

PROGRAM ASSESSMENT REPORT
East Central University

Program Name: Psychology

College/School Name: College of Education & Psychology

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments: *If possible*,** use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

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Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S):

The primary goal of the undergraduate psychology program at ECU is to provide a baccalaureate degree program that will graduate students with the necessary academic skills for entry-level job market placement, entry into graduate or professional programs, and for professional development.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

We are assessing students at the Sophomore, Junior, and Senior level. We have courses that are required as part of the major for all three levels, and assessments occur at each of these levels. Currently we do not assess program majors at the Freshman level and is an area of improvement we are looking into for future years.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

Yes, we currently rely on the Major Field's Test to assess graduating psychology majors

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STUDENT LEARNING OUTCOME 1:

Program graduates should demonstrate knowledge of theory, research findings, and methods in selected content areas of psychology including: Abnormal Psychology; Clinical & Counseling Psychology; Developmental Psychology; Experimental Design; Human Learning & Cognition; Psychometrics & Statistics; Personality; Social Processes; Physiological Psychology; and History & Systems of Psychology

Criterion 1.1: Student Performance on a Nationally Standardized Test in Psychology Content Areas of Knowledge.

Population/Course: Ideally, the population would include mainly students graduating, or expecting to graduate, during the next academic year (i.e., Juniors and/or Seniors).

Instrument/Measurement: Major Field Test (MFT) in Psychology. Since Fall 2009 the instrument used to assess these criteria has been the Major Field Test (MFT) in Psychology. This test measures general knowledge in 4 different content areas of psychology, yielding an overall score and scores for each content area. These content areas include the subject areas of Abnormal Psychology, Personality, Clinical and Counseling Psychology; Developmental Psychology and Social Processes; Human Learning and Cognition; and Statistics, Experimental Design, Physiological Psychology, and History and Systems of Psychology.

Standard: As a minimum level of acceptable performance, 50% of the students taking this exam will score within one standard deviation of the peer national average or above for each assessment category and the assessment composite.

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**Education Testing Service Major Field Test Composite Scaled Score for Psychology
Scores of East Central Psychology Graduating Seniors**

MFT Composite Academic Year	ECU Examinees	Range of Scores	Student Means	Examinees Scoring at or Above the National Average	
				ECU Number	ECU Percent
2016-2017	10	137-170	150.1	7	70%
2017-2018	15	130-164	149.9	13	87%
2018-2019	19	130-161	144.7	12	63%
2019-2020 [^]	15	120-180	145.6	10	67%
2020-2021 [#]	21	129-167	147.1	15	71%
Total Composite Score	80		147.5	57	72%

**Please Note: The MFT was re-evaluated for standards between the 2013/2014 and 2014/2015 Academic Years. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates. [#] Beginning in Fall of 2020 students were allowed to take this exam remotely while being proctored.*

**Education Testing Service Major Field Test for Psychology
Scale 1 Scores of East Central Psychology Graduating Seniors**

MFT Scale 1: Learning & Cognition	ECU Examinees	Range of Scores	Student Means	Examinees Scoring at or Above the National Average	
				ECU Number	ECU Percent
2016-2017	10	37-66	49.9	6	60%
2017-2018	15	34-66	49.7	13	87%
2018-2019	19	29-63	44.3	9	47%
2019-2020 [^]	15	24-80	50.5	10	67%
2020-2021 [#]	21	37-65	48.2	16	76%
Total Scale 1 Score	80		48.5	54	68%

**Please Note: The MFT was re-evaluated for standards between the 2013/2014 and 2014/2015 Academic Years. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates. [#] Beginning in Fall of 2020 students were allowed to take this exam remotely while being proctored.*

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**Education Testing Service Major Field Test for Psychology
Scale 2 Scores of East Central Psychology Graduating Seniors**

MFT Scale 2: Perception, Sensory, Physiology, Comparative, & Ethology	ECU Examinees	Range of Scores	Student Means	Examinees Scoring at or Above the National Average	
				ECU Number	ECU Percent
2016-2017	10	34-76	49.5	7	70%
2017-2018	15	37-68	50.3	14	93%
2018-2019	19	31-68	47.3	12	63%
2019-2020 [^]	15	23-69	45.1	10	67%
2020-2021 [#]	21	26-98	51.1	14	67%
Total Scale 2 Score	80		48.7	57	72%

**Please Note: The MFT was re-evaluated for standards between the 2013/2014 and 2014/2015 Academic Years. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates. [#] Beginning in Fall of 2020 students were allowed to take this exam remotely while being proctored.*

**Education Testing Service Major Field Test for Psychology
Scale 3 Scores of East Central Psychology Graduating Seniors**

MFT Scale 3: Clinical, Abnormal, & Personality	ECU Examinees	Range of Scores	Student Means	Examinees Scoring at or Above the National Average	
				ECU Number	ECU Percent
2016-2017	10	38-77	54.9	9	90%
2017-2018	15	29-77	55.0	13	87%
2018-2019	19	23-68	46.5	13	68%
2019-2020	15	20-79	46.9	9	60%
2020-2021 [#]	21	28-66	49.3	15	71%
Total Scale 3 Score	80		50.5	59	74%

**Please Note: The MFT was re-evaluated for standards between the 2013/2014 and 2014/2015 Academic Years. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates. [#] Beginning in Fall of 2020 students were allowed to take this exam remotely while being proctored.*

