

## **Psychology Five-year Program Review Faculty Senate Report**

### **I. Executive Summary**

This Review of the Undergraduate Psychology Program addresses fiscal years 2002-2005. During fiscal year 2006, the Psychology Discipline received questions for program reviews from the Office of the Vice President of Academic Affairs, and the Discipline recruited and hosted two on-campus and two external program reviewers. The Discipline gathered assessment data, read the reviewers' reports, and discussed these data to formulate meaningful responses.

The findings of this Review reflect two broad conclusions. First, the Psychology Discipline is highly productive, efficient, and successful in educating Truman State University's students. During the review years, the Psychology Discipline graduated large numbers of majors and minors and enhanced the liberal arts education of many additional students. All majors undertook significant personal research in their senior capstone course, many gained additional experience through mentored research with faculty outside of the classroom, and many benefited from enrichment activities such as internships and Psi Chi. Our majors achieved an average score on the Major Field Achievement Test in Psychology at roughly the 90<sup>th</sup> percentile compared to other institutions, and more than half of graduating majors immediately entered graduate or professional school. These accomplishments are especially impressive because Psychology has one of the highest student to faculty ratios (FTEs) at Truman State University.

Second, as a consequence of the Psychology Discipline's high productivity and success, demand for services from the Discipline is even greater. Students expressed wanting more seats in psychology classes and more academic and career advising. As program reviewers recommended, the best solution is to replace a recently retired Psychology faculty member, as well as to hire additional faculty and psychology advisors. The Discipline asks respectfully that administrators recognize the need and value of devoting additional resources to Psychology.

The Review reinforced the Psychology Discipline's continuing efforts to improve the experiences and outcomes of our students. The Discipline's most significant discussions and efforts include improving accessibility of seats in our courses and enhancing advising. In recent semesters, many Psychology faculty members added seats to their course sections, and

currently the Discipline is considering the costs and benefits of larger class sections. The practicality of in-depth writing assignments, laboratory exercises, and research projects are central issues. In addition, the Discipline is exploring a time-limited (e.g., two-week) period of majors-only registration for selected courses. The goal of this potential change is to balance enhanced access to courses for students with the greatest need for courses (psychology majors) with the strong value of our courses to non-majors in a liberal arts environment.

Concerning advising, students' reported satisfaction increased substantially during the review period due to better assessment, and the Psychology Discipline improved orientation activities and materials. The Discipline currently is exploring a new system of assigning advisees to faculty members based on acquaintanceships and shared interests. In addition, the Discipline is considering the enhancement of internet-based advising resources. Goals include increasing students' knowledge of careers and graduate school, smoothing progression through the undergraduate curriculum, and facilitating deeper discussion of meaningful issues with faculty advisors.

## II. Continuous Quality Improvement Matrix

<i>Student Learning Outcomes</i>	<i>Relevant Experiences</i>	<i>Measures</i>	<i>Use of Results</i>
Knowledge			
a. Show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Many courses survey theories of current and historical interest and how they are influenced by research results.	MFAT. Test, paper, and project grades in many courses.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.
b. Understand basic research methods in psychology, including research design, data analysis, and interpretation.	Courses for minor and major focus on theories, techniques, and execution of research.	MFAT. Test, paper, and project grades in many classes. Senior Portfolio data on scientific reasoning.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.
c. Develop insight into behavior and mental processes.	Courses provide theories, research findings, and application of concepts to individual and group behavior.	MFAT. Test, paper, and project grades in many classes. Successful completion of PSYC 466 Psychological Research.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.
d. Emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.	Basics covered at Discipline Day. Reinforced in advising with psychology faculty. Applications practiced in some courses.	Graduate school and employment rates. Visits to Career Center. Alumni survey data (when available). Informal reports from alumni.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning. Information presented to incoming students during Division Day, including the <i>Informal Guide to the Psychology Major</i> developed in FY 2003.

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e. Understand the ethical principles of psychological research and practice, as defined by the American Psychological Association.	Ethical principles and issues covered in some courses. Some students consider ethical issues and resolutions during internships.	Test, paper, and project grades in some classes. Informal reports from internship and research supervisors.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.
<b>Skills</b>			
a. Use critical and creative thinking and the scientific approach to solve problems related to behavior and mental processes.	This basic approach to scientific psychology is central in most courses through review of historical and current theories and areas for future investigation.	MFAT. Test, paper, and project grades in some classes. Senior Portfolio data on scientific reasoning.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.
b. Apply psychological principles to personal, social, and organizational issues.	A number of courses focus on content areas where these processes are integral (e.g., PSYC 366, PSYC 432); other courses involve activities and discussions to help students make these connections.	Informal reports from alumni. Test, paper, and project grades in some classes. Class discussions.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.
c. Learn to conduct meaningful psychological research, including literature review, research design, data analysis, and interpretation.	A number of courses include literature review and research design projects. Conducting an empirical study including all of the steps is goal of the capstone course. Many students gain extra experience by working on faculty members' research teams.	MFAT; Test, paper, and project grades in some classes. Student authored or co-authored research presentations and publications.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning. A capstone research symposium for students to present their research to a broader audience of faculty and students was begun in FY 2003.

