

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 Due Date

Fall 2025: October 1, 2025

Assessment Coordinator Name

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Enter Assessment Coordinator Email

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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 2024-2025

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 10 students enrolled in PSYC 330 in the fall 2024 semester and 18 students enrolled in PSYC 330 in the spring 2025 semester. The median score for these students was 35.0.

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

3

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 = 35) was up slightly from the previous year but is consistent with scores from the previous two assessment cycles but is higher than those from 2017 through 2020. These data indicate a continuing success on this goal following a period of improvement. This is possibly a consequence of changes made to the instructions provided to students about the measure. Based on faculty discussion, in 2021, 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 2024-2025

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
Every year in PSYC 303

journal article paraphrasing assignment

Data Collected for this Timeframe (Results)

Data were collected from 19 students enrolled in PSYC 330 in the fall 2024 semester and 18 students enrolled in PSYC 330 in spring 2025 semester. Of these students 34 (91.9%) scored a 2 or higher. The data indicate this goal is being met.

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

3

Data were collected from 18 students in PSYC 303 in spring 2025 semester. Of those students 17 (94.4%) had a rubric score of 2 or higher. The data indicate that this goal is being met.

Comments/Narrative

The data indicate that this goal is being met. The scores from this assessment period are consistent with those from last year but reflect a continued improvement over the previous assessment cycles. These data reflect a recurring trend such that the goal has been met for the last four assessment periods following several previous years of failing to meet the goal. After previous consensus in the department 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. 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 2024-2025

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 19 students enrolled in PSYC 499 during the fall 2024 semester and 11 students enrolled in PSYC 499 in the spring 2025 semester. The average score was 110.7 (SD = 6.4). 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 down from

last period but are consistent with scores from previous assessment periods that indicated a consistent failure to fully meet the goal. Several critical thinking assignments have recently been added to various upper level classes. For example, in PSYC 344 Psychology of Trauma students are required to assess arguments based on data about the funding needs of governmental agencies such as DSS. In PSYC 499 Senior Seminar, students are required to critique a popular media depiction of a social science research finding in comparison to the original report as described in a peer reviewed academic journal. Students in PSYC 391 Conspiracy Theories are required to critically evaluate evidence for harmful and beneficial consequences of conspiracy theories. Giving students more practice at critical thinking across assignments in upper level classes should help improve performance on this outcome.

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 2024-2025

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 7 students enrolled in

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

PSYC 330 in the fall 2024 and 18 students enrolled 3 in PSYC 330 in the spring 2025 semester. Of these students 22 (88%) scored a 2 or higher. The data indicate this goal is being met.

Comments/Narrative

The data indicate that this goal is being met. The performance during this assessment period was better than performance from the last assessment period but consistent with the 2021-2022 data. Beginning in the 2018-2019 academic year, we changed our curriculum to require students to take 10 hours of classes related to research methods and statistics. We created an intensive 6 hour course called Quantitative and Research Skills and made it the prerequisite to our existing 4 credit hour research methods course. This extensive amount of exposure to research including hands on experience in lab components with both courses such give students adequate opportunity to work on the skills assessed for this goal. We will continue to monitor progress on this goal but no additional curricular changes are planned at this time.

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

Changes Made/Proposed Related to Goal

We added a new measure of goal 1.2 Demonstrate psychology information literacy. Students' performance on the locally devised weekly journal article paraphrasing assignment in PSYC 303 Aging will be collected every spring semester and used as an additional measure of performance on this goal. Several critical thinking assignments have recently been added to various upper-level classes to give students distributed practice with critical thinking skills.

Starting in the spring 2026 semester more information about that the ETS critical thinking test measures and how to prepare will be provided to students in PSYC 499 via Blackboard. Students will be provided with practice tests and study strategies and encouraged to use them.

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

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 2024-2025

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 21 students enrolled in PSYC 499 in the spring 2025 semester. Of these students, 17 (80.9%) 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

The data indicate this goal is being partially met. The data from this assessment period were higher than the last assessment periods but consistent with the pattern of previous cycles indicate the goal is being consistently met.

