

INSTITUTIONAL EFFECTIVENESS REPORT

Name of Program/Department:	Department of Psychology
Year:	2019-2020
Name of Preparer:	Teresa Herzog, Ph.D.

Psychology Department 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.

Program Learning Outcomes

The Psychology Department prepares students who:

1. Read and retain core psychological concepts and the major theories.
2. Reason with both critical thinking skills and scientific thinking skills.
3. Communicate well, both writing and speaking.
4. Apply psychological concepts to the real world, including envisioning a career

Student Learning Outcomes

1. Identify and apply the major theories and core areas of the discipline
SLO 1.0 Students will recognize and correctly identify primary findings in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains. Students will increase their knowledge of psychology, over and above their knowledge upon entrance to the program
2. Apply scientific reasoning to answer an original hypothesis using the scientific method
SLO 2.0 Students will conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data. Students will analyze their findings and report on a poster at or above the 5 level

3. Explain and compare disparate perspectives on a real-life topic; apply theoretical or research concepts in psychology to take a position. Defend the position via both critical and analytical thinking.

SLO 3.0 Students will write a position paper justified by research; employ psychological concepts, describe real-world manifestations, and defend a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document.

4. Choose potential career paths and formulate a step-wise plan of action to a desired career goal

SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options, and appraise these options using professional development opportunities.

Executive Summary of Report

The current report presents our Student Learning Outcomes for the 2019-2020 academic year. As our Assessment Map shows (Appendix V), we employed most, although not all, of the outcome rubrics and pre-post indices outlined in our Action Plan of last year. Due to the outbreak of COVID-19, we were unable to directly measure students' research skills by looking at their public poster presentations, since the Francis Marion University Research and Exhibition Day was not held this Spring. Nevertheless, we did measure research skills in a class context.

We gathered evidence of our senior's knowledge of psychological concepts (SLO1) via an Exit Exam given the semester of graduation. In addition, we demonstrated improvement in concept knowledge from program entrance to graduation. To do this, we drew twenty-five questions the Exit Exam, administering to all students in PSY 216, Introductory Psychology Laboratory, in the first week of class. At the end of that same class, we administered a post-measure. In this way, we documented increased scores, from an average of 46% at the beginning of Introductory Laboratory, to an average of 77% at graduation. We were unable to obtain data from the instructors of the Introductory Psychology classes, but this author now has access to the BlackBoard sites for those classes to send out the assignment to students.

For SLOs 2.0, we examined a research /position paper among graduating seniors for writing, critical thinking, and analytical thinking. Students performed above the benchmark for analytical skills, but had more difficulty in critically involving their own experience in their writing. The overall percentage exceeded the benchmark (i.e., average rating = 85%). For SLOs 3.0, we assessed our students as they began their studies in research methods. All students met the target criterion.

For SLO 4.0, we created a direct measure of students' ability to creatively explore ideas to find work. The Career Scavenger hunt directed students early in the major (PSY 220) to "find" three *different* jobs or post-graduate programs for their skills and abilities. They also had to show transfer of learning on their resume. For these new Psych majors, only the rating for 'Professionalism' (i.e., neatness and presentation) met the benchmark. Very differently, the Careers Packet assignment among graduating seniors (PSY 499) yielded an average of 85%, with all subscales meeting the benchmark.

In summary, we feel our Student Learning Outcomes for the 2019-2020 academic year reflect progress in meeting the goals of our Mission Statement and Program Learning Outcomes.

Assessment Methods

Student Learning Outcome 1

Identify and apply the major theories and *core areas of the discipline*

SLO 1.0 Students will recognize and correctly identify primary findings in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains (PSY 499: Senior Exit Exam)

Direct Assessment

Baseline = 72.76% correct

Benchmark = 60% correct

Target = 70% correct

Demonstrate **improvement** in psychological knowledge, over and above their knowledge upon entrance to the program (PSY 206: 25 Exam Items of PSY 499 Exit Exam)

Direct Assessment

Baseline = No baseline

Benchmark = 30% improvement in graduating senior over students entering the program

Target = 30% improvement in graduating senior over students entering the program

Student Learning Outcomes 2

Apply scientific reasoning to answer an original hypothesis; use **the scientific method**

SLO 2.0 Students will conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings. (PSY 304: Original Research Project and Poster; see in Appendix II for rubric).

