Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here: https://www.mga.edu/provost/program-histories.php; if they don't please contact OIRDS to update them. NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission. https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

 Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

paul.gladden@mga.edu

Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

Bachelor of Science with a major in Psychology

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

◯ Cochran

◯ Macon

○ Eastman

○ Dublin

○ Warner Robins

● Online

Q4. In which College is this program located?

○ Arts and Letters

○ Aviation

○ Health and Natural Sciences

○ Business

○ Computing

● Education and Behavioral Sciences

Q5. Program Type

○ Graduate

● Undergraduate

○ Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

○ Summer 2022

○ Fall 2022

● Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

320 (Spring 2023- campus location in enrollment data)

8. SLO 1: What is the first Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

The SLO statement was "Students will identify appropriate research methodology and explain its limitations to answer psychological questions and choose the appropriate statistical analysis."

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

10 Exam Questions--8 multiple choice and 2 free response written response questions. Students who took Online PSYC 3002- Research Methods were assessed.

10. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

80% of the students taking Online PSYC 3002- Research Methods- will earn 70% or better on the assessment measure.

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

12. SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

73.3%

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Although the 80% of students cutoff was not met, there was some continued improvement in the percentage of students who met the 70% minimum on the assessment measure (73% versus 69% in Spring 2022 versus 65% in Spring 2021). The Department Chair discussed the prior year's (2021-2022) results with the PSYC 3002 faculty. A faculty member reported not having a particular emphasis on teaching the concepts in the assessment and agreed to put more emphasis on them going forward and to emphasize to student's taking it that the assessment is important. In 2023-2024, we will continue to monitor and aim for continued improvement through emphasizing concepts covered in the assessment.

14. SLO 2: What is the second Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

The SLO statement was "Students will identify major mental disorders as presented in the Diagnostic and Statistical Manual and choose appropriate treatment."

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

7 Multiple Choice Exam Questions were used to assess the SLO. Students who took Online PSYC 3265- Abnormal Psychology- took the assessment.

16. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

80% of the students taking Online PSYC 3265 in Fall 2022/Spring 2023 will earn 70% or better on the assessment measure.

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

18. SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

83.7%

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

The target was met for PSYC 3265 for the online campus and was similar to the prior year's results (85%). The target has been met for this online course multiple years in a row.

20. SLO 3: What is the third Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

The SLO statement was "Students will identify the functions of major structures of the brain and nervous system."

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

10 multiple choice questions were used to assess the SLO. Students who took Online PSYC 3401- Biopsychology- in Fall 2022 and Spring 2023 were assessed on the measure.

22. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

80% of the students taking Online PSYC 3401- Biopsychology- will earn 70% or better on the assessment measure.

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

24. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

91%

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

The target was met/far exceeded for PSYC 3401 for the online campus. This has been consistent over the last several years for online sections of the course. In order to serve as a pre-test comparison group/condition and to examine if the online assessment for PSYC 3401 is measuring student learning (e.g., rather than AI use etc), in Summer 2023 (i.e., results *not* reported above), the same assessment measure was administered to online PSYC 3401 students at very beginning of the course rather than the end of the course. In this pre-test course section, only 27% successfully met the 70% performance target. Thus, the online assessment for the course appears to be assessing student learning and indicating substantial performance gains. We plan to consider investigating other courses in a similar way.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

The SLO statement was "Students will synthesize concepts from cross-cultural research and theory in an integrative essay."

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Students in Online PSYC 3201- Cross-Cultural Psychology responded to a prompt that asked them to write an essay that synthesized particular information/concepts from Cross- cultural Psychology.The SLO statement was "Students will synthesize concepts from cross-cultural research and theory in an integrative essay."

28. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

80% of the students taking Online PSYC 3201- Cross-Cultural Psychology- in Spring 2023 will earn 70% or better on their integrative essay response.

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

30. SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

100%

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

The target was met/far exceeded for PSYC 3201 for the online campus. However, note that only 2 students took the assessment for the online campus in Spring 2023. This was due to the assessment being administered as extra credit only in these courses (and likely because it's a substantial essay assignment that students chose not to complete). This instructor error/test administration error has been corrected for future semesters because the assessment will count as part of the course grade. Based on past results, the target has been consistently met for this online course over multiple years.

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

There are no concentrations or tracks within the B.S. degree in Psychology.

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

There are no concentrations or tracks within the B.S. degree in Psychology.

Q43. Report and analyze the learning outcomes associated with each program concentration or track

There are no concentrations or tracks within the B.S. degree in Psychology.

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

220

33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- ☐ Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- ☑ Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- ☐ Own Student Success 3. Develop academic pipelines and expand degrees
- ☐ Own Student Success 4. Expand student engagement and experiential learning
- ☐ Build Shared Culture 5. Attract talent and enhance employee development and recognition
- ☐ Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- ☐ Build Shared Culture 7. Cultivate engagement with its local communities

34. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- ☐ Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- ☐ Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- ☐ Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- ☐ Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- ☐ Request for Additional Financial or Human Resources
- ☐ Customer Service Changes: Communication, Services, etc
- ☐ Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- ☐ Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- ☑ Other | Discussing assessment results with faculty and, in one case, agreed to emphasize concepts measured in the assessment measure.

35. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High

Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

None; I believe this question is meant for the administrative assessment rather than the program assessment here. However, the department's goals have previously been influenced by the Low cost textbook initiative, USG Momentum Year (e.g., with respect to advising), the USG High Impact Practice Initiative, and Complete College Georgia.

36. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

3 of the 4 program's assessment performance targets were met. And, there were continued gains (for 2 years in a row) in the performance results of the 1 target that was not met (PSYC 3002- research methods), improving from 65% to 73% over two years. Results (from 2021-2022) were discussed with PSYC 3002 faculty. After a faculty member reported not having a particular emphasis on teaching the concepts in the assessment or emphasizing to students that the assessment was important to take seriously, it was agreed to put more emphasis on teaching those concepts going forward and to emphasize to student's taking the assessment seriously is important. In 2023-2024, we will continue to monitor and aim for continued improvement through emphasizing concepts covered in the assessment. In online PSYC 3401- Biopsychology, we had continued strong results. To examine test integrity in this online assessment and whether Chat GPT/new AI has become a problem for our online assessment, the same assessment measure was administered to online PSYC 3401 students at very beginning of the course in Summer 2023. In this pre-test course section, only 27% successfully met the 70% performance target (versus 91% when administered at the end of the course in sections from Fall 2022 and Spring 2023 combined). Instructions given were identical other than changes required for administering it at the beginning of the course rather than the end. Thus, the online assessment for the course appears to be assessing student learning (rather than AI use) and indicating substantial performance gains. We plan to consider investigating other courses in a similar way to ensure test integrity.

37. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).