



## Psychology

#7 Plan cycle - 7  
Plan cycle 2021/2022  
7/1/21 - 6/30/22

## Introduction

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

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

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

**1 Assessment and Benchmark**

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

Prior to 2018-2019, the benchmark was track undergraduate student completers and enrollment at each level and in each concentration. Maintain or exceed fall 2012 levels of declared majors:

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

**1.1 Data**

2017-2018:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	2	2	5	16	25	1	21	12	20	27	80	8	5	21	8	25	59	3
PSYC	(blank)	3	10	12	28	53	2	73	50	62	235	20	42	49	50	60	201	17	
<b>Total</b>		<b>5</b>	<b>12</b>	<b>17</b>	<b>44</b>	<b>78</b>	<b>3</b>	<b>94</b>	<b>62</b>	<b>70</b>	<b>89</b>	<b>315</b>	<b>28</b>	<b>47</b>	<b>70</b>	<b>58</b>	<b>65</b>	<b>260</b>	<b>20</b>

2018-2019:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PSCO	(blank)	2	5	8	11	26	0	13	16	23	23	75	5	7	15	22	17	61	4
PSYC	(blank)	7	7	12	26	52	0	79	59	44	63	245	22	48	61	54	56	219	28
<b>Total</b>		<b>9</b>	<b>12</b>	<b>20</b>	<b>37</b>	<b>78</b>	<b>0</b>	<b>92</b>	<b>75</b>	<b>67</b>	<b>86</b>	<b>320</b>	<b>27</b>	<b>55</b>	<b>76</b>	<b>76</b>	<b>73</b>	<b>280</b>	<b>32</b>

2019-2020:

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

2020-2021:

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

2021-2022:

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

PSCO	(blank)	1	6	8	27	42	0	19	27	36	50	132	10	16	19	36	52	123	12
PSYC	(blank)	2	4	11	29	46	4	55	48	35	51	189	9	29	43	40	43	155	13
<b>Total</b>		<b>3</b>	<b>10</b>	<b>19</b>	<b>56</b>	<b>88</b>	<b>4</b>	<b>74</b>	<b>75</b>	<b>71</b>	<b>101</b>	<b>321</b>	<b>19</b>	<b>45</b>	<b>62</b>	<b>76</b>	<b>95</b>	<b>278</b>	<b>25</b>

Percentage Change between 2017-2018:

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

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
PSCO	2018	75	5.333%
	2019	79	
PSYC	2018	245	-12.653%
	2019	214	
<b>Total</b>	<b>2018</b>	<b>320</b>	<b>-8.438%</b>
	<b>2019</b>	<b>293</b>	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
PSCO	2019	79	36.708%
	2020	108	
PSYC	2019	214	-2.336%
	2020	209	
<b>Total</b>	<b>2019</b>	<b>293</b>	<b>8.191%</b>
	<b>2020</b>	<b>317</b>	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
PSCO	2020	108	22.222%
	2021	132	
PSYC	2020	209	-9.569%
	2021	189	
<b>Total</b>	<b>2020</b>	<b>317</b>	<b>1.261%</b>
	<b>2021</b>	<b>321</b>	

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

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 evidenced 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 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.

The faculty met recently to discuss recruitment and retention strategies, and several more meetings are planned for this semester. We are also making a more concerted effort in FFND this fall to develop and increase student involvement in our programs. It is our hope that these strategies will increase retention for our newest psychology majors, most of whom are FTFT freshmen.

One other concern we have is that reliance on VLs and teaching GAs for a large number of undergraduate courses (due to graduate accreditation requirements pulling tenured faculty OUT of those courses) could have negative impacts on the quality of education our students are receiving. This begins in year one, when very few full-time faculty members are teaching PSYC 101 and 260/261 - the first courses taken by PSYC majors. It is our hope that with budget improvements at the university level, we will be able to ask for funding to hire more full-time faculty in 2020 and 2021 that will address the need for higher-quality, retention-based teaching in our lower level classes.

2019-2020:

- We met the benchmark of 5% enrollment increase for the BS degree in Psychology for the 2019-2020 assessment cycle, with an overall enrollment increase of 8.19%. This is the largest one-year enrollment increase in our BS degree since we have begun tracking data for annual assessment plans.
- We met the benchmark of 5% enrollment increase for our online program, but not for our F2F program. We experienced a decline in our F2F enrollment (-12.65%), offset by a significant increase in our online program (36.7%).

- At this time, recruiting activities have been hampered by the Covid-19 shutdown. We plan to actively engage in all sessions, open house events, table browses, etc. as soon as they open up again, and to work with Enrollment Management as we are able to assist with recruiting efforts. Faculty members discussed ways to reach out to students in virtual classes, methods for keeping them enrolled (extensions, “incompletes”, frequent communication, etc.), and will continue to work hard in all classes and during email/virtual advising sessions to try to avoid any further enrollment declines.

#### 2020-2021:

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

#### 2021-2022:

NOTE: The data fields for 2021-2022 were not provided because the Fall, 2022 semester had not yet begun. However, we have those data now so we are reporting them below.

- The benchmark of a 5% increase overall and for each BS Degree program in Psychology (online & F2F) was met only for the online program. We experienced an increase in online enrollment of 20.45%, whereas our F2F enrollment declined by 12.17%. Overall, enrollment increased slightly (1.25%) by about the same factor of increase we experienced in the previous assessment cycle. We believe our current enrollment of 325 undergraduate majors is the highest enrollment we have ever had.
- We continue to have some students opting to switch from our F2F to our online degree program, as well as more students applying to our transferring into our online program from other departments. We believe the continuing loss of building space on campus and lack of access to classrooms have contributed to this, as has the overall climate of increased virtual learning across the country. Still, we are pleased to see any enrollment increase (overall) this year, especially given the continuing enrollment declines for the University overall.
- We see advising as a retention-enhancing opportunity, especially with new freshmen and with transfer students. The Department Head rearranged responsibilities this past spring and summer to take over all advising for transfer students, and we welcomed several dozen during that time frame.
- This past year brought an increase in recruiting opportunities as our Recruiting office added more on-campus, weekend campus visits/tours for area high school students. For each of five events on campus, a minimum of two full-time faculty members (typically three) worked each event. We used Endowed Professorship funds to purchase “giveaways” for these events, and added several new components such as coloring pages, psychology trivia and myth-busting activities, and various handouts about our programs. Additionally, we highlighted outstanding faculty accomplishments at these events by displaying publications and textbooks co-authored by our faculty, as well as information about our research sequence in the undergraduate curriculum.
- We hosted a visit night for potential psychology majors in the McNeese Autism Program (MAP) Clinic, where students met with representatives from Admissions, Financial Aid, and Housing. Psychology faculty members discussed our programs, and graduate students from the McNeese



PSYC	CPSY	18	29	31	22	27	25	21	33	27						
	GEXP	1	5	6	3	7	7	3	8	5						
	<b>Total</b>	<b>39</b>	<b>62</b>	<b>58</b>	<b>42</b>	<b>58</b>	<b>44</b>	<b>33</b>	<b>52</b>	<b>45</b>						
<b>Grand Total</b>		<b>29</b>	<b>89</b>	<b>82</b>	<b>61</b>	<b>81</b>	<b>68</b>	<b>48</b>	<b>68</b>	<b>59</b>						

## Graduate Completers:

Major	Conc.	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
ABAO	(blank)	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0
APBA	(blank)	-	-	-	0	0	0	0	0	0	0	0	0	0	0	0
PSCO	APBA	-	-	-	-	-	-	0	0	0	0	0	1	0	3	0
PSYC	APBA	4	3	4	0	2	1	0	6	8	1	7	7	2	10	2
	CPSY	1	4	3	2	4	3	2	3	3	0	2	4	1	1	3
	GEXP	1	1	0	0	1	1	0	1	0	0	0	2	0	0	0
	<b>Total</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>13</b>	<b>3</b>	<b>11</b>	<b>5</b>
<b>Grand Total</b>		<b>6</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>1</b>	<b>9</b>	<b>14</b>	<b>3</b>	<b>14</b>	<b>5</b>

Major	Conc.	2019-2020			2020-2021			2021-2022			2022-2023			2023-2024		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
ABAO	(blank)	0	1	0	0	0	0	0	0	0						
APBA	(blank)	0	0	0	0	0	0	0	0	0						
PSCO	APBA	0	2	2	1	7	5	3	1	3						
PSYC	APBA	0	10	2	3	2	3	1	1	6						
	CPSY	1	2	7	0	0	3	0	6	5						
	GEXP	0	0	2	0	0	1	0	2	0						
	<b>Total</b>	<b>1</b>	<b>12</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>9</b>	<b>11</b>						
<b>Grand Total</b>		<b>1</b>	<b>15</b>	<b>13</b>	<b>4</b>	<b>9</b>	<b>12</b>	<b>4</b>	<b>10</b>	<b>14</b>						

## Percentage Change between 2018-2019:

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



Percentage Change between 2019-2020:

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

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
ABAO	2020	0	—
	2021	1	
APBA	2020	0	—
	2021	0	
PSCO	2020	23	-30.434%
	2021	16	
PSYC	2020	58	-10.344%
	2021	52	
<b>Total</b>	<b>2020</b>	<b>81</b>	<b>-16.049%</b>
	<b>2021</b>	<b>68</b>	

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

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.

2019-2020:

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

2020-2021:

- We were unable to meet our benchmarks pertaining to graduate enrollment for 2020-2021 and in fact, experienced a slight decrease (from 89 to 81) in the Fall, 2020 semester. We attribute this to the catastrophic losses of Farrar Hall and both Clinics in August of 2020, as well as a slight reduction in new graduate applications.
- After many weeks of closure and students being unable to obtain any hours toward internship, it became apparent that graduation would be delayed for most or all students in both the CPSY and ABA graduate programs. Despite our best efforts to secure clinic space as quickly as possible, subsequent storms delayed this until early in the Spring, 2021 semester. We located an off-campus space that later flooded in February, forcing another shutdown of all clinic activities. We also lost quite a few of our clients, so when we did reopen we no longer had enough sessions for our interns to return to campus.
- During this time, many of the graduate students in our F2F ABA program found internship placement sites outside of SW Louisiana. Once those placements were approved (so they could continue to progress in the curriculum), many did not want to return to work on campus once the FEMA buildings had been set up for MAP and KDCC. They were earning higher salaries and had already been matched with clients, and several of them had lost their homes in Lake Charles. As a result, several switched to the online program and never returned to campus.

- The number of clients we were seeing at the end of this year was in the single digits, down from 27 clients every day prior to the Covid-19 shutdown and hurricanes. Our graduate student numbers also began to drop. In addition to the loss of a few students heading into the next year, we also received far fewer applicants to both programs than we have in the past.
- Despite this, faculty members and clinic staff worked hard to keep both clinics open and to find solutions for long-term space and financial security (as both clinics rely on patient/client funding, which pay staff and internship salaries). Faculty members have met weekly with the Dean, Administration, and others on campus to improve the status of both clinics and to retain students who have remained in our graduate programs. We will continue to do this to the best of our abilities in the 2021-2022 assessment cycle.
- Completer rates have remained high for several assessment cycles with 22, 29, and 25 completers in the past three years, well above the comparison year of 2013 mentioned in our benchmark (8 completers in Fall, 2014). We plan to work hard to recruit new faculty members in the coming year to replace the two we recently lost. We believe this is essential to making sure graduate students have 1:1 communication with faculty members for advising, classroom, and clinical experiences.
- We were unable to increase faculty presence in undergraduate courses for the purposes of graduate student recruitment, and this was due to so many courses being online and so many faculty members having to spend time rebuilding their homes. We set a goal once again to increase interactions with undergraduate students about our graduate programs in the 2021-2022 assessment cycle, as we hope interactions will be easier to accomplish once both faculty and students gradually return to campus.

#### 2021-2022:

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

- Our completer rates have remained steady, as we posted our second-highest number of graduate completers (28) in 2021-2022. We have always been successful at retaining graduate students across the curriculum and seeing them through to graduation. We will continue to provide quality advising and both classroom and clinical experiences to the extent possible for both the Counseling and ABA graduate programs, though we have concerns about how to accomplish this with only one qualified, full-time ABA faculty member for both the online and F2F programs.

### 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
		<b>Total</b>	<b>51</b>	<b>89.5</b>	<b>42</b>	<b>73.7</b>	<b>35</b>	<b>61.4</b>	<b>31</b>	<b>54.4</b>	<b>24</b>	<b>42.1</b>	<b>29</b>	<b>50.9</b>	<b>29</b>	<b>50.9</b>

\*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	14	21.5	2	3.1	0	0.0
		Changed	12	18.5	17	26.2	18	27.7	20	30.8	6	9.2	4	6.2	3	4.6
		<b>Total</b>	<b>63</b>	<b>96.9</b>	<b>48</b>	<b>73.8</b>	<b>38</b>	<b>58.5</b>	<b>36</b>	<b>55.4</b>	<b>20</b>	<b>30.7</b>	<b>6</b>	<b>9.3</b>	<b>3</b>	<b>4.6</b>

\*8 students were previously undeclared before declaring PSYC.

2014:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	63	Same	49	77.8	34	54.0	25	39.7	19	30.0	13	20.9	19	30.6	19	30.6
		Changed	8	12.7	7	11.1	4	6.3	5	7.9	2	3.2	5	8	5	8
		<b>Total</b>	<b>57</b>	<b>90.5</b>	<b>41</b>	<b>65.1</b>	<b>29</b>	<b>46.0</b>	<b>24</b>	<b>38.0</b>	<b>15</b>	<b>23.8</b>	<b>24</b>	<b>38</b>	<b>24</b>	<b>38</b>



2020:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	58	Same	44	75.9	32	55.2										
		Changed	4	6.9	5	8.6										
		<b>Total</b>	<b>48</b>	<b>82.8</b>	<b>37</b>	<b>63.8</b>										

2021:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
PSCO/ PSYC	54	Same	31	57.4												
		Changed	13	24.1												
		<b>Total</b>	<b>44</b>	<b>81.5</b>												

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

2018-2019:

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.