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d. Be able to communicate effectively in a variety of formats.	Many courses include writing and formal presentation assignments. Many courses include informal discussion (extemporaneous speaking).	Paper and project grades in some classes. Class discussions. Research presentations to students and faculty.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning. A capstone research symposium for students to present their research to a broader audience of faculty and students was begun in FY 2003.
Attitudes			
a. Respect and empathy for others.	Modeled by faculty members for students. Some courses address interpersonal and ethical theories and applications formally.	Informal observations by faculty. Project grades in some classes. Research feedback forms in some class sections.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.
b. Appreciation of the complexity and dynamic nature of scientific knowledge.	Modeled by faculty members for students. Many courses include reading, evaluating, and planning psychological research. Some include executing research.	MFAT. Test, paper, and project grades in some classes.	Results are generally strong and reinforce current curriculum. Faculty members individually refine course content and methods to maximize learning.

### III. Summary Statistics Table

Item	Average	FY 2002	FY 2003	FY 2004	FY 2005
<i>Nationally Competitive Outcomes</i>					
Seniors > 50PR on MFAT Psych.	74.54%	74.80%	78.05%	81.08%	64.22% <sup>A</sup>
Seniors ≥ 2 Critical Thinking in Portfolio	58.48%	41.70%	55.17%	64.20%	72.83%
Seniors ≥ 2 Interdisciplinary Thinking in Portfolio <sup>B</sup>	45.71%	41.60%	36.20%	44.44%	60.61%
Number of Degrees Conferred	114.50	123	119	111	105
% Entering Postgraduate Study	59.41%	59.80%	52.13%	57.14%	68.57%
% Entering Employment	40.60%	41.18%	47.87%	41.90%	31.43%
% Entering Service Employment	5.00%	--- <sup>C</sup>	--- <sup>C</sup>	--- <sup>C</sup>	5.00%
<i>Overall Truman Experience</i>					
Retention to University: First-year to sophomore	84.44%	81.13%	75.53%	86.36%	94.74%
Six-year Graduation Rate	60.13%	59.60%	66.35%	53.85%	60.71%
Willingness to Return to TSU (probably or definitely yes on GSQ item 4)	79.40%	80.90%	74.60%	82.30%	79.80%
Satisfaction with Concern for Student as an Individual (GSQ item 17s)	2.73	2.65	2.66	2.81	2.81
Satisfaction with Academic Advising in the Major (GSQ item 17o)	2.39	2.15	2.01	2.55	2.85
Faculty Mentoring Student Research	86.54%	84.62%	84.62%	92.31%	84.62%
Faculty Offering Study Abroad	0.00%	0.00%	0.00%	0.00%	0.00%
Faculty Guiding Internships	13.46%	7.69%	15.38%	15.38%	15.38%
Faculty Sponsoring or Advising a Student Activity	76.92%	69.23%	76.92%	84.62%	76.92%
Faculty Providing Service Learning Opportunities	86.54%	84.62%	84.62%	92.31%	84.62%
Number Writing Enhanced courses	27.50	--- <sup>D</sup>	--- <sup>D</sup>	34	21
Number Writing Enhanced seats	400.50	--- <sup>D</sup>	--- <sup>D</sup>	437	364
Number JINS courses	0.50	--- <sup>D</sup>	--- <sup>D</sup>	0	1
Number JINS seats	10.50	--- <sup>D</sup>	--- <sup>D</sup>	0	21
Number Intercultural courses	0.00	--- <sup>D</sup>	--- <sup>D</sup>	0	0
Number RCP courses	0.00	--- <sup>D</sup>	--- <sup>D</sup>	0	0
Number Truman Program courses	2.50	--- <sup>D</sup>	--- <sup>D</sup>	3	2
Number Truman Program seats	43.00	--- <sup>D</sup>	--- <sup>D</sup>	53	33
Number Mode of Inquiry courses	15.00	--- <sup>D</sup>	--- <sup>D</sup>	14	16

Item	Average	FY 2002	FY 2003	FY 2004	FY 2005
Number Mode of Inquiry seats	689.50	--- <sup>D</sup>	--- <sup>D</sup>	761	618
<i>Recruitment of a Diverse, Highly Qualified Student Body</i>					
Number of First-time, Full-time, First-year Students	82.25	95	88	76	70
Average ACT Composite Score	26.56	26.50	26.58	27.05	26.10
Students Meeting Highly Selective Criteria	82.37%	80.00%	76.14%	77.63%	95.71%
Students of minority ethnicity	8.75%	10.50%	13.60%	6.60%	4.30%
<i>Affordability</i>					
Time-to-completion for Graduates					
Within 4 Years	70.2%	64.2%	64.4%	73.0%	79.2%
Within 5 Years	94.8%	94.3%	95.2%	95.5%	94.3%
Within 6 Years	99.1%	100.0%	99.0%	99.1%	98.1%
Annualized Student/Faculty Ratio	18.41	18.56	17.37	19.10	18.62

<sup>A</sup> The Psychology MFAT was re-normed during this period making MFAT percentiles questionable. The figure of 56.10% reported at <http://disciplineassessment.truman.edu/> reflects only 41 students who completed the test in FY 2005 because the testing corporation (ETS) failed to provide exact percentiles for additional students who took the exam in spring 2005. Raw data obtained from ITS indicate that 110 total students took the psychology MFAT in FY 2005. Among these 110, the best available percentile cutoffs from ETS suggest that 64.22% scored above 50<sup>th</sup> percentile.

<sup>B</sup> The requested 2.5 scale point is not available for 2004 and 2005 portfolios, but the 2.0 scale point was available all years.

<sup>C</sup> Data not available from Psychology Discipline, Social Science Division, or Career Center.

<sup>D</sup> Data not available from Psychology Discipline, Social Science Division, or ITS.