Institutional Effectiveness Report
Academic Year
2017-2018
Undergraduate Major in Psychology

Prepared by:
Teresa K. Herzog, Ph.D.
Coordinator of Undergraduate Psychology Program Effectiveness

May 15, 2018

Program Mission Statement

- The Mission of the Department of Psychology is to provide students with an understanding of psychology as the science of behavior and experience, including the major theories and issues within psychology; to emphasize the role of the liberal arts in higher education and personal development; to promote an appreciation for individual and cultural diversity; to develop critical thinking skills; to develop competence with methods of scientific research and data analysis; to assure that students have the necessary research experiences and coursework to undertake graduate education; and to assist students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology majors will become aware of the various career options related to the major. The program also provides opportunities for internships in applied settings. A major in psychology will provide students with a broad-based education that will equip them for entry-level positions in business, government, and a wide variety of human service organizations. The major also prepares students who wish to pursue further education in areas such as law, medicine, business, or seminary, as well as psychology.

Outcome Measures

Program Learning Outcomes (PLOs)
A graduate of the Psychology Program at Francis Marion University will:

PLO 1.0 Have an understanding of psychological concepts and the major theories.
PLO 2.0 Be able to apply psychological concepts to experiential issues.
PLO 3.0 Understand the significance of individual and cultural differences.
PLO 4.0 Engage in scientific thinking skills.
PLO 5.0 Show written and verbal communication skills.

Student Learning Outcomes (SLOs)
SLO 1.0: Students will understand psychology as the science of behavior and experience and will understand the major theories and issues of the discipline.

SLO 2.0 Students will display critical thinking skills and analyze psychology concepts and literature. These skills involve the development of scientific reasoning and problem solving, including effective research methods.

SLO 3.0 Students will communicate psychological concepts and research in the style of the American Psychological Association.

SLO 4.0 Students will examine diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities.

Executive Summary Report

During the 2017-2018 academic year, the Psychology Department assessed the four Student Learning Outcomes (SLOs; listed above). The Psychology Department utilized an exit survey and departmental rubrics to evaluate the SLOs.

The PSY 499 Senior Seminar Exit Exam

Regarding our desire to ensure that students understand the theoretical underpinnings and science of behavior, we were successful in meeting our overall target (please see Table 2, page 4) of 65% on the Exit Exam. In addition, we met our targets in four of the six of required areas. However, we did not meet our target for our required courses. Nevertheless, we reached or exceeded the 70% target for biological basis of behavior, social psychology, developmental psychology, and learning and cognition. In two domains, research methodology and statistics, we fell short of our 70% target. For our non-required subjects, we exceeded our target of 65%. However, we fell short of our target in two subject areas: Personality and history and systems. Although we are able to show success in some areas, we still show room for growth in increasing students' psychological understanding

The PSY 499 Senior Seminar Exit Survey

The Exit Survey gathers students' ratings of their experience as majors in our program. While on this survey, our students indicated that the department was successful (i.e., meeting our target of 6.0) in the areas of view of human nature, and role of culture, the department did not reach our target of 6.0 in nature of psychology, theories of psychology, scientific thinking and scientific method.

In an important area where our students failed to meet our established targets of 6.0, analyzing psychological concepts, we feel we can increase both the students' understanding of psychological concepts and the perception that they understand them. We will institute an action plan in PSY 499 for practicing this skill (see page 16).

In addition, our goal to have students examine career options in psychology was not met. Students still report difficulties in determining what occupations they can pursue with their degree in psychology. As reported in the Fall 2017 Interim I.E. Report, we have evidence that students dissatisfaction is not with access to information, but may be more instrumental and one-on-one counseling with advisors that they are requesting. We will institute two action plans: One for assessing needs via student report and the other to be implemented in the context of PSY 220 (Careers in Psychology).

Measures of Critical Thinking Skills and Communication

The psychology department met our target of 4.0 on our direct, instructor's assessment of critical thinking. However, we did not meet our target of 6.0 on the student-reported Exit Survey. This indicates to us that, although classes are not underperforming relative to teacher expectations, individual students feel they would like more support in writing and articulating their thoughts. We have developed an action plan to address this (see page 16).

Assessment Methods

Table 1. Student Learning Outcomes, Measures, and Targets for the Department of Psychology

Student Learning Outcome	Measures	Target
#1 - Majors will understand psychology as the science of behavior and experience	PSY 499 Exit Exam: Core domains	70% correct
	PSY 499 Exit Survey: Global question 1	65% correct
	Compare Lower-level classes With Seniors on Exit Exam	
#1 - Majors will have developed translatable skills.	FMU Psychology Exit Survey questions 2-7	Average at least 6.0 (7-point scale)
#2 - Majors will display critical thinking skills	FMU Psychology Exit Survey question 8	Average at least 6.0 (7-point scale)
	Direct Assessment in PSY 499	Average at least 4.0 (6-point scale)
#3- Majors will communicate psychological concepts and research in the style of the American Psychological Association	FMU Psychology Exit Survey question 9	Average at least 6. (7-point scale)
	Direct Assessment in PSY 499	Average at least 4.0 (6-point scale)
#4- Majors will be examined to ascertain their investigation of diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities.	FMU Psychology Exit Survey question 10	Average at least 6.0 (7-point scale)
#1 - Students of multiple majors who attend our PSY 216, Introductory Psychology Laboratory, will increase their understanding of basic psychological principles	Pre-Post Test given the first week of the semester and again the last week of the semester.	A significantly increased mean Post Test score relative to the Pre Test Score

Note: Additional items on the FMU Psychology Exit Questionnaire assess students' responses about the program qualitatively and thus do not have an associated target.

