Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "underlines expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Psychology, B.S.

Submission Year
2020-2021

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Demonstrate Scientific Inquiry and Critical Thinking Skills

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

Use scientific reasoning to interpret behavior

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
A median score of at least 30 out of 42

Performance Target for "Partially Met"
A median score between 25 and 29

Performance Target for "Not Met"
A median score less than 25

Assessment Measure Used	**Frequency of Assessment**
Updated version of Psychological Critical Thinking Exam (Lawson, 1999; Lawson, Jordan-Fleming, & Bodle, 2014)	Assessed every semester in PSYC 330

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 24 students enrolled in PSYC 330 in the fall 2019 semester and from 21 students enrolled in PSYC 330 in the spring 2020 semester. The average score on the PCTE was 28.4. The data indicate that this goal is being partially met.	2

Comments/Narrative
The data from this year indicate the goal is being partially met. The score on the Psychological Critical Thinking Exam for this most recent assessment period (Mdn = 28.4) is lower than it has been in the last two assessment periods (Medians = 30 and 32 respectively). There is some fluctuation from semester to semester perhaps due to the natural variation of abilities of students enrolled. So, it is unclear at this time if the change from being met to partially met represents a real trend or just a single fluctuation. We plan to continue monitoring this goal.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Demonstrate psychology information literacy

Timeframe for this Outcome
Academic year 2019-2020

Performance Target for "Met"
At least 70% getting a rubric score of 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% getting a rubric score of 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% getting a rubric score of 2 (satisfactory) or higher

Assessment Measure Used	**Frequency of Assessment**
Literature review section of the final draft of empirical research paper	Every year in PSYC 330

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 24 students enrolled in PSYC 330 in the fall 2019 semester and from 21 students enrolled in PSYC 330 in the spring 2020 semester. Of these students 26 (57.8%) scored a 2 or higher. The data indicate this goal is not being met.	1

Comments/Narrative
The data indicate that this goal is not being met. The scores from this assessment period are consistent with those from the last two previous assessment periods, suggesting that this is an area needing improvement. After discussion, the faculty are in agreement that the focus on teaching this skill is too concentrated in the research methods sequence and that we should endeavor to embed assignments in additional courses to distribute practice with this skill across the curriculum. We identified several courses where faculty are giving an article summary assignment including PSYC 251, PSYC 405, and PSYC 333. We will assess psychology information literacy in these courses as well as in PSYC 330 for the 2020-2021 assessment period. We also plan to encourage assignments that provide students with practice and feedback on reading and summarizing/synthesizing information from primary sources across multiple classes in the curriculum.

Resources Needed to Meet/Sustain Results
No additional resources are needed.

Explanation of How Resources Will Be Used
N/A

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Engage in innovative and integrative thinking and problem-solving

Timeframe for this Outcome
Academic year 2019-2020

Performance Target for "Met"
A mean score of greater than 112

Performance Target for "Partially Met"
A mean score of 111 or 112

Performance Target for "Not Met"
A mean score of less than 111

Assessment Measure Used	**Frequency of Assessment**
Critical Thinking Score from the ETS Proficiency Profile	every year in PSYC 499
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 23 students enrolled in PSYC 499 during the fall 2019 semester. The average score was 109.04 (SD = 6.57). The data indicate that this goal is not being met.	1

Comments/Narrative
The data indicate that this goal is not being met. The scores from this assessment period are consistent with those from the last two previous assessment periods, suggesting that this is an area needing improvement. There is some concern that student performance on this measure under-represents ability due to low levels of motivation. The ETS is taken by students in the 499 capstone but it is a long test and taken outside of class meeting time. While performance is being tied to grades, there is still some concern that the incentive is not worth enough points to get students to put forth their best effort. We discussed the need to examine potential other measures of this outcome as well as explore ways to enhance student motivation. We are currently examining several additional potential measures to be added as additional measures of this goal that can be embedded in graded classroom assignments during the spring 2021 semester.

Resources Needed to Meet/Sustain Results

No additional resources are needed.

