

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
ACADEMIC PROGRAM REVIEW

**Program Director's Questionnaire  
Summer, 2003**

**Undergraduate Program Review**

Undergraduate Degree Program(s):	Psychology	Date: September 8, 2003
Who filled out this Questionnaire?	Sue Thomas, Undergraduate Program Director Bryce Sullivan, Department Chair	
Who else in the program read it?	Copies were distributed to all departmental faculty members for review. Elliott Lessen, Dean of the School of Education, also reviewed the document.	
Who else in the program can discuss it?	All Department of Psychology faculty members can discuss the questionnaire.	

The following questions are intended to focus a conversation regarding program quality. Ideally the program director convenes faculty members and engages them, where appropriate, in academic discussion, preparation, and subsequent review of answers to the questions below. If you attach materials to this report, please label them with the question number and refer to them in the text of your response. If you download this form, please keep the questions in italics (emphasized) font. If you use your own computer format, please key your responses to the numbered questions, stating the (italicized) question first. The University RAMP document is derived from this report; hence the number and nature of the questions.

**I. The Program: Objectives and Organization**

- 1. How are faculty, staff, and especially students informed of the program learning objectives? How often and by what procedures are objectives examined and revised?*

*Program goals and General Education objectives are found in the printed Status Report, Section A. They may also be found on the WWW Senior Assignment page containing your department's disciplinary goals and the Assessment Plan page, which contains the University's General Education objectives.*

Faculty, staff, and students are informed of the learning objectives in a number of ways. Relevant objectives are incorporated into classes and appear on syllabi and/or are discussed in class. The objectives are also discussed in detail in classes that culminate in the Senior Assignment research projects. The learning objectives are posted on the Department's undergraduate web page. The learning objectives are also posted on the undergraduate bulletin board that is located in the main hall of the Psychology Department.

2. *Summarize the organizational and administrative structure used to govern and manage the undergraduate program (operating papers may suffice). Are you satisfied with this structure? If not, explain.*

In 2000, the department created the position of Undergraduate Coordinator and later created an Undergraduate Program Committee separate from the General Graduate Program Committee. This improved organizational structure has given the department a better focus on the Undergraduate Program and has led to incremental improvements in the educational services we offer to undergraduate students.

The elected Undergraduate Program Director manages the undergraduate program with direction from the Undergraduate Program Committee and the department faculty. The Undergraduate Program Director works closely with the Department Chair to make sure the goals of the departmental faculty are implemented in the functioning of the undergraduate program. The Undergraduate Program Director is the chair of an Undergraduate Program Committee that is made up of six faculty members whose primary teaching responsibilities are in the undergraduate program. The Chairperson is the direct supervisor of the Undergraduate Advisor, and the Undergraduate Program Director also works closely with the Undergraduate Advisor. A Senior Assignment Coordinator who is appointed by the Department Chair supervises the Senior Assignment Program.

3. *Is there is an off-campus component to this program? Are there externships associated with this program? If so, please describe their present operations.*

The Department of Psychology's undergraduate program offers off-campus field study placements through the course Psychology 493: Field Study in Psychology. In this course, students are placed in community agencies, counseling centers, businesses, hospitals, etc., to gain practical experiences in applied psychology. The opportunities available in this course have grown significantly in recent years. Our enrollment in this course during the academic year averages 9 students each semester. Our field study sites include the Alton Mental Health Center, Madison County Probation Department, Chestnut Mental Health Center, Beverly Farm Institute, Call For Help, St. Elizabeth Medical Center, and others. Some students complete co-ops through the SIUE Career Development Center. In the Fall 2003 semester, three students are placed in co-ops.

4. *Please examine the Status Report, Sections B and C. Is the Status Report correct and up to date? Please update the list of all faculty members who teach in your program, list the courses that each has taught during the past two years, and include their current curricula vitae with the completed questionnaire.*

The list of faculty members is on the next page. Please see Appendix A for curricula vitae.

Faculty Name	Rank	Courses Taught Past Two Years (Psyc except where noted)
Bartels, Lynn	Assoc.	320, 473, 491, 525, 573, 575, 580, 599
Daus, Cathy	Assoc.	320, 374, 465, 491, 493, 519, 521, 527, 572, 574, 578, 599
Falconer, Jameca	Assist.	405, 491, 595
Ferguson, Eva	Full	111, 311, 313, 409, 442, 491, 511
Geaslin, Danica	Lecturer	440, 543b
Hupp, Steve	Assist.	201, 491, 543a, 553, 556
Jewell, Jeremy	Assist.	203, 491, 521, 537a, 539, 541a, 543a, 565, 598, 599
Krohn, Emily	Full	491, 524, 557, 594, 596, 598, 599
Meinz, Betsy	Assist.	211, 212, 491
Misiak, Bill	Lecturer	111, 212
Nordstrom, Cindy	Assoc.	111, 206, 211, 320, 374, 491, 571, 576, 599
Ogden, Bill	Lecturer	111, 201, 431
Pawlow, Laura	Assist.	421, 491, 541b
Pearson, Pat	Lecturer	111, 201, 203, 206, 211, 421, 431
Pettibone, Jon	Assist.	111, 211, 491, 520, 521
Pogatshnik, Lee	Instructor	111, 201, 206, 405, 440
Pomerantz, Andy	Assoc.	440, 450, 491, 493, 523, 537b, 538, 599, DS120
Sullivan, Bryce	Assoc.	111, 491, 493, 531, 541b, 535, 599
Thomas, Sue	Assoc.	211, 310, 461, 491, 498, 499, 599, GBA300
Traxler, Anthony	Full	487, 491, 586, 599
Tuholski, Steve	Assoc.	212, 312, 314, 491, 514, 517, 526, 599, DS320
VanRoekel, Delena	Lecturer	111
Wingo, Angela	Lecturer	111, 201, 431

