

Psychology Self-study

I. PURPOSE/DESCRIPTION.

A brief overview of the department and its role within the college and university, the department mission, goals/objectives and describe how they relate to the WSU mission.

A. Overview/Mission/Goals/Objectives

The mission of the Department of Psychology is multifaceted. The first aspect of this mission is to prepare students with the knowledge and skills to understand the processes that effect behavior, thought and emotions, in humans and in other animals. This also includes an understanding of the scientific basis of this knowledge, the ability to critically evaluate the knowledge base and gain the ability and skills to apply scientific methods to psychological issues. The specific goals of the Department include (a) educating a broad range of WSU students to use this knowledge in their own areas of interest and in their daily lives through general education and service courses, (b) to educate a smaller group of students through our psychology major, minor or BIS emphasis to enter the work force and apply this knowledge at the bachelors level, or to enter graduate studies in psychology and related areas as well as areas such as medicine and law. This undergraduate education includes formal course work, the opportunity for practical experience in learning to apply their knowledge in applied settings and the opportunity to understand and have experience in the conduct of pure and applied research. We assume that abilities and experience in research are essential for students to develop research and critical thinking abilities and are important to being accepted to high quality graduate programs in psychology and other disciplines.

A second aspect of the mission of the Department is to provide services and knowledge to the larger community and prepare our students to do this. This includes providing professional services, working with community groups such as schools, social service entities and the courts, and providing assistance in a variety of other ways to the community.

The final aspect of the Department's mission is to expand knowledge in psychology through pure and applied research, theorizing and the production of other scholarly work.

We have three major teaching functions (a) We provide general education courses (b) We provide service courses for other disciplines including Introductory Psychology and a number of other courses. (c) We provide a number of degree paths to students including a Bachelor's of Integrated Studies (BIS) emphasis, a minor, a teaching minor, part of the Latin American Studies minor, a major and a teaching major. In addition, students may pursue an Honors degree with a major or minor in Psychology at either the Department level or the University level.

B. Degrees and Courses

Degree programs offered through the department, including majors, stand-alone minors, BIS emphasis

We provide a number of degree paths to students including a Bachelor's of Integrated Studies (BIS) emphasis, a minor, a teaching minor, part of the Latin American Studies minor, a major and a teaching major. In addition, students may pursue an Honors degree with a major or minor in Psychology at either the Department level or the University level.

General Education Courses

We offer two General Education Courses. These include Interpersonal Relationships that uses a systematic analysis of interpersonal relations to teach the skills and attitudes necessary for relationship development, maintenance and repair. The other course is Introductory Psychology that has the highest enrollments of any non-required course in the university. This is because a number of other disciplines recommend or require the course for their majors and/or minors. The course introduces students to the scientific study of behavior, thoughts and emotions, including an understanding of scientific approaches to the problems and a basic understanding of the entire field from the physiological and learning basis through social influences and abnormal functioning and treatment.

Formally these courses are:

SS Psych 1010 Introductory Psychology

SS Psych 2000 Interpersonal Relationships

In addition, we offer one general education diversity course that deals not only with psychological issues associated with cultural and sub cultural differences but also with disabling conditions, gender, social class, ethnicity and others, examining psychological principles as well as ways of dealing with these issues. Formally, this course is:

DV Psych 3100

Courses and Programs offered by distance education:

The Department offers sufficient evening courses on and off campus to allow students to obtain a degree without attending day classes at the Weber State University Ogden campus. Online and correspondence courses enhance this.

Psych SS1010 Introductory Psychology:	Davis, other locations, online
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Psych SS2000 Interpersonal Relationships	Davis, other locations, online
Psych 2730 Biopsychology	Davis, correspondence
Psych 2890 Cooperative Work Experience	other locations
Psych 3000 Child Psychology	Davis, other locations, Online in preparation
Psych 3010 Abnormal Psychology	Davis, other locations, correspondence Online in preparation
Psych 3140 Psychology of Adolescence	Davis, other locations Online in preparation
Psych 3250 Conditioning and Learning	Davis, other locations, correspondence
Psych 3270 Motivation and Emotion	Davis, other locations, correspondence
Psych 3430 Theories of Personality	Davis, other locations, correspondence
Psych 3460 Social Psychology	Davis, other locations
Psych 3600 Statistics in Psychology	online, correspondence
Psych 3730 Perception	other locations
Psych 4000 Advanced General	Davis, other locations, correspondence
Psych 4310 Intro to Counseling Theories	correspondence
Psych 4890 Cooperative Work Experience	other locations

C. Student Learning Outcomes Assessment and Planning

Student learning outcomes that were assessed For 2001-02 and the methods used to assess these outcomes

Student learning outcomes were assessed in the following ways:

1. In each individual course outcomes were assessed via examinations at the end of the course. The examination topics for each course were developed by all the instructors who teach that course. Where performance in one course is directly related to success in courses for which it is a prerequisite, transfer of learning is assessed in the subsequent courses. For example, the ability to transfer learning in the Statistics in Psychology course to the Research Methods course and the Tests and Measurements course is assessed at the beginning of those courses.