Explanation of How Resources Will Be Used
N/A

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Interpret, design, and conduct basic psychological research

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 70% scoring 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% scoring 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% scoring 2 (satisfactory) or higher

Assessment Measure Used	**Frequency of Assessment**
Method and discussion sections of final draft of empirical research paper	every year in PSYC 330

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 23 students enrolled in PSYC 330 in the fall 2019 semester and from 21 students enrolled in PSYC 330 in the spring 2020 semester. Of these students 30 (68.2%) scored a 2 or higher. The data indicate this goal is being partially met.	2

Comments/Narrative
The data indicate that this goal is only being partially met. The performance during this assessment period is similar to performance from last year; but does represent an improvement from two years ago when only 38.5% of students who had a rubric score of 2 or higher during the previous assessment period. Beginning in the 2018-2019 academic year, we changed the research sequence to require an

intensive 6 hour course Quantitative and Research Skills at the 200 level. Students do seem to be making progress on this goal but the progress has not yet reached the level we would like. We plan to continue to monitor performance on this outcome before making further changes.

Resources Needed to Meet/Sustain Results
No additional resources required.

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
Performance on this goal is mixed across the various outcomes. Students partially met the goals of showing the ability to use scientific reasoning to interpret behavior and interpreting, designing, and conducting basic psychological research but failed to meet the goals of showing the ability to demonstrate psychology information literacy and to engage in innovative and integrative thinking and problem solving. Information literacy and critical thinking continue to be areas needing improvement.

Changes Made/Proposed Related to Goal
We just made a change to our research sequence curriculum in the 2018-2019 academic year and are waiting to see how this change alters assessment data before making any further curricular changes. We did discuss the fact that the burden of teaching information literacy, scientific reasoning, and critical thinking skills does fall too heavily to the research sequence courses. We agreed on the need to embed assignments focusing on building these skills across the curriculum. We have identified assignments in classes at the 200, 300, and 400 level that involve psychology information literacy. We plan to include data from these classes in next year's assessment report. We also plan to continue to promote the use of similar assignments in other classes across the curriculum. We are also in the process of identifying additional measures of the goal of critical thinking that can be assessed as part of graded assignments in the research sequence courses (PSYC 261 and PSYC 330). This is based on our concern that the current ETS measure being assessed in PSYC 499 is an under-representation of students' ability because of low levels of motivation.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Practice ethical and social responsibility

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Apply ethical standards to evaluate psychological science and practice

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 70% scoring 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% scoring 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% scoring 2 (satisfactory) or higher

Assessment Measure Used	**Frequency of Assessment**
Ethical Dilemma Assignment Rubric (locally devised)	every year in PSYC 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 23 students enrolled in PSYC 499 during the fall 2019 semester. Of those students, 19 (82.6%) got a rubric score of 2 or higher. The data indicate that this goal is being met.	3

Comments/Narrative
There was an increase in performance on this outcome this year compared to the previous year. Data from the 2018-2019 year indicated that the goal was being partially being met with 64.7% of students assessed getting a rubric score of 2 or higher. Data from the current year indicate this goal is being met.

We discussed the fact that students in PSYC 102 receive information about APA ethical standards and ethical guidelines in research. We also discussed the fact that students in PSYC 499 receive training in APA ethical standards. We discussed the fact that the university had recently purchased the CITI program, which provides students with access to online ethics training modules the completion of which results in a certificate of ethical competency. Starting in spring 2019 students in PSYC 261 were required to complete CITI program ethics training. We want to continue to provide students with access to the CITI training and to promote students' completion of this ethical training in PSYC 261, PSYC 330, as well as among students engaged in supervised undergraduate research.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Promote values that build and enhance academic integrity

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 90% successfully complete online training

Performance Target for "Partially Met"
80-89% successfully complete online training

Performance Target for "Not Met"
Less than 80% successfully complete online training

Assessment Measure Used	Frequency of Assessment
Online traiing to avoid plagiarism	every year in PSYC 261
The current avoiding plagiarism training (Frick, T., Dagli, C., Barrett, A., Myers, R., Kwon, K., & Tomita, K. (2020). How to recognize plagiarism: Tutorial and tests. Bloomington, IN: Department of Instructional Systems Technology, School of Education, Indiana University. Retrieved from: https://www.indiana.edu/~academy/firstPrinciples/)	

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)

Data were collected from 25 students enrolled in   2
PSYC 261 in the fall 2019 and 10 students enrolled
in PSYC 261 in the summer 2020 semester. Out of
the total of 35 students, 30 (85.7%) completed the
plagiarism training. The data indicate that the goal
is being partially met.

