Department of Psychology and Counseling

#10 Plan cycle - 10
Plan cycle 2023/2024
7/1/23 - 6/30/24

Introduction

The mission of the Department of Psychology and Counseling 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 and Counseling is five-fold:

- To prepare students to enter the work force;
- To prepare undergraduates for additional training leading to professional careers;
- To enhance the knowledge, skills, and dispositions of graduate students;
- To provide service courses to non-majors; and
- To encourage scholarly production.

Performance Objective 1 Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.

1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each undergraduate program offered by the department.

Prior to 2018-2019, the benchmark was 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

2019-2020:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	5	3	12	12	32	0	10	18	25	26	79	5	5	25	28	23	81	4
PSYC	(blank)	6	14	18	16	54	0	55	56	56	47	214	10	41	46	58	49	194	19
Total		11	17	30	28	86	0	65	74	81	73	293	15	46	71	86	72	275	23

2020-2021:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	7	6	12	19	44	2	13	27	32	36	108	7	16	20	35	40	111	7
PSYC	(blank)	3	6	18	19	46	1	63	41	55	50	209	13	36	46	37	54	173	19
Total		10	12	30	38	90	3	76	68	87	86	317	20	52	66	72	94	284	26

2021-2022:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	1	6	8	27	42	0	19	27	36	50	132	10	16	19	36	52	123	12
PSYC	(blank)	2	4	11	29	46	4	55	48	35	51	189	9	29	43	40	43	155	13
Total		3	10	19	56	88	4	74	75	71	101	321	19	45	62	76	95	278	25

2022-2023:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	2	5	13	20	40	1	15	23	37	55	130	15	8	15	37	47	107	14
PSYC	(blank)	7	6	10	22	45	1	60	46	38	51	195	14	34	37	41	52	164	13
Total		9	11	23	42	85	2	75	69	75	106	325	29	42	52	78	99	271	27

2023-2024:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP

PSCO	(blank)	1	4	5	19	29	1	18	18	38	47	121	12	23	16	26	56	121	11
PSYC	(blank)	4	6	7	26	43	2	77	34	43	51	205	18	42	36	29	46	153	16
Total		**5**	**10**	**12**	**45**	**72**	**3**	**95**	**52**	**81**	**98**	**326**	**30**	**65**	**52**	**55**	**102**	**274**	**27**

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
PSCO	2018	75	5.333%
	2019	79	
PSYC	2018	245	-12.653%
	2019	214	
Total	**2018**	**320**	**-8.438%**
	2019	**293**	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
PSCO	2019	79	36.708%
	2020	108	
PSYC	2019	214	-2.336%
	2020	209	
Total	**2019**	**293**	**8.191%**
	2020	**317**	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
PSCO	2020	108	22.222%
	2021	132	
PSYC	2020	209	-9.569%
	2021	189	
Total	**2020**	**317**	**1.261%**
	2021	**321**	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
PSCO	2021	132	-1.515%
	2022	130	
PSYC	2021	189	3.174%
	2022	195	
Total	**2021**	**321**	**1.246%**
	2022	**325**	

Percentage Change between 2022-2023:

Major	Fall	Total	% Change
PSCO	2022	130	-6.923%
	2023	121	
PSYC	2022	195	5.129%
	2023	205	
Total	**2022**	**325**	**0.308%**
	2023	**326**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- We met the benchmark of 5% enrollment increase for the BS degree in Psychology for the 2019-2020 assessment cycle, with an overall enrollment increase of 8.19%. This is the largest one-year enrollment increase in our BS degree since we have begun tracking data for annual assessment plans.
- We met the benchmark of 5% enrollment increase for our online program, but not for our F2F program. We experienced a decline in our F2F enrollment (-12.65%), offset by a significant increase in our online program (36.7%).
- At this time, recruiting activities have been hampered by the Covid-19 shutdown. We plan to actively engage in all sessions, open house events, table browses, etc. as soon as they open up again, and to work with Enrollment Management as we are able to assist with recruiting efforts. Faculty members discussed ways to reach out to students in virtual classes, methods for keeping them enrolled (extensions, "incompletes", frequent communication, etc.), and will continue to work hard in all classes and during email/virtual advising sessions to try to avoid any further enrollment declines.

2020-2021:
- We did not meet the benchmark of 5% enrollment increase for the BS degree in Psychology for this year, but we did achieve a slight increase in overall enrollment (+1.26%).
- We did meet the 5% increased enrollment benchmark for the online degree, but not for the F2F degree. Specifically, enrollment in the F2F program declined again (-9.57%), but our online program enrollment increased again (+22.2%).
- Given our experiences with the Covid-19 pandemic beginning in the Spring, 2020 semester, and Hurricane Laura appearing before 14 [th] day enrollment figures were assessed in the Fall, 2020 semester, we were pleased to see any increase in overall enrollment. The University as a whole experienced a noticeable decline in enrollment for this assessment cycle.
- Our trend for several years of increasing online enrollment and decreased F2F enrollment continued, as more F2F students switched to our online degree. This was likely due to the fact that all students transitioned to 100% online learning in March of 2020 due to the pandemic. Then after a small percentage of students returned to campus in August, 2020 our campus was shut down again, forcing all students to spend the rest of the Fall semester completing courses virtually.
- We will continue to actively participate in all recruitment opportunities at McNeese (e.g., Preview Days). We also plan to host a special recruiting visit on campus for high school students interested in majoring in Psychology this fall, and will include several faculty members, clinic staff, and graduate students to meet and greet potential students.

2021-2022:
NOTE: The data fields for 2021-2022 were not provided because the Fall, 2022 semester had not yet begun. However, we have those data now so we are reporting them below.
- The benchmark of a 5% increase overall and for each BS Degree program in Psychology (online & F2F) was met only for the online program. We experienced an increase in online enrollment of 20.45%, whereas our F2F enrollment declined by 12.17%. Overall, enrollment increased slightly (1.25%) by about the same factor of increase we experienced in the previous assessment cycle. We believe our current enrollment of 325 undergraduate majors is the highest enrollment we have ever had.

- We continue to have some students opting to switch from our F2F to our online degree program, as well as more students applying to our transferring into our online program from other departments. We believe the continuing loss of building space on campus and lack of access to classrooms have contributed to this, as has the overall climate of increased virtual learning across the country. Still, we are pleased to see any enrollment increase (overall) this year, especially given the continuing enrollment declines for the University overall.
- We see advising as a retention-enhancing opportunity, especially with new freshmen and with transfer students. The Department Head rearranged responsibilities this past spring and summer to take over all advising for transfer students, and we welcomed several dozen during that time frame.
- This past year brought an increase in recruiting opportunities as our Recruiting office added more on-campus, weekend campus visits/tours for area high school students. For each of five events on campus, a minimum of two full-time faculty members (typically three) worked each event. We used Endowed Professorship funds to purchase "giveaways" for these events, and added several new components such as coloring pages, psychology trivia and myth-busting activities, and various handouts about our programs. Additionally, we highlighted outstanding faculty accomplishments at these events by displaying publications and textbooks co-authored by our faculty, as well as information about our research sequence in the undergraduate curriculum.
- We hosted a visit night for potential psychology majors in the McNeese Autism Program (MAP) Clinic, where students met with representatives from Admissions, Financial Aid, and Housing. Psychology faculty members discussed our programs, and graduate students from the McNeese Autism Program (MAP) discussed their internships. All visitors then toured both the MAP and KDCC Clinics.
- All new and recent faculty hires will attend a session on Degree Works at the faculty retreat in August. Then we will schedule two training sessions for new faculty advisors, including three current professors and two new full-time instructors, by mid-October. This will include one session to review details about our curriculum (sequencing, substitutions, etc.), and a second session for Degree Works training.
- We plan to continue to participate in all recruiting efforts on campus, and are discussing several opportunities with staff in Enrollment Management to set up opportunities for visits to area high school campuses (both in person and virtually). We are going to begin by discussing our programs with students taking Dual Enrollment courses (at least two school visits per semester). We also plan to include a larger number of faculty members and add graduate students to our recruiting efforts, as those interactions in recent years have produced quite a few new students in our Department.

2022-2023:
- Though we did not meet the benchmark of a 5% increase in enrollment this year, we did experience a slight increase over 2021-2022 (+4 students in the Fall, which is the semester we typically track for enrollment trends).
- Enrollment is most impacted by recruiting activities initially, and we experienced a decline this year in the amount of time we could interact with potential students during their visits to campus. In years past we held table browse sessions for all departments at least 4 times per year, and now those sessions involve only College tables and in some cases, Organization tables. We were not invited to participate in these and because previous students have arrived at McNeese as freshmen telling us they first saw us at those table browse sessions, we feel that losing those is making it a bit harder to recruit new students. We do still participate in break-out sessions when students visit their respective Colleges, but many visiting students do not attend these sessions so we are reaching 10-15 students at each of these - compared to 50+ at the table browse sessions we once held. We hope to find a way to increase table browse activities next year, perhaps by having a Psi Chi table at the Organizations table browse.

2023-2024:
- Once again we had only a slight increased in fall enrollment this year and did not meet the benchmark of 5% improvement. We have met the 5% benchmark only once in our entire history - that was in 2018-2019 cycle. Despite not meeting this benchmark we are pleased to have increased enrollment since 2019 steadily even as other departments on campus have experienced enrollment

declines. For this reason, we will concern ourselves less with the 5% goal and focus instead on staying consistent, and on increasing retention efforts as this is the biggest initiative coming from administration this year.

- We did attend one table browse event for Organizations (via Psi Chi) and hope that making our Psi Chi chapter more active next year will increase our chances to recruit students. We will also continue to attend the College breakout sessions as we have done for several years. This year we began to use Endowed Professorship funds to purchase "giveaways" for these breakout session and table browses and we plan to do that again next year, focusing on psychology-themed items.
- In summer of 2024 our Department Head was assigned to a College of Nursing and Health Professions Recruiting and Retention Committee. This new college committee (with departmental representatives) is designed to help boost both recruiting and eventually, retention. We are hopeful this will open up some new opportunities to reach out to high school students via campus visits with members of this committee. Our first meeting this summer suggested that we will review these opportunities this fall and begin some new activities in Spring, 2025.
- We will monitor enrollment next year and discuss whether or not the 5% increased enrollment benchmark should be adjusted.

2 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each graduate program offered by the department.

Prior to 2021-2022, the benchmark, was to track graduate student completers and enrollment in each program. Maintain or exceed 2013-2014 levels.

- ABAO - PMC Applied Behavior Analysis (Online; effective 201640)
- APBA - PMC 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.	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
ABAO	(blank)	1	2	0	0	0	1	1	1	2	1	0	1	1	2	1
APBA	(blank)	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
CMHC	(blank)	—	—	—	—	—	—	—	—	—	0	7	6	11	26	25
PSCO	APBA	18	22	23	19	23	23	15	16	14	7	9	8	6	6	4
	(blank)	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYC	APBA	20	28	21	17	24	12	9	11	13	6	10	9	6	6	5
	CPSY	18	29	31	22	27	25	21	33	27	16	25	19	10	9	6
	GEXP	1	5	6	3	7	7	3	8	5	0	4	5	0	3	6
	Total	*39*	*62*	*58*	*42*	*58*	*44*	*33*	*52*	*45*	*22*	*39*	*33*	*16*	*18*	*17*
SCHC	(blank)	—	—	—	—	—	—	—	—	—	0	1	7	1	8	4
Grand Total		**29**	**89**	**82**	**61**	**81**	**68**	**48**	**68**	**59**	**29**	**56**	**54**	**35**	**60**	**51**

Graduate Completers:

Major	Conc.	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		

		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
ABAO	(blank)	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
APBA	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CMHC	(blank)	—	—	—	—	—	—	—	—	—	0	0	0	0	0	1
PSCO	APBA	0	2	2	1	7	5	3	1	3	0	2	2	1	1	3
PSYC	APBA	0	10	2	3	2	3	1	1	6	1	1	2	0	1	3
	CPSY	1	2	7	0	0	3	0	6	5	1	5	2	0	1	2
	GEXP	0	0	2	0	0	1	0	2	0	0	0	1	0	0	0
	Total	*1*	*12*	*11*	*3*	*2*	*7*	*1*	*9*	*11*	*2*	*6*	*5*	*0*	*2*	*5*
SCHC	(blank)	—	—	—	—	—	—	—	—	—	0	0	1	0	3	2
Grand Total		**1**	**15**	**13**	**4**	**9**	**12**	**4**	**10**	**14**	**2**	**8**	**8**	**1**	**6**	**11**

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
ABAO	2018	1	100%
	2019	2	
APBA	2018	0	—
	2019	1	
PSCO	2018	27	-11.111%
	2019	24	
PSYC	2018	59	5.084%
	2019	62	
Total	**2018**	**87**	**2.298%**
	2019	**89**	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
ABAO	2019	2	-100%
	2020	0	
APBA	2019	1	-100%
	2020	0	
PSCO	2019	24	-4.166%
	2020	23	
PSYC	2019	62	-6.451%
	2020	58	
Total	**2019**	**89**	**-8.988%**
	2020	**81**	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
ABAO	2020	0	—

Major	Fall	Total	% Change
	2021	1	
APBA	2020	0	—
	2021	0	
PSCO	2020	23	-30.434%
	2021	16	
PSYC	2020	58	-10.344%
	2021	52	
Total	**2020**	**81**	**-16.049%**
	2021	**68**	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
ABAO	2021	1	-100%
	2022	0	
APBA	2021	0	—
	2022	0	
CMHC	2021	0	—
	2022	7	
PSCO	2021	16	-43.75%
	2022	9	
PSYC	2021	52	-25%
	2022	39	
SCHC	2021	0	—
	2022	1	
Total	**2021**	**68**	**-17.647%**
	2022	**56**	

Percentage Change between 2022-2023:

Major	Fall	Total	% Change
ABAO	2022	0	—
	2023	2	
APBA	2022	0	—
	2023	0	
CMHC	2022	7	271.429%
	2023	26	
PSCO	2022	9	-33.333%
	2023	6	
PSYC	2022	39	-53.846%
	2023	18	
SCHC	2022	1	700.0%
	2023	8	
	2022	**56**	

Total	2023	60	7.143%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- We achieved our highest graduate enrollment to date in the Fall, 2019 semester (90). The data above (89) is one lower than the 90 we recorded, possibly because one student in the GC program or one of the NDGS graduate students was not included. Our previous record of 87 was exceeded and we were pleased with meeting our benchmark for this year of maintaining or exceeding 2013-2014 levels (and in fact, all years prior).
- We are concerned about future reductions in graduate enrollment for two reasons: (1) the Covid-19 pandemic caused closures of both of our Clinics, which impacted dozens of graduate internships; and (2) one program (CPSY) is not accredited, which has begun to impact the number of qualified applicants we receive each year.
- We will continue to work on retaining the students we currently have in 2020-2021, and we plan to increase efforts to better educate our undergraduate students about our graduate programs. This will take place with continued (and improved) faculty and staff panel discussion in all sections of FFND 101 this fall, as well as guest speakers or instructor-led discussions about careers in the various mental health fields and specifically in Counseling and ABA during courses at the mid- and end-points of our undergraduate curriculum (e.g., PSYC 404 and 499).