Most courses were modified some based on this information ranging from adding more writing and critical thinking components to sequencing Statistics and Research Methods courses by the same instructor, while integrating the instruction more carefully. A course in Child and Adolescent Abnormal Psychology was added to meet the needs of students that were not being met by the general Abnormal Psychology course. This assessment applies to general education and service students as well as to majors and minors.

2. Student performance in capstone, like courses and projects was assessed based on the students' final products. This was applied to BIS student students, Honors minors, and majors.

A requirement that BIS students take Psych 3600 Statistics and Psych 3610 Research Methods was added to the BIS emphasis as a result of this assessment.

3. The skills of former students in work settings and the skills needed in work settings were assessed by surveys from employers. The undergraduate preparation of students attending graduate school elsewhere was assessed using interviews with graduate students and, when possible, their major professors.

Because of this we increased methods to insure that students receive effective advising regarding essential and helpful courses, not just meeting minimal standards for graduation as described below. Changes in specific courses are being made including tailoring Psych 4000 to better prepare students in teaching roles in the schools and in graduate school and beyond.

4. Students were interviewed at the time of being approved for graduation regarding their coursework and preparation for their intended career plans after graduation.

Many students actively avoid advising during their undergraduate education and, as a consequence, are unprepared for their next career

step. This is being addressed by holding “town hall” advising meetings for students early in their education and again as they begin making final plans at the end of their junior year.

5. The nature of learning in some courses and the training of students in practicum settings were assessed for compliance with student needs and state laws and guidelines by consulting government, professional associations and the university counsel.

The process of accepting students into practicum courses, the prerequisites for these courses and the allowable activities in these courses were all revised.

6. We examined surveys in the psychology literature regarding specific training needs, general areas of emphasis and total program needs for students entering various areas of psychology at the bachelor's and at the graduate level.

Examples of changes that have been made from 1994 to 2000, to improve teaching and learning.

- The psychology faculty assumed responsibility for advising psychology majors regarding all of their academic education rather than simply the education within their psychology major, thus assuring a better integrated advising and education.
- We discovered that psychology students need more experience in research and practicum settings in order to be competitive in entering graduate programs. The faculty has therefore increased their involvement of students in research and practicum activities. The faculty have obtained research and applied grants that students can be involved in and continue to do so. New faculty are recruited, in part based on their willingness and ability to involve students in such activities and this is part of their job description.
- Our entire curriculum was revised when we changed to semesters for the 1998-1999 academic year then refined for the 2001-2002 academic year including the addition of courses on diversity, gender issues and other areas.
- We have improved our computer and multimedia education capabilities dramatically as well as the ability of our faculty to use these capabilities.
- The 1994 goal of preparing to utilize the EdNet system and other tele-electronic modalities was pursued collaboratively by one of the WSU

Psychology faculty members and a Utah State University faculty member. A multi-site Ed-Net two-way interactive television system plus extensive computer and internet support was initiated in 1996 and carried out for three years. This effort included extensive student outcome and cost analysis. The results indicated that student outcomes were comparable to in-class instruction, but that financial and personnel costs were much greater. As a result, the approach was dramatically modified and the department has developed and currently supports some internet (Web) based courses and is developing more. These courses reach a more widely distributed population than the Ed-Net course and in most cases the outcomes are comparable to in-class instruction. We are continuing to evaluate outcomes in these courses and refining them while preparing to introduce other courses.

D. Academic Advising

Student advising for 2001-02 is accomplished by assigning students an advisor when they declare a Psychology major, minor or BIS emphasis.

In addition, “town hall” advising sessions are held for students at important points in their undergraduate education, and students working on practicum, directed readings and research projects receive further advising. In some courses, faculty meet with all students for an individual advising session and the Department Chair also provides further individual advising. A significant amount of informal advising is also carried out between individual faculty and students. Finally, advising information is disseminated via bulletin boards and handouts. At the beginning of each semester student progress is assessed in a number of classes and discussions are held regarding advising issues. Minors are also assigned to an advisor to help them tailor their minor to best compliment their major.

- The advising sessions for all students serve as a means of assessing previous advising as do the exit interviews for graduating majors and minors. Another set of measures include the feedback of students who have graduated, feedback of their employers and of their graduate advisors. Through this process we have initiated many of the processes that are new for the 2001-2002 years including the “town meeting” advising sessions and some of the brochures and handouts.
- Because we determined that better coordination between the students’ major and minor was needed, we began coordinating between departments within the College of Social and Behavioral Sciences, the Honors program and elsewhere.
- We have begun assessing the quality of our general education instruction in order to improve its overall quality as well as to adapt the instruction to specific student populations such as those working with

diverse populations.

Examples of changes which have been made from 1994 to 2000 to improve student advising based on advising assessment results.

