

Psychology

Department of Psychology

Introduction

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

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

PSYC	(blank)	48	61	54	56	219	28												
Total		55	76	76	73	280	32												

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
PSCO	2017	80	-6.25%
	2018	75	
PSYC	2017	235	4.255%
	2018	245	
Total	2017	315	1.587%
	2018	320	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015:

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

2016:

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

2017:

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

2018:

We are concerned about the trend toward lower enrollment in the spring semesters, which has always been the case for undergraduate PSYC majors. However, enrollment increased slightly in the fall 2018 semester relative to previous fall semesters. The percent change column suggests a decline (-1.587%) but raw data suggests a positive gain of five students. Still, the increase in fall 2018 was the smallest increase we have had in many years, suggesting a trend toward lower enrollment. This was further evidence by a troubling decline this fall (2019), for the first time since we began tracking enrollment and completing progress reports.

Another concern is that our undergraduate completers declined in 2018; however, we noted an increase in Spring 2019. We believe this may reflect our lack of faculty members dedicated to promoting undergraduate student retention in 2018, as graduate faculty in ABA have been required by our accrediting body to reduce undergraduate teaching loads to focus on graduate training. As such, we began relying more heavily on VLS and teaching GAs, even for senior research courses. We are hopeful to approach the administration for solutions to this problem, which is expected to worsen due to upcoming site visits for both the ABA and Counseling graduate programs next year.

One issue that may have contributed to lower enrollment in our undergraduate program is that our new dean (2017-2018) developed more stringent policies relating to students filing appeals. Under our previous dean, we were allowed (and even encouraged) to continue to approve financial aid appeals even for students who did not maintain the required 2.0 GPA. This was both positive and negative; some students continued in our program for years without making much progress, but those students contributed greatly to our enrollment numbers. Given that we had an average of 20-30 appeals every semester in psychology, the policy to begin rejecting many appeals had some impact on our enrollment in 2018-2019, and again this fall.

Major	Conc.	S	U	F	S	U	F	S	U	F	S	U	F	S	U	F
ABAO	(blank)	–	–	–	–	–	–	–	0	0	0	0	0	0	0	0
APBA	(blank)	–	–	–	–	0	0	0	0	0	0	0	0	0	0	0
PSCO	APBA	–	–	–	–	–	–	–	0	0	0	0	0	1	0	3
PSYC	APBA	4	4	3	4	0	2	1	0	6	8	1	7	7	2	10
	CPSY	6	1	4	3	2	4	3	2	3	3	0	2	4	1	1
	GEXP	2	1	1	0	0	1	1	0	1	0	0	0	2	0	0
	Total	12	6	8	7	2	7	5	2	10	11	1	9	13	3	11
Grand Total		12	6	8	7	2	7	5	2	10	11	1	9	14	3	14

Major	Conc.	2019			2020			2021			2022			2023		
		S	U	F	S	U	F	S	U	F	S	U	F	S	U	F
ABAO	(blank)	0														
APBA	(blank)	0														
PSCO	APBA	0														
PSYC	APBA	2														
	CPSY	3														
	GEXP	0														
	Total	5														
Grand Total		5														

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

Most graduate students in the MA in Psychology program complete their undergraduate degrees in our undergraduate degree program. The faculty decided to implement more focused recruitment and informational activities in undergraduate courses such as PSYC 404 to enhance recruitment into the MA in Psychology program. The undergraduate internship program (PSYC 389) was revised to include a recruitment focus during the initial training and during supervision throughout the internship experience.

GC ABA:

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

2017:

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

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

members in CPSY who will assist us in achieving CACREP accreditation. Our goal is to obtain that accreditation in 2021, which should drastically increase enrollment for that program.

2018:

We have seen growth in our graduate enrollment over the years and this trend continues in psychology. There was a decline in graduate enrollment for the spring 2019 semester (down to 79 from 84 in spring 2018), but recent data from the Registrar's Office (not reflected in the chart above) states that we have 90 registered graduate students this semester (fall 2019), which is slightly more than our previous record enrollment of 87 graduate students in the fall 2018 semester.

We have seen an increase in Counseling Psychology applications this fall, as well as online ABA applications. Some of this may be offset by declines in applications to our F2F ABA program, which we anticipated when our online program began to grow. We do restrict the online program to individuals who live outside the five-parish area of SWLA in an effort to maintain enrollment in the F2F program (and to cover clients in MAP).

We hired two new faculty members in ABA for fall 2019, as well as one new faculty member in counseling for spring 2020. We are slated to hire three more full-time faculty members in 2020-2021, which are necessary to achieve and /or maintain accreditation for both of those graduate programs. Failure to do so would make it impossible for us to continue these programs. Once accreditation/reaccreditation are achieved (2020) and we are able to advertise those accomplishments, graduate enrollment should drastically increase.

3 Assessment and Benchmark

Benchmarks:

- A persistence rate (retained students 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

2012:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSYC	57*	Same	46	80.7	36	63.2	28	49.1	23	40.4	19	33.3	20	35.1	20	35.1
		Changed	5	8.8	6	10.5	7	12.3	8	14.0	5	8.8	9	15.8	9	15.8
		Total	51	89.5	42	73.7	35	61.4	31	54.4	24	42.1	29	50.9	29	50.9

*6 students were previously undeclared before declaring PSYC.

