

# **Psychology**

Department of Psychology

## Introduction

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.

## Performance Objective 1 Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

### 1 Assessment and Benchmark

Benchmark: Track undergraduate student completers and enrollment at each level and in each concentration. Maintain or exceed fall 2012 levels of declared majors:

- PSCO - BS Psychology (Online; effective 201640)
- PSYC - BS Psychology

#### 1.1 Data

2013-2014:

Major	Conc.	Spring						Summer						Fall					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSYC	(blank)	87	74	62	75	298	22	12	9	30	25	76	0	99	72	79	67	317	18

2014-2015:

Major	Conc.	Spring						Summer						Fall					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSYC	(blank)	85	67	74	78	304	14	8	10	27	46	91	0	115	53	70	92	330	32

2015-2016:

Major	Conc.	Spring						Summer						Fall					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	–	–	–	–	–	–	2	1	5	13	21	0	8	19	13	27	67	3
PSYC	(blank)	62	56	60	85	263	29	6	7	10	30	53	1	80	52	56	87	275	28
<b>Total</b>		<b>62</b>	<b>56</b>	<b>60</b>	<b>85</b>	<b>263</b>	<b>29</b>	<b>8</b>	<b>8</b>	<b>15</b>	<b>43</b>	<b>74</b>	<b>1</b>	<b>88</b>	<b>71</b>	<b>69</b>	<b>114</b>	<b>342</b>	<b>31</b>

2016-2017:

Major	Conc.	Spring						Summer						Fall					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	10	9	18	26	63	7	2	2	5	16	25	1	21	12	20	27	80	8
PSYC	(blank)	55	55	52	73	235	32	3	10	12	28	53	2	73	50	50	62	235	20
<b>Total</b>		<b>65</b>	<b>64</b>	<b>70</b>	<b>99</b>	<b>298</b>	<b>39</b>	<b>5</b>	<b>12</b>	<b>17</b>	<b>44</b>	<b>78</b>	<b>3</b>	<b>94</b>	<b>62</b>	<b>70</b>	<b>89</b>	<b>315</b>	<b>28</b>

2017-2018:

Major	Conc.	Spring						Summer						Fall					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	5	21	8	25	59	3	2	5	8	11	26							
PSYC	(blank)	42	49	50	60	201	17	7	7	12	26	52							
<b>Total</b>		<b>47</b>	<b>70</b>	<b>58</b>	<b>65</b>	<b>260</b>	<b>20</b>	<b>9</b>	<b>12</b>	<b>20</b>	<b>37</b>	<b>78</b>							

#### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The enrollment numbers seem very high; however, we are seeing an increase in completers.

2017-2018:

The enrollment numbers increased slightly in 2017 (298/315 compared to 263/342 in 2016). The number of completers also increased, from 61 in 2016 to 70 in 2017. We believe this increase is a result of increased interest in our online degree (PSCO). Because the online degree is still relatively new we are interested to see how the program

enrollments compare after another year of maintaining separate data for them is accomplished.

One trend we have seen is that some face-to-face (F2F) PSYC majors are switching to the online degree because it is difficult for them to enroll in even occasional online classes if they do not switch. We are considering ways to make online courses more accessible to F2F students (more W and WH sections instead of only 7XA and 7XB), as many of our F2F students who have switched report they would prefer not to switch. We will also engage in more careful advising - making sure students are aware they can take some online courses as a F2F student, and likewise that online students who live nearby can still come and take courses on campus according to their preference.

## 2 Assessment and Benchmark

Benchmark: Track graduate student completers and enrollment in each program. Maintain or exceed 2013-2014 levels.

- ABAO - GC Applied Behavior Analysis (Online; effective 201640)
- APBA - GC Applied Behavior Analysis (effective 201540)
- PSCO - MA Psychology (Online; effective 201640)
  - APBA - Applied Behavior Analysis
- PSYC - MA Psychology
  - APBA - Applied Behavior Analysis
  - CPSY - Counseling Psychology
  - GEXP - General Experimental

### 2.1 Data

Graduate Enrollment:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			
		S	U	F	S	U	F	S	U	F	S	U	F	S	U	F	
ABAO	(blank)	–	–	–	–	–	–	–	0	0	0	0	0	1	3		
APBA	(blank)	–	–	–	–	0	0	0	0	0	0	0	0	1	2		
PSCO	APBA	–	–	–	–	–	–	0	0	2	4	5	12	15			
PSYC	APBA	22	17	18	18	15	23	26	22	34	33	28	37	34			
	CPSY	36	18	34	32	11	26	24	13	22	20	12	26	23			
	GEXP	8	4	10	6	2	8	5	1	5	5	2	6	7			
	<b>Total</b>	<b>66</b>	<b>39</b>	<b>62</b>	<b>56</b>	<b>28</b>	<b>57</b>	<b>55</b>	<b>36</b>	<b>61</b>	<b>58</b>	<b>44</b>	<b>71</b>	<b>66</b>			
<b>Grand Total</b>		<b>66</b>	<b>39</b>	<b>62</b>	<b>56</b>	<b>28</b>	<b>57</b>	<b>55</b>	<b>36</b>	<b>63</b>	<b>62</b>	<b>47</b>	<b>83</b>	<b>84</b>			

Graduate Completers:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			
		S	U	F	S	U	F	S	U	F	S	U	F	S	U	F	
ABAO	(blank)	–	–	–	–	–	–	–	0	0	0	0	0	0			
APBA	(blank)	–	–	–	–	0	0	0	0	0	0	0	0	0			
PSCO	APBA	–	–	–	–	–	–	–	0	0	0	0	0	1			
PSYC	APBA	4	4	3	4	0	2	1	0	6	8	1	7	7			
	CPSY	6	1	4	3	2	4	3	2	3	3	0	2	4			
	GEXP	2	1	1	0	0	1	1	0	1	0	0	0	2			
	<b>Total</b>	<b>12</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>13</b>			
<b>Grand Total</b>		<b>12</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>14</b>			

#### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Most graduate students in the MA in Psychology program complete their undergraduate degrees in our undergraduate degree program. The faculty decided to implement more focused recruitment and informational activities in undergraduate courses such as PSYC 404 to enhance recruitment into the MA in Psychology program.

The undergraduate internship program (PSYC 389) was revised to include a recruitment focus during the initial training and during supervision throughout the internship experience.

**GC ABA:**

1. Information about the Graduate Certificate in Applied Behavior Analysis will be added to the Psychology Department webpage.
2. Brochures with information about the Graduate Certificate in Applied Behavior Analysis and career opportunities will be developed during the first year. Brochures will be disseminated at education conferences and to schools in the region.