Comments/Narrative
The data indicate that this goal is being partially met. Performance on this goal is higher than it was in the previous assessment period when only 79% of students successfully completed the avoiding plagiarism training. We discussed the need to promote students attempting the online training earlier in the semester so they would have the opportunity to try again if needed.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Adopt values that build community at local, national, and global levels

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
A mean score of at least 4.3

Performance Target for "Partially Met"
A mean score between 4.0 and 4.3

Performance Target for "Not Met"
A mean score less than 4.0

Assessment Measure Used	Frequency of Assessment
Ethnocultural Empathy Scale (Wang et al., 2003)	Every year in PSYC 190 and PSYC 499

Data Collected for this Timeframe (Results)
Data were collected from 28 students enrolled in PSYC 190 and 23 students enrolled in PSYC 499 during the fall 2019 semester. The average score on the Ethnocultural Empathy Scale was 4.73 (SD = 0.57). The data indicate that this goal is being met.

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
The data from this assessment period are consistent with data from the previous assessment period. Students appear to be consistently performing well on this outcome.

Resources Needed to Meet/Sustain Results
No additional resources are needed.

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
We are meeting the goal based on evidence from outcome 1 "Apply ethical standards to evaluate psychological science and practice" and outcome 3 "Adopt values that build community at local, national, and global levels". We are only partially meeting the goal based on evidence from outcome 2 "Promote values that build and enhance academic integrity."

Changes Made/Proposed Related to Goal
We are providing discussion of ethical issues to majors in PSYC 102 and are now requiring students in PSYC 261 to complete the CITI training on ethics in research. This exposure to ethical issues seems to be providing scaffolding for the work with the APA ethical code that happens in PSYC 499.

For the 2019-2020 year, we change how the avoiding plagiarism training was administered in PSYC 261 such that students were required to make their initial attempt earlier in the semester but then were allowed multiple attempts until mastery. This change seems to have produced a higher rate of students successfully completing the training compared to the 2018-2019 year so we plan to keep this protocol for assessment in place going forward.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Communicate Effectively

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Demonstrate effective writing

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 70% scoring 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% scoring 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% scoring 2 (satisfactory) or higher

Assessment Measure Used	**Frequency of Assessment**
Journal Article Summary Project Rubric (locally devised)	Every year in PSYC 330

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 24 students enrolled in PSYC 330 in the fall 2019 semester and from 20 students enrolled in PSYC 330 in the spring 2020 semester. Of these students 28 (63.6%) scored a 2 or higher. The data indicate this goal is being partially met.	2

Comments/Narrative
The data from this assessment period indicate that the goal is being partially met. However, this is an improvement over performance from the 2018-2019 academic year when the goal was not being met with 55.5% of students assessed getting a rubric score of 2 or higher.

We discussed the need to distribute practice with writing across the curriculum beyond just 261 and 330. We identified several 200 and 300 level courses requiring intensive writing assignments. We also noted that there is a writing assignment given every fall in PSYC 102. We will seek to collect data on writing from these classes in addition to the assessment in PSYC 330 during the 2020-2021

assessment period. The inclusion of these assessment data will give us a broader and potentially clearer picture of our majors' ability to demonstrate effective writing.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Exhibit effective presentation skills

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 70% scoring 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% scoring 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% scoring 2 (satisfactory) or higher

Assessment Measure Used	**Frequency of Assessment**
Oral Presentation Rubric (locally devised)	Every year in PSYC 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 23 students enrolled in PSYC 499 during the fall 2019 semester. Of these students 19 (82.6%) got a rubric score of 2 or higher. The data indicate that this goal is being met.	3

