Tennessee Tech University

Final Annual Report

Tennessee Tech University

President

Provost

College of Education

Counseling and Psychology

Counseling and Psychology BS

Mission - Undergraduate Psychology Program
Department/Unit Contact: Barry Stein

Mission/Vision/Goal Statement
The Department of Counseling and Psychology includes the mission of offering a strong undergraduate academic program in psychology. The undergraduate psychology program is designed to develop skills that will lead to life-long success in many professional fields including graduate study in psychology, and is designed to develop effective communication, critical thinking, and life-long learning skills in the context of acquiring knowledge in the field of psychology. The undergraduate program includes a two semester culminating senior thesis project that every student completes under the supervision of a faculty member to further develop these critical thinking and communication skills. Instruction is a major component of the academic mission of the department. A committed faculty serves the program through instruction, scholarly activity, and service aimed at providing high quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public service.

Program Goal 1

Define Goal
Maintain adequate faculty with appropriate expertise to deliver a quality program.

Intended Outcomes / Objectives
Benchmarks
Several types of assessment measures are used to evaluate this goal. One measure is that faculty credentials meet SACS/COC standards. A second measure of adequate

faculty is based on the indirect measure of student perceptions of teaching effectiveness using the IDEA system. We would expect teaching effectiveness to meet or exceed the University and National average if we had adequate faculty with appropriate expertise delivering a quality program. A third indirect measure involves the findings of external evaluations of the psychology program conducted approximately every four years. A fourth measure of adequate faculty to maintain a quality program is based on analysis of Delaware Cost Study data involving comparisons educational expenditures per Student Credit Hour SCH in the department to national expenditures is similar programs. The Delaware Cost Study findings also provide a way to compare the research productivity of faculty as measured by the amount of external funding generated across faculty in the department in comparison to national data for similar departments.

Program Goal 2

Define Goal
Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.

Intended Outcomes / Objectives
Benchmarks
The assessment of this goal occurs by a variety of means both internal and external to the department. For example, the University evaluates the condition of every building on campus and plans for maintenance and renovation on a regular schedule. Instructional Technology Services (ITS) at TTU sets minimum standards for computer equipment used by faculty and students at the University. Equipment that does not meet this minimum standard in the department is disconnected and replaced. The Departmental faculty are also encouraged to evaluate the facilities, available equipment, research and testing material and services, and identify needs. External program evaluations are also conducted approximately every four years.

Program Goal 3

Define Goal
Maintain sufficient student enrollment at the undergraduate level to ensure the viability of the program and course offerings.

Intended Outcomes / Objectives
Benchmarks
Two direct measures of student enrollment are used to evaluate this goal. These

include the number of majors and the number of Student Credit Hours (SCH) generated by psychology courses.

Program Goal 4

Define Goal
Students enrolled in the undergraduate program will report that they are receiving accurate, personalized, and supportive academic advisement that is equal to (not statistically different from) or better than the institutional and national average.

Intended Outcomes / Objectives
Benchmarks
The National Survey of Student Engagement (NSSE) includes a question on the survey that provides a direct measure of student satisfaction with advisement. This survey is administered to a stratified random sample of freshmen and senior level students every three years at TTU.

Student Learning Outcome Goal 1

Define Goal
Students completing the baccalaureate program in psychology will compare favorably in their knowledge of psychology with graduates of undergraduate programs in the state, region, and nation (scoring within one standard deviation of the national average for psychology).

Intended Outcomes / Objectives
Benchmark
The ETS major field test in psychology is administered to every graduating psychology major. This test assesses senior level student's knowledge of psychology in a variety of areas and provides a national benchmark for comparison. We expect our students to score within one standard deviation of the national average for psychology.

Student Learning Outcome Goal 2

Define Goal
Students completing the baccalaureate program in psychology will be capable of planning, implementing, and presenting an original research project.