2020-2021:
- We were unable to meet our benchmarks pertaining to graduate enrollment for 2020-2021 and in fact, experienced a slight decrease (from 89 to 81) in the Fall, 2020 semester. We attribute this to the catastrophic losses of Farrar Hall and both Clinics in August of 2020, as well as a slight reduction in new graduate applications.
- After many weeks of closure and students being unable to obtain any hours toward internship, it became apparent that graduation would be delayed for most or all students in both the CPSY and ABA graduate programs. Despite our best efforts to secure clinic space as quickly as possible, subsequent storms delayed this until early in the Spring, 2021 semester. We located an off-campus space that later flooded in February, forcing another shutdown of all clinic activities. We also lost quite a few of our clients, so when we did reopen we no longer had enough sessions for our interns to return to campus.
- During this time, many of the graduate students in our F2F ABA program found internship placement sites outside of SW Louisiana. Once those placements were approved (so they could continue to progress in the curriculum), many did not want to return to work on campus once the FEMA buildings had been set up for MAP and KDCC. They were earning higher salaries and had already been matched with clients, and several of them had lost their homes in Lake Charles. As a result, several switched to the online program and never returned to campus.
- The number of clients we were seeing at the end of this year was in the single digits, down from 27 clients every day prior to the Covid-19 shutdown and hurricanes. Our graduate student numbers also began to drop. In addition to the loss of a few students heading into the next year, we also received far fewer applicants to both programs than we have in the past.
- Despite this, faculty members and clinic staff worked hard to keep both clinics open and to find solutions for long-term space and financial security (as both clinics rely on patient/client funding, which pay staff and internship salaries). Faculty members have met weekly with the Dean, Administration, and others on campus to improve the status of both clinics and to retain students who have remained in our graduate programs. We will continue to do this to the best of our abilities in the 2021-2022 assessment cycle.
- Completer rates have remained high for several assessment cycles with 22, 29, and 25 completers in the past three years, well above the comparison year of 2013 mentioned in our benchmark (8 completers in Fall, 2014). We plan to work hard to recruit new faculty members in the coming year to replace the two we recently lost. We believe this is essential to making sure graduate students have 1:1 communication with faculty members for advising, classroom, and clinical experiences.
- We were unable to increase faculty presence in undergraduate courses for the purposes of graduate student recruitment, and this was due to so many courses being online and so many faculty members having to spend time rebuilding their homes. We set a goal once again to increase interactions with undergraduate students about our graduate programs in the 2021-2022

assessment cycle, as we hope interactions will be easier to accomplish once both faculty and students gradually return to campus.

2021-2022:

- We experienced an even more significant decline in graduate enrollment for our MA degree for the Fall, 2021 semester. Our reported graduate enrollment of 68 students was the lowest we have recorded since beginning our online ABA degree in 2017. We attribute these declines (mostly in ABA) to the loss of full-time faculty members, as well as our uncertainty in Fall, 2021 about whether or not that program could achieve re-accreditation.
- We did have full faculty representation in our panel discussions for both sections of FFND 101 in the Fall, 2021 semester. Graduate students also participated, as did some recent graduates now working in mental health fields. It is our plan to continue to improve this experience each fall so that new psychology majors can become engaged with graduate faculty, interested in their research projects, and possibly participate in undergraduate internships or volunteer activities in our Clinics.
- Despite several approved faculty searches we have been unable to hire qualified applicants. Reports from job candidates suggest reasons include (1) our low starting pay, (2) lack of in-person class sections due to faltering enrollment in the F2F program (now <10), and (3) recent and current status of our Department and Clinic spaces combined with difficulties finding affordable housing in the area.
- It has been clear for a few years that we would need to seek CACREP accreditation for our Counseling program to be successful in recruiting new students. We spent the past two years completely revising our MA-CPSY curriculum and had already hired two new Counseling faculty members toward this end. We now have approval to hire another one for the Fall, 2022 semester. Her arrival in August, 2022 will bolster our efforts toward accreditation, as will the transfer of the School Counseling faculty position to our program in January of 2023. We will welcome our first cohort of students in our new MS in CMHC program this August, and applications to that program suggest we could have our largest incoming class to date.
- We were glad to achieve reaccreditation (3 yrs) for our on-campus ABA program after our site visit in the Fall, 2021 semester. However, future accreditation decisions will heavily rely on our ability to replace the three vacant faculty positions for that program. We believe the lack of faculty members dedicated to this program, the precarious status of future accreditation decisions, and our reliance on online teaching even for our F2F program have contributed to our low enrollment for this program (11 students, down from 37 just five years ago).
- Faculty have met repeatedly to discuss possible solutions for these issues, and meetings with our Dean and Provost are on the agenda for the Fall, 2022 semester. We will continue to actively recruit qualified faculty members, including identifying new ways to reach out to doctoral programs who are producing graduates in the field (including those with ABD status), who would be attracted to the entry-level positions we are offering.
- Our completer rates have remained steady, as we posted our second-highest number of graduate completers (28) in 2021-2022. We have always been successful at retaining graduate students across the curriculum and seeing them through to graduation. We will continue to provide quality advising and both classroom and clinical experiences to the extent possible for both the Counseling and ABA graduate programs, though we have concerns about how to accomplish this with only one qualified, full-time ABA faculty member for both the online and F2F programs.

2022-2023:

- We experience continued decline in enrollment this past year with a 17% drop and our lowest graduate enrollment to date (56). We believe the reasons for this relate to the reasons we described last year (above), including
  - difficulty attracting graduate faculty members, especially in ABA and School Counseling (which we just acquired from Education Professions, only 1 student has transferred thus far);
  - prospective students choosing online ABA programs at other universities rather than having to commit to work on campus at MAP as part of our F2F ABA program; that program experienced as 44% decline in enrollment this past year, which is unprecedented;
- We continue to ask for increased funds to raise faculty salaries and have begun to receive positive responses, with approvals coming now to offer $70,000 for new faculty (approx. $10,000 higher than previous hires). It is our hope that bringing in quality, full-time faculty who will stay with us long-

term will naturally help with enrollment. We also plan to seek re-accreditation for our ABA F2F program, which helps with recruiting.

- As we begin seeking accreditation for our MS in Clinical Mental Health Counseling in the next couple of years, we expect to see increasing enrollment in that program. We will re-evaluate after conducting additional recruiting activities next year and we expect our enrollment declines to end.

2023-2024:
- We were very pleased to not only have an enrollment increase in our graduate programs this year but to surpass our benchmark of 5% increase with a 7% increase! Continued declines in our ABA graduate program enrollment were more than offset but a large increase in two other areas:
    - School Counseling students transferred to our Department this past year and 8 students are currently enrolled in that program. However, we recently decided to eliminate this program due to loss of accreditation and lack of qualified faculty, so this is a temporary increase.
    - Most of the increase came in our MS-CMHC program (counseling), with a 271% increase from 7 students to 26 students in one year! We believe this is the result of (1) committing to hiring qualified graduate faculty (at higher salaries), (2) increased recruiting by program faculty, (3) increased demand for mental health professionals nation-wide, which has led more young people to choose a counseling vocation, and (4) our commitment to seeking CACREP accreditation, which we have been sharing widely throughout our community.
- Our goals for next year are to:
    - stop or possibly reverse the enrollment decline in our MA-ABA program through programmatic improvements, hiring and/or maintaining qualified faculty, offering some F2F courses again when possible, and recruiting regionally and through our own undergraduate programs;
    - continue to increase enrollment in our MS-CMHC program by (1) hiring three new qualified Counselor Educators, (2) working to make their transition successful and keep them at McNeese long-term, (3) increase visibility and recruiting of this program and KDCC, (4) hire and train a new Clinical Director for KDCC, allowing faculty to focus on teaching, recruiting /research, and scholarly activities, and (5) complete a self-study to submit to CACREP in 2025 with a goal of achieving accreditation during or before the Spring, 2026 semester.

3 Assessment and Benchmark

Benchmarks:
- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:
- PSCO - Bachelor of Science in Psychology (Online) [effective 201640]
- PSYC - Bachelor of Science in Psychology

3.1 Data

Fall 2012 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSYC	57*	46	80.7	36	63.2	28	49.1	23	40.4	19	33.3	20	35.1	20	35.1

*6 students were previously undeclared before declaring PSYC.

Fall 2013 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSYC	65*	51	78.5	31	47.7	20	30.8	16	24.6	14	21.5	16	24.6	16	24.6

*8 students were previously undeclared before declaring PSYC.

Fall 2014 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	63	49	77.8	34	54.0	25	39.7	19	30.0	13	20.9	19	30.6	19	30.6

Fall 2015 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	70	41	58.6	25	35.7	20	28.6	15	21.4	11	15.7	12	17.1	14	20.0

Fall 2016 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	53	36	67.9	22	41.5	20	37.7	16	30.2	10	18.9	14	26.4	15	28.3

Fall 2017 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	47	32	68.1	24	51.1	20	42.6	19	40.4	12	25.5	17	36.2	18	38.3

Fall 2018 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	70	43	61.4	28	40.0	19	22.1	13	18.6						

Fall 2019 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	50	31	62.0	24	48.0	17	34.0	14	28.0						

Fall 2020 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	58	44	75.9	32	55.2	21	36.2	18	31.0						

Fall 2021 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	54	31	57.4	23	42.6	20	37.0								

Fall 2022 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	52	33	63.5	24	46.2										

Fall 2023 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	68	41	60.3												

Summary of Benchmark Achievement:

Fall Cohort	Cohort Size	Persistence Rate	Retention Rate			Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year
2012	57	N	N	N	N	N	N	N
2013	65	N	N	N	N	N	N	N
2014	63	N	N	N	N	N	N	N
2015	70	N	N	N	N	N	N	N
2016	53	N	N	N	N	N	N	N
2017	47	N	N	N	N			
2018	70	N	N	N	N			
2019	50	N	N	N	N			
2020	58	N	N	N				
2021	54	N	N					
2022	52	N						
2023	68							
Average	**58.9**	**N**	**N**	**N**	**N**	**N**	**N**	**N**

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

- Our persistence rate declined slightly this year from 82.9% to 80.0%. Our Y1 to Y2 retention rate also declined, from 67.1% to 62.0%, as did our Y1 to Y3 retention rate (from 44.3% to 42.0%).
- Though we were not able to determine a cause for the Fall, 2019 to Spring, 2020 persistence rate to have declined slightly, we believe the Y1 to Y2 and Y1 to Y3 retention rate declines may be fully explained by the noted declines in enrollment in our F2F program following the Covid-19 pandemic /shutdown and natural disasters in the subsequent year.
- We plan to collect exit data from our capstone course next year to identify potential factors that may influence persistence and retention. It could be that students who complete the program possess traits, knowledge, or skills that contribute to their persistence and retention.
- It is our continued concern that some of our students leave the Department after their first Fall semester due to knowledge gained in the FFND 101 course. The course is designed to introduce students to careers in Psychology, and some of the content necessarily involves some "myth-busting" and providing realistic information for their varied career goals. Surveys collected (as assignments) during the first two weeks of the Fall semester indicate the vast majority of new majors plan to pursue mental health careers (e.g., licensed counselors, BCBAs (behavior analysts), and/or licensed psychologists). Prior to FFND 101 fewer than half of these students have accurate ideas about the graduate degrees required for those careers, the length of time they will spend in school (6.5 to 11 years), or the undergraduate performance they must achieve to be competitive

graduate school applicants. Thus, it is common for several students each fall to change their major prior to the following spring semester. As we do not track those students once they have left our programs, we are uncertain whether or not they eventually complete a degree in another area.

- Our faculty have discussed ways to retain more of our students beyond the first semester and first year. We decided to add some information in both FFND 101 and PSYC 101 about career options for individuals who do not pursue graduate degrees. It is a common myth that bachelor's degrees in Psychology do not provide any benefit in the job market, and we will work harder to dispel that myth by discussing the types of jobs psychology majors often get after graduating with the BS degree.

2020-2021:
- Our persistence rate increased this year from 80.0% to 82.8%. Our Y1 to Y2 retention rate also increased slightly from 62.0% to 63.8%. Though we still are not meeting the benchmark criteria of 85% ad 70% respectively, we were pleased to see some progress toward those goals after declines in the previous assessment cycle.
- The significant losses campus-wide this past year relating to four natural disasters in nine months, along with continued restrictions amid the continued threat of Covid-19, could cause us to experience both declining enrollment and declining retention rates next year. Though our overall enrollment is currently increasing, it is clear that we are seeing a significant shift from F2F to online enrollment. We have noticed for several years that students enrolled in our online program do not perform as well in some courses as those in our F2F program – not just in Psychology courses but in their Gen Ed courses as well. Students specifically struggle with finding online sections of our required Biology lab courses, which were never offered at McNeese until this past year (due to required shifts to online education). We find that some students leave our Department because of this requirement, switching to General Studies or another degree with fewer science and research requirements.
- Department faculty were unable to obtain good exit data from students in our capstone course due to the shift to online education and faculty members who were not previously trained for this shift. Several of our usual course-level assessments were either not distributed this year or we had very low completer rates.
- Faculty discussions in Summer of 2021 included brainstorming ways to improve retention. We implemented new discussions in FFND 101 and other courses about career options in the field (both with and without graduate degrees). We also pan to include more graduate students in our undergraduate discussions about our graduate programs. We believe that freshmen who become excited about undergraduate curriculum offerings and post-graduation opportunities (i.e., graduate programs) are more likely to be retained in the 2 nd and subsequent years.

2021-2022:
- We did not meet our benchmark of improving persistent rates this year. We experienced a slight decline from 82.8% to 81.5%. It is our belief that this is due to another noticeable shift from F2F to online education, as the percentage of online students in our program increased to 41% (an increase from 34% the previous year, and also an all-time high). We continue to see lower performance levels among fully online students, and these observations are mirrored by anecdotal reports from other departments.
- In addition to issues previously mentioned, Biology lab courses have shifted back to mostly on-campus offerings. The few sections offered online are fully synchronous, which excludes students with daytime jobs and family responsibilities. Some students take these courses elsewhere and transfer them to McNeese, but a small number of our freshmen and sophomores (and even juniors) change their major to avoid these courses. We have begun to recommend a substitution of BIOL 105 and 106 for BIOL 101+Lab, but have found no options to assist students who cannot take BIOL 225+Lab or 315+Lab on campus.
- Despite the above concerns, we recognize the need to add more direct retention efforts in the first-year experience for psychology majors. Faculty plan to meet at least twice in the Fall, 2022 semester to brainstorm ideas about improving retention, and then put those plans into place for the Spring, 2023 semester. One immediate plan is to make faculty members and graduate students more visible to our majors, expanding beyond FFND 101 to include other courses (PSYC 101 and

PSYC 233/260/261). We hope to have more full-time faculty members involved in teaching lower-level courses, which have traditionally been handled by adjunct faculty members or taught only online by about 1/3 of our full-time faculty.

2022-2023:

We regularly fail to meet the benchmarks for improving retention, and we believe this happens for several reasons. However, we are concerned that the data presented in the tables here do not often match what we see in class enrollments: Specifically, the cohort size each year is smaller than the number of new freshman psychology majors, based on FFND 101 enrollments in our department (which are limited to PSYC majors specifically). Additionally, we are uncertain how the retention numbers are calculated as a considerably larger percentage than the ones listed for persistence (F1 to Sp1) actually show up for classes the next semester. One question we have relates to what happens to students who change their major but stay at McNeese. In past Retention Committee efforts we were told these students did not negatively impact our retention numbers. A lot of students leave Psychology and transfer to other Departments (for career-based reasons upon recognizing what they can and cannot do with a psychology bachelor's degree). Also, we get an unusually large number of students transferring into our department each semester (one of the largest rates on campus, per recent reports), and we are not sure how those count in our enrollment figures and affect subsequent retention. If 50 students transfer into our program per year (which has happened) and 90% of them stay with us until graduation, we wonder if that can somehow be counted.

We have decided to continue monitoring this and figure out what is happening with the new cohorts by studying our Fall, 2023 cohort more closely. We will revisit this and consider altering our benchmarks next year.