Comments/Narrative
The data from this period indicate that the goal is being met. This is substantial improvement over performance in the 2018-2019 year but is consistent with the 2017-2018 academic year when 89.2% of

students assessed had a rubric score of 2 or higher indicating that the goal was being met.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Interact effectively with others

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Median teamwork score is at least 90%

Performance Target for "Partially Met"
Median teamwork score is between 80% and 89%

Performance Target for "Not Met"
Median teamwork score is less than 80%

Assessment Measure Used	**Frequency of Assessment**
Teamwork score for group projects	Every year in one of the following (PSYC 312, 315, or 499)
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 13 students enrolled in PSYC 358 in the spring 2020 semester. The median teamwork score was 95%. The data indicate that this goal is being met.	3

Comments/Narrative
The scores from this assessment period are consistent with scores from previous assessment periods. Students are consistently meeting this outcome.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
The data are mixed for this goal across the different outcomes. We are meeting outcome 3.2 and 3.3 indicating that students can exhibit effective presentation skills and can effectively interact with others. However, we are not meeting outcomes 3.1 indicating that effective writing is an area in which our students need improvement.

Changes Made/Proposed Related to Goal
We discussed the fact that the changing nature of course deliver and increased utilization of digital technologies and online offerings necessitates a broader definition of effectively interaction with other to be more inclusive than just group projects in face to face classes. Consequently, starting in the 2020-2021 assessment period we will include additional data for this outcome based on students digital interactions in software programs such as Perusall which generate scores for interaction with fellow learners in online discussions of assigned readings.

We recognize a consistent weakness in students' ability to demonstrate effective writing. We believe that the focus on teaching this skill is too heavily placed on the required research sequence courses and should be distributed across the curriculum. Starting in the 2020-2021 assessment period we will collect data on writing from students in PSYC 102 as well as from student sin selected 200 and 300 level courses that have writing intensive assignments

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Engage in Professional Development

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Apply psychological content and skills to career goals

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 70% scoring 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% scoring 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% scoring 2 (satisfactory) or higher

Assessment Measure Used Career plan paper assignment	**Frequency of Assessment** every year in PSYC 190
Data Collected for this Timeframe (Results) Data were collected from 29 students enrolled in PSYC 190 in the fall 2019 semester. Of these students, 28 (96.5%) got a rubric score of 2 or higher. The data indicate this goal is being met.	**Score (Met=3, Partially Met=2, Not Met=1)** 3

Comments/Narrative
The data from this assessment period are consistent with those from the previous period and indicate this goal is being met.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Exhibit self-efficacy and self-regulation

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Mean score of 4 or higher

Performance Target for "Partially Met"
Mean score between 3 and 3.99

Performance Target for "Not Met"
Mean score of less than 3

Assessment Measure Used	**Frequency of Assessment**
Regulation of Cognition sub-scale of Metacognitive Awareness Inventory (Schraw & Dennison, 1994)	Every year in rotating 300/400 level classes

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
In the fall 2019 semester, data were collected from 25 students enrolled in PSYC 314 and 15 students enrolled in PSYC 358. The mean score of regulation of cognition was 3.74 (SD = 0.61). The data indicate this goal is being partially met.	2

Comments/Narrative
The data from this assessment period are consistent with the data from the last two last assessment periods but continue to indicate that the outcome is only partially being met. Students continue to lack the levels of self-regulation in terms of meta-cognitive ability that we would like them to have. We have developed a set of tutorials and activities on how to study that are presented in the supplemental instruction sessions for introductory psychology classes. We agreed that these resources would be complied into a Blackboard module and shared with all psychology instructors. All full-time and part-time faculty would be asked to include this module on their course content pages and to actively encourage students (especially those who underperformed on early graded assignments) to utilize these resources.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Develop meaningful professional direction for life after graduation

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 70% scoring 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% scoring 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% scoring 2 (satisfactory) or higher