5. *The Status Report, Section D, contains the recommendations and the Results Report from the last Program Review. Please address each recommendation and describe how your program has responded.*

*Recommendation 1 – The department should (re)examine its advisement procedures and, if possible, obtain a professional staff advisor.*

Advisement procedures were examined and improved in the years following the last program review. In August 2002, with the support of the Dean Lessen, the department hired a full-time professional staff advisor. Ineffective advising is no longer an issue for the department.

*Recommendation 2 – The department could benefit by pursuing Item D (listed above from the prior program review) in order to justify addition of a new faculty member who would contribute significantly to a priority area, such as health psychology, psychology and the law, basic clinical methods, or a heretofore unmentioned area such as cognitive psychology.*

Item D referred to in the above recommendation was that the department introduce courses in health psychology, psychology and law, and basic clinical methods. Additionally, cognitive psychology was identified as an area of potential future faculty

member expertise. Since 1996, the department added three cognitive psychologists, added a course in applied clinical psychology (Psyc 450), began teaching a behavior modification class (Psyc 420) again, and offered forensic psychology as a seminar course (Psyc 495).

*Recommendation 3 – The department might revisit the issue of course scheduling to assure that, in the main, the needs of students and faculty together are being met by the present system of scheduling.*

Data support the position that the needs of the students and faculty together are being met by the current scheduling system. First, credit hours taken by majors has increased by approximately 60% over the past five years as additional course sections have been added to meet student demand. In addition, the majority of alumni (over 70% of the respondents for each class surveyed) indicated that the quality of the major in offering sufficient courses and at convenient class times was good or excellent. Moreover, based upon a departmental survey distributed in the Spring 2002, the majority of current students indicated that the total number of courses scheduled and the times and days that they were scheduled is about right. Please see Appendix B for the Student Advisory Committee and Department of Psychology Student Survey (results available on request).

*Recommendation 4 – The issue of a departmental computer-equipped learning classroom/laboratory should be considered for funding and, if warranted, placed on a priority list of items for procurement by the School of Education.*

The department has not obtained a computer-equipped classroom. As internal funds were not available, the department tried to obtain external funding. The department's proposal to the National Science Foundation was viewed favorably, but was not funded. The department has tried to meet the needs of a computer-equipped classroom by making all of its classrooms smart classrooms.

## **II. Centrality and Breadth**

*This section deals with your program's relationships to other academic units in the University.*

1. *What courses does this program offer in General Education (refer to Status Report, Section E)? To what kinds of students are these courses targeted? What were the course enrollments (most recent typical offering of each example within last 3 years)?*

All of our undergraduate course offerings with the exception of the two courses associated with our Undergraduate Honors Academy are available to fulfill General Education requirements. Our enrollments in our General Education courses (both Introductory and Distribution Courses) have increased substantially over the past three years. During this three-year period, with the support of Dean Lessen, our full-time faculty lines have increased 13%. This has allowed us to schedule more of these courses due to increased student demand and the large number of waitlisted students each

semester. Even our expanded offerings have significant waitlists. This is not surprising given the tremendous growth in our major and General Education enrollment that significantly exceed our increase in faculty.

General Education Introductory Offerings

In Psychology 111 (which fulfills one of the Introductory General Education requirements for a non-Psychology major), our enrollment has increased 27% from academic year (AY) 2000-2001 to AY2002-2003. In Psychology 111, we generated 875 student credit hours (SCH) in AY2000-2001 and 1114 in AY2002-2003. We increased the number of sections offered from 12 in AY2000-2001 to 15 in AY2002-2003.

Please see the attached table titled Psychology Course Enrollment Data in Appendix C for more information.

Social Science Distribution Offerings

We offer a wide array of courses that are classified as Social Science Distribution (SSD) courses. In the past 3 years we have offered 32 different SSD courses. These courses frequently have numerous waitlisted students, and the department has made efforts to increase the course offerings. The number of sections of SSD courses increased from 65 in AY2000-2001 to 73 in AY2002-2003. Our enrollment in our SSD courses during that same period increased 11.5% from 2538 SCH to 2829 SCH. One of these courses fulfills the Intergroup Relations General Education Requirement. Another course, Multicultural Awareness, has been offered as a Seminar (Psyc 495) and is in the process of being approved as a regular course offering. Once approved, it will also fulfill the Intergroup Relations requirement.

The table in Appendix C includes our General Education Introductory and Social Science Distribution courses.