- At the beginning of this period students were advised at other sites on campus, often by students who knew little or nothing about the discipline or the nature of education. This was reflected in the quality of advising we observed. When we assumed more and more of the advising responsibilities, we provided instruction for faculty in advising and university requirements improving the quality of advising.
- We began providing student advising regarding educational strategies that would prepare them to successfully prepare for the next steps in career development beyond their bachelor's degrees.

E. Personnel (faculty and staff)

1. Faculty

The total number of full-time faculty at the WSU, Ogden campus is twelve, and there are approximately seven adjunct faculty, although this number varies. This is an increase of one full faculty member in the last ten years or an increase of 9% to handle the increased enrollment and course demands. One full time faculty member was employed for the WSU, Davis campus. Our faculty has increased in diversity over the last ten years when only one tenure track faculty member was a minority (Native American) and none were female to a faculty today that is half female and one fourth are members of minority groups.

How faculty are mentored and provided with professional development opportunities (including full-time, and adjunct faculty).

- New full time and adjunct faculty are encouraged to select one or more mentors to collaborate with all aspects of their development.
- In addition, senior faculty provides them with opportunities to collaborate on issues of teaching, research and applied projects.
- The department chair has periodic discussions with faculty regarding their progress, needs and ways of facilitating their professional development.
- The results of evaluations (described in the next section) are used to identify faculty strengths and weaknesses and to guide mentoring of the faculty.

- New faculty are provided with equipment and facilities to establish their ability to develop and contribute professionally and are guided in the process of obtaining intramural and extramural grants to facilitate their early development.

Evaluation of faculty (including full-time, and adjunct faculty).

We use a number of methodologies.

- Student course evaluations are completed in all courses taught at least one semester of each year. The results are reported by the chair to each faculty member and discussed with them. They are part of the merit, promotion and tenure documents for full time faculty. They are also used for guidance and mentoring of adjunct faculty and for making decisions about retaining adjunct faculty.
- Classes are visited to assess faculty performance and informal discussions are held regarding teaching issues. In addition, informal student reports are considered and are often discussed with faculty and if appropriate, plans are made to address the issues raised.
- Biannually, faculty fill out and document contributions in all aspects of their academic responsibilities in a “merit” document and these are used for decisions about progress, pay raises and need for interventions.
- Prior to new hires, we evaluate the strengths and weakness of our current faculty in terms of areas of expertise and minority makeup and attempt to hire new faculty who meets the needs of our students in terms of skills, ability to work with students and potential to serve as role models for different student populations.
- There are reviews of full time faculty during their first, second, fourth and sixth years and additional evaluations biannually thereafter. These are all patterned after the criteria for merit consideration and for promotion and tenure.

Examples from 1994 to 2002, which illustrate the impact of the faculty evaluation processes.

Aside from routine impacts such as promotions and merit pay raises, examples included developing plans for two senior faculty to improve their instruction, student interactions and professional productivity. After unsuccessfully intervening with two adjunct faculty, their services are no longer utilized. Five faculty were incorporated into new grant funded projects used for faculty and student development.

2. Staff

The Department has one full-time and one part-time work-study staff member.

How staff are mentored and provided with professional development opportunities (including full-time and part-time staff).

The Department Chair works closely with the secretary/office manager regarding responsibilities and how to meet these responsibilities. In addition, more experienced secretaries within the college make themselves available for consulting with secretaries, such as ours, who are newer to the special demands of this particular work environment. Feedback is solicited from department faculty regarding areas that could profit from mentoring and appropriate assistance is given. The full time secretary/office manager also utilizes WSU courses to further her skills and professional development.

Part time work-study student staff are mentored by working closely with the full time secretary/office administrator via what amounts to an apprenticeship process regarding skills, responsibilities and work habits.

Staff evaluation (full-time and part-time staff).

Full time staff are formally evaluated using a strategy adopted by the provost called PREP, which assesses a number of performance areas and establishes goals for future development. In addition, the mentoring process described above is used. The work-study students are informally evaluated by the secretary/office manager through the mentoring process described above as well as through her informal consultation with the faculty regarding performance.

Examples from 1994 to 2002 illustrating the impact of the staff evaluations.

We did not have a formal staff evaluation system prior to the 2000-2001 academic year. Since that time, our secretary/office manager has improved her office skills and is involved in further course work training.

F. Library

How the library is used to support teaching and learning.

Individual faculty use the scholarly trade book collections, the media collections and journals to maintain their currency in their specialties, prepare course materials and pursue research and professional contributions. They also utilize various interlibrary loan facilities provided by the library for journal article and scholarly trade book

access. Students use the library and the resources it provides to conduct literature searches and obtain documents used for assigned papers and presentations, and to assist them in designing and implementing research projects, directed readings, to further areas of study of their own interest, to select potential graduate schools and to prepare for graduate school and careers.

G. Facilities, Equipment, and Other Resources

Specialized facilities and equipment or institutional support resources (computers, software, university networks, labs, etc) used by the department.

These include the campus learning/testing centers are used for electronic and paper-pencil test administration and for student tutoring and student writing assistance. WSU online facilities and staff are used for the development of, maintenance and improvement of multimedia course work, similarly the C.A.T.S. center is used by our faculty for the development of non-web-based multimedia materials for courses and for research.

