

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".

Academic Program

Psychology, B.S.

Submission Year

2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

Jonathan F. Bassett

Enter Assessment Coordinator Email

jbassett@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Demonstrate Scientific Inquiry and Critical Thinking Skills

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

A median score of at least 30 out of 42

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

A median score between 25 and 29

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

A median score less than 25

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Assessed every semester in PSYC 330

Data Collected for this Timeframe (Results)

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

3

Data were collected from 15 students in PSYC 330 in the fall 2018 semester. The median score was 24. Data were collected from 21 students in PSYC 330 in the spring 2019 semester. The median score was 32. The median of the scores combined across both semesters was 30.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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 (Mdn = 30) is comparable to the score from the last assessment period (Mdn = 31.5). There is some fluctuation from semester to semester perhaps due to the natural variation of abilities of students enrolled. However, the general trend is that students consistently do well on this measure.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% getting a rubric score of 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% getting a rubric score of 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% getting a rubric score of 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Literature review section of the final draft of empirical research paper

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every year in PSYC 330

Data Collected for this Timeframe (Results)

Data were collected from 14 students enrolled in PSYC 330 in the fall 2018 semester. Of these students, 50% had a rubric score of 2 or higher.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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 consistent with those from the previous assessment period, suggesting that this is an area needing improvement. After discussion, the faculty are in agreement that the focus on teaching this skill is too concentrated in the research methods sequence and that we should endeavor to embed assignments in additional courses to distribute practice with this skill across the curriculum. Assignments that require students to read, summarize, and evaluate peer reviewed journal articles should be include in classes at the 200 level as well as the 300/400 level.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources are needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

A mean score of greater than 112

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

A mean score of 111 or 112

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

A mean score of less than 111

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Critical Thinking Score from the ETS Proficiency Profile

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

every year in PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 18 students enrolled in PSYC 499 in the spring 2019 semester. The mean score was 110.39.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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 consistent with those from the previous assessment period, suggesting that this is an area needing improvement. There is some concern that student performance on this measure under-represents ability due to low levels of motivation. The ETS is taken by students in the 499 capstone but it is a long test and taken outside of class meeting time. While performance is being tied to grades, there is still some concern that the incentive is not worth enough points to get students to put forth their best effort. We discussed the need to examine potential other measures of this outcome as well as explore ways to enhance student motivation.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources are needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Method and discussion sections of final draft of empirical research paper

Frequency of Assessment

every year in PSYC 330

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Data were collected from 14 students enrolled in PSYC 330 in the fall 2018 semester. Of these students, 64.2% had a rubric score of 2 or higher.

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

2

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The data indicate that this goal is only being partially met. However, the performance during this assessment period does represent an improvement over the 38.5% of students who had a rubric score of 2 or higher during the previous assessment period. Beginning in the 2018-2019 academic year, we changed the research sequence to require an intensive 6 hour course Quantitative and Research Skills at the 200 level. Students do seem to be making progress on this goal. We plan to continue to monitor performance on this outcome before making further changes.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources required.

Include estimate of cost.

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 continue to show the ability to use scientific reasoning to interpret behavior. Although only partially meeting the goal of interpreting, designing, and conducting basic psychological research, there was improvement on this goal since the last assessment period. The ability to demonstrate psychology information literacy and to engage in innovative and integrative thinking and problem solving continue to be areas needing improvement.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence

of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We just made a change to our research sequence curriculum in the 2018-2019 academic year and are waiting to see how this change alters assessment data before making any further curricular changes. We did discuss the fact that the burden of teaching information literacy, scientific reasoning, and critical thinking skills does fall too heavily to the research sequence courses. We agreed for the need to embed assignments focusing on building these skills across the curriculum.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Practice ethical and social responsibility

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
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- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Ethical Dilemma Assignment Rubric (locally devised)

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

every year in PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 17 students enrolled in PSYC 499 during the spring 2019 semester. Of these 17 students, 11 (64.7%) had a rubric score of 2 or higher. The data indicate that this goal is being partially met.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

There was a decrease in performance on this outcome this year compared to the previous year. Data from the 2017-2018 academic year indicated that the goal was being met with 72.9% of students assessed getting a rubric score of 2 or higher. We will continue to monitor performance on this outcome to see if the decreased performance is a trend or just an anomaly of the cohort measured.

