

Institutional Effectiveness Report

Academic Year 2011-2012

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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 2011-2012 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 2011– 2012 IE report were collected in the fall of 2011 and spring of 2012.

Exit Exam

The revised exam was given in December 2011 and April of 2012. 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.

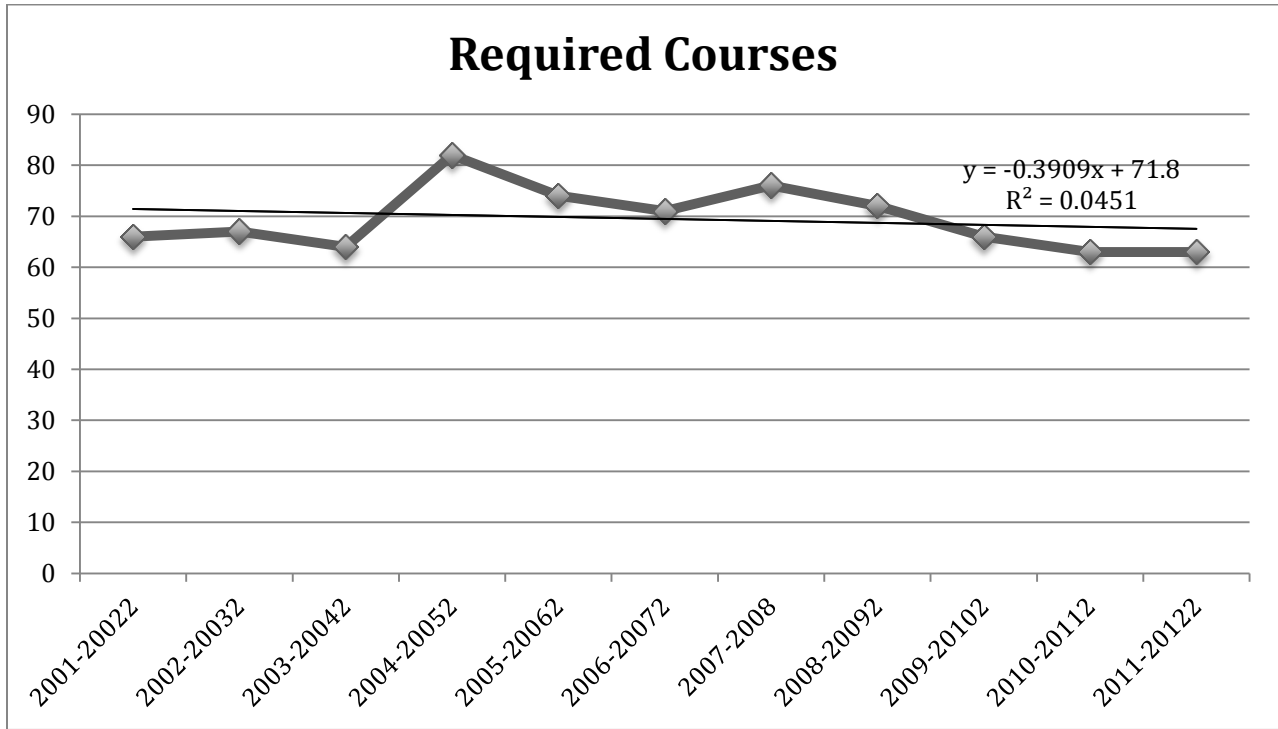
Table 1 provides a breakdown of student’s knowledge and skills from the fall of 2001 to the spring of 2012. This table shows that generally scores have been consistent over the last ten years. Figure 1 indicates that the performance of our students on this exam has been relatively stable ($R^2 = .0451$) 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	2011-2012 ²
Abnormal ³	78	70	74	65	79	76	71	76	70	77	81
Clinical/Counseling	79	68	69	81	77	70	72	74	67	-	-
Developmental ¹	66	56	67	65	64	75	68	72	61	67	66
Experimental Design ¹	67	61	59	87	67	64	68	84	56	66	69
Learning/Cognition ³	59	49	59	81	64	59	52	59	70	64	64
Personality ³	64	63	50	61	60	59	55	59	63	64	62
Physiological ¹	62	71	66	80	80	74	74	70	47	64	67
Sensation & Perception ³	70	57	53	83	66	61	60	58	50	-	-
Social ¹	59	76	66	93	81	70	82	79	68	61	67
Statistics ¹	79	71	66	84	78	72	79	82	76	53	47
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	58
States of Consciousness ⁴	56	63	51	73	50	50	57	47	47	-	-
Total	66	62	60	79	69	65	65	66	60	64	65
Required Courses	66	67	64	82	74	71	76	72	66	63	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 28-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 6 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 ($\alpha = .87$).