2019-2020:

- Our persistence rate declined slightly this year from 82.9% to 80.0%. Our Y1 to Y2 retention rate also declined, from 67.1% to 62.0%, as did our Y1 to Y3 retention rate (from 44.3% to 42.0%).

- Though we were not able to determine a cause for the Fall, 2019 to Spring, 2020 persistence rate to have declined slightly, we believe the Y1 to Y2 and Y1 to Y3 retention rate declines may be fully explained by the noted declines in enrollment in our F2F program following the Covid-19 pandemic /shutdown and natural disasters in the subsequent year.
- We plan to collect exit data from our capstone course next year to identify potential factors that may influence persistence and retention. It could be that students who complete the program possess traits, knowledge, or skills that contribute to their persistence and retention.
- It is our continued concern that some of our students leave the Department after their first Fall semester due to knowledge gained in the FFND 101 course. The course is designed to introduce students to careers in Psychology, and some of the content necessarily involves some “myth-busting” and providing realistic information for their varied career goals. Surveys collected (as assignments) during the first two weeks of the Fall semester indicate the vast majority of new majors plan to pursue mental health careers (e.g., licensed counselors, BCBAs (behavior analysts), and/or licensed psychologists). Prior to FFND 101 fewer than half of these students have accurate ideas about the graduate degrees required for those careers, the length of time they will spend in school (6.5 to 11 years), or the undergraduate performance they must achieve to be competitive graduate school applicants. Thus, it is common for several students each fall to change their major prior to the following spring semester. As we do not track those students once they have left our programs, we are uncertain whether or not they eventually complete a degree in another area.
- Our faculty have discussed ways to retain more of our students beyond the first semester and first year. We decided to add some information in both FFND 101 and PSYC 101 about career options for individuals who do not pursue graduate degrees. It is a common myth that bachelor’s degrees in Psychology do not provide any benefit in the job market, and we will work harder to dispel that myth by discussing the types of jobs psychology majors often get after graduating with the BS degree.

#### 2020-2021:

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

#### 2021-2022:

- We did not meet our benchmark of improving persistent rates this year. We experienced a slight decline from 82.8% to 81.5%. It is our belief that this is due to another noticeable shift from F2F to

online education, as the percentage of online students in our program increased to 41% (an increase from 34% the previous year, and also an all-time high). We continue to see lower performance levels among fully online students, and these observations are mirrored by anecdotal reports from other departments.

- In addition to issues previously mentioned, Biology lab courses have shifted back to mostly on-campus offerings. The few sections offered online are fully synchronous, which excludes students with daytime jobs and family responsibilities. Some students take these courses elsewhere and transfer them to McNeese, but a small number of our freshmen and sophomores (and even juniors) change their major to avoid these courses. We have begun to recommend a substitution of BIOL 105 and 106 for BIOL 101+Lab, but have found no options to assist students who cannot take BIOL 225+Lab or 315+Lab on campus.
- Despite the above concerns, we recognize the need to add more direct retention efforts in the first-year experience for psychology majors. Faculty plan to meet at least twice in the Fall, 2022 semester to brainstorm ideas about improving retention, and then put those plans into place for the Spring, 2023 semester. One immediate plan is to make faculty members and graduate students more visible to our majors, expanding beyond FFND 101 to include other courses (PSYC 101 and PSYC 233/260/261). We plan to have more full-time faculty members involved in teaching lower-level courses, which have traditionally been handled by adjunct faculty members or taught only online by about 1/3 of our full-time faculty.

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

**1 Assessment and Benchmark**

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

Prior to 2019-2020, the benchmark was BS Psychology program faculty meet at least two times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

**1.1 Data**

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

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

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.

#### 2019-2020 meetings discussed:

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

#### 2020-2021 meetings discussed:

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

#### 2021-2022 meetings discussed:

- The full undergraduate curriculum, including

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

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

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

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

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

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

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

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

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

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.

#### 2019-2020:

- We handled much of our business in the Spring, 2020 semester via email, rather than formal faculty meetings. Thus, even though we missed meeting our Benchmark (3 meetings instead of 4), we still discussed topics relating to the Undergraduate Curriculum, students' progress, and professional development for faculty members -- some of who were teaching virtually for the very first time in March, 2020.
- We were able to arrange Moodle training for virtual instruction, and the Department Head reached out to all faculty members regularly (1-3 times per month) throughout the Spring and Summer, 2020 semesters (no F2F courses).
- We continue to discuss issues pertaining to the 3-semester research sequence, which often dominates any meetings relating to the BS Psychology Curriculum. However, we did make progress toward identifying the specific deficiencies students displayed in PSYC 495 (Senior Thesis), which continue to cause students to have trouble completing course requirements in a timely manner.
- We decided not to change our Benchmarks or Assessments for 2020-2021 due to our continued uncertainties relating to the pandemic, and that we would monitor students' progress more closely and set more rigid (but realistic) deadlines and goals for students in all three components of the research sequence (PSYC 427, 428, and 495). We will also increase faculty meeting discussions of these issues in 2020-2021, and we will begin to include part-time/online instructors in the decision-making process.

#### 2020-2021:

- Despite significant campus closures in 2020-2021 due to four major natural disasters, we were able to meet our Benchmark. We discussed the Undergraduate Curriculum during two of our full faculty meetings (August, 2020 and May, 2021), and also during two different meetings involving the Dept. Head and faculty members who teach in the research sequence. Those meetings resulted in several changes to be implemented in 2021-2020 courses, including:
  - requiring all students to submit a complete draft of the IRB Application packet before a final grade can be entered in PSYC 428;
  - a reduction in the types of research designs and statistical analyses students will be encouraged to use in their Thesis project, with a focus on keeping studies simple so there are no more projects being completed in the final hours before the poster session at the end of the semester;
  - a heavier emphasis on those research designs and statistical analyses (correlation, t-test, & ANOVA) in PSYC 427; PSYC 427 is now conceptualized as it was intended -- a review of basic research, statistics assignments, and research ethics, and PSYC 428 provides only a review (no new topics) and full focus on developing the research proposal;
  - a similar course Calendar/timeline for PSYC 495 (Senior Thesis) as well as commitment to keep students on track with each step of the research process to avoid last minute completions and submissions (thus increasing quality of research and reducing workload stress for all involved).
- In May, 2021 we held our first full-faculty discussion of each one of our Departments' Program Assessment Reports (BS and MA). All but one full-time faculty member was present for this meeting. For each Benchmark, faculty discussed whether or not curriculum, syllabus, or assessment changes were needed. In some cases, an actual vote was held to determine faculty agreement. We continued discussion in these cases until 100% agreement was achieved regarding

analysis of the data and possible changes to be made. Specific changes to Assessment can be reviewed in the BS Psychology Assessment Plan submitted in May, 2021.