Assessment Results

Student Learning Outcome #1: Understanding of Psychology

Exit Exam

The Exit exam has been revised in years past. The exam was originally given as 360 items approximately 10 years ago. All full-time faculty reviewed the exit exam in August of 2014 and made to a few questions based on updated information Changes were made to Biological, Cognitive, Developmental, Social, and Abnormal domains resulting in a revision to 100 items in 2015 and modifications were made to reflect the switch from the DSM 4 to the DSM 5 for classification of psychological disorders. It was revised again in 2016 to better reflect the current curriculum. This semester, a version was created to parallel the Graduate Record Exam (GRE) Subject Test in Psychology. This most current version will be given for the first time next semester.

Table 2 provides a breakdown of students' knowledge and skills. Data is presented for the past 5 academic years. In the rightmost column, department targets are listed. It appears that the students met targets set for the areas of Biological, Developmental, Experimental Design, Social, Learning/Cognition, Abnormal, and Personality. Our students did not meet the targets set for, Statistics, or History and systems.

Table 2. Students' Knowledge and Skills

Area Tested	2013 -2014[1]	2014 - 2015 [1,6]	2015 - 2016[1]	2016 – 2017[1]	2017 - 2018[1]	**Target**
Biological[2]	68	74	67	74	73	**70**
Developmental[2]	74	73	66	72	71	**70**
Research Design[2]	80	78	69	71	68	**70**
Learning/Cognition[5]	68	76	64	64	70	**70**
Social[2]	79	71	69	72	74	**70**
Statistics[2]	59	66	52	49	52	**70**
Abnormal[3]	86	90	86	81	84	**65**
Personality[3]	64	65	62	69	69	**65**
History[4]	75	73	63	54	53	**65**
Total	**72**	**74**	**66**	**66**	**68**	65
Required Courses	**71**	**74**	**64**	**67**	**69**	**70**

Notes: [1]Data in cells represent mean percent correct, [2]Required of all majors, [3]Optional course, [4]No advanced courses offered [5]Became required course in 2013-2014 [6] Data from Spring semester graduates only.

Exit Survey

This 28-item questionnaire is administered to graduating majors within approximately two weeks of graduation. The first question of the Exit survey is interpreted globally. It asks: *To what extent has the psychology program enabled you to have an understanding of psychology as a science of behavior and experience*? Items are rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. The cohort of the 2017-2018 academic year paralleled our Exam findings in that students rated themselves slightly lower than desirable, with a mean of 5.90. However, a one-independent sample *t*-test to assess the statistical significance of this mean indicated that it was not significantly

different from the target of 6.0, $t = -1.26$, $df = 58$, $p = .21$. Nevertheless, we conclude that we have more work to do to ensure that we meet our first SLO.

We next address students translatable skills, (i.e., questions 2-7), such as cultural understanding and scientific reasoning. Question text is included below:

2. To what extent has the psychology program enabled you to understand the major theories and issues in psychology?
3. To what extent has the psychology program enabled you to have a broader view of human life?
4. To what extent has the psychology program enabled you to understand the significance of individual and cultural differences?
5. To what extent has the psychology program enabled you to engage in scientific thinking skills?
6. To what extent has the psychology program enabled you to understand and appreciate the scientific method?
7. To what extent has the psychology program enabled you to enhance your ability to think critically about and analyze psychological concepts and literature?

Although the overall rating summed across these questions met our target, yielding an average of 6.03, a number of the individual targets show room for improvement. Table 3 provides means and standard deviations for students' responses to the questions regarding their perceptions of their knowledge and skills for five years. In the rightmost column, department targets are listed. Although this table shows that scores generally have been consistent, we did not meet our target for Theories of Psychology, Analyzing Psychological Concepts, Scientific Thinking, and Scientific Method for the last two years. Conversely, we met our targets for the View of Human Nature and Role of Culture. A series of single-sample t-tests showed that the only ratings that differed from our target of 6.0 were our scores for (1) gaining a braider view of human nature, $t = 2.81$, $df = 58$, $p = .007$, and (2) understanding individual and cultural differences, $t = 3.23$, $df = 58$, $p = .002$. These scores were significantly *higher* than our target of 6.0. Nevertheless, we will seek to achieve all of our targets on SLO #1 in the future.

