

Institutional Effectiveness Report

Academic Year 2010-2011

Crystal R. Hill-Chapman, Ph.D.
Coordinator of Program Effectiveness

John R. Hester, Ph.D.
Chair

Mission and Goals

All graduates of the baccalaureate program in psychology will have developed an understanding of psychology as the science of behavior and experience, and will have obtained an understanding of the major theories and issues of the discipline. The following specific areas are used to meet the overall mission of the department:

- The area of personal development of the program's goal is multifaceted: (a.) All recipients of the baccalaureate in psychology will have a broadened view of human life and the significance of individual and cultural diversity. (b.) Students will incorporate their training in psychology into personal development, and career planning. (c.) Students participate in activities and course work in the service of others.
- Psychology majors will develop critical and scientific thinking skills. They will gain an understanding of psychology as a science, and an appreciation for the scientific method. They participate in all aspects of the research process, including literature review, data collection and analysis using the computer, and presentation of findings.
- Psychology majors will be exposed to the possibilities of future graduate training as well as the diverse career options open to an undergraduate psychology major. Based on their plans for the future, they will be guided as to the optimal course work and activities they should pursue while obtaining the baccalaureate degree. This preparation, along with the general education requirements, will qualify recipients of the baccalaureate degree in psychology to pursue graduate studies and/or enter employment in entry-level positions in business, government, and human service agencies upon graduation.
- The psychology program faculty will: (a) engage in appropriate projects to further develop their scholarship with participation by undergraduates when possible and maintain active involvement with professional and scholarly associations and be active in scholarly service. (b) Maintain the quality of the teaching; the faculty will maintain positive ratings on University course and instructor evaluations and on the exit-interviews of graduating seniors.
- The psychology program will reflect the national interest trends in psychology careers (psychology related occupations are among the top ten most rapidly growing areas of employment).
- Program faculty and staff will maintain an active involvement within the university community, and within the local community.

Assessment Activities

For the 2010-2011 academic year, the department continued to use two primary assessment tools for program efficacy: a revised 100-item in-house general examination of psychology and a survey of graduating seniors. All data below for the 2010 – 2011 IE report were collected in the fall of 2010 and spring of 2011.

Exit Exam

The revised exam was given in December 2010 and April of 2011. The revised exam consisted of 100 items that were selected from the previous exit exam that was given to graduating seniors from the fall of 2000 to the spring of 2010.