2. *What service courses does this program offer for majors in other disciplines (refer to Status Report, Section E)? To what kinds of students are these courses targeted? What were the course enrollments (most recent typical offering of each example within last 3 years)?*

Psychology offers a wide array of courses that are utilized by other disciplines and their programs. The disciplines that use psychology courses as a regular part of their curriculum include Education, Speech-Language Pathology and Audiology, Special Education, Business, and Engineering. Students completing a Bachelor of Science Degree Elementary Education are required to take Child Psychology (Psyc 201) and its prerequisite Foundations of Psychology (Psyc 111). Many Education students also choose to complete a Psychology Concentration, and this requires that students complete 18 hours in Psychology with 9 hours at the 300- or 400-level. Speech-Language Pathology and Audiology majors are required to take Foundations of Psychology (Psyc 111) and Child Psychology (Psyc 201). They may also take Introduction to Statistics (Psyc 211) to fulfill a program requirement, and the honor's students in this program are encouraged to take this class. Students completing a Bachelor of Science degree in

Special Education are required to take Foundations of Psychology (Psyc 111). In Business, students in the Human Resource Management and Management specializations are encouraged to take from among a number of Psychology courses. Foundations of Psychology (Psyc 111), Social Psychology (Psyc 206), and Industrial/Organizational Psychology (Psyc 320) may be used to fulfill general elective requirements. Organizational Psychology (Psyc 374), Psychological Tests and Measures (Psyc 421), Group Dynamics and Individual Behavior (Psyc 465), and Personnel Psychology (Psyc 473) are cited on the Business curriculum guide as specialization courses. Industrial Engineering requires that students complete Industrial/Organizational Psychology (Psyc 320) and they suggest two psychology electives: Organizational Psychology (Psyc 374) and Personnel Psychology (Psyc 473). Students from many majors take psychology courses to meet General Education requirements, as a minor, or as general electives. Please see the table of Psychology Courses Breakdown of Majors in Appendix D.

3. *Do you have any problems with courses in either category above? If so, please describe.*

One of the problems we have experienced with the courses in the categories above is our ability to offer enough sections to serve the needs of the students who desire to take these courses. A related problem is that the enrollment in these course sections often exceeds the optimal enrollment per section because of our desire to meet student's needs by increasing the enrollments in a course when there is a waitlist of students.

There were an average of 156 waitlisted students in the Introductory and Social Science Distribution (SSD) courses over the past three years during the Fall and Spring semesters. The fact that our courses fill quickly, even though faculty and sections have been added, is a common complaint from students. These courses serve a vital role in the General Education component of the undergraduate curriculum, but the large number of non-Psychology majors enrolled in our SSD courses also makes it difficult for our majors to enroll in the courses they need. Please see Appendix E for specific course information.

4. *With respect to teacher certification:*

- *Is this a program in which students can receive teacher certification? If so, describe your involvement. Who advises your education certification students and what is the load? Who supervises the student teachers?*
- *Please examine the State Teacher Certification Test report card (Status Report, Section I). Is the performance of your students satisfactory? If not, what actions is your program taking to improve their performance to satisfactory levels?*

Students cannot receive teacher certification in Psychology through coursework in our department.

### III. Quality

*This section of 20 questions forms the academic heart of this document. They deal with the curriculum, teaching and learning, faculty development, advising, assessment of student progress, the Senior Assignment, facilities, and accreditation/certification.*

#### **Curriculum**

1. *How are students explicitly informed of your curriculum's disciplinary goals that are cited in Section I?*

Students are informed of the goals: 1) in advising (e.g., the rationale for why students are required to take a particular class); 2) in individual courses (e.g., how an individual course fits into the major); 3) on the department's undergraduate web page; and 4) on the undergraduate bulletin board.

2. *How is the curriculum structured to promote student achievement of disciplinary and potential career-related goals? How does it support General Education objectives? If the curriculum doesn't exhibit these elements, why are they hidden or absent?*

The curriculum combines both skill and content courses to achieve its goals. Please see Appendix F for a list of the specific goals associated with each course. Given that the General Education objectives are completely congruent with the department's goals, these objectives are supported by the curriculum.

3. *When was the last time your curriculum was modified? What happened and why?*

In AY1999-2000, an attempt was made to modify the curriculum. However, there was some resistance by a few faculty members, and the process was terminated. Last year, the discussion of curriculum modification was formalized through the development of an ad hoc undergraduate curriculum committee. Please see Appendix G for a draft version of proposed curricular changes.

#### **Teaching and Learning**

4. *With respect to teaching assignments:*

- *How are faculty teaching assignments made, on what basis, and by whom (refer to Status Report, Section E)? How do non-tenure track faculty contribute to this program?*
- *Describe the use of teaching assistants. What courses are they used in, how, and why? How are they trained and evaluated? To what extent do they assign grades?*

Faculty submit schedule requests to the Department Chair before the annual scheduling process begins. The requests include the courses they would like to teach and their day and time preferences. Once faculty requests are submitted, the requests are matched with

the courses that are needed so that students can complete their General Education requirements, major requirements, minor requirements, and prerequisites for graduate school. Faculty members are matched to courses based on student needs, faculty expertise, and faculty preference. We have 16 tenured/tenured-track faculty members, one Instructor, and a number of call staff instructors that varies each semester. Our Instructor (Lee Pogatshnik) teaches the Introductory course and a number of Social Science Distribution courses that fulfill major requirements. We have made it a policy to increase the number of full-time faculty teaching Psychology 111. Two of our faculty teach Dean's Scholar courses, and one faculty member has taught a number of sections of GBA300. Our call staff support in recent years has averaged approximately eight to ten sections per semester. We have an excellent group of call staff instructors who teach courses such as the following: Foundations of Psychology (Psyc 111), Child Psychology (Psyc 201), Adolescent Psychology (Psyc 203), Social Psychology (Psyc 206), Introduction to Statistics (Psyc 211), Psychopathology (Psyc 431), Theories of Personality (Psyc 440), and Psychological Tests and Measures (Psyc 421).