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Intended Outcomes / Objectives
Benchmarks

Students are required to orally present their research proposal to a group that includes all faculty supervising senior thesis projects. Students are also required to submit an APA style manuscript of their thesis study. The work is evaluated by a common rubric that evaluates effective planning, implementation of study, and effective oral and written communication. Indirect measures are used to evaluate student perceptions about whether their program of study required class presentations, prepared two or more drafts of a paper before turning it in, worked on a paper or project that required integrating ideas and information from various sources, and participated in culminating senior thesis using results from the National Survey of Student Engagement (NSSE) that is conducted every three years.

Student Learning Outcome Goal 3

Define Goal
The psychology program will help to prepare students for life-long success in their careers and for graduate study by preparing them to think critically, communicate effectively, learn on their own, and work effectively with others.

Intended Outcomes / Objectives
Benchmarks

A variety of assessments are used to evaluate this goal. These assessment include direct measures of student performance such as their successful completion of the capstone senior thesis project (a mandatory requirement for graduation), performance on the California Critical Thinking Skills Test (CCTST), and performance on the Critical thinking Assessment Test (CAT). In addition, several indirect measures involving student perceptions from the NSSE are used to evaluate this learning outcome goal and include student perceptions of whether the institution helped them learn how to learn on their own, think critically and analytically, work effectively with others, and speak clearly and effectively.

Program Goal 1: Assessment
Goal/ Outcome/ Objective: Maintain adequate faculty with appropriate expertise to deliver a quality program.
Type of Tool: Financial Analysis, National Accrediting Agency Requirements and Standards, Other

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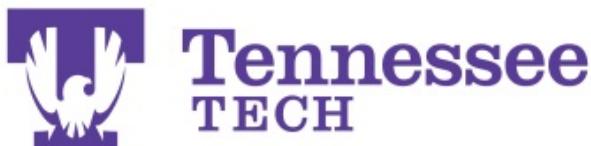
Rationale
Assessments
Several types of assessment measures are used to evaluate this goal. One measure is that faculty credentials meet SACS/COC standards. A second measure of adequate faculty is based on the indirect measure of student perceptions of teaching effectiveness using the IDEA system. We would expect teaching effectiveness to meet or exceed the University and National average if we had adequate faculty with appropriate expertise delivering a quality program. A third indirect measure involves the findings of external evaluations of the psychology program conducted every four to five years. A fourth measure of adequate faculty to maintain a quality program is based on analysis of Delaware Cost Study data involving comparisons educational expenditures per Student Credit Hour SCH in the department to national expenditures is similar programs. The Delaware Cost Study findings also provide a way to compare the research productivity of faculty as measured by the amount of external funding generated across faculty in the department in comparison to national data for similar departments.

Frequency of Assessment: Annual and following each semester (IDEA)

⚙ **Program Goal 2: Assessment**
Goal/ Outcome/ Objective: Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.
Type of Tool: Checklist, Needs Assessment

Rationale
Assessment
The assessment of this goal occurs by a variety of means both internal and external to the department. For example, the University evaluates the condition of every building on campus and plans for maintenance and renovation on a regular schedule. Instructional Technology Services (ITS) at TTU sets minimum standards for computer equipment used by faculty and students at the University. Equipment that does not meet this minimum standard in the department is disconnected and replaced. The Departmental faculty are also encouraged to evaluate the facilities, available equipment, research and testing material and services, and identify needs. External program evaluations are also conducted every four to five years and evaluate the adequacy of the facilities and equipment for programs offered.

Frequency of Assessment: Quarterly

⚙ **Program Goal 3: Assessment**
Goal/ Outcome/ Objective: Maintain sufficient student enrollment at the undergraduate level to ensure the viability of the program and course offerings.
Type of Tool: FTE Enrollment, Graduation Rate

Rationale
Assessments
Two direct measures of student enrollment are used to evaluate this goal. These include the number of majors and the number of Student Credit Hours (SCH) generated by psychology courses.