2013:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSYC	65*	Same	51	78.5	31	47.7	20	30.8	16	24.6						
		Changed	12	18.5	17	26.2	18	27.7	20	30.8						
		Total	63	96.9	48	73.8	38	58.5	36	55.4						

*8 students were previously undeclared before declaring PSYC.

PSYC	44	Same	29	65.9	21	47.7												
		Changed	4	9.1	3	6.8												
		Total	33	75.0	24	54.5												
Total	47	Same	32	68.1	24	51.1												
		Changed	4	8.5	3	6.4												
		Total	36	76.6	27	57.4												

2018:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate						
			Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
PSCO	3	Same	1	33.3													
		Changed	1	33.3													
		Total	2	66.7													
PSYC	67	Same	42	62.7													
		Changed	14	20.9													
		Total	56	83.6													
Total	70	Same	43	61.4													
		Changed	15	21.4													
		Total	58	82.9													

2019:

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

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019:

Review of *persistence rates* suggest significant increases in 2018 compared to 2017 (76.7% to 82.9%). Though we did not meet the benchmark of 85%, we made significant progress toward doing so.

We are more concerned with Y1 to Y2 retention rates, which declined from 66% in 2016-2017 to 57.4% in 2017-2018. Our increased persistence rate should contribute to higher retention rates for this coming year, but we are meeting as a faculty this fall to discuss other suggestions for increasing retention.

Over several years we have noticed a trend among incoming FTFT freshmen who have misguided ideas about what psychology is, and how they can use psychology degrees. Our first assignment in FFND asks students to identify and reflect on future specializations and to list factors that contributed to their decision to major in psychology. One

common finding is that students have chosen psychology based on TV portrayals of forensic psychologists, and they are largely interested in this field. In class discussions it becomes clear to them that media portrayals are inaccurate, and we do lose a few psychology majors every year because of this information.

Beginning in fall 2018, we made a concerted effort to try to encourage these students to find similar career paths that could be achieved with the psychology degree, but many are unwilling to attend graduate school; this negates any plans to become a licensed psychologist, and sometimes causes them to choose another field. We will meet as a faculty this fall to discuss possible options for encouraging students to stick with psychology, and will have faculty members, graduate students, and recent graduates attending class meetings of FFND more frequently to help us encourage students to stay in our program and to pursue one of the many possible career options offered through a psychology degree, both with and without graduate school.

We will also require ALL faculty to get involved in recruitment efforts, and this aids retention because if students are well-informed about the possibilities offered by a psychology degree before they begin college, we expect those students would be more likely to stay in our programs and complete them.

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

1 Assessment and Benchmark

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

[PSYC Faculty Meeting August 2018](#) [DOC 37 KB 9/20/19]

[PSYC Faculty Meeting January 2019](#) [DOC 37 KB 9/20/19]

1.1 Data

Year	# of faculty meetings
2015	3
2016	4
2017	2
2018	4
2019	

2016 meetings discussed:

- PSYC 427/428/495 research sequence issues, such as increasing enrollment numbers, training new instructors, and improving the sequence of course content to facilitate better preparation for students completing Senior Thesis (PSYC 495).
- PSYC 499 (capstone) data for BS Psychology master plan, including standardized scores on the Major Field Test for the previous semester(s).
- PSYC 499 exit survey responses, along with possible programmatic, instructional, or course content changes to address students' needs.
- Online BS degree course offerings, instructional needs and training, and the need for collecting data from those students/courses.
- Course scheduling, especially as it relates to class sizes, students' needs, and hiring/training of new instructors.

2017 meetings discussed:

- PSYC 427/428/495 issues pertaining to consistency across and within the three semesters, as well as instructional and course content changes needed to ensure that students have sufficient preparation in research methods and statistics, a workable research proposal, and IRB application progress prior to enrollment in PSYC 495.
- PSYC 499 capstone data (Major Field Test scores), and potential curriculum/course content changes to address those.
- PSYC 499 exit surveys, focusing on students' responses to questions about the research sequence and how to make that process better.

- Online instruction and the difficulties inherent in communicating course standards, assessment needs, and university policies with online faculty who do not live here (and thus rely on electronic communication).

2018 meetings discussed:

- New faculty hires for 2019; we received approval in 2018 to hire three new faculty members for fall 2019 and Cam Melville and Kevin Yaudes took on the roles of Search Committee Chair for these searches (2 ABA, 1 CPSY); searches scheduled for late fall 2018 and early spring 2019.
- Further revisions to PSYC 427-428-495 research sequence, with focus on finding ways to supervise part-time instructors who were having to teach these courses for us.
- Review of BS and MA master plan data (at August, 2018 meeting).
- ABA accreditation (site team visit in October, 2018); our accreditation was tabled at that time for a two-year extension of our previous accreditation so we could address serious faculty shortages (see above).
- Changes to faculty titles (e.g., program coordinators, faculty advisors, clinical directors, etc.) to reflect current roles in clinic and advising.
- PSYC 499 capstone course data from the Major Field Test (MFT); data seem to indicate declining performance among graduating seniors; course-specific data difficult to obtain from ETS because content areas are combined on the exam and we cannot receive specific content area feedback.
- New BCoE administration in 2018 necessitated several changes to data reporting, committee structures, sources of funding for travel and other needs, and new monthly BCoE meetings.
- MAP/KDCC budget crises in Summer 2018 resulted in several new hires, which faculty discussed and then implemented. These included a new operations director for MAP/KDCC (Toby Osburn) and hiring a billing specialist (Tressa Nunez) and administrative assistant (Nicole Menard), ALL in mid-fall 2018.
- Training needs were frequent topics of discussion, including training in Degree Works, Banner, and Moodle (for new people), and new software training for those working in MAP/KDCC.
- SAMPLE minutes have been uploaded for (August, 2018 and January, 2019. Others may be available at a later date; may only be hard copy forms.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