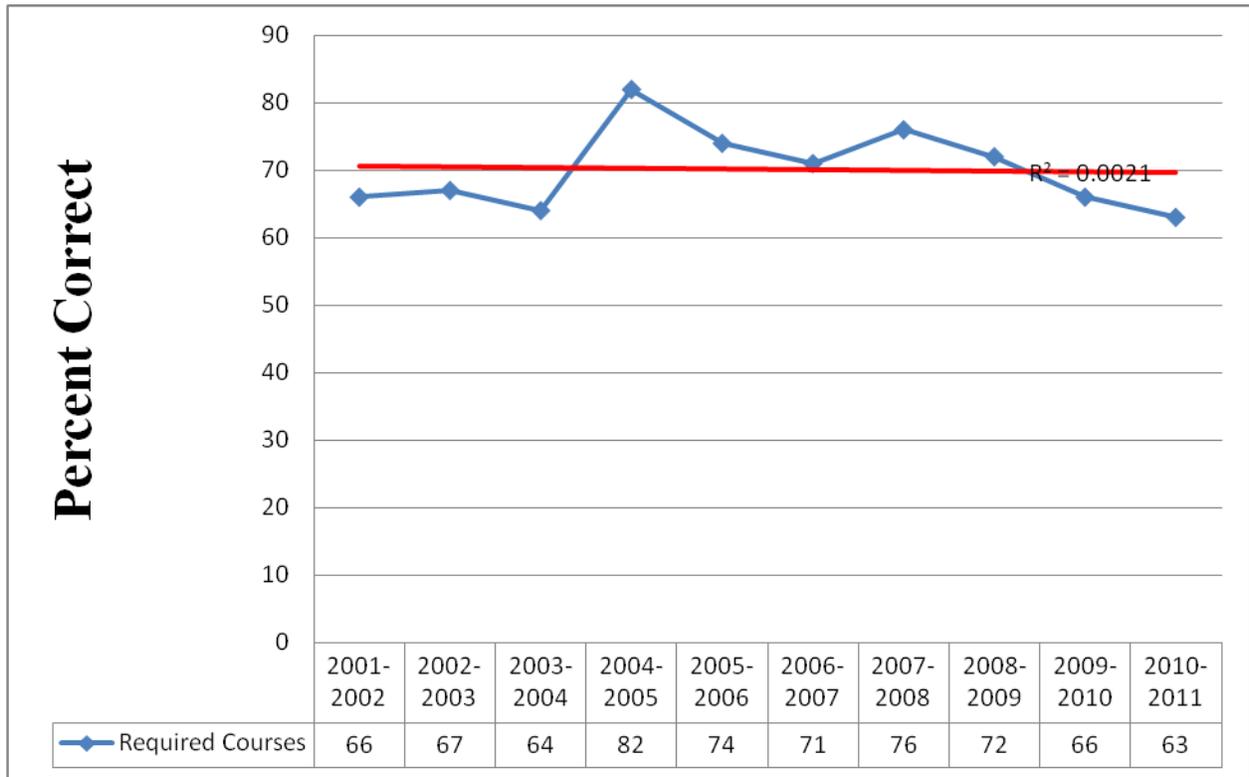
Table 1 provides a breakdown of student’s knowledge and skills from the fall of 2001 to the spring of 2011. This table shows that generally scores have been consistent over the last ten years. Figure 1 indicates that the performance of our students on this exam has been relatively stable ($R^2 = .0021$) since its inception.

Table 1. Student’s Knowledge and Skills for 2001-2011 for the Department of Psychology

Area Tested	2001-2002 ²	2002-2003 ²	2003-2004 ²	2004-2005 ²	2005-2006 ²	2006-2007 ²	2007-2008	2008-2009 ²	2009-2010 ²	2010-2011 ²
Abnormal ³	78	70	74	65	79	76	71	76	70	77
Clinical/Counseling	79	68	69	81	77	70	72	74	67	-
Developmental ¹	66	56	67	65	64	75	68	72	61	67
Experimental Design ¹	67	61	59	87	67	64	68	84	56	66
Learning/Cognition ³	59	49	59	81	64	59	52	59	70	64
Personality ³	64	63	50	61	60	59	55	59	63	64
Physiological ¹	62	71	66	80	80	74	74	70	47	64
Sensation & Perception ³	70	57	53	83	66	61	60	58	50	-
Social ¹	59	76	66	93	81	70	82	79	68	61
Statistics ¹	79	71	66	84	78	72	79	82	76	53
Memory ⁴	59	56	58	95	60	57	52	48	64	-
Language ⁴	52	49	54	79	59	57	54	50	56	-
History ⁴	74	70	66	79	78	76	70	72	45	63
States of Consciousness ⁴	56	63	51	73	50	50	57	47	47	-
Total	66	62	60	79	69	65	65	66	60	64
Required Courses	66	67	64	82	74	71	76	72	66	63

Notes: ¹Required of all majors, ²Mean percent correct, ³Optional course in advanced core, ⁴No advanced courses offered

Figure 1. Performance Trend 2001-2002 through 2010-2011.



Exit Survey

The senior exit survey is a 22-item questionnaire. The first 18 items are on a Likert scale from 1 to 7, where 1 is equal to extremely unprepared and 7 is extremely prepared. The final 4 items are open ended items to which students are asked to provide qualitative data regarding program strengths, weaknesses, program improvements, and other comments. This instrument is considered reliable ($\alpha = .93$).