Assessment Measure Used	**Frequency of Assessment**
Post-graduation plan assignment	Every year in PSYC 499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 23 students enrolled in PSYC 499 during the fall 2019 semester. Of these students, 22 (95.7%) got a rubric score of 2 or higher. The data indicate that this goal is being met.	3

Comments/Narrative
The data from this assessment period are consistent with those from the previous period and continue to indicate this outcome is being met. We continue to promote student exploration of professional directions both in PSYC 190 and PSYC 499 and to host departmental events such as alumni career panels to expose students to different career options.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments

The data indicate that outcomes 4.1 and 4.3 are being met and this is consistent with previous years. We seem to be doing a good job of promoting the application of psychological content and skills to career goals and of helping students develop meaningful professional directions. This is consistent with our emphasis on career planning in the PSYC 190 class and in assignments in the 499 capstone course.

We continue to only partially meet outcome 4.2. There is room to improve on helping students develop self-regulation skills in the form of meta-cognitive abilities.

Changes Made/Proposed Related to Goal
There are existing materials and resources provided to students in PSYC 101 through the supplemental instruction sessions about how to study that focus on enhancing meta-cognition. We are creating a module on study skills and developing better meta-cognition that will be posted on the Blackboard pages for all PSYC classes. Further, we will encourage faculty to actively promote these resources especially among students who do poorly on initial graded assignments.

In order to continue to promote students' career goals and professional direction for life after graduation, we are working to develop a repository of alumni videos providing insights into a wide variety of careers. These videos could then be utilized in our PSYC 190 and 499 courses as well made available to students in other ways.

Upload Rubrics/Other Files

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Demonstrate a Knowledge Base in Psychology

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

Describe key concepts, principles, and overarching themes in psychology

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
A mean score of greater than 500 on the ACAT.

 A mean score of 70 or greater on the cumulative final exam in PSYC 102.

Performance Target for "Partially Met"
A mean score between 475 and 500 on the ACAT.

A mean score of 60-69 on the cumulative final exam in PSYC 102.

Performance Target for "Not Met"
A mean score of less than 475 on the ACAT.

A mean score of less than 60 on the cumulative final exam in PSYC 102.

Assessment Measure Used	**Frequency of Assessment**
Area Concentration Achievement Test in Psychology (ACAT, nationally normed) collected every semester in PSYC 499. Average score on cumulative final exam assessed every year in PSYC 102.	Every year in PSYC 499 and PSYC 102

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
ACAT data were collected from 23 student enrolled in PSYC 499 in the fall 2019 semester. The mean score on the ACAT was 485. The data from the ACTA indicate this goal is being partially met. Final exam scores were collected from 34 students enrolled in PSYC 102 in the fall 2019 semester. The average score on the cumulative final exam for these students was 89.3. The data from the PSYC 102 final exam indicate this goal is being met.	3

Comments/Narrative
The data from the PSYC 102 cumulative exam are consistent with data from the previous assessment period and indicate that outcome is consistently being met. The data from the ACTA are lower this period than from previous years. We will continue to monitor the ACAT data to determine if this is a trend or just an anomaly.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Develop a working knowledge of psychology's content domains

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Mean score of 70% or more for all students combined on composite of all exam score

Performance Target for "Partially Met"
Mean score of between 60%-69% for all students combined on composite of all exam scores

Performance Target for "Not Met"
Mean score of less than 60% for all students combined on composite of all exam scores

Assessment Measure Used	**Frequency of Assessment**
Average of exam scores in selected 300/400 level classes	Once per year in one course selected from each of the following four content areas:Counseling and Well-being (PSYC 312, PSYC 362, PSYC 416), Developmental (PSYC 303, PSYC 314, PSYC 315, PSYC 405, PSYC 416), Physiological/Cognitive/History (PSYC 304, PSYC 333, PSYC 358), and Social/Personality (PSYC 301, PSYC 302, PSYC 306, PSYC 360)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Data were collected from 24 students enrolled in PSYC 308 in the fall 2019 semester. The average of exam scores for these students was 85.2. Data were collected from 26 students enrolled in PSYC 314 in the fall 2019 semester. The average of exam scores for these students was 77.8. Data were collected from 25 students enrolled in PSYC 358 in the fall 2019 semester. The average exam scores for these students was 84.2.	3

Data were collected from 27 students enrolled in
PSYC 333 in the spring 2020 semester. The
average exam scores for these students was 75.8.

