

Annual Goals for Psychology

2011-2012

Goal 1:	Psychology Curriculum Study
Description:	Department of Psychology Curriculum Study Item -- Members of the Department of Psychology will continue to discuss and ultimately agree on the specific requirements for the psychology major and minor.
Budget:	0.00
University Goals Supported:	1
Strategic Goals Supported:	
Responsibility:	Department Chair
Participation:	Psychology Faculty
Results:	The Department of Psychology has examined course offerings for the major in psychology. The core courses for the major: PY201, PY321, PY361, PY365W, and PY375, will be offered both the Fall and Spring semesters of the academic year.
Actions/Improvements:	The Fall 2012 and proposed Spring 2013 class schedule for the Department of Psychology includes all five of the core courses in the schedule. With the impending implementation of the QEP for the department, the department will be proposing changes in the curriculum during the 2012-2013 academic year.
Future Actions/Improvements:	

Goal 2:	Departmental Faculty Staffing
Description:	Determine the faculty staffing needs to support the curriculum of the psychology major and minor. It is proposed that the number of full-time faculty members be increased to five.
Budget:	58178.00
University Goals Supported:	1

Strategic Goals Supported:

Responsibility: Department Chair

Participation: Psychology Faculty

Results: The department has increase section offering for PY201: General Psychology during 2011 - 2012 by hiring adjunct faculty to staff the additional sections. The department was able to offer two additional elective course of the major: PY242: Psychology of Adjustment and a second section of PY302: Abnormal Psychology during 2011 - 2012. The department seeks to offer more elective courses during the academic year for Psychology major and minors.

Actions/Improvements: An attached report provides enrollment and staffing data for 2006 through 2012 academic years in order to support an addition of a full-time faculty member in the department.

Future Actions/Improvements:

Goal 3: Global Awareness

Description: Department of Psychology Global Awareness Initiative – To increase the awareness of global issues by both students and faculty, and to incorporate these into the psychology curriculum.

Budget: 0.00

University Goals Supported: 3

Strategic Goals Supported:

Responsibility: Department Chair

Participation: Psychology Faculty

Results: Department members individually implemented various means of increasing awareness of global issues within the psychology curriculum, such as from lecture and class discussion modifications, video and other presentations, and assigned readings. We addressed this priority specifically in courses such as Social Psychology, Psychology of Religion, Developmental Psychology, History and Systems of Psychology, Psychology of Adjustment, Close Relationships, and Abnormal Psychology. Also, the most recent edition of the General Psychology textbook has expanded its global

and cross-cultural coverage. We are hoping that this will increase our students' awareness of the broader world and our essential interconnectedness.

Actions/Improvements: The department has included as part of Student Learning Outcomes for PY201: General Psychology, a learning outcome related to Global Awareness.

**Future
Actions/Improvements:**

Goal 4: Credentials Assessment

Description: Department of Psychology Faculty Credentials Assessment Initiative
– As part of the upcoming self-study process to obtain re-accreditation by the Southern Association of Colleges and Schools (SACS), members of the Department of Psychology and the Department Chair will assess each department member's qualifications to teach the courses that they routinely teach, based on the current policies of the SACS.

Budget: 0.00

**University Goals
Supported:** 1

**Strategic Goals
Supported:**

Responsibility: Department Chair

Participation: Psychology Faculty

Results: Department of Psychology Faculty Credentials Assessment Initiative
– As part of the upcoming self-study process to obtain reaccreditation by the Southern Association of Colleges and Schools (SACS), members of the Department of Psychology and the Department Chair will assess each department member's qualifications to teach the courses that they routinely teach, based on the current policies of the SACS.

Actions/Improvements: We determined that all members of the department and adjuncts who are teaching psychology are qualified to do so, meeting the SACS requirements. During 2011-2012, the Department of Psychology hired four adjunct instructors. Each of these met the minimum SACS requirements.

**Future
Actions/Improvements:**

Student Learning Outcomes for Psychology

2011-2012

Outcome 1:	Developmental and Social
Description:	The student will acquire a general knowledge in the areas of life-span developmental psychology and in social psychology. The student will understand the basic concepts and be able to apply critical thinking skills to topics in developmental and social psychology.
Budget:	\$0.00
Core Competencies Supported:	2,4,5
Assessed How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Psychology Faculty
Direct Assessments	
	Major Field Test
Indirect Assessments	
	Student Evaluation Surveys
Results:	During the Fall 2011 and Spring, 2012, assessment, the graduating seniors in psychology scored a mean scaled score of 56 (standard deviation = 8) on subscale 4 (Developmental and Social) with a percentile rank of 47%, indicating that they performed, on the average below the midpoint of that subscale but performance is improved compared to the 2010 – 2011 ranking of 35.2 percent. The item from student evaluations used to assess student's impressions of instruction was "Overall, the instructor was an

effective teacher." Mean ratings for PY442 Social Psychology was 4.70, and for PY344 Developmental Psychology was 4.88 and for PY450 Close Relationships the mean rating was 4.42. When the member of the Department of Psychology taught Social Psychology in Fall, 2011, there were 33 students enrolled and for PY344 Developmental Psychology there were 36 students enrolled and 33 were enrolled in PY 450 Close Relationships during Spring 2012. During 2011 -2012 PY350 Adult Development and Aging was not offered.

Curriculum Actions/Improvements: None at this time. The Department determined that Adult Development and Aging would be offered on at least once every two years.

Other Actions/Improvements:

Future Actions:

Outcome 2: Clinical, Abnormal, and Personality

Description: The student will demonstrated an understanding of the theories, rationales, and methods of inquiry for the areas of clinical psychology, abnormal psychology, and personality. The student will understand the foundation principles of psychotherapy and behavior modification. The student will also understand the various biological, psychological, and social theories that underpin abnormal behavior and personality.