Table 3. Students' Opinions of Knowledge Gained

Knowledge Goals	2013-2014 (n = 58)	2014-2015 (n = 55)	2015-2016 (n=57)	2016-2017 (n=41)	2017-2018 (n=59)	Target
Theories of Psychology	6.02 (0.81)	6.15 (0.85)	6.04 (0.59)	5.94 (0.78)	5.93 (0.81)	6.0
View of Human Nature	6.03 (0.94)	6.04 (0.86)	6.02 (0.63)	6.02 (0.63)	6.29 (0.80)	6.0
Role of Culture	6.28 (1.00)	6.35 (0.87)	6.42 (0.62)	6.29 (0.77)	6.31 (0.73)	6.0
Scientific Thinking	5.91 (1.08)	6.11 (0.81)	6.09 (0.78)	6.06 (0.74)	5.83 (0.98)	6.0
Scientific Method	6.00 (0.97)	6.22 (0.94)	5.88 (0.70)	5.87 (2.25)	5.85 (0.92)	6.0
Analyze Concepts	6.03 (1.09)	6.18 (0.84)	6.18 (0.78)	5.96 (1.10)	5.98 (0.92)	6.0

Note: Numbers in cells represent: Means (Standard Deviation). Ratings were made on a 7 point scale where 1=extremely unprepared and 7=extremely prepared.

Student Learning Outcome #2: Critical Thinking and Using Concepts of Psychology

Direct Assessment

Our direct assessment of critical thinking asks instructors to evaluate 7 skill areas that contribute to critical thinking and effective communication for each student. Each skill area is rated on a 6 point scale with 1 indicating no evidence of the skill in question and 6 indicating complete mastery of the skill in question. Questions regarding critical thinking and conceptual thinking assessed the extent to which students 1) Considered context and assumptions, 2) Analyzed supporting data and evidence, 3) Used other perspectives and implications, and 4) Assessed conclusions, implications, and consequences. Mean teacher evaluations of graduating seniors may be viewed below in Table 5 (with standard deviations). All means for these items exceeded our targets.

Table 5. Instructor Assessment of Critical Thinking about and Analysis of Psychology Concepts

Skill Assessed	2014-2015 (n=7)	2015-2016 (n=57)	2016-2017 (n=44)	2016-2017 (n=22)	**Target**
Considered context & assumptions	4.71 (0.76)	4.45 (0.99)	4.85 (0.94)	5.45(1.26)	**4.0**
Analyzed supporting data and evidence	4.29 (1.11)	4.21 (0.98)	4.83 (1.00)	5.59(1.06)	**4.0**
Used other perspectives and implications	4.14 (0.38)	4.26 (1.12)	4.84 (0.95)	5.28(0.96)	**4.0**
Assessed conclusions, implications, and consequences	4.43 (1.14	4.25 (1.14)	4.77 (0.97)	5.22(1.30)	**4.0**

Note: Numbers in cells represent: Means (Standard Deviation).

Exit Survey

In the Exit Survey, where students rate the Psychology Department, question 8 asks "To what extent has the psychology program enabled you to engage in critical thinking?" This item is rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. The mean for this item did not exceed our target. Although the students' self-rating was not different from our target of 6.0, $t = -0.14$, $df = 58$, $p = .89$, we will seek to achieve our Target on SLO #2 in the future.

Table 6. Student Perceptions of Ability to Analyze Psychological Concepts

	2015-2016 (n=57)	2016-2017 (n=41)	2017-2018 (n=59)	**Target**
Critical Thinking Skills	6.18 (0.91)	5.83 (1.09)	5.98 (0.92)	**6.0**

Student Learning Outcome #3: Student Communication

Direct Assessment

The psychology department developed an internal assessment of communication skills. In its current form, the assessment has 7 questions, some of which assess critical thinking

and some of which assess communication. Each question is rated on a 6 point scale with 1 indicating no evidence of the skill in question and 6 indicating complete mastery of the skill in question. Questions regarding communication include 1) Summarized problem, question, or issue, 2) Communicated own perspective, hypothesis, or position, and 3) Communicated effectively.

This year we assessed our graduating seniors. Table 6 below presents the means and standard deviations for each item. All means for these items exceeded our targets. Therefore, we achieved our Target on SLO number three.

Table 6. Instructor Assessment of Communication Skills

Skill Assessed	2014-2015 (n=7)	2015-2016 (n=57)	2016-2017 (n=44)	2016-2017 (n=22)	**Target**
Summarized problem, question, or issue	4.42 (0.79)	4.45 (0.99)	4.80 (0.98)	5.28(1.06)	**4.0**
Communicated own perspective, hypothesis, or opinion	4.57 (0.79)	4.29 (1.12)	4.95 (0.86)	5.11(0.95)	**4.0**
Communicated effectively	4.00 (1.29)	4.16 (1.27)	4.65 (1.06)	5.32(1.00)	**4.0**

Note: Numbers in cells represent: Means (Standard Deviation).