The data indicate that this goal is being met.

Comments/Narrative
These data are consistent with data from the previous assessment period and indicate that outcome is
consistently being met.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge,
skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of
performance of an operational aspect of a program or office (ex. graduation rates, retention,
employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Describe applications of psychology

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 70% scoring 2 (satisfactory) or higher

Performance Target for "Partially Met"
Between 60% and 69% scoring 2 (satisfactory) or higher

Performance Target for "Not Met"
Less than 60% scoring 2 (satisfactory) or higher

Assessment Measure Used	**Frequency of Assessment**
Class assignment that requires students to propose appropriate psychology based interventions in applied settings (locally devised)	Once per year in one of the following: PSYC 312, PSYC 315, PSYC 362, PSYC 416

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**

No data were collected for this goal for the 2019-2020 academic year. The assignment typically used to assess this goal is conducted in PSYC 362 Health Psychology, which is only taught in the spring semester. The unplanned switch to entirely online instruction in response to COVID0-19 lead to the instructor for that course dropping that assignment from the course requirement. Consequently, no data are available for this goal.

Comments/Narrative
While no data were collected for this outcome for the 2019-2020 year, the data from the last two assessment periods indicated that the outcome was consistently being met. We have developed an assessment plan such that data for this goal will be collected in the fall 2020 and spring 2021 semesters.

Resources Needed to Meet/Sustain Results
No additional resources needed.

Explanation of How Resources Will Be Used
N/A

Goal Summary

Goal Summary/Comments
The data indicate that we are meeting the goal of providing students with a knowledge base in psychology.

Changes Made/Proposed Related to Goal
No changes are proposed in reference to this goal.

Upload Rubrics/Other Files

Goal 6

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To provide high quality research experiences to students that result in external presentations or publications and high quality internship experiences to students that result in essential work related experiences leading to gainful employment

Pillar of Success Supported
Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
The national average of psychology majors who go on to graduate school is 20%. Hands on research experience is an important part of preparation for graduate school. Our goal is for 20% of our majors to be enrolled in PSYC 221 and PSYC 421

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 20% of graduating majors had taken PSYC 221 or PSYC 421

Performance Target for "Partially Met"
10-19% of graduating majors had taken PSYC 221 or PSYC 421

Performance Target for "Not Met"
Less than 10% of graduating majors had taken PSYC 221 or PSYC 421

Assessment Measure Used	**Frequency of Assessment**
Enrollment in PSYC 221 and 421.	every year
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Of the 43 students who graduated in the 2019-2020 academic year, 12 (27.9%) participated in undergraduate research for credit in either PSYC 221 or PSYC 421. The data indicate that this goal is being met.	3

Comments/Narrative
Although still greater than our stated goal of 20%, the percentage of graduating seniors who had been involved in research has drop incrementally over the last two assessment periods. We discussed the need to continue to promote the value of undergraduate research in PSYC 190 and to showcase students' research to other students by encouraging students to attend the Lander University Student Academic Symposium. We also discussed ways to better disseminate information about research opportunities to students.

Resources Needed to Meet/Sustain Results
$9406

Explanation of How Resources Will Be Used
$1,800 will be spent for SPSS licenses for six full time faculty members at $300 each. SPSS is needed

so that faculty can help students learn to conduct statistical analyses on research projects. $1,800 will be spent for an annual subscription for access to survey monkey online research software licenses for six full time faculty members at $300 each. This software is necessary to ensure that students can collect data for research projects. $1,006 will be spent for e-prime experiment software. This software is necessary to ensure that students can collect data for research projects. $4,800 will be spent on one course releases per semester ($800 per hour for 6 hours) so that 221 and 421 can be worked into faculty load.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Presentations at external venues
The national average of psychology majors who go on to graduate school is 20%. Hands on research experience is an important part of preparation for graduate school. Our goals is for 20% of our majors to make presentations at external venues.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
At least 20% of graduating majors had made presentations at external venues

