

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 "identifies 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

2022-2023

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 2021-2022

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

Updated version of Psychological Critical Thinking Exam (Lawson, 1999; Lawson, Jordan-Fleming, & Bodle, 2014)

Frequency of Assessment

Assessed every semester in PSYC 330

Data Collected for this Timeframe (Results)

Data were collected from 24 students enrolled in PSYC 330 in the fall 2021 semester. The median score for these students was 36.

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

3

Data were collected from 42 students enrolled in PSYC 330 in the spring 2022 semester. The median score for these students was 40.

The data indicate that this goal is being met.

Comments/Narrative

The data from this year indicate the goal is being met. The score on the Psychological Critical Thinking Exam for this most recent assessment period (Median = 36 and 40) was up from the previous year (Median = 29). This is possibly a consequence of changes made to the instructions provided to students about the measure. Based on faculty discussion from the previous year we modified the instructions and scoring for the PCTE to make it clearer to students.

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 2021-2022

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

Literature review section of the final draft of empirical research paper

Frequency of Assessment

Every year in PSYC 330

Data Collected for this Timeframe (Results)

Data were collected from 45 students enrolled in PSYC 330 in the fall 2021 and spring 2021 semesters. Of these students 36 (80.0%) scored a 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 indicate that this goal is being met. The scores from this assessment period are up slightly from last year and the scores for the last two years are much better than those from the three previous assessment periods, for which the data indicated the goal was consistently not being met. After previous consensus that the focus on teaching this skill was too concentrated in the research methods sequence we embed assignments in additional courses to distribute practice with this skill across the curriculum. We implemented an article summary assignment in selected courses PSYC 251, PSYC 405, and PSYC 333. The improved performance on this goal might be a result of more distributed practice across the curriculum but we will need to continue to monitor this goal to see if the pattern of better performance persists for more than one assessment period. We plan to continue encouraging 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 2021-2022

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

Critical Thinking Score from the ETS Proficiency Profile

Frequency of Assessment

every year in PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 20 students enrolled in PSYC 499 during the spring 2022 semester. The average score was 108.55 (SD = 5.76). The data indicate that this goal is not being met.

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

1

Comments/Narrative

The data indicate that this goal is not being met. The scores from this assessment period are similar to those those from 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 considered changed the criterion to use the median instead of the mean because this score would not be as effected by the extremely low scores of a few unmotivated students but the median score was not better than the means core for this period's data in fact the mean was pulled up by a few higher scoring students.

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 2021-2022

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

Method and discussion sections of final draft of empirical research paper

Frequency of Assessment

every year in PSYC 330

Data Collected for this Timeframe (Results)

Data were collected from 45 students enrolled in PSYC 330 in the fall 2021 and spring 2022 semesters. Of these students 37 (82.2%) scored a 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 indicate that this goal is being met. The performance during this assessment period was better than performance from the last four assessment periods and suggests that we are improving in this area. 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.

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 met the goal on three of the indicators showing the ability to use scientific reasoning to interpret behavior, interpreting, designing, and conducting basic psychological research, and the ability to demonstrate psychology information literacy. They did not meet the goal on the indicator of to engage in innovative and integrative thinking and problem solving.

Changes Made/Proposed Related to Goal

We 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 continue to recognize that the burden of teaching information literacy, scientific reasoning, and critical thinking skills does fall too heavily to the research sequence courses. We recently agreed on the need to embed assignments focusing on building these skills across the curriculum. Within the last year, we implemented assignments in classes at the 200, 300, and 400 level that involve psychology information literacy. We plan to continue to promote the use of similar assignments in other classes across the curriculum. This assignments seem to be improving students abilities but we will continue to monitor their impact. We continue to have some 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 2021-2022

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

Ethical Dilemma Assignment Rubric (locally devised)

Frequency of Assessment

every year in PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 20 students enrolled in PSYC 499 in the spring 2022 semester. Of these students, 18 (90%) got a rubric score of 2 or higher on the ethical dilemma assignment. The data indicate this goal is being met.

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

3

Comments/Narrative

Students in PSYC 102 receive information about APA ethical standards and ethical guidelines in research. Students in PSYC 499 receive training in APA ethical standards. Starting in spring 2019 students in some classes as well as those involved in undergraduate research were required to complete CITI research ethics training . We want to continue to provide students with access to the CITI training and to promote students' completion of this ethical training.

Resources Needed to Meet/Sustain Results

In order to ensure that our student continue to get adequate ethics training we will need continuing access to the CITI program at an annual cost of \$3,500.

Explanation of How Resources Will Be Used

The money will be used to purchase a university license to assess the CITI program, which contains a set of online training modules on ethical issues in psychology and research and can generate a certificate documenting students' mastery of these ethical issues.

