I. Unit Title: Psychology  
                College: Education  

Unit Administrator: Gene Hamon

II. Data and information for department:

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours, undergraduate</td>
<td>3393</td>
<td>3282</td>
<td>3014</td>
</tr>
<tr>
<td>Credit hours, graduate</td>
<td>39</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Number of graduates, BA</td>
<td>20</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Number of majors</td>
<td>90</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td>Student-Teacher Ratio (Fall only)</td>
<td>22</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Average class size (Fall only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>34</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Upper</td>
<td>20</td>
<td>23</td>
<td>19</td>
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</tbody>
</table>

- The number of majors increased by two, and the number of graduates decreased by one.
- The student-teacher ratio declined by two.
- Average class size did not change for lower level classes, but decreased for upper level classes.

III. Personnel

Noteworthy activities and accomplishments

- Dr. Paul Nicodemus
  - served as program evaluator for Teen Intimate Partner Violence Prevention Program sponsored by the Center for Disease Control and Prevention.
  - coauthored a paper presented at a regional convention.
  - coauthored a manuscript submitted for publication.
  - coauthored a report for the Center for Disease Control and Prevention.

- Dr. Reid Jones
  - coauthored 6 abstracts published in The Journal of the Mississippi Academy of Sciences
  - locally published a manuscript on faculty scholarship and professionalism.
  - served on the National Advisory Board for the American Association of State Colleges and Universities
  - received a National Science Foundation grant ($2000) for a summer intern to analyze science and mathematics achievement in Mississippi and assisted Dr. Cronin in preparing a $315,000 grant proposal.
• Dr. Carol Hayes
  • served as co-chair and executive committee member of the Southern Regional Faculty and Instructional Development Consortium and hosted the Annual Sharing Conference At Delta State, March, 2000.
  • co-hosted the summer meeting of the Executive Committee of the Southern Regional Faculty and Instructional Development Consortium.
  • reviewed two textbook manuscripts.

• Dr. Scott Hutchens
  • coauthored a manuscript submitted for publication.
  • coauthored two papers presented a regional convention.
  • had a paper accepted for presentation at a regional convention.
  • was selected to chair a poster session at a regional convention.

• Dr. Gene Hamon
  • developed a departmental web site.
  • Department members participated in thirteen faculty development activities.
  • Drs. Gene Hamon, Carol Hayes, Scott Hutchens and Paul Nicodemas have Web assisted classes.

New positions requested with justification
• None

Recommended change of status (promotion/tenure)
• None

IV. Degree Program Addition/Deletion
• None
V. Department Goals for 2000

A. Goal 1: Encourage faculty to make effective use of new technology both in and outside of the classroom

B. Institutional Goal: Optimize the effective use of technology in support of the education process.

C. Expected Results: All faculty will use a computer classroom for at least one course each semester. Faculty will use the Internet in the classroom and develop Web assisted courses.

D. Assessment Procedures: Survey of faculty was done at the first departmental meeting Fall 2000. Faculty members were asked about use of computer classroom, use of Internet in classrooms, and development of Web assisted courses.

E. Actual Results: 80% of faculty use a computer classroom for at least one class meeting per semester. Four faculty members have created Web assisted courses, and all are using the Internet to enhance courses.

F. Use of Results: Faculty using a computer classroom and the Internet will share experiences with the others. As a result other faculty are planning on developing Web assisted courses.
A. **Goal 2:** To reduce the student-teacher ratio and the average class size to meet the institutional mission of “special attention to small classes.”

B. **Institutional Goal:** Provide sufficient faculty in all disciplines to maintain a student-teacher ratio that ensures opportunities for meaningful intellectual interaction between students and faculty.

C. **Expected Results:** The student-teacher ratio for Fall 2000 will be less than it was Fall 1999.

D. **Assessment Procedures:** Analysis of credit hour production and information furnished by the Office of Institutional Research and Planning. The average class size was determined by taking credit hour production and dividing it by three to create the number of students enrolled in all Psychology classes for Fall 2000. This figure was then divided by the number of classes to create average class size. The student-teacher ratio was created by taking credit hour production and dividing by 15 to create full time equivalent (FTE) students. This figure was then divided by FTE faculty to derive the student-teacher ratio.

