



2024-2025

ANNUAL ASSESSMENT REPORT

Psychology

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2024-2025 Assessment Narrative on Findings

Psychology (BA)

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 psychology department is currently housed within the College of Humanities. This is the most logical department given the current academic structure, as it allows the faculty members to collaborate with programs like Social Work and Criminal Justice, where we see a lot of overlap with student interests.

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:

We have not made any changes to our mission statement, as we continue to emphasize preparing our students for life after graduation. We have seen a trend in students entering straight into the workforce instead of going to graduate school, but that does not necessitate a change to our mission.

Alignment to Institution Mission

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

Narrative:

In our mission and the mission of the university, it is stated that we are preparing students to be successful after they leave the university. Our program strives to do this through a student-centered approach, adjusting to the trend of more students entering the workforce after graduation as opposed to continuing to graduate school.

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:

Our program outcomes come from the APA's Guide for Undergraduate Education in Psychology. We have not made any changes to these in this cycle. APA recently released new goals for undergraduate programs, which we will switch to after our five-year review in 2025-2026.

We did not meet our goal of Knowledge Base in Psychology. Our students did not do well in assessments that required them to recall information, they were much better at assessments requiring application of material. This is something we need to look at as a program and decide whether we need curricular or assessment revision.

Evidence:

- [Psychology \(BA\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [Psychology Annual Assessment 2023-2204](#)

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:

No changes have been made to the curriculum map during this assessment cycle. The curriculum map seems to work for us, as it provides students with a strong foundation in PSY 101 and PSY 102 that they can build on as they move through their coursework. As a program, we need to look at how we can continue to emphasize knowledge base within the curriculum.

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:

We did not make any changes to the assessment measures during this academic year; however, this is something that will be considered moving forward. A lot of our assessment relies on standardized testing, which may not be the most valid assessment. The assessment outcomes indicate that our students are lacking in knowledge base, and this is something we need to emphasize moving forward.

Evidence:

- [Psychology \(BA\) 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:

We have been working with the online faculty to ensure that students are being assessed in equivalent ways in our online courses. With changes in technology that occurred over the past year there were some hiccups with data collection which have led to some gaps in the data. We are working with the LMS team and the online program manager to get these resolved.

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:

Headed into the next academic year, we need to look at our methods of data collection as well as continue to reinforce foundational knowledge within the curriculum.

Evidence:

- [Psychology \(BA\) 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:

Our general education courses include PSY 101, PSY 102, PSY 221 and PSY 285. A significant number of students enrolled in PSY 101, PSY 102 and PSY 221 are nonmajors. PSY 221 is a requirement for the education major and is an elective for psychology majors, so at least half of the students enrolled each semester are education majors.

PSY 101- U- This course introduces students to principles of motivation, learning and behavior

PSY 102- Q- This course includes an understanding of assessment and measurement as well as a foundation for research methods

PSY 221- Q- This course covers assessment and measurement as well as interpretation of results

PSY 285- U- This course covers personality theory and analysis of human behavior

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:

2B- students enrolled in PSY 310, PSY 324, and PSY 413 are required to write a research paper applying psychological theory to a societal problem

2F- students enrolled in PSY 310 complete video labs that challenge the way they think about the world and are asked to write reflections on how their views have changed

9A- students enrolled in PSY 413 are required to complete an annotated bibliography ahead of writing their thesis where they are required to find, analyze and annotate empirical articles

6A- students enrolled in PSY 413 complete a thesis, where they design their own study, collect data and analyze their results. Students enrolled PSY 313 learn statistical analysis

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:

N/A

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:

N/A

Faculty Awards and Honors

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

Narrative:

N/A

Teaching Support and Monitoring Teaching Quality

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

Narrative:

The university provides faculty with trainings on Title IX, LMS, student mental health, etc. throughout the year. The university also provides professional development funds and an external speaker in the spring of each year.

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:

Traditional enrollment has remained pretty consistent over the last several years. Our ideal enrollment is between 30 and 40 students in the major. No specific recruitment efforts have been utilized.

Online enrollment has grown considerably over the past year. The enrollment growth in the program has surpassed other online programs. Recruitment efforts through partnerships has driven a lot of this growth.

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:

The traditional program lost several students in this reporting cycle due to changes that occurred in athletics. There are efforts across campus to improve retention that the psychology department will also participate in. It is more difficult to track retention with the online program because students will often take a break from their studies and then jump back into the program in a later term.

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:

The general education courses remain popular and are often full, or close to being full. Upper-level course typically have about 15 students enrolled. Student success within courses is in line with university-wide trends. There is no notable difference between the success of students in online vs. traditional courses.

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:

Graduation rates were as expected. We have not yet implemented the exit survey, so those results will be incorporated in the next review.

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, students rated both our online and traditional courses and instructors very high. >60% of all responses on the course evaluations were "excellent" or "strongly agree." Students appreciate how engaged their instructors are and commented on the appreciating the design of the course.

Student Advising

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

Narrative:

Traditional students are advised by our on-campus faculty. Drs. Hertzog and Boyer advise most of the students, but other faculty members on campus like Tony Weed and Anthony Cavaiani assist as well given the numbers.

All online students are advised by our online advisors.

Student Awards and Achievements

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

Narrative:

N/A

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths- growing enrollment, especially online, dedicated faculty and long-term adjuncts

Weaknesses- MFT scores, traditional program is understaffed

Opportunities- there is growing interest in the field, especially for online students, if properly resourced, the program can continue to grow. There is opportunity for the master's program to recruit from these students.

Threats- staffing issues, especially for the on-campus program. Low MFT scores need to be investigated to determine if it is a result of students' lack of understanding or lack of motivation

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:

N/A