Teaching assistants (TAs) are used to assist instructors in Introduction to Statistics (Psyc 211) and Methods of Psychological Inquiry (Psyc 212). These TAs have a 25% appointment and are assigned to one course section. In both of these courses, TAs attend class sessions and hold office hours to assist students. In the 212 course, some faculty members give the TAs responsibility to teach the lab portion of the class under their supervision. They are trained by attending the Graduate School's orientation, the department's graduate orientation, and by individual training provided by their faculty supervisor. TAs assist in grading papers, test, and lab assignments under the supervision of the faculty supervisor. Faculty supervisors review the TAs grading and assign all grades.

5. *With respect to evaluation of teaching, how are peer reviews and student evaluations designed? How are they used for program improvement?*

In the Spring of 2002, departmental faculty developed a new teaching evaluation form for use in all Psychology courses. This standardized form and the standardized administration process was designed by a faculty committee and approved by the faculty. Someone other than the instructor distributes the surveys in all classes, and the Chair administratively controls the forms after completion. After the grades are turned in each semester, faculty members receive a report that includes the descriptive data on each survey item and all of the written comments. The departmental secretary types the written comments before they are given to the faculty member. The Chair discusses the evaluations with faculty during regular annual review meetings or more frequently as needed. Some of the faculty members in the department have also participated in the University's GIFT peer review program. Please see Appendix H for the teaching evaluation process protocol and evaluation form.

6. *With respect to hiring:*

- *When interviewing candidates for faculty positions, do you ask them to present a pedagogical seminar as well as a research seminar in the discipline? If not, how are candidates' potential teaching qualities made visible and assessed?*

Faculty candidates are required to present a seminar that combines both pedagogy and research. Candidates are instructed to present their research in a way that is sophisticated enough that the faculty can judge its merits, but also clearly understandable to the student members of the audience. Both faculty and students assess the candidate's teaching potential based upon this seminar.

- *To what extent and by what mechanisms do students participate in faculty candidate interviews? How, if at all, is their input used in hiring recommendations? Is their input written?*

In addition to attending the seminar, students also take the candidate to lunch. No faculty members are present at the lunch. Students complete an evaluation form, and the results of their evaluation serve as an integral component of the hiring decision. Please see Appendix I for the student evaluation form.

### **Faculty Development and Rewards**

7. *What faculty research and scholarly activities does this program sponsor or directly support in order to improve undergraduate learning (e.g., lab, field, or library research, mentorship, lab development, studio method, active learning, apprenticeship opportunities)? Within the program operating papers, please cite (page/paragraph) the current system whereby these activities factor into consideration of faculty promotion, merit, and tenure?*

All of the tenured/tenure-track faculty members maintain active research labs in which undergraduates participate as research assistants. In addition, faculty members serve as mentors for students' own independent research studies. These activities are recognized in the Tenure Guidelines IA3 and IC3 and in the Merit Plan Instruction accomplishments #12, #13, and #14. Please see Appendix J for the Tenure Guidelines and Department of Psychology Operating Papers.

8. *Please identify those faculty members who have taken sabbatical or university-sponsored leaves of absence within the last five years. Give titles and two-sentence descriptions of what they did. How has your program benefited from their activities?*

Cathy Daus (Fall 2000) worked on five manuscripts and submitted them for publication in the areas of mood and job performance and emotional intelligence. She also taught a course at the Queensland University in Australia.

Eva Ferguson (Fall 1999/Spring 2000) collected data for initiating a new research area, wrote articles, and proposals while at the Berkeley campus of the University of California.

Andy Pomerantz (Spring 2003) worked on two research projects. The first was an updated method for obtaining informed consent to psychotherapy, and the second was a study examining whether client variables influence psychologists' ethical beliefs.

Sue Thomas (Fall 1999) developed a prospectus, outline, and sample chapters for a text in social psychology.

Anthony Traxler (Fall 2002) conducted a study on the abuse of elders in nursing homes with a particular emphasis on the problem of retaliation against family members who report abuse.

The department benefited from these sabbatical activities in that faculty conducted research that related to their areas of expertise and the classes they teach.

## **Advising**

9. *Please outline your program's practice of advising. For example, who advises and what activities constitute an advisor's responsibility (e.g., converse about educational aspirations, fill out CRFs, give career/graduate school counseling, consult about personal problems)? How is advising coordinated and rewarded across the program? What training do advisors receive? Is evening advising available?*

In August of 2002, the Department hired a full-time undergraduate advisor with primary advising responsibility for our 400 psychology majors and 150 psychology minors. Students are also assigned a faculty advisor and are informed of this assignment by letter. The Undergraduate Advisor advises psychology majors, minors, and prospective majors and minors with accurate and current information related to the academic requirements of the psychology major and minor. She advises students regarding program requirements and scheduling options each semester and enrolls psychology majors using the Student Information System. She provides information to students through individual advising meetings, departmental bulletin boards, e-mail announcements on the psychology student listserve, and announcements from the Advising Office. The advisor also assists psychology students in planning short-term or long-term education and/or career plans. This includes advising psychology students in planning for graduate school. The Department Chair and the Undergraduate Program Director provide ongoing training for the Undergraduate Advisor.