**2017-2018:**

Some of the goals set forth above were accomplished in 2017. Our website was updated to include information about the GC in ABA, and we have added more information about McNeese graduate options in several undergraduate courses. We have not yet developed brochures to distribute for the GC in ABA, but will do that in the near future. Additionally, we saw continued growth in ABA and ABA-Online last year, as these programs continue to gain interest from students locally, regionally, and nationally. We believe our national rankings in this field last year have increased the number of applications and enrollment numbers significantly.

One trend we have noticed over several years is that enrollment has declined in our Counseling Psychology (CPSY) concentration. Comparing spring/fall enrollment figures from 2014 and 2017, for example, reveals a decline of approximately 35%. We believe the reason for this is the lack of accreditation for our CPSY program. This was not a problem in previous years because state licensing boards and national certification exams did not require CACREP accreditation for graduates pursuing those endeavors. However, the national exam board publicized a couple of years ago that they would require individuals seeking national certification to come from a CACREP-accredited program, effective in 2022. For this reason, we sought permission from the administration in 2018 to hire two faculty members in CPSY who will assist us in achieving CACREP accreditation. Our goal is to obtain that accreditation in 2021, which should drastically increase enrollment for that program.

### 3 Assessment and Benchmark

Benchmark: Maintain or exceed 2013-2014 levels of retention.

- PSYC (BS) - BS Psychology
- PSCO (BS) - BS Psychology (Online)
- PSYC (MA) - MA Psychology

#### 3.1 Data

Fall 2013-Fall 2014:

Major	# of students retained	Retention rate
PSYC (BS)	158	61.24%
PSYC (MA)	37	77.08%

Fall 2014-Fall 2015:

Major	# of students retained	Retention rate
PSYC (BS)	179	61.30%
PSCO (BS)	6	54.55%
PSYC (MA)	32	51.61%

Fall 2015-Fall 2016:

Major	# of students retained	Retention rate
PSYC (BS)	168	59.36%
PSCO (BS)	25	67.57%





PSCO		Same														
		Changed														
		<b>Total</b>														
PSYC		Same														
		Changed														
		<b>Total</b>														

2018:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO		Same														
		Changed														
		<b>Total</b>														
PSYC		Same														
		Changed														
		<b>Total</b>														

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO		Same														
		Changed														
		<b>Total</b>														
PSYC		Same														
		Changed														
		<b>Total</b>														

#### 4.1.1 Analysis of Data and Plan for Continuous Improvement

**Performance Objective 2 Develop a comprehensive curriculum that reflects input from faculty, students, stakeholders, and/or community.**

##### 1 Assessment and Benchmark

Benchmark: BS Psychology program faculty meet at least two times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

##### 1.1 Data

Year	# of faculty meetings
2015	3
2016	4
2017	2

2016 meetings discussed:

- PSYC 427/428/495 research sequence issues, such as increasing enrollment numbers, training new instructors, and improving the sequence of course content to facilitate better preparation for students completing Senior Thesis (PSYC 495).

- PSYC 499 (capstone) data for BS Psychology master plan, including standardized scores on the Major Field Test for the previous semester(s).
- PSYC 499 exit survey responses, along with possible programmatic, instructional, or course content changes to address students' needs.
- Online BS degree course offerings, instructional needs and training, and the need for collecting data from those students/courses.
- Course scheduling, especially as it relates to class sizes, students' needs, and hiring/training of new instructors.

2017 meetings discussed:

- PSYC 427/428/495 issues pertaining to consistency across and within the three semesters, as well as instructional and course content changes needed to ensure that students have sufficient preparation in research methods and statistics, a workable research proposal, and IRB application progress prior to enrollment in PSYC 495.
- PSYC 499 capstone data (Major Field Test scores), and potential curriculum/course content changes to address those.
- PSYC 499 exit surveys, focusing on students' responses to questions about the research sequence and how to make that process better.
- Online instruction and the difficulties inherent in communicating course standards, assessment needs, and university policies with online faculty who do not live here (and thus rely on electronic communication).

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- We meet semi-annually as a full faculty to discuss issues pertaining to curriculum needs and changes, and we utilize both informal and formal exit surveys from students to make revisions. We will continue to have these meetings (spring and fall), in addition to 6-8 informal meetings with subsets of our faculty as issues arise.
- We do not currently (nor have we in the past) receive formal input from external stakeholders or community members, partially because students with a BS degree in psychology rarely find employment in psychology careers. The vast majority of our students go on to graduate school, or find employment in other career settings. Because of this, our curriculum is one in general psychology, which is not subject to alteration by external stakeholders.

2017:

- We met as a full faculty twice in 2017 to discuss master plan data and informal exit survey data, to discuss ways to improve advising, and to consider possible changes to curricula or course content and assessment. During these meetings, all faculty were present and were engaged in these discussions.
- Specific topics from the agendas of those meetings include (1) further revisions to the 427/428/495 research sequence, (2) concerns about online instruction and keeping the F2F and online programs as similar and consistent as possible, (3) PSYC 499 exit survey data, including Major Field Test data (declines in scores and methods for resolving that issue), (4) the need for all faculty to be trained in Degree Works to ensure better advising and smoother transitions for transfer students from other universities and other departments, and (5) class sizes and course scheduling.
- Additionally, smaller subsets of faculty meet much more often to discuss issues relating to specific programs. Three faculty members engage in at least monthly meetings pertaining to possible instructional changes for the research sequence (427-428-495). For example, every semester we obtain feedback from instructors in 495 to determine students' deficiencies, and then revise 427/428 in an attempt to address those deficiencies. We discuss PSYC 499 (capstone) data in an attempt to address deficiencies relating to previous coursework. Because it is difficult to get all faculty members in the same place at the same time, we find that these smaller meetings are more efficient and effective, and then the results of those meetings can be shared with the full faculty via email and requests for input.
- The Burton College of Education has initiated a policy for 2018-2019 to have more frequent faculty members throughout the college. For this reason, we will have more frequent meetings of the full faculty. Our goal for 2018-2019 is to have a minimum of six full faculty meetings, and to continue the smaller meetings described above as well.

## 2 Assessment and Benchmark

Benchmark: MA Psychology program faculty meet four times per academic year to review student progress, curricular offerings, and appropriate professional contacts and internships opportunities.