E. **Actual Results:** The student-teacher ratio for Fall 2000 decreased 2 to 19. The average class size for lower level classes remained at 30, and the average class size for upper level classes decreased by 4 to 19. For Fall 1999, the department student-teacher ratio (21) was the highest in the university. The university average was 13.

F. **Use of Results:** Student-teacher ratio and class sizes will be monitored. If needed, maximum class size will be decreased.
A. **Goal 3:** To develop a more systematic method of collecting data for program evaluation.

B. **Institutional Goal:** Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

C. **Expected Results:** Increased effectiveness of program evaluation.

D. **Assessment Procedures:** Examination of current data collection procedures.

E. **Actual Results:** Eighty percent of the 2000 graduates took the Major Field test and completed the Senior Survey. Seventy-five percent of the 2000 graduates turned in portfolios. These percentages were slightly up from 1999.

F. **Use of Results:** The requirement that PSY 490 (Senior Seminar) be taken was effective Spring 2000 for majors who transferred Fall 1998, and will be effective for other majors Spring 2002. So until the course is required for all majors, all seniors may not turn in portfolios, complete the survey, or take the test. In order to improve the quality of portfolios, beginning Fall 2001 new majors will be given detailed instructions about portfolio structure and content, and each Spring will be required to meet with their advisor to discuss portfolio development. Also a part of the grade in Senior Seminar will be based on the portfolio.
A. Goal 4: Improve student recruitment and retention.

B. Institutional Goal: Attract and retain qualified and diverse students, faculty, and staff.

C. Expected Results: It is expected that the number of new majors will increase.

D. Assessment Procedures: Comparison of the number of new majors (transfers and new freshman) Fall 2000 with the number for Fall 1999.

E. Actual Results: For Fall 1999 there were 73 majors, including 25 new majors (9 freshmen and 16 transfers). For Fall 2000 there were 85 majors, 27 were new (17 freshmen and 10 transfer students).

F. Use of Results: The Blackboard.com departmental information page has been replaced by a departmental Web site with links to and from the University home page. Prospective majors are given the address to the site. This site contains information on the department, requirements for the Bachelor of Arts Degree in Psychology, suggested minors, and suggested electives. In addition there are links to other sites containing information on careers in Psychology, graduate school planning, and Psychological organizations. The recruiting efforts will continue. The number of new majors admitted for each fall semester will be monitored.
A. **Goal 5**: Increase funding for commodities.

B. **Institutional Goal**: Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

C. **Expected Results**: Prices have increased for many types of commodities, including paper, copying, supplies, and ETS Major Field Test in Psychology. Current funding is no longer adequate. An increase of $500 is requested for account 7600 (Commodities).

D. **Assessment Procedures**: Examination of 2001 budget.

E. **Actual Results**: The funds were approved at the budget hearing, but were not added to budget due to current financial crisis.

F. **Use of Results**: The request will again be made when the financial situation improves.
A. **Goal 6:** Obtain funds to purchase paper shredder.

B. **Institutional Goal:** Provide the resources, facilities and the physical environment which contribute to the intellectual, cultural, ethical, physical, and social growth and development of the student and of the surrounding community.

C. **Expected Results:** To protect student confidentiality, a paper shredder is required. In order to access confidential information, all that is needed is a person's social security number. The only way to prevent documents containing social security numbers and other confidential information from being accessible is to shred them. A one time request in the amount of $800 is needed for this equipment.

D. **Assessment Procedures:** Examination of 2001 budget.

E. **Actual Results:** The amount allocated was $236.

F. **Use of Results:** A paper shredder was purchased, and this goal has been accomplished.
VI. Student Outcomes

Major: Psychology  Degree: B.A.

A. **Student Outcome 1:** Students graduating from this program will possess knowledge of Psychology.

B. **Expected Results:** 60 percent of seniors will score above the 50th percentile on the ETS Major Field Test in Psychology.