Budget: \$0.00

Core Competencies Supported: 2,3,4,5

Assessed How Often: Every year

Assessed this Year? Yes

Responsibility: Department Chair

Participation: Psychology Faculty

Direct Assessments

Major Field Test

Indirect Assessments

Student Evaluation Surveys

Results:

During the Fall, 2011 and Spring, 2012, assessment, the graduating seniors in psychology scored a mean scaled score of 59 (standard deviation = 10) on subscale 3 (Clinical, Abnormal, and Personality) with a percentile rank of 68 %, indicating that they performed, on the average in the second quartile of that subscale an improvement compared to 2010 – 2011. The item from student evaluations used to assess student's impressions of instruction was "Overall, the instructor was an effective teacher." Mean ratings for PY242 Psychology of Adjustment was 4.51 and for the Fall 2011PY302 Abnormal Psychology was 4.91 for the Fall 2011 and Spring 2012 for section one 4.92 and section two 4.87. For PY455 Applied Behavioral Analysis the mean rating was 4.95. This indicates that, overall, students' perceptions of instruction seemed positive. Psychology of Adjustment enrolled 28 in the Fall 2011. Abnormal Psychology was offered both in the Fall 2011 and two sections in the Spring of 2012. During the Fall 2011 there 37 students enrolled and in the Spring 2011 the two sections attracted 70 students. There were 22 students enrolled in PY455 Applied Behavioral Analysis in the Fall 2011. PY 460 Clinical Psychology is being offered during Summer 2012 with 17 students enrolled. PY415 Personality was not offered during 2011 – 2012.

Curriculum

Actions/Improvements:

None at this time. The Department determined that it should continue to offer Abnormal Psychology, Clinical Psychology, and Personality as elective courses. Presently, Abnormal psychology is offered each semester; and Clinical Psychology and Personality are offered, on an average, every other year. PY242 Psychology of Adjustment is offered on the average once a year.

Other

Actions/Improvements:

Future Actions:

Outcome 3:

Psychology of Learning and Cognition

Description:

The psychology student will demonstrate knowledge and critical thinking in the areas of psychology of learning and cognition.

Budget:

\$0.00

Core Competencies Supported: 2,4,5
Assessed How Often: Every year
Assessed this Year? Yes
Responsibility: Department Chair
Participation: Psychology Faculty
Direct Assessments

Major Field Test

Indirect Assessments

Student Evaluation Surveys

Results: In Fall 2011 and Spring 2012, 24 graduating psychology majors took the MFAT. The mean subscale 1 (Learning and Cognition) score was 57 (standard deviation =11) with a percentile rank of the subscale 1 score of 63 percent. The item from student evaluations used to assess student's impressions of instruction was "Overall, the instructor was an effective teacher." Mean ratings for PY 321 Learning was 4.82 and for PY385 Cognitive Psychology was 4.18. In Fall, 2011, 34 students took Cognitive Psychology in Spring, 2012, 36 students took Learning while an additional 16 took Learning in Summer, 2012.

Curriculum Actions/Improvements: None at this time. We were quite pleased with the outcome evaluation results, and are proud of our graduates. The inclusion of Learning as a required course is both standard for psychology majors and is necessary for imparting information on behavior acquisition and change. Cognitive Psychology should continue to be offered as an elective on a yearly basis and students should be specifically encouraged to take this course. This is one of the growing areas of psychology, and should be considered to be a core area for a well-rounded psychology major.

Other Actions/Improvements:

Future Actions:

Outcome 4:	Sensory, Physiological, and Other Basic Processes
Description:	The student will acquire knowledge of and develop critical thinking in sensory processes and perceptual psychology, physiological psychology, and comparative psychology and be able to understand the theories and issues concerning these areas.
Budget:	\$0.00
Core Competencies Supported:	2,4,5
Assessed How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Psychology Faculty

Direct Assessments

Major Field Test

Indirect Assessments

Student Evaluation Surveys

Results: The 24 graduating psychology majors achieved the mean scaled score of 58 (standard deviation = 11) on the subscale 2 of the Major Field Achievement Test with a percentile rank of 57%. This score indicates that the average level of achievement in the sensory, perceptual physiological, comparative, and evolutionary psychology areas is above average for psychology majors. The item from student evaluations used to assess student's impressions of instruction was "Overall, the instructor was an effective teacher." Mean ratings for PY 365W Experimental Psychology was 4.20 for Fall, 2011 and 4.65 for Spring, 2012. For PY361 Physiological Psychology the mean ratings were 4.87 for the Fall 2011 and 4.87 for the Spring 2012. Experimental Psychology and Physiological Psychology were offered both in Fall, 2011 and during Spring,

2012. There were a total of 52 students taking Experimental Psychology, and 57 students taking Physiological Psychology during 2011 – 2012.

Curriculum

Actions/Improvements:

No changes at all have been made. The results of this assessment indicate that our psychology major is providing our students with a good knowledge of basic psychological processes. Accordingly, PY 365W, Experimental Psychology, and PY 361, Physiological Psychology, should be continued to be required of all psychology majors and these two courses are offered twice a year. PY424, Evolutionary Psychology has not been offered due to staffing shortage. Department members might explore the possibility of adding a course in sensation and perception, provided there is in the meantime an increase in personnel for the Department of Psychology. Presently, we have more than sufficient demand for instruction in psychology to warrant the addition of an additional full-time faculty member.

Other

Actions/Improvements:

Future Actions: