

## 2007 MASTER PLAN/PROGRESS REPORT

**Educational Support Unit:** Department of Psychology

**Person Responsible:** Dena Matzenbacher, Ph.D.

**Date Submitted:** 05-31-07

**Mission:** The mission of the Department of Psychology follows the mission of McNeese State University, which is to provide a wide range of baccalaureate and carefully selected graduate curricula, distinguished by academic excellence. The purpose of the Department of Psychology is six-fold:

- To prepare students to enter the work force.
- To prepare undergraduate students to pursue additional training leading to professional careers.
- To enhance the knowledge, skills, and dispositions of graduate students.
- To provide service courses to non-majors.
- To encourage scholarly production.
- To promote life-long learning as described in the Burton College of Education conceptual framework.

**Institutional Mission Reference:** The Department of Psychology contains faculty members who are committed to McNeese State University's goals of student success, academic excellence, fiscal responsibility, and university-community alliances. These goals are met through excellence in teaching, research, scholarly activities, and university and community service. Faculty in the Department of Psychology conduct annual performance reviews to evaluate their progress and to identify potential classroom and programmatic changes needed. Course syllabi detail the standards students must meet for satisfactory progress. Faculty members are committed to advising not just for registration purposes, but also for career guidance, evaluation of goals, and supervision of student progress and success. Teaching effectiveness is evaluated each semester via student evaluations of instruction, and instructors use these evaluations to make modifications to course structure and content. Faculty members must also provide documentation of scholarly activities (e.g., research publications and presentations, authoring books and manuals) as well as university and community service. Finally, the Department of Psychology maintains numerous connections to community agencies via service projects, supervision of students working in the field, and direct community involvement and provision of services.

### Assessment Methods Utilized:

- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Internally-developed Survey
- Faculty Roster
- Annual Performance Review (APR)
- Community Involvement
- Exit Survey/Interview/Exam
- Grant Activity
- Number of Publications
- Participation in MSU Committees/Organizations
- Participation in Professional Committees/Organizations
- Student Evaluation of Instruction (SEI)
- Unit Audit

### Data Repository Location:

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Department Head Files  
Department Head Files  
Department Head Files; Faculty Files

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Department Head Files; Faculty Files  
Department Head Files; Faculty Files  
Department Head Files; Faculty Files  
Department Head Files; Faculty Files  
Department Head Files

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\_\_\_ Data collection via Excel spreadsheet  
\_\_\_ Data collection via Access database  
\_\_\_ Other - Please describe: \_\_\_\_\_

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**Educational (Support Unit) Performance Objective 1:** Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Faculty in the Department of Psychology are expected to:</p> <p>1. maintain collaborative community activities which include paid and/or unpaid consulting with a variety of mental health and/or educational agencies.</p> <p>2. maintain involvement in research or applied work that involves cultural growth and lifelong learning.</p>	<p>1. All full-time faculty members engaged in some form of community service or involvement in 2006. These included consultations with:</p> <ul style="list-style-type: none"> <li>a. Louisiana State Office for Addictive Disorders</li> <li>b. Crisis Intervention Training (police officers)</li> <li>c. MSU Project for the Treatment of Problem Gambling</li> <li>d. Educational &amp; Treatment Council</li> <li>e. Harbour House</li> <li>f. Louisiana Rehabilitation Services</li> <li>g. Office of Child Services</li> <li>h. Governor's Program</li> <li>i. Banner's Committee</li> <li>j. First Methodist School</li> <li>k. CARC</li> <li>l. Memorial Hospital</li> <li>m. LaPaw</li> <li>n. American Cancer Society</li> <li>o. Habitat for Humanity</li> </ul> <p>2. Five faculty members maintained active programs of research during 2006, most of which focused on hurricane recovery victims and victims of toxic exposure. Three faculty members remained actively involved in provision of mental health services in our community. One faculty member participated in the McNeese-sponsored Banners Committee, which brings cultural and artistic endeavors to the community.</p>	<p>1. Maintain faculty involvement in community activities and service.</p> <p>2. Maintain faculty involvement in research and applied work at McNeese and in the community.</p>