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

- The Burton College of Education has initiated a policy for 2018-2019 to have more frequent faculty members throughout the college. For this reason, we will have more frequent meetings of the full faculty. Our goal for 2018-2019 is to have a minimum of six full faculty meetings, and to continue the smaller meetings described above as well.

2018:

- We met the stated benchmark of two meetings per academic year, with four full faculty meetings in 2018. We held many more BCoE college meetings than usual (monthly) in 2018, which negated the need to meet more often as a department. We are currently on track to meet more often in 2019-2020, having held two faculty meetings already in the fall 2019 semester.
- Content of our past faculty meetings is described above, including several measures of student progress (from master plan data and capstone course), student input on program concerns and improvements, as well as curriculum issues/changes and accreditation efforts for both of our MA concentrations.
- A new focus of our faculty meetings for 2019-2020 will be relating to RNL initiatives, specifically how to increase/improve recruiting for our BS degree in PSYC, which has begun to decline for the first time in over a decade. We will also be discussing retention efforts relating to increased faculty input in FFND 101 and in early PSYC courses (101 and 260/261), which we have been required to cover with part-time faculty who have not always been the most effective instructors. Significant effort will be added to improve onboarding and supervision of part-time instructors covering these courses AND to have direct faculty input (guest lectures and teaching evaluations) in these courses, beginning in spring 2020.
- We exceeded our benchmark of two faculty meetings per year in 2018, having at least four formal meetings and a half-dozen informal meetings of subsets of the faculty. At an informal meeting in September, 2019 (this week), faculty agreed to increase the benchmark for this objective from two faculty meetings per year to four meetings per year.

2 Assessment and Benchmark

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

2.1 Data

Year	# of faculty meetings
2013	4
2014	4
2015	4
2016	4
2017	6
2018	12+
2019	

2016 meetings discussed:

- ABA curriculum additions or changes required by BACB accreditation board, which included a new graduate course in the Experimental Analysis of Behavior for 2016, per BACB requirements.
- New faculty hiring status – approval to hire a new BCBA-D tenure-track position for fall 2017; status of hiring process.
- Exit survey responses (if applicable).
- Discussion of potential changes to LPC licensing requirements in 2020 or 2022.
- Practicum/internship placement sites, site supervisors and credentialing, and student programs in those placements.
- Course scheduling, especially as it relates to class sizes, students' needs, and hiring/training of new instructors.
- Exiting students' comprehensive exam results (note: 100% passing rate for our graduates in 2016 for both CPSY and ABA).
- Graduating students' employment opportunities.

- CPSY and ABA graduate students are reviewed by their faculty supervisor and LPC site supervisor (off-campus) at least twice per semester. These meetings are confidential (due to discussion of client information), but faculty supervisors maintain records of these evaluations and then discuss any curriculum/programmatic issues with relevant faculty members.

2017 meetings discussed:

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

2018 meetings discussed:

- The full ABA program faculty (Melville, Lepper, Daou) met regularly throughout the 2018 calendar year, with increased frequency of meetings to at least monthly in the fall 2018 semester due to an initial site visit from ABAI (for accreditation). More than a dozen informal and formal meetings were held that semester between those working on the accreditation process and outside faculty members and administrators.
- Due to faculty shortages in ABA cited by the visiting accreditation team, the decision was made to "table" our accreditation until new faculty could be hired. The ABA faculty also made curriculum adjustments to increase research experience for our graduate students, which went into effect with the 2019-2020 catalog. New courses are slated to be taught in January 2020. All of these decisions and changes required multiple faculty meetings, as well as consultation with MAP Clinic directors/staff and graduate students. The resulting catalog and curriculum changes and the hiring of two new faculty members in ABA in August 2019, we have satisfied all BACB/ABAI board requirements so that we can achieve accreditation next year.
- Due to new BACB licensure requirements, we met in Fall 2018 to set up a 4th graduate internship course to meet the need for extensive internship hours (doubling from 750 to 1,500) in 2019, per Board standards. A new course is being developed to submit to Graduate Council in Fall 2019, and catalog changes will also be made.
- Other graduate faculty have met several times (2-4 times per semester in 2018) to discuss upcoming CACREP accreditation efforts, with a site visit anticipated for fall 2021. Our first Counseling PSYC faculty hire is underway, with a start date of January 2020, and two more hires will take place in 2020-2021. Until those hires take place, Dr. Yaudes and Dr. Matzenbacher meet a monthly to assess student progress through the MA-CPSY program and continue to share advising responsibilities for those students. Dr. Yaudes meets weekly with Dr. Creel (adjunct faculty), who provides site supervision for that program.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

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

2018:

- We far exceeded our benchmark of four meetings of psychology graduate faculty in 2018, primarily because of ongoing and upcoming accreditation efforts and multiple new faculty hires (as described above). In an informal meeting in September 2019, faculty agreed to increase our benchmark for this standard from four meetings per year to six meetings per year.

