



2024-2025

# ANNUAL ASSESSMENT REPORT

Psychology MA

CARRIE MCCRAY

<b>MISSION AND INTRODUCTION</b>	<b>2</b>
<b>INTRODUCTION</b>	<b>2</b>
<b>PROGRAM MISSION STATEMENT</b>	<b>2</b>
<b>ALIGNMENT TO INSTITUTION MISSION</b>	<b>2</b>
<b>STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM</b>	<b>3</b>
<b>PROGRAM STUDENT LEARNING OUTCOMES</b>	<b>3</b>
<b>CURRICULUM MAP</b>	<b>3</b>
<b>MEASURES AND RESULTS</b>	<b>3</b>
<b>PARTICIPATION IN ASSESSMENT</b>	<b>4</b>
<b>ACTION ITEMS AND USE OF RESULTS</b>	<b>4</b>
<b>GEN ED</b>	<b>5</b>
<b>NSSE FOCUSED ACTIVITIES</b>	<b>5</b>
<b>CONCENTRATIONS</b>	<b>5</b>
<b>CONCENTRATION INFORMATION</b>	<b>5</b>
<b>FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP</b>	<b>6</b>
<b>SCHOLARSHIP AND RESEARCH</b>	<b>6</b>
<b>FACULTY AWARDS AND HONORS</b>	<b>6</b>
<b>TEACHING SUPPORT AND MONITORING TEACHING QUALITY</b>	<b>6</b>
<b>PROGRAM DATA: STUDENT EXPERIENCE</b>	<b>6</b>
<b>ENROLLMENT AND RECRUITMENT</b>	<b>6</b>
<b>RETENTION</b>	<b>7</b>
<b>CURRICULUM/COURSE RETENTION AND SUCCESS</b>	<b>7</b>
<b>COMPLETION</b>	<b>7</b>
<b>COURSE EVALUATION DATA</b>	<b>8</b>
<b>STUDENT ADVISING</b>	<b>8</b>
<b>STUDENT AWARDS AND ACHIEVEMENTS</b>	<b>8</b>
<b>PROGRAM ANALYSIS</b>	<b>8</b>
<b>SWOT ANALYSIS</b>	<b>8</b>
<b>INDUSTRY AND PROGRAM TRENDS</b>	<b>9</b>
<b>SENIOR EXIT SURVEYS</b>	<b>9</b>
<b>RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS</b>	<b>9</b>

# 2024-2025 Assessment Narrative on Findings

Psychology (MA)

## Mission and Introduction

### Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

#### **Narrative:**

The Master of Arts in Psychology is housed within the Psychology department, which lives in the College of Social Sciences and Humanities. This structure ensures that there is a cohesion between the traditional undergraduate psychology program, the online undergraduate psychology program and the master's program. It also allows for interdisciplinary collaboration with other undergraduate departments that may serve as feeder programs for the Master of Arts in Psychology.

### Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

#### **Narrative:**

During the last assessment cycle, the mission statement for the Master of Arts in Psychology program remained unchanged. While no revisions are currently planned, the department will continue to actively monitor the American Psychological Association (APA) Guidelines for master's degrees in psychology. Any future revisions will be made to ensure the mission statement remains aligned with these evolving professional standards.

### Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

#### **Narrative:**

The mission of the Master of Arts in Psychology program aligns well with the overarching mission of William Woods University, particularly in its emphasis on professions-oriented education.

The program's focus on providing a strong foundation in research design and statistical analysis and offering specialized concentrations in general psychology, human behavior, and Industrial-Organizational (I/O) psychology directly supports the university's commitment to preparing learners for success in their chosen professions.

The general psychology concentration, designed for individuals interested in research and pursuing a PhD, aligns with the university's value of intellectual inquiry by fostering a deeper, more academic approach to the field.

The human behavior and I/O concentrations both directly address the university's focus on professions-oriented education. These concentrations are designed to equip students with practical skills—understanding and influencing human behavior in both clinical/supportive and workplace settings—that are directly applicable to professional careers.

## **Student Learning Outcomes Assessment and Curriculum**

### **Program Student Learning Outcomes**

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

#### **Narrative:**

The program objectives for the Master of Arts in Psychology come directly from the APA's Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology (<https://www.apa.org/about/policy/masters-goals-guidelines.pdf>), which also align with the APA's Guidelines for Undergraduate programs, which are used for our Bachelor of Arts in Psychology degree. We continue to monitor APA for changes to these guidelines and will make necessary adjustments to ensure that we remain aligned with the profession.

#### **Evidence:**

- [MA Psychology Annual Assessment 2023-2024](#)
- [Psychology \(MA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

### **Curriculum Map**

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

#### **Narrative:**

The Master of Arts in Psychology program is structured around a set of core courses and a culminating capstone in each concentration. Students' progress through foundational courses that build core competencies before entering into their concentration.

The curriculum map is set up to ensure that students are assessed at multiple points in the program, not just in the end during the capstone.

Based on a review of current program information, no changes have been made to the course pathway or degree requirements over the course of the most recent cycle.