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 2021-2022

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

Online training to avoid plagiarism

Frequency of Assessment

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)

Data were collected from students enrolled in PSYC 261 in the fall 2021 and spring 2022 semesters. Of these students 81% successfully completed the plagiarism training. The data indicate that the 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. Performance on this goal is consistent with that from the previous assessment period. 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 2021-2022

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

Ethnocultural Empathy Scale (Wang et al., 2003)

Frequency of Assessment

Every year in PSYC 190 and PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 27 students enrolled in PSYC 190 and PSYC 499 during the fall 2021 semester. The average score on the Ethnocultural Empathy was 4.81 (SD = 0.56). 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 selected classes as well as those engaged in undergraduate research to complete the CITI training on ethics in research. This exposure to ethical issues should 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

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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 2021-2022

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

Journal Article Summary Project Rubric (locally devised)

Frequency of Assessment

Every year in PSYC 330

Data Collected for this Timeframe (Results)

Data were collected from 45 students enrolled in PSYC 330 in the fall 2021 and spring 2022 semesters. Of these students 28 (62.2%) scored a 2 or higher. The data indicate this goal is being partially met.

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

2

Comments/Narrative

The data from this assessment period indicate that the goal is only being partially met. This is a decrease in performance from the the last assessment period but is consistent with performance for two periods before that.

We discussed the continued value of distributing 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 also discussed the value of having instructors share information about writing assignment in their classes with research librarians and staff in the writing center and the importance of encouraging students to utilize those resources.

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 2021-2022

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

Oral Presentation Rubric (locally devised)

Frequency of Assessment

Every year in PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 23 students enrolled in PSYC 499 during the spring 2022 semester. Of these students 22 (100%) got a rubric score of 2 or higher. 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 period indicate that the goal is being met. This is consistent with performance from the previous assessment period.

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 2021-2022

Performance Target for "Met"

Median teamwork score on group project is at least 90%

Mean score of 3.8 on Academic Attitudes factor, mean of 4.3 on Social and affective attitudes factor, mean of 7.7 on confidence factor, mean of 8.0 on performance factor.

Performance Target for "Partially Met"

Median teamwork score on group project is between 80% and 89%

Mean score of 3.5-3.7 on Academic Attitudes factor, mean of 4.0-4.2 on Social and affective attitudes factor, mean of 7.4-7.6 on confidence factor, mean of 7.7-7.9 on performance factor.

Performance Target for "Not Met"

Median teamwork score on group project is less than 80%

Mean score of < 3.5 on Academic Attitudes factor, mean of < 4.0 on Social and affective attitudes factor, mean of < 7.4 on confidence factor, mean of < 7.7 on performance factor.

Assessment Measure Used

Teamwork score for group projects

Scores on the Attitudes Towards Teamwork Scale (Mendo-Lazaro et al., 2017) and scores on The Learning Team Potency Questionnaire (Leon-del-Barco et al., 2017).

Frequency of Assessment

Every year in one of the following (PSYC 312, 315, or 499)

Every year in PSYC 330

Data Collected for this Timeframe (Results)

Due to a change in the modality and structure in the way that PSYC 315 was taught this year, the teamwork assignments was eliminated from the course requirements. Therefore, data from the locally devised group project measure of teamwork

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

3

was not collected this year. We decided to add self-reported scores based on standardized instruments assessing students' confidence, performance, and attitudes about teamwork.

Students in PSYC 330 (n = 21) Completed the Attitudes Towards Teamwork Scale and the Learning Team Potency Questionnaire in the spring 2022 semester. The mean score on the Academic Attitudes factor of the Attitudes Towards Teamwork Scale was 4.42. The mean score on the Social and Affective Attitudes Factor of the Attitudes Towards Teamwork Scale was 4.71. The mean score on the confidence factor of the Learning Team Potency Questionnaire was 9.18. The mean score on the performance factor of the Learning Team Potency Questionnaire was 9.68.

The data indicate this goal is being met.

Comments/Narrative

Although no data were collected using the group project measure, the data from that measure had consistently indicated students were meeting the goal over the last several assessment periods. We continued to use standardized self-report measures that were added last assessment period. Data from these measures indicate the goal is being met.

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 show that we are meeting the goal of promoting effective communicating across writing, oral presentations, and teamwork.

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 others to be more inclusive than just group projects in face to face classes. Consequently, in the 2020-2021 assessment period we included additional data for this outcome based on students self-reports about their confidence and abilities. We will continue to include both measures from group projects and from the self-report instruments in future assessment data.