Within the department we have two multimedia equipped classrooms and three portable multimedia units for classroom use. We also have a small animal colony facility, a physiological laboratory, a discipline specific computer laboratory, four small psychological testing cubicles with psychological testing equipment and materials, and two small rooms used for developmental, cognitive and social psychology research. Each faculty member has a personal computer linked to the internet.

For instructional equipment and materials, provide a replacement schedule. In an appendix, provide an example of how these items are inventoried.

The College provides a three year replacement schedule for faculty computers. We are not aware of a college schedule for replacement/updating of other computer/media equipment by the college. Our department replaces and updates its other computer equipment on a three year basis, and other equipment when it no longer meets the needs for which it is used contingent upon the availability of funds.

H. Budget

Sources and relative proportion of funding which support the department (E&G/legislative, private donations, student fees, etc).

- The sources of general funds allocated to the department (*E&G/legislative, student fees, etc*) are not made available to the Department. Excluding faculty and full time

staff salary, the general operating budget the department receives is approximately \$31,400. After support for research, scholarly and creative activity, approximately one dollar (\$1.00) per student credit hour in all of the classes is left for all other department needs, including part time staff, equipment, paper, laboratory supplies, telephone services etc. We also receive approximately \$150-\$200 per year in student course fees and \$400 to \$700 per year in private donations designated for scholarships only. Other monies are received for funded research projects, but the amount varies from the current \$0 to as much as \$100,000 per year in two recent years. All of these funds were designated for the funded research projects, controlled by the researchers and the Department had no access to the monies for other Department needs. Other funds to set up labs vary widely with a high of approximately \$7000 per year for the last two years to the \$0 currently received.

The approximate percentage of department funds that support faculty research, scholarship and creative activities, including all faculty travel is eight to ten percent. Other funds such as grants are awarded specifically for designated research and applications, and are thus not part of the general department funds

II. SIGNIFICANT CHANGES

A. Student enrollment patterns for 1997-2002

- In general there has been an increase in enrollment and majors during this period that has accelerated from 1998 to the present. This reflects a number of sometimes competing underlying trends influenced by four factors.
- Economic improvement during the 1990's led to more potential students opting not to attend college or attending on a part time basis. In the early part of this decade (2000-2003) an unfavorable economic environment for workers has led to the opposite trend of more potential students entering college or returning to college on a full time basis. It is not possible to predict the influences of economic trends on future enrollments except that it will change.
- There has been an increase in the number of students graduating from high school and in the proportion of female students electing to attend. This trend should continue for the next few years in the primary area served WSU.
- The number of women of "non-traditional" age who need but do not have a college education has declined, a factor that is reflected in the average age of WSU students in general and Psychology students in particular.

- Concurrent with this is an increase in the number and percentage of female “traditional aged” students in Psychology reducing the number of females of non-traditional age needing undergraduate education in the future.
- The number of early college students has fallen by about 2/3 during this period while the number of students taking web-based on-line courses has risen from essentially zero to 1200 student credit hours in the past year. With new Psychology courses coming “on-line” in the next two to five years, such enrollment increases will probably accelerate.
- The percentage of students enrolled in upper division courses in psychology has increased from 27% in 1997 to 42% in 2002 and the number of majors graduating in the past three years has roughly doubled. This is influenced in part by the increased need for individuals trained in psychology in the public and private sector. Although we have no hard data, anecdotal reports from students, high school faculty and others suggest that the popularity of WSU’s Psychology program has improved relative to the programs at the University of Utah and Utah State University. This may be due to significant increases in the proportion of our majors who have been accepted into graduate school. This trend is dependent upon the future performance of the Department of Psychology which will be influenced by the Department’s ability to attract outstanding new faculty in the future as many older faculty are retiring. Budget constraints will also influence enrollments.
- The students and courses taught in the evening during the regular school year by regular faculty has dropped to zero and this gap has been replaced by adjunct faculty. However, adjuncts are simply not available to teach the specialties outside of the developmental and clinical areas.
- Finally, more students are applying for and being accepted into graduate and professional school programs. They report that this is in part due to better advising and preparation and in part due to a greater need for graduate training.
- Limits in our ability to respond to the increases in enrollment in the past ten years. Our ability to accommodate the increased number of students in the past ten years is limited by classroom and laboratory space. During the times of high student demand, all of our classrooms are utilized with an increasing percentage of classes filled to capacity. For example, all of the lower division and general education classes were filled to capacity in the fall semester of 2002 while 57% of the upper division classes were filled to capacity. Most of the remaining classes were near capacity. Because there are no open class rooms it is

generally not possible to open new sections of a class when we detect demand for a course in excess of what we have offered. Simply adding classrooms and class sections will not solve the problem unless there is an increase in faculty on the main WSU campus during the high demand hours to teach these classes.

B. Significant changes since 1994

Significant changes made since 1994 to the processes for student advising, outcomes assessment and faculty evaluation.