## 2.1 Data

Year	# of faculty meetings
2013	4
2014	4
2015	4
2016	4
2017	6

2016 meetings discussed:

- ABA curriculum additions or changes required by BACB accreditation board, which included a new graduate course in the Experimental Analysis of Behavior for 2016, per BACB requirements.
- New faculty hiring status – approval to hire a new BCBA-D tenure-track position for Fall 2017; status of hiring process.
- Exit survey responses (if applicable).
- Discussion of potential changes to LPC licensing requirements in 2020 or 2022.
- Practicum/internship placement sites, site supervisors and credentialing, and student programs in those placements.
- Course scheduling, especially as it relates to class sizes, students' needs, and hiring/training of new instructors.
- Exiting students' comprehensive exam results (note: 100% passing rate for our graduates in 2016 for both CPSY and ABA).
- Graduating students' employment opportunities.
- CPSY and ABA graduate students are reviewed by their faculty supervisor and LPC site supervisor (off-campus) at least twice per semester. These meetings are confidential (due to discussion of client information), but faculty supervisors maintain records of these evaluations and then discuss any curriculum/programmatic issues with relevant faculty members.

2017 meetings discussed:

- The need for additional ABA instructional faculty or to increase teaching loads for ABA adjunct instructors, due to enrollment increases in ABA (generally) and in the online degree (specifically).
- The hiring of a new faculty member, Dr. Daou, who began in August, 2017, after an exhaustive search.
- The upcoming self-study submission and site visit for MA-ABA accreditation (2018).
- The new role of Dr. Yaudes as Director of Clinical Services for KDCC, and his plans to increase both enrollment in the MA-CPSY graduate program and clients seeking counseling services in KDCC.
- The MA-ABA programmatic alteration implemented in 2016-2017 that requires graduate interns to complete an independently administered national mock BCBA exam at two points - the beginning of their first semester of internship and again during their last internship semester.

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- We meet semi-annually as a full faculty to discuss issues pertaining to curriculum needs and changes, and we utilize both informal and formal exit surveys from students to make revisions. We will continue to have these meetings (spring and fall), in addition to 6-8 informal meetings with subsets of our graduate faculty as issues arise.
- We do not currently (nor have we in the past) receive formal input from external stakeholders or community members. Our MA in PSYC – Counseling Psychology concentration curriculum was adapted approximately three years ago to exactly match the requirements of the LPC licensing board, so curricular changes cannot be made unless the LPC Board makes changes to those licensure requirements. Likewise, our MA in PSYC – ABA concentration curriculum was revised in 2016 to match the requirements of the BACB accreditation board, so curricular changes cannot be made unless the BACB Board makes changes to those certification requirements.
- We do review comprehensive exam results as a subset of the graduate faculty involved in each respective program (CPSY and ABA), and we set a goal to continue that level of performance in 2017-2018.

2017:

- There was a noticeable increase in formal meetings pertaining to our MA-ABA program faculty (a minimum of

once per month during the academic year) in 2017. The reason for this increase relates to our upcoming ABA/BACB accreditation efforts (self-study submitted in early 2018 and site visit in fall of 2018).

- Additional staffing in KDCC/MAP has increased productivity in terms of clinic hours, actual client/patient hours, new programs (e.g., feeding clinic), and other changes. The ABA faculty met regular to discuss these changes, discuss the matriculation of graduate students in the program, and to discuss instructional needs.
- Because the MA-ABA program is now offered online, additional adjunct support was hired to cover some of the online courses, and a new faculty member (Dr. Daou) was added to the faculty in August, 2017. These changes required additional training/onboarding, and group meetings often accomplished this.
- Our MA-Counseling program faculty have not held regular meetings in the past, as it consisted primarily of adjunct instructors who did not work on campus during the daytime (schedules did not allow face-to-face meetings). Email correspondence was used to discuss program objectives, student performance and matriculation, and curriculum changes.
- Due to our decision to add two new full-time faculty members in Counseling in 2019 and to seek CACREP accreditation in 2021, we will attempt to have Counseling faculty meetings in the next year as we prepare the hiring/search process and continue to research CACREP requirements.
- It is our goal to have at least four graduate program faculty meetings in 2018 for the MA-ABA faculty, and at least two graduate program faculty meetings for the MA-CPSY faculty.

### 3 Assessment and Benchmark

Benchmark: Students have input into the degree program and course offerings. Students complete exit surveys prior to graduation.

#### 3.1 Data

Year	# of exit surveys completed
2013	3
2014	1
2015	1
2016	N/A
2017	N/A

2016:

A subset of seniors are surveyed formally at the end of the BS curriculum in PSYC 499 (capstone course). These results are discussed at semi-annual faculty meetings, and curriculum changes are made. In recent years, this included eliminating some courses such as BIOL 102/102L and STAT 332, adding increased coverage of statistics in PSYC 427/428, and adding a Senior Thesis (495) to allow students a full three semesters to learn about and then conduct independent research projects.

Faculty review of these exit surveys did not result in any curricular changes, but did result in decisions about streamlining the course content for the PSYC 427/428/495 research course sequence, and these changes will be implemented in fall 2017. Notes about the specific changes made are filed in Dr. Matzenbacher's office.

2017:

Students in the capstone course (PSYC 499) again completed informal exit surveys in both the spring and fall semesters, and those surveys remain on file in departmental offices. As in the past, this was limited to the face-to-face section of PSYC 499 and was conducted by the professor (informally) and shared with the rest of the faculty. Programmatic changes were discussed, specifically alterations to course syllabi and some content changes in the PSYC 427/428/495 sequence. These courses seem to require continual changes/improvements, and students provide us with a wealth of information about what works and what does not work. It is our hope to formalize this procedure and expand it to online students in the future.

#### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

Faculty will continue to gather exit surveys in PSYC 499 and will increase the number of students surveyed to include both face-to-face and online sections. This will be implemented in the fall 2017 semester so we will have data to report in the BS Psychology master plan in 2018.

2017:

We did not achieve our goal to begin formalizing the exit survey process in our department in 2017. We have discussed (with IRE) the possibility of doing so beginning with the fall 2018 semester. Specifically, we will ask IRE to administer our departmental surveys electronically for both the F2F and online sections of PSYC 499, and faculty members will encourage students to complete them (and provide frequent reminders). It is our belief that having these surveys represent more students and having them conducted online (with confidentiality) will increase the information we glean from them. Faculty will meet in the spring 2019 semester to discuss the results of these surveys from late 2018.

### **Performance Objective 3 Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.**

#### **1 Assessment and Benchmark**

Benchmark: Faculty in the Department of Psychology are expected to maintain collaborative community activities which include paid and/or unpaid consulting with a variety of mental health and/or educational agencies.