While there is some variation from year to year across the differing survey items, there were no significant changes across time. Essentially, the students gave the department high ratings in all but one area. This year, as opposed to last year, the lowest ratings for this year were on the availability of courses ($p = .09$, $d = .70$). While these lower ratings may be due to an increase in the number of students from last year, it still depicts that this year there was lower satisfaction with the departmental offerings. Open-ended responses indicated student frustration with course availability, course offerings, class size, and course scheduling¹. In addition, open-ended responses indicated general dissatisfaction with the number and quality of adjunct faculty they encountered in route to their undergraduate degrees. It should be noted this academic year there were significantly more undergraduate courses taught by adjunct professors than in prior years (2007-2011) ($p < .05$, $d = 5.59$). Hence, we have too few faculty to adequately meet department goals and student expectations and in comparison to other departments have a greater faculty student ratio (See Appendix A).

¹ All student comments are available to those who wish to review them for their own qualitative analysis.

Table 2. Student's Attitudes and Opinions for 2004 – 2011 for the Department of Psychology

	Mean (SD)						
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Knowledge Goals ($\alpha = .77$)							
Nature of Psychology	5.95 (.74)	6.14 (.48)	6.00 (.50)	6.25 (.62)	6.29 (.61)	5.86 (.77)	5.75(1.04)
Theories of Psychology	5.82 (.80)	5.76(.94)	5.89 (.68)	5.67 (.98)	5.86(.54)	6.05 (.72)	5.88(.87)
View of Human Nature	6.22 (.94)	6.10 (.83)	6.22 (.73)	6.42 (.79)	6.43 (.76)	6.14 (.89)	6.16(1.05)
Role of Culture in Behavior	5.95 (.89)	5.81 (.81)	5.94 (1.11)	6.67 (.65)	6.00 (1.1)	5.76 (1.15)	6.06(.914)
Scientific Thinking	5.92 (1.10)	5.86 (.96)	5.94 (.94)	6.17 (.84)	6.21 (.58)	6.00 (.98)	6.03(.695)
Scientific Method	5.78 (1.06)	5.62 (1.32)	5.72 (1.13)	6.08 (1.16)	5.93 (.73)	5.90 (.87)	6.00(1.19)
Career Options	5.05 (1.45)	5.10 (1.73)	5.06 (1.66)	5.42 (1.50)	5.57 (1.6)	4.90 (1.5)	5.31(1.53)
Quality of Program($\alpha = .84$)							
Availability of Courses	5.05 (1.22)	5.24 (1.44)	5.56 (1.04)	5.17(.84)	5.07 (1.1)	5.24 (.60)	4.67(1.11)
Setting Objectives	5.58 (.92)	5.62 (.97)	5.83 (.86)	5.50 (1.09)	5.71 (.61)	5.48 (.95)	5.88(.91)
Meeting Objectives	5.78 (.94)	5.81 (.87)	5.50 (.98)	5.50 (1.43)	5.57 (.94)	5.48 (.85)	5.75(1.02)
Instruction Quality	5.85 (1.04)	5.86 (.96)	5.72 (.96)	5.58 (.99)	6.00 (.78)	5.52 (.85)	5.97(.86)
Fairness of Grading	5.80 (.95)	5.76 (.77)	5.83 (.92)	5.92 (.79)	6.43 (.51)	5.43 (.79)	5.97(.97)
Quality of Course	6.04 (.80)	5.90 (.89)	5.94 (.94)	5.83 (.94)	6.07 (.62)	5.90 (.81)	6.00(.95)
Teacher Quality($\alpha = .89$)							
Knowledge of Material	6.55 (.75)	6.43 (.60)	6.71 (.59)	6.81 (.52)	6.64 (.50)	6.29 (.88)	6.31(1.15)
Conduct of Class	5.95 (.81)	5.92 (.67)	6.06 (.75)	6.67 (.65)	6.36 (.63)	5.57 (1.05)	5.91(1.15)
Treatment of Students	5.82 (1.30)	6.10 (.89)	6.18(.81)	5.50 (.52)	6.43 (.51)	5.33 (1.13)	5.63(1.48)
Availability of Faculty	6.05 (1.07)	5.57 (1.66)	6.35 (.70)	6.08 (.99)	6.14 (.66)	5.52 (.81)	5.78(1.10)
Quality of Advising	5.85 (1.18)	5.80 (1.32)	5.81 (1.22)	6.08 (.84)	5.71 (1.5)	5.76 (.81)	6.00(.98)