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**Education Testing Service Major Field Test for Psychology
Scale 4 Scores of East Central Psychology Graduating Seniors**

MFT Scale 4: Developmental & Social	ECU Examinees	Range of Scores	Student Means	Examinees Scoring at or Above the National Average	
				ECU Number	ECU Percent
2016-2017	10	33-71	50.1	7	70%
2017-2018	15	31-68	51.4	13	87%
2018-2019	19	37-68	46.8	13	68%
2019-2020 [^]	15	20-77	48.9	10	67%
2020-2021 [#]	21	28-71	48.6	14	67%
Total Scale 4 Score	80		49.2	57	72%

**Please Note: The MFT was re-evaluated for standards between the 2013/2014 and 2014/2015 Academic Years. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates. [#] Beginning in Fall of 2020 students were allowed to take this exam remotely while being proctored.*

Completion Rates for the Major Field Test for Psychology

Year	Total Completed	Graduating Class Size	% Completion	Fall Completion	Spring Completion
2016-2017	10	20	50%	1/6 =17%	9/14 = 64%
2017-2018	15	26	58%	4/6=67%	11/20=55%
2018-2019	19	22	87%	10/11=91%	9/11=82%
2019-2020 [^]	15	32	47%	7/9=78%	8/23=35% [^]
2020-2021 [#]	21	21	100%	5/5=100%	15/15=100%
Total/Avg.	80/16	121/24	68.4%	73%	63%

**Please Note: [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates. [#] Beginning in Fall of 2020 students were allowed to take this exam remotely while being proctored.*

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard was MET for both the overall Score on the MFT and for each of the Four-Subscales of the MFT. Examination of the scores revealed that there were no significant changes from previous years that stood out (either increases or decreases). In all cases, approximately two-thirds of students (ranging from 67% to 76%) met the standard for this academic year. Of particular note for this AY, is that we had a 100% completion rate on the MFT for graduating students – this indicates that are changes of when and how we collect this data has been successful.
3. Discuss possible reasons why the unit performed as it did this year.	Classes in our program have been relatively stable in terms of faculty teaching these courses and the format in which these courses have been offered. There were not any significant changes to these courses in terms of content revisions.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Across the overall MFT score and for each of the Scale Scores, there appears to be a stabilization of scores over the previous 5 years. In all cases, we have moved from variable rates of meeting the standard to an almost universal two-thirds meeting of the standard. This has likely occurred because of our concerted effort to increase our completion rates on this exam – which has been as low as 35% in the past. Assessing more of the students that complete our program has allowed us to get a more complete view of the knowledge set with which students leave our program. It appears that performance on the MFT continues to provides a stable comparative medium for assessing our graduating seniors, particularly when taken in consideration with the courses that our graduating seniors have completed. The scales appear to accurately capture yearly fluctuations in student abilities, yearly fluctuations in student interest, and provides us with useful information that can guide our program development and give us areas to monitor.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 1.2: Student Self-Assessment of General Psychology Knowledge.

Population/Course: Given that this survey is designed to assess the totality of experience at ECU, the survey administrators will seek to obtain seniors in their graduating semester to allow for a correct and full assessment of their psychology domain of knowledge.

Instrument/Measurement: Department of Psychology Senior Survey. This self-assessment survey completed by Psychology majors during their senior year asks students to rate their knowledge and competence in a number of different domains. Students rate their competence and knowledge on a 0-10 scale where 0 indicates no knowledge or competence and 10 indicates the maximal level of knowledge and competence. Students rate their knowledge within the 10 subject areas of psychology. This test was developed by members of the Department of Psychology.

Standard: As a minimum level of acceptable performance, 50% of the students completing this survey will rate themselves at a score of 5 or higher for the overall score and for each subject category. As minimum level of acceptable performance, 100% of the averages for students completing this survey will be 5 or higher for the overall score and for each subject category. This secondary measure will continue to ensure that our students are attempting to accurately assess their knowledge in a given topic area.

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The Department of Psychology Senior Survey
Scores of East Central Psychology Graduating Seniors – Averages for Previous 5 Academic Years*

Subject Area	2016-2017 (n=10)		2017-2018 (n=15)		2018-2019 (n=16)		2019-2020 [^] (n=10)		2020-2021 [#] (n=18)	
	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range
Abnormal	6.22	2-8	5.93	1-10	7.00	4-9	6.80	3-9	7	3-10
Developmental	5.11	3-7	6.20	1-9	6.44	1-9	5.80	2-10	6.61	1-9
Experimental Design	6.33	4-9	6.07	4-9	7.50	5-10	7.10	7-10	6.61	2-10
Memory & Cognition	5.00	4-6	6.00	1-10	6.00	1-9	6.50	4-9	6.83	4-10
Statistics	4.89	3-7	4.80	1-9	5.94	3-9	6.60	2-10	5.94	3-10
Personality	5.78	4-9	6.67	1-10	6.88	4-10	7.30	5-10	6.94	3-10
Social	5.11	3-9	5.53	1-10	6.00	2-9	6.50	4-10	6.78	1-9
Physiological	5.00	2-8	5.20	1-8	5.69	2-9	5.50	1-9	6.56	3-10
History & Systems	5.22	4-7	4.80	1-9	5.56	1-10	6.30	4-9	6.83	3-10
Learning & Behavior	5.67	4-7	6.0	1-10	7.06	2-10	6.90	3-10	7.17	5-10
AVERAGE	5.43		5.72		6.41		6.53		6.73	

* n = the number of examinees during this AY; starting in Spring 2017, the senior survey was collected online using Google Forms. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates. [#]Beginning in Fall of 2020 students were allowed to take this exam remotely while being proctored.