- Psychology faculty now advise Psychology majors in all aspects of their education rather than just psychology courses, leading to better integration of their program and advice by more knowledgeable advisors. This also allows their advisors to track their progress.
- Students are advised by psychology faculty regarding strategies that will optimize their likelihood of being accepted into careers after graduation or graduate school, as opposed to the previous advising by non-psychology major work-study students.
- Advising “town meetings are held to advise more students in the areas above and to match them up with practicum and research opportunities in the department – leading to better placement after graduation. This replaces word of mouth stories of what might be possible.
- Each Psychology major and minor is assigned a Psychology advisor in their area of interest rather than relying on undergraduate non-majors to advise them as before.
- Outcomes assessment is conducted at the end of each course by the faculty who teach that course with revisions following that assessment.
- See I C and I D for more details and examples of student advising and assessment.
- In 1994 we were studying the feasibility and need for both a pre-professional training and a certification program, including a fifth year of study. The results of this feasibility study were that the nature of licensing and the practice laws and regulations had changed enough to render both of these approaches impractical. However, an applied master’s level program is both feasible and needed. Further, the relevant departments in the other universities in the state support such a program. Our feasibility study outlined the increased faculty, classroom, laboratory and other financial support to initiate such a program without compromising the bachelor’s program. Neither the

college nor university is prepared to support such an initiative at the present under their current financial constraints.

- Since 1994 we have revised all faculty evaluation instruments for merit and have initiated a biannual assessment of all faculty including post-tenure faculty. We have also initiated a first and second year review of all new tenure track faculty.

Significant changes made in response to college or department recommendations contained in the 1994 accreditation report.

- Funding still lags behind other programs having similar resource requirements in other Colleges within the University. Progress reported below is, except where stated similar to that of a decade ago.
- It was recommended that the secretary/office manager position be upgraded to a 23 month position. The position was upgraded from a nine month position to an eleven month position.
- The recommended restoration of two lab assistants did not occur nor did the reinstatement of laboratory courses.
- Although no laboratory space was restored, remodeling of existing space was carried out in the 2001-2002 year to establish two human research laboratories and a discipline specific computer laboratory. This was at the expense of animal research laboratories that have a lower demand. One time funding for this was from the budget of the Dean.
- Software for laboratory research and course assignments has been partially implemented in the 2001-2002 year.
- Two laboratory computers, in addition to the discipline specific laboratory have been added through grants awarded to individual faculty members.
- Three multimedia carts including computers and projectors, and two multimedia rooms have been added for instructional purposes.
- Testing supplies have been added periodically to maintain and increase psychological testing capabilities and support the teaching of tests and measurements.
- Some physiological supplies were purchased as recommended, however due to changing interests and expertise of the Psychology faculty, others were not.

- A final proposal for modification of Psychology 4000 course for teaching majors including the senior Teaching and Research Assistant programs will be presented for action in the spring of 2003 to the full psychology faculty, college and university curriculum committees. The purpose will not be to assist faculty per se, but to provide supervised teaching experience for students hoping to teach in secondary schools or colleges.

- Due to funding pressures at the department, college and university levels, as well as inadequate room availability, we have not initiated new laboratory courses or new laboratory components to other courses. We are currently considering proposals for asynchronous laboratories where these can be achieved by having students attend the laboratories during off-peak time, provided they do not require faculty supervision. This is potentially possible with new computer based laboratory software for some courses.

- Faculty development has been improved by providing opportunities for sabbatical leaves during the year desired or within one year of the time desired by individual faculty members. Travel money has increased by approximately 100% in the last ten years, although this is still inadequate to fund attending even one out-of-state meeting to present research and/or update knowledge about teaching and research. Faculty either does not travel for one or two years in order to accrue enough funds for travel or, supplement travel from their personal income. Some in-service training has been provided. This is focused on computer and multimedia training for instruction, and for student advising.

- The 1994 goal of preparing to utilize the EdNet system and other tele-electronic modalities was pursued collaboratively by one of the WSU Psychology faculty members and a Utah State University faculty member. A multi-site Ed-Net two-way interactive television system plus extensive computer and internet support was initiated in 1996 and carried out for three years. This effort included extensive student outcome and cost analysis. The results indicated that student outcomes were comparable to in-class instruction, but that financial and personnel costs were much greater. As a result, the approach was dramatically modified and the department currently supports a few internet (Web) based courses and is developing more. These courses reach more widely distributed populations than the Ed-Net course and in most cases the outcomes are comparable to in-class instruction. We are continuing to evaluate outcomes in our statistics course, and are preparing to introduce other courses.

Other significant changes made since 1994 for other areas identified in Section I.

- Library resources

Hard copy Psychology journal and book resources in the library are, if anything worse than in 1994 relative to the needs. However, the State of Utah has introduced internet based journal article retrieval for articles not available at WSU. This includes articles both from in state and out of state sources. While available mostly to faculty, it is becoming available to students also. They have also made interlibrary loan services available over the internet for books. We have received some financial support from the library and devoted some department funds to improve electronic audio, video, multimedia and computer supported methodologies as well as scholarly books and journals.