Seven point scale 1=very low to 7=very high

Issues and Actions for 2007-2011 Cycle	
Issues of Concern	Actions Taken
Research workbook	<ul style="list-style-type: none"> • Development of a research workbook for use in Psychology 302 and 303 has begun. • Discussion of structure and collection of topics and articles was begun in 2008-2009. • Work continues for 2011 – 2012.
Research Opportunities	<ul style="list-style-type: none"> • More students are requesting research experiences that are outside of courses and the Psychology undergraduate curriculum. • Four faculty have written QEP projects and research grants to allow students the opportunity to engage in research and attend conferences to present student findings. • This year: <ul style="list-style-type: none"> ○ Two students have written articles with psychology faculty that were accepted for publication, ○ Two students are working on manuscripts for publication with faculty, ○ Four students have presented at national conferences, ○ Nine have presented at regional or state conferences. • Work continues for 2011-2012.
Student Concerns with Psychology 220	<ul style="list-style-type: none"> • Major modifications to Psychology 220 workbook involving the following: <ul style="list-style-type: none"> ○ Reduce sessions with professor interviews ○ Add unit on study skills and test taking ○ Formalize four year class plan ○ Develop formal statement of a plan for professional training and a plan for immediate employment • Work continues for 2011-2012.
Graduating Seniors Concerns with Employment & Graduate School	<ul style="list-style-type: none"> • Modifications to Senior Seminar (Psychology 499) include the following: <ul style="list-style-type: none"> ○ Ensure differentiation in what job offerings are possible versus job placement in Senior Seminar. ○ For students not attending graduate school, require students to begin to identify five or more entry level jobs which they may apply for during the beginning of the semester in which they graduate. ○ Require attendance at the University Career Fair that is sponsored by the Office of Career Development every semester. ○ Require students in senior seminar to look at other graduate programs besides psychology for continuing or professional education. ○ A unit was added during the 2010-2011 academic year on applying to graduate school. Detailed instruction was provided on how to choose a graduate school, how to write a curriculum vitae, how to write a personal statement, and how to obtain letters of recommendation. Students also were

	<p>provided timelines for application to graduate school.</p> <ul style="list-style-type: none"> ○ A unit was added during the 2010-2011 academic year on job search strategies for those not continuing on to graduate school. Students were provided a list of job titles that were relevant to individuals who had obtained a Bachelor of Arts or Bachelor of Science in Psychology. Students were taught how to update their résumé and how to write a cover letter. <ul style="list-style-type: none"> ● Work continues for 2011-2012.
Degree Goals	<ul style="list-style-type: none"> ● A reevaluation of program goals has begun based on <i>APA Guidelines for the Undergraduate Psychology Major</i> (American Psychological Association, 2007) ● Work continues for 2011-2012.
Quality of Curriculum	<ul style="list-style-type: none"> ● While we have maintained our success in all academic areas, we have not shown any growth in performance. We will attempt to evaluate each of the following issues related to academic performance: <ul style="list-style-type: none"> ○ Consider if action should be taken to increase performance ○ Evaluate linkage between course content and examination. ○ We would like to evaluate the validity of our in house examination against a nationally standardized examination in the 2011-2012 academic year. ○ Re-orientation of curriculum ● Four new electives have been added to the undergraduate curriculum including: Introduction to Behavioral Genetics, Introduction to Pediatric Psychology, Psychology of Family, and Psychology of Gender. ● Work continues for 2011-2012.
Quality of Adjunct Faculty	<ul style="list-style-type: none"> ● Investigate the option of hybrid courses whereby course lectures are delivered via the internet by full time faculty. ● Consider assigning a departmental faculty mentor to adjuncts to assist in improving course content and student learning. ● Work begins in fall 2011.