3 Assessment and Benchmark

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

3.1 Data

Year	# of exit surveys completed
2013	3
2014	1
2015	1
2016	—
2017	—
2018	16
2019	

2016:

- A subset of seniors are surveyed formally at the end of the BS curriculum in PSYC 499 (capstone course). These results are discussed at semi-annual faculty meetings, and curriculum changes are made. In recent years, this included eliminating some courses such as BIOL 102/102L and STAT 332, adding increased coverage of statistics in PSYC 427/428, and adding a Senior Thesis (495) to allow students a full three semesters to learn about and then conduct independent research projects.
- Faculty review of these exit surveys did not result in any curricular changes, but did result in decisions about streamlining the course content for the PSYC 427/428/495 research course sequence, and these changes will be implemented in fall 2017. Notes about the specific changes made are filed in Dr. Matzenbacher's office.

2017:

- Students in the capstone course (PSYC 499) again completed informal exit surveys in both the spring and fall semesters, and those surveys remain on file in departmental offices. As in the past, this was limited to the face-to-face section of PSYC 499 and was conducted by the professor (informally) and shared with the rest of the faculty.

- Programmatic changes were discussed, specifically alterations to course syllabi and some content changes in the PSYC 427/428/495 sequence. These courses seem to require continual improvements, and students provide us with a wealth of information about what works and what does not work. It is our hope to formalize this procedure and expand it to online students in the future.

2018:

- We received exit surveys from 16 graduating seniors at the end of their capstone course experience in 2018. Though we had collected these for several years we had not formally evaluated them as a faculty, so we did so for the fall 2018 semester.
- Results of these surveys revealed that students found the capstone course to be exactly what they needed, and as in the past these students reported the most negative comments about PSYC 427 - the first of three research courses intended to prepare them for 428 and independent research in 495. They specifically did not feel they learned anything in the online section of PSYC 427, which we have discussed in several faculty meetings.
- An additional concern mentioned repeatedly is that information taught in STAT 231 was not at all helpful for students' research projects. Because STAT 231 serves as a gen ed course for our majors, it has been maintained as part of our curriculum even though it has gradually lost its usefulness for our students over the years. After reviewing spring 2019 exit surveys we will discuss the possibility of changing the curriculum (if the new gen ed redesign allows us to eliminate STAT 231).
- The last concern brought up by our online students both during advising sessions and in exit surveys is that McNeese does not offer one of our required courses (BIOL 225 or 315 w/lab) online, causing them to have to take the course through another university (at greater cost to the student and loss of revenue for McNeese). This has been reported to administration and to the biology department repeatedly for four to five years and the courses are still not offered.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

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

2018:

- For the first time we were able to formally review the informal exit data from PSYC 499 (capstone) and noted several concerns and suggestions from students (see above).
- None of their suggestions (eliminate STAT 231 and teach statistics within the psychology department, teach BIOL 225 or 315 online) can be implemented without further assistance from either the Administration, the gen ed redesign, or the biology department. The faculty agreed to continue to pursue these issues, and will need assistance in developing solutions to these long-term issues.
- We were finally able to achieve our goal of having an exit survey sent to all graduation PSYC majors in May, 2019 (electronically), and will be able to report on those data in next year's progress report.

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

	% of faculty engaged in	# of students engaged in	
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Year	community/agency service	community/agency service	# of sites
2011	—	—	27
2012	—	—	33
2013	—	—	35
2014	—	—	36
2015	100%	—	43
2016	100%	40	45
2017	100%	51	44
2018	100%	56	46
2019			

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

[2018 Site List](#) [DOCX 13 KB 9/21/19]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

- We did meet the benchmark criterion, with 100% of faculty (and also adjunct faculty) participating in collaborative campus and community activities.
- Despite further demands in teaching and advising loads faculty members maintained the same level of community involvement as in previous years. Though the number of agencies declined from 45 to 44, this was because four previous agencies no longer exist or were folded into other agencies on our list; we actually added three new ones in 2017.
- Our goal for 2018 is to focus less on the number of activities completed and instead to focus on quality of involvement. Specifically, the faculty decided in 2018 to identify key "partners" from the list of agencies with whom we are involved, and to reach out to those agencies and work to expand services offered. For example, KDCC/MAP involvement in school settings increased from one school in 2016 to three schools in 2017. School settings may be a good place to explore not only serving more places and more people, but increasing the types of services offered.
- The department head reached out to Calcasieu Parish School Board Superintendent Karl Bruchause in early 2018 to discuss a possible mentorship opportunities with at-risk youth in elementary and/or middle schools. This contact was met with enthusiasm, and talks began regarding ways to have undergraduate Psychology students completing volunteer work and/or internship hours serving as mentors to specific children identified by their school faculty/administration as needing extra attention or assistance. We are excited to add this component to our program, and perhaps eventually to our curriculum (PSYC 389 options) in 2018 or 2019.