Departmental faculty also plays a big role in advising. They meet with students to plan their academic programs, to discuss graduate school, and to assist in career planning. Additionally, faculty members supervise and advise students in their individual research plans. Advising Dean's, Chancellor's, and President's Scholars is a responsibility of department faculty. Our current group of 16 Honor's Scholars are advised both by their

faculty mentors and by the Department of Psychology Advising Office. The faculty mentor is responsible for guiding the student through his or her undergraduate program. Mentoring includes periodic meetings with the student (at least once each semester), assisting the student in creating a program plan, recommending courses and activities in preparation for graduate school or employment, discussing the graduate school application process with the student, encouraging the student to get involved in research activities, and encouraging the student to get involved with the Robert J. McLaughlin Psychology Undergraduate Honors Academy and/or Psi Chi if he or she is eligible. The Undergraduate Advisor constructs the student's program plan based on the mentor's recommendation and student consultation, informs the student of program requirements, and performs all other regular advising office responsibilities.

The department presents workshops for students each semester on the topics of "Going to Graduate School" and "Getting a Job with a Bachelor's Degree in Psychology." These workshops provide students with excellent information, and they are well attended. The average attendance at these workshops is approximately 40 students each semester.

Since the undergraduate program is a day program, evening advising is not generally available. However, the Undergraduate Advisor and Department Chair are available for appointments with students as needed during the evening hours.

10. *How do you assess advising effectiveness? What have you found?*

The department uses a two-pronged approach to assessing the effectiveness of our advising program. First, periodic surveys of psychology majors are conducted. Second, we are designing an exit survey to be administered after advising sessions. This will provide an ongoing assessment of our advising office effectiveness. It is anticipated that this ongoing assessment procedure will be in place during AY2003-2004. The most recent survey of students was conducted in the Spring semester of 2002. One of the major areas assessed in the survey was advising. Of the 229 students who completed the survey, the responses from Psychology majors that are related to academic advising are included in Appendix K. The written comments are not included. Results from the entire survey are available on request.

The Undergraduate Advisor, Undergraduate Coordinator, and Department Chair are involved in the assessment of student progress. Starting in the Fall semester of 2002, the Undergraduate Advisor began entering information on all new undergraduate majors and minors in a database. The database includes information such as class standing, date of entry into the major, earned hours, current GPA, gender, ethnicity, graduation date, etc. While we have not been tracking these data long enough to see any trends, we plan on using the data to inform our advising process and examine issues such as attrition from the major and time to degree.

11. *With respect to student progress and retention:*

- *How do you assess academic progress as students move through this program? Do you hold juries? Interviews? Comprehensives? Portfolios? What coordination exists to monitor the progress of learning?*

As departmental learning objectives are tied into coursework as well as the Senior Assignment, academic progress is tracked through successful completion of the required coursework.

- *How do your time-to-degree figures compare with those for comparable programs elsewhere?*

Information addressing this question was not attainable.

- *What are the student retention figures for your program over the last five years? Why do students leave? Please explain.*

As was noted in Question 10, the department is just beginning to collect this data. Thus, no analysis is yet available.

12. *To what extent do students in your program take courses in the order prescribed by your curriculum? How long does it take for students to graduate? What serious impediments exist to prevent timely progress towards a degree?*

The majority of students take the classes in the prescribed order. This is accomplished through effective advising, accurate curriculum guides, and instituting prerequisites for courses that prevent them from being taken out of order.

Based upon the alumni surveys, the majority of new freshmen complete their degrees in 4 - 5 years, and the majority of transfer students complete their degrees in 2 - 3 years. Currently, there are no serious impediments to timely progress toward a degree as faculty members routinely overload their classes to meet student needs. However, overloading classes takes a toll on faculty members and students. When courses are overloaded, faculty must extend additional effort to insure that the extra students do not negatively impact the educational experience of the class. This is a delicate balancing act and one that the faculty should not be routinely forced to achieve.

13. *What factors govern course scheduling decisions in this program? If scheduling is less than optimal for student progress, how serious is the problem and why is this the case?*

Scheduling decisions are based on student needs. Courses are offered to provide a wide range of options of the General Education requirements, to insure that students have the courses needed to fulfill major and minor requirements, and based on the past semesters' enrollment data. After determining the courses that are needed for major and minor requirements, the historical record of class enrollments is used in developing future

schedules by examining class sizes, the number of course sections, the frequency of course offerings, and the number of students on course waitlists.

The main scheduling problem for students is that they may be closed out of courses they need to fulfill major requirements. All of the required courses in the department have waitlists each semester. In some classes, including the research sequence, this is more of a problem than others. Psychology majors are required to complete a research sequence that includes Introductory Statistics (Psyc 211), Methods of Psychological Inquiry (Psyc 212), and Experimental Psychology (one of Psyc 310, Psyc 311, Psyc 312, Psyc 313). The average waitlist for two sections of Psyc 211 is 24 students. When students cannot complete this course (which is a prerequisite for the other two in the sequence), they are delayed in their degree progress. The department adds additional sections of these classes when possible, but without additional faculty, scheduling additional sections take faculty away from other important teaching responsibilities in the department.