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The Department of Psychology Senior Survey Scores of East Central Psychology Graduating Seniors – Examinees Scoring Themselves at a Score of 5 or Higher for the Previous 5 Academic Years

Subject Area	2016-2017 (n=10)		2017-2018 (n=15)		2018-2019 (n=16)		2019-2020 (n=10)		2020-2021 (n=18)	
	n	%	n	%	n	%	n	%	n	%
Abnormal	9	90%	10	67%	15	94%	9	90%	16	89%
Developmental	7	70%	14	93%	15	94%	6	60%	17	94%
Experimental Design	9	90%	12	80%	16	100%	10	100%	15	83%
Memory & Cognition	8	80%	12	80%	12	75%	9	90%	17	94%
Statistics	7	70%	10	67%	11	69%	7	70%	14	78%
Personality	8	80%	13	87%	13	81%	10	100%	15	83%
Social	6	60%	11	73%	14	88%	8	80%	16	89%
Physiological	7	70%	9	60%	12	75%	6	60%	15	83%
History & Systems	9	90%	8	53%	9	56%	8	80%	16	89%
Learning & Behavior	8	80%	12	80%	15	94%	8	80%	18	100%

*n = the number of examinees during this AY; % = the percentage of students who scored themselves at a score of 5 or higher.

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The Department of Psychology Senior Survey Scores of East Central Psychology Graduating Seniors – Number of Students who Reported taking Each Psychology Course for the Previous 5 Academic Years

Subject Area	2016-2017 (n=10)		2017-2018 (n=15)		2018-2019 (n=16)		2019-2020 (n=10)		2020-2021 (n=18)	
	n	%	n	%	n	%	n	%	n	%
Abnormal							9	90%	16	89%
Developmental							9	90%	16	89%
Experimental Design							10	100%	15	83%
Memory & Cognition							8	80%	10	56%
Statistics							10	100%	15	83%
Personality							7	70%	10	56%
Social							1	10%	7	39%
Physiological							6	60%	11	61%
History & Systems							10	100%	16	89%
Learning & Behavior							8	80%	12	67%

**n = the number of examinees during this AY; % = the percentage of students who took this course during the present assessment period. This is a new metric table added in the 2019-2020 AY.*

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard was met for both the 50% of Students ranking their knowledge above a 5, with percentages ranging from 78% to 100%, and for the Average of all Students being above a 5 (ranging from 5.94 to 7.17). As has been the case in the past, one of the lower scores was in the area of Statistics, a difficult content area for many students.
3. Discuss possible reasons why the unit performed as it did this year.	Because not all of these content areas are completed by students there continues to be fluctuations in the majority of the other content areas (e.g., only 56% of students had completed Personality and Cognition, whereas 90% of students had completed the Abnormal and at least ONE Developmental course).
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Examining the 5-year trend we see that the percentages and averages for these content areas is relatively similar across this time period. It should be pointed out that in no cases do 100% of students meet the standard nor do they rate themselves excessively high in any particular content area. This indicates that the self-report measure continues to perform a useful function for our assessment of student abilities. The inclusion of data relating to number of students who complete a course has continued to be a useful tool for evaluating the scores that observed.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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STUDENT LEARNING OUTCOME 2:

Program majors will demonstrate effective oral and written communication skills.

Criterion 2.1: Student performance on written assignments and oral presentations related to the major –Junior/Senior Level.

Population/Course: The departmental rotation requires that PSYCH 3933 & PSYCH 3114 be completed before graduation and preferably in the first and second semester of the student's junior year (although many students complete this course in their senior year). As such, the interested population will be Psychology Majors in either their junior or senior year who are taking PSYCH 3114 during the current academic year. These are typically the same students as the course is considered a paired course offering.

Instrument/Measurement: Experimental Knowledge/Peer-Review Lab Papers AND Oral Poster Presentations in PSYCH 3114 Experimental Psychology. Student papers submitted for grading in PSYCH 3114 - Experimental Psychology, these assessments assess student writing in relation to Experimental Knowledge and a Peer Review Lab Process in their junior or senior year. Secondly, they were assessed for their oral presentation skills by evaluating students during a poster presentation.

Standard: Papers and Presentations were scored by the Instructor of Record using a ten-point scale that assessed overall clarity, organization, originality/creativity, critical thinking, and APA formatting. This score represents a 10-point system where 1 represents "no competence" and 10 represents "maximum competence." As a minimum level of acceptable performance, 50% of students should achieve minimum competence score of 7 on this scale.

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**Student Performance on Written Assignments & Oral Presentations
Scores of East Central Psychology Student in PSYCH 3114**

	2017 (n=24)		2018 (n=29)		2019 (n=25)		2020 (n=25)^		2021 (n=25)^	
	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range
Communication										
Writing Assignment Competence							6.88*	2-9	7.70	1-10
Oral Presentation Competence							7.92*	4-10	8.04	4-10

*This represents the first year of collecting data following a revision in the standard and instrument – average does include a zero recorded on components not submitted by students. ^Please note that the Spring 2020 & 2021 was affected significantly by the COVID closure of campus and resulting COVID Class Changes.