III. STRENGTHS AND CHALLENGES

“Good and bad” aspects of each area listed below. **Support your conclusions with evidence.**

A. Student Learning Outcomes Assessment and Planning

Strengths and challenges of the department process used to assess student learning outcomes and identify needed plans or changes for improvement.

Strengths:

- We assess student outcomes for each course and use this information to improve the courses. Such assessments apply to majors, minors, BIS students and other students taking psychology classes. These are described in more detail in section 1 C above.
- We assess employer and graduate school needs and student success beyond graduation each year, and on roughly a three year cycle, adjust the total curriculum to optimize student success. The results of these assessments are outlined in section 1 C above.

Challenges.

- Our assessment of student knowledge retention from course to course has revealed significant losses of learning in some areas from the time the course ended as compared to their knowledge at the time they began the senior level advanced general psychology course Psych 4000. We need to develop or obtain use of a global instrument of psychology competence at the end of students’ undergraduate career for both majors and minors. This must assess knowledge, applied skills and critical thinking abilities in the fields of psychology. Three of our faculty are engaged in this task now. We also need to develop ways of integrating

the new knowledge learned in each course into the students' general knowledge structures.

- Once a global instrument is developed we will be able to better recognize areas of weakness and deal with the challenge of determining if the changes we make in courses and curriculum lead to the improvements we are targeting for both majors and minors.

B. Academic Advising

Strengths and challenges of the departmental process used to advise students and to assess the advising process.

Strengths.

- We are employing a general plan for regular faculty to advise each major in all areas of their academic program and each minor in their minor program and how to effectively interface it with their major. This is supplemented with "town hall" advising meetings.
- Through this plan we provide students with ways to effectively prepare for their career beyond their bachelor's degree.

Challenges

- We assure that all students are advised even when they do not understand the need for advising. Research carried out through the auspices of the American Association of Higher Education indicates that most students see the greatest value of higher education as simply obtaining a diploma rather than gaining the knowledge and skills that employers and graduate schools value and demand. They often see little value of advising as long as they earn their degree. We must develop a plan for universal advising even though the university does not have a system of mandatory advising. Further, we must lead the students to understand the importance of course selection, targeting appropriate skills and knowledge and mastering the knowledge and skills. In essence we must assure that students know how to be students. We have had many informal discussions about these issues and have explored possible advising requirements with the Dean of the College. We must form a working group to (a) formulate recommendations to the College and University administration for ensuring ways to effectively bring advising to all students, and (b) to bring advising to the students in ways that are more student friendly, including possible online information and individual advising. We will attempt to initiate these efforts at the beginning of the 2003-2004 academic year.

The department has not received any funding or released time to accomplish the added burdens of advising, and many faculty are becoming overwhelmed by this and other responsibilities that have been shifted from the university administration to the department, without a commensurate transfer of money and faculty/staff time. While it is better for their budget it harms students, faculty and the departments.

C. Faculty and Staff Evaluation

Strengths and challenges of the process used to evaluate faculty (including full-time, and adjunct faculty).

Faculty Evaluation

Strengths

- The full time faculty evaluation process, as outlined in section 1 E 1 above, assures an effective assessment of the accomplishments of faculty in the areas of evaluation and at the points in time when the evaluations take place.
- The process also provides the faculty members and the Department Chair with information useful for rewarding excellence and for mentoring faculty in areas of weakness.

Adjunct faculty evaluation is, by its nature, somewhat different. They are typically hired to teach classes – often at remote sites, and are not expected to engage in all of the other activities expected of full time faculty.

- The process of student evaluation of faculty is essentially the same as for full time faculty as is the activity of other faculty observing them teach. These provide for the same methods of determining the need for mentoring and intervention as described in this section and referred in section 1 E 1.

Challenges

- Simply recognizing areas requiring improvement does not assure that improvement. Some improvement can be facilitated through the faculty mentoring process with the chair or other faculty. However, the opportunity for in-service training on and off campus is an important component and remains a challenge. We therefore need more funding to accomplish this aspect of mentoring.

- We recognize the tie between faculty evaluation and mentoring on the one hand and student learning outcomes on the other. Thus, one major challenge is to tie faculty evaluation more closely to student outcomes.
- We must develop methods for a fine grained analysis of all faculty's teaching and student mentoring practices to ensure better performance. To do this assumes that either (a) we know what practices are most effective, or (b) we have an effective measure of student outcomes that can assess outcomes and thus guide improvements. Further, it assumes that we agree on what outcomes are desirable, high knowledge and skill, high student evaluations, high classroom enrollments, high levels of success in post-bachelor's degree success or some weighted combination of these. In a university environment it requires that we protect academic freedom regarding these issues because of legitimate disagreements regarding these philosophical and values issues. This must be broken down into empirical components we can address and philosophical and values issues requiring discussion before implementing strategies for addressing the challenge. Sections 1 C, 1 D, and 1 E 1 explain our approach to course and program outcome assessment.