We discussed the fact that students in PSYC 102 receive information about APA ethical standards and ethical guidelines in research. We also discussed the fact that students in PSYC 499 receive training in APA ethical standards. We discussed the fact that the university had recently purchased the CITI program, which provides students with access to online ethics training modules the completion of which results in a certificate of ethical competency. Starting in spring 2019 students in PSYC 261 were required to complete CITI program ethics training.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

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.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 90% successfully complete online training

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

80-89% successfully complete online training

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 80% successfully complete online training

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Online training to avoid plagiarism

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

every year in PSYC 261

Data Collected for this Timeframe (Results)

Data were collected from students enrolled in PSYC 261 in the fall 2018 semester (n = 18) and the spring 2019 semester (n = 20). Of those 38 students, 79% successfully completed the online training.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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 is lower than it was in the previous assessment period. However, we changed to a different source of online ethics training. The current avoiding plagiarism training (Frick, T., Dagli, C., Barrett, A., Myers, R., Kwon, K., & Tomita, K. (2017). 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/>) is much more rigorous than the one used in the previous year.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

A mean score of at least 4.3

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

A mean score between 4.0 and 4.3

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

A mean score less than 4.0

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Ethnocultural Empathy Scale (Wang et al., 2003)

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every year in PSYC 190 and PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 13 students in 499 and 25 students in 190 in the fall 2018 semester. The mean score was 4.49 (SD = 0.65).

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources are needed.

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The results of this goal are mixed across the outcomes. We seem to be doing a good job in terms of students adopting values that build community. The ability to apply ethical standards decreased slightly from last assessment period. We will continue to monitor performance on this goal to see if this is a trend or just an anomaly of the cohort measured. Students did not do well on the measure of avoiding plagiarism.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

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

In terms of the online ethics training, we plan to change the way it is administered in PSYC 261 such that students are required to make their initial attempt earlier in the semester but then are allowed multiple attempts until mastery.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Communicate Effectively

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Journal Article Summary Project Rubric (locally devised)

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every year in PSYC 330

Data Collected for this Timeframe (Results)

Date were collected from 15 students in PSYC 330 in the fall 2018 semester and 21 students in PSYC 330 in the spring 2019 semester. Twenty of these students (55.5%) got a rubric score of 2 or higher.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

1

Comments/Narrative

The data from this assessment period indicate that the goal is not being met. However, this is a substantial change from last period. During the 2017-2018 academic year the goal was being met with 70.4% of students assessed getting a rubric score of 2 or higher.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Oral Presentation Rubric (locally devised)

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every year in PSYC 499

Data Collected for this Timeframe (Results)

Data were collected from 18 students enrolled in PSYC 499 during the spring 2019 semester. Of these students, 11 (61.1%) had a rubric score of 2 or higher. The data indicate this goal is being partially met.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

The data from this period indicate that the goal is only being partially met. However, this is substantial change from the 2017-2018 academic year when 89.2% of students assessed had a rubric score of 2 or higher indicating that the goal was being met.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include

evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Median teamwork score is at least 90%

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Median teamwork score is between 80% and 89%

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Median teamwork score is less than 80%

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Teamwork score for group projects

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

Data were collected from 21 students enrolled in PSYC 315 in the fall 2018 semester. The median teamwork score was 100.

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The scores from this assessment period are consistent with scores from the previous assessment period. Students are consistently meeting this outcome.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The data are mixed for this goal cross the different outcomes. We are meeting outcome 3.3 indicating that students can defectively interact with others. However, we are not meeting outcomes 3.1 and 3.2. This potentially indicates that effective writing and presentation skills are areas in which our students need improvement.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

Data from previous years has indicated that we were meeting the outcomes of effective writing and presentation skills. We will continue to monitor these outcomes to see if there is a declining trend or if this year was just an anomaly. Faculty discussion revealed that oral presentations are required in many classes across the curriculum. We may be putting too much of the burden of writing in the research sequence and need to consider ways to provide students with practice writing across lower and upper level classes in the major.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Engage in Professional Development

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Career plan paper assignment

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone 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 fall 2018 semester and 81.5% of the students got a rubric score of 2 or higher. Data were collected from 34 students in PSYC 190 in the spring 2019 semester and 79.4% of the students got a rubric score of 2 or higher.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

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

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Mean score of 4 or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Mean score between 3 and 3.99

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Mean score of less than 3

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every year in rotating 300/400 level classes

Data Collected for this Timeframe (Results)

Data were collected from students in PSYC 303 and 333 (n = 40). The mean score was 3.89 (SD = 0.46).

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

The data from this assessment period are somewhat better than the data from last assessment period but continue to indicate that the outcome is only partially being met. Students continue to lack the levels of self-regulation in terms of meta cognitive ability that we would like them to have. We have developed a set of tutorials and activities on how to study that are presented in the supplemental instruction sessions for introductory psychology classes. We discussed the possibility of providing these or similar materials to students in classes across the major through Blackboard.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Post-graduation plan assignment

Frequency of Assessment

Every year in PSYC 499

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Data were collected from 18 students enrolled in PSYC 499 during the spring 2019 semester. Of these students, 14 (77.8%) had a rubric score of 2 or higher.