Direct Assessment

Baseline = No baseline

Benchmark = 60%

Target = 70%

Students will analyze their findings and report on a poster at or above the 5 level (FMU Research and Exhibition Day; see Appendix I)

Direct Assessment

Baseline = 89%

Benchmark = 80%

Target = 80%

Student Learning Outcomes 3

Explain and compare disparate perspectives on a real-life topic; *apply psychological concepts to take a position*. Defend the position via both critical and analytical thinking.

SLO 3.0 Students will write a position paper justified by research; employ psychological concepts, describe real-world manifestations, and defend a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document (PSY 499: Research/Position paper; see Appendix III).

Direct Assessment

Baseline = 83%

Benchmark = 60%

Target = 70%

Student Learning Outcome 4

Choose potential career paths and formulate a step-wise plan of action to a desired career goal

SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options (PSY 220: Career Scavenger Hunt), and closely evaluate options using multiple professional development opportunities (PSY 499: Career Packet Assignment, see Appendix IV). The scores of students beginning the program (PSY 220) will be compared with graduating seniors (PSY 499).

Direct Assessment

Baseline = 83%

Benchmark = 60%

Target = 70%

Assessment Results

1A. Identify and apply the major theories and *core areas of the discipline*

a. Students recognized and correctly identified primary findings in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains (PSY 499: Senior Exit Exam)

b. Baseline = 72.76% correct; Benchmark = 60% correct; Target = 70% correct

c. Results for 2019-2020 academic year were 76.71% average score on the Exit Exam. Baseline was exceeded and benchmark was met

Table 1. Summary of results of the cumulative Exit Exam given to graduating seniors.

Learning Outcome	Assessment (Exam Question pertains to each subject area)	Year 2018-2019 (Mean percent correct)	Year 2019-2020 (Mean percent correct)		
			Fall 2019 (n = 31)	Spring 2020 (n = 38)	Year Average (n = 69)
	Target: 60% or greater on each	(n = 40)			
Total Score on the Exit Exam	Exam items 1-100	72.76%	72.81%	80.81%	76.81%
a. Physiological Psychology	1, 8, 12, 13, 14, 15, 16, 17, 40, 47, 53, 73, 87, 88	75%	71.18%	82.27%	76.73%
b. Social Psychology	32, 35, 38, 45, 64, 75, 76, 77, 78, 79, 80, 84, 95	73%	79.90%	79.96%	79.93%
c. Learning and Cognition	4, 5, 22, 23, 24, 25, 28, 29, 30, 34, 54, 66, 72, 81, 91, 97	73.5%	67.55%	79.72%	73.64%
d. Research Methods	2, 3, 6, 7, 41, 42, 66, 72, 81, 91, 97	71.5%	72.18%	82.24%	76.71%
e. Statistics	26, 82, 85, 89, 90, 96	71%	59.68%	77.98%	68.83%
f. Developmental Psychology	9, 10, 11, 18, 31, 44, 46, 48, 61, 71, 74, 83, 99	68.5	71.71%	80.77%	76.24
g. Careers in Psychology	39, 57, 60, 63, 98	89%	72.90%	81.05%	76.98%
h. Elective Domains		70.5	78.09%	81.45%	79.77
1) History & Systems	21, 55, 93, 94				
2) Abnormal	20, 33, 36, 56, 65, 68, 70, 86				
3) Personality	51, 52				
4) Gender	19, 49				
5) Motivation & Emotion	27, 34, 50, 58, 59, 62,				

1B. Demonstrate **improvement** in psychological knowledge

- a. Students increased their knowledge of psychology, over and above their knowledge upon entrance to the program (PSY 206: 25 Exam Items of PSY 499 Exit Exam)
- b. **Baseline = None; Benchmark = 30% improvement; Target = 30% improvement**
- c. Results for 2019-2020 academic year were a 22.81% increase of average senior scores, over the scores of students coming in to the program. Thus, the benchmark was not met.

Table 2. Comparison of Exit items given to students entering the program (PSY 216; n = 157) and score on Exit Exam by graduating seniors (PSY 499; n = 69).