2021-2022:

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

## 2 Assessment and Benchmark

Benchmark: MA Psychology program faculty meet 10 times per academic year to review student progress, curricular offerings, and appropriate professional contacts and internships opportunities.

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

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

### 2.1 Data

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

Academic Year	# of faculty meetings
2019-2020	36

2020-2021	39
2021-2022	46

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.

2019-2020 meetings discussed:

- For the MA - ABA concentration:
  - The need to improve clinical oversight for internship courses to ensure provision of evidence-based practices;
  - Completely revamping ABA students' research projects with the addition of a PSYC 699 Thesis requirement;
  - Methods for implementing this Thesis requirement for our online program, which includes students who work in other states and cannot be directly supervised by Program faculty as easily as those who work on campus;
  - Implementation of an additional (5<sup>th</sup>) semester of internship, resulting from a new ABAI requirement doubling the number of internship hours required for graduates to sit for the certification exam to become BCBA's;

- Professional development for clinical staff in the McNeese Autism Program (MAP) to update skills and improve intern supervision;
- Improved monitoring of individual students' progress throughout the curriculum;
- Division of responsibilities pertaining to seeking re-accreditation for the F2F ABA program, while also ensuring sufficient coverage for online sections of all courses.
- For the MA - Counseling Psychology concentration:
  - Establishing a true "Counseling identity" for the program;
  - Necessary revisions to all CPSY Syllabi and course content to meet CACREP standards in anticipation of working toward accreditation;
  - Revising all course titles and course numbers, and identifying new courses that needed to be added;
  - Student outcome data and plans for better tracking of students' progress; and
  - Plans for adding a 3<sup>rd</sup> counseling faculty member to help with course coverage, clinic management, and accreditation standards.

2020-2021 meetings discussed:

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

2021-2022 meetings discussed:

- For the MA - ABA concentration:
  - Final completion of the self-study for ABAI re-accreditation, and preparation for and scheduling of the site visit, during early Fall, 2021;

- Coverage of ABA graduate courses as well as research and clinical supervision now that only one full-time faculty member lives in the Lake Charles area;
- Ideas for increasing enrollment for the F2F ABA program, which declined significantly during and after the Covid-19 shutdown and multiple closures in 2020-2021 due to natural disasters;
- Managing online students' clinical experiences long-distance, as many students now worked outside of SW Louisiana and were unable to return to this area to work at MAP;
- Financial concerns relating to keeping two clinics going despite declines in funding (client numbers and staffing were low); and
- The need to hire at least two full-time faculty members in 2022-2023 just to keep courses covered and be compliant with accreditation standards.
- For the MA - Counseling Psychology concentration:
  - Submission and final approval of all course level and catalog changes to previous Counseling courses (MEd AND MA programs) via Curriculog;
  - Continued progress toward state level approval of the two new MS degrees, to be achieved by early Summer, 2022;
  - Additional professional development and training related to CACREP standards for all Counseling faculty members;
  - A job search and hiring of a 4th full-time faculty member, scheduled to begin in August, 2022; and
  - Plans for BCoE to “teach out” students in the current School Counseling program as we plan to implement the new MS in School Counseling in August, 2022.

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

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.

2019-2020:

- The Department easily surpassed the benchmark of six faculty meetings per year for each graduate program, holding 12 meetings for the CPSY program and 24 meetings for the ABA program in 2019-

2020. After the Covid-19 shutdown in March, 2020 these meetings continued virtually and sometimes over the phone.

- For ABA,
  - Our 2018 ABAI site visit uncovered some deficiencies that needed to be addressed in our F2F ABA program, and they gave us two years to make changes and to seek re-accreditation.
  - With the recent hire of a new faculty member we now had the four required faculty members to begin to improve both clinical training and research requirements for the ABA program.
  - The ABA faculty began to develop plans for the new PSYC 699 Thesis course, along with other curriculum changes to produce better-quality student research projects. This was more complicated than originally expected, so it became clear that biweekly meetings were needed to ensure timely implementation of the changes needed to achieve re-accreditation in two years.
  - Though minutes were not maintained from these meetings, Departmental and Faculty Calendars provided information to verify each of these meetings. Faculty members also provided information pertaining to the topics discussed and decisions that were made.
- For CPSY:
  - Department faculty (specifically Dr. Yaudes) lobbied the Administration to hire a Counseling faculty member who could help us begin working toward CACREP accreditation. We received approval to hire and were able to add one faculty member in January of 2020. We also received approval to add another faculty member the following year (2020-2021).
  - Counseling faculty scheduled monthly meetings to discuss the steps needed to seek accreditation, and many changes were identified that needed to be developed next year before we could begin to meet CACREP standards. Early meetings focused on hiring sufficient well-qualified faculty members, as four would be needed to gain initial accreditation for the MA-CPSY program and to also re-accredit the MEd in School Counseling, which we learned would likely be moving to the Psychology Department.
  - Though detailed minutes from each of these monthly meetings were not maintained, Program faculty provided the Department with times and dates of these meetings along with general topics discussed and decisions made.
- Both the ABA program faculty and CPSY program faculty made a lot of progress toward improving curricula, providing better oversight of students and their progress, and working toward accreditation /re-accreditation. As such, faculty agreed to continue holding frequent meetings to continue this important progress. Some meetings had to be held virtually after the Covid-19 shutdown in March, 2020, so the decision was made not to alter the Benchmark at this time and to revisit this after the 2020-2021 assessment cycle.

#### 2020-2021:

- The Department faculty again surpassed the Benchmark for this objective in 2020-2021. Despite significant campus and community closures and the lost of departmental offices and both clinics, these meetings continued virtually or over the phone after only a short break in the Fall of 2020.
- For ABA:
  - All four ABA faculty members evacuated out of town in August, 2020, and none were able to return home due to extensive damage to their homes and property. Thus, meetings declined from an average of 3 per month in 2019-2020 to once per month in 2020-2021. During these meetings, program faculty continued to work on changes needed to achieve re-accreditation, and they made plans to submit a self-study no later than the Fall, 2021 semester.
  - All four Program faculty members were involved in planning the new PSYC 699 Thesis course, but the burden of teaching these Thesis students was shouldered in 2021 by the one faculty member who was able to return to campus.
  - The Department was able to obtain approval to hire new ABA faculty members, but low starting salaries, heavy teaching loads (including online courses), and diminished housing and on-campus space made it difficult to recruit and attract qualified candidates to McNeese.
- For CPSY:



- With the addition of a 3<sup>rd</sup> Counseling faculty member in January, 2021, meetings began to occur twice per month so progress could be made toward achieving CACREP accreditation. The meetings were productive, and they often involved the Department Head and Dean.
- A timeline was developed to prepare and submit a self-study for CACREP in 2023, with hopes of achieving accreditation in 2024. A meeting was held with members of the Administration to outline plans for accreditation and to discuss needs for an additional faculty member, in addition to transferring the faculty line for School Counseling to the Department of Psychology from the Department of Education Professions.
- Due to significant progress made and a long list of changes still needed to achieve accreditation and re-accreditation for both the ABA and CPSY programs, faculty decided to increase meeting frequency for the 2021-2022 academic year. A new benchmark was set increasing meeting frequency from 6 per year to at least 10 times per year. This would allow monthly meetings during the fall and spring semesters, as well as at least one meeting during the summer semester.