<p>3. maintain involvement in university service that is consistent with improvement of student learning and outcomes as well as cultural growth and economic development</p>	<p>3. All Psychology department faculty members served on university committees in 2006, including:</p> <ul style="list-style-type: none"><li>a. University Discipline Committee</li><li>b. Institutional Review Board for Human Subjects</li><li>c. Departmental Review Board for Human Subjects</li><li>d. 3 faculty on Faculty Search Committees</li><li>e. College Curriculum Committee</li><li>f. Faculty Senate</li><li>g. Grade Appeals Committee</li><li>h. 3 Faculty Supervising Practicum/Internship students</li><li>i. Departmental Admissions &amp; Retention Committee</li><li>j. College Technology Committee</li></ul> <p>Three faculty members served as advisors for a student organization (Psi Chi).</p>	<p>3. Maintain active involvement in university service for all full-time faculty members.</p>
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**Educational (Support Unit) Performance Objective 2:** Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Faculty in the Department of Psychology are expected to:</p> <ol style="list-style-type: none"> <li>1. Maintain average SEI ratings of at least 4.00 in all courses assessed.</li> <li>2. Alter courses and syllabi as needed to improvement student learning and outcomes.</li> <li>3. Alter departmental curricula to enhance student recruitment, retention, and graduation.</li> </ol>	<p>The Department of Psychology had 22 faculty members, visiting lecturers, and graduating teaching assistants in 2006.</p> <ol style="list-style-type: none"> <li>1. SEI data indicated 21 of 22 (95.5%) instructors earned average SEI ratings of 4.00. Approximately 68% of instructors earned SEI ratings of 4.50 or higher.</li> <li>2. All 7 full-time faculty members altered course syllabi in late 2006 and early 2007 to reflect catalog changes and newly added concentrations in our MA degree.</li> <li>3. The Department sought and achieved approval for two new concentrations in the MA degree. Both concentrations have been publicized and received strong support, with many students waiting to enroll in courses and agencies prepared to hire new graduates from these programs. A new undergraduate capstone course, PSYC 499, was offered for the first time in Fall, 2006. Though enrollment was small (as expected), preliminary data indicate this course provides an optimal capstone experience for graduating seniors in the Psychology department. Class size should increase as students matriculate through the new program requirements.</li> </ol>	<ol style="list-style-type: none"> <li>1. SEI ratings are discussed annually with each faculty member, visiting lecturer, and graduate teaching assistants.. Of the four lowest SEI ratings, two instructors are no longer teaching in the department, and two have received assistance with altering the courses they teach to improve SEI ratings in 2007. SEI ratings were also utilized in the Annual Performance Review process, constituting 30% to 45% of the allotted points.</li> <li>2. Continue to revise syllabi to include course revisions. Identify 3 General Education courses – PSYC 101, 310, and 311 – and take appropriate actions to revise those courses accordingly.</li> <li>3. Continue to collect data from PSYC 499 to evaluate its impact on student learning and revise course accordingly. Begin to enter new students into newly approved concentrations in Fall, 2007 semester (after catalog addendum is published). Submit changes for 2008-2009 catalog to alter undergraduate curriculum based on faculty review/interdepartmental consultation, and updating course listings.</li> </ol>

**Educational (Support Unit) Performance Objective 3:** Demonstrate commitment to research and creative and scholarly activity.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Faculty in the Department of Psychology are expected to:</p> <ol style="list-style-type: none"> <li>1. Maintain involvement in research, creative, and scholarly activities, which include but are not limited to:               <ol style="list-style-type: none"> <li>a. Publication of books and manuals</li> <li>b. Submission and publication of journal articles</li> <li>c. Submission of grant proposals</li> <li>d. Presentations at national, regional, and/or local conferences</li> <li>e. Collaboration with faculty and/or students in research activities</li> </ol> </li> </ol>	<p>In 2006, departmental faculty contributed the following scholarly activities, as evidenced by Annual Performance Review data:</p> <ol style="list-style-type: none"> <li>a. 6 published books</li> <li>b. 4 published journal articles</li> <li>c. 5 submitted grant proposals</li> <li>d. 4 funded grants</li> <li>e. 31 conference presentations</li> <li>f. 4 faculty members collaborated with other faculty members or students in research and scholarly activities.</li> </ol>	<p>Continue to encourage research and scholarly activity by including such activities in the APR process. Point values were added for new activities as designated by the BCoE Administrative Council (e.g., website management, outside consulting, etc.).</p> <p>Two faculty members in the Department of Psychology have submitted a prospectus to coauthor a 1<sup>st</sup> edition textbook in psychology.</p> <p>Maintain grant activities and book/manual authorship.</p> <p>Increase journal article submissions over previous year.</p>