2023-2024:
- We are still not meeting benchmarks for increased retention in our undergraduate program. However, we continue to have some concerns about how these data are calculated and are wondering if we need training on how to interpret them, and which students are included in them. For example,
    - We had 73 new freshman psychology majors enrolled in FFND 101 in Fall, 2023, but the data chart here lists a cohort size of 68. Where are the other 5? Were they coded as different majors somehow? We also had a few first-time freshmen who couldn't get enrolled and plan to take it later as sophomores, so the actual cohort was over 75 for sure.
    - The retention chart states that only 60% of the 68 (41 students) were still with us the next semester (Spring, 2024), but casual observation, advising, and enrollments in subsequent courses suggest a larger percentage were still with us (we continued to communicate with most of them). If they were PSYC majors in the Fall, then took another PSYC course in the Spring but changed their majors in March, are they counted as retained or not?
- Despite these concerns, we believe retention rates are low for several reasons:
    - Students who arrive as Psychology majors are required to take FFND 101. Though this course is set up to get students interested and involved in Psychology and in McNeese as a whole, we find that quite a few students learn about psychology careers and decide that psychology is not for them. For example, every fall we have multiple students enter our program with plans to become "forensic psychologists" because they have seen such professionals on popular TV shows (CSI, Criminal Minds). We spend time in FFND debunking the media-influenced idea that this is a legitimate career (crime-solving, tracking serial killers). Additionally, those who continue to have interest in what forensic psychologists actually do are surprised to learn they cannot enter those careers without 9+ years of school plus 1-2 additional years of post-graduate internships.
    - Students often express interest in careers as clinical psychologists, social workers, licensed counselors, etc. -- at least 80% of incoming students report one of these careers as their goal every fall. One of the topics and the major assessment in this course involves investigating their career goal(s) and students are often disillusioned to find that their chosen careers will require not only 6 to 10 years of education but additional time spent as interns and passing licensing exams. We provide realistic information to incoming freshmen while

- also encouraging them to pursue their goals or find other careers they can pursue with less schooling, but some students change their major before they even complete the FFND 101 course. Others change their major the following semester.
  - Over half of our students are online majors and quite a few of them tell us each year that they have trouble getting into required classes. Specifically, they cannot take the online Biology courses that are offered, and last year our Provost/VP made the decision that BIOL 105 and 106 should no longer substitute for BIOL 101 and 101 lab because the BS degree is classified as a Science degree. Students also report struggling with some other courses in an online format, such as MATH 113 and STAT 231. Though a few students take these math and biology lab courses online through another university (e.g., Sowela or Northwestern) and transfer them back to McNeese, a few actually leave for those universities or change their major to something that requires fewer science and math courses (e.g., General Studies or something in Liberal Arts). This happens sometimes with our F2F majors but more often with our online majors.
- Some of the concerns we have regarding factors affecting retention cannot be easily remedied. However, we are taking measures now to improve retention rates and hope to see improvements when data are released next year. Specifically,
  - we have a newly formed College Recruiting and Retention Committee and one of our faculty members will serve on that committee in the upcoming year;
  - we are committed to providing accurate information about psychology degrees and possible careers during recruiting events, before students arrive on campus;
  - we are working to adjust instruction in FFND 101 to provide more focus on other jobs that can be obtained with a bachelor's degree in psychology (for those not planning on graduate school), and to increase interest in our master's programs (which boosts enrollment there as well!);
  - we are providing better advising training to all faculty, and improved onboarding for new faculty members;
  - we are getting students more involved in departmental and campus activities, such as Psi Chi and other campus organizations, community service activities (now required in FFND 101), etc.;
  - we have been communicating with the Biology Department over the past year about adding sections of online Biology lab courses, and those are being offered (and more should be offered in the future);
  - we plan to offer more career guidance to our majors, from FFND 101 through the capstone experience.
- We will review retention data again next year and also reach out to IRE or other offices on campus to better understand the data we are seeing (see comments/questions under 2022-2023). This will help us set goals more easily.
- At this time, we want to lower our benchmark to from increasing retention by 5% to a more reasonable figure of 3%.

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 four times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

Prior to 2019-2020, the benchmark was 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

Academic Year	# of faculty meetings
2019-2020	4
2020-2021	5
2021-2022	5

2022-2023	8
2023-2024	7

2019-2020 meetings discussed:
- Topics pertaining to Senior-level courses (e.g., our Capstone) and the 3-semester research sequence (427/428/495);
- Concerns about our heavy reliance on part-time instructors and GAs to teach lower-level Psychology courses;
- Specific deficiencies displayed by some students in PSYC 428 and 495;
- Possible alterations to course Syllabi & Assessments in PSYC 427 to better prepare students with general knowledge of research designs, basic/most common statistics, and research ethics;
- The need for more frequent meetings of only faculty members involved in the research courses to review students' performance and develop specific changes for courses in 2021-2022.

2020-2021 meetings discussed:
- The full Undergraduate Curriculum, with special focus on
  - Assessment data that suggested continuing problems with skills needed for PSYC 495, and how to improve PSYC 427 and 428 to address those issues;
  - Students' progress in other upper-level courses (PSYC 404 and 499);
  - The need to assist online instructors with course development;
  - Issues with inconsistency across sections of PSYC 101, 233, 260, and 261 (our Gen Ed courses), and the possibility of developing a template to be used by all Instructors at the end of each semester; and
  - A review of most assessments included in the BS Psychology Assessment Report (May, 2021).

2021-2022 meetings discussed:
- The full undergraduate curriculum, including
  - Specific changes we agreed to make to the PSYC 427 and 428 course calendars, assignments and assessments, and final exam, and a timeline to implement these changes in the Spring, 2022 semester;
  - Students' performance on major assessments in all courses for Psychology majors, which led to minor revisions of some of those assessments;
  - New methods for recruiting and orientation, with special focus on potential changes to FFND 101; and
  - A full faculty review of every assessment included in the BS Psychology Assessment Report in May, 2022 (ACE Week).

2022-2023 meetings discussed:
- Accreditation efforts for both of our graduate programs (ABA and CMHC)
- Advising and Registration (e.g., class sizes; permit processes; waiting lists)
- Academic Program Reviews (due Spring, 2023; all programs)
- IRB Committee (Departmental) policies and members
- Undergraduate curriculum reviews
  - Improvements to the 3-semester research sequence (especially PSYC 427)
  - Major Field Test scores (in capstone course)
  - Adjustments to class sizes based on enrollment
  - UG assessment reports

2023-2024 meetings discussed:
- Recruiting and retention efforts
- Continuing accreditation efforts
- Advising (Degree Works training sessions, petitions, entering notes)
- Review of policies (Faculty Handbook)
- Undergraduate curriculum reviews
  - alterations to Gen Ed assessments for PSYC 101, 233, 260, and 261
  - significant changes to assessments in UG classes (for BS program assessment report)
  - ACE week -- "area" meetings just for undergraduate (graduate separate)

Faculty Meeting (electronic) January 2020   [DOC 28 KB 9/29/22]

Meeting Minutes Oct 21 2022   [DOCX 19 KB 1/28/25]

PSCN Faculty Mtg Aug 11 2022   [DOCX 15 KB 1/28/25]

PSYC Faculty Meeting Agenda April 18 2023   [DOCX 15 KB 1/28/25]

PSYC Faculty Meeting Agenda August 10, 2023   [DOCX 16 KB 1/28/25]

PSYC Faculty Meeting Agenda Dec 7 2022   [DOCX 15 KB 1/28/25]

PSYC Faculty Meeting Agenda January 17 2023   [DOCX 15 KB 1/28/25]

PSYC Faculty Meeting Agenda May 7 2024   [DOCX 16 KB 1/28/25]

PSYC Faculty Meeting Agenda Nov 9 2023   [DOCX 17 KB 1/28/25]

PSYC Faculty Meeting Agenda October 12, 2023   [DOCX 17 KB 1/28/25]

PSYC Faculty Meeting August 2018 (1)   [DOC 41 KB 10/3/22]

PSYC Faculty Meeting August 2019   [DOC 40 KB 9/29/22]

PSYC Faculty Meeting August 2020   [DOCX 15 KB 9/29/22]

PSYC Faculty Meeting December 2019   [DOC 40 KB 9/29/22]

PSYC Faculty Meeting January 2019   [DOC 42 KB 10/3/22]

PSYC Faculty Mtg Aug 10 2021   [DOCX 15 KB 9/29/22]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- We handled much of our business in the Spring 2020 semester via email, rather than formal faculty meetings. Thus, even though we missed meeting our benchmark (three meetings instead of four), we still discussed topics relating to the Undergraduate Curriculum, students' progress, and professional development for faculty members -- some of who were teaching virtually for the very first time in March 2020.
- We were able to arrange Moodle training for virtual instruction, and the Department Head reached out to all faculty members regularly (1-3 times per month) throughout the Spring and Summer 2020 semesters (no face-to-face courses).
- We continue to discuss issues pertaining to the 3-semester research sequence, which often dominates any meetings relating to the BS Psychology Curriculum. However, we did make progress toward identifying the specific deficiencies students displayed in PSYC 495 (Senior Thesis), which continue to cause students to have trouble completing course requirements in a timely manner.
- We decided not to change our benchmarks or assessments for 2020-2021 due to our continued uncertainties relating to the pandemic, and that we would monitor students' progress more closely and set more rigid (but realistic) deadlines and goals for students in all three components of the research sequence (PSYC 427, 428, and 495). We will also increase faculty meeting discussions of these issues in 2020-2021, and we will begin to include part-time/online instructors in the decision-making process.

2020-2021:
- Despite significant campus closures in 2020-2021 due to four major natural disasters, we were able to meet our benchmark. We discussed the Undergraduate Curriculum during two of our full faculty meetings (August 2020 and May 2021), and also during two different meetings involving the department head and faculty members who teach in the research sequence. Those meetings resulted in several changes to be implemented in 2021-2020 courses, including:
  - requiring all students to submit a complete draft of the IRB Application packet before a final grade can be entered in PSYC 428;
  - a reduction in the types of research designs and statistical analyses students will be encouraged to use in their Thesis project, with a focus on keeping studies simple so there are no more projects being completed in the final hours before the poster session at the end of the semester;

- ○ a heavier emphasis on those research designs and statistical analyses (correlation, t-test, & ANOVA) in PSYC 427; PSYC 427 is now conceptualized as it was intended -- a review of basic research, statistics assignments, and research ethics, and PSYC 428 provides only a review (no new topics) and full focus on developing the research proposal;
  - ○ a similar course Calendar/timeline for PSYC 495 (Senior Thesis) as well as commitment to keep students on track with each step of the research process to avoid last minute completions and submissions (thus increasing quality of research and reducing workload stress for all involved).
- In May 2021, we held our first full-faculty discussion of each one of our Departments' Program Assessment Reports (BS and MA). All but one full-time faculty member was present for this meeting. For each Benchmark, faculty discussed whether or not curriculum, syllabus, or assessment changes were needed. In some cases, an actual vote was held to determine faculty agreement. We continued discussion in these cases until 100% agreement was achieved regarding analysis of the data and possible changes to be made. Specific changes to Assessment can be reviewed in the BS Psychology Assessment Plan submitted in May 2021.

2021-2022:
- Now that most faculty were back on campus and all but two were back in town, we were able to have more frequent and productive meetings (in person) in 2021-2022. In fact, the department held a record number of faculty meetings including full-faculty meetings and program-level faculty meetings (BS and MA), numbering more than 50 such documented meetings this year!
- The huge increase in meetings is not reflected in the data above because the benchmark specifically asks about BS Program Faculty; most of the meetings pertained to changes being made in our Graduate programs and Clinics.
- In our BS program discussions, we made more decisions about the research sequence and implemented the decisions discussed in 2020-2021. We also held more regular meetings (2x per semester) for faculty teaching the research sequence (via Zoom), and for the first time we included all part-time instructors (including those who live out of state). This was beneficial because we were able to align our goals across sections and make some decisions about handling student deficiencies in these courses. We also agreed that next year, we will work harder to ensure students' compliance with deadlines and use the "I" grade at the end of PSYC 427 and PSYC 428 to give students an incentive to correct errors in their final assignments before moving on to the next course in the sequence.
- Our second ACE week meeting was held in May 2022 and ALL faculty members were present. We followed the procedures from the previous year to review each Assessment throughout the BS Psychology curriculum, and to interpret student outcome measures and decide as a group about any changes that needed to be made. Changes to benchmarks and/or assessments can be reviewed in the BS Psychology Assessment Plan submitted in May 2022.
- With the imminent retirement of Dr. Brannon, who has been the Program Coordinator for the BS Program since the very first year these program assessments were developed, we discussed the future of this program. It was determined that Dr. Matzenbacher would take over that role at least for the Fall 2022 semester and until a qualified replacement could be identified and trained. We have big shoes to fill there!

2022-2023:
- We had much more frequent faculty meetings in 22-23, meeting an average of once a month as a full faculty. Several smaller faculty meetings ("area" meetings) were also held each semester and those tended to focus on curriculum issues and changes for the relevant programs.
- Discussions about curriculum changes, student learning outcomes, and assessment data for Gen Ed assessments and Assessment Reports occurred more frequently this year during full faculty meetings. Well over half of our faculty meetings included discussions of these topics for the BS degree program.
- As in previous years, significant discussions were held regarding the 3-semester research sequence and improving the first two courses to make research processes run more smoothly in the 3rd course (495). Specific changes were approved for adding statistics assignments to PSYC 427, and PSYC 428 would include more "review" rather than teaching new content. This allows 428 to focus on proposal writing and IRB applications for the students' research projects.

2023-2024:

- This past year we discussed the undergraduate curriculum at 100% of our full faculty meetings (as well as in smaller "area" meetings and ACE week meetings). Examples included evaluating last year's changes to the research sequence and discussing additional changes. One change implemented in Fall, 2023 was to add earlier deadlines for various components of the senior thesis project (in PSYC 495) and incentives to meet those deadlines (and avoid point deductions) so students stop procrastinating and having to rush in the final weeks to complete their papers and posters on time.
- Faculty handbook policies were discussed heavily this year, especially those related to teaching, advising, and syllabi -- all of which affect student retention. Examples included discussions about required office hours, training sessions for Moodle, Degree Works, and Navigate, textbook options (eBooks and Red Shelf) and other cost-reduction methods for students.
- This year we set a goal to start adding F2F sections of required upper-level courses. Since 2020 most of our upper level courses that transitioned to online have stayed that way, and fewer faculty actually teach F2F courses. Some students have expressed concerns about so many courses being online online when they are enrolled in our F2F program. We decided to add PSYC 471 face-to-face in 2023-2024 and that went really well. We also decided to add PSYC 404 face-to-face next year.
- Several discussions in Spring 2024 centered around the need to develop standard rubrics for Assessment Report assignments in 2024-2025. This was tabled for now and two faculty members volunteered to research rubrics used by other departments and universities to gather some samples we can review at a later time.
- Area faculty committees met a couple of times to revise all Gen Ed assessments (movie assignments) again this year, and added a training video in Spring, 2024 for faculty to improve student learning on these assignments and improve consistent in rubric scoring and feedback to students. We have also discussed preparing an instructional video for students to view prior to completing the assignments - this would likely happen in Spring of 2025. We look forward to reviewing Gen Ed data next December and May and will re-evaluate these changes and decide if additional changes are warranted.

2 Assessment and Benchmark

Benchmark: MA Psychology program faculty will meet 12 times per academic year to review student progress, curricular offerings, and appropriate professional contacts and internships opportunities.

Prior to 2022-2023, the benchmark was MA Psychology program faculty will meet 10 times per academic year to review student progress, curricular offerings, and appropriate professional contacts and internships opportunities.

Prior to 2021-2022, the benchmark was MA Psychology program faculty will meet six times per academic year to review student progress, curricular offerings, and appropriate professional contacts and internships opportunities.

Prior to 2019-2020, the benchmark was MA Psychology program faculty will meet four times per academic year to review student progress, curricular offerings, and appropriate professional contacts and internships opportunities.