#### 2021-2022:

- Both sets of program faculty again easily surpassed the Benchmark of 10 meetings per year, with a total of 46 meetings during the 2021-2022 assessment cycle.
- For ABA:
  - Faculty losses remained a significant problem, as we now had one full-time faculty member living in Lake Charles, one living in Baton Rouge, and one adjunct instructor living in New York. We were barely able to barely cover courses because we also experienced a sharp decline in enrollment.
  - Faculty met via Zoom and over the phone, averaging two meetings per month.
  - A virtual site visit with ABAI was delayed by ABAI twice, so our scheduled September site visit was finally held in November of 2021. We received notification in early 2022 that we did receive re-accreditation for three years.
  - We continued to struggle with finding qualified applicants for our open faculty position, and with the impending retirement of Dr. Melville (in May, 2022) this became the primary focus of many faculty meetings. Another focus was on finding ways to increase enrollment in our F2F program. We ended 2021-2022 with fewer than 10 students scheduled to enroll in August, 2022, after having more than 40 students in this program only 3 years earlier.
- For CPSY:
  - We hired a CACREP consultant who visited for several days in the Summer of 2021, and several new objectives were identified for the 2021-2022 academic year.
  - Yaudes, Vashisht and Teems meet twice per month throughout 2021-2022 to work on additional curriculum changes. Meetings were also held with the Department Head, Dean, and members of the Administration to work toward University and State level approvals for two new programs (MS in CMHC and MS in SCHC). Plans were made to move one faculty position from the Department of Education Professions (School Counseling), which would leave us with only one additional faculty member to hire.
  - We received approval to hire another faculty member and have since hired a new Asst. Professor, scheduled to begin in August, 2022.
- Formal minutes were not available for the Graduate Program faculty meetings for either of the ABA or CPSY programs, but faculty members were able to review personal notes and calendars to provide details about these meetings for the 2020-2021 assessment cycle.
- As most of our graduate students come directly from our undergraduate program and we need to increase graduate enrollment, all graduate program faculty members have agreed to begin participating in campus recruiting events for high school students.
- Thompson will take over for Dr. Melville (retired) as Program Coordinator and will meet at least once per month with the Department Head to assess student progress (clinical and research), discuss any problems that need to be addressed relating to clinical experiences and oversight, schedule course coverage and hire adjunct faculty to assist with this, increase enrollment in the F2F ABA program, and increase efforts to attract and hire qualified faculty members in 2022 and 2023.

- Yaudes will continue as Program Coordinator for both Counseling programs and work to train new Counseling faculty to gradually assume some of these responsibilities in anticipation of a CACREP self-study to be submitted (likely in 2023). Counseling faculty will meet as a group at least once per month in 2022-2023, with additional meetings added to that schedule as needed.
- Thus, we decided to increase our Benchmark again this year to hold at least 12 meetings for each graduate program during the 2022-2023 assessment cycle. We anticipate a need to continue having frequent program meetings at least through the end of the current accreditation cycles in 2024.

### 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

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

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.

2019-2020:

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

2020-2021:

- We received exit surveys from 18 undergraduate students in May, 2021. This included 11 students in F2F sections and 7 students in online sections. The results of these surveys suggested that:
  - Students continue to find PSYC 499 (capstone) very useful as a review of content from across the curriculum, and especially in preparation for taking the Major Field Test (MFT).
  - Students continue to struggle most with concepts in research and statistics. There were fewer negative comments specifically linked to PSYC 427, but "Statistics" was mentioned several times and that content is covered in PSYC 427 AND STAT 231. Students specifically mentioned not finding STAT 231 to be particularly helpful.
  - PSYC 431 (Abnormal Psychology) received the highest ratings in terms of preparation for the MFT, closely followed by PSYC 461 and 471.
  - When asked about elective courses they felt were most helpful, students mentioned PSYC 451, 480, and developmental psychology courses in general. They mentioned these courses specifically as being covered heavily by the MFT.

2021-2022:

- Exit surveys were completed by 21 students at the end of the capstone course (PSYC 499) in December, 2021 and May, 2022. These included 13 students in F2F sections and 8 students in online sections. Survey responses revealed that:
  - Students again found the Capstone course to be very valuable, and they appreciated the variety of assessment types used by the instructors;
  - Several students noted significant issues with PSYC 427, including some noting that they didn't learn anything of significance but managed to learn the material later in the research sequence; and
  - Students valued their early courses (PSYC 431 and 461), as well as several electives (especially PSYC 451 and 440);
- Students in our online degree continue to ask about online offerings of the Biology lab courses. These were offered online during the Pandemic and hurricane shutdowns, but are now reverting to F2F labs and/or synchronous virtual meetings at regular daytime time slots. Some students still end up taking these courses at another university and transferring them back to McNeese.

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

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.

2019-2020:

- N/A

2020-2021:

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

2021-2022:

- Faculty reviewed the exit surveys from December, 2021 and May, 2022 during their meeting held during ACE week in May.
- Faculty discussed recent changes to the content and sequencing of information in the 3-semester research sequence. We agreed to wait and observe whether or not those changes-- implemented in Summer, 2022 -- might produce changes in students' survey responses next year.
- We were able two additional sections of one of the most popular PSYC electives (PSYC 480) this past year during the Winter Interim break and again during Summer School. Given the tendency for some of these courses to fill up during the first 3 days of registration, we plan to offer these additional sections again. We may also add a 3rd section of another popular elective in 2022-2023.
- We plan to increase the number of students completing these in-class surveys during the 2022-2023 cycle, with a goal of at least 50% compliance for both F2F and online sections of PSYC 499. We also contacted IRE staff and asked that they resume distribution of an online survey sent to degree candidates. This was done once in 2019 before the Covid and storm shut downs, and we hope to receive a substantial number of these anonymous surveys in December, 2022.

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

**1 Assessment and Benchmark**

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

**1.1 Data**

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

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

[2017 Site List](#) [DOCX 13 KB 5/28/20]

[2018 Site List](#) [DOCX 14 KB 5/28/20]

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

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

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.