**Educational (Support Unit) Performance Objective 4:** Utilize resources efficiently and effectively to support the university mission.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>The Department of Psychology seeks to:</p> <ol style="list-style-type: none"> <li>Utilize newly installed Promethean interactive technology in each Psychology classroom.</li> <li>\$2,000 will be used annually by the Department of Psychology to support program development and professional development.</li> <li>Average class size for all levels of instruction will be less than 40. The average class size will be less than 50 for undergraduate courses, and less than 15 for graduate courses. Only one section (PSYC 101) will allow a class size greater than 100.</li> <li>At least 75% of all Psychology courses will be taught by tenured or tenure-track faculty.</li> <li>A minimum of two faculty members will remain actively involved in grant-funded research each year. Those faculty members will maintain satisfactory records of work achieved and meet all deadlines and requests by the granting agencies in an efficient and timely manner.</li> </ol>	<ol style="list-style-type: none"> <li>Promethean interactive technology was installed in two Psychology classrooms, with plans for installation in the remaining rooms in Summer 2007. Three Psychology faculty members have utilized this technology.</li> <li>The Department of Psychology utilized approximately \$1200 in Burton Category 2 funds in 2006 for office equipment and repairs as well as faculty travel.</li> <li>The average class size for all levels was 33.2 in 2006. Average class sizes for undergraduate and graduate courses were 52.2 and 7.4, respectively. Only one section (PSYC 101) had a class size greater than 100, down from two sections in the Fall, 2005 semester.</li> <li>In the Fall 2006 semester, 83% of all Psychology courses were taught by tenured or tenure-track faculty.</li> <li>Two faculty members obtained and utilized grant monies in 2006. Projects were completed according to established guidelines, and reports were submitted in a timely and efficient manner.</li> </ol> <p>Grants for 2006 included:</p> <ol style="list-style-type: none"> <li>Community Enhancement Grant (Dilks): \$64,000</li> <li>TASC (Dilks): \$50,000</li> <li>U.S. Dept. of Education (Melville): \$3,850</li> <li>La. State Office for Addictive Disorders (Melville): \$80,000</li> </ol>	<ol style="list-style-type: none"> <li>Remaining Psychology faculty members will receive training on the use of Promethean interactive technology in 2007 and will begin to utilize it in their classes in Fall, 2007.</li> <li>Maintain minimum balance; better utilize Burton funds for faculty travel.</li> <li>Efforts will be made to limit the class sizes of lower level courses (e.g., PSYC 101, 211, 233) to reduce the average class size for undergraduate courses. One class will have more than 100 students (PSYC 101) but this class will be limited to under 200 if possible. Other PSYC 101 sections will also be reduced.</li> <li>The addition of a new tenure-track faculty member in Fall, 2007 to replace retired faculty member (Dec. 2006) should allow the department to maintain this goal more easily.</li> <li>Maintain</li> </ol>

**Resources Allocated:** In 2006, the Department of Psychology spent considerable time and resources in an effort to update our program and course offerings to improve both our SACS reaccreditation process and future departmental accreditation efforts. We significantly revised our MA degree, streamlining the program with a "core curriculum" and adding two additional concentrations. This involved advertising for a new faculty position, which will be filled in August, 2007, which will allow us to seek accreditation for the Applied Behavior Analysis concentration. Faculty teaching loads were altered to accommodate these new programs for Fall, 2007. Additionally, we offered PSYC 499, our new capstone course, for the first time in Fall, 2006. This required adjustments to faculty teaching loads as well. Another faculty member offered a new course -- PSYC 480 -- to enhance undergraduate course offerings for psychology electives. These faculty course load changes were facilitated by increased utilization of graduate teaching assistants for lower level courses.

The department utilized Burton Category 2 funds for travel and departmental equipment repairs, and we also utilized monies generated by faculty textbook royalties for the purposes of faculty travel expenses. As a result, 100% of our faculty engaged in professional development activities in 2006. Improved technology within the Burton College of Education in 2006 allowed faculty to adapt and improve teaching methods, which we believe improved student learning in a variety of ways. Computer and technology usage in the classrooms increased significantly across the curriculum.

Personnel:	\$715,907.00
Operating:	\$3,284.00
Burton Endowment:	\$2,000.00 (Departmental Funds – Category 2)