##### **1.1 Data**

Year	% of faculty engaged in community/agency service	# of students engaged in community/agency service	# of sites
2011	NA	NA	27
2012	NA	NA	33
2013	NA	NA	35
2014	NA	NA	36
2015	100%	NA	43
2016	100%	40	45
2017	100%	51	44

[2017 Site List](#) [DOCX 13 KB 4/5/19]

##### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2016:

- Our faculty and students have maintained consistent involvement in services and activities (e.g., fundraising, education) throughout numerous local, state, and regional agencies and organizations. Faculty involvement has remained consistent despite heavier teaching loads, and we have increased student involvement and involvement of part-time employees/instructors in these activities every year for the past 5 years, leading to an increase in the number of agencies and organizations (27 in 2011; 33 in 2012; 35 in 2013, 36 in 2014, 43 in 2015, and 45 in 2016).
- For the 2<sup>nd</sup> consecutive year, we had 100% of our full-time and part-time faculty meeting this objective.
- We will also seek to continue current trends toward building new collaborative relationships with diverse agencies in 2017, and to increase communication and evaluation efforts with those entities as well.

2017:

- We did meet the benchmark criterion, with 100% of faculty (and also adjunct faculty) participating in collaborative campus and community activities.
- Despite further demands in teaching and advising loads faculty members maintained the same level of community involvement as in previous years. Though the number of agencies declined from 45 to 44, this was because four previous agencies no longer exist or were folded into other agencies on our list; we actually added three new ones in 2017.
- Our goal for 2018 is to focus less on the number of activities completed and instead to focus on quality of involvement. Specifically, the faculty decided in 2018 to identify key "partners" from the list of agencies with whom we are involved, and to reach out to those agencies and work to expand services offered. For example, KDCC/MAP involvement in school settings increased from one school in 2016 to three schools in 2017. School settings may be a good place to explore not only serving more places and more people, but increasing the types of services offered.
- The department head reached out to Calcasieu Parish School Board Superintendent Karl Bruchause in early

2018 to discuss a possible mentorship opportunities with at-risk youth in elementary and/or middle schools. This contact was met with enthusiasm, and talks began regarding ways to have undergraduate Psychology students completing volunteer work and/or internship hours serving as mentors to specific children identified by their school faculty/administration as needing extra attention or assistance. We are excited to add this component to our program, and perhaps eventually to our curriculum (PSYC 389 options) in 2018 or 2019.

## 2 Assessment and Benchmark

Benchmark: Faculty in the Department of Psychology are expected to maintain involvement in research or applied work that involves cultural growth and lifelong learning.

### 2.1 Data

Year	# of full-time faculty members that conducted research projects and/or published research
2013	5/6
2014	6/6
2015	6/6

Year	# of faculty members that conducted research on topics relating to applied settings
2013	2/6
2014	3/6
2015	3/6

Year	% of full-time faculty maintaining active research programs	# of faculty conducting ongoing research	# of faculty teaching PSYC 495	# of students presenting research projects
2015	100%	3	2	25
2016*	100%	4	5	59
2017	100%	5	2**	73

\*2016 saw increased research output by two new faculty members.

\*\*Though it appears that fewer faculty members taught PSYC 495, that reflects the addition of new adjunct instructors for this course. If those instructors are included, the actual number would be six.

#### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- We are pleased with the scholarly activities of our full-time faculty members, and expect to see further increase in these activities in 2017 and 2018 due to increased research output by our two newest (junior) faculty members and a third new faculty member who begins in August 2017.
- Our goal as a faculty is to increase the amount of applied research and applied work (e.g., consulting) in 2017, and to continue to encourage and support student involvement in those activities – especially within the McNeese Autism Program and Kay Dore' Counseling Clinic. Research in this program has steadily increased each year since the program was accredited by BACB, which requires students to be engaged in scholarly activities.
- Additionally, our senior thesis course will grow in size each year as new students matriculate through their degree plans which now require this course. This means greater faculty involvement in supervising student research projects for the foreseeable future, and ALL of these projects will lead to symposia presentations at the end of each semester. We also expect some of these projects to result in external conference presentations and/or journal publications.

2017:

- A larger number of faculty members in 2017 were engaged in on-going programs of research (five, compared

- to four in 2016).
- More adjunct faculty members taught sections of PSYC 495, so fewer full-time faculty members were involved in teaching those sections.
- A drastic increase in the number of students presenting research resulted from increased enrollment in PSYC 495, which requires a formal research symposium/presentation prior to graduation. In 2017, 63 students successfully presented poster sessions of their senior thesis projects in a departmental symposium that was open to the public. Ten other undergraduate and graduate students presented research at regional, state, or national conferences.
- Our goals for 2018 and 2019 are:
  - to increase the visibility of the departmental symposium by inviting faculty and administration from all over campus;
  - to encourage students with high-quality research presentations to submit their work for publication; and
  - to increase the number of students presenting at state, regional, and national conferences to 12.

### 3 Assessment and Benchmark

Benchmark: Faculty in the Department of Psychology are expected to maintain involvement in University service that is consistent with improvement of student learning and outcomes as well as cultural growth and economic development.

#### 3.1 Data

Year	Faculty members that participated in committees aimed at improving student learning outcomes		# of such committees on which departmental faculty served
	%	#	
2013	100%	6/6	20
2014	100%	6/6	20
2015	100%	6/6	20
2016	100%	6/6	20
2017	100%	7/7	19

[2017 Committee Involvement](#) [DOCX 13 KB 4/5/19]

#### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

We are pleased with the contributions our faculty make to departmental, college, and University committees. Having only six faculty members participate in more than 20 standing committees (and several other temporary committees) is impressive, especially given our current teaching loads. The addition of our 7<sup>th</sup> faculty position in August 2017 should increase our involvement with University, college, and departmental committees.

2017-2018:

Our relatively small faculty continues to be strongly entrenched in University service despite increased teaching loads and upcoming MA-ABA accreditation efforts. We served on 19 known University & College committees in 2017, including one committee for our newly added faculty member.

The new dean of Burton College of Education has announced the formation of new College committees, and faculty members are expected to sign up for one of these committees and engage in regular meetings and activities throughout the academic year. For this reason, we anticipate a slight increase in the number of committees served in 2018 and 2019.

### Performance Objective 4 Demonstrate excellence in teaching.

#### 1 Assessment and Benchmark

Benchmark: Faculty in the Department of Psychology are expected to maintain average SEI ratings of at least 4.00 in all courses assessed.