2019-2020:

2020-2021:

2021-2022:

- Departmental faculty and students remain committed to service with their participation in 38 different agencies and organizations.
- Service opportunities and participation declined significantly during the Covid-19 shutdown (2020), as all of these activities involve significant F2F interaction and many agencies and organizations were also forced to close. Some are fully operational again, while others are still closed or limited due to hurricane and other storm damage from 2020-2021. Thus, our number of sites is a bit lower than it was in 2018.
- We have experienced a sharp increase in the numbers of students involved in various service activities. A significant part of this increase (from \_\_\_ students involved in 2018 to 109 students this past year) is due to about 25 students who volunteered with our Out of the Darkness walk in the Fall of 2021. We had approximately 50 student volunteers working that event, but about half of those were already involved in other agencies; thus about 25 students out of 109 are included only because of their participation in that Walk.
- We always have a high number of undergraduate and graduate students serving in mental health agencies as volunteers and as practicum or internship students (59 this year). These are included because many of their hours are unpaid and they work more hours than they are able to count in their Practicum/Internship course records (working "off the clock").
- Additionally, students served as volunteers in both of our Clinics, at Family & Youth Counseling Agency events, with NAMI and other organizations, and at area schools (e.g., 6 students volunteered at Sam Houston High School).
- We are pleased with both faculty and student involvement in service activities, especially because (a) many of our students are "online" and do not live here, (b) some faculty members did not return to campus last year but remained active, and (c) some level of social distancing was still in place, reducing opportunities to serve and causing some who might normally participate to not do so.
- Our goal is to continue the number of participants in the 2022-2023 academic year, but to increase the number of agencies on our site list to at least 40 sites.

## 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 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

\*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.

Academic Year	% of full-time faculty maintaining active research programs	# of faculty conducting ongoing research	# of faculty teaching PSYC 495	# of students presenting research projects
2019-2020	—	—	—	—
2020-2021	—	—	—	—
2021-2022	100%	8	2*	69**

\* Two full-time faculty members and three adjunct instructors taught sections of PSYC 495, so the total # of faculty (including part-time) was 5.

\*\* This number now includes graduate thesis projects completed during the assessment cycle *only* if they are formally presented (orally) in a multi-media format, with an audience of faculty, staff, and/or students.

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

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.

2019-2020:

2020-2021:

2021-2022:

- 100% (8 out of 8) of our full-time faculty conducted, completed, and/or presented research in 2021-2022. Six maintained an ongoing program of research, one collected dissertation data (in ABD status), and one presented research from previous projects at more than a dozen virtual workshops /professional meetings. Two faculty members from this group retired this summer, and we have hired three new full-time faculty for 2022-2023. Our goal is for 100% of these 9 to be engaged in research activities, and for at least 7 of them to be engaged in an established program of research here at McNeese.
- Two full-time faculty members and three part-time instructors shares the responsibility of teaching 3 to 5 sections of PSYC 495 (Senior Thesis) each fall and spring semester. This involves an inordinate amount of work, supervising novice researchers through all steps of the research process from applying for IRB approval to the written final APA-style paper and defending their research in a formal poster presentation open to the McNeese community (and often students' family and friends!). Our goal for 2022-2023 is to have three full-time faculty members teach at least one section of PSYC 495.
- We were pleased to have 69 students give some type of formal research presentation in 2021-2022. These included 48 undergraduate thesis poster presentations, 17 graduate thesis oral and multi-media presentations, and 4 posters or talks given at regional or national psychology conferences. Our goal for 2022-2023 is to have 70 research presentations made by students, and for the number of students presenting at regional or national conferences to increase to at least 5.

### 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

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

[2017 Committee Involvement](#) [DOCX 13 KB 2/18/20]

[2018 PSYC Faculty Committee Involvement](#) [DOCX 13 KB 2/18/20]



[2020 2021 PSYC Faculty Committee Involvement](#) [DOCX 13 KB 9/27/22]

[2021 2022 PSYC Faculty Committee Involvement](#) [DOCX 13 KB 9/27/22]

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

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 increase 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.

2019-2020:

2020-2021:

In 2020-2021 faculty members in the Department of Psychology served on 22 University, College, and Departmental committees. This number was somewhat lower than in 2018, but we have experienced a lot of faculty turnover during those years. Additionally, a pandemic and multiple natural disasters temporarily reduced the number of active committees on campus (and our involvement in them).

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

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

2021-2022:

We met our previous benchmark of serving on at least 25 committees this year, with our 8 full-time faculty members serving on 28 different committees within the Department of Psychology and the College of Nursing & Health Professions, as well as across most facets of the University. This again included serving as Chair or Co-Chair for 3 University committees and 5 faculty/staff search committees in 2021-2022.

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

## 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

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

\*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.

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

Academic Year	Range of average ratings for faculty /instructors	# of faculty/instructors with averages below 4.00
2019-2020	—	—
2020-2021	—	—
2021-2022	3.62-4.90	2

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

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.

#### 2019-2020:

#### 2020-2021:

#### 2021-2022:

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

## 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

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.

2019-2020:

2020-2021:

2021-2022:

- All instructors in the Department of Psychology submitted course syllabi to the Department Office each semester, and these were reviewed by the Department Head to ensure they included all required Syllabus statements and policies.
- Many of the Undergraduate Syllabi and Graduate Syllabi were altered in Fall, 2021 following the Department's ACE Week meetings. Many course assessments were altered due to ACE week discussions about 2020-2021 student outcome measures.
- All syllabi for the 3-semester undergraduate research sequence were altered during the Fall, 2021 semester. These changes including the addition of policies relating to timely submission of course assignments, the requirement to submit a completed IRB packet at the end of PSYC 428, and the addition of content on general research designs and statistics and removal of the requirement to select Thesis project topics in PSYC 427.

- Syllabi were also revised to reflect new policies and/or removal of recently added policies pertaining to the Covid-19 pandemic (e.g., social distancing, mask-wearing, etc.). Syllabus statements about technology requirements and online learning were updated for the Spring, 2022 semester.

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

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.

2019-2020:

2020-2021:

2021-2022:

- The Department of Psychology met this Benchmark for 2021-2022, as all course syllabi were revised. Specifically, decisions made by faculty who met during ACE week were implemented for some courses (especially Graduate courses).
- Syllabi were checked to ensure compliance with Departmental and University policies, and any syllabi that needed revision were revised and posted to Moodle during the first week of classes each semester.
- Graduate syllabi for all Counseling courses were drastically revised in 2020-2021 and 2021-2022. These changes were necessary to become compliant with CACREP accreditation standards for each course in the Counseling curriculum.
- Two full-time faculty members used feedback from SEI reports to alter the assignments used in their undergraduate courses.

- With the hiring of one new Professor and two new full-time Instructors for Fall, 2022, individual orientation sessions will be held with each one to provide general information about Moodle, course prep, Gen Ed and QEP assessment requirements, and syllabus regulations. The Department Head will review all new syllabi to ensure compliance.

**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, or 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

\*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.

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

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

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

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.