We are exposing students to ethical issues at several points throughout the curriculum and will continue to do so. 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 2024-2025

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

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

Frequency of Assessment

every year in PSYC 329 (course number has changed and used to be called PSYC 261)

Education, Indiana University. Retrieved from:
<https://www.indiana.edu/~academy/firstPrinciples/>)

Data Collected for this Timeframe (Results)

Data were collected from 15 students enrolled in PSYC 329 in the fall 2024 and 15 students enrolled in PSYC 329 in the spring 2025 semesters. Of these students 23 (76.7%) successfully completed the online training. 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. Performance on this goal was consistent with the last period and reflects a continued pattern in which the goal is not being met or being only partially met.

Students in PSYC 329 need to be provided with more practice summarizing and paraphrasing in the form of class assignments prior to attempting the online avoiding plagiarism training.

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 2024-2025

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 19 students enrolled in PSYC 190 in fall 2024 and 42 students enrolled in PSYC 190 in spring 2025, as well as from 17 students enrolled in PSYC 499 during the spring 2025 semester. The average score on the Ethnocultural Empathy for these students was 4.38 (SD = 0.91). 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 previous assessment periods. 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 3 "Adopt values that build community at local, national, and global levels" and outcome 1 "Apply ethical standards to evaluate psychological science and practice". We are not 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 continuing to provide discussion of ethical issues to majors in PSYC 102 and are continuing to require 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.

We believed the low percentage of students in PSYC 329 completing the online avoiding plagiarism training is a motivational issue. Two changes to the assessment process went into effect in the spring 2025 semester. First, the point value associated with completing the training was raised and second the due date for completing the assignment was be moved earlier in the semester. Neither of these changes resulted in improvement on the outcome. Students' difficulty in understanding how to avoid plagiarism may be exacerbated by an increased reliance on AI and a lack of practice with reding and summarizing sources. Students in PSYC 329 need to be provided with more practice summarizing and paraphrasing in the form of class assignments prior to attempting the online avoiding plagiarism training.

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 2024-2025

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)

Research paper (locally devised)

Frequency of Assessment

Every year in PSYC 330

Every spring in PSYC 303

Data Collected for this Timeframe (Results)

Data were collected from 26 students enrolled in PSYC 330 in the fall 2024 and spring 2025 semesters. Of these students 23 (88.5%) scored a

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

3

2 or higher. The data indicate this goal is being met.

Data were collected from 18 students in PSYC 303 in spring 2025 semester. Of those students 16 (88.9 %) had a rubric score of 2 or higher. The data indicate that this goal is being met.

Comments/Narrative

The data from PSYC 330 for this assessment period indicate that the goal is being met. This is an increase in performance from the last assessment period. A new measure of this outcome was added in the spring 2024 semester. The data from PSYC 303 indicate that the goal is being met. We will continue to utilize this new assessment measure in future reporting.

Faculty 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 2024-2025

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 21 students enrolled in PSYC 499 during the spring 2025 semester. Of these students 16 (76.2%) 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 previous assessment periods.

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.

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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 2024-2025

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, PSYC 314, 315, or 499)

Every year in PSYC 330

Data Collected for this Timeframe (Results)

Data were collected from 23 students enrolled in PSYC 314 during the fall 2024 semester. Of these students 22 (95.6%) could a rubric score of 2 or higher on the group project teamwork score. The data indicate this goal is being met.

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

3

Students enrolled in PSYC 330 in the spring 2025 semester (n = 18) Completed the Attitudes Towards Teamwork Scale and the Learning Team Potency Questionnaire. The mean score on the Academic Attitudes factor of the Attitudes Towards Teamwork Scale was 4.15. The mean score on the Social and Affective Attitudes Factor of the Attitudes Towards Teamwork Scale was 4.47. The mean score on the confidence factor of the Learning Team Potency Questionnaire was 4.35. The mean score on the performance factor of the Learning Team Potency Questionnaire was 4.33. The data for Academic Attitudes and Social and Affective attitudes indicates this goal is being met. The data for confidence and performance indicates this goal is not being met.

Comments/Narrative

Data from the teamwork project indicate the goal is being met. The data from the self-report measure is mixed with students meeting the criteria on some subscales but not on the confidence subscale.

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 goals of promoting effective communicating across oral presentations, teamwork, and promoting effective writing.

