

Psychology Comprehensive Program Review

Faculty of Psychology

Department of Psychology and Sociology

College of Science

Columbus State University

Self-Study Performance Indicators

In accord with University System of Georgia guidelines

January 29, 2004

1. Mission

1.1 *Describe the program, program mission, and the relation to the Columbus State University mission.*

The Psychology Program at Columbus State University offers the B.S. and B.A. degrees and is designed to present Psychology in a liberal arts framework preparing students for graduate study in Psychology or related fields, and for other careers outside of Psychology requiring a baccalaureate degree. The B.A. graduates also develop proficiency in a foreign language. Students from other majors may earn a minor in Psychology.

The program will soon join the Departments of Biology and Chemistry in offering the Pre-Medicine concentration as a part of the psychology curriculum.

The Program is housed in the Department of Psychology and Sociology. Five faculty members (three full-time, one half-time, and one part-time) teach approximately fifteen courses per semester offered at varying times throughout the day and early evening to accommodate a diverse student population.

The Program's mission reflects that of Columbus State University. The Program serves the educational needs of a diverse region by providing a liberal arts program leading to the baccalaureate degree in Psychology. The Program serves transfer and transient students as well as those seeking certification and licensure. The Program contributes to a strong core of general education as the foundation of the University's academic programs. In all these endeavors, the Program strives to meet the needs of previously underserved populations in its service area.

1.2 *Describe how the program meets the needs of students and the demand for graduates*

The Program offers courses that represent the range of topics addressed by contemporary psychological science. These include the areas of abnormal, clinical, and

developmental psychology, research design, tests and measurement, learning and behavior analysis, social psychology, history and systems, personality, industrial/organizational psychology, biological and comparative psychology, motivation, sensation/perception, and cognitive psychology.

The Program also offers internship and independent study opportunities for qualified students that provide students with experience in extending their classroom learning to applied situations and to topics beyond the standard curriculum.

The Program supports student-faculty collaboration on research projects and fosters student learning by providing students experience in conducting and presenting their own research.

The Program provides support to the Psychology Club, and maintains a local chapter of Psi Chi, the national honor society in psychology.

2. Teaching

2.1 *How is good teaching assessed and rewarded?*

Psychology faculty administer student evaluations of faculty in at least one lower-, and one upper-level psychology course each semester. Evaluations are also administered in most of the courses that are offered on-line over the internet. Faculty also routinely encourage students to submit additional comments along with the standardized evaluation of faculty. These evaluation data are a valuable resource for psychology faculty and a major consideration for annual faculty evaluations by the Department Chair.

Each year, the students of CSU choose a faculty member to receive the Educator of the Year Award. Psychology faculty have received this award two times within the past 10 years.

2.2 *How is good advising assessed and rewarded?*

Quality academic advising is demonstrated by faculty availability during scheduled advising periods and at other times convenient for students, maintenance of office hours, accurate assessment of student progress, concern for student welfare, and student mentoring.

Quality advising of majors and minors is an important factor taken into consideration for annual faculty evaluations. Through conversations with students, alumni, and from unsolicited student feedback, the Department Chair mentors quality advising by psychology faculty.

2.3 Describe opportunities for interaction that occur between faculty and students outside of the classroom.

Student-faculty collaboration in research projects is encouraged. These projects have been part of independent study credit earned by students and also part of collaborations with faculty outside of formal course requirements. Students and faculty often attend state and regional psychology research conferences together where the findings from these research collaborations are presented (see section 7.1). Faculty and students also occasionally attend national research conferences together.

Students are encouraged to visit and discuss issues with faculty during faculty office hours and at other times by appointment. These interactions allow faculty to better understand the strengths, weaknesses, interests, and career goals of students in the Program.

The Psychology Club provides an additional arena for student-faculty interaction. The Psychology Club meets twice a month and faculty routinely attend and contribute to the club's programs and activities.

2.4 Indicate the availability of tutoring.

A psychology tutor is consistently available through the Office of Academic Support. This service is free to all students enrolled in sections of Introduction to General Psychology. Tutoring is also available for upper level psychology courses but at a cost to students.

The CSU Writing Center is available to assist students with writing assignments for their psychology courses.

2.5 Describe the opportunities for internships, service learning, practica, study abroad, and career planning and placement.

Internships are available to qualified students in their senior year. Internships are unpaid, provide three semester hour credits, and require a total of ninety-six hours of onsite practice. Students are required to show evidence of their ability to integrate psychology course material with real-world practice, and are assessed in collaboration with an onsite PhD-level supervisor. The internship site in recent years has been West Central Georgia Regional Hospital.