2019-2020:

2020-2021:

2021-2022:

- All faculty members (8 of 8) participated in research and presented research in 2021-2022, but only a small number published a book, manual, or journal article. We believe these numbers are lower than what is typical for our Department, largely because of faculty turnover, as well as the continuing impact of the pandemic and natural disaster-related property losses (on campus and in our homes).
- As new faculty members (5 since our last assessment report) become more involved in research and developing their own independent programs of research, these numbers should increase.
- We no longer feel that tracking the number of abstracts published in conference proceedings manuals is a worthwhile endeavor, as most conferences automatically publish research summaries online now. These data no longer contribute additional information relating to faculty research productivity so we would like to omit this assessment for the next assessment cycle.
- Our goals for 2022-2023 are to have (a) at least one faculty member authoring or co-authoring a textbook, (b) at least two involved in publishing a manual or workbook, and (c) at least 3 published journal articles.

## 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 conference/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
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\*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*

\* 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

Academic 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 conference/workshop presentations by faculty
2019-2020	—	—	—	—
2020-2021	—	—	—	—
2021-2022	8/8	5/8	6/8	30

Academic Year	# of conferences and workshops attended by students	# of students attended
2019-2020	—	—
2020-2021	—	—
2021-2022	5	66

Academic Year	# of grants applied for and/or received by faculty members
2019-2020	—
2020-2021	—



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

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.

2019-2020:

2020-2021:

2021-2022:

- We did not have data for these measures in the previous two years, when research activities generally declined due to the pandemic and storms we experienced Spring 2020 through Spring

2021. We lost two faculty members permanently as a direct result of hurricane damages, and an additional faculty member did not return to Lake Charles prior to retiring in May, 2022. These issues definitely had an impact on faculty research overall.

- In 2021-2022, 8 out of 8 (100%) full-time faculty members continued to engage in research and scholarly activities, though to lesser degrees in some cases (for reasons listed above). We had two new faculty members and one who lived out of town, so three of our 8 faculty members were not engaged in research involving students (which is unusual for our Department). 6 out of 8 faculty members presented research at conferences or workshops, but live and virtual, for a total of 30 presentations. We were pleased with this number given the barriers described above. We will have 9 full-time faculty members in 2022-2023, and our goal is for at least 7 of them to present research at a conference or workshop in the upcoming year, and then we will revisit this benchmark to increase it to 100% for the following year.
- Student involvement in research conferences has declined during the past 3 years, as many students shifted to online learning and several conferences we typically attend were either canceled or inaccessible for most students. A total of 66 students did attend AND present their research at five different conferences, including two Departmental research symposia, two regional conferences (TxABA and SWPA), and one national conference (ABAI) in 2021-2022. Our goal is to have at least 70 students attend and/or present their research in 2022-2023.
- Psychology Department faculty remain involved in grant-seeking activities, especially as budgets have continued to decline in some areas. Three of our full-time faculty members submitted to and/or received 13 grants this past year, including 5 funded in 2021-2022 (total: \$) and 8 others that were submitted (5 of which are still awaiting a decision and could be funded in 2022-2023). Our goal is to have at least 9 grant applications submitted in 2022-2023, and to receive funding from at least 6 grants (previous or new submissions).

**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%

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

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

Academic Year	% of faculty utilizing online resources	% of faculty using Promethean technology in F2F courses
2019-2020	100%	100%
2020-2021	100%	—
2021-2022	100%	—

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

Academic Year	# of 100% online courses	# of web hybrid courses	Total # of e-learning courses
2019-2020	73	5	78
2020-2021	138	2	140
2021-2022	131	2	133

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

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.

2019-2020:

2020-2021:

- Faculty have been required to use Moodle for every class section for several years and this requirement will continue. Thus, we will always have 100% compliance with the use of online resources (e.g., Moodle at a minimum).
- The number of online course offerings increased drastically this year due to (a) continued need for social distancing for the Fall, 2020 semester and limited seating in F2F sections that were scheduled, and (b) the storm-related closure for most of the Fall, 2020 semester. We also experienced a noticeable increase in enrollment in our online Psychology degrees (both BS and MA) during this time frame as some students switched from F2F to OL programs. This resulted in the need for additional online course sections in Spring, 2021.
- We anticipate this trend will continue for the foreseeable future until all buildings and departments are back on campus and fully operational. We moved into Hardtner Hall in January, 2021, but we have limited access to classroom space during peak class hours (weekday mornings). Our goal is to review enrollment trends and identify which classes should be our priority for F2F classroom space in 2021-2022. We are also discussing the addition of F2F classrooms in large auditoriums in other buildings (e.g., Tritico). If this works we may not need as many online class sections in 2021-2022.

2021-2022:

- 100% of our faculty again utilized online resources, as all faculty members are required to use Moodle. Pre-Covid, the only requirement was that faculty post their syllabi in Moodle. However, 100% of our faculty now use Moodle and other online resources much more extensively. For example, 100% of our faculty posted course materials (e.g., notes, PPT slides) and assignments in Moodle, posted grades in the Moodle grade-book, and used Moodle Quickmail and/or Announcement features to communicate with students.
- One goal for this year is to conduct a survey of Psychology faculty members in the late Fall or early Spring to determine the percentages of faculty members who are now using online resources in addition to Moodle. These include eTextbooks, publishers' resources, virtual meeting software (e.g., Zoom or Teams), online video resources (e.g., YouTube), etc.
- Because we have not had access to Promethean boards since leaving Farrar Hall in August, 2020 and do not anticipate having that specific technology in the future, we would like to delete that assessment objective this year and replace it with two new measures for Object 6, Assessment /Benchmark #1. We would also like to delete the Assessment "% of faculty utilizing online resources" now that this is both required and standard practice, and replace that with a new assessment (3 new assessments).
- Three new assessments we would like to add for 2022-2023 are:
  - % of faculty utilizing publishers' online resources
  - % of faculty utilizing other online learning resources
  - % of faculty utilizing virtual meeting software
- We plan to collect and report these survey data from 100% of Psychology faculty members in 2022-2023, and to use those responses to set benchmarks for the new assessments at the end of the year.
- One additional goal we set is to evaluate enrollments across all undergraduate e-learning sections in 2022-2023 to identify which classes may need adjustments in class size. Some courses are designed to allow a larger # of students to enroll (40 to 50, rather than 30-35), but some are more work-intensive and difficult to manage online, necessitating lower enrollment maximums (e.g., PSYC 427 and 428). We will use grade distribution data (e.g., # of Ds, Fs, Incompletes, and Withdrawals) and faculty input regarding workload to develop new enrollment maximums for each course, and adjust the # and size of online course offerings accordingly for 2023-2024.

## 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:

Academic 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

Academic Year	GAs and student workers for MAP and KDCC	Professional development	Equipment for clinics and faculty	Animal laboratory	Recruiting and retention	Instruction and learning
2019-2020	—	—	—	—	—	—
2020-2021	—	—	—	—	—	—
2021-2022	\$91,194.45	\$9,594.09	\$16,340.94	—	\$2,467.17	—

## 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.

2019-2020:

2020-2021:

2021-2022:

NOTE: A number of categories in this Assessment/Benchmark (2) are no longer applicable and we are proposing several changes (see below).