2.1 Data

Academic Year	# of faculty meetings
2019-2020	36
2020-2021	39
2021-2022	46
2022-2023	57
2023-2024	45

2019-2020 meetings discussed:

- For the MA - ABA concentration:

- The need to improve clinical oversight for internship courses to ensure provision of evidence-based practices;
- Completely revamping ABA students' research projects with the addition of a PSYC 699 Thesis requirement;
- Methods for implementing this Thesis requirement for our online program, which includes students who work in other states and cannot be directly supervised by program faculty as easily as those who work on campus;
- Implementation of an additional (5th) semester of internship, resulting from a new ABAI requirement doubling the number of internship hours required for graduates to sit for the certification exam to become BCBAs;
- Professional development for clinical staff in the McNeese Autism Program (MAP) to update skills and improve intern supervision;
- Improved monitoring of individual students' progress throughout the curriculum;
- Division of responsibilities pertaining to seeking re-accreditation for the face-to-face ABA program, while also ensuring sufficient coverage for online sections of all courses.
- For the MA - Counseling Psychology concentration:
    - Establishing a true "Counseling identity" for the program;
    - Necessary revisions to all CPSY Syllabi and course content to meet CACREP standards in anticipation of working toward accreditation;
    - Revising all course titles and course numbers, and identifying new courses that needed to be added;
    - Student outcome data and plans for better tracking of students' progress; and
    - Plans for adding a 3rd counseling faculty member to help with course coverage, clinic management, and accreditation standards.

2020-2021 meetings discussed:
- For the MA - ABA concentration:
    - Dividing responsibilities for the self-study for ABAI re-accreditation;
    - Improvements to clinical oversight of internships;
    - Curriculum changes to better prepare students for the newly added PSYC 699 Thesis course;
    - Implementation of a 5th semester of internship to accommodate new ABAI requirements that doubled the number of internship hours required to sit for the certification exam to become a BCBA after graduation;
    - Requirements for the PSYC 699 Thesis all ABA students, and how to implement it for online students who could not be closely supervised by program faculty;
    - Continued concerns relating to Clinic safety in light of the pandemic and the specific needs of clients on the autism spectrum;
    - Increased faculty oversight in MAP, as required by ABAI;
    - Financial security for MAP
    - Identification and approval of distant placement sites for graduate students displaced after the hurricanes;
    - Finding space for MAP to reopen as soon as possible after the hurricanes; and
    - Changes to faculty and staff in MAP, including several new hires in 2020-2021.
- For the MA - Counseling Psychology concentration:
    - Assignment of accreditation responsibilities to each faculty member;
    - Development of a completely revamped curriculum for the proposed MS in Clinical Mental Health Counseling (CMHC) and MS in School Counseling, both of which differed significantly from the curricula currently in place;
    - Dozens of course-level changes to meet CACREP standards for the two new programs, as well as planning for getting approval for these changes and the two new programs at the University and UL System levels so they could be implemented in August 2022;
    - Eventual transfer of the MEd in School Counseling from BCoE to the Department of Psychology, along with one faculty line in the budget to ensure we would have four qualified faculty members to meet CACREP requirements;
    - Finding space for KDCC to reopen after the hurricanes, and later moving the clinic two more times before settling into a temporary building provided by FEMA in Spring 2021;

- ○ Training for all faculty related to CACREP compliance, and hiring a paid consultant for the summer of 2021;
- ○ Hiring and training of KDCC staff and GAs to handle some of the KDCC administrative responsibilities and to further develop the Suicide Prevention initiatives.

2021-2022 meetings discussed:
- For the MA - ABA concentration:
  - ○ Final completion of the self-study for ABAI re-accreditation, and preparation for and scheduling of the site visit, during early Fall 2021;
  - ○ Coverage of ABA graduate courses as well as research and clinical supervision now that only one full-time faculty member lives in the Lake Charles area;
  - ○ Ideas for increasing enrollment for the face-to-face ABA program, which declined significantly during and after the Covid-19 shutdown and multiple closures in 2020-2021 due to natural disasters;
  - ○ Managing online students' clinical experiences long-distance, as many students now worked outside of SW Louisiana and were unable to return to this area to work at MAP;
  - ○ Financial concerns relating to keeping two clinics going despite declines in funding (client numbers and staffing were low); and
  - ○ The need to hire at least two full-time faculty members in 2022-2023 just to keep courses covered and be compliant with accreditation standards.
- For the MA - Counseling Psychology concentration:
  - ○ Submission and final approval of all course level and catalog changes to previous Counseling courses (MEd AND MA programs) via Curriculog;
  - ○ Continued progress toward state level approval of the two new MS degrees, to be achieved by early Summer 2022;
  - ○ Additional professional development and training related to CACREP standards for all Counseling faculty members;
  - ○ A job search and hiring of a fourth full-time faculty member, scheduled to begin in August 2022; and
  - ○ Plans for BCoE to "teach out" students in the current School Counseling program as we plan to implement the new MS in School Counseling in August 2022.

2022-2023 meetings discussed:
- For the MA-ABA concentration.. Discussions focused on:
  - the required thesis project (699) and managing enrollments for that each summer;
  - faculty hiring needs (need to have 3 full-time ABA faculty and only have one since Nidal Daou moved away and shifted to part-time status);
  - the next ABAI accreditation cycle, which hinges on hiring new faculty;
  - professional needs of MAP staff
  - overall student progress in coursework
  - changes to curriculum related to recent changes to ABAI accreditation requirements (added 5th semester of internship; improving research experience; monitoring internship hours and issues related to entering grades for internship courses)
- For the MS - CMHC concentration (formerly MA - CPSY)... Discussions focused on:
  - the merging of School Counseling students from the Department of Education Programs into our department, and faculty coverage of those courses
  - the need for a Clinical Director to manage day-to-day operations
  - planning for CACREP self-study with hopes to submit it in Fall, 2024
  - faculty hiring needs (3rd Counselor Educator required) after resignation of Dr. McClain (who shifted to part-time for one semester and then resigned)
  - development of policies manual relating to graduate student matriculation and remediation plans

2023-2024 meetings discussed:
- For the MA-ABA concentration:
  - Discussions focused almost exclusively on completion of self-study for ABAI accreditation, to be submitted in early Spring, 2024;

- training and on-boarding for new ABA faculty meetings;
- re-distribution of tasks with the full-time transition for Dr. Nuse and hiring of Dr. Lovett in January, 2025;
- professional needs of MAP staff;
- improvements to graduate student thesis rotation, enrollments, and procedures, as well as student outcomes for this course;
- site placements for online ABA students (those who work off campus in other towns)
- For the MS - CMHC concentration (formerly MA - CPSY)... Discussions focused on:
  - elimination of School Counseling program;
  - approval to hire a Clinical Director for KDCC (approved and hired in Summer, 2024!);
  - departures of Dr. Teem in May, 2024 and Dr. Vashisht in July, 2024, leading to the need to hire three full-time faculty for the MS - CMHC program... all three were approved and searches launched;
  - continued work on CMHC Student Handbook and policies manuals, with preparation to complete self-study after new faculty are hired;
  - student progress and matriculation through the program.
- We continue to far surpass the benchmark of having 12 graduate faculty meetings per year, with the actual number of meetings surpassing 40 for each of the past three years. Part of this is because of upcoming and recent accreditation visits and working on self-studies, so these numbers may decline somewhat. However, we would like to increase the benchmark for graduate faculty meetings from 12 per year to 20 per year.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- The Department easily surpassed the benchmark of six faculty meetings per year for each graduate program, holding 12 meetings for the CPSY program and 24 meetings for the ABA program in 2019-2020. After the Covid-19 shutdown, in March 2020, these meetings continued virtually and sometimes over the phone.
- For ABA,
  - Our 2018 ABAI site visit uncovered some deficiencies that needed to be addressed in our face-to-face ABA program, and they gave us two years to make changes and to seek re-accreditation.
  - With the recent hire of a new faculty member we now had the four required faculty members to begin to improve both clinical training and research requirements for the ABA program.
  - The ABA faculty began to develop plans for the new PSYC 699 Thesis course, along with other curriculum changes to produce better-quality student research projects. This was more complicated than originally expected, so it became clear that biweekly meetings were needed to ensure timely implementation of the changes needed to achieve re-accreditation in two years.
  - Though minutes were not maintained from these meetings, Departmental and Faculty Calendars provided information to verify each of these meetings. Faculty members also provided information pertaining to the topics discussed and decisions that were made.
- For CPSY:
  - Department faculty (specifically Dr. Yaudes) lobbied the administration to hire a Counseling faculty member who could help us begin working toward CACREP accreditation. We received approval to hire and were able to add one faculty member in January of 2020. We also received approval to add another faculty member the following year (2020-2021).
  - Counseling faculty scheduled monthly meetings to discuss the steps needed to seek accreditation, and many changes were identified that needed to be developed next year before we could begin to meet CACREP standards. Early meetings focused on hiring sufficient well-qualified faculty members, as four would be needed to gain initial accreditation for the MA-CPSY program and to also re-accredit the MEd in School Counseling, which we learned would likely be moving to the Psychology Department.
  - Though detailed minutes from each of these monthly meetings were not maintained, Program faculty provided the Department with times and dates of these meetings along with general topics discussed and decisions made.

- Both the ABA program faculty and CPSY program faculty made a lot of progress toward improving curricula, providing better oversight of students and their progress, and working toward accreditation /re-accreditation. As such, faculty agreed to continue holding frequent meetings to continue this important progress. Some meetings had to be held virtually after the Covid-19 shutdown in March 2020, so the decision was made not to alter the Benchmark at this time and to revisit this after the 2020-2021 assessment cycle.

2020-2021:
- The department faculty again surpassed the benchmark for this objective in 2020-2021. Despite significant campus and community closures and the lost of departmental offices and both clinics, these meetings continued virtually or over the phone after only a short break in the fall of 2020.
- For ABA:
  - All four ABA faculty members evacuated out of town in August 2020, and none were able to return home due to extensive damage to their homes and property. Thus, meetings declined from an average of three per month in 2019-2020 to once per month in 2020-2021. During these meetings, program faculty continued to work on changes needed to achieve re-accreditation, and they made plans to submit a self-study no later than the Fall 2021 semester.
  - All four program faculty members were involved in planning the new PSYC 699 Thesis course, but the burden of teaching these Thesis students was shouldered in 2021 by the one faculty member who was able to return to campus.
  - The department was able to obtain approval to hire new ABA faculty members, but low starting salaries, heavy teaching loads (including online courses), and diminished housing and on-campus space made it difficult to recruit and attract qualified candidates to McNeese.
- For CPSY:
  - With the addition of a 3 rd Counseling faculty member in January 2021, meetings began to occur twice per month so progress could be made toward achieving CACREP accreditation. The meetings were productive, and they often involved the department head and dean.
  - A timeline was developed to prepare and submit a self-study for CACREP in 2023, with hopes of achieving accreditation in 2024. A meeting was held with members of the administration to outline plans for accreditation and to discuss needs for an additional faculty member, in addition to transferring the faculty line for School Counseling to the Department of Psychology from the Department of Education Professions.
- Due to significant progress made and a long list of changes still needed to achieve accreditation and re-accreditation for both the ABA and CPSY programs, faculty decided to increase meeting frequency for the 2021-2022 academic year. A new benchmark was set increasing meeting frequency from six per year to at least 10 times per year. This would allow monthly meetings during the fall and spring semesters, as well as at least one meeting during the summer semester.

2021-2022:
- Both sets of program faculty again easily surpassed the benchmark of 10 meetings per year, with a total of 46 meetings during the 2021-2022 assessment cycle.
- For ABA:
  - Faculty losses remained a significant problem, as we now had one full-time faculty member living in Lake Charles, one living in Baton Rouge, and one adjunct instructor living in New York. We were barely able to barely cover courses because we also experienced a sharp decline in enrollment.
  - Faculty met via Zoom and over the phone, averaging two meetings per month.
  - A virtual site visit with ABAI was delayed by ABAI twice, so our scheduled September site visit was finally held in November of 2021. We received notification in early 2022 that we did receive re-accreditation for three years.
  - We continued to struggle with finding qualified applicants for our open faculty position, and with the impending retirement of Dr. Melville (in May 2022) this became the primary focus of

many faculty meetings. Another focus was on finding ways to increase enrollment in our face-to-face program. We ended 2021-2022 with fewer than 10 students scheduled to enroll in August 2022, after having more than 40 students in this program only three years earlier.

- For CPSY:
    - We hired a CACREP consultant who visited for several days in the summer of 2021, and several new objectives were identified for the 2021-2022 academic year.
    - Yaudes, Vashisht and Teems meet twice per month throughout 2021-2022 to work on additional curriculum changes. Meetings were also held with the department head, dean, and members of the administration to work toward University and State level approvals for two new programs (MS in CMHC and MS in SCHC). Plans were made to move one faculty position from the Department of Education Professions (School Counseling), which would leave us with only one additional faculty member to hire.
    - We received approval to hire another faculty member and have since hired a new assistant professor, scheduled to begin in August 2022.
- Formal minutes were not available for the Graduate Program faculty meetings for either of the ABA or CPSY programs, but faculty members were able to review personal notes and calendars to provide details about these meetings for the 2020-2021 assessment cycle.
- As most of our graduate students come directly from our undergraduate program and we need to increase graduate enrollment, all graduate program faculty members have agreed to begin participating in campus recruiting events for high school students.
- Thompson will take over for Dr. Melville (retired) as Program Coordinator and will meet at last once per month with the department head to assess student progress (clinical and research), discuss any problems that need to be addressed relating to clinical experiences and oversight, schedule course coverage and hire adjunct faculty to assist with this, increase enrollment in the face-to-face ABA program, and increase efforts to attract and hire qualified faculty members in 2022 and 2023.
- Dr. Yaudes will continue as Program Coordinator for both Counseling programs and work to train new Counseling faculty to gradually assume some of these responsibilities in anticipation of a CACREP self-study to be submitted (likely in 2023). Counseling faculty will meet as a group at least once per month in 2022-2023, with additional meetings added to that schedule as needed.
- Thus, we decided to increase our benchmark again this year to hold at least 12 meetings for each graduate program during the 2022-2023 assessment cycle. We anticipate a need to continue having frequent program meetings at least through the end of the current accreditation cycles in 2024.

2022-2023:
- We met and far exceeded our benchmark of holding at least 12 graduate faculty meetings in 2022-2023.
- ABA faculty (both full-time and part-time) met as a group regularly (16 times, almost monthly during the spring and fall semesters) this past year, in addition to quite a few unscheduled or informal meetings and discussions between those scheduled meetings.
    - A lot of progress was made on improving the 699 thesis project and it is our hope those projects will become stronger each year. This is important for our reaccreditation efforts next year.
    - With Dr. Daou resigning and shifting to part-time instruction long-distance an immediate need to find at least one other qualified VL to teach for the ABA program had to be addressed. Dr. Nuse was hired part-time as a long-distance VL and he and Dr. Daou both taught a small load of courses this year.
    - Dr. Thompson and the part-time instructors collaborated to maintain the ABA program's VCS status and to begin working on the self-study that will need to be submitted next year. This was quite an undertaking, as new standards emerged for accreditation that required several curriculum changes over the past year.
    - Issues with low enrollment, especially in the F2F program, were a focus of discussion at times. One issue is the large number of online programs around the country -- many of which are not ABAI accredited but still allow students to sit for the BCBA exam. We have received information that this will change in a few years, as ABAI will implement new policies pertaining to internship placements and supervision that will make it difficult for 100% online programs to continue. Discussions will continue regarding methods of

recruiting new students, especially among our undergraduate students who live in the area and could join our F2F program (and complete their internships at our on-campus clinic, MAP).

- Counseling (CMHC) faculty also met regularly to continue implementing changes to the curriculum, course offerings, and policies and procedures in preparation for eventual CACREP accreditation.
    - Dr. Yaudes mentored our two junior faculty members and involved them in decision-making and planning for the program. He continued to manage the daily operations of KDCC and advise the graduate students as we awaited approval to hire a Clinical Director.
    - With the resignation (and temporary shift to part-time status) of Dr. McClain and the subsequent need to hire her replacement (School Counseling) as well as a 4th Counseling Education faculty member, some delays in submitting a CACREP self-study have occurred.
    - Some progress was made on revisions to policies and procedures for both the MS-CMHC program and KDCC and other internship options, but progress was slowed by the aforementioned issues with need for a Clinical Director and another full-time faculty member.
    - It is our plan to focus on approvals and then advertising for the needed faculty and clinical positions, as these hires are necessary to build a successful CACREP self-study and achieve accreditation of the MS in CMHC. We will also continue recruiting efforts to further increase enrollment in this program.