**Student Performance on Written Assignments & Oral Presentations
Scores of East Central Psychology Student in PSYCH 3114 –
Examinees Scoring at a Score of 7 or Higher for the Previous 5 Academic Years**

	2017 (n=24)		2018 (n=29)		2019 (n=25)		2020 (n=25)^		2021^ (n=25)	
	n	%	n	%	n	%	n	%	n	%
Writing Assignment Competence							15	60%	19	76%
Oral Presentation Competence							22	88%	21	84%

*n = the number of examinees during this AY; % = the percentage of students who scored at a score of 7 or higher. ^Please note that the Spring 2020 & 2021 was affected significantly by the COVID closure of campus and resulting COVID Class Changes.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Students in the current Academic Year passed this standard at a rate of 76% and 84% (for Writing & Oral Presentations, respectively). The averages on these rankings were 7.7 and 8.04 for students Written and Oral Presentations. This represents the second year that we have switched the metrics of this criterion to represent an overall score versus individual scores on numerous components. Functionally, this continues to provide us with more useful information regarding the success of students in this area.
3. Discuss possible reasons why the unit performed as it did this year.	This standard tends to have a high level of demonstrated mastery given the nature of the course is to let students resubmit work until they meet that high standard. This process of revision and growth in the project is an essential aspect of the research process and is a design element of these courses. Similarly, the addition of the PSYCH 3933 – Writing and Design for Psychological Research has continued to prepare students for the PSYCH 3114 course and has resulted in a more consistent level of abilities among students.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Only two years-worth of data has been collected for this criterion, but the pattern demonstrates consistency in student performance in these areas. For both years, students tend to perform better in their oral presentation (avg. of approximately 8) of their research than in their written (avg. of approximately 7) presentation of that research. Similarly, observations of student scores demonstrate that those who struggled in the course also rated their mastery of the various content areas as lower, suggesting that this measure is accurately assessing student abilities.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 2.2: Student self-report of written & oral presentation skills.

Population/Course: Given that this survey is designed to assess the totality of experience at ECU, the survey administrators will seek to obtain psychology students who have completed all of their psychology courses to allow for a correct and full assessment of their psychology domain of knowledge.

Instrument/Measurement: This self-assessment survey completed by Psychology majors during their senior year asks students to rate their knowledge and competence in a number of different domains. Students rate their competence and knowledge on a 0-10 scale where 0 indicates no knowledge or competence and 10 indicates the maximal level of knowledge and competence. Students rate their knowledge within the 10 subject areas of psychology. This test was developed by members of the Department of Psychology.

Standard: As a minimum level of acceptable performance, 50% of the students completing this survey will rate themselves at a score of 5 or higher for the overall score and for each subject category.

**The Department of Psychology Senior Survey
Scores of East Central Psychology Graduating Seniors – Averages for Previous 5 Academic Years***

	2016-2017 (n=10)		2017-2018 (n=15)		2018-2019 (n=16)		2019-2020 (n=10) [^]		2020-2021 (n=18)	
Communication	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range
Written	7.67	5-9	7.60	5-10	8.13	2-10	8.90	5-10	8.06	5-10
Oral	5.89	3-9	6.53	3-9	7.56	3-10	7.70	5-10	7.67	4-10

* n = the number of examinees during this AY. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates.

**The Department of Psychology Senior Survey Scores of East Central Psychology Graduating Seniors –
Examinees Scoring Themselves at a Score of 5 or Higher for the Previous 5 Academic Years**

	2016-2017 (n=10)		2017-2018 (n=15)		2018-2019 (n=16)		2019-2010 (n=10) [^]		2020-2021 (n=18)	
Communication	n	%	n	%	n	%	n	%	n	%
Written	10	100%	15	100%	15	94%	10	100%	18	100
Oral	8	80%	13	87%	15	94%	10	100%	17	94%

*n = the number of examinees during this AY; % = the percentage of students who scored themselves at a score of 5 or higher. [^]Due to COVID-19 – data collection in Spring 2020 was halted and represents less than normal completion rates.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	In comparison to the standard, a high percentage of students met the qualifications of this standard (100% & 94%, for Written and Oral Presentations, respectively. The rankings averaged lower than in previous years (8.06 & 7.67, for Written and Oral Presentations, respectively).
3. Discuss possible reasons why the unit performed as it did this year.	It is believed that students rank themselves high on these areas given the recent coursework they receive in these areas, and given that a number of their courses use the submit until acceptable format of learning, where resubmissions are encouraged until a given level of mastery is achieved. The averages were lower than previous years and it is believed that this might be an impact of COVID related changes to courses where more coursework was completed online.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The five-year trends tend to be very similar with very few deviations from the average scores and percentages. Interestingly, students rank their Written Skills higher than their Oral Communication skills, while the instructor reversed those rankings and gave higher scores to students in regards to their Oral Communication (see Criterion 2.1). Students appear to be less confident in their Oral Communication skills than their instructor's ratings imply. Regardless of which is ranked higher, the data presented here indicates that students feel competent about their knowledge about research and are willing to discuss this research with their peers and professionals. These values are consistent with the previous 5-years' worth of data.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 2.3: Student performance on written assignments related to the major – Sophomore Level.