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

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

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 met outcome 4.2. Although students improved in this measure from the previous assessment period, we could still improve on helping students develop self-regulation skills in the form of meta-cognitive abilities.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

There are existing materials and resources provided to students in PSYC 101 through the supplemental instruction sessions about how to study that focus on enhancing meta-cognition. We are exploring provide these resources to students across courses in the curriculum either though referring them to sessions at the Academic Success Center or offering them online tutorials in Blackboard.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

Demonstrate a Knowledge Base in Psychology

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

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.

The anticipated level of achievement for this Outcome to be considered "Met".

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.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Area Concentration Achievement Test in Psychology (ACAT, nationally normed) collected every semester in PSYC 499.

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every year in PSYC 499 and PSYC 102

Data Collected for this Timeframe (Results)

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

3

During the fall 2018 semester, data were collected from 15 students enrolled in PSYC 499. The mean score for these students was 479. During the spring 2019 semester, data were collected from 18 students enrolled in PSCY 499. The mean score for these students was 524. The combined mean pooling students from both semesters was 503.5. For the fall 2018 semester, data were collected from 29 students enrolled in PSYC 102. The mean score for these students on the cumulative final exam was 73.11.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

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

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Mean score of 70% or more for all students combined on composite of all exam score

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Mean score of between 60%-69% for all students combined on composite of all exam scores

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Mean score of less than 60% for all students combined on composite of all exam scores

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Average of exam scores in selected 300/400 level classes

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Once per year in one course selected from each of the following four content areas: Counseling and Well-being (PSYC 312, PSYC 362, PSYC 416), Developmental (PSYC 303, PSYC 314, PSYC 315, PSYC 405, PSYC 416), Physiological/Cognitive/History (PSYC 304, PSYC 333, PSYC 358), and Social/Personality (PSYC 301, PSYC 302, PSYC 306, PSYC 360)

Data Collected for this Timeframe (Results)

In the fall 2018 semester, data were collected from 21 students enrolled in PSYC 302. The mean of exam scores for these students was 80.91. Data were collected from 15 students enrolled in PSYC 358 in the spring 2019 semester. The mean score on exams for these students was 78.69. Data were collected from 28 students enrolled in PSYC 405 in the spring 2019 semester. The mean of exam scores for these students was 80.45. Data were collected from 26 students enrolled in PSYC 362 class during the spring 2019 semester.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

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

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 70% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Between 60% and 69% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 60% scoring 2 (satisfactory) or higher

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Frequency of Assessment

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

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Data were collected from 26 students enrolled in PSYC 362 class during the spring 2019 semester. Of these students, 26 (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

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

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

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

No additional resources needed.

Include estimate of cost.

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Across all three outcomes the data indicate that we are meeting the goal of providing students with a knowledge base in psychology.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

No changes are proposed in reference to this goal.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 20% of graduating majors had taken PSYC 221 or PSYC 421

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

10-19% of graduating majors had taken PSYC 221 or PSYC 421

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 10% of graduating majors had taken PSYC 221 or PSYC 421

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Enrollment in PSYC 221 and 421.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

every year

Data Collected for this Timeframe (Results)

Of the 34 students who graduated with psychology degrees from Lander in either the fall 2018 or spring 2019 semester, 9 (26.5%) had done research for credit in either PSYC 221 or PSYC 421.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

The percentage of graduating seniors who had been involved in research did drop somewhat from 40% in the previous assessment period to 26.5% this assessment period. We will continue to monitor this to see if there is a downward trend or if this was an anomaly. We continue to promote the value of undergraduate research in PSYC 190 and to showcase students research to other students via the Lander University Student Academic Symposium.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

\$9406

Include estimate of cost.

Explanation of How Resources Will Be Used

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

Outcome 2

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Presentations at external venues

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

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

At least 20% of graduating majors had made presentations at external venues

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

10-19% of graduating majors had made presentations at external venues

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Of the 34 students who graduated with psychology degrees from Lander in either the fall 2018 or spring 2019 semester, 1 (2.9%) had made presentations at external venues. However, 7 out of the 34 graduates (20.6%) had made presentations at an internal venue such as the Lander University Student Academic Symposium.

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

1

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The percentage of students who made research presentations at external venues (2.9%) this assessment period was down substantially from last assessment period (20%). However, during the 2018-2019 year 20.6% of graduating seniors had made a presentation at the Lander's internal conference (Lander University Student Academic Symposium). It seems that the number of students doing research and interested in making presentations has not changed but that there was a decrease in the number of students who made presentations at external venues. This could be due to logistic, scheduling, and economic factor. We need to work to ensure that there are financial resource available to assist student sin presenting at external conferences.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

\$1400

Include estimate of cost.