2023-2024:
- We again met and far-exceeded our benchmark of scheduling 12 or more meetings for faculty members in our graduate programs. Because we have accreditation efforts underway in two graduate programs, we plan to far exceed that benchmark next year. After next year (2024-2025) we will discuss altering the benchmark for 2025-2026.
- In addition to work in our ABA and Counseling programs (see below), the decision was made to eliminate the MA in General/Experimental (concentration) in 2024-2025. It is a very small program (always has been) and only four students remain as of now, so faculty and other resources can be redirected toward the two larger clinical programs seeking accreditation/re-accreditation.
- The hires of two full-time ABA faculty members in 2023 and then January, 2024 meant that for the first time in many years, all required positions were filled. On-boarding for these faculty members took some time but these efforts appeared to be successful.
    - Both of the new faculty members welcomed the opportunity to teach undergraduate courses, which was necessary due to low enrollments in some ABA graduate courses. They also began to take some of the tasks previously managed by Dr. Thompson alone, and faculty meetings mostly focused on (1) writing the self-study in Fall, 2023, and (2) completing it and submitting it during the Spring, 2024 semester. We are planning to host a site visit in Fall, 2025 with the hope of achieving re-accreditation of our face-to-face ABA program.
    - Several discussions involved options for program improvement, such as alterations to course and thesis rotations and teaching assignments, along with the addition of one F2F section of an ABA course for the first time since before 2020!
    - Our focus for next is on achieving re-accreditation and our goal to increase enrollment in our F2F ABA program.
- For the MS-CMHC concentration, multiple important changes occurred this year and our goals for next year are much clearer:
    - Due to the inability to hire School Counseling faculty members the decision was made to terminate that program and "teach out" the remaining students over the next few semesters. Dr. Creel (VL) agreed to assist us with teaching these courses and has been doing an excellent job. This reduces the need for Counseling graduate faculty from four to three.
    - Dr. Teem was released in May, 2024 and Dr. Vashisht announced her resignation shortly thereafter, increasing the need for new Counseling Education faculty members back to three. Approvals were quickly sought and received to hire and as of now, all three positions have been filled! This will be the first time we have had all three required positions filled and can make a legitimate effort to achieve CACREP accreditation.
    - After more than two years of requesting permission to hire a Clinical Director for KDCC approval was received in late Spring, 2024 and as of now, the position has been filled with a

late summer, 2024 start date. This will allow faculty members to focus on teaching, research, and accreditation and will also boost our chances of becoming accredited.
- Once our new faculty members and KDCC Director have completed training and onboarding for their respective jobs, they will be involved in regular meetings focused on CACREP accreditation. By the end of the Fall, 2024 semester we plan to develop a timeline for 2025 to accomplish any remaining programmatic changes/improvements, write the self-study, and submit it to CACREP. Though some other typical tasks like student evaluations and developing a Student Handbook will continue, most MS - CMHC faculty meetings in 2024-2025 will focus on working toward accreditation. Our hope is to achieve CACREP accreditation no later than Spring, 2026.

3 Assessment and Benchmark

Benchmark: 50% of students in both the face-to-face and online sections of PSYC 499 will complete an exit survey to provide their input on the degree program and course offerings.

Prior to 2022-2023, the benchmark was students will complete exit surveys prior to graduation.

3.1 Data

Academic Year	# of exit surveys completed
2019-2020	0
2020-2021	18
2021-2022	21

Academic Year	Exit Surveys Completed			
	Face-to-Face Sections		Online Sections	
	#	%	#	%
2022-2023	15/23	65%	0/45	0
2023-2024	16/21	76	15/31	48%

2019-2020:
- We typically collect exit survey data at the end of each academic year at the end of the capstone course (PSYC 499). When the Covid-19 shutdown caused us to switch to fully online courses unexpectedly, we were not prepared to collect these data electronically. Thus, we do not have exit survey data for 2019-2020.

2020-2021:
- We received exit surveys from 18 undergraduate students in May 2021. This included 11 students in face-to-face sections and seven students in online sections. The results of these surveys suggested that:
  - Students continue to find PSYC 499 (capstone) very useful as a review of content from across the curriculum, and especially in preparation for taking the Major Field Test (MFT).
  - Students continue to struggle most with concepts in research and statistics. There were fewer negative comments specifically linked to PSYC 427, but "Statistics" was mentioned several times and that content is covered in PSYC 427 AND STAT 231. Students specifically mentioned not finding STAT 231 to be particularly helpful.
  - PSYC 431 (Abnormal Psychology) received the highest ratings in terms of preparation for the MFT, closely followed by PSYC 461 and 471.

- When asked about elective courses they felt were most helpful, students mentioned PSYC 451, 480, and developmental psychology courses in general. They mentioned these courses specifically as being covered heavily by the MFT.

2021-2022:
- Exit surveys were completed by 21 students at the end of the capstone course (PSYC 499) in December 2021 and May 2022. These included 13 students in face-to-face sections and eight students in online sections. Survey responses revealed that:
    - Students again found the Capstone course to be very valuable, and they appreciated the variety of assessment types used by the instructors;
    - Several students noted significant issues with PSYC 427, including some noting that they didn't learn anything of significance but managed to learn the material later in the research sequence; and
    - Students valued their early courses (PSYC 431 and 461), as well as several electives (especially PSYC 451 and 440);
- Students in our online degree continue to ask about online offerings of the Biology lab courses. These were offered online during the Pandemic and hurricane shutdowns, but are now reverting to face-to-face labs and/or synchronous virtual meetings at regular daytime time slots. Some students still end up taking these courses at another university and transferring them back to McNeese.

2022-2023:
- We did not meet the benchmark of 50% completion among online students as no formal survey was distributed (the course is taught by a VL long-distance and may not have received reminders about the new benchmark).
- We did meet the benchmark of 50% completion among students in the F2F sections, as these students are easier to reach because of physical meetings twice per week. In addition to informal questioning during class meetings (when most students are present), we began offering an end-of-semester pizza party in the Spring, 2023 semester and using that opportunity to ask students about the course and the BS program informally. Both of these options produced a higher percentage of students responding and a wealth of information faculty were able to discuss later in regular faculty meetings. For example, students reported that:
    - the first research course in the 3-semester research sequence (PSYC 427) continues to be difficult, and they feel they are not learning the basic information needed to design and conduct their studies in PSYC 428/495;
    - students continue to report stronger knowledge in the areas of developmental psychology, social psychology, and abnormal psychology; they believe this is because as F2F students, they are able to take these courses in-person, whereas many upper level PSYC requirements have only been taught online in recent years;
    - students report their experiences in PSYC 499 (capstone) are mostly positive and it is a valuable course; they overwhelmingly want us to continue focusing on general knowledge needed to earn a good score on the Major Field Test, which is our standardized end-of-program assessment;
- A formal survey was distributed to all graduating PSYC majors in May, 2023 -- something we haven't been doing regularly for many years. Though this performance objective is focused on surveying PSYC 499 students (almost all of whom are degree candidates), we wanted to report on this new round of more formal and more confidential survey data. Only nine students responded, but it's interesting to note that 8 of those were online students (giving us needed data from this group). These 9 students reported that
    - they believe they have excellent knowledge in most areas of psychology, including social psychology, developmental psychology abnormal psychology, biopsychology, and learning principles;
    - they feel the psychology curriculum prepares them very well in understanding diversity and developing acceptance and tolerance of others who differ from themselves;
    - they feel weakest in areas not related specifically to Psychology courses but gen ed courses as well, including (1) oral communication skills and (2) critical thinking skills;
    - they reported needing more training and information relating to possible careers in psychology.

2023-2024:
- We again exceeded the benchmark of obtaining information data from 50% of our F2F students in PSYC 499, and almost met that benchmark this time for the online students (48%). These data were gleaned from F2F discussions, Zoom discussions, and even a few email exchanges. Overall, students reported the following:
  - the PSYC 499 course is valuable and helpful, and they especially like that we "lecture" (in person or video) at times similarly to an intro class (PSYC 101) but also engage them more and challenge them to apply what they are learning... this helps them prepare for the Major Field Test as well, which students love;
  - those in the F2F sections reported gaining more knowledge and being better prepared for the end-of-program assessments than those in online sections, despite some level of coverage on every topic in both groups;
  - a few students stated that the changes we recently implemented in PSYC 427 (based on student feedback from previous years) have made that course better (they are finally being exposed to some of the basic statistics they need to know), but they continue to feel that they are not understanding the content and getting what they need for the two later research courses;
  - we heard comments about online students "getting what you put into it" in online courses across the curriculum and university; they further explained that you have to be much more independent and they lose interest more easily and feel less engaged in online courses, but they also find them to be much easier (open-book quizzes means no studying is required)... basically they say they find it easier to get As in online courses but feel they are not learning as much... they also find that when they get to later classes that build on that content they are "behind" or confused;
  - the students in our F2F program were very happy to learn we had added PSYC 471 in a F2F format this year and are planning to do the same with PSYC 404 next year.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
- N/A

2020-2021:
- Students' survey responses were discussed briefly during our ACE week meeting in May 2021. Information from students about the most helpful electives (PSYC 451 and 480) were discussed, and faculty agreed that these content areas should be recommended to students during advising sessions. Additionally, we will pursue options for increasing sections of these courses from twice per year to three times per year.
- Faculty members also discussed methods for encouraging completion of the exit surveys, as fewer than half of our students complete them (and even fewer students taking the online section).

2021-2022:
- Faculty reviewed the exit surveys from December 2021 and May 2022 during their meeting held during ACE week in May.
- Faculty discussed recent changes to the content and sequencing of information in the 3-semester research sequence. We agreed to wait and observe whether or not those changes-- implemented in Summer, 2022 -- might produce changes in students' survey responses next year.
- We were able two additional sections of one of the most popular PSYC electives (PSYC 480) this past year during the winter interim break and again during summer school. Given the tendency for some of these courses to fill up during the first three days of registration, we plan to offer these additional sections again. We may also add a third section of another popular elective in 2022-2023.
- We plan to increase the number of students completing these in-class surveys during the 2022-2023 cycle, with a goal of at least 50% compliance for both face-to-face and online sections of PSYC 499. We also contacted IRE staff and asked that they resume distribution of an online survey sent to degree candidates. This was done once in 2019 before the Covid and storm shut downs, and we hope to receive a substantial number of these anonymous surveys in December 2022.

2022-2023:

- We were pleased to learn that students feel confident in their knowledge across most domains within psychology.
- We were also pleased to gain so much useful information by hosting an end-of-semester pizza party (during finals week) and though only a few students attended this (it was optional), those students were engaged and had a lot of information to share. We plan to continue these informal meetings and hope to increase attendance (we may make it mandatory). We are not sure how to accomplish this with the online students yet.
- The formal surveys completed by 9 students (8 online) and the relatively large group of F2F students who provided information informally allowed faculty to have several discussions about our curriculum. Specifically,
    - We significantly revised the Syllabus and some assignments in PSYC 427, a course that students have been struggling with for about a decade. Focus on statistical knowledge and online calculations (Excel) was well-received, though they felt unprepared for that knowledge and believe better instruction is needed. We have met and decided to alter that course further in 2023-2024, with department head oversight in Moodle to assist as needed. A comprehensive final exam was also added to assess "final" knowledge of students (exams have never been used in this course!) and will also help with our BS degree Program Assessment.
    - We decided based on student feedback about the need for F2F courses to offer a new one in the course scheduled next year (PSYC 471) and another one to be added the following year. We have had few options for this since the hurricane/Covid-19 shutdowns.
    - We will continue to focus in PSYC 499 on helping students prepare for the Major Field Test, as they appreciate us "teaching to the test" a bit and we use those data in our BS program Assessment Reports every year.
    - We have decided to "tag-team" in the F2F section and are now having the course co-taught by the Department Head and a new full-time instructor who himself went through our BS and MA programs several years ago. This approach appears to be working well and students are benefiting from the wisdom and experience of a long-term faculty member (almost 25 years) and a newer instructor who relates very well to their own experiences. We plan to continue this in 2023-2024.
    - The areas of weakness identified by 9 students who completed our formal survey in May of 2023 have been discussed by faculty and we plan to discuss program or course-level changes to address them. For now, our plan is to add information about psychology careers to both FFND 101 and PSYC 101. Careers are already covered in those courses so we will increase that coverage directly via lectures specifically focused on those topics.
    - We were surprised to hear that students felt they were weak in the area of critical thinking, as we have implemented many assessment over the years throughout our program that required that skill. Faculty discussed this and decided to see if this continues to be reported as an area or weakness before addressing this directly in psychology courses.
    - We were not surprised to hear that students lacked confidence in their oral communication skills. This is because most of our students now choose COMM 105 or 205 rather than COMM 201, which requires giving multiple speeches. Now that all three courses are accepted many students opt for what they consider to be the easier courses, which do not require giving speeches. Additionally, only one course in our Psychology curriculum (PSYC 499/Capstone) requires giving a presentation to the class. We do allow students to record their presentations and then sit in class and watch them with their classmates, but they still have to practice oral communication and student ratings and the professors' ratings are both used in grading that presentation. We will discuss focusing more on the "speech" aspect of that assignment if this continues to be a concern next year.

2023-2024:

- We were pleased that more students in both F2F and online classes provided feedback about their experiences in our programs this year. We were also pleased to hear that they found the PSYC 499 capstone course to be useful/helpful. We will continue to offer more opportunities to apply their knowledge next year.

- We continue to be concerned that online students are less confident about their knowledge than those in the F2F sections. The F2F students say sitting in class requires them to be attentive, whereas online students can choose to skip the video lectures in the online course and just do the assignments on their own. (Note: This is corroborated by the finding that online students score significantly worse on the Major Field Test than F2F students, which we are trying to address as part of the BS program Assessment Report). A meeting between the Department Head and the VL who teaches the online section is scheduled for August, 2024 to discuss ways to improve learning and MFT scores in the online sections.
- We are pleased that student feedback was used to improve PSYC 427. The instructor for this course (for many years) retired in May, 2024, and new instructors have been assigned to teach the course. Our first step was to choose a better textbook that covered both statistics and research methodology better. Additionally, new plans for assignments were developed and implemented beginning in Summer, 2024. We look forward to reviewing outcome measures in this course next year to see if these changes have benefitted our students.
- We added a F2F section of PSYC 471 this year (for the first time since 2019) and it went very well. We will continue to offer this at least once a year. We will also add a F2F section of PSYC 404 in the Fall, 2024 semester, as one of our new faculty members has agreed to teach it. We hope to discuss adding another required course to our list of F2F course offerings next year.

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

Academic Year	% of faculty engaged in community/agency service	# of students engaged in community/agency service	# of sites
2019-2020	100%	—	—
2020-2021	100%	—	—
2021-2022	100%	109	38
2022-2023	100%	>150	42
2023-2024	100%	--	42

2021-2022 Site List   [DOCX 14 KB 9/26/22]

DSCN Collaborative Agency Site Listings 2022 to 2023   [DOCX 14 KB 1/29/25]

DSCN Collaborative Agency Site Listings 2023 to 2024   [DOCX 14 KB 1/29/25]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:

- Departmental faculty and students remain committed to service with their participation in 38 different agencies and organizations.
- Service opportunities and participation declined significantly during the Covid-19 shutdown (2020), as all of these activities involve significant face-to-face interaction and many agencies and organizations were also forced to close. Some are fully operational again, while others are still closed or limited due to hurricane and other storm damage from 2020-2021. Thus, our number of sites is a bit lower than it was in 2018.
- We have experienced a sharp increase in the numbers of students involved in various service activities. A significant part of this increase is due to about 25 students who volunteered with our

Out of the Darkness walk in Fall 2021. We had approximately 50 student volunteers working that event, but about half of those were already involved in other agencies; thus about 25 students out of 109 are included only because of their participation in that walk.

