

2007 FOLLOW-UP REPORT ON THE
CONTINUOUS IMPROVEMENT OF THE
BACHELOR OF SCIENCE PROGRAM IN PSYCHOLOGY
FOLLOWING COMPREHENSIVE PROGRAM REVIEW
IN 2001-2002

Prepared by the
Department of Psychology
College of Humanities and Social Sciences
December 3, 2007

1) Evidence of **quality** enhancement of the program since 2003.

Facilities, equipment, and learning resources have clearly been enhanced by the move to the new Social Science building in January 2006. All new classrooms include up to date technology to scaffold delivery of instructional material. The computer system facilitates use of a mix of presentation modes, including document projection, VCR, and DVD equipment, and the use of built-in computers rather than carts. Assisted by the availability of technology in the classrooms, the program's faculty, staff and students continue to successfully incorporate technology into their teaching and learning. Multiple faculty have adopted the Beyond Question response system technology to engage students. Additionally, the Department will be offering two online courses in the Spring 2008 semester.

Operational funding has been enhanced with a budgeted allotment of \$1500 per faculty member for travel involving presentations, with the potential for additional funding for professional development purposes through the Office of the Dean. Seven new faculty lines have been added since the 2003 update to help address the needs of the Department's growing enrollment of Psychology majors. At present, two searches are underway to fill a vacant Chair position and a vacant general faculty line.

Advising and support services have been improved via increased promotion stimulated by an active Advising Coordinator who has also become more involved in the training of faculty for effective advisement. Regarding the diversity and global perspective of the program, the Department is effectively interacting with the African and African Diaspora Studies program to deliver additional courses that will contribute to their major. Insofar as scholarship, the number of faculty presentations and publications has increased, as has the number of student presentations at regional and national conferences.

On the assessment dimension, the Department has more closely aligned its curriculum with national American Psychological Association (APA) guidelines, a change which is expected to facilitate future interpretation of results pertaining to subdisciplines on standardized tests taken by seniors. In December 2007, questions to assess understanding of cross-cultural issues have been added to the Senior Survey. Additionally, the Department has taken the initial steps toward the assessment of selected student learning outcomes in required courses. Specifically, Research Sequence faculty will be administering questions related to the understanding and application of the scientific method, statistical techniques, and ethics.

2) Evidence of **productivity** enhancement of the program since 2003.

The program has made strong gains in enrollment, semester credit hours, and graduates. In Fall Semester 2003 the number of students majoring in Psychology was 592, in Fall 2007, the number of majors is 901, a 52% increase. Fall Semester credit hours increased from 4640 in Fall 2002 to 8347 in Fall 2007, a 80% increase. The number of Psychology graduates increased from 99 to 145 from the 2002-2003 to the 2006-2007 academic year,

a 47% increase. Over the last four years, the number of our graduates who finished within five years has shown a steady increase from 75% to 80%.

3) Action plans and priorities from the follow up report that have been accomplished.

Action Plans for Improving the Program's *Quality*

◆ Commitment of Resources to Program Assessment

Assessment and planning are still strengths in the department. We have added an exit exam (Educational Testing Services Major Fields Exam) to our senior seminar course in order to assess the knowledge base that our students are acquiring through our program. To show our commitment to program assessment, we have awarded a course reduction for our Assessment Coordinator.

◆ Align Learning Outcomes to National Guidelines

We have revised our degree program based on the APA's report on *Undergraduate Psychology Major Learning Goals and Outcomes*.

◆ Promote/Develop Student Research Opportunities

The department of Psychology has been extraordinarily successful engaging our undergraduates in research projects. During 2007, a total of 53 students were involved in research activities with our faculty members resulting in eight presentations with students. Also, the Georgia Undergraduate Research in Psychology Conference, hosted by our department, has been remarkably successful since its conception in 2002. At the 6th annual conference in April of 2007, 62 undergraduate and advanced placement psychology students from across the southeast presented their research. Of these 62 students, 13 were from KSU.

◆ Seek Research Space to Support Faculty Scholarship

We have one large conference room and two smaller rooms available for research activities in the new Social Science building. These rooms are equipped with tables and storage cabinets. The large room has three computers. These rooms are scheduled via online registration. The room registration module is incorporated in a new online system used by students to register for participation in psychological research (piloted in Spring 2007). In addition, one faculty member has her own personal lab space for her research.

◆ Stabilize Departmental Leadership

We conducted a successful search for a new Chair for the 2003 – 2004 academic year. We have used this stability to grow in quality and productivity. However, in June of this year (2007), our Chair resigned his position at KSU and we are currently involved in a search to replace him. In addition, we have just finished composing our Departmental Governance Document, which, through specification of departmental administrative structure, responsibilities, and procedures for decision-making, will facilitate effective leadership and department functioning.