Changes Made/Proposed Related to Goal

A new measure of outcome 3.1 Demonstrate effective writing was added in the spring 2024 semester. The research paper in PSYC 303 The Psychology of Aging will continue to be used in addition to the writing assignment in PSYC 330 to measure effective writing. 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 2024-2025

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 27 students in PSYC 190 in the spring 2025 semester. Of those students 25 (92.6%) 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 periods 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 2024-2025

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 21 students enrolled in PSYC 405 in the fall 2024 semester and from 15 students enrolled in PSYC 379 in the fall 2024 semester. The mean score of regulation of cognition was 3.54 (SD = 0.48). 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 are consistent with the data from the last several 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.

Starting in the spring of 2025 a new assignment has been developed in PSYC 333 Human Memory that involves examining and applying evidence-based study practices. The instructor for this course is currently on sabbatical, so we do not yet know the impact of this assignment on meta-cognitive awareness. The results of this new assignment will again be examined in PSYC 333 in spring 2026 and based on the effectiveness we will continue introducing similar assignments in other courses.

Some instructors are using exam reflections and asking students to self-evaluate their performance on presentations. Other faculty are being asked to consider adopting similar practices to foster more metacognitive awareness.

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 will also continue offering SI sessions to PSYC 101 students presenting evidence-based study skills.

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 2024-2025

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 21 students enrolled in PSYC 499 during the spring 2025 semester. Of these students, 21 (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 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 have alumni and community guest speakers talk to students about 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

A new assignment has been created in PSYC 333 to give students information about the most effective evidence based study strategies. The results of this new assignment will again be examined in PSYC 333 in spring 2026 and based on the effectiveness we will continue introducing similar assignments in other courses.

Some instructors are using exam reflections and asking students to self-evaluate their performance on presentations. Other faculty are being asked to consider adopting similar practices to foster more metacognitive awareness.

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 will also continue offering SI sessions to PSYC 101 students presenting evidence-based study skills.

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 2024-2025

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 every semester in PSYC 499.

Frequency of Assessment

Every year in PSYC 499 and PSYC 102

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

Data Collected for this Timeframe (Results)

ACAT data were collected from 18 students enrolled in PSYC 499 in the spring 2025 semester. The mean ACAT score for these students was 515.2. These ACAT data indicate the goal is being met.

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

3

Data were collected from 25 students enrolled in PSYC 102 in the fall 2024 semester. Of those students the average grade on the final exam was 90.08. The data indicate this goal is being met.

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 higher than scores from the previous two assessment periods and 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

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 2024-2025

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 24 students enrolled in PSYC 405 in the spring 2025 semester. The average exam score was 78.7 (SD = 9.3). Data were collected from 24 students enrolled in PSYC 313 in the spring 2025 semester. The average exam score was 82.4 (SD = 15.3). Data were collected from 22 students enrolled in PSYC 379 in the fall 2024 semester. The average exam score was 81.3 (SD = 14.3). The data indicate that this goal is being met.

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

3

Comments/Narrative

These data are consistent with data from the previous assessment periods and indicate that the 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 2024-2025

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 a selected upper level class

Data Collected for this Timeframe (Results)

Data were collected from 19 students enrolled in PSYC 340 Play Therapy during the spring 2025 semester. Of those students 18 (94.7%) 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 period are consistent with those from previous years and 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 407, 408, 409

Timeframe for this Outcome

Academic Year 2024-2025

Performance Target for "Met"

At least 20% of graduating majors had taken PSYC 221 or PSYC 407, 408, 409

Performance Target for "Partially Met"

10-19% of graduating majors had taken PSYC 221 or PSYC 407, 408, 409

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 PSYC 407, 408, 409

Frequency of Assessment

every year

Data Collected for this Timeframe (Results)

Of the 51 students who graduated in the 2024-2025 academic year, 8 (15.7%) participated in undergraduate research or teaching related courses for credit in either PSYC 220, 221, 407, 408, 409, and 420. 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 graduating seniors who had been involved in research is consistent with the previous assessment periods but still down from the period between 2017-2021. 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. Last year we started an internal departmental research showcase to highlight research experiences to majors and plan to continue this practice.

Having another tenure track faculty member to mentor students in undergraduate research would assist in meeting this goal as right now there are only three faculty members mentoring students in undergraduate research and they are working at the maximum of their capacity.

Resources Needed to Meet/Sustain Results

\$4200

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. An additional \$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 or Prolific. 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. It may also be necessary to compensate faculty for supervising research students via overload pay. While we attempt to work this into faculty load when possible it is not always feasible.