2018:

- We again met our benchmark for this objective, with 100% of our faculty and a higher number of undergraduate and graduate students involved in various community and clinical agencies in the five-parish area.
- We were involved in 46 different agencies, including three new agencies for 2018 (replacing one agency that no longer exists on the 2017 list). One of the new agencies is becoming a more significant aspect of our

graduate training program - the American Foundation for Suicide Prevention. Dr. Yaudes leads this initiative in conjunction with KDCC, and several of our graduate students and faculty members have been involved in this since early 2018.

- Dr. Yaudes also began working with the Department of Graduate Nursing, which included collaborative teaching and learning opportunities in October 2018. This is scheduled to become an annual event each October and to include other departments (e.g., Nutrition) as well.
- KDCC continues to increase community involvement and outreach under Dr. Yaudes's leadership, with new connections to the College of Nursing, the Calcasieu Community Clinic, and United Way. This has included numerous TV and radio appearances promoting both community agencies and events as well as KDCC.
- One faculty member and two graduate counseling interns conducted counseling sessions at Sam Houston High School in 2018. This is related to a suicide prevention program in the works for that school. This outreach program is continuing for 2019.
- MAP faculty, staff, and students continued work in numerous community organizations in 2018 (e.g., Evergreen, ResCare, and CARC). Meetings have recently been held to identify other agencies that may provide further collaborative opportunities, such as a new program for adults with ASDs and possible collaborations with a couple of churches in our area who have requested assistance with church members with special needs and their families.

2 Assessment and Benchmark

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

2.1 Data

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

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

Year	% of full-time faculty maintaining active research programs	# of faculty conducting ongoing research	# of faculty teaching PSYC 495	# of students presenting research projects
2015	100%	3	2	25
2016*	100%	4	5	59
2017	100%	5	2**	73
2018	100%	6	1**	70
2019				

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

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

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

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

2018:

- All six of our full-time faculty members either engaged in their own research or supervised student-led research in 2018. Five of the six maintained their own program of research that involved conference presentations and/or journal publications.
- 76 students presented research in 2018, which include 66 students presenting posters in our Senior Research Symposium (SRS) in May and November. Ten other students in MAP and Psi Chi presented their research at regional and national conferences in 2018.
- Given the addition of an independent high-quality research project for our graduate MA-ABA program beginning in 2019-2020, we expect student research activities to increase beginning that year and the following year.
- The faculty met in August 2019 to discuss ways to improve the quality of the PSYC 427-428-495 research process so that a larger number of undergraduate students would be able to present their research beyond the SRS. Only three to four each year present their research at regional/national conferences, and we would like to increase this to at least six for 2019-2020.

3 Assessment and Benchmark

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

3.1 Data

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

2015	100%	6/6	20
2016	100%	6/6	20
2017	100%	7/7	19
2018	100%	7/7	25
2019			

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

[2018 PSYC Faculty Committee Involvement](#) [DOCX 13 KB 9/21/19]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

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

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

2018:

We are pleased with the level of University service provided by such a small faculty of six. As mentioned last year we experienced an increased in committees served due to several new committees established in the Burton College of Education, and contributions to these committees continued through June 2019.

With our move to the College of Nursing and Health Professions, we will be seeking new opportunities to contribute on committees (and in other ways), as we seek new collaborative endeavors there. We are particularly excited to have two new faculty members coming in August 2019 and another in January 2020, and this should increase the amount of University service our faculty are able to provide.

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

Year	# of SEI ratings obtained for faculty/instructors	Departmental average	University average
2013	20	4.67	4.53
2014	22	4.66	4.52
2015	27	4.66	4.50
2016	31	4.59	4.46
2017	29	4.60	4.47
2018	34	4.62	4.45
2019			

	Range of average ratings	# of faculty/instructors
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Year	for faculty/instructors	with averages below 4.00
2013	4.39-4.89	0
2014	4.39-4.86	0
2015	3.46-4.96	2*
2016	3.59-5.00	3**
2017	3.94-4.82	1
2018	3.81-5.00	1***
2019		

*Two instructors (part-time) had SEI averages below 4.00 in 2015, but full-time faculty combined APR ratings ranged from 4.64 to 4.92.

**Three (part-time) instructors had SEI averages below 4.00 in 2016.

*** One part-time instructor had an SEI average below 4.00 in 2018, and that instructor is no longer teaching for us in 2019.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

- Our faculty's average SEI ratings again exceeded the University average (4.60 vs. 4.47). There was no significant change in Psychology Department SEI averages.
- The benchmark criterion of a minimum of 4.00 for all faculty in all courses was met with one exception. One visiting lecturer obtained a rating of 3.94 in 2017. We were pleased to see this number reduce from three (in 2016) to only one in 2017. Informal reports indicated students were unhappy with slow response times and grading by this instructor in online classes. The department head (and other faculty members) has reached out to the instructor to discuss methods of improving these issues in future semesters.
- The Department has struggled to bring new instructors on board in a timely fashion. This is primarily because we have a higher rate of turnover in part-time instructors now, and on several occasions in 2016, 2017, and early 2018 some of these instructors took other jobs or moved out of town and left their jobs here without giving notice. As a result, we have had to hire new instructors just days before classes begin, and there is not time for sufficient orientation.
- Our newest faculty member began in August, 2017. The department head and MA program coordinator worked closely with her in scheduling and developing her courses. Numerous resources were provided for her, and regular meetings took place in the fall 2017 to address any issues/concerns she experienced and to offer additional support and guidance.
- Our goal for 2018 (and beyond) is to develop a formal orientation module/manual that can be given to new instructors to assist them with the start of the semester. The department head will consult with the dean and both administrative assistants to determine what information should be included in this manual. For example, semester calendars, teaching requirements and materials, test-development assistance, instructions for

Banner Self-Service, email, and Moodle, and deadlines for important assessments would be included. This would reduce the need for multiple face-to-face meetings in which new instructors get small bits of information on an as-needed basis.