While faculty are working on this, it is without funding or released time and takes time money away from other activities that are expected of the faculty. We need outside funding.

- For adjunct faculty all of the challenges are magnified due to (a) the fact that they are often in remote locations or teach in the evening, the number of such faculty is becoming a larger and (c) the turnover in these faculty is increasing due to poor pay. While there should be a faculty committee addressing these issues, the demands of time and expense are so great that all regular faculty decline because it takes substantial time away from other activities required for merit, promotion and tenure and because there is no released time available for such activities.

Strengths and challenges of the process used to evaluate staff (including full-time and part-time staff).

Strengths

- The processes of evaluation, as outlined in section 1 E 2, are working effectively as nearly as we are able to determine. Addressing the weaknesses identified in the evaluation process relies almost solely on the full time secretary/office manager in consultation with the chair for work-study students. The process of addressing weakness in the secretary/office manager is almost exclusively the responsibility of the

department chair.

Challenges

- Assuring there are adequate opportunities for self-improvement of skills and there is adequate released time and funding to support these activities. We have been able to accomplish this in the past, and hope to be able to do so in the future.

D. Library

Strengths and challenges of the library collection which supports the curriculum. Identify strengths and challenges of the library staff and services which support the department.

The needs were outlined in Section 1 F and some strengths and weaknesses were outlined at the end of section 2 B. The following summarizes strengths and weaknesses.

Strengths

- Significantly improved access to book and journal holdings held at other universities.

Challenges

- Inadequate journal and scholarly book holdings at the WSU library and inadequate funding for these. A goal should be to have the major one or two journals and most important current scholarly books in each of the areas of specialty represented by the full time faculty. This is not remotely the case presently.

- Inadequate media, computer software and other multimedia holdings at the WSU library and inadequate funding for these. Historically, faculty subscribed to their own journals, but the price is prohibitively high today. They still purchase a variety of scholarly books each year despite their escalating costs. They have become reluctant to loan these books to students due to the poor return rate and high costs.

Students must therefore rely on the library for these sources of information.

- As the WSU Davis campus and WSU North campus attract more and more psychology students there will be a similar demand in those areas with a greater need to access the materials described above.

E. Facilities, Equipment and Other Resources

Strengths and challenges regarding the facilities, equipment and other institutional support resources which support the program.

Strengths

- We have adequate facilities for psychological tests and measurement activities.
- Although no laboratory space was restored, remodeling of existing space was carried out in the 2001-2002 year to establish two human research laboratories and a discipline specific computer laboratory. This was at the expense of animal research laboratories which have a lower demand.

Challenges

- We must expand laboratory facilities and equipment for student research and laboratory courses. In the 2003-2004 academic year, we plan to submit a proposal to the NSF and/or other granting sources or laboratory equipment.
- We need to restore one animal research and teaching room. This will be accomplished by reclaiming an animal room now used for a faculty office. This will be accomplished when that faculty member retires, approximately at the end of the 2004-2005 academic year.
- We need to have all electronic equipment on an upgrade schedule appropriate for the equipment. For example, computer upgrades at least every two years and replacement every four years. Higher performance computers can be recycled into our discipline specific laboratory while the older computers in that laboratory are returned to university surplus property management. We cannot put this goal on a timeline until our budget and the College budget allows.

F. Budget

Strengths and challenges of the financial resources available for the support of the program.

Strengths

Faculty and staff

Strengths

- We have not lost faculty due to budget cuts in the past ten years.
- We have been able to hire an additional faculty member for the WSU, Davis campus for the current 2002-2003 academic year and will be able to extend this for at least the 2003-2004 academic year.
- As with the Psychology Departments in other universities in the state and many departments at WSU, we need a trained half time student advisor for increasing the advising of our students.

Challenges

- If we are to meet the increasing student enrollment demands, we need to be funded for at least one new faculty slot for undergraduate teaching.
- Faculty has not received any form of pay increase in two years except for university funding of increased medical insurance costs. This creates a related increase in the challenge to retain faculty and attract new faculty.
- We do not have funding to reinstate the two half-time laboratory assistant positions lost prior to the last Northwest Accreditation review in 1994.

G. Facilities and Equipment

Strengths

- We have not lost significant non-salary operating budget for the past two years. This has allowed us to continue the level of support for facilities and equipment. However, we are less capable of maintaining those services and equipment affected by inflation however. There is one exception: our funding was increased enough to offset the higher costs of local telephone services.
- We have remodeled two rooms for research by students in class activities, student research and faculty research.
- We have remodeled an area for a discipline specific computer laboratory.

Challenges

- We need funding to complete the discipline specific computer laboratory.