14. *Do course assignments cause students to spend at least two hours in preparation for every hour in class (2001-03 Undergraduate Catalog, p. 21)? What evidence exists to suggest that students meet this expectation?*

We believe that our courses are sufficiently rigorous to require at least two hours in preparation for every hour in class. The course requirements for each course can be found in our course syllabi (please see [www.siue.edu/PSYCHOLOGY/syllabi/syllabi.htm](http://www.siue.edu/PSYCHOLOGY/syllabi/syllabi.htm) for the syllabi for all of the department's Fall 2003 classes). Evidence that supports this is based upon an examination of course requirements as stated on the class syllabi and alumni opinion that students spent necessary time and energy to come to class prepared.

15. *What co-curricular student/faculty/staff opportunities (e.g., honorary organizations, journal clubs, study rooms, interest groups) exist to bind students socially to the program? What specific program efforts are made to promote them? Who leads and who participates?*

The department sponsors a nationally award winning Psi Chi chapter (the national honor society in psychology) as well as a student-to-student mentoring program. Promotion of these programs is done through the Undergraduate Advising Office, announcement on the student e-mail listserve, flyers posted in the department, and announcements in classes. Students lead both of these organizations with the assistance of faculty advisors. All psychology majors (and those considering becoming majors) are invited to participate in the mentoring program. While majors must have a 3.25 GPA in psychology to become a member of Psi Chi, all students are invited to participate in its activities.

The department is actively considering the addition of a Psychology Club. Student responses in the Spring 2002 survey indicated a strong student desire for a Psychology Club. The department used to have a popular student lounge, but that space was reassigned.

## The Senior Assignment

16. *With respect to the Senior Assignment:*

- *What have you found out from the Senior Assignment and other assessment measures about how well your students are achieving the disciplinary goals referred to in Section I? What differences have you found, for instance, between your first year and senior students in terms of baccalaureate General Education objectives?*

The vast majority of our majors meets or exceeds the department's goals. The department continues to raise the standards for what constitutes the meeting of a goal. For example, rather than using a 3-point scale for assessment (does not meet expectations, meets expectations, exceeds expectations), the department now employs a 7-point scale (strongly agree to strongly disagree) for its Primary Trait Analysis so that it may make finer distinctions amongst student performances. These distinctions allow the department to make more informed decisions about the achievement of its goals. Please see Appendix L for our Senior Assignment Primary Trait Analysis form.

- *What specific mechanisms exist to turn these findings into program improvements? What changes have resulted?*

The faculty discusses the findings of the Senior Assignment evaluations. Based upon these discussions, changes are discussed with the Senior Assignment mentors or faculty who teach particular courses. For example, it was discovered that our students were not as strong in their understanding of statistical analyses as they needed to be. Changes were made to the statistics class to strengthen the students' conceptual understanding of statistical analyses so that they could more intelligently discuss them. In addition, it was found that students were designing studies that demanded more sophisticated statistical analyses than those that they had learned in their statistics class. In this case, a discussion was held with the Senior Assignment mentors, requesting that they approve only those research designs that utilized statistics that the students had already learned.

- *If you have participated in the Senior Assignment Fund, what additional special activities did that permit? Please discuss in detail.*

The Senior Assignment Fund has permitted the department to employ two 10-hour graduate assistants assigned to the program. They serve as liaisons between the faculty and students to facilitate the initiation of the mentoring process, and they are responsible for the clerical components of the process. With more than 120 seniors going through the process each year, the coordination and paperwork demands of the process are enormous.

The Senior Assignment Fund also permits the department to sponsor the research of 25 - 35 seniors per year for presentation at the Psi Chi poster sessions of the Midwestern Psychological Association (MPA) conference. The MPA conference is the largest and most prestigious regional conference of the American Psychological Association. Presentation at the conference is done through a refereed process. Presenting at the

conference fulfills the Senior Assignment requirement. Students who present at the conference consider it the highlight of their undergraduate careers.

17. *With respect to shared faculty-student scholarly activities:*

- *What fraction of program faculty and undergraduate students participate in shared research and other scholarly activities? Other than through Senior Assignments, how do students gain access to these activities (e.g., Undergraduate Research Academy, honors, student work, specific course enrollment)?*

As stated in the answer to Question #7, all of the tenured/tenure-track faculty members maintain active research labs in which undergraduates participate as research assistants. In addition faculty members serve as mentors for students' own independent research studies. Students may receive course credit for these research experiences by enrolling in Psyc 491 (Psychology Research). Student who are members of the Robert McLaughlin Honors Academy also participate in shared research activities as do students who present their research at the MPA conference. Psychology majors also participate in the Undergraduate Research Academy. Approximately 25% - 35% of psychology majors participate in these activities each academic year.

- *Over the past five years, how have undergraduate students been recognized for their research or other scholarly contributions (e.g., co-authorships, co-presenters, departmental honors)? Please provide documents.*

Students are recognized as co-authors and co-presenters. The winner of the Robert McLaughlin Honors Academy Award is determined, in part, by research contributions as is the Dankenbrink Award for the best undergraduate student. Please see Appendix M for a list of student publications and presentations and an Alton *Telegraph* article recognizing our students' contributions at the MPA conference.