#### 1.1 Data

	# of SEI ratings obtained	Departmental	University

Year	for faculty/instructors	average	average
2013	20	4.67	4.53
2014	22	4.66	4.52
2015	27	4.66	4.50
2016	31	4.59	4.46
2017	29	4.60	4.47

Year	Range of average ratings for faculty/instructors	# of faculty/instructors with averages below 4.00
2013	4.39-4.89	0
2014	4.39-4.86	0
2015	3.46-4.96	2*
2016	3.59-5.00	3**
2017	3.94-4.82	1

\*Two instructors (part-time) had SEI averages below 4.00, but full-time faculty combined APR ratings ranged from 4.64 to 4.92.

\*\*Three (part-time) instructors had SEI averages below 4.00.

Year	# of sections evaluated	Sections with averages below 4.00	
		#	%
2013	105	2	1.9%
2014	116	7	6.0%
2015	151	2	1.3%
2016*	NA	NA	NA
2017*	NA	NA	NA

\*SEI ratings were not evaluated by class or sections for 2016 or 2017, as these data are no longer easily accessed.

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- The average SEI ratings of our department as a whole exceeded those of the University as a whole, and this is consistent with data from previous years.
- We chose not to calculate SEI ratings by class or section because these reports are no longer readily available. However, informal reviews of these data revealed numbers that were consistent with previous years, in which approximately 95% of all course sections produced average SEI ratings above 4.00.
- All of our new instructors in 2016, including VLs, teaching GAs, and one new full-time faculty member, met the benchmark requirement of a 4.00 or higher and we were pleased with this.
- We were excited to receive approval to hire a new full-time faculty member for the Fall 2017 semester, and she comes to us with excellent instructional ratings from her current and previous faculty positions.
- For the three part-time instructors who received SEI average ratings below 4.00, only one had significantly lower ratings (3.59) and she is no longer employed by the University. The other two are long-term instructors with a history of better SEI data, and have been consulted and offered assistance with improving their SEI ratings in the fall 2017 semester.
- We continue to work toward improving faculty training, especially for those new instructors teaching online courses and upper-division research courses. This is complicated by the fact that several of them live out of state, but ALL of them visited campus for orientation or training in 2016, and they have agreed to do so at least once per calendar year for the foreseeable future.

2017:

- Our faculty's average SEI ratings again exceeded the University average (4.60 vs. 4.47). There was no significant change in Psychology Department SEI averages.

- The benchmark criterion of a minimum of 4.00 for all faculty in all courses was met with one exception. One visiting lecturer obtained a rating of 3.94 in 2017. We were pleased to see this number reduce from three (in 2016) to only one in 2017. Informal reports indicated students were unhappy with slow response times and grading by this instructor in online classes. The department head (and other faculty members) has reached out to the instructor to discuss methods of improving these issues in future semesters.
- The Department has struggled to bring new instructors on board in a timely fashion. This is primarily because we have a higher rate of turnover in part-time instructors now, and on several occasions in 2016, 2017, and early 2018 some of these instructors took other jobs or moved out of town and left their jobs here without giving notice. As a result, we have had to hire new instructors just days before classes begin, and there is not time for sufficient orientation.
- Our newest faculty member began in August 2017. The department head and MA program coordinator worked closely with her in scheduling and developing her courses. Numerous resources were provided for her, and regular meetings took place in the fall 2017 to address any issues/concerns she experienced and to offer additional support and guidance.
- Our goal for 2018 (and beyond) is to develop a formal orientation module/manual that can be given to new instructors to assist them with the start of the semester. The department head will consult with the dean and both administrative assistants to determine what information should be included in this manual. For example, semester calendars, teaching requirements and materials, test-development assistance, instructions for Banner Self-Service, email, and Moodle, and deadlines for important assessments would be included. This would reduce the need for multiple face-to-face meetings in which new instructors get small bits of information on an as-needed basis.

## 2 Assessment and Benchmark

Benchmark: Faculty in the Department of Psychology alter courses and syllabi as needed to improve student learning and outcomes.

### 2.1 Data

2016:

The department head reviewed all course syllabi in January and August 2016, and syllabi were regularly revised and updated every semester by each instructor. For example:

- The syllabus and course assessments for PSYC 639 were revised again in spring 2016 to meet accreditation requirements for the School Counseling program (CACREP). Ongoing revisions are expected.
- The assignment used in PSYC 101 (for Gen Ed data collection) was again revised in fall 2016 and the rubric was also updated. A new list of options for the assignment was updated and posted in Moodle for all sections. Ongoing revisions are expected.
- The syllabi and course requirements for our upper division research sequence (PSYC 427/428/495) were again revised to reflect feedback from students and faculty on the quality of research projects and presentations completed in PSYC 495 in Spring. Ongoing revisions are expected.
- New courses were added in an online format to accommodate the increasing number of students pursuing the online BS degree in psychology, as well as online students in other majors who choose to obtain a minor in psychology.
- The new fully online MA degree in Psychology-ABA opened in August 2016, and new syllabi were developed for all of the new online courses for that program.

2017:

- Course syllabi were reviewed by the department head at the beginning of the spring, summer, and fall semesters.
- 100% of departmental syllabi were adjusted to reflect minor changes in University policy statements.
- More than 50% of departmental syllabi were revised to reflect changes in assessments/assignments or to adapt to new textbooks or textbook revisions.
- Faculty met to discuss gen ed data (PSYC 101) and determined that the Social PSYC Movie Essay used for that assessment needed to be updated. Those changes will be implemented in 2018.
- Faculty also discussed the need to add assessments pertaining to the new QEP (Navigate Your Future) in PSYC courses. PSYC 101, 461, and 499 were initially tagged for assessment, and faculty agreed that PSYC 404 would be a more suitable option than PSYC 461. IRE was notified of this change, which will go into effect in 2018. Faculty discussed several options for assessments, especially career-related assessments in PSYC 404 and 499. Other instructors were later notified of these assignments and we plan to implement them effective with the fall, 2018 semester.
- Syllabus changes were implemented for the online MA-ABA and Graduate Certificate programs, and those syllabi

will be revised only as BACB accreditation standards require or allow.

- The faculty also discussed upcoming CACREP accreditation efforts (in two years) on several occasions, and efforts will be made to determine how those course syllabi will need to be changed (but not until 2019).