Frequency of Assessment: Annually

⚙ **Program Goal 4: Assessment**
Goal/ Outcome/ Objective: Students enrolled in the undergraduate program will report that they are receiving accurate, personalized, and supportive academic advisement that is equal to (not statistically different from) or better than the institutional and national average.
Type of Tool: Survey

Rationale
Assessment
The National Survey of Student Engagement (NSSE) includes a question on the survey that provides a direct measure of student satisfaction with advisement. This survey is administered to a stratified random sample of freshmen and senior level students every three years at TTU.

Frequency of Assessment: Every 3 years

⚙ **SLO Goal 1 Assessment**
Goal/ Outcome/ Objective: Student Learning Outcome - Goal 1
Type of Tool: Other

Rationale
The ETS major field test in psychology is administered to every graduating psychology major. This test assesses senior level student's knowledge of psychology in a variety of areas and provides a national benchmark for comparison.

Frequency of Assessment: Anually

⚙ **SLO Goal 2 Assessment**
Goal/ Outcome/ Objective: Student Learning Outcome Goal 2
Type of Tool: Capstone Project, Rubric, Survey

Rationale
Students are required to orally present their research proposal to a group that includes all faculty supervising senior thesis projects. Students are also required to submit an

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APA style manuscript of their thesis study. The work is evaluated by a common rubric that evaluates effective planning, implementation of study, and effective oral and written communication. Indirect measures are used to evaluate student perceptions about whether their program of study required class presentations, prepared two or more drafts of a paper before turning it in, worked on a paper or project that required integrating ideas and information from various sources, and participated in culminating senior thesis using results from the National Survey of Student Engagement (NSSE) that is conducted every three years.

📊 Senior Thesis Matrix v7c vertical 10-5-15 (2) (1)

Frequency of Assessment: Each Semester

⚙️ **SLO Goal 3 Assessment**
Goal/ Outcome/ Objective: Student Learning Outcome Goal 3
Type of Tool: Capstone Project, Exit Exam, Survey, Other

Rationale
A variety of assessments are used to evaluate this goal. These assessment include direct measures of student performance such as their successful completion of the capstone senior thesis project (a mandatory requirement for graduation), performance on the California Critical Thinking Skills Test (CCTST), and performance on the Critical thinking Assessment Test (CAT). In addition, several indirect measures involving student perceptions from the NSSE are used to evaluate this learning outcome goal and include student perceptions of whether the institution helped them learn how to learn on their own, think critically and analytically, work effectively with others, and speak clearly and effectively.

Frequency of Assessment: Each Semester, Annually, Every 3 Years

📏 **Program Goal 1: Results**
Goal/Objective/Outcome Number: Maintain adequate faculty with appropriate expertise to deliver a quality program.

Results
Results
All faculty credentials for courses taught in this discipline have met SACS/COC standards. These results suggest we are using appropriately qualified instructors in our courses. Student evaluations of teaching in the program generally meet or exceed institutional and national averages when comparing the students' progress on relevant course objectives. External evaluations have consistently praised the quality of the program and the faculty in the program (reports are on file). The Delaware Cost Study findings comparing the department to a similar national

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comparison group reveal mixed findings. On the one hand, the department greatly exceeds the national average for externally supported research per FTE tenured and tenure track faculty. On the other hand, the direct instructional expenditure per SCH is a fraction of the national average. Our interpretation of these findings is that faculty research productivity is quite good, but that the University expenditures per SCH in this discipline are well below the national average for similar programs and indicates that more faculty are needed.

Attachments

Delaware SCH

IDEA_2010-2015 Local Norms

Program Goal 2: Results

Goal/Objective/Outcome Number: Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.

Results
Results

ITS routinely identifies computer systems every year that do not meet minimum specifications for the University that are housed in the department. Faculty have requested access to Ipad devices and laptop computers, as well as a variety of psychological testing instruments, and survey tools for data collection. Faculty request items when needed. Thus far we have been able to satisfy these requests.