Columbus State University participates in various international study abroad programs and strongly affirms the value of these programs. Psychology faculty actively encourage students to participate in these programs.

Career planning is discussed with students during advisement sessions. Students are referred to professional societies and websites, which help students define their

interests in psychology and educate them about career opportunities in psychology-related fields and the educational requirements associated with them.

The CSU Career Center is also available to assist students with career planning.

3. Curriculum

3.1 *Describe the relationship between the program's curriculum and its outcomes.*

Psychology Program Expected Outcomes. Students should:

- Demonstrate a knowledge base of significant facts, theories, and issues of psychology and a conceptual framework within which new facts and ideas can be assimilated
- Demonstrate reasoning skills, employing critical thinking
- Use English to participate effectively in communication of psychological knowledge and processes
- Gather, synthesize, and utilize information from various sources
- Demonstrate the ability to design experiments, gather data, and utilize quantitative tools and skills to investigate questions of behavior
- Demonstrate an understanding of the historical roots and development of psychology as a discipline and its place in the broader intellectual traditions of the sciences and humanities

3.1.1 *Demonstrate a knowledge base of significant facts, theories, and issues of psychology and a conceptual framework within which new facts and ideas can be assimilated*

Introduction to General Psychology (Psyc 1101) introduces students to the fundamental ideas and concepts of contemporary psychological science. As a prerequisite for all other psychology courses, it provides students a foundation for deeper understanding of those ideas and concepts. All upper-level psychology courses build on the fundamental material to which students are exposed in Psyc 1101.

The other psychology courses require that students be able to digest, comprehend, and discuss advanced psychological concepts and phenomena from a range of topics in the field. Several courses require research papers and/or projects which provide another way in which students can demonstrate acquired knowledge in the field.

3.1.2 *Demonstrate reasoning skills, employing critical thinking*

Reasoning and critical thinking skills are fundamental to a college student's education, and are particularly important for science majors. The findings of psychological science must continually be analyzed and subjected to reinterpretation so that the field can

proceed. The Psychology Program fosters the development of these skills in all courses offered. These skills are stressed to students, and assessment of student mastery of course material involves the use and application of these skills.

3.1.3 Use English to participate effectively in communication of psychological knowledge and processes, and gather, synthesize, and utilize information from various sources.

Psychology majors routinely are required to write papers and give presentations in their upper-division Psychology courses. These projects require students to gather information from scholarly sources, synthesize the information, and use the knowledge from this synthesis in communication to an audience of their peers and professors.

Psychology majors are also required to take a course in Scientific Writing offered by the Department of Language and Literature. This course further refines the students' skills in the written presentation of scientific information.

3.1.4 Demonstrate the ability to design experiments, gather data, and utilize quantitative tools and skills to investigate questions of behavior

Psychology majors are required to take Introductory Statistics, and Research Design and Methodology 1 and 2. These courses expose students to statistical analysis and the behavioral research process and methods. In the Research Design courses, students design, conduct, and analyze data from an original research project they design themselves.

These courses allow students to gain experience in designing and conducting psychological experiments using human subjects recruited from introductory courses in the Department. Other experimental projects using animal subjects are being conducted by one faculty member, and qualified students have the opportunity to assist in those studies.

Non-experimental research projects are also included as part of the Research Design courses and students learn how to gather and analyze data from these types of research designs. Faculty are also involved in non-experimental research projects and students have the opportunity to assist with these projects as well.

3.1.5 Demonstrate an understanding of the historical roots and development of psychology as a discipline and its place in the broader intellectual traditions of the sciences and humanities

Psychology majors are required to take the History and Systems of Psychology course which provides students with an introduction to the development of psychology as a science and the various perspectives which have emerged during this development. In addition, the historical context of the various subdisciplines of psychology is typically

presented as a part of each of the upper-division psychology courses that address the core material of that subdiscipline.

3.2 Indicate how technological skills are incorporated into the program of study.

Students are expected to perform statistical analyses of data as a part of several of their psychology courses. This requires that students develop skills using spreadsheet and statistical analysis software (e.g., SPSS). Students giving class presentations develop skills using presentation software (e.g., PowerPoint).

Several psychology courses are offered completely on-line (i.e., asynchronous) and others are offered as web-enhanced courses. Students in these courses must possess skills associated with the using the internet and e-mail. Web-based discussion boards are built into several courses and students make use of these.

As part of student research projects, and in research collaborations with faculty, students gain experience using modern research technology such as computer-based stimulus presentation and recording technology (e.g., SuperLab, E-Prime, Turbo Pascal, touch-screens). Students also acquire experience using the Department's physiological recording equipment (BIOPAC), and technology used in behavioral research with animals (e.g., operant chambers, touch-screens, behavioral observational software).