## **Facilities**

18. *Do you have the facilities to achieve the disciplinary goals listed in Section I (e.g., library, computer support and training, laboratories, offices, special equipment or rooms)? If not, what do you need and why?*

The department needs more room. There is an increasing demand on space to conduct research in the department. This is due to our increased number of faculty active in research, our larger population of undergraduate majors, and the loss of some research lab space. Additionally, 82% of our faculty share lab space; the department has only 9 research labs for 17 faculty members. With faculty sharing labs it is often difficult to schedule research without conflicting with other researchers. Additionally, with an average of over 120 undergraduate students completing the research requirements for senior assignment each year, over 60 students engaged in Independent Research (Psychology 491), and over 30 graduate students completing thesis research and other research studies, our research labs and classrooms used for research are extremely taxed.

Students schedule our classrooms for their data collection, and competition for these rooms is fierce. The demand for research space exceeds supply.

The department also needs more computers that students can access. Currently, students may use two computers that are located in the department's Resource Center. These two computers must serve all of the undergraduate and graduate students in the department. Demand for these computers is large given that all students take research classes that require data to be analyzed using computer programs for statistical analysis (e.g., SPSS), and access to university computer labs that have SPSS can be limited. In addition, the teaching assistants for the statistic classes must often accompany the students to the university computers labs when the students need help with SPSS. This is an inefficient use of the teaching assistants' time.

19. *Who (or what) determines room assignments? What desirable learning formats are inhibited because of incompatible space and facilities?*

There are three basic classroom sizes used the department. There are rooms suitable for up to 90 students, up to 60 students, and up to 15 students. The department has primary scheduling authority for five classrooms with at least one classroom of each of the above types included in this group (AH-0201, AH-0302, AH-0333, AH-0401, FH-0116). In a typical semester, approximately 80% of the department's classes are scheduled in these rooms. The classrooms are equipped with a dedicated computer workstation with VHS, DVD, and computer projector capabilities. Four of the classrooms have SMART Board capabilities. Most of our faculty make significant use of the computer technology in presenting lectures. Students also use this equipment when making oral presentations and when conducting research. When scheduling rooms through University Scheduling, we are not always able to schedule rooms with dedicated computer projection capability.

### **Certification, Registries, and Licensing**

20. *When students complete this program, do they receive certification, registry, or licenses? If so, please identify by whom these are awarded. What is your record of success?*

The undergraduate psychology program does not lead to any certifications or licenses.

### **IV. Successful Student Entry and Exit**

1. *Please examine the information on alumni in the Status Report, Section G, and verify or amend alumni success and satisfaction presented there.*

The vast majority of alumni have positive attitudes about the major, course offerings, the faculty, the quality of the major, and how well the major prepared them for their jobs or for graduate school.

2. *How do you maintain contact with your alumni? Do you invite them back for departmental seminars? Parties? Fund raisers? Student-alumni career emporium? Explain.*

Alumni are contacted through the School of Education Office of Development and Alumni Relations and the SIUE Alumni Foundation. The department sends an annual fund letter and thank you letters to contributors. Alumni are invited back to participate in career seminars and make class presentations.

3. *How do you use your alumni resources? Do you solicit formal feedback regarding program effectiveness? Employment opportunities? Career success? Do you invite regular alumni giving? What benefits have accrued?*

The department itself does not solicit formal feedback although it has access to the alumni surveys. Given that department resources are stretched past capacity due to the large number of majors that we have, few resources have been devoted to alumni contact.

## **V. Occupational Demand**

1. *The IBHE and other agencies publish trends in occupational demand for graduates in your discipline. How do graduates from your program fare in the job market at present? On what information is this conclusion based?*

Based upon the alumni surveys, the vast majority of our graduates (over 80%) find jobs that are related to their field or are not related by choice. In addition, most of the graduates find their jobs within six months of graduation and are satisfied with their positions.

The latest *Occupational Outlook Handbook* (Bureau of Labor Statistics, 2003) reports an expected job market growth rate for psychologists of 10 to 20 percent between 2000 and 2010. For students with only a bachelor's degree, jobs directly related to psychology are limited. However, these students are very marketable in other areas. According to *The College Majors Handbook*, the top 10 occupations that employ persons with only a bachelor's degree in psychology are: 1) top- and mid-level managers, executives, and administrators; 2) sales occupations, including retail; 3) social workers; 4) other management-related occupations; 5) personnel, training, labor-relations specialists; 6) other administrative; 7) insurance, securities, real estate, business services; 8) other marketing and sales occupations; 9) registered nurses, pharmacists, therapists, physician assistants; and 10) accountants, auditors, other financial specialists. Please see Appendix N for other occupational areas and employers of those with bachelor's degrees in psychology.

2. *Do you plan changes in program courses or structure on account of what you see as future occupational opportunities? Describe the opportunities, changes, and resources desired.*

Given the success of our graduates and the lack of change in future occupational opportunities, the department does not plan on changing program courses or structure due to occupational opportunities.

## VI. Student Demand

1. *Which universities in the St. Louis metropolitan area offer programs leading to similar degrees?*

All public universities in Illinois offer undergraduate psychology programs. Please see Appendix O for psychology degree programs within 50 miles of SIUE. Given the large demand for a psychology major, the large number of psychology programs is necessary.

