Department of Psychology and Criminal Justice

Division of the University: Academic Affairs

Administrative Unit Assessment Year Reporting: FY22 (July 2021 – June 2022)

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Prepared by: paul.gladden@mga.edu

Email address of person responsible for this report: Paul Gladden paul.gladden@mga.edu

Department 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.

6. What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.	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.

7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.	1. To consistently grow enrollment by at least 3% per year in the department. 2. Continue focus on resource efficiency (i.e., number/percentage of empty seats in course sections). Adapt offerings as needed to maintain resource efficiency and balance need for programs to be available in full on multiple campuses. 3. Implement new quality assurance/enhancement initiatives to deepen student learning and maintain academic rigor. 4. Develop/Submit the Department's first master's degree program- in Psychology by 2024 5. Submit proposal for doctorate in Public Safety and explore work on marketing it for growth opportunities.

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 FY22. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY23.

Objective 1

8. Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Objective 1 was to experience 5% Enrollment growth by headcount in PSYC major (which we believed unlikely to be realized for CJ, given the then-current enrollment trend for Fall 2021 enrollment and larger societal influences).
9. Objective 1: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Percentage growth in headcount enrollment among students with a declared major in Psychology at the end of Fall 2021 compared to Fall 2020. And, percentage growth in headcount enrollment in the major for Spring 2022 compared to Spring 2021.
10. Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	5% headcount growth in enrollment among Psychology majors.
11. Objective 1: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	5% seemed like a good/reasonable enrollment growth target initially.
12. 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)	Based on institutional data, Fall 2021 enrollment by headcount in the B.S. in Psychology was N=526 students. This was a 7.1% increase compared to the headcount of N=491 Psychology majors in Fall 2020. Spring 2022 headcount enrollment for the B.S. in Psychology (N=497) was up 5.97% compared to Spring 2021 headcount enrollment in the program (N=469). For the academic year, the enrollment was up 6.5% (960 summing Fall 2020 and Spring 2021 versus 1023 combining Fall 2021 and Spring 2022).
13. Objective 1: Did your department meet this objective?	The department met this objective.

14. Objective 1: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We worked tirelessly to focus on supportive advising and registration of students. We were able to successfully grow the B.S. in Psychology program in the Fall 2021-Spring 2022 AY, even though MGA suffered an overall enrollment decline. However, there was also a simultaneous enrollment decline in our B.S. in Criminal Justice program, which we believe was affected by larger societal factors. It's possible that some of the enrollment increase observed in the Psychology was the result of students might have majored in Criminal Justice (or another related social science field) in other circumstances. Currently, Fall 2022 enrollment trends are consistent with an enrollment bounce-back in CRJU and possible decline in the B.S. in PSYC. The department doesn't have any control over some of these factors affecting enrollment.

Objective 2

15. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Objective 2 was to develop new partnerships with local business/organizations that can provide Psychology internship and experiential opportunities for Psychology students and particularly students completing our new Applied Behavior Analysis minor (e.g., external partners that can provide supervised hours to students seeking BCaBA certification)- as measured by number of new external partners/organizations providing our students with ABA work experience (paid part-time work experience or unpaid internships).
16. Objective 2: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	This was measured by the number of new external partners/organizations providing our students with ABA work experience (paid part-time work experience or unpaid internships).
17. Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	3 new external partners that are able to provide supervised hours experience for ABA students.
18. Objective 2: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	We developed a successful partnership with Goalpoint Behavior Group in Warner Robins and met with 2 other new external partners (e.g., Positive Behavior Supports and an individual who provides ABA services in the local area). The Psychology internship coordinator was also included in these meetings and provided with contact information to enable some future students the opportunity for an internship with these external partners.
19. 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)	100%
20. Objective 2: Did your department meet this objective?	The department met this objective.
21. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We learned that enrollment in the ABA minor program has been slower than we anticipated so far. There are fewer student seeking these experiential ABA work experiences than we originally expected, despite informing all of our majors (and education majors) about the

	new minor and explaining its potential career opportunities. We plan to develop new informational materials to explain these opportunities to students to try to increase enrollment in the ABA minor, but no additional partnerships for ABA students are needed currently.