Exit Survey
Question 9 of the senior exit survey assesses "To what extent has the psychology program enabled you to enhance your ability to effectively communicate about psychological concepts and research?" This item is rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. Although the mean for this item did not exceeded our target, it was not statistically different than the target, $t = -1.76$, $df = 58$, $p = .08$, in the future we will strive to meet our benchmark on SLO #3.

Table 7. Student Perceptions of Ability to Analyze Psychological Concepts

	2015-2016 (n=57)	2016-2017 (n=44)	2017-2018 (n=59)	**Target**
Effective Communication	6.05 (0.85)	5.43 (1.10)	5.80 (0.89)	**6.0**

The findings from the direct measure compared to the students'' rating indicated that instructors rated their students performing with greater adequacy than did, at least according to our targets.

Student Learning Outcome #4: Exposure to Career Options

Exit Survey

Question 10 of the senior Exit Survey assesses "To what extent has the psychology program enabled you to have an awareness of the various types of career options for a psychology major?" This item is rated on a Likert scale from 1 to 7, where 1 is equal to *extremely unprepared* and 7 is *extremely prepared*. Means and standard deviation information for the past 4 years plus the current year is presented in Table 8 below. For the fourth consecutive academic year, we did not meet our target on this question. Students felt they were underprepared, relative to our target, in terms of their awareness of career options for psychology majors. Therefore, we did not achieve our Target on SLO number four.

Table 8. Student Perceptions of Awareness of Career Options

	Year					
	2013-2014 (n = 58)	2014-2015 (n = 55)	2015-2016 (n=58)	2016-2017 (n=41)	2017-2018 (n=59)	**Target**
Awareness of Career Options	6.16 (0.97)	5.73 (1.25)	5.81 (0.91)	5.26 (1.39)	4.92 (1.60)	**6.0**

Supplementary Data for Student Learning Outcome #1: Exposure to Domains of Psychology

Pre-Post Test for PSY 216, Introductory Psychology Laboratory

We implemented the action plan from Academic Year 2016-2017 which sought to address the considerable variability of knowledge across psychology domains. We developed a Pre-Post Test for our PSY 216 Introductory Psychology Laboratory to gauge which domains are less familiar and which present more difficulty (e.g. statistics may be less familiar and present greater difficulty than abnormal).

Although it is a required class for psychology majors, students from majors across campus attend our "Intro Psych Labs." Thus, these 12 sections, taught by some of the top-performing graduate students from both our Clinical/Counseling and School Psychology programs, must teach basic psychological principles in a clear, approachable manner.

As can be seen in Table 9, in each of the semesters measured, scores on the test of general psychology were significantly better at the post-measurement time, during the last week of class, than at the beginning of the semester, during the first week of class.

Table 9. PSY 216 Student Performance on the Pre-Post Test of Psychology

	Year					
	Fall 2016 (n = 155)	Test of Significance	Fall 2017 (n = 186)	Test of Significance	Spring 2018 (n=143)	Test of Significance
Pre Test Score	11.72	$F = 17.59$	11.30	$F = 24.42$	11.59	$F = 45.92$
Post Test Score	13.38	$p < .001$	12.85	$p < .001$	13.90	$p < .001$

A graphical representation of the total summary scores on the Pre-Post Test for the twelve PSY 216 sections during Spring Semester of 2018 may be seen below in Figure 1.

Figure 1: Increase in PSY 216 Post Test Scores Compared to Pre Test
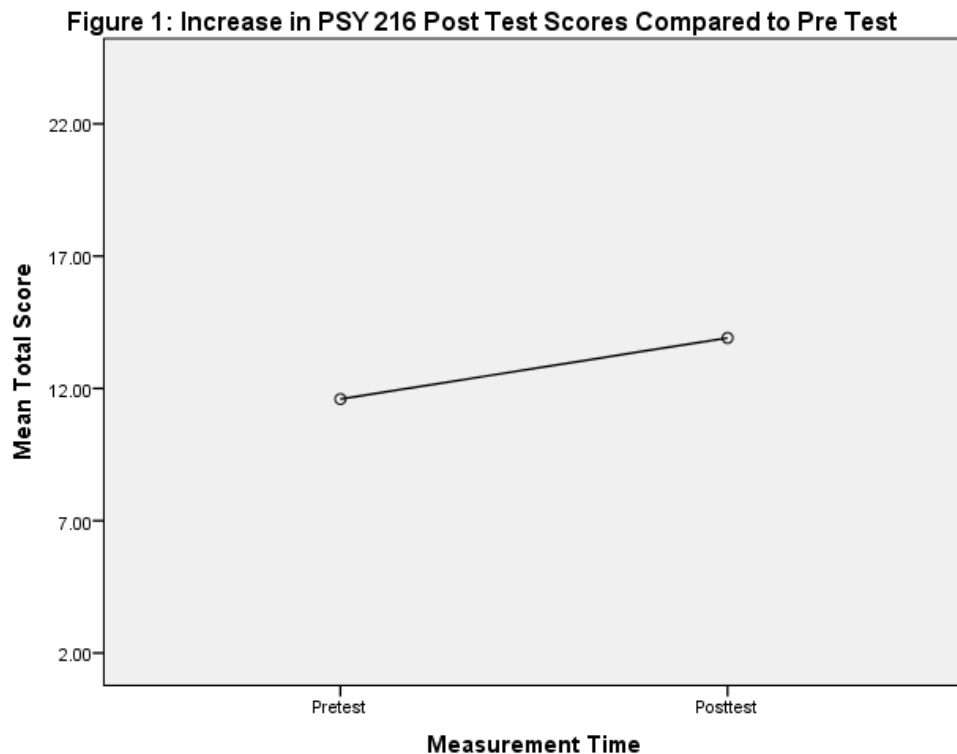
Despite the overall significant improvement in overall scores, as may be seen in Table 10 below, not all domains showed an improvement in terms of reducing scores below a "C" level. A contributing factor may be that the Post test is required by all students to get a final grade; thus the sample is more inclusive at the Post test time and no doubt includes less diligent class members who were able to avoid the Pre Test (i.e., we do not drop students for failing to take the Pre Test). Three domains failed to show improvement at Time 2 in Fall of 2017, and one domain failed to improve in Spring 2018.