While there is some variation from year to year over the last eight years across the differing survey items, there were no statistically significant changes across time. Essentially, this year the students gave the department high ratings in all but one area. Several themes regarding the strengths of the Psychology Department were evident. In general, students commented on the knowledge of the faculty, approachability of the faculty, and the quality of teaching. However, continuing the trend that began last year, the lowest ratings for this year were on the availability of courses. While these lower ratings may be due to another increase in the number of students enrolled as psychology majors from last year (e.g., a higher student to faculty ratio), it still depicts that this year there was lower satisfaction with the departmental offerings. Open-ended responses again indicated student frustration with course availability, class size, student to full-time faculty ratio, and course scheduling. 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 that continuing the trend from the previous 2010-2011 academic year, this academic year there were more undergraduate courses taught by adjunct professors than in prior years. In addition, this year for the first time, the ratio of full-time faculty to adjunct faculty was 1:1. Hence, we have too few faculty to adequately meet department goals and student expectations and in comparison to other departments have a lower faculty to student ratio.

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	2011-2012 (n = 43)
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)	5.98 (.64)
Theories of Psychology	5.82 (.80)	5.76(.94)	5.89 (.68)	5.67 (.98)	5.86(.54)	6.05 (.72)	5.88(.87)	5.93 (.51)
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)	6.40 (.66)
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)	6.05 (.76)
Scientific Thinking	5.92 (1.10)	5.86 (.96)	5.94 (.94)	6.17 (.84)	6.21 (.58)	6.00 (.98)	6.03(.695)	6.14 (.77)
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)	5.98 (.80)
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)	5.79 (.97)
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)	4.98 (1.24)
Setting Objectives	5.58 (.92)	5.62 (.97)	5.83 (.86)	5.50 (1.09)	5.71 (.61)	5.48 (.95)	5.88(.91)	5.79 (.74)
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)	5.60 (.88)
Instruction Quality	5.85 (1.04)	5.86 (.96)	5.72 (.96)	5.58 (.99)	6.00 (.78)	5.52 (.85)	5.97(.86)	5.74 (.79)
Fairness of Grading	5.80 (.95)	5.76 (.77)	5.83 (.92)	5.92 (.79)	6.43 (.51)	5.43 (.79)	5.97(.97)	5.72 (.83)
Quality of Courses	6.04 (.80)	5.90 (.89)	5.94 (.94)	5.83 (.94)	6.07 (.62)	5.90 (.81)	6.00(.95)	6.14 (.68)
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)	6.51 (.63)
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)	5.88 (.73)
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)	5.70 (1.08)
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)	5.81 (1.16)
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)	6.16 (.84)

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

Issues and Actions for 2007-2012 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 2012 – 2013.
Research Opportunities	<ul style="list-style-type: none"> • Students are continuing to request research experiences that are outside of courses and the Psychology undergraduate curriculum. • Three faculty have written QEP projects and research grants to allow students the opportunity to engage in research and attend national conferences to present student findings. • This year: <ul style="list-style-type: none"> ○ Two students are working on manuscripts for publication with faculty, ○ Six students have presented at national conferences, ○ Five students have presented at regional or state-wide conferences. • Work continues for 2012- 2013.
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 2012-2013.
Degree Requirements	<ul style="list-style-type: none"> • A reevaluation of the undergraduate curriculum has been completed. • Faculty have compromised on a new psychology degree requirements. • The department will work towards having the new degree requirements approved during the upcoming academic year. • Work continues for 2012-2013.
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 2012-2013 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 2012-2013.

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 continues during the 2012-2013 academic year.
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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. • 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 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 seniors will have their own club and underclassmen a separate organization. Will begin use in the fall of 2010.

	<ul style="list-style-type: none"> • As of the fall of 2010, there are now two separate organizations with which students can affiliate.
<p>Student Concerns with Psychology 220</p> <p>Issue of concern has been resolved.</p>	<ul style="list-style-type: none"> • Major modifications to Psychology 220 workbook involving the following: <ul style="list-style-type: none"> ○ Develop an individualized study plan ○ Formalize four year class plan ○ Develop formal statement of a plan for professional training and a plan for immediate employment
<p>Graduating Seniors Concerns with Employment & Graduate School</p> <p>Issue of concern has been resolved.</p>	<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 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 provided timelines for application to graduate school. • A unit was added 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.