Attachments
No items to display.

Program Goal 3: Results

Goal/Objective/Outcome Number: Maintain sufficient student enrollment at the undergraduate level to ensure the viability of the program and course offerings.

Results
Results
The number of undergraduate psychology majors has fluctuated over the last seven years. During the last two year period the program had the largest number of graduates in the history of the program. This unusually high number of graduates contributed to a smaller number of majors in the most recent year. Psychology remains one of the most popular majors in the College of Arts & Sciences. The number of SCH generated by psychology courses also shows a general

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increase over this period.

Attachments

📄 Enrollment

Program Goal 4: Results

Goal/Objective/Outcome Number: Students enrolled in the undergraduate program will report that they are receiving accurate, personalized, and supportive academic advisement that is equal to (not statistically different from) or better than the institutional and national average.

Results

The findings from the NSSE over this time period show that a problem existed in the perceived quality of advisement students were receiving as psychology majors in 2006. Their scores were well below the institutional average for freshmen and seniors. The perceived quality of advisement for psychology majors has risen over three subsequent successive administrations of the NSSE at TTU. The scores for freshmen are now closer to the national averages while the scores for seniors are now above the national average in the 2014 survey.

Attachments

No items to display.

SLO Goal 1: Results

Goal/Objective/Outcome Number: Students completing the baccalaureate program in psychology will compare favorably in their knowledge of psychology with graduates of undergraduate programs in the state, region, and nation.

Results
Results

The average scores of students graduating from the baccalaureate program in psychology were within one standard deviation of the national average on the ETS major field test in psychology in each of the preceding years with variations from year that are probably due to individual differences in student ability in each cohort.

Attachments

📄 ETS major field scores2017

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SLO Goal 2: Results

Goal/Objective/Outcome Number: Students completing the baccalaureate program in psychology will be capable of planning, implementing, and presenting an original research project.

Results
Results

All graduates of the baccalaureate in psychology plan and conduct a senior thesis project for submission to the departmental faculty that involves a review of the literature, an oral proposal, data collection, statistical analysis, and preparation of a written report in APA format. Students are encouraged to present their research at regional and/or national meetings and venues. Students must complete the thesis in order to graduate with a degree in psychology. Results from the NSSE survey provide additional evidence of student engagement in high the impact practices described above and indicate that senior level psychology students at TTU are significantly more likely to have made class presentations, prepared two or more drafts of a paper before turning it in, worked on a paper that required integrating information from multiple sources, and participated in a culminating senior thesis or experience than the average TTU senior or the average college senior nationally. These findings are consistent over the last three cycles of NSSE survey administration at TTU.

Attachments
No items to display.

SLO Goal 3: Results

Goal/Objective/Outcome Number: The psychology program will help to prepare students for life-long success in their careers and for graduate study by preparing them to think critically, communicate effectively, learn on their own, and work effectively with others.

Results
Results

All students are required to successfully complete a senior thesis to graduate. In addition, senior level students are required to take a variety of general education exit exams. CCTST results indicate that senior psychology majors generally score at or above the institutional and national average. The results from the CAT indicate that senior psychology majors at TTU score slightly above the TTU average. Correcting for entering ACT scores of the students tested, psychology majors at TTU scored higher than expected in the national norm comparison. Every three years the NSSE is administered at TTU. The results indicate that the perceptions of senior psychology majors at TTU compare favorably with other seniors at TTU

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and the national norms in the area of the institution helping them learn effectively on their own.

The perception of senior psychology students at TTU about the institutional contribution to helping them think critically and analytically was higher than the institution or national average.

Senior psychology students at TTU also tended to think that the institution contributed more to their ability to communicate effectively and work effectively with others than was generally the case for the institution as a whole or nationally.

Attachments

CCTST scores 2017