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 goal is for 20% of our majors to make presentations at external venues.

Timeframe for this Outcome

Academic Year 2024-2025

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 51 students who graduated in the 2024-2025 academic year, 6 (11.8%) made research presentations – 6 at the Lander Student Academic Symposium and 4 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 was slightly down from the last two assessment periods but continues a long-standing pattern of being well below the goal of 20%. 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 publicize students' research presentations to other students and the wider community.

Resources Needed to Meet/Sustain Results

No resources for this goal are needed because there is now the university wide student travel fund.

Explanation of How Resources Will Be Used

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 goal 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 2024-2025

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 51 students who graduated in the 2024-2025 academic year, 1 (1.9%) 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 consistent with those from the last several cycles showing a consistent pattern of not meeting the goal.

The department will begin offering PSYC 490 internship opportunities over the summer which could increase the number of majors participating.

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

The number of students involved in research was consistent with last year but still below the desired goal.

The number of students involved in internships was consistent with previous years but still well below the goal.

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 continue to have alumni guest speakers come to talk to current students about career and internship opportunities. We will begin having alumni speakers talk to prospective students at Open House events. We will also offer departmental events showcasing successful students who have done research and internships.

We will continue offering a departmental research showcase even in the spring. We will promote career services events and encourage majors to interact with career services and attend job fair events.

PSYC 490 will begin being offered in summer semester potentially increasing the number of students who do internship for credit.

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 2024-2025

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 2024-2025 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 interacting with students was consistent with previous assessment periods but still below our goal. 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

none

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

The data indicate that this goal is being partially met. The number of alumni returning to interact with students was consistent 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. 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. We will begin inviting alumni to speak to prospective students at some Open House events.

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 2024-2025

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)

The five year rolling average of number of students enrolled in the psychology major was 227.4. The data indicate this goal being met.

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

3

Comments/Narrative

The data indicate this goal is being met.

Resources Needed to Meet/Sustain Results

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 2024-2025

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)

The five year rolling average of degree awarded was 51.6. The data indicate this goal is being met.

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

3

Comments/Narrative

The data indicate this goal is being met.

Resources Needed to Meet/Sustain Results**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

No changes were made at this time.

Upload Rubrics/Other Files**Dean's Email Address**

smcmillan@lander.edu

Approved by Dean?

Yes

Signature of Dean

Misty L. Jameson

Comments from Dean's Review

Overall, this report shows careful consideration of student skills and outcomes, with an eye to improving student performance (as with Goal One, Outcome Three). Previous changes (as with Goal One, Outcome Four or Goal Four, Outcome Two) have been carefully scaffolded across the curriculum to improve student learning.

While your report shows that students were not able to meet the standard for Goal Two, Outcome Two, I

looked at the “How to Recognize Plagiarism” tutorials and tests offered at Indiana University, and these are an excellent resource. I hope that you all can find ways to introduce more practice with plagiarism detection/avoidance in your classes in the future; you will need to explain any changes you make to PSYC 329 in next year’s report.

With Goal Three, “Communicate Effectively,” I would suggest, when it becomes available, that you encourage your students to utilize the Speaking Lab, as you all already encourage students to use the Writing Lab and to get help from research librarians (Outcome One). With Outcome Three, since the “data for confidence and performance indicates this goal is not being met,” the Speaking Lab seems a perfect fit for helping students to gain this skill.

Goal Four, “Engage in Professional Development,” is one that other departments should emulate; I applaud your efforts in tracking student professional development and career readiness.

After reviewing Goal Six, “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,” I am wondering how you might use the NACE competencies to encourage your students to participate in undergraduate research, make presentations at external venues, or participate in internships. Connecting some of these eight competencies to this sort of work could potentially allow students to see more of the value in it, particularly as it ties to workforce development. This might be another avenue to explore as you try to increase student participation. I am wondering, too, if you might use EYE data with internships to help measure student success with this goal. Otherwise, while you have requested \$2,700 to spend on course releases per year (\$900 per hour for 3 hours) so that 499 can be worked into faculty load “to allow a selected faculty member time to work on developing and promoting more internship activities,” this is not allowable. The only way for faculty to receive a course release is if a faculty member brings external money (such as a grant) to the table that pays for this or if the administration (at or above the Provost level) approves a course reduction due to a leadership position.

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.