- We need to equip at least one more of our classrooms for multi-media use.
- We need to equip the newly remodeled research rooms.
- Restoration of laboratory staff and expansion and equipping of laboratory facilities for the following courses: Perception, Conditioning and Learning, Cognition, Social Psychology and Child Psychology.
- We must increase funding for laboratory supplies and equipment for course demonstrations, to reestablish laboratories in a number of courses and to add laboratories in other courses that customarily have labs in other universities.
- To develop adequate global assessment of student outcomes, we must be funded on an annual basis for commercially available assessment tools and/or for development of our own assessment tools.
- Our budget must be yoked to annual increases in the costs of equipment, supplies and the wage costs of work-study students.
- Because all of these budget items are yoked to funding by the state legislature, pressure must be brought on them to recognize these needs.

H. Other

Additional areas of challenge for the department from the information provided in Section I.

- We must create more community based interventions to provide applied and research training for students and faculty and to serve the community. In order to do this, we must attract extramural funding.

IV. NEXT STEPS/ACTION

Next steps/action items that will increase areas of strength and minimize challenges identified in Section III

Budget

Most challenges are tied to funding to some degree. To the degree that this is the case, we either must have an increase in funding or restrict our services. After the Northwest accreditation review report and the impact of that report, we will determine whether to devise a program for limiting our costs and personnel needs or address the challenges in the

manner described below.

- With the shortfalls in budget and the poor likelihood of increased funding, the department must consider (a) grant sources for one time improvements in areas that grants apply to. The goal is to apply for grants during the 2003-2004 academic year (b) The department will study the feasibility of limiting student enrollment, especially in upper division courses requiring more resources through setting standards for becoming a Psychology major. Because this is a last resort strategy, this will be carried out only after we have exhausted all other actions.

Student Learning Outcomes and Assessment

- We will develop or obtain use of a global instrument of psychology competence at the end of students' undergraduate career. This difficult task is being addressed now and we hope to refine and complete it by the end of the 2005-2006 academic year.
- Once a global instrument is developed we will be able to better recognize areas of weakness and deal with the challenge of determining if the changes we make in courses and curriculum lead to the improvements we are targeting. Our goal is to have this accomplished by the end of the 2006-2007 academic year.

Academic Advisement

- We will assure that all students are advised even when they do not understand the need for advising, by continuing our current strategy, (a) having advising discussions once in every appropriate class by the end of the 2003-2004 academic year, and (b) making advisement available through the internet by the end of the 2004-2005 academic year.

Faculty Evaluation and Improvement

- In order to provide a greater opportunity for in-service training on and off campus we will, (a) solicit training in the use of media support for class room activities through the college of continuing education beginning in the 2003-2004 academic year, (b) attempt to increase the portion of our budget devoted to these activities by acquiring grants for other budget items, thus freeing money for in-service training and conference attendance.
- When we have accomplished the student assessment goals described above we will develop a fine grained analysis of all faculty's teaching and student mentoring practices. This should be initiated by the end 2007-2008 academic year.

- Simultaneously with the previous goal, we will tie faculty evaluations more closely to student outcomes. This should be initiated by the end of the 2007-2008 academic year.
- We began discussions on what outcomes are desirable in the 1999-2000 academic year and they continue in an effort to protect academic freedom in areas of disagreement while defining outcomes in areas of agreement. This will be a continuous process with areas of agreement applied as the student outcomes assessments are completed by the end of the 2007-2008 academic year.
- The same instruments will be applied to the effectiveness of classes taught by adjunct faculty as for regular faculty. In addition we will attempt to absorb one course per year of released time for a regular faculty member of proven excellence to observe class room teaching and other teaching activities by adjunct faculty.

Staff Evaluation and Improvement

Library

- We will increase accessibility and student skills in using such facilities as are available by inviting library personnel to develop brochures explaining the resources available and holding training sessions for our students. This will be initiated in the 2003-2004 academic year.

Facilities, Equipment and Other Resources

- We will apply to a university funding committee for funding in the spring of 2003 to equip one more of our classrooms for multi-media use.
- We must expand laboratory facilities and equipment for student research and laboratory courses. In the 2003-2004 academic year we plan to submit a proposal to the NSF and/or other granting sources or laboratory equipment.

Other

- In order to create more community based interventions to provide applied and research training for students and faculty and to serve the community we must apply for extramural and intramural grants on an ongoing basis. Our faculty with expertise in community related areas will apply for such grants. Identification of areas will be coordinated with WSU's office of Research Support Services, which supports faculty pursuit of grants. This will be initiated in the fall of 2003 and grants will be applied for available on an ongoing basis as they become.

V. APPENDICES (include all that are applicable)

- A. Summary of program reviews/professional accreditation reviews and description of resulting actions which have occurred since 1994
- B. Faculty vita for all full-time, part-time and adjunct faculty (see attached template)
- C. Current strategic plan
- D. Annual department reports submitted to the dean's office from 1999-00, 2000-01, 2001-02
- E. Forms used to evaluate full-time, part-time and adjunct faculty
- F. Forms used to assess student learning outcomes (current student/alumni surveys, rubrics, etc.)
- G. Forms used to advise students
- H. Samples of representative student work (examinations, papers, portfolio artifacts, etc)
- I. Department/program brochures, recruitment materials (paper and web-based)
- J. Instructional equipment/materials inventory forms