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- Our department maintains a long-standing history of revising course syllabi, content, and assessments every single semester for almost all of our undergraduate and graduate courses. We believe we are successful in these areas, and plan to continue these activities in 2017.
- One concern listed in our last master plan centered around our students' declining scores on the Major Field Test, which is taken during the capstone course (PSYC 499). The Program Coordinator collected more data from Educational Testing Services regarding scores from the past several years, in an attempt to identify specific course deficiencies that might have been contributing to students' declining scores. Minor changes were made to the course in 2015, and again in 2016, and it appears that early 2017 data reflect some improvement in these areas. We will meet in August 2017 as a faculty to evaluate more recent data and determine whether instructional changes need to be made.
- We continually meet both informally and formally to evaluate progress in the research sequence (PSYC 427/428/495), and some improvements were observed in the fall 2016 semester (e.g., higher quality presentations). We agreed as a faculty to make more changes in 2017, including requiring individual research projects rather than allowing students to work in pairs in some of our larger sections. To accommodate this, we are limiting enrollment in PSYC 495 to no more than eight students.
- While we are pleased that our undergraduate program is continuing to thrive, we are discussing (regularly) the impact this may have on course offerings and assessments – in the past, our faculty size has not increased enough to handle the added burden brought on by our enrollment increases. We have continued to use part-time instructors to handle the overflow classes (added sections), especially in lower level classes. The good news is that our one-year appointment in August 2016 will become a tenure-track position in August 2017, and we also have one additional full-time faculty member beginning at that time.
- Our new online MA in PSYC-ABA has received numerous applicants who began their coursework in August 2016 and January 2017. We expect continued growth in this program, which will necessitate further hiring of instructors. These new instructors will develop their own course syllabi based on departmental policies that are currently under revision (summer 2016).

2017:

- We are pleased with how often faculty revise course syllabi and update them to meet the ever-changing needs of our students and our university.
- One goal we set for 2018-2019 is to work toward establishing more consistency across sections of courses. This is especially problematic when comparing face-to-face and online sections of upper level courses.
- We also set a goal to prepare Student Handbooks for each program in 2018 and/or 2019, which would involve reviewing all courses and syllabi to develop the best possible course sequences, needed prerequisites, etc. As these meetings occur, any changes will be communicated with IRE so catalog updates can occur in a timely manner.
- Faculty were encouraged to provide a more detailed syllabus for most courses that go beyond the minimum standards stated in the Faculty Handbook. It is our goal to begin this process in 2018-2019, with a focus on updating student learning outcomes to reflect new catalog course descriptions (as they are approved), and to work toward providing more detailed timelines and grading procedures. Though most of our faculty do this already, it is not consistently done, and part-time instructors may need assistance with this as well.
- Faculty will revise all course syllabi effective fall 2018 to reflect gen ed requirements and the new QEP (Navigate Your Future) initiative.

## Performance Objective 5 Demonstrate commitment to research, scholarly activity, and professional development.

### 1 Assessment and Benchmark

Benchmark: Faculty in the Department of Psychology are expected to maintain involvement in research, creative and scholarly activities, as evidenced by the publication of books and manuals and submission and/or publication of journal articles.

#### 1.1 Data

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Year	# of full-time faculty members who conducted research projects and/or published research	# of published journal articles/ books/manuals	# of published abstracts in conference proceedings manuals
2013	5/6	1	0
2014	6/6	3	3
2015	6/6	6	4
2016*	6/6	5	3
2017	7/7	7	4

\*One faculty member continued work toward publication of a new edition of a best-selling textbook, scheduled to be completed in 2016.

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- It was our goal to have at least two articles submitted and/or accepted for publication in 2016 and to have continued progress or publication of at least one textbook. We met both of these goals.
- Despite our large loads in 2016 we were able to maintain research productivity. One junior faculty member left employment in August 2016, but another junior faculty member ended her 2<sup>nd</sup> year that month and has shown increased research productivity (as expected).
- We expect to maintain research productivity in 2017, and then plan to increase our goals for 2018 as we will have two new tenure-track faculty members by August 2017.

2017:

- We kept our previous benchmark criterion of at least two articles submitted and/or accepted for publication in 2017, and that goal was met. Two journal articles were submitted for publication, and at least one of those was accepted for a 2018 publication date. It is our goal to have three journal articles published (or new ones submitted) for 2018.
- 100% of faculty in our department maintained some level of research throughout 2017. This includes our newest faculty member who began in August 2017. Our goal is to have 100% of faculty involved in research, and to have at least four out of seven faculty members presenting or publishing with students as co-authors in 2018.
- Our faculty achieved a total of seven published journal articles, books or manuals, an increase over the five reported for 2016. We also had four abstracts published in conference proceedings/manuals, which requires conference presentations (see goal 2.1 below). Our goal for 2018 is to have at least two faculty members working on textbooks or textbook revisions, and at least two faculty members working on manuals or book chapters.

## 2 Assessment and Benchmark

Benchmark: Faculty in the Department of Psychology are expected to maintain involvement in research, creative and scholarly activities, as evidenced by presentations at national, regional, and/or local conferences, collaboration with faculty and/or students in research activities, and other professional development endeavors.

### 2.1 Data

Year	# of faculty involved in research and scholarly activities	# of faculty collaborating with students on research activities	# of faculty who presented at conferences or workshops	# of conferences or workshops at which faculty presented
2013	6/6	6/6	4/6	11
2014	6/6	6/6	4/6	19
2015	6/6	6/6	5/6	22
2016	6/6	6/6	6/6	46*
2017	7/7	7/7	5/7	54**

\*An additional 25 conference presentations were co-authored with adjunct instructors and students.

\*\* An additional 33 conference presentations were co-authored with adjunct instructors and students.

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Year	# of conferences and workshops attended by students	# of students attended
2013	NA	20
2014	NA	20
2015	5	24
2016	4	38
2017	6	24

Year	# of grants applied for and/or received by faculty members
2013	NA
2014	5
2015	6
2016	5
2017	8

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- Conducting collaborative research with students and presenting that research at conferences and workshops is a continued strength of our department. 100% of full-time faculty members along with three part-time or adjunct instructors participated in 71 research presentations at local, regional, or national conferences or symposia.
- Additionally, staff members (non-faculty) in KDCC and MAP continued building a program of research and this continued to produce conference attendance and presentations. It is our expectation that this will be maintained in 2017, and that more students working in the MAP program will be involved in attending conferences and/or presenting research.
- Approximately 38 undergraduate and graduate students attended conferences/workshops in 2016, which was an increase over previous years. We expect these numbers to be maintained in 2017.
- As three faculty members applied for and received Endowed Professorships in late 2016 (to be utilized in 2017), we anticipate increasing the total number of grants back up to six for 2017.