Resolved Issues of Concern	Actions Taken
<p>Coordination of course requirements in Psychology 302 (Statistics I and Measurement) and 303 (Statistics II and Design) Issue of concern has been resolved.</p>	<ul style="list-style-type: none"> • Actions taken in 2006-2007 did not alleviate the problems with coordination of these two courses. • A new series of discussions with more explicit changes in content and methods was begun in the spring of 2008. These workshops/discussions continued during the fall of 2008. • The coordination of these courses with the upper-level content/research courses was added to the discussions during the spring of 2008. • During extended discussions during the fall of 2008, the department agreed to a common standard for the required work in Psychology 302 and 303.
<p>Remodeling of laboratories to meet requirements in graduate and undergraduate research/instruction and faculty research. Issue of concern has been resolved.</p>	<ul style="list-style-type: none"> • Plan for remodeling was approved but only new offices have been completed. • Plan has been revised and first priority is to convert former child research room into a graduate/senior student workroom and an advanced clinical laboratory. • Plan has been revised to turn Room 229D into a classroom for introductory psychology lab and a counseling/therapy session room. • Plan has been finalized and completion waits funding as of the spring of 2009. • Renovations have been carried out. • Awaiting delivery of furniture and equipment; should be able to begin formal operation of laboratory and group room in the fall of 2010. • Renovations on a new social laboratory have been completed.
<p>Graduate and senior student access to advanced data analysis system. Issue of concern has been resolved.</p>	<ul style="list-style-type: none"> • A \$5000 grant through the QEP budget was used to establish a Quantitative Data Analysis Laboratory. • The new laboratory consists of: <ul style="list-style-type: none"> ○ Work station ○ All major SPSS modules ○ File storage ○ Log book ○ Statistical manuals • Laboratory will be operational for the fall of 2008. • Advanced Quantitative Data Analysis Laboratory is open and operational.
<p>Use of iClicker for feedback in class. Procedure validated as valuable instructional tool.</p>	<ul style="list-style-type: none"> • Majority of the department now use this system. • Need to evaluate its effectiveness. • Offer intra-departmental training • Expansion of use of iClicker continued throughout 2008-2009 and work continued during 2009-2010. • Students consistently rate the iClicker of value in most classes. Recommend continued support of its use.

<p>Psychology Club</p> <p>Issue of concern has been resolved.</p>	<ul style="list-style-type: none"> • Students only rated the functioning of the Psychology Club negatively. • Club was closed in the spring of 2008. • Evaluation and planning for revitalization of the Club to begin in the fall of 2008. • Work continues for 2008-2009. • New strategy has been developed in which graduate students will have their own club and underclassmen a separate organization. Will begin use in the fall of 2010. • As of the fall of 2010, there are now two separate organizations with which students can affiliate. Membership in the Psychology Club is restricted to undergraduate psychology majors, while the Graduate Student Psychology Association is restricted to students enrolled in either the Master of Science in Applied Psychology or the Specialist in School Psychology..
--	--

Appendix A
Faculty Student Ratio per Undergraduate Major (Fall 2010)

School of Business				
Major	Number of Faculty	Number of Students	Faculty : Student Ratio	Cumulative Degrees Awarded
Accounting	4	140	35: 1	327
Computer Science	4	68	17: 1	324
Economics	5	44	9:1	408
Finance	3	69	23:1	253
General Business	26	160	6:1	1253
Management	5	119	17:1	640
Management Information Systems	2	42	21:1	434
Marketing	5	73	15:1	684
School of Education				
Major	Number of Faculty	Number of Students	Faculty : Student Ratio	Cumulative Degrees Awarded
Education	24	403	17:1	2522
College of Liberal Arts				
Major	Number of Faculty	Number of Students	Faculty : Student Ratio	Cumulative Degrees Awarded
Art Education	2	25	12:1	62
Biology	22	870	39:1	1907
Chemistry	8	110	13:1	254
English	29	123	4:1	858
History	8	72	9:1	604
Mass Communication	7	121	17:1	317
Mathematics	13	35	3:1	597
Modern Language	5	27	6:1	128
Nursing	13	199	15:1	191
Physics	8	42	5:1	144
Political Science	9	117	13:1	1225
Psychology	10	283	28:1	1062
Sociology	4	114	28:1	985
Theatre	4	12	3:1	68
Visual Arts	7	84	12:1	208