Performance Target for "Partially Met"
10-19% of graduating majors had made presentations at external venues

Performance Target for "Not Met"
Less then 10% of graduating majors had made presentations at external venue

Assessment Measure Used	**Frequency of Assessment**
Departmental list of external student presentations compiled as part of the Dean's annual report assessed at the end of each academic year.	every year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Of the 43 students who graduated in the 2019-2020 academic year, 4 (9.3%) made research presentations at external venues. The data indicate that this goal is not being met.	1

Comments/Narrative
The percentage of students who made research presentations at external venues was up slightly from the 2018-2019 assessment period (2.9%) but still well below the level observed in the 2017-2018 period (20%). It seems that the number of students doing research and interested in making presentations has not changed but that there was a decrease in the number of students who made presentations at external venues. This could be due to logistic, scheduling, and economic factor especially those related to COVID-19. We need to work to ensure that there are financial resource available to assist students in presenting at external conferences. We will also encourage students to look for virtual opportunities to present at external conference, as these are becoming more frequent in response to limited in person options during COIVD-19.

Resources Needed to Meet/Sustain Results
$1400

Explanation of How Resources Will Be Used
The funds will be used to pay $200 per student for travel, lodging, and registration fees to present their research at state, regional, or national meetings.

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Internships.
Internship experiences are an important part of career exploration, refining professional skills, and making professional connections. Our goals is for 20% of our majors to be involved in internships, as indicated by receiving credit for PSYC 490.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
20% of graduating majors had credit for PSYC 490

Performance Target for "Partially Met"
10-19% of graduating majors had credit for PSYC 490

Performance Target for "Not Met"
Less than 10% of graduating majors had credit for PSYC 490

Assessment Measure Used
The number of graduating majors who had successfully completed PSYC 490 for credit assessed at the end of each academic year.

Frequency of Assessment
Every year

Data Collected for this Timeframe (Results)
Of the 43 students who graduated in the 2019-2020 academic year, 5 (11.6%) had completed internships. The data indicate that this goal is being partially met.

Score (Met=3, Partially Met=2, Not Met=1)
2

Comments/Narrative
The data from the current assessment period indicate this goal is only being partially met. The percentage of graduating seniors who had done an internship during this assessment period is down from previous years: 26.5% in the 2018-2019 academic year and 14.3% in the 2017-2018 academic year. We have been advocating for the value of internship in the PSYC 190 careers in psychology class. We have also hosted several alumni career panels where alumni speak about their current work and opportunities for internships at their workplace. The reduction in the number of students doing internships may in part be a reflection of the limited number of opportunities for in person internships during the spring 2020 semester in response to the COIVD-19 pandemic. We anticipate a continued scarcity of sites for in person internships in the 2020-2021 year.

Resources Needed to Meet/Sustain Results
$2,400

Explanation of How Resources Will Be Used
$2,400 will be spent on one course releases per year ($800 per hour for 3 hours) so that 499 can be worked into faculty load for that semester and to allow a selected faculty member time to work on developing and promoting more internship activities.

Goal Summary

Goal Summary/Comments
We are doing a good job of getting our students involved in research. The percentage of students involved in research is staying at a desirable level. However, the number of students involved in internships and presenting their research at external venues is increasing. Some of this decrease may be a consequence of the reduced number of venues for presentation and reduced number of internship sites available during the spring 2020 semester due to social distancing responses to the COVID-19 pandemic. This will be a recurring challenge for the 2020-2021 year.

Changes Made/Proposed Related to Goal
We will continue to promote the value of experiential learning in the form of research and internship to students in PSYC 190, through advising, and through events such as alumni career panels and encouraging attendance at the Lander University Student Academic Symposium. We have established the Deb Acorn Student Research Fund to support student travel to present at conferences and will continue to raise money for this fund.