2018:

- Faculty/instructor SEI ratings were difficult to calculate for 2018 due to having two administrations in the fall 2018 semester, resulting in a total of three administrations. Additionally, fall 2018 was the first semester that SEIs were conducted fully online, and response rates dropped dramatically (by more than 50% for most instructors). However, the department faculty met in spring 2019 and voted to include ALL SEI evaluations (all three administrations).
- As in previous years, our departmental SEI average was higher than the University average in 2018 - 4.62 compared to 4.45. We are pleased that this trend has continued for several years.
- Only one instructor (part-time) achieved an average SEI rating lower than 4.00. That instructor is no longer teaching for us.
- Because of such low SEI participation in fall 2018, we have decided to be more proactive in the fall 2019 semester. Faculty will directly encourage students to participate in SEIs, including in-class announcements and Moodle and email announcements for all sections of all courses.

2 Assessment and Benchmark

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

2.1 Data

2016:

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

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

2017:

- Course syllabi were reviewed by the department head at the beginning of the spring, summer, and fall semesters.
- 100% of departmental syllabi were adjusted to reflect minor changes in University policy statements.
- More than 50% of departmental syllabi were revised to reflect changes in assessments/assignments or to adapt to new textbooks or textbook revisions.
- Faculty met to discuss gen ed data (PSYC 101) and determined that the Social PSYC Movie Essay used for that assessment needed to be updated. Those changes will be implemented in 2018.
- Faculty also discussed the need to add assessments pertaining to the new QEP (Navigate Your Future) in PSYC courses. PSYC 101, 461, and 499 were initially tagged for assessment, and faculty agreed that PSYC 404 would be a more suitable option than PSYC 461. IRE was notified of this change, which will go into effect in 2018. Faculty discussed several options for assessments, especially career-related assessments in PSYC 404 and 499. Other instructors were later notified of these assignments and we plan to implement them effective with the fall, 2018 semester.
- Syllabus changes were implemented for the online MA-ABA and Graduate Certificate programs, and those syllabi will be revised only as BACB accreditation standards require or allow.
- The faculty also discussed upcoming CACREP accreditation efforts (in two years) on several occasions, and efforts will be made to determine how those course syllabi will need to be changed (but not until 2019).

2018:

- As in previous years, the department head (DH) urged faculty to update syllabi every semester in 2018. The DH also checked all syllabi prior to each semester to ensure compliance with policies relating to gen ed components, QEP requirements, accreditation policies (for ABA), and university policies relating to attendance and withdrawals, grading policies, office hours, final exam policies, and university policy statements.
- New syllabi were developed in the fall 2018 semester for new research courses and an additional internship course in the MA-ABA curriculum. Catalog changes were also made relating to these courses.
- Faculty were encouraged to review their textbook choices (for lower cost options) and to ensure that textbook information was clearly provided on each syllabus in 2018.
- New assessments relating to QEP initiatives (career exploration) were developed for PSYC 101, 404, and 499, and these assessments were added to syllabi and implemented in courses during the fall 2018 semester.
- The Gen Ed assessment for PSYC 101 was revised/updated in the summer 2018.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

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

2018:

- Syllabi were made more explicit and detailed for all courses in 2018.
- Updates relating to QEP requirements for undergraduate courses were implemented in the fall 2018 semester. These include PSYC 101, 404, and 499.
- A new, less-expensive, internally-authored PSYC 101 textbook began production and is expected to be used in the fall 2019 semester. Faculty are also preparing ancillary materials for that text that will be packaged with the book, further assisting students in this class. Other courses will be reviewed in 2019 to determine potential new textbook options that will benefit students both academically and financially.
- We continue to struggle with full implementation of Gen Ed initiatives in such large sections (PSYC 101, 233, 260, 261), but our goal is to implement new written assignments in PSYC 233, 260, and 261 in the fall 2019 semester and to continue our success in implementing the assessment in PSYC 101.

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

1 Assessment and Benchmark

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

1.1 Data

Year	# of full-time faculty members who conducted research projects and/or published research	# of published journal articles/ books/manuals	# of published abstracts in conference proceedings manuals
2013	5/6	1	0
2014	6/6	3	3
2015	6/6	6	4
2016*	6/6	5	3
2017	7/7	7	4
2018	6/7	5**	5
2019			

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

** Two textbook revisions/authorships were underway in 2018 but not counted here. Anticipated publication dates are in 2019-2020.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

- We kept our previous benchmark criterion of at least two articles submitted and/or accepted for publication in 2017, and that goal was met. Two journal articles were submitted for publication, and at least one of those was accepted for a 2018 publication date. It is our goal to have three journal articles published (or new ones submitted) for 2018.