2017:

- We met or surpassed our goals of faculty involvement in collaborative research, conference workshops/presentations, increased research activities in KDCC/MAP, and grant proposals.
- Five out of seven faculty members participated in research presentations at local, state, regional, or national conferences in 2017. One of the faculty members who did not was a new hire who had not yet completed research here at McNeese.
- Our faculty, staff, and students combined for a total of 87 research presentations in 2017, which exceeded the 71 presentations in 2016. As in previous years the majority of these were part of the Senior Research Symposium hosted by our Department twice each year. This supplies both students and their faculty advisors with an avenue for peer reviewed poster presentations in which they can receive feedback for their work.
- Fewer students attended external conferences in 2017 than in 2016 (24 vs. 38). It is our goal to increase this number to at least 28 for 2018. We also plan to involve a larger number of students in research that will lead to an external presentation (not just attending a conference), or even journal publication. We have set a goal to have at least 10 students present their work at regional or national conferences in 2018.
- We are pleased with the increased number of grants sought in 2017 (eight, compared to five in 2016). Though most of these were internal grants (Endowed Professorships, Shearman Grants), these efforts contributed to the research programs of at least four faculty members in 2017, and also supported a couple of graduate assistants. The Burton College of Education established a new fundraising & grants committee effective Fall, 2018, and we have set a goal to have at least two Psychology faculty members serve on that committee. It is also our goal to have a minimum of five grant applications in 2018, including at least one external grant.

## Performance Objective 6 Utilize resources efficiently and effectively to support the university mission.

### 1 Assessment and Benchmark

Benchmark: The Department of Psychology seeks to utilize interactive technology in all Psychology courses.

#### 1.1 Data

Year	% of faculty utilizing online resources	% of faculty using Promethean technology in F2F courses
2013	100%	100%
2014	100%	100%
2015	100%	100%
2016	100%	100%
2017	100%	100%

Year	# of 100% online courses	# of web hybrid courses	Total # of e-learning courses
2013	15	8	23
2014	24	11	35
2015	33	6	39
2016*	59	5	64
2017*	70	4	74

\*Numbers for both of these years were increased to include summer course offerings, though summer data may have been excluded prior to 2016.

#### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- Our faculty and instructors will continue to utilize Moodle and Promethean technology in all sections of undergraduate and graduate Psychology courses.
- We expect to maintain our current number of online course offerings in 2017, but will see an increase in 2018 after enrollment increases for our new online MA in PSYC-ABA program.
- We hired a new instructor for the online MA in PSYC-ABA program in fall 2016, and anticipate that our new faculty member in fall 2017 will complete training to be qualified to teach online immediately upon her arrival at McNeese.

2017:

- All faculty are required to utilize Moodle in all courses, and face-to-face course instructors are required to utilize Promethean board technology on a regular basis.
- As mentioned last year, we did see increased enrollment in our online degree. That, combined with faculty spending more time assessing online course offerings, may have contributed to the increase in e-learning course offerings in 2017 (74, compared to 64 in 2016).
- We continue to have problems finding quality instructors for online courses, especially research courses (427/428/495). We have full-time faculty teaching those courses (often as overloads), and they need to be focused on other courses and on their research. Our goal for 2018-2019 is to work toward increasing our online instructor pool and getting them trained to begin taking over some of these critical online experiences.
- As our online program grows, and as more face-to-face students discover online learning, the demands for those courses will also grow. Additionally, the demand for web hybrid courses (traditionally taught in the evenings) has declined (to an all-time low of four in 2017). These trends toward higher online enrollments is another reason we wish to add additional instructors for online courses.

### 2 Assessment and Benchmark

Benchmark: The Department of Psychology seeks to utilize allotted funds to support program improvements and professional development.

## 2.1 Data

Funding for program improvements and professional development:

Year	GAs and student workers for MAP and Treatment of Problem Gambling program	Professional development	Staff for KDCC and MAP	Equipment for KDCC and faculty	Animal laboratory	Program advertising
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	\$80,931	\$9,139	N/A	N/A	N/A	N/A
2015	\$384,144	\$37,023	\$411,243	\$2,539	\$2,049	\$6,204
2016	\$309,984	\$22,096	\$285,923	\$17,279	\$2,474	\$18,239
2017	\$325,851	\$61,095	\$421,376	\$67,386	\$2,330	\$16,711

2016:

Due to continued cuts in state funding for program support and professional development, the Department of Psychology continued to utilize restricted accounts and creative funding strategies to actually increase expenditures on these endeavors in 2015.

Additionally, Burton Funds (BCoE) were utilized in 2016 to:

- Purchase a one-year subscription renewal for the Sona system, which tracks and schedules all research activities and student research participation (\$1,400);
- Pay for departmental graduate assistants to help faculty with heavy class loads and to assist students with their senior research projects (\$4,000);
- Pay travel expenses for faculty members (\$4,394);
- Cover costs of invited speakers for local workshop (\$1,227); and,
- Pay membership dues for faculty members for School Counseling (\$297).

2017:

Our KDCC/MAP accounts grew substantially in 2016-2017 due to increased client loads and related insurance/Medicaid reimbursements. Additionally, we continued to use BCoE Burton funds and other restricted accounts and a foundation account (for KDCC) to cover expenses related to both departmental and clinic activities in 2017.

Burton funds were utilized in 2017 to:

- Renew our annual subscription to the Sona system, which tracks and schedules all research activities and student research participation (\$1,400).
- Pay travel expenses for one faculty member and one GA to attend a grant-writing workshop in Baton Rouge (\$1,100).
- Pay travel expenses for the Department Head to attend the ULS Inaugural Conference in Lafayette (\$110.47).

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- Our department drastically increased funding in almost every category in 2016, largely resulting from fees generated by KDCC as well as several small grants, Burton funds (from BCoE), and textbook royalties.
- We were pleased to see over \$300,000 spent on graduate assistants and student workers, as this relates to another objective pertaining to student recruitment, involvement, and retention (which are quite high for our graduate programs).
- Despite no state funding for travel and professional development, our Department was able to fund more than \$22,000 of such endeavors in 2016.
- It is our goal to continue to find creative ways to fund professional development opportunities, and to use those funds even more efficiently to produce the greatest benefits for the department as a whole. For example, three faculty members sought and obtained Endowed Professorships in late 2016, to be utilized in 2017.
- KDCC and the McNeese Autism Program continued to use fees from those programs to fully fund four full-time and several part-time staff members, in addition to 25-30 paid GAs and/or student workers at all times (year-round, including breaks). We anticipate increasing the number of full-time behavior analysts in 2017, if funding allows.

