

# Department of Psychology and Criminal Justice

Office or Department of Academic Affairs

Administrative Unit Assessment

Year Reporting: FY 20 (July 2019-July 2020)

## Department and Assessment Report Information

<b>Prepared on: 8/2/2020 4:51:54 PM</b>	<b>Prepared by: paul.gladden@mga.edu</b>
<b>For which department or area are you reporting?</b>	<b>Department of Psychology and Criminal Justice</b>
<b>What is the name and MGA email address of the person responsible for this report?</b>	<b>Paul Gladden, Ph.D., paul.gladden@mga.edu</b>

## Departmental Mission and Goals

The mission and goals of the department should be consistent over a 5 year period, although some institutional changes may necessitate and prompt a change in mission or goals for specific departments. In this section, you will report the mission statement for your department as well as the long term goals (5 year range) for the department.

<b>What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.</b>	The Department of Psychology and Criminal Justice is an intellectually diverse and collaborative community whose mission is to provide quality instruction to students in the fields of psychology, criminal justice, and sociology. All programs are designed to inspire and produce scientifically literate thinkers, professionals, practitioners, and scholars.
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<b>What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.</b>	<ol style="list-style-type: none"><li>1. Partner with GoalPoint Behavior Group (in Warner Robins) to develop a new undergraduate minor in Applied Behavior Analysis. We have to have this course sequence verified by the BACB (Behavior Analyst Certification Board).</li><li>2. Create 3 new Master's-level CRJU courses for a new CRJU-related track in the MSIT program.</li><li>3. To consistently grow enrollment by at least 5% per year in both the B.S. in Psychology and B.S. in Criminal Justice- after "recovery" from major program changes that began in Fall 2019.</li><li>4. Continue holding regular departmental/school colloquium (started with 2 in Spring 2018)-a venue for faculty to present on scholarship</li></ol>
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	<p>proposals and results, with a focus on scholarship of teaching and learning.</p> <p>5. Explore possibility of a M.S. degree in an area of Psychology- perhaps Learning Science.</p> <p>6. Complete inventory of signature experiences/notes in upper-level courses in department (consistent with School of Educ. and Behavioral Sciences goal).</p>
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## Objectives

Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY20. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY21.

### Objective 1

<p><b>Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</b></p>	<p>The department aimed to start developing a BCBA or BCaBA verified course sequence (i.e., applied behavior analysis certification courses), either at the graduate level (5000-level-BCBA) or undergraduate (2000-level-BCaBA) with a partner- GoalPoint Behavior Group in Warner Robins. We hoped to submit new course proposal forms to Academic Affairs for review.</p>
<p><b>Objective 1: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</b></p>	<p>We hoped to submit new course proposal forms for the new verified course sequence-- and potential new academic program-- to Academic Affairs for review.</p>
<p><b>Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)</b></p>	<p>We hoped to have all new course proposals submitted, reviewed, and approved through Academic Affairs.</p>
<p><b>Objective 1: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)</b></p>	<p>10%- We discussed the best approach for developing a BCBA or BCaBA verified course sequence. We abandoned the idea of a new graduate-level (BCBA) concentration near the deadline for the last Academic Affairs review cycle in Fall 2019. We discussed the best approach and I think we have decided to try to develop a new minor in applied behavior analysis, but did not develop any new course proposals. We are considering submitting new course proposals in Fall 2020 for a new undergraduate minor.</p>
<p><b>Objective 1: Did your department meet this objective?</b></p>	<p>The department did not meet this objective.</p>
<p><b>Objective 1: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</b></p>	<p>We learned that it can take time to agree on the best approach for developing a new program, minor, or concentration. This Fall we plan to start work on the proposals in the early Fall rather than late Fall.</p>