### **Measures and Results**

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

**Narrative:**

The outcomes are assessed within the coursework. Each outcome is assessed in the core, which students take early in the program. These outcomes are assessed with written assignments. All of the outcomes are also assessed in the capstone courses with the final capstone project for each concentration. The curriculum map was updated to include assessment earlier in the program. The program is still in its infancy, and we have only had students complete the Human Behavior concentration and only three, so it is too early to see improvement in mastery of the outcomes.

**Evidence:**

- [Psychology \(MA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

## **Participation in Assessment**

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

**Narrative:**

All of the courses in this program are being taught by adjunct faculty members. It was discovered that not all of the assignments that were used for assessment were linked to Student Learning and Licensure, so for this report, some of the data was pulled manually from BrightSpace. This has been identified as an issue and we are working to remedy this issue. The instructors all seem willing to participate in the process; we just need to make sure that everything is set up so they can record their assessments in the correct place.

## **Action Items and Use of Results**

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

**Narrative:**

There are no action items at this time, other than to ensure that all of the assignments are linked in BrightSpace and Student Learning and Licensure, so the systems are integrated. The program is still new, so we do not have enough data from the capstone courses to make informed changes yet.

**Evidence:**

- [Psychology \(MA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

## Gen Ed

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

### Narrative:

N/A

## NSSE Focused Activities

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

### Narrative:

N/A

## Concentrations

### Concentration Information

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

### Narrative:

This program has three concentrations-

General Psychology Concentration- This concentration is designed for individuals who are interested in gaining more research experience, or in pursuing a PhD at a later date.

Human Behavior Concentration- This concentration is designed for individuals who want a better understanding of the factors that influence human behavior and how those can be

used to help others.

Industrial/Organizational Psychology Concentration- This concentration is designed for those interested in addressing organizational issues by understanding human behavior in the workplace

## **Faculty Qualifications, Activities and Scholarship**

### **Scholarship and Research**

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

#### **Narrative:**

The majority of the courses taught in this program are taught by adjuncts. There were no notable accomplishments this cycle.

### **Faculty Awards and Honors**

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

#### **Narrative:**

The majority of the courses taught in this program are taught by adjuncts. There were no notable accomplishments this cycle.

### **Teaching Support and Monitoring Teaching Quality**

1. How are faculty being supported to ensure high quality teaching and learning?

#### **Narrative:**

All instructors are required to participate in annual professional development. The program manager also monitors instructor participation in courses and course evaluations and addresses issues as they arise.

## **Program Data: Student Experience**

### **Enrollment and Recruitment**

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

#### **Narrative:**

We saw a significant uptick in enrollment in this program over the past year. The program is starting to grow traction now that it is out of its infancy stage. The enrollment efforts have been very successful, as evidenced by significant growth in the program.

**Evidence:**

- [MAPSY Enrollment](#)

**Retention**

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

**Narrative:**

We have seen significant growth in the program over the last cycle. In switching to the 5-week course offerings, we have ensured that students are able to enter the program at any point in the year and that breaks are limited to no more than one 5-week session, unless they opt to take more breaks on their own.

**Curriculum/Course Retention and Success**

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

**Narrative:**

This program does not have any in person offerings.

Course completion rates are as anticipated, with only 1 or 2 DFWs per course, typically a result of students who are not participating in the course.

**Completion**

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

**Narrative:**

The program has only had three graduates, as it is still in its infancy. Because we do not get have a large alumni pool, alumni surveys have not been deployed.

## **Course Evaluation Data**

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

### **Narrative:**

Overall, the end of course evaluations were very positive and indicated that students appreciated the instructors and the courses. There were a few comments about instructors not being as responsive, which will be addressed in hiring decisions moving forward.

### **Evidence:**

- [Area---Report-2](#)

## **Student Advising**

1. What advising mechanism is in place for the student?

### **Narrative:**

All students are advised by our professional advisors. The program manager provides course rotations and talking points for career planning to the advisor and also meets with and responds to questions from students as requested.

## **Student Awards and Achievements**

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

### **Narrative:**

Two recent graduates were accepted into doctoral programs.

## **Program Analysis**

### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

### **Narrative:**

Strengths-

- the three concentrations ensure that we are able to appeal to wide audience
- students evaluate the courses and instructors highly
- core group of long-term adjuncts
- widely applicable degree

#### Weaknesses-

- high dependency on adjuncts
- need a program manager that can devote more time to the program
- despite our best efforts, some students are still under the impression that this is a licensure program

#### Opportunities-

- there is room for growth
- most students are choosing the human behavior concentration, so there is especially room for growth with the other concentrations

#### Threats-

- despite our best efforts, some students are still under the impression that this is a licensure program
- reliance on adjuncts

## Industry and Program Trends

### Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

#### **Narrative:**

N/A

### Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

#### **Narrative:**

A goal of the program was to develop a more robust plan for assessment, and we were able to accomplish that by including assessment in the core courses and not just at the end in the capstone projects.