Learning Outcome SLO 1.0	PSY 216 Year 2020 Exam items = 25 (n = 157)		PSY 499 2018-2019 Exam items = 100 (n = 69)
	Begin Spring 2020	End Spring 2020	2019-2020 Target 60%
Total Score on the Exam	46% (11.59 correct)	54% (13.58 correct)	76.81%
Percent Increase		Within PSY 216 8.00%	From PSY 216 to Graduation 22.81%

Student Learning Outcomes 2

Apply scientific reasoning to answer an original hypothesis; **use the scientific method**

- a. SLO 2.0 Students conducted an appropriate literature review, formulated a hypothesis, tested the hypothesis, organized and interpreted their data, and summarized their findings. (PSY 304: Original Research Project and Poster; see in Appendix II for rubric).
- b. Baseline = No baseline; Benchmark = 60%; Target = 70%**
- c. Ratings for 2019-2020 academic year were 75.46%. Benchmark was exceeded

Table 3. Summary of research skills among juniors in PSY 303, Research Methods in Psychology, Spring 2020 (n = 23; Rubric in Appendix II).

Skill	Benchmark: Above 60% (Range)	Fall 2019 Class Average Target: 60%	Spring 2020 Class Average Target 60%	2019-2020 Year
Summarize Topic Area and Previous Research	2.4 (1-4)	78%	88%	5.56
Knowledge of Previous Research	2.4 (1-4)	71%	89.5%	5.21
Research Design	2.4 (1-4)	74%	80%	5
Analyze Evidence	2.4 (1-4)	69%	73%	5.37
State Conclusions	2.4 (1-4)	79%	74%	5.48
Limitations & Implications	2.4 (1-4)	79%	81%	5.66
Writing APA style	2.4 (1-4)	NA	81%	9.57
Average		75%	80.92%	75.46%

Students analyzed their findings and **reported on a poster** at or above the 5 level (FMU Research and Exhibition Day; see Appendix I)

- a. **Baseline = 89%; Benchmark = 60%; Target = 70%**
- b. No results due to cancellation of FMU Research & Exhibition Day

Student Learning Outcomes 3

Explain and compare disparate perspectives on a real-life topic; *apply psychological concepts to take a position*. Defend the position via both critical and analytical thinking.

- a. Students wrote a position paper justified by research; employed psychological concepts, described real-world manifestations, and defended a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document (PSY 499: Research/Position paper; see Appendix III).
- b. **Baseline = 83%; Benchmark = 60% ; Target = 70%**
- d. Ratings for 2019-2020 academic year were 84.98%. We exceeded our baseline and our benchmark.

Table 4. Position paper critical thinking, analytical thinking, and writing ratings of seniors in PSY 499, Senior Seminar (n = 38; Rubric in Appendix III).

Skill	Benchmark: Above 60% (Range)	2018- 2019 Year Average	2019 -2020 Year Average	
		(n = 40)	(n = 38)	
Summarize Topic Area and Previous Research	3.6 (1-6)	5.56	5.67	
Consider Context	3.6 (1-6)	5.21	5.11	
Communicate One's Own Per Perspective	3.6 (1-6)	5	4.50	
Analyze Evidence	3.6 (1-6)	5.37	5.0	
Formulate Alternative Viewpoint	3.6 (1-6)	5.48	4.49	
Conclude Base on Existing Evidence	3.6 (1-6)	5.66	5.71	
Writing APA style	11 (1-14)	9.57	9.46	
Total Score		83%	84.98%	

Student Learning Outcome 4

Choose potential career paths and formulate a step-wise plan of action to a desired career goal

- a. Students investigated diverse career options open to undergraduate psychology majors and graduate training options (PSY 220: Career Scavenger Hunt), and evaluated options using multiple professional development opportunities (PSY 499: Career Packet Assignment, see Appendix IV). The scores of students beginning the program (PSY 220) were compared with graduating seniors (PSY 499).
- b. Baseline = No baseline; Benchmark = 60%; Target = 70%**
- c. Ratings for 2019-2020 academic year were 83.11%. We exceeded our benchmark.

Table 5. Rating Comparing Direct Measures of Career Scavenger Hunt in PSY 220, Careers in Psychology, Spring 2020 with Career Packet by Graduating Seniors in PSY 499, Senior Seminar, Spring 2020.

Skill	Benchmark: Above 60% (Range)	PSY 220 Raw Score (n = 37)	PSY 220 Spring 2020 Class Average	Seniors PSY 499 Spring 2020 Raw Score (n = 20)	Seniors PSY 499 Spring 2020 Class Average
Curiosity	2.4 (1-4)	1.2	30%	2.85	71.25%
Initiative	2.4 (1-4)	1.4	35%	3.5	87.5%
Independence	2.4 (1-4)	2.1	50%	3.35	80%
Transfer	2.4 (1-4)	1.3	33%	3.15	73%
Reflection	2.4 (1-4)	1.5	38%	3.45	74%
Professionalism	2.4 (1-4)	3.6	90%	3.65	81%
Writing	2.4 (1-4)	2.2	55%	3.2	81%
Average			47.29%		83.11%

Action Items

In order to better assess our Program Learning Outcomes and Student Learning Outcomes, we will implement the following in the next academic year.