- We always have a high number of undergraduate and graduate students serving in mental health agencies as volunteers and as practicum or internship students (59 this year). These are included because many of their hours are unpaid and they work more hours than they are able to count in their Practicum/Internship course records (working "off the clock").
- Additionally, students served as volunteers in both of our Clinics, at Family & Youth Counseling Agency events, with NAMI and other organizations, and at area schools (e.g., six students volunteered at Sam Houston High School).
- We are pleased with both faculty and student involvement in service activities, especially because (a) many of our students are "online" and do not live here, (b) some faculty members did not return to campus last year but remained active, and (c) some level of social distancing was still in place, reducing opportunities to serve and causing some who might normally participate to not do so.
- Our goal is to continue the number of participants in the 2022-2023 academic year, but to increase the number of agencies on our site list to at least 40 sites.

2022-2023:
- We again had 100% of our faculty members and a large number of undergraduate and graduate students engaged in some type of community service this year. As with last year, student involvement was high due to the Out of the Darkness Walk held each year in September. Faculty members offered extra credit in several classes to increase involvement and this appears to have helped.
- The number of sites/agencies this year increased from 38 to 42 and we are pleased with this. A few agency connections from previous years were eliminated for various reasons (end of programming or grant funding), but we added seven new agencies to our list this year. A lot of this was related to new internship placements for graduate counseling students and/or new grants connecting faculty in our department with new agencies. We are very pleased with this trend and expect it to continue. No changes to our benchmark (which is non-specific). However, we would like to eliminate one of the measures -- "# of students engaged in community/agency service." There are two reasons for this: (1) the assessment specifically mentions only "faculty" maintaining collaborate community activities, and though students are involved in many of those activities (e.g., internships) student involvement is not part of this assessment; and (2) it has become increasingly difficult to document student involvement. We can easily assess number of formal internships and student employees in various agencies (more than 20 per semester), but many of our students attend fundraising events and community service activities without signing in or submitting documentation. Though we recently discussed implementing a "community service" requirement in all PSYC sections of FFND 101, students may engage in 10 activities as part of athletics or sorority/fraternity requirements and they would not report on those. We rarely come across a student (out of 360 to 380 UG and graduate majors) who has NOT participated in community service.
- Please eliminate the measure relating to student involvement from this assessment, though we may continue to mention students in our analyses for the faculty involvement assessment.

2023-2024:
- Our faculty continue to be engaged in various types of community service, and we held consistent with 42 agencies this year. We are pleased that our students (and faculty) continue to be involved in the Out of the Darkness Walk each fall and plan to continue both participating in that event and recruiting others to participate. Almost all of our faculty members attended and/or volunteered for this event in Fall, 2023, and more than 50 students did as well!
- We added a service requirement to FFND 101 this year but only received informal data from these participants about where they served and the activities they did while there. Because we agreed to eliminate the assessment relating to students we will no longer report those data.
- Our goal is to have more than 40 service agencies on our list next year. Due to recent faculty retirements at least three of the agencies on our list will disappear in 2024-2025, so this will mean we need to add some new agency collaborations for faculty and students next year.

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

Academic Year	% of full-time faculty maintaining active research programs	# of faculty conducting ongoing research	# of faculty teaching PSYC 495	# of students presenting research projects
2019-2020	—	—	—	—
2020-2021	—	—	—	—
2021-2022	100%	8/8	2*	69**
2022-2023	75%	6/8	3*	69**
2023-2024	78%	7/9	4*	69**

*This number represents only full-time faculty members -- adjunct instructors taught multiple sections of PSYC 495, so the total # of faculty (including part-time) was higher.
**This number now includes graduate thesis projects completed during the assessment cycle *only* if they are formally presented (orally) in a multi-media format, with an audience of faculty, staff, and/or students.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
- 100% (8 out of 8) of our full-time faculty conducted, completed, and/or presented research in 2021-2022. Six maintained an ongoing program of research, one collected dissertation data (in ABD status), and one presented research from previous projects at more than a dozen virtual workshops /professional meetings. Two faculty members from this group retired this summer, and we have hired three new full-time faculty for 2022-2023. Our goal is for 100% of these nine to be engaged in research activities, and for at least seven of them to be engaged in an established program of research here at McNeese.
- Two full-time faculty members and three part-time instructors shares the responsibility of teaching three to five sections of PSYC 495 (Senior Thesis) each fall and spring semester. This involves an inordinate amount of work, supervising novice researchers through all steps of the research process from applying for IRB approval to the written final APA-style paper and defending their research in a formal poster presentation open to the McNeese community (and often students' family and friends!). Our goal for 2022-2023 is to have three full-time faculty members teach at least one section of PSYC 495.
- We were pleased to have 69 students give some type of formal research presentation in 2021-2022. These included 48 undergraduate thesis poster presentations, 17 graduate thesis oral and multi-media presentations, and four posters or talks given at regional or national psychology conferences. Our goal for 2022-2023 is to have 70 research presentations made by students, and for the number of students presenting at regional or national conferences to increase to at least five.

2022-2023:
- We did not meet our previous level of performance on this assessment; for the first time in a while, we did not have 100% of our faculty members engaged in programs of research. We had two full-time faculty members who were not engaged in research for different reasons. One professor is nearing retirement and recently stopped conducting research and attending research conferences, as he has been teaching online from home full-time since the events of 2020-2021. The other instructor is a new instructor who spent several years teaching in another department (Math) and has little or no history of psychological research. Her previous job did not require scholarly activities so we will encourage her to begin involvement in research next year.
- Despite having fewer faculty members engaged in ongoing research, we maintained the same number (69) of students presenting research projects. These included graduate thesis defenses (7),

senior thesis poster presentations (60), and regional conference presentations (2). We are pleased with this and hope to be able to maintain it next year.
- We expect some faculty changes next year (new ABA and/or Counseling faculty) and they should contribute to research activities in our Department. We will not revise our benchmark at this time.

2023-2024:
- We missed the benchmark but did slightly better this year, with almost 80% of faculty members engaged in ongoing research. The same two faculty members who were not involved in research last year were not involved in research this year. We added one new full-time faculty member who has been engaging in research, and that increased our percentage from 75% to 79%.
- We again had 69 students present research in the form of graduate thesis defenses (9), senior thesis poster presentations (59), and other conference presentations (1). We are pleased with this because student research naturally involves faculty members as supervisors and/or co-authors on their presentations.
- We have seen an increase the past couple of years in grant-funded research, and we are pleased and hopeful that this trend continues.
- One faculty member who has not been engaged in research retired in May, 2024. We also recently received approval to hire three new full-time faculty members in Fall, 2024, and those positions have just been filled this summer. After onboarding and getting their classes set up next year, we expect they will contribute in research and other scholarly activities in the future.
- We will monitor research activity again next year and then consider whether or not a more specific benchmark or adjusted benchmark should be set.

3 Assessment and Benchmark

Benchmark: Faculty in the Department of Psychology and Counseling will serve on at least 29 departmental, college, and University committees.

Prior to 2022-2023, the benchmark was 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

Academic Year	Faculty members that participated in committees aimed at improving student learning outcomes		# of such committees on which departmental faculty served
	%	#	
2019-2020	—	—	—
2020-2021	100%	10/10	22
2021-2022	100%	8/8	28

Academic Year	Faculty members serving on departmental, college, and University committees		# of committees on which faculty served
	%	#	
2022-2023	100%	8/8	31
2023-2024	100%	9/9	32

2020-2021 PSYC Faculty Committee Involvement   [DOCX 13 KB 9/27/22]
2021-2022 PSYC Faculty Committee Involvement   [DOCX 13 KB 9/27/22]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:
In 2020-2021 faculty members in the Department of Psychology served on 22 University, College, and Departmental committees. This number was somewhat lower than in 2018, but we have experienced a lot

of faculty turnover during those years. Additionally, a pandemic and multiple natural disasters temporarily reduced the number of active committees on campus (and our involvement in them).

Faculty members in Psychology are involved in many different aspects of life at McNeese, and some faculty members chair or co-chair committees such as the University Discipline committee, Traffic & Parking Committee, University IRB Committee, and several search committees.

Our goal is for Psychology Department faculty members to return to pre-Covid levels of committee involvement in 2021-2022, serving on a minimum of 25 committees within our department/college and across campus.

2021-2022:

We met our previous benchmark of serving on at least 25 committees this year, with our eight full-time faculty members serving on 28 different committees within the Department of Psychology and the College of Nursing & Health Professions, as well as across most facets of the University. This again included serving as Chair or Co-Chair for three University committees and five faculty/staff search committees in 2021-2022.

Two faculty members retired in May 2022, including one who served on five committees (and chair/co-chair for two committees). However, we have two junior faculty members who will become more involved in serving on committees next year, as well as hiring three new full-time faculty members beginning in August 2022. We anticipate each of these new faculty members participating in at least one additional committee. Thus, our goal as a department is to serve on a minimum of 29 committees in the 2022-2023 academic year.

2022-2023:

We are pleased that 100% of our faculty members contribute to McNeese by serving on departmental, college, and/or university committees. This year the number of committees increased from 29 to 32 despite a couple of committees being removed. This is because new committees were formed and our faculty joined committees we had not previously served on or reported

We surpassed our benchmark of contributing to at least 29 different committees this year, and will keep that benchmark for next year. We anticipate our numbers may increase due to the likelihood we will have several faculty/staff search committees in 2023-2024.

2023-2024:

As has been the case for several years, 100% of our faculty members participated in various university, college, and department committees this year. Our number of committees increased by one (from 31 to 32) this year. Despite retirements in 2022 causing a couple of committees to be removed from our list and new faculty members not yet being fully engaged in committee work, we have recently conducted six searches for PSCN faculty members and clinical staff. These positions will all be filled at the start of the Fall, 2024 semester.

We expect to maintain committee involvement but will keep our benchmark set for "at least 29) for next year. We will have significantly fewer faculty/staff searches in 2024-2025 but also hope our four new full-time DSCN faculty members will eventually become engaged in committee work outside the department. We will reevaluate our benchmark after next year.

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

Academic Year	# of SEI ratings obtained for faculty /instructors	Departmental average	University average
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	24	4.54	4.49
2022-2023	24	4.56	4.54
2023-2024	23	4.61	4.56

Academic Year	Range of average ratings for faculty /instructors	# of faculty/instructors with averages below 4.00
2019-2020	—	—
2020-2021	—	—
2021-2022	3.62-4.90	2
2022-2023	2.32-5.00	3
2023-2024	4.08 - 5.00	0

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
- The average SEI rating for department faculty was again higher than the University average. As a whole, our faculty demonstrate teaching excellence in both undergraduate and graduate courses.
- Two part-time instructors did receive an average SEI score below the 4.0 benchmark. One of those instructors immediately resigned at the end of the Spring 2022 semester. The other instructor experienced a significant loss in the Fall 2021 semester and students were unable to reach this instructor for a short time and there were significant delays in posting documents in Moodle and in grading and posting grades. A couple of meetings were held to discuss the SEI results and methods for coping with stress, time management, and asking for help when needed. The instructor immediately returned to prior performance levels and earned an SEI rating of 4.8.
- Training for all instructors of Gen Ed courses will take place in August 2022, as we are implementing all new assignments and rubrics (with the new SLOs) in our four Gen Ed courses (101, 233, 260, and 261).
- All faculty and staff were encouraged in early Spring 2022 to sign up for training for online instruction offered by the University, and several full-time and part-time instructors took advantage of this training. For 2022-2023, we have implemented a policy that all faculty must have documentation of some form of professional development relating to online teaching.

2022-2023:
- We experienced an unusual situation this year regarding SEI scores as three faculty members did not meet the benchmark of an average SEI rating of 4.00 or higher. Of these three, one was a temporary VL hire who taught for only one semester and only two students evaluated her (low participation rate). Another one was a VL with a very low participation rate and he immediately made adjustments after the Fall, 2022 semester and his SEI ratings improved significantly in Spring, 2023. The third one has been here a couple of years and experienced a sudden drop in SEI just for the Fall, 2022 semester. We believe this is related to her flying home to India for more than two months -- she was there to get married. When she left she suddenly transitioned her classes online and had difficulty managing these courses long-distance and with a time difference, along with her very busy schedule. Once she returned in the Spring her SEI scores improved and this has not been a significant issue again.
- Despite those issues, our departmental average did not decline because some instructors experienced increased SEI scores. Our departmental average of 4.56 continues to be at or slightly above the university average every year and slightly higher than in 2021-2022. We are pleased with this and plan to continue this trend with improvements again next year. We are setting a goal of achieving or exceeding an SEI average of 4.60, and to have no more than one faculty member with an average SEI score below 4.00. We will work on faculty training and professional develop to reach these goals.

2023-2024:
- We exceeded both of the goals we set last year. Specifically,

- no faculty members had an average SEI rating below 4.00, which hasn't happened in recent years;
- the range of ratings for our faculty improved drastically, from 2.3-5.0 last year to 4.1-5.0 in 2023-2024.
- We believe our focus on hiring quality instructors for both undergraduate and graduate courses contributed to our SEI improvements this year, as did added focus on instruction, policies, advising, enrollment sizes, and course improvements across our curricula.
- Our goal is to again have an average SEI score of 4.60 or higher and to again have no faculty members with average SEI scores below 4.0. We will revisit this assessment after next year and determine whether or not benchmarks should be changed or new ones added.

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

2019-2020:

2020-2021:

2021-2022:
- All instructors in the Department of Psychology submitted course syllabi to the Department Office each semester, and these were reviewed by the department head to ensure they included all required syllabus statements and policies.
- Many of the undergraduate syllabi and graduate syllabi were altered in Fall 2021 following the department's ACE Week meetings. Many course assessments were altered due to ACE week discussions about 2020-2021 student outcome measures.
- All syllabi for the 3-semester undergraduate research sequence were altered during the Fall 2021 semester. These changes including the addition of policies relating to timely submission of course assignments, the requirement to submit a completed IRB packet at the end of PSYC 428, and the addition of content on general research designs and statistics and removal of the requirement to select thesis project topics in PSYC 427.
- Syllabi were also revised to reflect new policies and/or removal of recently added policies pertaining to the Covid-19 pandemic (e.g., social distancing, mask-wearing, etc.). Syllabus statements about technology requirements and online learning were updated for the Spring 2022 semester.

2022-2023:
- As in previous years, 100% of our faculty revised/updated course syllabi and those syllabi were submitted to the Department Office for review. Any issues with Syllabi policies, office hours, grading policies, etc. were addressed and corrected in a timely manner.
- Several faculty meetings this year focused on revising courses and assessments, especially Gen Ed courses and courses targeted in annual assessment reports. Faculty were more involved than usual in this process via formal meetings during ACE week.
- In addition to a full faculty meeting in May each year to discuss student learning outcomes and assessment data, we began having "area" meetings for each degree program in May, 2023. This allowed experts to work together on their own programs (BS, MA-ABA, MS-CMHC) and look more closely at possible improvements after reviewing their students' data.

2023-2024:
- All full-time faculty members again participated in meetings throughout the semester and during ACE week to discuss student learning outcomes (as well as students' feedback). Some courses have been significantly revised (PSYC 427) as a result of these discussions.
- 100% of syllabi (both full-time and part-time faculty) were submitted to the Department Office and reviewed by the Department Head. Any issues were addressed promptly and revised syllabi were uploaded to Moodle as needed.