Population/Course: The departmental rotation has all students complete PSYCH 2313 as part of the required courses. This typically occurs in student's sophomore year but can happen at any point. Students are encouraged to take this course in their sophomore year before completing other psychology courses. As such, the interested population will mostly be Psychology Majors in either their sophomore or junior year who are taking PSYCH 2313 during the current academic year. However, given that this assessment was only instituted during the Spring 2016 to capture more of the entire student body, data is only presented since that point.

Instrument/Measurement: Final Writing Assignments in PSYCH 2313 – History & Systems of Psychology. Student papers submitted for grading in PSYCH 2313 – History & Systems of Psychology, these assessments typically serve as the first opportunity to assess student abilities to perform APA style and basic writing skills outside of General Psychology.

Standard: Papers were scored by professors in the Department of Psychology using a ten point scoring system. Papers are evaluated for clarity, organization, originality/creativity, critical thinking, and APA formatting. An overall score is determined based on these criteria on a 10 point system where 1 represents "no competence" and 10 represents "maximum competence." As a minimum level of acceptable performance, 50% of students should achieve minimum competence score of 7 in each of the outcome areas.

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**Student Performance on Written Assignment Scores of East Central Psychology Students
in PSYCH 2313 – Averages for Previous Academic Year***

	2016-2017 (n=31)		2017-2018 (n=70)		2018-2019 (n=56)		2019-2020 (n=45)		2020-2021 (n=53)	
	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range
Written TOTAL	8.4	6-10	8.25	4-10	8.01	4-10	8.52	5-10	7.86	2-10
Classroom Written (Fa)			7.85 (37)	5-9	7.23 (28)	4-9	9.07 (20)	6-10	8.73 (21)	6-10
Online Written (Sp)			8.69 (33)	4-10	8.79 (28)	6-10	8.07 (25)	5-10	7.28 (32)	2-10

**The procedure of including averages was not initiated until the 2015/2016 AY; no data is provided for the years prior to that AY; n = the number of examinees during this AY. Data from 2017/2018 onwards will include both Online (Spring) and Classroom (Fall) Presentations of this course.*

**Student Performance on Written Assignment Scores of East Central Psychology Students
in PSYCH 2313 – Number of Students who scored above a 7 for the Previous Academic Year***

	2016-2017 (n=31)		2017-2018 (n=70)		2018-2019 (n=56)		2019-2020 (n=45)		2020-2021 (n=53)	
	n	%	n	%	n	%	n	%	n	%
Written TOTAL	24	77%	55	79%	56	82%	32	71%	36	68%
Classroom Written (Fa)			27 (37)	73%	20 (28)	71%	15	75%	17	81%
Online Written (Sp)			28 (33)	85%	26 (28)	93%	17	68%	19	59%

**The procedure of including averages was not initiated until the 2015/2016 AY; no data is provided for the years prior to that AY; n = the number of examinees during this AY; % = the percentage of students who scored themselves at a score of 5 or higher. Data from 2017/2018 onwards will include both Online (Spring) and Classroom (Fall) Presentations of this course.*

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Both the averages and the percentages are inline with the standard and demonstrate that students as a group are successfully navigating this area for the Sophomore Level. Students in the online presentation of this course did have a lower level of meeting the percentage standard, with only 59% of students meeting the standard.
3. Discuss possible reasons why the unit performed as it did this year.	The percentage of students meeting the standard is lower than what we see in the Junior and Senior level courses, and represents a growth of abilities as they move through the program. The lower level of meeting the standards in the Online Course likely relates to the fact that more students skip submitting some of the assignments in the online course.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The five-year trend has demonstrated a relative amount of consistency in both the averages and percentages of students meeting the standard. This year does represent a lower level than has been seen in the previous years but not significantly so that it raises any concerns. In the past two years students have performed better in the in person class and the two years previous to that, students performed better in the online presentation. This may be relating to fluctuations of students more than anything else but should be monitored in future years. It also demonstrates the continued need to collect data on both the online and in-person presentations separately.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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STUDENT LEARNING OUTCOME 3:

Students will understand and apply basic research methods in psychology, including use of appropriate terminology, generating hypotheses from theories, research design, data analysis, and interpretation of results.

Criterion 3.1: Student performance regarding research knowledge at the Intermediate Senior and Senior level.

Population/Course: The departmental rotation requires that PSYCH 3933 & PSYCH 3114 be completed before graduation and preferably in the first and second semester of the student's junior year (although many students complete this course in their senior year). As such, the interested population will be Psychology Majors in either their junior or senior year who are taking PSYCH & PSYCH 3114 during the current academic year. These are typically the same students as the course is considered a paired course offering.

Instrument/Measurement: PSYCH 3933 - Research lab reports, APA Knowledge & Usage, and Final Exams submitted for grading in PSYCH 3933 – Writing & Design for Psychological Research. These lab reports and the final exam include areas dedicated to each portion of a research report – Abstract, Literature Review, Methods, Results, & Discussion, and APA Format. Specifically, they assess student understanding of terminology and theoretical perspectives appropriate in the field, generation of hypotheses, use and understanding of appropriate research designs, use and understanding of proper statistical analyses, and proper interpretation of research results. All students are required to complete PSYCH 3114 before graduation during their junior or senior year.