Table 10: Percentages of Pre-Post scores below a "C" for each domain during the last two semesters, comparing Time 1 with Time 2

Fall 2017

	Required Courses					Not Required		
	Biological	Cognitive	Developmental	Research	Statistics	Abnormal	Personality	History & Systems
Time 1	19%	35%	14%	11%	39%	28%	74%	65%
Time 2	6%	20%	21%	12%	36%	14%	50%	70%

Spring 2018

	Required Courses					Not Required		
	Biological	Cognitive	Developmental	Research	Statistics	Abnormal	Personality	History & Systems
Time 1	20%	32%	17%	19%	36%	17%	77%	37%
Time 2	9%	17%	46%	16%	25%	11%	32%	28%

Note: Lower numbers at Time 2 indicate improvement

After reviewing these analyses, we have decided to change our source of baseline data. Because PSY 216 is not a "content course," but rather an experiential lab, the class curriculum is not directly comparable to that of PST 499. Moreover, many majors are represented in the rolls of PSY 216 because it fulfills the General Education Lab requirement. Thus, we feel a better comparison by which to judge understanding of psychology due to learning accomplished in our program will be assessed according to our action plan for this (see page 16) for an abbreviated version of the Exit Exam to be given in PSY 220, Careers in Psychology, which is all majors.

Program and Faculty Assessment Information

The Exit Survey assesses students' perceptions of the quality of the program and the quality of the faculty, as well as open-ended questions about the program. Means and standard deviations for the quantitative data gathered the past 5 years are presented in Table 11 below.

Table 11. Students' Attitudes and Opinions

	2013-2014 (n = 58)	2014-2015 (n = 55)	2015-2016 (n=57)	2016-2017 (n=57)	2017-2018 (n=59)	**Target**
			Year			
Quality of Program						
Availability of Courses	5.17 (1.30)	5.07 (1.20)	5.37 (0.67)	5.59 (1.27)	5.02 (1.22)	**6.0**
Setting Objectives	6.10 (0.81)	5.96 (0.77)	5.84 (0.72)	5.89 (0.89)	5.73 (0.96)	**6.0**
Meeting Objectives	5.91 (0.80)	5.91 (0.82)	5.75 (0.80)	5.88 (0.79)	5.80 (0.94)	**6.0**
Instruction Quality	5.93 (0.79)	5.85 (0.93)	5.84 (0.70)	5.82 (1.00)	5.76 (1.01)	**6.0**
Fairness of Grading	5.74 (0.93)	5.91 (0.82)	5.74 (.076)	5.85 (1.26)	5.85 (1.01)	**6.0**
Quality of Courses	6.19 (0.76)	6.16 (0.69)	5.95 (0.80)	6.04 (1.05)	5.92 (1.07)	**6.0**
Quality of Faculty						
Knowledge of Material	6.48 (0.68)	6.51 (0.69)	6.32 (.073)	5.98 (0.81)	6.27 (0.83)	**6.0**
Conduct of Class	6.12 (0.80)	6.11 (0.76)	6.14 (0.85)	5.72 (0.77)	5.85 (0.94)	**6.0**
Treatment of Students	6.00 (1.06)	6.27 (0.89)	5.74 (0.89)	5.80 (1.21)	6.02 (1.34)	**6.0**
Approachability of Faculty	6.10 (1.05)	6.22 (0.81)	5.93 (0.81)	5.71 (1.30)	5.78 (1.22)	**6.0**
Quality of Advising	6.16 (0.97)	5.93 (1.02)	6.02 (0.93)	5.62 (1.10)	5.31 (1.01)	**6.0**

Note: Numbers in cells represent: Means (Standard Deviation). Ratings were made on a 7 point scale where 1=very insufficient and 7=excellent.