3.3 Indicate how the program is relevant to student needs.

The program provides a curriculum that helps students understand the structure and complexities of behavior and the skills needed to develop an ability to think creatively and analytically. The Program provides experiences, which help students to develop computer and technology skills, and to understand and appreciate the modern applications of psychological science.

For those students not pursuing a graduate education, the program provides knowledge of psychological concepts and skills that will be useful in the contemporary labor market.

3.4 Describe how students are challenged to think across disciplines.

Psychology students learn that psychology is a very broad discipline, which draws on the perspectives and research findings of many others. Psychology students are able to deal with the complexities of other disciplines, especially those which require knowledge of behavior, cognition, emotion, and individual differences. Psychology students understand the overlapping interests, research approaches, and explanations of the social and behavioral sciences in general. Students understand how each discipline adds its own strengths and body of knowledge to an understanding of behavioral and mental phenomena.

Psychology students are encouraged to think across discipline lines when trying to understand behavior, and to appreciate how each discipline offers its own unique perspectives on the topics. Faculty members make efforts to relate psychological concepts to course content from other disciplines, thereby contributing to students' integrative thinking.

3.5 *Show the frequency of course offerings in the program.*

See Table 1 for the frequency of course offerings

Psychology courses are offered as frequently as the number of faculty can accommodate. A shortage of full-time faculty contributes to the fact that some courses listed in the catalog have not been routinely taught.

Careful scheduling and advising help ensure that students are able to take enough psychology courses each semester to graduate within four years. However, this is becoming increasingly difficult with rapid growth of the University and the Program, and the necessity to cap psychology lab courses at 20-25 students to insure quality laboratory instruction.

3.6 *Explain what role the program's department plays in general education and/or serving other programs.*

Psychology is a popular choice for students who wish to satisfy Area E and/or general elective requirements. Typically, 800-1100 credit hours are earned in Psyc 1101 (Introduction to General Psychology) each Fall semester (see Quantitative Data). Online and part-term sections are routinely offered to accommodate diverse student schedules.

Many students express interest in psychology as a minor. This allows non-majors to acquire a basic understanding and appreciation of psychology as the science of behavior and the mind.

3.7 *Explain how diversity, multiculturalism, and international perspectives are included in the program.*

The Program strives to promote diversity and student understanding of issues related to diversity and multiculturalism. This is accomplished in the psychology courses by presenting and discussing these issues and how they influence psychological processes. The recognition and study of individual and cultural differences (i.e., diversity) is an essential cornerstone of psychological science, and is incorporated into all Psychology courses. Occasionally, the Program offers a special topics course on international perspectives in psychology.

4. Students

4.1 *Describe the diversity of students (age, gender, racial background).*

Psychology majors represent a diverse population of students (see Quantitative Data).

Gender - Approximately 80% of majors are female reflecting similar national demographics in undergraduate psychology programs.

Race - Approximately 70% of majors are white and 20% are black, with the remainder being Asian, Hispanic, or multiracial.

Age - The mean age of Psychology majors is approximately 24 years, with 90% of students in the age range of 18-30 years.

4.2 *Describe student learning satisfaction, and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment.*

Current Assessment Data

The most current assessment data were generated as a result of surveys mailed out in the summer of 2003 to the most recent graduates (Summer 2002-Spring 2003), designated as "recent graduates during that year," of whom there were nine. Only three of the nine surveys were returned. In the preceding summer of 2002, alumni surveys were mailed out to fourteen psychology graduates from the period of Spring 2000-Spring 2001. Only two of the alumni surveys were completed and returned.

Though both sets of results were tallied, it was decided the available data could only be considered as inconclusive at best because of the very low response rate. Similarly low return rates had occurred in the preceding two years. Prior to that, more follow-up was done through reminder phone calls and repeated mail-outs.

Psychology Program Assessment Plan

Because of dissatisfaction with the current and recent survey data, the survey method will most probably not be used in the future. Faculty have increasingly developed interest in incorporating an objective, knowledge-based assessment instrument, such as the subject test of the GRE or the ETS Major Field Tests. At present, we believe one of these will become a graduation requirement.

The decision of which objective assessment instrument to use and the process of initiating its requirement are on the agenda for psychology faculty discussion this spring. Once this decision is made, it will be decided whether to include other methods as well.