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

2018:

- Six out of seven faculty members maintained their own programs of research in 2018, and all seven collaborated with students on their research projects. We set a goal to have 100% of PSYC faculty producing or maintaining their own program of research in 2019.
- We met our benchmark of two publications with a total of five in 2018. We anticipate this number will increase in 2019 and 2020 after three new faculty members are added. Each of them comes to McNeese with his/her own program of research already established.
- We also met our stated goal from last year of having at least two faculty members working on textbooks (Brannon & Matzenbacher), and at least two faculty members working on manuals or book chapters (Melville, Matzenbacher, Yaudes). We will keep these goals for 2019, and then consider increasing them based on the productivity of our new incoming faculty members.

2 Assessment and Benchmark

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

2.1 Data

Year	# of faculty involved in research and scholarly activities	# of faculty collaborating with students on research activities	# of faculty who presented at conferences or workshops	# of conferences/workshop presentations by faculty
2013	6/6	6/6	4/6	11
2014	6/6	6/6	4/6	19
2015	6/6	6/6	5/6	22
2016	6/6	6/6	6/6	46*
2017	7/7	7/7	5/7	54**
2018	7/7	7/7	5/7	44
2019				

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

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

Year	# of conferences and workshops attended by students	# of students attended
2013	—	20
2014	—	20
2015	5	24
2016	4	38
2017	6	24
2018	6	76*
2019		

* This includes the Departmental Senior Research Symposium (x2), which was inadvertently left out in 2016 and 2017 data above.

Year	# of grants applied for and/or received by faculty members
2013	—
2014	5
2015	6
2016	5
2017	8
2018	14
2019	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

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

2018:

- Our students continue to be involved in research, as a senior research poster presentation is mandatory for all psychology majors prior to graduation. We hope to encourage more of these students to engage in high-quality research that can be presented externally at regional or national conferences.

- We anticipate a higher number of students participating in research in 2019 or 2020, after the new mandatory thesis project for the MA-ABA students is implemented. We currently have about 60 students enrolled in this program, and new faculty members coming in 2019-2020 will supervise these individual projects; many of them will result in conference presentations or journal articles, though it will take at least two years for these data to increase from those activities.
- We did notice a decline in the number of faculty research presentations, largely due to newer faculty members focusing on grant activities (see below) and on a slight reduction in the number of senior thesis (PSYC 495) students relative to the previous year (each student produces a poster with a faculty member as a second author).
- We were pleased to see a large increase in grant activities, with more than a dozen applications (several of which were funded). Our two junior faculty members (Yaudes and Najjar) were responsible for 11 of these.
- We anticipate this trend continuing in 2019 and beyond, with the addition of three additional new faculty members. As such, we have set a goal of having 8 grant applications for 2019, and will encourage new faculty members to submit grants as soon as possible.

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

1 Assessment and Benchmark

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

1.1 Data

Year	% of faculty utilizing online resources	% of faculty using Promethean technology in F2F courses
2013	100%	100%
2014	100%	100%
2015	100%	100%
2016	100%	100%
2017	100%	100%
2018	100%	100%
2019		

Year	# of 100% online courses	# of web hybrid courses	Total # of e-learning courses
2013	15	8	23
2014	24	11	35
2015	33	6	39
2016*	59	5	64
2017*	70	4	74
2018	81	8	89
2019			

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

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

- Our faculty and instructors will continue to utilize Moodle and Promethean technology in all sections of undergraduate and graduate Psychology courses.
- We expect to maintain our current number of online course offerings in 2017, but will see an increase in 2018 after enrollment increases for our new online MA in PSYC-ABA program.

- We hired a new instructor for the online MA in PSYC-ABA program in fall 2016, and anticipate that our new faculty member in fall 2017 will complete training to be qualified to teach online immediately upon her arrival at McNeese.

2017:

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

2018:

- 100% of face-to-face instructors utilized Promethean technology in their classrooms, and 100% of both face-to-face and online instructors utilized Moodle regularly in their courses (beyond just posting syllabi). This is mandatory for instructors in psychology and this trend will continue.
- Course coverage issues shifted in 2018 as more part-time instructors prefer online courses. We were able to offer more online/web hybrid courses than ever in 2018 (89 sections!).
- Online enrollment in both the BS and MA degrees continues to increase, with slight declines in face-to-face majors for both programs.
- Faculty members will meet as a group in Fall, 2019 to discuss future course offerings, especially given that the MA-ABA and MA-CPSY curricula are changing in 2020 and new sections will have to be created. We expect to combine smaller sections to offset new course offerings, which will result in about the same number of online courses in 2019.

2 Assessment and Benchmark

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

2.1 Data

Funding for program improvements and professional development:

Year	GAs and student workers for MAP and Treatment of Problem Gambling program	Professional development	Staff for KDCC and MAP	Equipment for KDCC and faculty	Animal laboratory	Program advertising
2013	—	—	—	—	—	—
2014	\$80,931	\$9,139	—	—	—	—
2015	\$384,144	\$37,023	\$411,243	\$2,539	\$2,049	\$6,204
2016	\$309,984	\$22,096	\$285,923	\$17,279	\$2,474	\$18,239
2017	\$325,851	\$61,095	\$421,376	\$67,386	\$2,330	\$16,711
2018	\$404,452	\$57,837	\$470,281	\$33,203	\$1,026	\$3,734
2019						

2016:

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

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

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

2017:

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

Burton funds were utilized in 2017 to:

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

2018:

One significant source of financial assistance in previous years was the Burton Funds (from BCoE), which were not available for most of 2018. Additionally, significant budget reductions were mandated for the McNeese Autism Program /KDCC beginning early summer 2018, so expenses were lowered in several areas (e.g., advertising/promotions and travel). However, we hired a new administrative assistant (AA-3) and billing coordinator in October and November, as well as a Director of Operations for the Clinic(s) about that same time. This contributed to the increase in salaries shown in the chart above.