Even so, we believe that the focus on teaching this skill is still too heavily placed on the required research sequence courses and should be distributed across the curriculum. We will continue to encourage instructors to give writing assignments and provide meaningful feedback on these assignments across the PSYC curriculum. We will also encourage instructors to share information about writing assignment in their classes with research librarians and staff in the writing center and to promote students' utilization of those resources.

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 2021-2022

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 43 students in PSYC 190 in the spring 2022 semester. Of those students 38

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

3

(88.4%) got a rubric score of 2 or higher. The data indicate this goal is being met.

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 2021-2022

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

Regulation of Cognition sub-scale of Metacognitive Awareness Inventory (Schraw & Dennison, 1994)

Frequency of Assessment

Every year in rotating 300/400 level classes

Data Collected for this Timeframe (Results)

Data were collected from 20 students enrolled in PSYC 333, 20 students enrolled in PSYC 308, and 23 students enrolled in PSYC 314, in the fall 2021 semester. The mean score of regulation of

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

2

cognition was 3.89 (SD = 0.58). The data indicate this goal is being partially met.

Comments/Narrative

The data from this assessment period are consistent with the data from the last four 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 had previously developed a set of tutorials and activities on how to study that were presented in the supplemental instruction sessions offered to students in introductory psychology classes. These resources were compiled into a Blackboard module and shared with all psychology instructors. All full-time and part-time faculty were 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. We will continue to encourage instructors' attempts to promote student engagement with these materials. We also agreed on the value of developing and deploying exam wrapper assignments that promote student reflection on their performance and strategic thinking about how to change future preparations. The director of the Center for Faculty Excellence shared with PSYC faculty examples of exam wrappers and student reflection activities that could be used to increase meta-cognitive awareness.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Explanation of How Resources Will Be Used

N/A

Outcome 3

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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 2021-2022

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

Post-graduation plan assignment

Frequency of Assessment

Every year in PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 23 students enrolled in PSYC 499 during the spring 2022 semester. Of these students, 22 (95.7%) got a rubric score of 2 or higher. 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 those from previous periods 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. Faculty have been encouraged to give students more self-reflection opportunities and assignments.

Changes Made/Proposed Related to Goal

We developed or identified materials promoting better study skills in general and meta-cognitive skills specifically. These have been made available to all instructors. Instructors have been encouraged to make these resources available on the Blackboard pages for all of their classes and encourage students to interact with them. We will continue to promote the utilizations of these materials and will continue to encourage students to attend workshops and programming intended to enhance metacognition offered by supplemental instructors and peer tutors.

We plan to work with the office of faculty development, teaching, and learning to develop exam wrapper assignments that promote student reflection on their performance and encourage thinking about ways to improve performance. Once developed, we will encourage instructors to implement these assignments.

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 2021-2022

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

Area Concentration Achievement Test in Psychology (ACAT, nationally normed) collected

Frequency of Assessment

Every year in PSYC 499 and PSYC 102

every semester in PSYC 499.

Average score on cumulative final exam assessed every year in PSYC 102.

Data Collected for this Timeframe (Results)

ACAT data were collected from 23 students enrolled in PSYC 499 in the spring 2022 semester. The average ACAT score for those students was 455. These data indicate the goal was not being met.

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

2

Final exam scores were collected from 32 students enrolled in PSYC 102 in the fall 2021 semester. The average score on the cumulative final exam for these students was 86.13. The data from the PSYC 102 final exam indicate that this goal is being met. (Note that the dean changed fall 2022 to fall 2021).

Comments/Narrative

The data from the PSYC 102 cumulative exam are consistent with data from the previous assessment periods and indicate that outcome is consistently being met. The data from the ACTA were lower than scores from the previous four assessment periods.

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 2021-2022

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

Average of exam scores in selected 300/400 level classes

Frequency of Assessment

Once per year in selected 300/400 major program elective courses

Data Collected for this Timeframe (Results)

Data were collected from 21 students enrolled in PSYC 308 in the spring 2022 semester. The average of quiz scores was 85.5 (SD = 8.7).

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

3

Data were collected from 31 students enrolled in PSYC 405 in the fall 2021 semester. The average of exam scores was 84.9 (SD = 10.7).

The data indicate that this goal is being met.

Comments/Narrative

These data are consistent with data from the previous assessment periods 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 2021-2022

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

Class assignment that requires students to propose appropriate psychology based interventions in applied settings (locally devised)

Frequency of Assessment

Once per year in one of the following: PSYC 312, PSYC 315, PSYC 362, PSYC 416

Data Collected for this Timeframe (Results)

No data were collected on this goal this assessment period. Many of the courses in which this goal has historically been assessed have been less frequently offered in face to face formats. The online delivery modality has resulted in the assignment used to assess this outcome being eliminated. We have identified other courses such as PSYC 311 that do consistently require an applied assignment and will use this as an indicator beginning in the 2022-2023 assessment period.