## Objective 2

<p><b>Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</b></p>	<p>The department aimed to increase its graduation (and progression) rates for the PSYC and CRJU B.S. programs and reduce the number of "fall through" credit hrs. students take to complete their degrees. We believed that by making the programs more flexible through the structural program changes that began in Fall 2019, the graduation rate from our programs should increase substantially (far more than 10%) for Fall 2019 and Spring 2020 (compared to the previous year).</p>
<p><b>Objective 2: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</b></p>	<p>Based on data from the office of institutional research, we observed the frequency of graduates from the B.S. in Criminal Justice and the B.S. in Psychology programs. We compared the number of graduates from these programs during the 2018-2019 AY to the number of graduates from these programs during the 2019-2020 AY.</p>
<p><b>Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)</b></p>	<p>We expected the structural changes to our programs we substantially increase the number graduates by far more than 10%. We knew it had the potential to be a much larger increase in our number of graduates from these two programs.</p>
<p><b>Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)</b></p>	<p>We nearly *doubled* our number of graduates from the B.S. in Criminal Justice and the B.S. in Psychology in 2019-2020 AY, compared to 2018-2019 AY. Excluding Summer graduates (which are small in number), there was 74 total graduates (21 CRJU and 53 PSYC) from these two programs in Fall 2018 and Spring 2019. There were 146 total graduates (45 CRJU and 101 PSYC) from these two programs in Fall 2019 and Spring 2020. Fall 2019 (Dec.) was the largest number of B.S. graduates (N=80) from the department program, ever. There were fewer in Spring 2020 (N=66) than Fall 2019 (N=80), owing to the significant number of students who had fallthrough credit hrs. that suddenly counted toward the degree under the new Fall 2019 catalog.</p>
<p><b>Objective 2: Did your department meet this objective?</b></p>	<p>The department exceeded this objective.</p>
<p><b>Objective 2: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</b></p>	<p>We learned that our program requirements were unnecessarily restrictive and inflexible for many students who were transferring from other institutions and/or changing their major to Psychology or Criminal Justice. Our new flexible programs continue to be rigorous, providing a</p>

	broad education in these fields, but allow for more student choice of electives.
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**Objective 3**

<p><b>Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</b></p>	<p>The department aimed to continue to increase resource efficiency for department without decreasing (and while continuing to increase) overall enrollment, particularly in CRJU courses where we have had a high empty count per section offered. We aim to increase the filled seat/total seat ratio in CRJU to at least 75% (recently measured at 51% filled seats in a previous semester before our program changes that begin in Fall 2019).</p>
<p><b>Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</b></p>	<p>Using data from the Spring 2020 course schedule, I summed the number of students enrolled in each course and divided by the sum of the total number of seats for each course.</p>
<p><b>Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)</b></p>	<p>The target specified was to have a minimum filled seat/total seat ratio of at least 3/4 or 75% seats filled for each field. In a previous semester, the % filled seats for all CRJU courses was about 51%.</p>
<p><b>Objective 3: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)</b></p>	<p>100%- In Spring 2020, the percent seats filled was 86% for CRJU courses (as compared to one semester before the program changes where the percent seats filled was about 51% filled). The percent seats filled for SOCI courses was 83% and the percent seats filled for PSYC courses was 77%. This is a substantial improvement for CRJU courses and roughly maintains our efficiency for PSYC and SOCI courses. An important point is that the B.S. degree in PSYC was offered for the first time in entirety on the Cochran campus beginning in Fall 2019. So, our seat/resource efficiency for the program on the Cochran campus was quite low and presumably pulled down the seat efficiency significantly. But, we still managed to keep the overall percentage of seats filled about 75%. In contrast, the CRJU program is now offered online only, making it easier to schedule for resource efficiency with our new program changes (i.e., few course sections than previously offered without decreasing enrollment by credit hours or number of majors).</p>
<p><b>Objective 3: Did your department meet this objective?</b></p>	<p>The department exceeded this objective.</p>
<p><b>Objective 3: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</b></p>	<p>We learned that by having flexible degree programs with increased student electives (and offering a program online only)- B.S. in Criminal Justice) makes it easier to be efficient with course scheduling/resource efficiency, while maintaining enrollment (and indeed significantly increasing enrollment in the program in AY 2019-2020).</p>