C. **Assessment Procedures:** Analysis of scores on the ETS Major Field Test in Psychology.

D. **Actual Results:** Twenty-nine percent scored above the 50th percentile. This was a slight increase from the prior year. The correlation between the student's Psychology GPA and test score was +.82. Additional analysis indicated adequate performance in three areas (sensory/physiological, clinical/abnormal and measurement/methodology), and deficiency in memory/thinking, developmental, and social.

**Date of the most recent evaluation?** April 2000

E. **Use of Results:** Social Cognition was first offered Fall 1998, and the percentile rank for social has increased the last two years. Faculty who teach courses in the areas covered by the test developed lists of important terms and concepts. Majors in these course are given the lists and required to define the terms. They are also informed that they are expected to know and understand them and that their knowledge will be assessed in Senior Seminar using a word association test, and deficient areas reviewed. Part of the grade in Senior Seminar is based on performance on the word association test. In addition the prerequisites for PSY 490 (Senior Seminar) was changed to include completion of all other required Psychology courses.
Major: Psychology  Degree: B.A.

A. **Student Outcome 2:** Graduating seniors will show a high degree of satisfaction with the Psychology Department.

B. **Expected Results:** The average rating given to the "overall quality of this department" will be "good" or "excellent," and the average rating for "quality of career advising in my major" will also be "good" or "excellent."

C. **Assessment Procedures:** Comparison of Departmental ratings on the 2000 Senior Survey with the 1999 Survey.

D. **Actual Results:** The average rating for quality of department was 1.76 (2 - good, 1 - excellent). The average for 1999 was 1.88. The average rating for quality of career advising was 1.7 (2 - good, 1 - excellent). The average for 1999 was 2.41.

**Date of the most recent evaluation?** April 2000

E. **Use of Results:** As a result of the 1995 survey, a unit on career advising was added to the course content of PSY 102, Psychological Tools. Of the students completing the survey, all had taken PSY 102 after the career advising unit was added. The average rating was better than the prior year. The rating will be monitored to see if the trend continues. In addition to the previously created Web home page for the course, a departmental Web site was developed and contains additional information and links to sites containing information on careers and graduate schools in Psychology.
Major: Psychology       Degree: B.A.

A. **Student Outcome 3:** Each graduate will demonstrate proficiency in statistics and research methods.

B. **Expected Results:** Ninety percent of graduating seniors will demonstrate competent statistical and research skills by making a grade of "C" or better in the Statistics and Research Methods courses. The Department will rank at or above the 30th percentile on the measurement and methodology assessment indicator for the ETS Major Field Test in Psychology.

C. **Assessment Procedures:** Analysis of grades in PSY 200 (Statistics) and PSY 201 (Research Methods) for graduating seniors (N = 14) taking the ETS Major Field Test in Psychology. The percentile rank for measurement and methodology assessment indicator (ETS Major Field Test in Psychology) was also examined.

D. **Actual Results:** One hundred percent had grades of C or better in both PSY 200 and PSY 201. The Department ranked at the 72nd percentile on the measurement and methodology assessment indicator. This is an increase from the 1999 rank of 9th percentile.

**Date of the most recent evaluation?** April 2000

E. **Use of Results:** The goal for 2001 is that all students will earn a grade of C or higher in the two courses, and the percentile rank will be at least 50%. In addition to changes implemented earlier (majors must make a minimum grade of C in Statistics and Research Methods – this is effective for all majors who first enrolled at Delta State Fall 1998 or later, and in each class receive a list of terms they are expected to understand), their knowledge of the terms is measured in PSY 490 (Senior Seminar) and part of the grade is based on their performance.
VII. Goals for 2001-2002

A. **Goal 1:** Encourage faculty to make effective use of new technology both in and outside the classroom

   1. **University Goal:** Improve the use of instructional technologies.

B. **Goal 2:** To reduce the student-teacher ratio and the average class size to meet the institutional mission of “special attention to small classes.”

   1. **University Goal:** Establish an enrollment management program.

C. **Goal 3:** To improve student recruitment and retention.

   1. **University Goal:** Develop a university relations and marketing plan.
   2. **University Goal:** Establish an enrollment management program.

D. **Goal 4:** To develop a more systematic method of collecting data for program evaluation.

   1. **University Goal:** Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.