity courses), whereas White instructors may be more likely to teach other courses.

We assessed the degree to which students believed that the content of Psychology courses (e.g., textbook, lectures, topics, etc.) includes racial/ethnic diversity issues. We broke down this item into six different areas of our curriculum using a Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Frequently, and 5 = All the time). See Table 1 below.

Table 1.

Curriculum Area	N	M
A. Foundation courses (General Psychology, Psychological Statistics, Biological Psychology, Writing in Psychology, Research Design)	313	3.12*
B. Breadth courses (Abnormal Psychology, Child Development, Cognitive Psychology, Social Psychology, Theories of Personality)	245	3.69***
C. Psychology Diversity courses (Multicultural Psychology, Latinx Psychology, Cross-Cultural Psychology, African American Psychology, Asian American Psychology, Psychology of Sexuality, Psychology of Gender, Psychology of Prejudice)	186	4.62***
D. Psychology electives (Careers in Psychology, Clinical Psychology, Health Psychology, Forensic Psychology, Learning and Memory, Child Psychopathology, Adulthood and Aging, Human Neuropsychology, Adolescent Development, Child Maltreatment)	163	3.69***
E. Advanced Research Methods/Topics (ARM or ART)	116	3.43***
F. Psychology Practicum	67	3.84***

Note. *$p < .05$, significantly different from neutral point (3.0), ***$p < .001$, significantly different from neutral point ($M = 3.0$).

Not surprisingly, Psychology majors believed that the Psychology Diversity courses ($M = 4.62$) most frequently included racial/ethnic diversity issues in the course content. In addition, most students believed that other course areas offered content that included racial/ethnic diversity issues at least sometimes up to frequently, including Psychology Practicum ($M = 3.84$), Breadth courses ($M = 3.69$), Psychology electives ($M = 3.69$), and Advanced Research Methods/Topics ($M = 3.43$). Foundation courses had the lowest frequency of incorporating racial/ethnic diversity issues in the course content ($M = 3.12$), according to Psychology majors. There were no significant differences in responses between BIPOC students and White students on these items; moreover, all the mean responses were significantly higher than 3.0 ("sometimes"), which was the neutral point.

Any trends noticed over the past few assessment cycles

We have not previously assessed the climate of diversity and inclusion in the Psychology Department. However, these results provide a complement to our assessment of PLO #6 in our diversity courses in 2018-2019, which assessed student outcomes in our Psychology Diversity courses.

V. CLOSING THE LOOP

Description of how the results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results.

We discussed the results of this assessment at a department meeting on May 5th, 2022. The overall reception was positive, and it is widely believed that this was a timely assessment for two key reasons:
- In a social justice-oriented institution, we expect, and we believe that students expect, to have considerable focus on racial/ethnic diversity as it pertains to Psychology across our curriculum.
- Our most recent APR noted that we had not done systematic assessment of the extent to which we are meeting our diversity and inclusion goals across our curriculum's content (i.e., not just doing so in Psychological Diversity courses), and noted that we should not only look at course outcomes, but also assess the department climate from a student's perspective.

During this meeting, we discussed how to proceed with the rich data set we collected in this year's survey. There was much enthusiasm for faculty-student collaboration to further analyze the data we collected and to pursue opportunities to promote racial/ethnic diversity. We felt it

was especially important to give students opportunities for direct input in the process of addressing racial/ethnic diversity and inclusion in our department. The focus of these collaborations would be to analyze qualitative data and data on microaggression collected in this year's survey, and perhaps running focus groups to go deeper into issues raised by the data we collected, in order to develop recommendations that would be the basis for faculty discernment and, ultimately, point to innovations in our department climate and curriculum.

There was wide support for modeling this collaboration after current, successful faculty-student collaborations, which provide students with professional development opportunities–honing their skills in data collection and presentation.

Discussion of any significant feedback from your previous year's report and how your department/program responded to that feedback.

The feedback on last year's report was positive, so we did not see any particular issues that needed to be addressed. As we noted in this space last year we did receive feedback at one point about including indirect measures of student learning, as we have primarily focused on assessing direct measures in prior years. That was part of our motivation for using an indirect measure this year and our plan for this current year's assessment is to again use an indirect measure (to assess beliefs about writing in the discipline).

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures could be included here)

Assessment Instrument