#### Objective 4

<p><b>Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</b></p>	<p>The department aimed to re-examine the CRJU A.S. and B.S. program student learning objective (SLO) statements and program assessment measures and revise them to have a good "match" between the stated SLO and the measure of that SLO (already completed for PSYC B.S. program).</p>
<p><b>Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</b></p>	<p>It was measured by completing the job of having the Criminal Justice Faculty review and revise the SLO statements and the corresponding SLO measures.</p>
<p><b>Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)</b></p>	<p>All of the SLO statements and SLO assessment measures were to be revised and revised as necessary/appropriate to have a good match between the SLO statements and the assessment measures- 8 total SLO statements and 8 assessment measures being reviewed and revised would equal 100% success in meeting the target.</p>
<p><b>Objective 4: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)</b></p>	<p>100%- It was measured by completing the job of having the Criminal Justice Faculty review and revise the SLO statements and the corresponding SLO measures. We discussed the need to have a good "match" between the action verbs in and content of the SLO statements with the 8 assessment measures (4 for the A.S. in CRJU and 4 for the B.S. in CRJU). The Criminal Justice faculty modified the 8 SLO statements and/or 8 assessment measures as determined appropriate.</p>
<p><b>Objective 4: Did your department meet this objective?</b></p>	<p>The department met this objective.</p>
<p><b>Objective 4: What did your department learn from working toward this objective? What changes will you make based on this effort next year?</b></p>	<p>We learned that its difficult to write a single SLO statement to capture the broad set of conceptual knowledge that instructors hope that Criminal Justice students gain from their courses. We overcame that challenge, but boiling it down to a single SLO statement for assessment still seems narrow.</p>



**Future Plans**

<p><b>Please identify and detail three to four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples. 1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department of X will provide training in ABC for at least 73 MGA faculty and staff.</b></p>	<ol style="list-style-type: none"> <li>1. At least maintain enrollment by credit hour production and number of majors in Fall 2020 vs. Fall 2019. The structural program changes put in place at the recommendation of Dr. Anderson are likely to be a negative for enrollment for the coming year, but maintaining our past enrollment gains would be a very strong/positive sign for additional enrollment growth of 5% or more in Fall 2021 vs. Fall 2020- and beyond.</li> <li>2. Create new course proposals for an undergraduate minor in applied behavior analysis and submit them for review in Academic Affairs.</li> <li>3. Complete inventory of signature experiences/notes in upper-level courses in department (consistent with School of Educ. and Behavioral Sciences goal) - target 75% of upper-level courses.</li> <li>4. Implement G2C-related changes for PSYC 1101. Each instructor of PSYC 1101 will make one major "redesign" change and report/document the DWF rate in the course (i.e., G2C continuous improvement) over a number of semesters. Possibly have some faculty report on their redesign and results at PSCJ brown bag/colloquium.</li> </ol>
<p><b>Based on this assessment, please share your thoughts on the current status and future direction of this department or area.</b></p>	<p>The future of the Department of Psychology and Criminal Justice looks bright in many respects. We saw enrollment growth in the Criminal Justice program in AY 2019-2020, while implementing our new curriculum changes that begin in Fall 2019 and while increase seat efficiency (i.e., percentage of seats filled by students). We managed to grow enrollment while being more efficient. We aim to at least maintain that efficiency (and increase it even more as possible) with our new, more flexible programs. Our flexible programs promise to allow us to increase our number of majors in both Psychology and Criminal Justice further in the coming years since the would seem to encourage more students to transfer to our program from other institutions and to change their major to our relatively flexible programs, However, due to the high number of graduates in Fall 2019 and Spring 2020, we expect 2019-2020 to show a pause in the high levels of enrollment growth that we</p>

	<p>have seen over the last several years. In the coming year, we plan to focus on quality assurance/enhancement to our programs, consistent with the plan for the School of Education and Behavioral Sciences (e.g., by creating an inventory of signature experiences or notes for our upper-level courses, by implementing an online quality assurance system for online programs, and by scaling up G2C-related changes to all PSYC 1101 instructors with an eye toward decreasing DFW rates in this course). Finally, we look forward to start exploring options for a master's program within Psychology and to hopefully implementing a new, highly marketable, minor in Applied Behavior Analysis for Psychology majors</p>
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**Open Box for Additional Comments**

<p><b>Open Text Box For Assessment Comments:</b></p>	
<p><b>If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.</b></p>	<p>COVID-19 did not impact the achievement of our departmental goals.</p>