Explanation of How Resources Will Be Used

The funds will be used to pay \$200 per student for travel, lodging, and registration fees to present their research at state, regional, or national meetings.

Outcome 3

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

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

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

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Internships.

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

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

20% of graduating majors had credit for PSYC 490

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

10-19% of graduating majors had credit for PSYC 490

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 10% of graduating majors had credit for PSYC 490

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every year

Data Collected for this Timeframe (Results)

Of the 34 students who graduated with psychology degrees from Lander in either the fall 2018 or spring 2019 semester, 9 (26.47 %) had received credit for successfully completing PSYC 490 Internship.

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The data from the current assessment period indicate this goal is being met. The percentage of graduating seniors who had done an internship has increased from 14.3% in the 2017-2018 academic year to 26.5% in the 2018-2019 academic year. This increase may be due to our increased focus on promoting the importance of internship. We advocate for the value of internship in the PSYC 190 careers in psychology class. We have alumni come to talk to students in 190 about their positive experiences with internships while a student at Lander and opportunities for current Lander students to do internships. We also host alumni career panels where alumni speak about their current work and opportunities for internships at their workplace.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

\$2,400

Include estimate of cost.

Explanation of How Resources Will Be Used

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

Goal Summary

Goal Summary/Comments

We are doing a good job of getting our students involved in experiential learning in terms of research and internships. The percentage of students involved in research is staying consistent but at a desirable level. The number of students involved internships is increasing. While there was decrease in the percentage of students presenting research at external venues the percentage of students presenting at the internal venue was constant. It is possible that logistical and financial issues may be barriers to students presenting at external conferences.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

No changes were made. We continue to promote the value of experiential learning in the form of research and internship to students in PSYC 190, through advising, and through events such as alumni career panels and encouraging attendance at the Lander University Student Academic Symposium. We have established the Deb Acorn Student Research Fund to support student travel to present at conferences and will continue to raise money for this fund.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used

for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

20 Alumni participating in on-campus departmental events.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

10-19 Alumni participating in on-campus departmental events.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Fewer than 10 Alumni participating in on-campus departmental events.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

every year

Data Collected for this Timeframe (Results)

During the 2018-2019 academic year 7 alumni participated in the career panel hosted by our department, 5 gave presentations in the careers in psychology class, and 8 participated in the graduate school panel hosted by our department. In total, 20 alumni participated in on campus events. The data indicate that this goal is being met.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

The data indicate that this goal is being met. The number of alumni returning to interact with students increased from 5 in the 2018-2018 academic year to 20 in the 2018-2019 academic year.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

\$200

Include estimate of cost.

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 number of alumni returning to interact with students increased from 5 in the 2018-2018 academic year to 20 in the 2018-2019 academic year. This increase reflects the results of intentional efforts to invite alumni to be guest speakers in classes such as PSYC 190, to host an annual alumni career panel, and to invite alumni to come to the departmental drop in at homecoming.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

No changes are planned. We plan to continue our efforts to invite alumni to be guest speakers in classes such as PSYC 190, to host an annual alumni career panel, and to invite alumni to come to the departmental drop in at homecoming.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission

- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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 2018-2019

Ex. Academic Year 2017-2018

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.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

not applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Frequency of Assessment

The five year rolling average for number of students enrolled in the psychology major.	every year
<i>Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).</i>	
Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
The five year rolling average for number of students enrolled in the psychology major was 163.2. The data indicate this goal is being met.	3
<i>If this is a new outcome and no data has been collected, you should explain when data will be available for entry.</i>	
Comments/Narrative	
The number of majors is up from the last assessment period.	
<i>Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.</i>	
Resources Needed to Meet/Sustain Results	
We continue to need a lecture line in psychology to serve our growing number of majors.	
<i>Include estimate of cost.</i>	
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 2018-2019

Ex. Academic Year 2017-2018

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.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

not applicable

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

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

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

every year

Data Collected for this Timeframe (Results)

The five year rolling average of degrees awarded in psychology was 34.2. The data indicate this goal is being met.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

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

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

We continue to need a lecture line in psychology to serve our growing number of majors.

Include estimate of cost.

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.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We are proposing a change in the number of hours required for the psychology major, dropping from 50 to 38. We are leaving the core requirements the same but are eliminating the narrowly defined major area requirements and adding more hours to the flexible PSYC electives. This change should make the major more appealing to students and more easy to navigate especially for transfer students or those who change from a different major.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.