Quality of Our Courses

Analysis of these results using one-independent sample *t*-tests to assess whether these means are significantly different from the benchmark of 6.0 indicated that a number of indices were significantly lower than the benchmark. First, the availability of classes was significantly lower than our target, $t = -5.04$, $df = 58$, $p < .001$. Availability of courses is typically the area in which the department receives the lowest ratings. These lower ratings may be due to an increase in the number of students enrolled as psychology and therefore more competition to get into classes (see page 13).

Another rating that fell below our target was faculty specification of class objectives, $t = -2.17$, $df = 58$, $p = .03$. This suggests that class syllabi should spell out very carefully both the goals of the course and the point system on which grades are based.

Quality of the Faculty

In rating the faculty, students were particularly satisfied with faculty's knowledge of the material, $t = 2.52$, $df = 58$, $p = .01$. Conversely, faculty advising for coursework and planning, $t = -3.98$, $df = 58$, $p < .001$, was seen to fall short of student expectations. Faculty must take extra care to ensure that students' questions are being answered, particularly now that face-to-face contact will be reduced by advising through the Patriot Portal.

Strengths and Weakness

The Exit Survey contains a number of open-ended questions. Qualitative data such as this can solicit attitudes that are not cued by the question or the pre-existing options. Strengths of the department fit easily into three categories: Faculty (53%), course or program generically (20%), and blank response (27%).

Weaknesses of the department reflected student frustration with faculty deficits (15%; e.g., "A weakness that I would consider is that all of the teachers have different views and knowledge. Something that is true in one class is not true in another"), course availability (12%; e.g., "The overuse of adjunct professors that do not needed material"), career needs (12%; e.g., "Connection to jobs after graduation"), external factors such as texts, money, and workload (10%; e.g., "The books were not necessarily and are way too high.") and 7% had complaints relevant to research (e.g., "The availability of research. If psychology students want to go to graduate school they must participate in research and I feel like the program doesn't promote or tell people enough when they are about to begin research"). Many students left "Blank" responses (31%) and 3% lacked specificity (e.g., "Considering the interactive part of the department, I think the FMU students body may learn different than most college students. I think the professors should try to accommodate them. I do not mean in a guided to an A type of way, but definitely try different techniques to get the material across to the students. Additionally, I feel like the department and the honor society could do a little more things on campus to be involved. and course scheduling.")

Faculty Availability
As FMU successfully competes with other universities for accomplished faculty, our department membership is more and more comprised of scholars with an expertise in research. Thus, with the exception of first-year faculty, each faculty member in psychology involves undergraduates in their programmatic research. This has contributed to increasing numbers of our students attaining the goal of graduate school. Unfortunately, there is an inherent conflict between the demands of two teaching mandates: The time intensive teaching of our best students takes resources from the one-on-one basic skills remediation that some of our students require.

That being said, we have very high levels of one-on-one contact with highly motivated students, despite a low ratio of full faculty to numbers of students.

Table 12. Faculty and Graduating Seniors in the Department of Psychology

	Academic Year Ending										
	08	**09**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
# graduating	12	30	10	33	43	49	58	55	57	74	62
# full time faculty	10	10	10	10	10	10	9	8	9	9	9

Clearly the psychology undergraduate program is popular as the number of graduates continues to grow. However, so do the numbers of adjunct professor or tenure-track professor on overload. This problem of staffing is a factor in student satisfaction as 1) classes taught by adjunct faculty are primarily taught at night and students dislike taking night classes as it interferes with work and family life, 2) reliance on adjunct faculty, rather than hiring additional full-time faculty, means that current full-time faculty have to take a larger role in other tasks (e.g. more advisees per faculty member) which decreases the time they can devote to each student, 3) reliance on adjunct faculty, rather than full time faculty, provides students with fewer opportunities to be involved in research as fewer faculty are available for collaboration, and 4) the fact that adjuncts do not have offices during daytime hours decreases the availability of teachers to their students for tutorials, conflict resolution, and establishing rapport in general. In terms of the IE process, the high number of adjuncts also makes it difficult to determine precisely to what extent full-time faculty is actually being assessed through the Exit Survey.

An additional issue presented by the growing number of students in the department involves the range of students' needs that faculty must address. As noted above, we are increasingly asked to perform remedial assistance to students who have trouble taking notes while they listen to the class lecture. Numerous students have challenges writing in a grammatically correct manner. At the same time, we must ensure that our top students are competitive at the graduate level, the latter involving an all-important area of teaching: Supervision of student research.