PSYCH 3114 - Student final exams submitted in PSYCH 3114 - Experimental Psychology. These exams evaluate student knowledge regarding Research and Design. Specifically, they assess student understanding of terminology and theoretical perspectives appropriate in the field, generation of hypotheses, use and understanding of appropriate research designs, use and understanding of proper statistical analyses, and proper interpretation of research results. All students are required to complete PSYCH 3114 before graduation during their junior or senior year.

Standard: For both PSYCH 3933 & 3114, Final Exams were graded by the Instructor of Record and combined into a single 10-point score representing student knowledge regarding research and experimental procedure (e.g., use and understanding of terminology and theoretical perspectives appropriate in the field, generation of hypotheses, use and understanding of appropriate research designs, use and understanding of proper statistical analyses, and proper interpretation of research results). As a minimum level of acceptable performance, 50% of students should achieve minimum competence score of 8 on this scale. PSYCH 3933, Research Lab reports were combined to develop a single 10-point score representing student knowledge regarding research and experimental design. As a minimum level of acceptable performance, 50% of students should achieve minimum competence score of 8 on this scale. In keeping with the department's goal of

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continuous improvement in student learning, the program will strive to create a dynamic assessment plan that allows for instruction modification in order to meet the standards and goals set by the program.

**Research Knowledge Scores for the East Central Psychology Students in PSYCH 3933 & 3114 –
Averages for Previous 5 Academic Year**

Content Area	2016/17 (n=24/24)		2017/18 (n=29)		2018/19 (n=29/25)		2019/20 ^{^+} (n=30/25)		2020/2021 (n=24/25)	
	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range
Research Knowledge Score PSYCH 3933	8.07	4-10	8.65	2-10	8.21	1-10	7.76	3-10	8.65	4-10
Research Lab Reports PSYCH 3933							7.78	0-10	6.61	2-10
APA Usage PSYCH 3933							6.84	2-10	7.30	4-9
Research Knowledge Score PSYCH 3114	8.70	6-10	9.04	7-10	8.04	5-10	9.15	3-10	9.52	8-10

[^]Please note that the Spring 2020, Fall 2020, & Spring 2021 were affected significantly by the COVID-19 pandemic. ⁺The Standard was changed during the 2019/2020 to be a score of 8 or higher. These courses involve a high level of mastery and the expectation is for a B or higher on these components. Years prior to this were evaluated at a score of 7 or higher. Average does include a zero recorded on components not submitted by students.

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**Research Knowledge Scores for the East Central Psychology Student in PSYCH 3933 & 3114 –
Examinees Scoring at a Score of 8 or Higher for the Previous 5 Academic Years**

Content Area	2016/17 (n=24/24)		2017/18 (n=29)		2018/19 (n=29/25)		2019/2020 ^{^+} (n=30/25)		2020/2021 (n=24/25)	
	n	%	n	%	n	%	n	%	n	%
Research Knowledge Score PSYCH 3933	20	83%	25	86%	25	86%	20	66%	21	88%
Research Lab Reports PSYCH 3933*							21	70%	12	50%
APA Usage PSYCH 3933*							17	57%	17	71%
Research Knowledge Score PSYCH 3114	21	88%	26	91%	23	90%	21	84%	23	92%

*This is a new Metric that Data Collection was started in Fall of 2019.

[^]Please note that the Spring 2020, Fall 2020, & Spring 2021 were affected significantly by the COVID-19 pandemic +The Standard was changed during the 2019/2020 to be a score of 8 or higher. These courses involve a high level of mastery and the expectation is for a B or higher on these components. Years prior to this were evaluated at a score of 7 or higher. Average does include a zero recorded on components not submitted by students.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Students performed fairly well in comparison to all standards minus the Research Lab Reports where only the minimum percentage of students met the standard (i.e., 50%).
3. Discuss possible reasons why the unit performed as it did this year.	There are a number of potential reasons for this years performance but the main difference is the use of more online content due to COVID related policies. Students did do well on the three other areas and met the standards at the 71% or higher level. The highest scores come from the Research knowledge scores in both PSYCH 3933 (88%) and PSYCH 3114 (92%).
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The averages demonstrated over the past couple of years has demonstrated consistency across all four areas of measurement (fluctuating between 6.62 & 9.52), however the percentages are much more variable (fluctuating between 50% and 92%). Part of the reason for these fluctuations is likely the different interest in Research that students bring to this class, a major factor in how much effort a student puts into learning the content. The new instruments seem to capture the scaffolding nature of these two courses, with students demonstrating higher knowledge scores in 2nd (PSYCH 3114) course of the rotation than in the 1st (PSYCH 3933). Such data supports the restructuring of the undergraduate psychology research sequence that occurred during the 2010-2011 Academic year. The restructuring of the instruments for this criterion has overcome one of the previous problems of demonstrating near ceiling effects. Such a restructuring of the criterion will allow us to more accurately assess skill development across these two courses.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 3.2: Student performance on data analysis and interpretation at the Sophomore/Junior Level.

