

**Annual Departmental Report
2021-2022**

Program Information

Program/Department: Psychological Science
Department Chair: Cheryl Armstrong (interim)
Department Assessment Committee Contact: Christopher Adams

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research & Planning by June 1, 2022.

A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

<p>Psychological Science had a last minute department chair change at the end of August as Dr. Sara Levine stepped up to become Interim Dean for the school of Arts and Sciences and Dr. Cheryl Armstrong stepped in to become interim chair. Many of our classes moved back to an in person or hybrid format in the fall and even more were face to face in the spring. Though less so than in previous semesters, the pandemic still affected how faculty conducted their courses, with many offering students the opportunity to “join” face to face classes remotely. Some faculty also recorded classes and made them available on blackboard. Most faculty reported that they were happy returning to more face to face interactions with students although there was also concern regarding the difficulty of trying to use two modalities (in person with a virtual option). Many students still seem to want more virtual options as our online and hybrid courses have filled quickly, while the face to face courses are not as popular.</p>	
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B. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Use basic psychological vocabulary, concepts, and theories to describe, explain, and/or predict behavior, including advantages and limitations of the selected concepts/frameworks	Learning outcomes based on APA program standards https://www.apa.org/ed/prec/college/about/psymajor-guidelines.pdf	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
2.	Describe examples of relevant and practical applications of psychological principles to individual and societal needs (e.g. health, public policy, education, employment, diversity)	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
3.	Critically read and summarize complex ideas accurately, including generalizability and/or future directions, from psychological sources and research	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
4.	Describe research methods used by psychologists including their respective advantages and disadvantage	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
5.	Replicate or design and conduct simple scientific studies (e.g., correlational or two-factor) to confirm a hypothesis based on operational definitions	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
6.	Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or nonhuman research participants	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with subset of courses being offered this year.
7.	Evaluate critically or complete an IRB application that adheres to ethical standards	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a

				subset of courses being offered this year.
8.	Identify and explain how context, individual differences, worldview, and diversity (e.g., race, ethnicity, socioeconomic status, gender, sexuality, religion, ability, identity) influence human behavior and development	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
9.	Construct arguments clearly and concisely using evidence-based psychological concepts and theories	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
10.	Write using basic attributes of APA style, including formatting, internal citation, and references	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
11.	Create a coherent and integrated oral and/or written argument based on a review of the pertinent psychological literature	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
12.	Achieve effective delivery standards in professional oral performance (including organization, visual aids, time constraints, intended audience, delivery style)	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
13.	Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
14.	Formulate academic/career plan contingencies based upon accurate self-assessment of abilities, achievement, motivation, and work habits, as well as the skills sets desired by employers who typically hire or selection people with psychology backgrounds	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.
15.	Create and continuously update a curriculum vitae or resume	Learning outcomes based on APA program standards	Annual	The department completed a Curriculum Mapping exercise with a subset of courses being offered this year.

II. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
3	Senior Assessment of Research Literacy based on Capstone Products (literature reviews, conference posters, presentations)	3 rd /4 th year	sample	60% of students expected to meet criteria	Received 7 Capstone products – 100% of students met criteria
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11	Senior Assessment based on capstone Products to evaluate ability to create a coherent and integrated oral or written argument based on a review of the pertinent psychological literature.	3 rd /4 th year	Sample	60% Of students expected to meet criteria	Received 7 Capstone products – 100% of students met criteria

You may use this comment box to provide any additional information, if applicable:

Every year capstones seem to be improving. Percentage of students meeting the criteria has gone from around 50% to 100% of students meeting all criteria.

Summary of Findings: Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Reflection Prompt	Narrative Response
<p>Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Capstone assessments</p>
<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>Annually by the assessment committee who presents findings to the department at our summer retreat for discussion</p>
<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>We completed a second round of curriculum mapping and have decided to reduce the number of PLO’s to 5. These PLO’s are still consistent with the APA goals and the original 15 PLO’s can be subsumed under these . We also collected more capstone products and students have consistently improved in achieving the outcomes associated with the review of these products.</p>

C. Assessment Plan for Program/Department

D. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

We plan to reduce the number of PLO's from 15 to 5 based on a second round of curriculum mapping which revealed that the PLO's were too specific and difficult to evaluate.

We have also drafted a student exit survey (draft is attached) which will be administered to graduating seniors during the AY 22/23 Academic year. A shorter version of these survey will be completed by faculty before the start of the AY 22/23 year to help inform the agenda of the assessment committee.