5. Faculty

5.1 *Describe the adequacy of faculty and staff to support the program.*

Currently, psychology teaching faculty include three full-time, one half-time, and one part-time faculty members. This represents a shortage of psychology teaching faculty. These faculty have been able to support the Program and serve the growing number of Psychology students. However, as the University and Program continue to grow, additional faculty are increasingly being needed.

Students have begun to express the difficulties they are having in being able to enroll in upper-division psychology courses. Since many of the upper-division courses are lab courses which are capped at 20-25 students to insure quality lab instruction, upper division courses rapidly fill and students registering later are unable to enroll.

One potential short-term solution to this problem would be the addition of more part-time faculty, who could teach Psyc 1101. This would free the full-time faculty to devote more time to teaching upper-division lab courses. The preferred, long-term solution to the problem would be the hiring of at least two additional full-time, PhD level, tenure-track psychology faculty.

The Department secretary serves the needs of Program faculty, facilitates communication between faculty and students, and is good at dealing with students and their administrative problems. Additionally, we have two part-time student assistants who also serve the needs of Program faculty.

5.2 *Describe the support provided for faculty development.*

Professional development opportunities are fairly limited due to the severe budget constraints imposed by the State. However, some funds are available through the Office of Faculty Development on a competitive basis. In addition the College of Science and the Department routinely contribute additional limited funds to faculty development.

Program faculty routinely attend state, regional, and national research conferences, seminars, and workshops. These opportunities allow faculty to keep abreast of recent research and methodologies in the field.

Recently, the University has rejuvenated a competitive faculty sabbatical program to which any tenured faculty member may apply. This program provides a one-semester leave with full pay, or a two-semester leave with half pay to recipients.

5.3 *Show faculty diversity and credentials.*

See also curriculum vitae for psychology faculty attached

Jeanne Dugas, PhD
 Professor of Psychology
 B.S., Western Illinois University
 M.A., Ph.D., The University of Alabama at Tuscaloosa
 Post-Doctoral Research Fellow in Cognitive Psychology, The University of Kansas
 Post-Doctoral Student in Industrial/Organizational Psychology, Georgia Institute of Technology
 Licensure: State of Georgia since 1992
 Specialization: Industrial/Organizational Psychology

Harvey Richman, PhD
 Associate Professor of Psychology
 B.A., Florida Atlantic University
 M.A., Ph.D., University of North Carolina at Greensboro
 Specialization: Clinical Psychology

Mary Schild, PhD
 Chair, Department of Psychology and Sociology
 Professor of Psychology
 B.A., The University of Georgia
 M.A., Ph.D., University of Virginia
 Specialization: Experimental Psychology

Mark S. Schmidt, PhD
 Assistant Professor of Psychology
 B.S., M.S., Georgia College
 Ph.D., The University of Georgia.
 Specialization: Biological Psychology

Charles Shields, PhD
 Part-Time Instructor
 B.A., Western Kentucky University
 B.S., Columbus State University
 PhD, The University of Alabama at Tuscaloosa
 Specialization: Clinical Psychology

5.4 *Describe how part-time faculty are integrated into the program.*

We have one part-time instructor, Dr. Charles Shields, who holds a PhD in Psychology and teaches two sections of Psyc 1101 each semester. Dr. Shields is kept informed on

Program affairs through frequent e-mail and phone conversations and interactions with Program faculty. Office and secretarial help are provided for Dr. Shields.

6. Facilities

6.1 *Describe the condition and adequacy of available space.*

Each faculty member has his/her own office with space sufficient for a computer, desk, books, and files. Within the Department, psychology faculty also have access to adequate computers, printers, office supplies, and a photocopier.

The Department recently obtained a larger main office, two seminar/classrooms, and three additional faculty offices as a result of the Computer Science Department moving to another building. This new space will allow increased student-faculty interaction in the Department, including more efficient student-faculty research and other academic collaborations.

Classrooms are assigned by the Associate Dean of the College of Science according to class size and instructional technology requirements. Psychology courses are routinely taught in classrooms in three buildings: Arnold Hall, Stanley Hall, and Ilges Hall. These classrooms are all furnished with instructional technology including internet connection, data projectors, and computers.

The Program maintains a small laboratory animal colony (rats) for use in research and teaching. This room is located in Arnold Hall and has its own HVAC system. A part-time student assistant is hired to provide care-taking responsibilities for the animals.

6.2 *Describe the condition and adequacy of technology labs, equipment, and library resources.*

The University CINS maintains several on-campus computer labs for student use. Each has a variety of computer software available for students. Students may also use these computers to access the Internet.