Population/Course: The departmental rotation requires that PSYCH 3833 be completed by all psychology majors as the first course in a three-course rotation (with the second course being PSYCH 3933 and the last course being PSYCH 3114). As such, the interested population will be psychology majors in either their sophomore or junior year who are taking PSYCH 3833 during the current academic year.

Instrument/Measurement: Instrument/Measurement: Statistical Analysis & Interpretation Final Exam in PSYCH 3833 – Behavioral Science Statistics. This assessment serves as an indication of student ability to complete data analysis and interpret findings for research. All students are required to complete PSYCH 3833 as the first course of a three-course rotation and is normally taken in the Sophomore or Junior year. This assignment requires the use of commonly used statistical procedures for psychological research.

Standard: Research reports were scored by the course instructor for this course using a ten-point scoring system, where 1 represents "no competence" and 10 represents "maximum competence." These exams were evaluated for use and understanding of statistical terminology, generation of statistical hypotheses, use and understanding of appropriate statistical designs, use and understanding of proper statistical analyses, and proper interpretation of statistical results. As a minimum level of acceptable performance, 50% of students should achieve minimum competence score of 7 on this scale.

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**Student Performance on Data Analysis & Interpretation
for East Central Psychology Student in PSYCH 3833 –
Examinees Scoring at a Score of 7 or Higher for the Previous 5 Academic Years**

Content Area	2016-2017 (n= 51)		2017-2018 (n=41)		2018-2019 (n=39)		2019-2020 ^{^#} (n=69)		2020-2021 (n=43)	
	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range
Data Analysis & Interpretation Final Exam	8.05	3-10	8.42	2-10	7.70	3-10	7.63	2-10	8.29	2-10

**n = the number of examinees during this AY; % = the percentage of students who scored at a score of 7 or higher. ^Please note that the Spring 2020 was affected significantly by the COVID-19 closure of campus. #Starting in Spring of 2020, exams in this course were presented in an online versus in-person format.*

**Student Performance on Data Analysis & Interpretation
for East Central Psychology Student in PSYCH 3833 –
Examinees Scoring at a Score of 7 or Higher for the Previous 5 Academic Years**

Content Area	2016-2017 (n=51)		2017-2018 (n=41)		2018-2019 (n=39)		2019-2020 ^{^#} (n=69)		2020-2021 (n=43)	
	n	%	n	%	n	%	n	%	n	%
Data Analysis & Interpretation Final Exam	42	82%	30	73%	30	77%	49	71%	37	86%

**n = the number of examinees during this AY; % = the percentage of students who scored at a score of 7 or higher.*

^Please note that the Spring 2020 was affected significantly by the COVID-19 closure of campus. #Starting in Spring of 2020, exams in this course were presented in an online versus in-person format.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Students performed well in relation to the standard this academic year, with scores averaging 8.29 and the percentage of students meeting the standard being 86%. This was encouraging given that this previous year there was significant changes to the course following COVID related policies (i.e., these courses initiated online exams).
3. Discuss possible reasons why the unit performed as it did this year.	During the past year the course was changed to offer online instead of in-person testing – this afforded students the ability to take the exam when they felt they were ready during a standardized period of time. It is believed this has helped alleviate some of the stress that inevitably comes with statistics exams. The exams were also open book, allowing students access to the materials with which they studied. Both of these changes appear to have beneficially helped students perform better than in previous years.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The trend over the previous five years has been of consistency and maybe a slight increase. The current year falls within the normal fluctuations that have been demonstrated over the previous five years even if it represents a high point in those scores. As has been the case across the previous 5-years of data, examination of individual data during this period demonstrates that students are either competent with statistical procedures or they struggle. When viewed in conjunction with the data provided by PSYCH 3933 & PSYCH 3114, it becomes clear that there is a trend towards increased competency as students advance through these three courses. Observationally, students who struggled with the calculation of statistics frequently have an increase in understanding of the concepts when those calculations are associated with a project they are working on in an applied setting. Again, this is enlightening given that the purpose of including a course dedicated to Writing & Design was to enhance student progression through these content areas.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes or needed based on the current years data.

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Criterion 3.3: Student self-assessment of research methods competence.

Population/Course: Given that this survey is designed to assess the totality of experience at ECU, the survey administrators will seek to obtain seniors in their graduating semester to allow for a correct and full assessment of their psychology domain of knowledge.

Instrument/Measurement: Department of Psychology Senior Survey. This self-assessment survey completed by Psychology Majors during their senior year asks students to rate their knowledge and competence in a number of different domains. Students rate their competence and knowledge on a 0-10 scale where 0 indicates no knowledge or competence and 10 indicates the maximal level of knowledge and competence. Students rate their competence and knowledge in research methods and statistical and other computer technology used in psychological research. This test was developed by members of the Department of Psychology.

Standard: As a minimum level of acceptable performance, 50% of the students completing this survey will rate themselves at a score of 5 or higher for the overall score and for each subject category.

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**The Department of Psychology Senior Survey
Scores of East Central Psychology Graduating Seniors – Averages for Previous 5 Academic Years***

Content Area	2016-2017 (n=10)		2017-2018 (n=15)		2018-2019 (n=16)		2019-2020 (n=10)		2020-2021 (n=18)	
	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range	Avg.	Range
Understanding of Theoretical Perspectives	5.56	4-8	6.73	4-9	7.00	3-9	7.5	4-10	7.56	4-10
Ability to Organize & Analyze Research	6.78	5-9	7.27	5-9	7.69	6-9	7.4	4-9	7.33	3-10
Ability to Utilize Research Technology	8.0	5-9	7.40	4-10	8.19	4-10	7.6	2-10	7.22	2-10

*n = the number of examinees during this AY.