Student Learning Outcome 1

SLO 1.0 Students will recognize and correctly identify primary findings in the areas of physiological psychology, social psychology, learning and cognition, research methods and statistics, developmental psychology and elective domains (PSY 499: Senior Exit Exam)

1. In order to conduct a true pre-post test, we have already gathered data from PSY 206, Introduction to Psychology, on the same Exit Exam from PST 499, Senior Seminar. Introductory Psychology is the first class in the discipline and a prerequisite to all others, and also consists in part on non-psychology majors, allowing a better comparison on “naïve” learners to graduating majors in the discipline. The exam was administered the first week of class.
2. We have set out target to 70%

Student Learning Outcomes 2

SLO 2.0 Students will conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings. (PSY 304: Original Research Project and Poster; see in Appendix II for rubric).

1. We will engage independent reviewers to arrive at the rubric ratings
2. We have set out target to 70%
3. We hope for the end of the COVID-19 pandemic in order to again evaluate student posters according to Bloom’s taxonomy (see Appendix III) at the FMU Research and Exhibition Day, Spring of 2021.

Student Learning Outcomes 3

SLO 3.0 Students will write a position paper justified by research; employ psychological concepts, describe real-world manifestations, and defend a particular position, in the style of the American Psychological Association, including organization of ideas, mode of linguistic expression, and formatting of the document (PSY 499: Research/Position paper; see Appendix III).

1. We will engage independent reviewers to arrive at the rubric ratings
2. We have set out target to 70%

Student Learning Outcome 4

SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options (PSY 220: Career Scavenger Hunt), and closely evaluate options using multiple professional development opportunities (PSY 499: Career Packet Assignment, see Appendix IV). The scores of students beginning the program (PSY 220) will be compared with graduating seniors (PSY 499).

1. We have set out target to 70%
2. We will continue our faculty emphasis on career awareness toward improving students’ construction of a life path. In PSY 220, Careers in Psychology, we will continue the Careers Scavenger Hunt to impress upon them that a career pursuit is self-initiated demands creativity.

APPENDIX I

Learning Outcomes for Research - Student ID Numbers _____

Evaluator should assign a "0" to any area that does not meet the minimal level of performance

Bloom Categories	Actions Areas	Actions	Rating (3 pts each)
Cognitive			
	Knowledge	<i>Recall</i> verbal presentation	
	Comprehension	<i>Discuss</i> variables and statistical techniques	
	Analysis	<i>Infer</i> applications of findings	
	Synthesis	<i>Formulate</i> questions for follow-up research	
	Evaluation	<i>Critique</i> what could have been done differently	
Affective			
	<i>Share</i> information effectively		
Psychomotor			
	<i>Compose/Design</i> a professional presentation		

Total Score _____

(Target: 60% or above out of 30 points)

APPENDIX II

Learning Outcomes for Public Presentations of Research

Student & Project _____

	Capstone 4	Milestone 3	Milestone 2	Minimal 1
Topic Selection (Possible 4 pts)	Identifies a focused, manageable topic that addresses significant aspects of the topic in a creative/unexplored way	Identifies a focused, manageable topic that addresses relevant aspects of the topic	Identifies a manageable topic, addressed narrowly, omitting well-known aspects of the topic	Identifies a that is too general and broad to be manageable and doable
Existing Knowledge, Research/Views (Possible 4 pts)	Synthesizes in-depth information from relevant sources representing various points of view	Presents information from various sources	Presents information from a limited point of view	Presents information from irrelevant sources
Research Design (Possible 4 pts)	Methodology well-developed	Methodology appropriately developed, although more well-known elements are unaccounted for	Critical elements of methodology are missing	Methodology is misunderstood
Analysis (Possible 4 pts)	Evidence organized to reveal patterns, differences or similarities	Evidence organized	Lists evidence	Evidence not organized
Conclusions (Possible 4 pts)	Conclusion logically follows from findings	Conclusion examines only part of findings from findings	Conclusion is too broad (i.e., it also applies beyond the current findings)	States an ambiguous, illogical, or unsupported conclusion
Limitations & Implications (Possible 4 pts)	Insightfully discusses	Relevantly discusses	Presents some	Irrelevant and unsupported
Writing (Possible 6 pts)	Clear English and minimal APA-style errors	Errors in English and APA-style errors, but good content	Poor English and APA-style; poor content	Minimal investment in writing