- All faculty (including VLs) were provided with increased instruction for special assessments, such as Assessment Plan benchmarks across the curriculum and major assessments in Gen Ed courses (movie assignments). In 2023-2024, all Gen Ed assessments were revised and new rubrics developed, and these are now being implemented.
- Some curriculum changes have also occurred (reported in other sections), such as offering more required PSYC courses in F2F format this year and next year.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
- The Department of Psychology met this benchmark for 2021-2022, as all course syllabi were revised. Specifically, decisions made by faculty who met during ACE week were implemented for some courses (especially graduate courses).
- Syllabi were checked to ensure compliance with departmental and University policies, and any syllabi that needed revision were revised and posted to Moodle during the first week of classes each semester.
- Graduate syllabi for all Counseling courses were drastically revised in 2020-2021 and 2021-2022. These changes were necessary to become compliant with CACREP accreditation standards for each course in the Counseling curriculum.
- Two full-time faculty members used feedback from SEI reports to alter the assignments used in their undergraduate courses.
- With the hiring of one new professor and two new full-time Instructors for Fall 2022, individual orientation sessions will be held with each one to provide general information about Moodle, course prep, Gen Ed and QEP assessment requirements, and syllabus regulations. The department head will review all new syllabi to ensure compliance.

2022-2023:
- Data suggest all faculty members are involved in curricular and course revisions at least once per academic year, and 100% of faculty submitted syllabi that met all university and program requirements.
- We plan to continue to focus on quality instruction and advising and regularly revise courses and syllabi (at least annually) to reflect feedback from students and student learning outcomes set for each course. Our goal is to again have 100% compliance with these policies across our faculty.

2023-2024:
- All full-time faculty members again participated in course revisions and syllabi updates, with some courses being revised more than others.
- All Gen Ed assessments were revised and new rubrics developed, and these will continue to be used in Fall, 2024 with further revisions likely for Spring, 2025. We also plan to prepare and disseminate training videos to faculty members teaching these courses in the Fall, 2025 semester to improve consistency in scoring these assignments.
- We are pleased to be offering more F2F courses as a result of new hires this year, and hope to offer even more and revise those courses accordingly next year.
- We will review syllabi more carefully in 2024-2025 to ensure certain policies (especially office hours and grading policies) are clearly shown.
- Several new faculty members are being hired for the Fall, 2024 semester. They will be mentored and trained beginning in early August and will be provided with syllabi and standardized assessments for their courses if applicable.

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

1 Assessment and Benchmark

Benchmarks:
- At least one faculty member will author or co-author a textbook.

- At least two faculty members will be involved in publishing a manual or workbook.
- At least three faculty members will publish journal articles.

Prior to 2022-2023, the benchmark was 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

Academic Year	# of full-time faculty members who conducted research projects and/or published research	# of published journal articles, books, or manuals	# of published abstracts in conference proceedings manuals
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	8/8	3	5*

*Published abstracts in conference proceedings manuals no longer carry significance in our field, as almost every psychology conference automatically publishes abstracts (or at least summaries) of research presentations online now. We believe this assessment is no longer relevant and doesn't provide any additional information beyond the data submitted for actual presentations within this Objective, so we would like to delete this assessment.

Academic Year	# of faculty authoring or co-authoring a textbook	# of faculty involved in publishing a manual or workbook	# of faculty publishing journal articles
2022-2023	1	1	2
2023-2024	2	2	2

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
- All faculty members (8 of 8) participated in research and presented research in 2021-2022, but only a small number published a book, manual, or journal article. We believe these numbers are lower than what is typical for our department, largely because of faculty turnover, as well as the continuing impact of the pandemic and natural disaster-related property losses (on campus and in our homes).
- As new faculty members (five since our last assessment report) become more involved in research and developing their own independent programs of research, these numbers should increase.
- We no longer feel that tracking the number of abstracts published in conference proceedings manuals is a worthwhile endeavor, as most conferences automatically publish research summaries online now. These data no longer contribute additional information relating to faculty research productivity so we would like to omit this assessment for the next assessment cycle.
- Our goals for 2022-2023 are to have (a) at least one faculty member authoring or co-authoring a textbook, (b) at least two involved in publishing a manual or workbook, and (c) at least three published journal articles.

2022-2023:
- We had 1 faculty member involved in book production/publication this year and one involved in a manual or workbook. Thus we met the first benchmark but did not meet the second benchmark. We had two faculty members involved in textbook publishing until May, 2022 but one of those (who wrote/published 3 different textbooks) retired in May, 2022. Another faculty member who sometimes published also retired in May, 2022. Our two replacements are non-tenure-track instructors who are

not yet established in areas of research. We will keep the same benchmarks for one faculty member to produce/publish a book next year and for two faculty members to have manuals or workbooks. New and recent faculty hires will be encouraged to engage in writing activities to help us meet these benchmarks.

- Two faculty members published research in a peer-reviewed journal, so we did not meet the benchmark of three that was set just this past year. We believe with new faculty members getting involved in research activities this coming year we may see improvement in this area, so we will keep the benchmark at 3 faculty members and work to facilitate more research activities next year.

2023-2024:
- This year we met two of our three benchmarks, with 1 faculty member involved in book production /publication, 2 involved with writing/publishing manuals or workbooks, and two publishing research in journals. Several faculty members reported having works "in progress" or potential journal articles currently "under review" in May, 2024. Additionally, we are currently hiring four new full-time faculty members, some of which will engage in active research almost immediately upon arrival. For these reasons, we believe we can meet all three benchmarks next year so no changes to benchmarks are being made at this time.
- We would like to add one new item and alter one item for this assessment:
  - we would like to add "book chapters" to manuals and workbooks (i.e., "# of faculty publishing a manual, workbook, or book chapter."
  - in addition to writing books, manuals and journal articles, we would like to add one new category and call it, "reviewing manuscript, presentation, or grant submissions." Our benchmark will be that "2 faculty members will review manuscript, presentation, or grant submissions" in 2024-2025.

2 Assessment and Benchmark

Benchmarks:
- At least seven faculty members will present research at a conference/workshop.
- At least 70 students will attend and/or present research at a conference/workshop.
- Faculty will submit at least nine grant applications and receive funding for at least six grants.

Prior to 2022-2023, the benchmark was 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

Academic Year	# of faculty			# of conference/ workshop presentations by faculty
	Involved in research and scholarly activities	Collaborating with students on research activities	Presenting at conferences /workshops	
2019-2020	—	—	—	—
2020-2021	—	—	—	—
2021-2022	8/8	5/8	6/8	30
2022-2023	7/8	7/8	6/8	54
2023-2024	7/9	7/9	7/9	79

Academic Year	# of students attending/presenting at conferences/workshops	# of conferences/ workshops attended by students
2019-2020	—	—
2020-2021	—	—
2021-2022	66	5

| 2022-2023 | 62 | 3 |
| 2023-2024 | 60 | 3 |

| Academic Year | # of grants | |
	Applied for by faculty	Received by faculty
2019-2020	—	—
2020-2021	—	—
2021-2022	13*	
2022-2023	6	9
2023-2024	15	11

*This data were not disaggregated between grants applied for and grants received by faculty.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
- We did not have data for these measures in the previous two years, when research activities generally declined due to the pandemic and storms we experienced Spring 2020 through Spring 2021. We lost two faculty members permanently as a direct result of hurricane damages, and an additional faculty member did not return to Lake Charles prior to retiring in May 2022. These issues definitely had an impact on faculty research overall.
- In 2021-2022, 100% (8 out of 8) of full-time faculty members continued to engage in research and scholarly activities, though to lesser degrees in some cases (for reasons listed above). We had two new faculty members and one who lived out of town, so three of our eight faculty members were not engaged in research involving students (which is unusual for our department). Six out of eight faculty members presented research at conferences or workshops, but live and virtual, for a total of 30 presentations. We were pleased with this number given the barriers described above. We will have nine full-time faculty members in 2022-2023, and our goal is for at least seven of them to present research at a conference or workshop in the upcoming year, and then we will revisit this benchmark to increase it to 100% for the following year.
- Student involvement in research conferences has declined during the past three years, as many students shifted to online learning and several conferences we typically attend were either canceled or inaccessible for most students. A total of 66 students did attend and present their research at five different conferences, including two departmental research symposia, two regional conferences (TxABA and SWPA), and one national conference (ABAI) in 2021-2022. Our goal is to have at least 70 students attend and/or present their research in 2022-2023.
- Psychology Department faculty remain involved in grant-seeking activities, especially as budgets have continued to decline in some areas. Three of our full-time faculty members submitted to and/or received 13 grants this past year, including five funded in 2021-2022 (total: $) and eight others that were submitted (five of which are still awaiting a decision and could be funded in 2022-2023). Our goal is to have at least nine grant applications submitted in 2022-2023, and to receive funding from at least six grants (previous or new submissions).

2022-2023:
- We noted a decline in the percentage of full-time faculty members involved in a program of research and scholarly activities this year, with one faculty member -- a new instructor -- not participating in any type of research. This is not unusual, especially for a new instructor whose previous jobs did not involve any requirement to participate in research or engage in scholarly or service activities.

- Despite this, we almost met our benchmark of having 7 full-time faculty members presenting research at a conference or workshop (6) and all of these also collaborated with students on some projects. We are pleased with this outcome and will keep that benchmark for next year, as we anticipate our faculty size could increase to 9 next year making it more likely that we will have 7 engaged in research presentations.
- We did see a slight decline in the number of student presentations this year, notably because fewer students are able to travel to conferences than in the past (total of 3 conferences this year, compared to 5 last year). Thus, we did not meet our benchmark of 70 student presentations. These numbers reflect only our 60 undergraduate senior thesis students for this year and two additional student presentations at conferences/workshops.
- The reason faculty presentations increased drastically this year from 30 to 54 is because we now consider joint presentations with students at our local undergraduate research symposium (SRS) each semester as faculty presentations. Faculty supervisors teaching Senior Thesis are actively engaged in every step of the research process, from idea development to proposal, then data collection and analysis, and finally with write up and poster presentation. These presentations require more involvement by faculty than most presentations by faculty members working independently. We will continue to include SRS presentations in our data analyses each year and as a result, we expect to see these numbers increase again. We may consider setting a benchmark for # of faculty or student presentations in the future but we would like observe these trends a bit longer before doing so.
- We did not reach our benchmark of having 9 grant proposals this year but we did have 6 grant proposals, some of which were larger than our typical grants. Additionally these applications were successful and prior submissions were granted this year, resulting in 9 funded grants in 2022-2023. Thus we surpassed that benchmark (6 funded) and are pleased with this number. We are especially thrilled that the total dollar amounts of grants received over the past couple of years have increased significantly. We will observe this trend for another year or two as new faculty members join our department, and we will decide then whether or not to adjust these benchmarks.

2023-2024:
- We achieved our benchmark of having 7 faculty members presenting research at a conference or workshop, with 7 out of 9 full-time faculty members doing so this year. One faculty member who is still relatively new has not begun a program of research but has been encouraged to do so next year, and another faculty member retired in May, 2024 and has not conducted research for a couple of years. We anticipate with 4 new full-time faculty arriving this fall we will easily meet our benchmark again next year. After that year we can review the data and decided whether to increase the benchmark based on our increased faculty size.
- The total number of student presentations changed very little (from 62 to 60), as we have fairly consistent numbers of students completing a senior thesis poster presentation (SRS) and presenting at other local or regional conferences. We are no longer meeting our benchmark of 70, so we would like to change that benchmark from 70 to 60 for 2024-2025. We are hoping that if Psi Chi can be revived next year, this will promote research involvement among students prior to the senior thesis projects. Our goal is to have 60+ presentations next year, and we will reassess after reviewing those data to consider ways to improve student involvement in research activities.
- We were very pleased to have exceeded our benchmark relating to grant proposals and funded grants this year. We had 15 grant proposals in 23-24 and 11 accepted/funded grants; the others remain under review and may be funded next year. Despite increasing our faculty size next year (from 9 to hopefully 11) we also feel our numbers this year were unusually high. We have decided to keep our benchmark at 9 proposals and 6 funded grants for 24-25, and we will re-evaluate after reviewing data next year.

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

		% of faculty using Promethean technology

Academic Year	% of faculty utilizing online resources	in F2F courses
2019-2020	100%	100%
2020-2021	100%	—
2021-2022	100%	—
2022-2023	100%	—
2023-2024	100%	—

*We no longer have access to Promethean technology since leaving Farrar Hall, so this assessment is no longer appropriate. See suggestion for new measure in "Analysis & Plan for Continuous Improvement."

Academic Year	# of 100% online courses	# of web hybrid courses	Total # of e-learning courses
2019-2020	73	5	78
2020-2021	138	2	140
2021-2022	131	2	133
2022-2023	126	7	133
2023-2024	137	9	146

* courses in final column include summer classes (U/F/S combination)

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:
- Faculty have been required to use Moodle for every class section for several years and this requirement will continue. Thus, we will always have 100% compliance with the use of online resources (e.g., Moodle at a minimum).
- The number of online course offerings increased drastically this year due to (a) continued need for social distancing for the Fall 2020 semester and limited seating in face-to-face sections that were scheduled, and (b) the storm-related closure for most of the Fall 2020 semester. We also experienced a noticeable increase in enrollment in our online Psychology degrees (both BS and MA) during this time frame as some students switched from face-to-face to online programs. This resulted in the need for additional online course sections in Spring 2021.
- We anticipate this trend will continue for the foreseeable future until all buildings and departments are back on campus and fully operational. We moved into Hardtner Hall in January 2021, but we have limited access to classroom space during peak class hours (weekday mornings). Our goal is to review enrollment trends and identify which classes should be our priority for face-to-face classroom space in 2021-2022. We are also discussing the addition of face-to-face classrooms in large auditoriums in other buildings (e.g., Tritico). If this works we may not need as many online class sections in 2021-2022.

2021-2022:
- 100% of our faculty again utilized online resources, as all faculty members are required to use Moodle. Pre-Covid, the only requirement was that faculty post their syllabi in Moodle. However, 100% of our faculty now use Moodle and other online resources much more extensively. For example, 100% of our faculty posted course materials (e.g., notes, PPT slides) and assignments in Moodle, posted grades in the Moodle grade-book, and used Moodle Quickmail and/or Announcement features to communicate with students.
- One goal for this year is to conduct a survey of Psychology faculty members in the late fall or early spring to determine the percentages of faculty members who are now using online resources in addition to Moodle. These include eTextbooks, publishers' resources, virtual meeting software (e.g., Zoom or Teams), online video resources (e.g., YouTube), etc.

- Because we have not had access to Promethean boards since leaving Farrar Hall in August 2020 and do not anticipate having that specific technology in the future, we would like to delete that assessment objective this year and replace it with two new measures for Object 6, Assessment /Benchmark #1. We would also like to delete the Assessment "% of faculty utilizing online resources" now that this is both required and standard practice, and replace that with a new assessment (3 new assessments).
- Three new assessments we would like to add for 2022-2023 are:
  - % of faculty utilizing publishers' online resources
  - % of faculty utilizing other online learning resources
  - % of faculty utilizing virtual meeting software
- We plan to collect and report these survey data from 100% of Psychology faculty members in 2022-2023, and to use those responses to set benchmarks for the new assessments at the end of the year.
- One additional goal we set is to evaluate enrollments across all undergraduate e-learning sections in 2022-2023 to identify which classes may need adjustments in class size. Some courses are designed to allow a larger # of students to enroll (40 to 50, rather than 30-35), but some are more work-intensive and difficult to manage online, necessitating lower enrollment maximums (e.g., PSYC 427 and 428). We will use grade distribution data (e.g., # of Ds, Fs, Incompletes, and Withdrawals) and faculty input regarding workload to develop new enrollment maximums for each course, and adjust the number and size of online course offerings accordingly for 2023-2024.