Objective 3

22. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Objective 3 was to complete the signature experience inventory for upper-level courses in our department (consistent with SEBS-school-level goal).
23. Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Participation count of faculty who teach each upper-level course in the department.
24. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	100% participating by faculty in survey.
25. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	All faculty teaching upper-level courses in the department were asked to participate by completing the survey about their upper-level course.
26. 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)	100% participation.
27. Objective 2: Did your department meet this objective?	The department met this objective.
28. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	All faculty who taught an upper-level course in the department participated in this initiative. Data was collected on the types of unique academic and experiential experiences that are featured in each of these courses. A plan for analysis and communication of this data was decided upon. This analysis will be carried out in the coming academic year.

Objective 4

29. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Objective 4 was to develop new part-time faculty evaluation form and new "memo of understanding" to communicate expectations of part-time faculty (consistent with one another).
30. Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	The creation and dissemination of a detailed list of expectations for part-time faculty teaching courses in our department (particularly for online courses).
31. Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	The creation and dissemination of a detailed list of expectations for part-time faculty teaching courses in our department (particularly for online courses).
32. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	The list of expectations/requirements for part-time faculty in our department was created and sent to them prior to the start of the Fall 2022 semester.
33. 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)	100% completed.
34. Objective 4: Did your department meet this objective?	The department met this objective.
35. Objective 4: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	It is quite challenging to develop a full detailed list of expectations/requirements for part-time instructors. In Fall 2022-Spring 2023, the Department Chair plans to evaluate part-time faculty based partly on this list of expectations and to possibly pair a full-time faculty member with a part-time faculty member as peer mentor/peer observer/evaluator.

Future Plans

36. 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.	1. Submit doctorate program proposal- Public Safety for approval for a Fall 2023 start. 2. Implement/complete annual part-time faculty evaluations based on list of expectations communicated to part-time faculty. 3. Re-evaluate some of the department's assessments (PSYC 3002 and PSYC 3401 in particular) with faculty input/meetings with an eye toward developing superior assessments/statements of learning objectives. 4. Develop departmental "Orientation" materials to be either emailed and/or posted on department's website (e.g., everything students really need in place- accessing email, d2l/brightspace, swords, how to use/understand MyDegree, find catalogs, registering for classes etc.).

Open Box for Assessment Comments

37. In this field, please document the overall use of assessment results for continuous improvement of this department area (consider the past, present, and future and specifically address these in your narrative).	The department met all 4 stated goals/objectives from last year. We developed new community partnerships for Applied Behavior Analysis (minor) students to have access to experiential learning/credentialing opportunities. We grew headcount enrollment in Psychology by 5% (Fall 2021 compared to Fall 2020). Faculty reported on/documented the "signature experiences"/high impact practices being used in their upper-level courses. And, a new list of expectations for part-time faculty teaching our department was created to communicate standards for quality and customer service among our part-time instructors. We continue to aim for enrollment growth, but headcount enrollment *every* year since Fall 2010 though Fall 2021, our enrollment growth for the Psychology major will very possibly slow/stabilize unless overall University enrollment increases as well. We will continue with the analysis of the "signature experiences" inventory. And, in 2022-2023, part-time faculty evaluations will be fully implemented (based partly on the list

	of expectations provided to those faculty), with an aim of increasing quality and rigor of courses offered by part-time faculty in the department. The coming years promise to be a time of adjustment and expansion as we develop new graduate program proposals in the department. Resource efficiency continues to be a long-term priority of the department/department chair.
38. Optional Open Text Box for Assessment Comments:	
42. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	

MGA's Strategic Plan

39. 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 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
40. Please indicate which of the following actions you have taken because 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, Faculty or Staff Support: Professional Development Activities, Trainings, Workshops,

	Technical Assistance, Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc. Operational Processes, Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other

Other

41. 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.)	USG High Impact Practice Initiative, Low-cost No-cost textbooks initiative
43. Mindset Update (Academic Deans ONLY)	