2. *Why do students select SIUE's program? How do you recruit and admit applicants, especially those representing under-represented groups (see Status Report, Section F) and those individuals who wish to study part time? Identify (multiple?) entry points for transfer students. Do you offer any bridge courses that recruit non-majors to the major? If so, please describe.*

Students choose our program based upon its quality, their interest in psychology, and the accessibility of the faculty. Given the large demand for the major, it is not necessary for us to recruit. Over the past five years, the number of psychology majors has increased by 34.9% while the total enrollment at the university has increased by 10.7%. In fact, we have been asked by Dean Lessen to examine limiting enrollment in our major. The pressing concern is how to limit the number of majors in a fair and academically based way without overburdening the faculty with the selection process.

From a demographic perspective, a higher percentage of our students are female (82.5%) as compared to the university as a whole (56%). The higher percentage of female students in our program is consistent with psychology programs across the country. Our minority enrollment averages 11.9%, which is slightly lower than the university average of 16%.

3. *Please examine the Status Report, Section E, for Fall enrollment data. From those records and other indicators (e.g., SIUE Fact Book, surveys, departmental records, statements from potential employers, labor statistics), project future trends in your majors.*

Psychology is among the most popular undergraduate majors in the country. The Psychology major is second in number of majors only to Business Administration/Management, according to *Princeton Review* (2002). Enrollment trends in psychology departments have shown a sharp increase in the past decade, and they are expected to continue this strong upward trend. Enrollment in the major has increased 35% over the past 5 years and 37.5% over the past three years. During this same period, with the support of Dean Lessen, our full-time faculty lines have increased 13%. In the Overview of Academic Programs 2001-2002, the Department of Psychology is reported

to have produced 13,277 Student Credit Hours (SCH). This is the largest credit hour production of any department in the School of Education. The Department generated 27% of SCH in School of Education during that fiscal year. For comparison sake, of those departments in the College of Arts and Sciences, only the Department of English Language and Literature and the Department of Mathematics and Statistics produced more SCH during the FY02. Psychology was among the top five departments in the University in SCH production for FY02. Additionally, as mentioned earlier in this questionnaire, our service load is significant as measured by SCH in General Education courses and by other indices.

This background information is important in projecting our future enrollment trends. Another very important factor relates to the current discussions with Dean Lessen about the department limiting our major enrollments. Therefore, there are at least two ways of examining projected enrollment trends of psychology majors. First, estimates could be made based on our growth rate in recent years without any limitations placed on the number of majors. Our recent growth rate has been an average of 12.5% per year over the past three years. At that rate of growth, we could expect to have 450 majors in FY04, 506 majors in FY05, 569 majors in FY06, and 640 majors in FY07. During that same period, the number of degrees awarded would be expected to increase at the same rate from 141 in FY04 to 200 in FY07. Second, estimates could be made based on curtailing the growth of the major and devising a method of maintaining the number of psychology majors at the current level. Using this scenario, the number of majors and the number of degrees awarded would be expected to remain at the current rate of 400 and 125 per year respectively.

Future labor trends as outlined in section V.1. suggest an expected job market growth rate of 10 to 20 percent between 2000 and 2010.

## VII. Costs

1. *Does this undergraduate program have an identified operating budget? If so, compare SIUE's program costs to state averages (Status Report, Section H). Please evaluate your program's normative costs over one-year and three-year time scales. What PQP steps have you taken recently?*

The undergraduate program does have an identified budget. From FY00 to FY02, the average of the lower and upper division costs Psychology as a percent of statewide weighted costs fell 77.85% to 71.80%. From FY01 to FY02 these same costs fell from 78.20% to 71.80%. Given that our normative costs are so low, enhancing productivity is not an issue for us. Rather, we are focusing on how to increase quality even more through curricular changes and possibly the addition of new faculty lines.

2. *Are sufficient resources, authority, and flexibility available for both what this program is expected to accomplish and what it wishes to accomplish? Explain.*

As already stated, in order to continue our tradition of excellence in undergraduate education, the department needs more faculty and more space. The department prides itself on having a high quality program and, like the university, stands ready to take the program to the next level. In fact, we believe our efforts in recent years have moved us substantially in this direction. Given the overwhelming demands that are placed on our current resources, we cannot achieve the next level without additional resources.

3. *If you could fix any two things in your program and could use up to, say, \$75K to do it, what would be your priorities? How would you begin?*

We would hire two new tenure-track faculty members. While \$75,000 would not fully cover the salaries for two new positions, with the addition of two faculty we would need fewer call staff and some of the funds currently assigned to call staff salary could be reassigned to these new faculty lines.

### **Assessment of this Questionnaire**

1. *Please comment briefly on what you see as the best aspect(s) of this program review questionnaire.*

The questionnaire demands that the department's self-examination be both broad and deep.

2. *Please identify by number the two worst questions. Please explain how they might be improved.*

Question #14 under Assessment of Student Progress is a very difficult question to answer. We are unsure as to how we might show how students meet this expectation. Aside from asking students how much time they spend (and their answers could be tainted by socially desirable responses), we do not know how to provide valid evidence.

Question #1 under Costs asked about PQP steps. Given that we do not discuss PQP anymore, perhaps that question could be rephrased to ask about steps that enhance productivity and quality.