Score (Met=3, Partially Met=2, Not Met=1)**Comments/Narrative**

No data were collected this year but data from previous years indicate that this goal is consistently being met.

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 2021-2022

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

Enrollment in PSYC 221 and 421.

Frequency of Assessment

every year

Data Collected for this Timeframe (Results)

Of the 57 students who graduated in the 2021-

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

3

2022 academic year, 13 (22.8%) participated in undergraduate research for credit in either PSYC 221, 407, 408, or 409. The data indicate that this goal is being met.

Comments/Narrative

The percentage of graduating seniors who had been involved in research increased slightly from last assessment period but is not yet as high as pre-COVID levels. 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

\$6000

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. \$800 will be spent on annual subscription to SONA, which is a research participation data management tool. \$1600 is need to support data collection via Amazon's Mechanical Turk. The university is restricting access to the faculty student listserv, therefore students wishing to do survey research will need access to large, reliable, internet based samples.

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 2021-2022

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 than 10% of graduating majors had made presentations at external venue

Assessment Measure Used

Departmental list of external student presentations compiled as part of the Dean's annual report assessed at the end of each academic year.

Frequency of Assessment

every year

Data Collected for this Timeframe (Results)

Of the 57 students who graduated in the 2021-2022 academic year, 6 (10.5%) made research presentations at external venues. The data indicate that this goal is being partially met.

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

2

Comments/Narrative

The percentage of students who made research presentations at external venues was similar to last year's 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 factors especially those related to COVID-19. We need to work to ensure that there are financial resources available to assist students in presenting at external conferences. We will also encourage students to look for virtual opportunities to present at external conferences, as these are becoming more frequent in response to limited in-person options during COVID-19.

Resources Needed to Meet/Sustain Results

\$2000

Explanation of How Resources Will Be Used

The goal is to have 10 students present at an external conference. 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 2021-2022

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 57 students who graduated in the 2019-2020 academic year, 2 (3.5%) had completed internships. The data indicate that this goal is not being met.

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

1

Comments/Narrative

The data from the current assessment period indicate this goal is not being met. The percentage of graduating seniors who had done an internship during this assessment period was down substantially from the previous years. The availability of physical/in person internships was substantially reduced due to social distancing and other public health restrictions implemented to manage the COVID-19 pandemic. However the availability of these opportunities is now increasing and the challenge will be to reinvigorate student interest in taking advantage of these opportunities.

Resources Needed to Meet/Sustain Results

\$2,700

Explanation of How Resources Will Be Used

\$2,700 will be spent on one course releases per year (\$900 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.

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 restrictions enacted in responses to the COVID-19 pandemic. These restrictions while still present to some extent should be less of an obstacle during the 2021-2022 year.

As the University considers the roll of scholarship and the need for tenure track versus other types of faculty, it is important to note that tenure track faculty who are actively engaged in scholarship are essential to helping provide the opportunity for students to conduct and present research.

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 the use of our newly developed major road maps, and through events such as; showcase of successful students, 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.

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 2021-2022

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

Number of alumni participating in career/internship/field placements/graduate school informational fairs hosted by the department each year

Frequency of Assessment

every year

Data Collected for this Timeframe (Results)

We had 11 alumni who made virtual or in-person presentations to one or more psychology classes in the 2021-2022 academic year. 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 increased from last period partly due to fewer COVID related restrictions. Many faculty continue to create opportunities for alumni to interact with students in their classes both virtually and in person.

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 increased from last period but is still less than desired.

Changes Made/Proposed Related to Goal

Alumni are being invited to speak to students in classes such as PSYC 499 and PSYC 371 classes. We will have an alumni drop in again as part of the homecoming week activities. We are also encouraging virtual interactions among alumni and students, as alumni are being asked to record video messages for current students.

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 2021-2022

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

The five year rolling average for number of students enrolled in the psychology major.

Frequency of Assessment

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 3 enrolled in the Psychology major from fall 2017 to fall 2021 was 214.6. The data indicate this goal is being met.

Comments/Narrative

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

Resources Needed to Meet/Sustain Results

We continue to need additional full-time faculty to serve our growing number of PSYC 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 2021-2022

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

Five-year rolling average of the number of degrees awarded in the major.

Frequency of Assessment

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 3 awarded in Psychology from fall 2017 to fall 2021 was 44.8. The data indicate this goal is being met.

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 additional full-time faculty to serve our growing number of PSYC 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 changed 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

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address

smcmillan@lander.edu

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.