2022-2023:
- We reviewed input from faculty members and grade distribution data from last year to set up course sections and manage enrollment sizes this year.
- We maintained a consistent number of online courses this year (slight increase from 133 to 135). We continue to see more students enrolling in our online program and some F2F students taking online courses at various times during their program of study. We also have tried to limit enrollment sizes in Gen Ed courses due to time required to monitor and assess students in those courses, which means offering an extra online section for four classes compared to previous years in some semesters.
- We expect our online course offerings to remain stable at the undergraduate level even though we hope to add some F2F sections back to our UG and MA-ABA programs. However, we are seeing increased interest in our MS-CMHC program and if enrollment increases there, we could need to add both F2F and online sections for that program.

2023-2024:
- The number of online sections increased this year from 133 in 2022-2023 to 146. This increase is due to offering more sections of online Gen Ed courses (101 and 233 specifically) in all 3 semesters (U, F, S) and also adding sections of some of our more popular courses (e.g., 3 sections of PSYC 431 online both semesters). We also added 3 courses that haven't been taught in recent years -- PSYC 440, 454, and 455 -- to our annual rotations, producing 3 new online courses this year. Additionally, summer school classes previously taught by faculty in Education Professions (for School Counseling students) shifted to our faculty.
- We will again monitor outcome data as well as enrollment numbers this year and make decisions about future course offerings and enrollments accordingly. One thing we notice is higher undergraduate enrollments in the fall compared to spring, which means offering more sections in the fall (and often having to add new sections at the last minute, all of which are online sections). We anticipate this will continue to happen as long as overall university enrollment continues to trend upward (as it is starting to do). Overall, we expect a consistent number of online courses next year relative to this past year.

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:

	GAs and student		Equipment			

Academic Year	workers for MAP & KDCC	Professional development	for clinics & faculty	Animal laboratory	Recruitment & retention	Instruction & learning
2019-2020	—	—	—	—	—	—
2020-2021	—	—	—	—	—	—
2021-2022	$91,194.45	$9,594.09	$16,340.94	—	$2,467.17	—
2022-2023	$61,351.16	$16,191.22	$3,716.42	—	$11,862.65	$7,149.10
2023-2024	$30,630.14	$12,260.10	$13,528.85	—	$250.00	$8,032.11

2019-2020:

2020-2021:

2021-2022:
NOTE: A number of categories in this assessment and benchmark (2) are no longer applicable and we are proposing several changes (see below).
 In 2021-2022, the department and Clinics spent $91,194.45 on GAs and Student Workers for the Clinics. MAP paid the majority of this as they are now largely self-funded, but a departmental restricted account contributed $4,278.51 of these funds.
 We spent almost $10,000 on professional development, which included travel and conference registration for eight faculty and staff members as well as membership dues and virtual conference attendance. These expenses included $1,850.95 contributed by a Departmental Endowed Professorship and textbook royalties.
 Our expenses relating to equipment (computers, software, etc.) were about half of what we spent in 2018. This year's purchases were covered by the Clinic budget, as well as an Endowed Professorship for the Department (almost $6,000).
 Our animal laboratory was destroyed by Hurricane Laura and we have not yet begun to rebuild it. Thus, there were no expenditures for this category in 2021-2022.
 We spent $2,467.17 on advertisements placed on professional organization sites, as well as "giveaways" for recruiting events and t-shirts for Clinical staff members (with Clinic/University logos/names on them). More than $800 of these funds were contributed by a Departmental Endowed Professorship earmarked for recruiting.
2022-2023:
We experience a significant decline in GA and student worker expenses (spending about 1/3 less compared to last year). That total was just over $30,000.
We spent more on professional development, partly because of increased availability of funds in restricted accounts and/or EP/grand funding. Equipment spending was significantly lower, with costs associated mostly with maintaining two copy machines (departmental and clinic).
Recruiting and retention has become a major priority at McNeese and as such, we have spent more funds (especially clinic accounts) on recruiting and retention. One EP account is devoted almost entirely to recruiting and retention activities, and both clinics made significant purchases that benefit the student intern experience (thus impacting retention). Additionally, clinic budgets were used to pay far more membership fees, certification /licensing fees, and accreditation expenses.
We began tracking expenditures for our new assessment for "instruction and learning." We spent over $7,000 on this, most of which related to training and materials to offer QPR training as part of the KDCC clinic's suicide prevention program.
2023-2024:
We again saw a large decline in expenditures on GAs and student workers, mostly related to enrollment declines in our F2F ABA program which has significantly reduced the number of paid internships and student worker positions in MAP.
Professional development expenses were lower compared to last year but still quite a bit higher than in years prior to 2022-2023. Several faculty members were reimbursed for travel to conferences, virtual workshops, professional memberships, and certification fees the past couple of years and this trend is continuing.
We had a sharp increase in funding for "equipment" this year because we decided to include all aspects of technology in this category. For example, $2,000 was spent on Titanium, software needed by our clinics.
Recruiting and retention expenses were very low this year ($250) because we spent almost $12,000 last year on this area. We had already purchased advertising, signage, table cloths, display boards, and other items for

recruiting last year so very little was needed this year.

Instruction and learning experiences increased slightly and again, most of this was related to QEP training and materials as part of the KDCC suicide prevention initiative.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:

The total expenditures for for GAs and Student Workers were considerably lower than any year since 2014, as we averaged almost $400,000 per year from 2015 through 2018. The decline in these expenses is largely the result of both clinics closing for parts of 2020 and 2021, which led to significant reductions in the number of clients we see and also in the number of graduate students working in the clinics.

The funds spent on professional development in 2021-2022 were substantially lower than any year since 2014, as we have fewer staff members in the clinics and our faculty have not traveled much to in-person conferences (and most were within driving distance). We anticipate increasing expenses for professional development, conference attendance and membership dues next year because (a) we have two new faculty members and two recent hires who plan to engage in research and present at conferences, and (b) we anticipate some growth in our clinics, both in terms of clients and staff members.

We believe our expenditures on equipment were significantly lower this year because (a) clinic operations have declined since Covid-19 and hurricane shutdowns, and (b) we had faculty members who received endowed professorships and grants in 2021-2022 that were used to purchase computers/equipment. Thus, the department and clinics had fewer requests for these types of purchases this year.

Though there were no expenditures for the animal laboratory since August 2020, we prefer to keep that category in place until the lab is rebuilt.

Program advertising was lower than usual last year, and some of those expenses were actually related to recruiting. As described below, we are proposing eliminating this category for next year and highlighting expenditures for recruiting and retention instead.

We propose making several changes to our categories for this Assessment/Benchmark, as some categories are no longer applicable and others no longer address departmental expenses toward the objectives stated as the benchmark (Program Improvements and Professional Development). We spent almost $22,000 of departmental restricted accounts in 2021-2022 on categories not currently included (e.g., recruiting, instruction/learning) and would like those to be added. Specifically, we would like to:

- Rename the 1st category -- replace "Treatment of Program Gambling Program" with "KDCC" in the "GAs and Student Workers" category.
- Delete the "Staff for KDCC/MAP" category.
- Rename the 4th category -- replace "KDCC with faculty" with "Clinics and Faculty"
- Delete the "Program Advertising" category.
- Add a new category: "Instruction and Learning"
- Add a new category: "Recruitment and Retention"

2022-2023:

2023-2024:

The only significant changes this year were (1) declining funds directed toward GAs and student workers, and (2) significantly more funds directed toward recruiting. The number of GAs and student workers employed by the McNeese Autism Program (MAP) is responsible for the declining funding in that area. This could continue to decline or remain stable depending on enrollment. We will monitor this next year and re-evaluated as needed.

We are pleased to have spent almost $12,000 on recruiting this year. A couple of new initiatives were responsible for this, such as purchasing advertising/signage and setting up a Departmental table at a regional psychology conference. We are planning to continue engaging in recruiting activities (e.g., table browses and high school student visits to campus) but anticipate spending less money on recruiting next year as this year's purchases will be utilized for the new few years.

2023-2024:

As enrollment as remained low in our F2F ABA program we have needed fewer GAs and student workers

in MAP. We are hopeful that recruiting efforts over the next few years will result in increased spending in this area.

We have access to several restricted accounts that can be used for professional development and for recruiting and retention efforts. A new College Recruiting and Retention committee has been announced, so some expenses will be directed toward activities as part of that committee. The University goal of increasing retention by 3% next year also means our Department will direct more energy and resources to that goal.
We do not anticipate needing as much funding for equipment and technology next year, but because we began including technology this year for this assessment we would like to change the title of that category to be, "Equipment & Technology for Department and Clinics."

3 Assessment and Benchmark

Benchmark: The department seeks to teach more students efficiently without allowing average class size to exceed 40 students; this includes keeping average enrollment for undergraduate classes below 50 while increasing average graduate class size to seven. Additionally, enrollment in one section of PSYC 101 will not exceed 100 while all other sections will not exceed 80. Lastly, enrollment in sections of PSYC 233, 260, and 261 will not exceed 70.

Prior to 2022-2023, the benchmark was 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, PSYC 233, 260, and 261 will have enrollments no larger than 70, and we will have no more than one section of PSYC 101 with an enrollment larger than 80.

Prior to 2021-2022, the benchmark was 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, 260, and 261).

3.1 Data

Academic Year	Total # of sections taught*	Average enrollment for undergraduate courses	Average enrollment for graduate courses	Average enrollment for all courses
2019-2020	—	—	—	—
2020-2021	194	29.38	7.41	20.09
2021-2022	211	25.68	5.65	17.38
2022-2023	190	26.52	5.39	18.63
2023-2024	187	24.84	5.24	18.24

*These data do not include dual enrollment sections taught off-campus (average of 2 or 3 per semester) but do now include data from summer courses, which were excluded prior to 2020.

	Academic Year Ending		
	2020	2021	2022
# of sections exceeding 100 students	0	0	1
# of sections exceeding 80 students	4	0	1
Largest PSYC 101 enrollment	78	80	102
Largest PSYC 233 enrollment	96	59	42
Largest PSYC 260 enrollment	70	64	37
Largest PSYC 261 enrollment	59	53	38

	Academic Year Ending					
	2023	2024	2025	2026	2027	2028
# of PSYC 101 sections exceeding 100 students	1	0				
# of PSYC 101 sections exceeding 80 students (not including those in row above)	0	1				
# of PSYC 233, 260, and 261 sections exceeding 70 students	0	0				
Largest PSYC 101 enrollment	114	82				
Largest PSYC 233 enrollment	38	42				
Largest PSYC 260 enrollment	44	45				
Largest PSYC 261 enrollment	33	41				

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:
- We did not evaluate these assessments last year due to the Covid-19 shutdown, and for 2020-2021 Covid-19 continued to drastically impact course offerings. With more online courses and limited space for larger classes on campus, we experienced a decline in average enrollments overall relative to 2018 (31.36 to 39.48 for undergraduate courses). Graduate class sizes also declined from 2018 to 2020-2021 (from 10.33 to 7.41), but this was more likely due to declining enrollment in our graduate programs during this time.
- The most noticeable declines were observed in largest class enrollments for our 200-level courses. For example, our largest section of PSYC 233 in 2019-2020 was 96, but this declined to 59 in 2020-2021. This was because we no longer had access to Farrar Hall Room 333, where 2 two to three sections of PSYC 233 had been taught.
- We expect average class sizes and maximum enrollments to increase somewhat after we resume large lecture sections for lower-level courses. We also plan to offer one larger auditorium section of PSYC 101 each fall and spring, and enrollments could surpass 100 in these sections. We would like to alter one of our assessment benchmarks for this reason:
    - Replace "Psychology courses... will have enrollments no larger than 80 (PSYC 101, 233, 310, and 311)" with "PSYC 233, 260 and 261 will have enrollments no larger than 70", and then add "We will have no more than one section of PSYC 101 with an enrollment larger than 80." [NOTE: There is a typo in this benchmark -- it says PSYC 310 and 311, which were changed to PSYC 260 and 261 almost a decade ago.]

2021-2022:
- Because of the loss of classrooms in Farrar Hall with Hurricane Laura in August 2020, and the subsequent move to Hardtner Hall with less access to classrooms, enrollments declined even further for sections of PSYC 233, PSYC 260, and PSYC 261.
- Enrollments in most sections of PSYC 101 declined because our classrooms in Hardtner Hall are capped at 65). However, the maximum section enrollment increased dramatically from 80 in 2020-2021 to 102 in PSYC 2021-2022. This is because the administration encouraged us to add a larger lecture section of PSYC 101 in an auditorium in SFA (Tritico). We expect this trend to continue so we should revise one of the assessment benchmarks to allow for this.
    - Replace "We will have no more than one section of PSYC 101 with an enrollment larger than 80" with "We will have no more than one section of PSYC 101 with an enrollment larger than 100, and other sections of PSYC 101 will have no enrollments larger than 80."
- We will monitor class sizes and grade distributions/outcome data for these sections in 2022-2023 and re-evaluate whether to adjust these benchmarks further for the following year.

- For the purposes of grading large numbers of Gen Ed assessments with rubrics (and other tasks like tracking attendance or distributing handouts and graded papers), we will add some assistance with those larger sections as needed. For the larger section of PSYC 101 (<100), a GA will be assigned some grading duties. They will also assist with preparation of materials, proctoring exams, and other tasks as needed.
- One additional goal we are setting is to have larger average enrollments in graduate courses. The average of 5.65 in 2021-2022 was well below the enrollment we had several years ago 10.33 in 2018, likely because of lower enrollment in our graduate programs. We did reduce and even eliminate most face-to-face sections in our ABA program due to the need to combine face-to-face and online students into one section for those courses to "make." This trend is likely to continue unless we experience increased enrollment. Our goal is to increase average graduate class size to seven in 2022-2023, and we will then assess enrollment data and discuss increasing that benchmark even higher.

2022-2023:
We were pleased to see fewer sections of Gen Ed courses this year that exceeded our benchmarks for maximum enrollments. Specifically,

- Only 1 section of PSYC 101 exceeded 100 students, which met the benchmark stating that only one section would be this large. Additionally, our benchmark stated all other sections would be 80 or lower, and this benchmark was met.
- No sections of PSYC 233, 260, or 261 reached 70 or higher, so this benchmark was met for all sections in both semesters.
- We will not change these benchmarks at this time and will monitor this for another year and then re-evaluate it. Because all of the larger auditoriums we have used previously are now unavailable for teaching undergraduate PSYC courses we should not see enrollments over 80 for any classes.

We continued to easily meet the benchmark stating that average enrollment would be below 40 for all classes (UG and grad) and below 50 for undergraduate classes. We have seen these numbers drop and believe it is time to alter these benchmarks. We had an average enrollment size (combined) of just under 19, and undergraduate average enrollment of under 27. We will monitor these data again next year and then likely lower our benchmarks, as the increase in the number of classes with enrollment limits of 5 (e.g., thesis) have resulted in lower average enrollments in both undergraduate and graduate programs.
Our benchmark for graduate enrollment stated that we would attempt to increase graduate course enrollment to an average of 7.0 (it was 5.65 previously). We did not meet this goal and in fact, it was slightly lower (5.39). This is because of that 16-17% decline in ABA graduate student enrollments the past few years. As total graduate enrollment increases, we hope to see these average class sizes increase a bit. We will keep this benchmark this year and re-evaluate for the next couple of years.
2023-2024:
This year due to lack of access to larger auditoriums, no sections of PSYC 101 exceeded 100 and only one section exceeded 82. Most sections ranged from 40 to 60, which is a more manageable size given that this course includes a Gen Ed assessment.
We again met the benchmark of no PSYC 233, 260 or 261 being larger than 70. Now that we have more online sections of this course and face-to-face classes are limited by the number of seats in the room, we would like to lower this benchmark to say that "No sections of PSYC 233, 260, or 261 will exceed 70 students."
Now that we have fallen far below our benchmarks on undergraduate class enrollment size and overall class enrollment size, we believe lowering those benchmarks further is warranted. We would like to change the benchmark for average enrollment sizes to read: "... without allowing class size to exceed 25 students; this includes keeping average enrollment for undergraduate classes below 35 and maintaining the goal to increase the average enrollment for graduate courses to 7."