Total Score _____

(Target: 60% or above out of 21 points)

APPENDIX III Critical & Analytical Thinking – Rated for Paper

Student _____ Critical Thinking (Out of 36) _____

Writing (Out of 14) _____ Total (out of 50) _____

Critical Thinking Criteria	Emerging	Developing	Mastering
Summarized topic	Fails to identify and summarize accurately.	Summarizes issue, though some aspects are incorrect or confused. Key details are missing or glossed over.	Clearly identifies.
	1 or 2	2 or 4	5 or 6
Considers context and assumptions	Approach to the issue is in egocentric. Does not relate to other contexts.	Presents relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities.	Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. addressing dimensions underlying the issue.
	1 or 2	2 or 4	5 or 6
Communicates <u>own</u> perspective, hypothesis, or position.	Position is clearly adopted with little consideration.	Presents own position, which includes some original thinking, though inconsistently	Position demonstrates ownership, drawing support from information not from assigned sources. Justifies own view while integrating contrary interpretations.
	1 or 2	2 or 4	5 or 6

Analyzes supporting data and evidence	No evidence of selection or source evaluation. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.	Selects and evaluates sources to meet information need. Appropriate evidence is provided although exploration is routine.	Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation clearly organized
	1 or 2	2 or 4	5 or 6
Uses other perspectives and positions	Single perspective fails to discuss alternatives. Ideas are obvious. Treats other positions superficially.	Rough integration of multiple viewpoints. Ideas investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate.	Addresses diverse perspectives. Analogies used effectively. Justifies own view while respecting views of others. Analysis of other positions is accurate and respectful.
	1 or 2	2 or 4	5 or 6
Assesses conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences, or conclusions absolute.	Conclusions consider evidence of consequences extending beyond a single issue; loosely related to consequences. Implications may include vague reference to conclusions.	Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Implications consider ambiguities.
	1 or 2	2 or 4	5 or 6
Writing	Clear English and minimal APA-style errors	Adequate clarity, organization, and professionalism	Little clarity, organization, and professionalism
	1 or 2	2 or 4	5 or 6

APPENDIX IV - Project Rubric

Rate Career Plan and resume.

	Capstone 4	3	2	Minimal 1
Curiosity	Explores possibilities in depth yielding new awareness	Explores some aspects of the possibilities	Explores in a perfunctory way/ or fails to explore all 3 avenues	Fails to fulfill even minimal exploration of each avenue
Initiative	Generates opportunities that provide the student insight & that are suited to skills and abilities	All opportunities are suited to skills and abilities	At least one opportunity inappropriate for skills and abilities	All opportunities inappropriate for skills and abilities
Independence	Finds career ideas outside of classroom	Little evidence that career ideas are found outside of classroom	Single instance of career ideas found outside of classroom	Dependent upon other students and instructor for avenues to explore
Transfer	Incorporates a broad sampling of undergraduate experience in resume descriptions	Incorporates some undergraduate experience in resume descriptions	Little mention of previous learning in resume	No mention of previous learning in resume
Reflection	Is able to reflect on how undergraduate learning has or has not shaped desires for future	Mentions undergraduate learning in future plans in a predictable way	Briefly mentions undergraduate learning in future plans	No mention of undergraduate learning
Professionalism	Care taken to make an appealing, readable packet	Some organization of packet & some professional care	Little organization of packet or professional care	No organization or professional care
Writing	Clear, well-organized, and professional	Adequate clarity, organization, and professionalism	Little clarity, organization, and professionalism	No clarity, organization, and professionalism

APPENDIX V
Assessment Map

	Pre-Measure	Interim Measure	Post-Measure
SLO 1.0	Exit Exam PSY 206 Introductory Psychology		Exit Exam PSY 499 Senior Seminar
SLO 2.0		Research Project PSY 303 Research Methods APPENDIX I <hr/> Public Presentation of Research at RED Appendix II	
SLO 3.0	Writing Sample PSY 220 Careers in Psychology APPENDIX III		Paper II PSY 499 Senior Seminar APPENDIX III
SLO 4.0	Career Scavenger Hunt PSY 220 Careers in Psychology APPENDIX IV		Career Packet PSY 499 Senior Seminar APPENDIX IV

*** Color font indicates the measure was implemented**