◆ Increase Applied and research Practicum Opportunities

Although we have been able to offer our Applied and Research Practicum courses on a regular basis, our enrollment in these courses has been limited. Only 15 students per year have taken advantage of these courses; although this number has steadily increased since 2004.

◆ Evaluate Alumni Satisfaction

We have administered an Alumni Survey to investigate alumni satisfaction; however the return rates on this project were extremely low. We have plans to work with KSU's Alumni Affairs to increase our productivity in this area.

Action Plans for Improving the Program's Productivity

We have continued to have strong increases in credit hour production since our comprehensive program review, showing increases of over 100% since 2001. In addition, 30 students have enrolled in individual directed studies in 2007 in which they worked one on one with faculty members on various research and teaching projects. Also, we have expanded our offerings of Friday, Saturday, and online courses to accommodate our diverse student body.

Semester Credit Hour Production				
	2001-2002	2002-2003	2006-2007	% Increase Since 2001-2002
Fall	3681	4640	7759	111%
Spring	3555	5246	7377	108%

We have been very successful in filling our courses. In Spring 2007, our General Education courses were enrolled to 95% capacity, our lower division required courses for majors were at 85% capacity, and our upper division courses were filled to 100% capacity. Fall 2007 statistics were similar with our General Education courses filled to 96% capacity, lower division required courses for majors at 106% capacity, and our upper division courses were filled to 99%.

4) Action plans and priorities from the follow up report that have not been accomplished.

◆ Seek additional Faculty Lines to Reduce High Teacher-Student Ratio

Although we have increased our faculty lines to 18 tenure-track positions (including Interim Chair), our number of majors has also grown steadily nullifying this increase. In 2003 we reported a 50-1 major to faculty ratio (600-12). This ratio has remained consistent even with our additional faculty lines (901 majors to 18 faculty members). We have been forced to rely on adjunct professors throughout our curriculum. This Fall 2007 33% of our classes were covered by non tenure track faculty and our teacher student ratio across all classes was 48 to 1.

◆ Align Learning Outcomes to National Guidelines

Our learning outcomes, for the most part, match those of the APA's national guidelines. However, the Psychology of Adjustment Course (PSYC 2258) that had been planned to

be offered as a required course has not been added to the curriculum due to staffing constraints.

◆ Strengthen Advising Board

We have not been successful in formulating a departmental advisory board and we are currently investigating new ways to realize a community outreach program.

5) Address the status of the program's viability. If viable, justify whether the program should be sustained, reconfigured, or enhanced.

The psychology major is clearly a viable degree program. This viability is evident with our increases in semester credit hour production and our consistent growth in the number of majors. We also serve other programs within the University (i.e., General Education, Nursing program).

◆ How the program advances specific goals and action steps of KSU's strategic plan.

Implementation of QEP:

We have hired a new faculty member to increase the number of times the course - Interacting Effectively in a Diverse Society (PSYC 2210) is offered. In addition, she is developing a new course, Black Psychology. Also, we continue to offer Cross-Cultural Psychology (PSYC 3355), Social Psychology (PSYC 3325), Psychology of Gender (PSYC 4425), and Theories of Personality (PSYC 3335). We are currently assessing global learning with the inclusion of questions on our Senior Seminar Survey.

Enhancing advising and retention:

Given KSU's new required advising plan we have added more advising sessions and increased advisor availability. In the Fall 2007 semester alone we had approximately 250 students attend individual academic advisement sessions with our faculty. In addition, we advised approximately 100 new and transfer students this summer for their admission to KSU this Fall 2007.

Increasing proportion of online courses:

Our Hybrid and Online course offerings have been limited to a one or two each semester with only two faculty members with online teaching experience. In an effort to expand these offerings, two additional faculty members will be teaching online courses for the first time this summer.

Implementing best practices teaching strategies:

Our department faculty are committed to the assessment and implement best-practice teaching strategies for learner-centered teaching. Many faculty members have presented work on the use of learner-centered teaching strategies at national conferences.

- ◆ Resources needed to sustain, reconfigure, or enhance the programs quality and productivity and strengthen the program's ability to meet the goals of KSU's quality enhancement plan.

We have had significant growth in our number of majors (52%) and an over 100% increase in credit hour production in since 2003. In addition to supporting our majors, we offer one general education course (PSYC 2105) and our support of KSU's Nursing Program by offering Developmental Psychology (PSYC 3305) puts a burden on our ability to serve our own majors. We have been relying on Adjunct faculty members to teach many of our courses (33% this Fall and with increases next semester). The addition of much needed faculty lines will enhance our course offerings giving our majors the opportunity to register for the courses that then need for graduation in a timely manner. This will aid in both retention and graduation rates.