2017:

- We are pleased with the increased services provided by MAP/KDCC that necessitated increased staffing. We are especially pleased that we were able to:

- Offer financial support to more GAs/student workers (increased spending of approximately 5%); and
- Add new equipment, computers, software and maintenance costs to the budget (an increase of almost 400%).
- Professional development expenditures increased by over 275% in 2017, mostly due to increased revenues in KDCC/MAP, which supported travel and other professional development for approximately 11 faculty/full-time staff members and about another 15-20 undergraduate and graduate students.
- We were able to meet our goal of maintaining financial support for the animal laboratory in Farrar Hall, and to continue funding advertising for our department and programs.
- Due to space limitations, it may not be possible to increase Clinic services beyond those provided in 2017. However, we have developed a new budget for 2018-2019 that includes the following:
  - Addition of an executive director, who will engage in fundraising that will benefit all aspects of the clinic budget;
  - Addition of a coordinator of medical coding/billing, who will reconcile charges, increase billing efficiency, and work with insurance companies to maximize reimbursements; and
  - Reduce any unnecessary costs.
- One negative side effect of the new budget is that some expenditures will be significantly cut, specifically:
  - We expect much lower expenditures on equipment, as the equipment purchased in 2016 and 2017 should last several years (and not need replacement in 2018);
  - Some professional development activities (e.g., travel) in 2017 were endeavors that do not have to be repeated annually (certifications and trainings); and
  - Faculty members in the Department are finding other funding sources for travel/professional development, such as grants.
- Our goal is to have a minimum of \$300,000 in funding for GAs and student worker positions in the department/clinic, and to add an additional teaching GA for 2018-2019 (we had two in 2017).
- Funding for the animal laboratory is relatively consistent from year to year, and we plan to continue that level of funding for 2018.
- It is our goal to increase advertising expenditures, though this may not occur until the new executive director is hired in mid-fall of 2018 - so increases may not be documented until 2019.
- We recognized in 2018 that we are not full utilizing Burton funds provided to each department in the Burton College of Education. These funds roll-over each year. It is our goal to better utilize these for professional development in the future.

### 3 Assessment and Benchmark

Benchmark: The Department of Psychology seeks to teach more students efficiently without allowing average class size to exceed 40 students; this includes attempting to keep average enrollment for undergraduate classes below 50 and for graduate classes below 15. Additionally, Psychology courses that have exceeded 100 in past years will have enrollments no larger than 80 (PSYC 101, 233, 310, 311).

Prior to 2016, the benchmark was Psychology courses that have exceeded 100 in past years should have enrollments no larger than 100.

#### 3.1 Data

Year	Total # of sections taught	Average enrollment for undergraduate courses	Average enrollment for graduate courses	Average enrollment for all courses
2013	137	39.2	10.0	30.5
2014	146	37.1	8.6	28.7
2015	151	36.2	8.45	27.2
2016*	172**	29.17	9.45	22.94
2017	158**	33.98	10.62	26.03

\*This is the largest number of sections we have offered in our department's history.

\*\*We have not included dual enrollment sections taught off campus in any of the figures provided in the past. For 2017, we added in the five courses taught this way (154 taught on campus, four taught off campus or online).

	2013	2014	2015	2016	2017
# of sections that exceeded 100					

students	0	0	0	0	0
Largest PSYC 101 enrollment	76	70	88	80	79
Largest PSYC 233 enrollment	89	90	82	76	92
Largest PSYC 260 (formerly 310) enrollment	84	80	72	68	71
Largest PSYC 261 (formerly 311) enrollment	76	64	69	47	51
# of undergraduate sections that exceeded 80 students	7	0	2	0	2

### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

We are pleased with the class sizes we experienced in 2016, which were lower than in previous years.

There are several reasons for our declining class sizes despite having more students than in the past:

- We have three faculty members from other departments (DEP and ENGL) who teach courses in our department either as overloads or as part of their regular teaching load.
- We are offering significantly more web courses due to our online BS Psychology degree and new online MA PSYC-ABA degree. These courses are capped lower, per University policy.
- Increased web offerings means that overflow in F2F classes choose online options instead, reducing F2F class sizes. Many of these classes (e.g., PSYC 101, 233, 260, 261) previously held 70-100 students and now often have 50 to 80 to students – still large, but not as large as in previous years.
- Increased number of practicum/internship courses in recent years, as well as Senior Thesis (PSYC 495) which are capped at seven to 10 students per section.
- Graduate thesis sections (PSYC 699) are always small (one-two students per section), and are taught without compensation for faculty for this reason.

As a faculty, we are meeting regularly and developing new ideas for teaching more efficiently without sacrificing the quality of our teaching. We anticipate that our class sizes reported herein will be maintained in 2017. It is our goal to maintain having no sections larger than 100, including no PSYC 101 sections larger than 80.

2017:

We experienced slight increased in average class sizes in 2017, but these data were still well below our benchmark criteria limits of less than 50 for undergraduate courses (33.98) and less than 15 for graduate courses (10.62).

We believe the slight increases were an anomaly, as no intentional programmatic changes were made to the number of course sections or course enrollments.

The faculty discuss concerns about class sizes during faculty meetings in 2017, and the following was determined:

- We wish to limit sections of PSYC 495 (Senior Thesis) to seven or fewer students (the limit has been eight in the past). These courses are labor-intensive for faculty, and we are now relying on more adjunct instructors and even GAs to teach these sections. These part-time instructors must be directly supervised by a faculty member (who is not compensated for that supervision), so workloads need to be smaller.
- Based on suggestions from the administration, our faculty agreed to begin allowing larger PSYC 101 enrollments and then to utilize GAs for assistance with grading, record-keeping etc. In Fall 2018 we anticipate having several sections exceed 80 students, thus we wish to alter our previous goal (of keeping sections below 80) to keeping all sections below 100.
- New policies from the administration require a minimum of five students in graduate courses and 10 in undergraduate courses, compared to 10 and 20 required in years past. For this reason, it is likely we will offer more (and smaller) sections of upper division courses (PSYC 427/428/499) and internships/independent study courses (389/399); thus, we anticipate lower average enrollments in both undergraduate and graduate courses, though this may not be reported until 2019.
- Our goal for 2018-2019 is to increase online course offerings and course offerings during interim semesters. This should reduce enrollments in large face-to-face sections of PSYC 233, 260, 261, 431, and 461. Our goal is to have 233 capped at 80 students per section, 260 and 261 capped at 65, and 431 and 461 capped at 60.