In 2021-2022, the Department and Clinics spent \$91,194.45 on GAs and Student Workers for the Clinics. MAP paid the majority of this as they are now largely self-funded, but a Departmental restricted account contributed \$4,278.51 of these funds.

We spent almost \$10,000 on professional development, which included travel and conference registration for eight faculty and staff members as well as membership dues and virtual conference attendance. These expenses included \$1,850.95 contributed by a Departmental Endowed Professorship and textbook royalties.

Our expenses relating to equipment (computers, software, etc.) were about half of what we spent in 2018. This year's purchases were covered by the Clinic budget, as well as an Endowed Professorship for the Department (almost \$6,000).

Our animal laboratory was destroyed by Hurricane Laura and we have not yet begun to rebuild it. Thus, there were no expenditures for this category in 2021-2022.

We spent \$2,467.17 on advertisements placed on professional organization sites, as well as "giveaways" for recruiting events and t-shirts for Clinical staff members (with Clinic/University logos/names on them). More than \$800 of these funds were contributed by a Departmental Endowed Professorship earmarked for recruiting.

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

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.

2019-2020:

2020-2021:

2021-2022:

The total expenditures for for GAs and Student Workers were considerably lower than any year since 2014, as we averaged almost \$400,00p per year from 2015 through 2018. The decline in these expenses is largely the result of both Clinics closing for parts of 2020 and 2021, which led to significant reductions in the number of clients we see and also in the number of graduate students working in the clinics.

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

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

Though there were no expenditures for the Animal Laboratory since August, 2020, we prefer to keep that

category in place until the lab is rebuilt.

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

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

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

### 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, PSYC 233, 260, and 261 will have enrollments no larger than 70, and we will have no more than one section of PSYC 101 with an enrollment larger than 80.

Prior to 2021-2022, the benchmark was the Department of Psychology seeks to teach more students efficiently without allowing average class size to exceed 40 students; this includes attempting to keep average enrollment for undergraduate classes below 50 and for graduate classes below 15. Additionally, Psychology courses that have exceeded 100 in past years will have enrollments no larger than 80 (PSYC 101, 233, 260, and 261).

#### 3.1 Data

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

\*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.

	Calendar Year					
	2013	2014	2015	2016	2017	2018
# of sections that exceeded 100 students	0	0	0	0	0	0
Largest PSYC 101 enrollment	76	70	88	80	79	87
Largest PSYC 233 enrollment	89	90	82	76	92	90



Largest PSYC 260 (formerly 310) enrollment	84	80	72	68	71	66
Largest PSYC 261 (formerly 311) enrollment	76	64	69	47	51	35
# of undergraduate sections that exceeded 80 students	7	0	2	0	2	7

Academic Year	Total # of sections taught	Average enrollment for undergraduate courses	Average enrollment for graduate courses	Average enrollment for all courses
2019-2020	—	—	—	—
2020-2021	194*	29.38	7.41	20.09
2021-2022	211*	25.68	5.65	17.38

\* These data do not include Dual Enrollment sections taught off-campus (average of 3 per semester) but they do now include data from Summer courses, which were excluded in previous years.

	Academic Year Ending					
	2020	2021	2022	2023	2024	2025
# of sections that exceeded 100 students	0	0	1			
Largest PSYC 101 enrollment	78	80	102			
Largest PSYC 233 enrollment	96	59	42			
Largest PSYC 260 (formerly 310) enrollment	70	64	37			
Largest PSYC 261 (formerly 311) enrollment	59	53	38			
# of undergraduate sections that exceeded 80 students	4	0	1			

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

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.

2019-2020:

2020-2021:

- We did not evaluate these assessments last year due to the Covid-19 shutdown, and for 2020-2021 Covid-19 continued to drastically impact course offerings. With more online courses and limited space for larger classes on campus, we experienced a decline in average enrollments overall relative to 2018 (31.36 to 39.48 for undergraduate courses). Graduate class sizes also declined from 2018 to 2020/2021 (from 10.33 to 7.41), but this was more likely due to declining enrollment in our graduate programs during this time.
- The most noticeable declines were observed in largest class enrollments for our 200-level courses. For example, our largest section of PSYC 233 in 2019-2020 was 96, but this declined to 59 in 2020-2021. This was because we no longer had access to Farrar Hall Room 333, where 2 to 3 sections of PSYC 233 had been taught.
- We expect average class sizes and maximum enrollments to increase somewhat after we resume large lecture sections for lower-level courses. We also plan to offer one larger auditorium section of PSYC 101 each fall and spring, and enrollments could surpass 100 in these sections. We would like to alter one of our assessment benchmarks for this reason:
  - Replace "Psychology courses... will have enrollments no larger than 80 (PSYC 101, 233, 310, and 311)" with "PSYC 233, 260 and 261 will have enrollments no larger than 70", and then add "We will have no more than one section of PSYC 101 with an enrollment larger than 80." [NOTE: There is a typo in this benchmark -- it says PSYC 310 and 311, which were changed to PSYC 260 and 261 almost a decade ago.]

2021-2022:

- Because of the loss of classrooms in Farrar Hall with Hurricane Laura in August, 2020, and the subsequent move to Hardtner Hall with less access to classrooms, enrollments declined even further for sections of PSYC 233, PSYC 260, and PSYC 261.
- Enrollments in most sections of PSYC 101 declined because our classrooms in Hardtner Hall are capped at 65). However, the maximum section enrollment increased dramatically from 80 in 2020-2021 to 102 in PSYC 2021-2022. This is because the Administration encouraged us to add a larger lecture section of PSYC 101 in an auditorium in SFA (Tritico). We expect this trend to continue so we should revise one of the assessment benchmarks to allow for this.
  - Replace "We will have no more than one section of PSYC 101 with an enrollment larger than 80" with "We will have no more than one section of PSYC 101 with an enrollment larger than 100, and other sections of PSYC 101 will have no enrollments larger than 80."
- We will monitor class sizes and grade distributions/outcome data for these sections in 2022-2023 and re-evaluate whether to adjust these benchmarks further for the following year.
- For the purposes of grading large numbers of Gen Ed assessments with rubrics (and other tasks like tracking attendance or distributing handouts and graded papers), we will add some assistance with those larger sections as needed. For the larger section of PSYC 101 (<100), a GA will be assigned some grading duties. They will also assist with preparation of materials, proctoring exams, and other tasks as needed.
- One additional goal we are setting is to have larger average enrollments in graduate courses. The average of 5.65 in 2021-2022 was well below the enrollment we had several years ago 10.33 in 2018, likely because of lower enrollment in our graduate programs. We did reduce and even eliminate most F2F sections in our ABA program due to the need to combine F2F and Online students into one section for those courses to "make." This trend is likely to continue unless we experience increased enrollment. Our goal is to increase average graduate class size to 7 in 2022-2023, and we will then assess enrollment data and discuss increasing that benchmark even higher.