^Please note that the Spring 2020 was affected significantly by the COVID-19 closure of campus.

**The Department of Psychology Senior Survey Scores of East Central Psychology Graduating Seniors –
Examinees Scoring Themselves at a Score of 5 or Higher for the Previous 5 Academic Years**

Content Area	2016-2017 (n=10)		2017-2018 (n=15)		2018-2019 (n=16)		2019-2020 (n=10)		2020-2021 (n=18)	
	n	%	n	%	n	%	n	%	n	%
Understanding of Theoretical Perspectives	8	80%	14	93%	14	88%	8	80%	17	94%
Ability to Organize & Analyze Research	10	100%	15	100%	16	100%	9	90%	16	89%
Ability to Utilize Research Technology	10	100%	14	93%	15	94%	9	90%	17	94%

*n = the number of examinees during this AY; % = the percentage of students who scored themselves at a score of 5 or higher.

^Please note that the Spring 2020 was affected significantly by the COVID-19 closure of campus.

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Students performed very well in relation to the Standard, with approximately 90% of students assessing themselves as being competent on these standards.
3. Discuss possible reasons why the unit performed as it did this year.	The point at which students assess themselves on these standards is at the end of the 3-course rotation that is designed to teach them these standards. As such, students have a fresh perspective on their performance in these areas and have seen themselves perform well in these areas. This is especially the case given that these courses rely on continued submissions to reach a high level of standards.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Both the averages and percentages for these standards fall within a relatively small range, and demonstrates a high level of consistency across these standards. Of importance is that the data do not demonstrate the ceiling effect that we have seen in the past. This is encouraging suggesting that we are properly assessing student abilities in these areas. This demonstrates that students' Understanding of Theoretical Perspectives, Ability to Organize & Analyze Research, and Ability to Utilize Research Technology shows a consistent level of mastery from year to year. All of the data from the five previous assessment periods demonstrate that students feel competent with their mastery of statistical and research knowledge. Observationally, the instructors for these courses have noted that students' competence in their research abilities gradually climbs during the three-course rotation of Statistics, Writing and Design for Psychological Research, and Experimental Psychology.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes are needed based on the current year's data.

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Summary Table of Student Learning Outcomes/Criteria – 2020-2021			
Student Learning Outcomes	Criteria	Met	Not Met
SLO1: Program graduates should demonstrate knowledge of theory, research findings, and methods in selected content areas of psychology	1.1: <i>Student Performance on a Nationally Standardized Test in Psychology Content Areas of Knowledge</i>	X	
	1.2: <i>Student Self-Assessment of General Psychology Knowledge.</i>	X	
SLO2: Program Majors will demonstrate effective oral and written communication skills.	2.1: <i>Student performance on written assignments and oral presentations related to the major –Junior/Senior Level.</i>	X	
	2.2: <i>Student self-report of written & oral presentation skills.</i>	X	
	2.3: <i>Student performance on written assignments related to the major – Sophomore Level.</i>	X	
SLO3: Students will understand and apply basic research methods in psychology, including use of appropriate terminology, generating hypotheses from theories, research design, data analysis, and interpretation of results.	3.1: <i>Student performance regarding research knowledge at the Intermediate Senior and Senior level.</i>	X	
	3.2: <i>Student performance on data analysis and interpretation at the Sophomore/Junior Level.</i>	X	
	3.3: <i>Student self-assessment of research methods competence.</i>	X	

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	126
Program census for Fall	130
Program census for Spring	127
Total number of Fall Program graduates	8
Total number of Spring/Summer graduates	13
Mean major GPA of Fall graduates	3.04
Mean major GPA of Spring/Summer graduates	3.24

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting: List meeting date(s) and a roster of those in attendance.

Last Wednesday in October – All Faculty in the Department at the Time (Dr.'s Chris Campbell, Usha Fountain, Donna Autrey, Cathy Roring, Dustin Williams, Joanna Harris-Young, Marc Klippenstine).

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Sharing with Stakeholders:

1. Stakeholders for this Program include: [**list** all within and without the ECU community]

Faculty in the Department, Dean of the College of Education & Psychology, Administration at ECU.

2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:

https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

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SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Current Actions/Changes	Latest Reviews
2020-2021	Numerous Measures as they related to overall performance were condensed to provide for a more global analysis.	
2019-2020	Inclusion of a Freshman Level Course has been recommended the previous three years. Two criterion (2.2 & 3.2) were removed and combined with others to be easier to interpret.	The committee suggested we focus on more global level analyses for the program.
2017-2019	Inclusion of a Freshman Level Course has been recommended the previous two years. Psychology GPA has been included as a metric.	No Changes recommended.
2015-2016	Means and Ranges included for all assessment data, new criterions were added to assess students at the sophomore, junior, and senior levels.	No changes recommended

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020	NONE AVAILABLE	
2018-2019	NONE AVAILABLE	
2017-2018	NONE AVAILABLE	
2016-2017	NONE AVAILABLE	
2015-2016	NONE AVAILABLE	

APPENDIX

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here.