We will look for venues at which students can make virtual presentations of their research given that in person conference presentations will not be viable because of responses to COVID-19.

Upload Rubrics/Other Files

Goal 7

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To provide opportunities for current students to interact with successful alumni
Our current students can benefit from interacting with successful alumni. Alumni are likely to feel valued and engaged if they are invited to interact with current students. Our goal is for 20 alumni to interact with current students in scheduled on campus events every year.

Pillar of Success Supported
Engaged and Supportive Alumni

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Number of alumni participating in departmental activities such as (career/internship/field placements/graduate school informational fairs, homecoming drop in, speaking to classes).

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
20 Alumni participating in on-campus departmental events.

Performance Target for "Partially Met"
10-19 Alumni participating in on-campus departmental events.

Performance Target for "Not Met"
Fewer than 10 Alumni participating in on-campus departmental events.

Assessment Measure Used	**Frequency of Assessment**
Number of alumni participating in career/internship/field placements/graduate school informational fairs hosted by the department each year	every year

Data Collected for this Timeframe (Results)

Six alumni participated in the alumni career panel hosted by the department in fall of 2019. An additional six alumni were scheduled to participate in a graduate school panel that was scheduled to take place in March of 2020. This event had to be cancelled due to COVID-19. The data indicate this goal is being partially met.

Score (Met=3, Partially Met=2, Not Met=1)
2

Comments/Narrative

The data indicate that this goal is being partially met. The number of alumni returning to interact with students decreased but a large part of this decrease was due to having to cancel planed in person alumni events during the spring 2020 semester in response to COVID-19.

Resources Needed to Meet/Sustain Results
$200

Explanation of How Resources Will Be Used

The funds will be used to pay for refreshments at departmental events where alumni are invited to interact with students such as the fall alumni career panel and the spring graduate school panel.

Goal Summary

Goal Summary/Comments

The data indicate that this goal is being partially met. The number of alumni returning to interact with students decreased but a large part of this decrease was due to having to cancel planed in person alumni events during the spring 2020 semester in response to COVID-19.

Changes Made/Proposed Related to Goal

We plan to look for more digital/virtual ways for alumni to interact with students. These include developing a repository of alumni career videos and offering a virtual grad school alumni panel via a platform like TEAMS or BB collaborate.

Upload Rubrics/Other Files

Goal 8

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is greater than or equal to 12.5.

Performance Target for "Partially Met"
not applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is less than 12.5.

Assessment Measure Used	**Frequency of Assessment**
The five year rolling average for number of students enrolled in the psychology major.	every year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The five year rolling average of number of students enrolled in the Psychology major from fall 2015 to fall 2019 was 175.4. The data indicate this goal is being met.	3

Comments/Narrative
The number of majors is up from the last assessment period.

Resources Needed to Meet/Sustain Results
We continue to need a lecture line in psychology to serve our growing number of majors and to assist with PSYC offerings that serve our newly developed Human Services Major.

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (Degrees Awarded)

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"
not applicable

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

Assessment Measure Used	**Frequency of Assessment**
Five-year rolling average of the number of degrees awarded in the major.	every year

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The five year rolling average of number of degrees awarded in Psychology from fall 2015 to fall 2019 was 33.2. The data indicate this goal is being met.	3

Comments/Narrative
The data indicate this goal is being met. The data from this assessment period are consistent with the previous assessment period.

Resources Needed to Meet/Sustain Results
We continue to need a lecture line in psychology to serve our growing number of majors and to assist with PSYC offerings that serve our newly developed Human Services Major.

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
We are meeting this goal as the number of majors and graduates both exceed the standards set by CHE.

Changes Made/Proposed Related to Goal
Starting with the 2020-2021 catalog year, we change in the number of hours required for the psychology major, dropping from 50 to 38. We are leaving the core requirements the same but are eliminating the narrowly defined major area requirements and adding more hours to the flexible PSYC electives. This change should make the major more appealing to students and make it easier to navigate especially for transfer students or those who change from a different major.

Upload Rubrics/Other Files