Student Involvement in Faculty-Sponsored Research/Service

A key aspect of preparing students for graduate school and helping students decide whether they want to pursue graduate school is to be involved in faculty-sponsored research and/or service. For research projects this may include assistance with project development, data collection, data entry, data analysis, writing, or any other part of the research process. Service projects may include activities such as volunteering with local organizations providing psychological services, such as Homeless Connect and Lighthouse Ministries. Such clinical experience is an important aspect of the undergraduate transition to a professional role, including the learning of professional expectations, is to gain closely supervised experience in a psychological practicum. These students work closely with individual clinical faculty to gain exposure to the application of psychological principles in the real world. Our students are involved in helping roles with such organizations as Early Autism Project (EAP), gaining supervision

in line therapy, a growing field with a high demand for practitioners. In addition, every semester our undergrads help to support the underserved population of the homeless, through faculty involvement in the Florence, SC, Homeless Connect. This year we had 3 undergraduates participating in the EAP, compared to 5 for the 2016-1017 academic year and 14 students volunteering in Homeless Connect, compared to 8 last year.

Table 13 below presents the total number of students engaged in these opportunities and the number of students participating per faculty member. Both the total number of students and the average number of students engaged in research with faculty met our target. Please note, the student-mentor ratio has been calculated omitting full-time faculty in their first year. Full time faculty is in the very time-intensive phase of developing teaching, and is just establishing their programmatic lines of research.

Table 13. Student Involvement in Faculty-Sponsored Research/Service

	2015 -2016	2016 -2017	2017 -2018	**Proposed Target**
Number of students involved	41	24	**52**	**30**
Average students per faculty member*	4.56	3	**7**	**3**

* Indicates 7 non-first-year faculty

Student Presentations at Conferences and Manuscripts Submitted
A critical aspect of preparing students for graduate school is experience in public presentations of research, either at a conference or in a journal. The psychology department has directly tracked the number of students who engaged in these types of opportunities. Overall our students were quite active this year. Table 10 below presents the raw number of students engaged in these opportunities and the average number of students participating per faculty member. For the third straight year, we surpassed our targets by considerable margins in the number of presentations involving students, as well as the number of students who participated.

Table 10. Student Presentations at Conferences and Manuscript Submissions

	2014- 2015	2015 -2016	2016- 2017	2016- 2017	2016- 2017	**Proposed Target**
Number of presentations	8	20	24	20	**12**	**8**
Number of students	10	25	20	19	**19**	**8**
# of students per faculty*	1.25	2.77	3	4	**3**	**1**

*Indicates non-first-year faculty

Implementation of Previous 2016-2017 Action Plan

All actions proposed by the Interim Institutional Effectiveness Report, Fall 2017 have now been implemented, as may be seen below in Table 11.

Table 11: Implementation of Fall 2017Action Plan (See Interim Report, Fall 2017)

Action Plan for Spring 2018	Actions taken
Action 1: Create a standardized electronic reporting system for all instructors	• The Exit Exam, Exit Survey, and Pre Post Test will all be administered to the relevant classes by the author via Blackboard. Materials made available are o An Excel gradebook containing all of the relevant indices for calculating targets, including critical thinking scores in writing (see Action 3 below) • The author may now send timely reminders to (a) prompt students to take the Exit Survey and (b) prompt instructors to submit data to the coordinator.
Action 3: Develop Scoring Rubric for a Research Papers	• To extend our direct measurement of critical thinking and analysis, a rubric has now been developed that is appropriate to a survey research paper and has been disseminated to psychology faculty (see Appendix I).
Action 4: Develop a Career Planning Measure	• We will gather baseline data in PSY 220, when students are first introduced to careers relevant to psychology, to compare to Exit Exam. • We will guide PSY 220 – Careers in Psychology students in steps to choosing and pursuing a career subsequent to graduation see Appendix II). Because the ultimate target of these steps is to talk with their advisor, this should increase students'' understanding that their advisor is a valuable resource • We plan to assess PSY 499 students' perceptions regarding expectations, motivation, and suggestions for career planning (see Appendix III).
Action 6: Faculty Time Management	• Full faculty received the information that, over the 2017-2018 academic year, our course preparation, advising, and availability have received poor ratings relative to fairness in grading, overall knowledge, and treatment of students in the classroom. • Full faculty built modules into their content area courses showing students how to apply knowledge goals to particular areas of psychology.

Updated Action Plan

Student Learning Outcome 4: Exposure to Career Options
We did not meet our target with respect to students' perception of their awareness of career options for psychology majors. It is possible that students were aware of career options just after taking PSY 220 but have forgotten that they were made aware of this information by graduation. We plan to adopt a true longitudinal design, whereby we match pre and post scores for all psychology majors, from their entry into the major in PSY 200, Careers in Psychology, to the semester of graduation in PSY 499, Senior Seminar.