Increased client numbers and outreach programs throughout 2018 also led to increased need for student workers and GAs, thus those totals were higher in 2018. However, budget cuts in the summer of 2018 (to offset budget shortfalls) were severe, resulting in large reductions in advertising and promotional items, as well as reductions in expenses pertaining to professional development and the animal laboratory.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

2017:

- We are pleased with the increased services provided by MAP/KDCC that necessitated increased staffing. We are especially pleased that we were able to:
 - Offer financial support to more GAs/student workers (increased spending of approximately 5%); and
 - Add new equipment, computers, software and maintenance costs to the budget (an increase of almost 400%).

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

2018:

- As mentioned in the data summations above, we experienced increased expenditures relating to administrative, staff, and student payroll in 2018 (due to increased client loads and outreach programs as well as new administrative hires for MAP/KDCC).
- We also lost access to Burton (BCoE) funding in summer 2018, which offset some of the GA budget increases and also resulted in less funding for professional development (travel). Budget cuts relating to having to recover budget shortfalls from previous years also drastically reduced our budget in these areas.
- With a new Director of Operations in late 2018, a more comprehensive budget was developed that allowed for us to gradually build expenses for professional development and advertising, and the new director was also tasked with increasing fundraising activities. Because that director left the position within about 6 months and a new one was just hired in September 2019, we are concerned that planned fundraising is not being accomplished. We have set a priority for this for 2019-2020 and hope to see improved budget outlooks then.
- The department continues to operate under severe budget restrictions and this also applies to Clinic activities. Faculty and staff have been encouraged to seek external/grant funding for professional development, as college and university budgets for these activities are non-existent. We have committed to increased fundraising for 2019-2020 at the college (Nursing & Health Professions), department (Psychology), faculty, and clinic levels for the upcoming year.
- We will also earmark certain funds (e.g., endowed professorships and other grants/awards) for recruitment and retention efforts, per University policy, to support those important initiatives. Specifically, the department head endowed professorship from the CoNHP will have specified funds for recruiting at high schools, on-campus events (e.g., Fall Preview Day), and at regional and/or national conferences, where tables can be set up to advertise our programs. We will also be purchasing give-aways and involving a larger number of faculty and students in these events.

3 Assessment and Benchmark

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

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

3.1 Data

Year	Total # of sections taught	Average enrollment for undergraduate courses	Average enrollment for graduate courses	Average enrollment for all courses
2013	137	39.2	10.0	30.5
2014	146	37.1	8.6	28.7
2015	151	36.2	8.45	27.2
2016*	172**	29.17	9.45	22.94
2017	158**	33.98	10.62	26.03
2018	176	31.36	10.33	23.71
2019				

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

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

*** Data were not available for dual enrollment sections; 176 is the total number of sections taught on-campus and online without dual enrollment sections.

	2013	2014	2015	2016	2017
# of sections that exceeded 100 students	0	0	0	0	0
Largest PSYC 101 enrollment	76	70	88	80	79
Largest PSYC 233 enrollment	89	90	82	76	92
Largest PSYC 260 (formerly 310) enrollment	84	80	72	68	71
Largest PSYC 261 (formerly 311) enrollment	76	64	69	47	51
# of undergraduate sections that exceeded 80 students	7	0	2	0	2

	2018	2019	2020	2021	2022
# of sections that exceeded 100 students	0				
Largest PSYC 101 enrollment	87				
Largest PSYC 233 enrollment	90				
Largest PSYC 260 (formerly 310) enrollment	66				
Largest PSYC 261 (formerly 311) enrollment	35				
# of undergraduate sections that exceeded 80 students	7				

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016:

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

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

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

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

2017:

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

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

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

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

2018:

- Average class sizes decreased in 2018 for both undergraduate and graduate programs, partly due to increased online course offerings and also summer and/or interim course offerings (relieving demand for large sections in fall and spring semesters for 101, 233, 260, 431, and 461). This approach appears to have worked, and these extracurricular course offerings have become quite popular.
- We also set a goal to reduce the size of research courses, specifically PSYC 428 and 495. This goal was achieved, and we plan to continue this trend in 2019 and beyond. Specifically, we limit enrollment in PSYC 495 Senior Thesis to six and only allow seat permits in extreme circumstances (e.g., graduation semester).
- We still have a few sections of PSYC 101 that exceed our goal to avoid sections larger than 80. This happens every fall, when the student demand for that course exceeds the number of instructors we have available to teach the course. As VL and overload budgets are expected to be cut in 2019, it will continue to be impossible to keep class sizes at a manageable level. For this reason, we have agreed to:
 - increase the maximum cap for PSYC 101 sections from 80 to 88 in the fall semesters, and supplement with graduate assistants in handling the paperwork and grading as needed.
 - increase the maximum cap for PSYC 233 sections from 80 to 88
 - maintain caps of 80 on PSYC 260 and 261, which have not exceeded those caps in many years.