DELTA STATE UNIVERSITY: ANNUAL REPORT
for the Calendar Year 2001
and Budget Request 2003

I. Unit Title: Psychology College: Education

Unit Administrator: Gene Hamon

II. Data and information for department:

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours, undergraduate</td>
<td>3282</td>
<td>3014</td>
<td>3228</td>
</tr>
<tr>
<td>Credit hours, graduate</td>
<td>15</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Number of graduates, BA</td>
<td>21</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Number of majors</td>
<td>72</td>
<td>74</td>
<td>90</td>
</tr>
<tr>
<td>Student-Teacher Ratio (Fall only)</td>
<td>22</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Average class size (Fall only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>30</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Upper</td>
<td>23</td>
<td>19</td>
<td>16</td>
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</table>

- The number of majors increased by 16, and the number of graduates increased by one.
- The student-teacher ratio did not change.
- Average class size increased for lower level classes, and decreased for upper level classes.

III. Personnel

Noteworthy activities and accomplishments

- Dr. Paul Nicodemus
  - served as a statistical and research consultant for the Family Firs: Program of Cleveland and the After-School Tutoring Program (Gentry High School, Indianola).
  - served as lead evaluator for two federally funded projects.
  - coauthored a paper presented at a regional convention.
  - coauthored a paper accepted for publication.
  - coauthored a paper accepted for presentation at a regional convention
- Dr. Reid Jones
  - coauthored 5 abstracts published in The Journal of the Mississippi Academy of Sciences
  - chaired a symposium at the MidSouth Educational Research Association Meeting which has been accepted for publication in ERIC
  - co-authored two papers presented at a regional convention
  - served as Director, DSU Bureau of Educational Research and Services
• Dr. Carol Hayes
  • reviewed two textbook manuscripts.
• Dr. Scott Hutchens
  • coauthored a paper accepted for publication.
  • coauthored a manuscript submitted for publication.
  • presented a paper at a regional convention.
  • had a paper accepted for presentation at a regional convention.
  • coauthored a paper accepted for presentation at a regional convention.
  • was selected to chair a poster session at a regional convention.
• Department members participated in ten faculty development activities.
• Drs. Gene Hamon, Carol Hayes, Scott Hutchens and Paul Nicodemus 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 2001

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 2001. 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 results 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 2001 will be less than it was Fall 2000.

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 2001. 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 2001 did not change. The average class size for lower level classes increased by 3 to 33, and the average class size for upper level classes decreased by 3 to 16. For Fall 2001, the department student-teacher ratio of 20 was one of 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:** Seventy-one percent of the 2001 graduates took the Major Field test and completed the Senior Survey. Sixty-seven percent of the 2001 graduates turned in portfolios. These percentages were slightly lower than what was obtained from the 2000 graduates.

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. The changes implemented previously will continue.
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 2001 with the number for Fall 2000.

E. Actual Results: For Fall 2000 there were 85 majors, including 17 freshmen and 10 transfers. For Fall 2001 there were 93 majors, including 14 freshmen and 12 transfer students.

F. Use of Results: The recruiting efforts implemented previously will continue. The number of new majors admitted for each fall semester will be monitored.
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: Sixty percent of seniors will score above the 50th percentile on the ETS Major Field Test (MFT) in Psychology.

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

D. Actual Results: Fifty-three percent scored above the 50th percentile. This was an increase from the prior year. The correlation between the student's Psychology GPA and test score was +.59. Of the 17 seniors who took the test, 9 took PSY 490 (Senior Seminar) and 8 did not. The two groups were compared to determine the effectiveness of Senior Seminar. For the PSY 490 students, the correlation between Psychology GPA and test score was +.74. While for the non-PSY 490 students, it was +.09. The PSY 490 group scored at or above the 50th percentile on five of the six assessment areas (memory-thinking, sensory-physiology, development, clinical-abnormal, and measurement-methodology). The group was at the 40th percentile for the social assessment indicator. In contrast the non PSY 490 group scored at or below the 9th percentile on five of the six areas. Only on the clinical-abnormal assessment area did this group perform adequately (34th percentile). The difference between the two group on the MFT test was significant, \( t(15) = 2.25, p = .04 \), with the PSY 490 group performing higher.

Date of the most recent evaluation? December 2001

E. Use of Results: Social Cognition was first offered Fall 1998, and the percentile rank for social has increased the last three years. The comparison between the PSY 490 group and the non-PSY 490 group clearly showed that the students who take PSY 490 perform significantly better on the MFT than do students who do not. PSY 490 became a required course effective with the 1998-99 catalog, and students who entered Delta State for the first time at or after that year are required to take the course. Since all majors are now required to take the course, it is expected that performance on the MFT test will continue to improve.
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 2001 Senior Survey with the 2000 Survey.

D. **Actual Results:** The average rating for quality of department was 1.81 (2 - good, 1 - excellent). The average for 2000 was 1.5. The average rating for quality of career advising was 2.12 (2 - good, 1 - excellent). The average for 2000 was 1.7.

**Date of the most recent evaluation?** December 2001

E. **Use of Results:** While the average ratings were slightly better the prior year, the ratings were better then the six year average. The ratings will be monitored to see if the trend continues.
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 = 17) 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:** Ninety-four percent had grades of C or better in both PSY 200 and PSY 201. The PSY 490 group scored at the 58th percentile on the measurement and methodology assessment indicator while the non PSY 490 group ranked at the 8th percentile. The performance of the PSY 490 group was slightly lower than the rank for the 2000 seniors.

**Date of the most recent evaluation?** December 2001

E. **Use of Results:** The goal for 2002 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%. The comparison between the PSY 490 group and the non-PSY 490 group clearly showed that the students who take PSY 490 perform better on the measurement and methodology assessment indicator than do students who do not. PSY 490 became a required course effective with the 1998-99 catalog, and students who entered Delta State for the first time at or after that year are required to take the course. Since all majors are now required to take the course, it is expected that performance on the measurement and methodology assessment indicator will continue to improve.
VII. Goals for 2002-2003

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.