E. If you do not have a plan, would you like help in developing one?

Yes

F. Program Review Action Plan or External Accreditation Action Letter/Report

Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)

I. Programs that fall under Program Review:

- i. Date of most recent Review:
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific Goals	Measurables	Actions	Responsibilities	Timeline
Further Develop Assessment Plan				Spring 2021--ongoing
	Adoption of APA Objectives	Review and vote on APA objectives we wish to adopt	Full Department	Spring 2020 Completed Revision planned for Fall 2022
	Curriculum Map	Perform curriculum mapping to align courses to those objectives	Coordinated by Assessment Committee	Spring 2021—ongoing
	Internship Evaluation	Create internship evaluation that matches APA outcomes	Student Affairs Committee	Spring 2021— pushed off until 2021-2022 due to COVID Delayed until Fall 2022
	Exit Survey	Create exit survey for students in History and Systems	Assessment Committee	A draft of this survey is complete. It will be distributed to graduating seniors during the AY22/23 academic year

Expand Internship Program	Double size of the current program	Develop specialized seminars for research-based and applied internships—new course created to better prepare students for internship, Professional Issues in Psychological Science, approved by AUC in May 202 Develop relationships with relevant offices on campus Seek course release for internship coordinator	Student Affairs Committee Department Chair Internship Coordinator	New course being offered 1st time FA21: Professional Issues Added Psychology of Interpersonal Relationships as a prerequisite for the internship to better prepare students with the interpersonal they need. Spring 2024
Improve involvement in Psi Chi and Psychology Club	Student Interest Survey	Develop and administer a survey to all Psychological Science Majors and Minors to determine interests related to student club involvement	Student Affairs Committee	Spring 2020-- work interrupted due to COVID Work will resume in Fall 2022
Expand emphasis on diversity in the discipline	Cross-cultural Psychology course	Develop and offer a new course in Cross-cultural Psychology—approved by AUC in May 2020	Curriculum Committee Full Department	New course being offered 1st time SP22
Re-examine placement and use of adjunct faculty across the curriculum	Reduce use of adjunct faculty in introductory courses by 15%	Discuss, as a department, the best use of adjunct faculty	Full Department	Ongoing – multiple staffing changes in Fall 2021 and Spring 2022 including loss of chair and resignation of tenure track faculty member have made this difficult
Strengthen the career development and professionalism of our students				
	Web-based tutorial on career decision-making	Develop a web-based tutorial that will allow students to explore vocational interests and provide information regarding career paths	Student Affairs Committee Dr. Christopher Adams	Completed Spring 2020 Developed and available to all psych majors through blackboard
	Vocational Psychology Seminar	Creation and offering of Advanced Seminar in Vocational Psychology	Dr. Christopher Adams	Completed Spring 2020 Developed and offered SP20
	Needs Assessment of career development	We have submitted a proposal for funding to conduct a comprehensive career based needs assessment with current students, alumni and prospective employers	Dr. Christopher Adams	Summer 2023
Expand Research Opportunities for Faculty and Students	Expand research opportunities for students by 25%	Advertise and raise visibility of research opportunities for students	Research Organization Committee	Spring 2025

iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes

G. Departmental Strategic Initiatives

Accomplished Initiatives AY 21-22	Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Consistently offer Intro to Psychological Science and Lifespan Development for Early-College students	5.3	
Intro to Psychological Science and Lifespan Development are offered as accelerated courses	5.3	
Submitted MAJ/ IHIP designation for Psychological Science Capstone requirement (General Education Program)	1.1	
Cultural Psychology course created last year offered for first time S22	4.1	X
Multiple faculty members have active research labs involving students researchers and our faculty typically oversee at least one student honors research project each year	1.2	
Continue to offer a section of Intro to Psychological Science through AUIA	5.3	
Continued work on development of online Psychological Science degree-completion program	5.4	X
Several faculty have adopted OER for Intro to Psychological Science	5.7	
Submitted Academic Innovation Grant to expand the scope of career based programming and services to majors and minors	1.2	
Bring Research Speaker to campus for talk to students	1.2	
Faculty working on Opioid grant engaged in Community-engaged scholarship	3.5	

Planned Initiatives for AY 2022-23	Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Continue work on online Psychological Science degree-completion program	5.4	
Continue Exploration of OER in more Psychological Science courses	5.7	
Continue to offer a section of Intro to Psychological Science through AUIA	4.1	X
Bring Research Speaker to campus for talk to students	1.2	
Expansion of career counseling/information provided to students.	5.3	
Increase use of social media to engage students in departmental activities.	5.6	
Continue to offer students opportunities to participate in research either in faculty labs or as part of honors projects	1.2	
Faculty working on Opioid grant engaged in Community-engaged scholarship	3.5	
Ongoing participation in Davis Foundation Grant.	2.5	

H. Departmental Reflection:

Take this section to reflect on--

- 1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

- 2) *Any other thoughts or information that you would like to share.*