Action Plan	Action Needed
Measure baseline psychological knowledge upon entering the major in order to better assess specific gains in senior skills.	Action 1: Administer the PSY 499 Exit Exam to beginning majors in PSY 220, Careers in Psychology. An eventual goal is to adopt a true longitudinal design, whereby we match pre and post scores for all psychology majors, from their entry into the major in PSY 200, Careers in Psychology, to the semester of graduation in PSY 499, Senior Seminar.
Increase students' usage of psychological concepts from the literature in their seminar discussion.	Action 3: Institute a point system in PSY 499 whereby students are awarded points for using the psychological concepts during seminar discussion. • See Column C in the new PSY 499 Faculty Gradebook (Appendix I)
Prompt PSY 220 to begin early to think about a career/	Action 4: A "Career Navigator" will be handed out in PSY 220, Careers in Psychology, prompting students to continue their career investigations over the remainder of their time at FMU. Importantly, they are instructed to set up an advising meeting to go over their career questions. This will no doubt also boost student ratings of faculty advising, since many students may not be aware of how to maximize this relationship to gain full advantage of their advisor's expertise.
Measure students' career concerns	Action 5: Adapt the program according to students information needs. For more instrumental needs (e.g., specific career connections), we will make recommendations to the Office of Career Counseling.

Appendix I

Research Paper Scoring Rubric

A. Specific topic domain

      1/2-   Topic is unspecified, unfocused

      3/4 - Insufficient topic breadth or depth

      5/6 - Appropriate breadth; only relevant work cited

B. Establish importance of topic

      1/2 - Topic relayed without sense of meaning

      3/4 - Some indication of topic importance noted

      5/6 - Topic importance confirmed

C. Placed the topic or problem in the broader scholarly literature.

      1/2 - Topic not placed in broader scholarly literature

      3/4 - Some discussion of braider scholarly literature

      5/6 - Topic clearly situated in braider scholarly literature

D. Acquired the subject vocabulary

      1/2 - Key vocabulary not used

      3/4 - Key vocabulary defined

      5/6 - Key vocabulary used meaningfully in text

E. Articulated important variables relevant to the literature

      1/2 - Not included multiple variables

      3/4 - Reviewed relationships among key variables

      5/6 - Proposed new relationships between variables

F. Demonstrated the ability to take an overview or summary perspective of the topic

      1/2 - Accepted literature at face value

      3/4 - Some analysis of literature

      5/6 - Offered new perspective

Appendix II

Career Navigator

Get Information: The first step in career planning

1. **Take a variety of different classes.** Don't pigeonhole yourself into one tight line of study. Branch out and take a good look around to see what interests you**.**

Class Label	Class Name	Semester	Like	Not Liked

2. **Complete a few self-assessment tests.** Self-assessment tests can tell you a lot about yourself and may help you match your skills and interests with possible careers.

Self-Assessment	Date Taken	Results
Career Personality Inventory (CPI)- Career Development Center		

3. **Research different careers.** For example, you can browse the Bureau of Labor Statistics home page for detailed descriptions of different careers and statistics about the fastest growing fields.

Career	Website	Qualifications	Do I meet qualifications?

Network: Meeting people who work in your prospective field can give you valuable insight into what life is like in that career. Gather information by gathering contacts

4. **Do some volunteer work** Explore possible career tracks and build a strong networking base through volunteer activities. Volunteering teaches you about yourself and your world while preparing you for the future and connecting you to your community.

Volunteer Site	Supervisor	Result

5. **Arrange some informational interviews.** There's no better way to get a feel for a certain career than talking to professionals in the field. Find them through your college's career center, your school's alumni association, job fairs and professional organizations.

Venue	Person/Company	Result

6. **Find a mentor.** Part coach, part motivator, the mentor works as a guide from within the context of the work environment. The perfect mentor is someone who works well with you and who has the experience and success you seek.

Plan:

7. **Develop your own career inventory.** What kind of organization do you want to work for? What type of environment do you prefer? How much travel do you want to do? What kind of work schedule do you prefer?

8. Discuss Options/Questions with Advisor

What Am I Still Unclear About?	Date/ Meeting	Result

Student Career Needs

This measure is to help FMU help YOU! Please answer honestly.
Fill in, check, or circle the number, according to the question

1. I have a pretty good sense of what my future career will be.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

2. I am worried about choosing a future career.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

3. In an ideal world, I would take a different career path than the one that seems open to me.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

4. If someone has difficulty finding a career path, it is because

5. When I came to college, I was surprised that it was a lot harder than high school

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

6. The BEST thig FMU can do to help student careers is to

7. I am attending college only because it is expected in order to get a good job.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

8. Another reason to attend college is

```

```

9. I have asked my advisor's help in planning my future career.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

10. Psychology is the perfect field for me

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

11. I have attended an FMU Career Fair.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

12. When I became a major, I understood that most jobs in psychology require training after the four-year degree.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

13. When I became a major, I understood that graduate training is easiest for people who

love to read and study.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

14. I have consulted with teachers for advice about a career path.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

15. Student college debt is a problem for me or others that I know.

1	2	3	4	5
Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

16. FMU should do the following to help students' career progress (write in any options

you wish in the blank spaces)

☐ Provide tutoring about how to look on career websites

☐ _____

☐ _____

☐ _____

17. What I don't understand about careers in psychology is