The Simon Schwob Memorial Library houses more than 240,000 volumes (books, journals, microfiche, archives, government documents, etc.). The library provides access to the Galileo databases and electronic full-text of many journals. These resources along with inter-library loan services provide students with access to virtually all of the major publications in psychology. In addition, the library maintains photocopiers, computers, study areas, and an educational technology center which provides equipment for viewing slides, filmstrips, and videocassettes, and for listening to tape recordings, CDs, and other media.

Within the Department, psychology students have access to two computers and a printer in the main office. We are also planning to convert one of our two new

classrooms into a small computer lab devoted to serving Department students. One of our class/lab rooms in Arnold Hall has a VCR and monitor, laser disk, and data projector for class and lab use.

The Behavioral Research CyberLab in Arnold Hall contains five individual testing rooms for conducting experimental research with human participants. These rooms contain computers and stimulus presentation software (SuperLab and E-Prime).

One room in the Lab also contains the Department's physiological recording equipment and software (BIOPAC). This technology allows for research using a variety of physiological measures including EEG, GSR, pulse, respiration, skin temperature, and EMG. This room also contains an observation mirror.

Another room in the Lab contains the Department's behavioral observation equipment and software (Noldus). This technology allows for observational research on behavior in animals and humans.

6.3 *Provide other indicators of adequacy of campus infrastructure to support the program.*

Services available to the Program include printing, hardware and software support from CINS, student computer access through the CINS open labs, assistance for faculty and students with WebCT and internet technology from Instructional Technology, tutorial services from the Office of Academic Support, and campus postal services.

7. Research and Scholarship

7.1 *Explain how faculty involve students in research.*

Psychology faculty actively encourage student involvement in research, and attendance and participation at scientific conferences, workshops, and forums. Psychology students working with faculty have had several papers and posters accepted for presentation at conferences. Many of those presentations have involved original research in collaboration with a psychology faculty member.

Student/faculty research publications and presentations include:

Anderson, J., Lashley, D., McSwain, T., Touchberry, G. & Dugas, J. (1992). *Individual differences in the perception of stranger vs. acquaintance rape*. Read at the 16th Annual Psi Chi Convention, Athens, Georgia.

Barron, V., Haws, B., Mendez, V. & Dugas, J. (1993). *Military attitudes towards women in combat*. Read at American Psychological Association Convention, Los Angeles, CA. (Received national award from Psi Chi.)

Brooks, M., Dugas, J. & Schild, M. (1996). *Factors influencing weapon carrying among suburban middle school student*. Read at American Psychological Association Convention, San Francisco, CA.

Brooks, M., & Schild, M. (1997, August). *Contemporary Beliefs About Human Nature*. Poster session presented at the annual meeting of the American Psychological Association, Chicago, IL.

Browning, S. & Dugas, J. (1993). *Real vs. perceived selves: Do they match?* Read at American Psychological Association Convention, Los Angeles, CA. (Received national award from Psi Chi.)

Clark, T.L. (2003). Media exposure and desensitization to graphic imagery. *Undergraduate Journal of Psychology for the Behavioral Sciences*.

Clark, T.L., Cameron, J., & Richman, H. (2002). *Personality and physiological response to positive and negative stimuli*. Poster presented at the 25th Annual Psi Chi Convention of the Behavioral Sciences, University of Georgia, Athens.

Clark, T.L., & Richman, H. (2002). *Media desensitization and response to graphic imagery*. Poster presented at the March 2002 meeting of the Southeastern Psychological Association (SEPA), Orlando.

Clark, T.L., Richman, H., & Schmidt, M.S. (2003). *Media Exposure and Response to Aversive Stimuli*. Poster presented at the 2003 meeting of the Southeastern Psychological Association (SEPA), New Orleans.

Dugas, J. Reddy, R. P., & Hale, C. (1977). *Taking a second look at the perception of incongruity*. Read at the Georgia Psychological Association convention, Atlanta, GA.

Dugas, J. & Hale, C. (1977). *Anterograde amnesia: Evidence for a primary encoding failure*. Read at the Southeastern Psychological Association convention, Hollywood, FL.

Encarnacion, D., Law, K., & Schmidt, M.S. (2003, April & March). *Sex differences and menstrual phase in relation to memory and spatial abilities*. Poster presented at the CEPO undergraduate poster session of the 49th annual meeting of the Southeastern Psychological Association, New Orleans, LA, and at the 2nd annual Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Encarnacion, D., Law, K., & Schmidt, M.S. (2003, April). *Sex differences and estrogen effects on memory and spatial ability*. Paper presented at the 2nd annual Columbus State University Student Colloquium, Columbus, GA.

Encarnacion, D., Stahl-Bell, S., & Schmidt, M.S. (2002, April). *To count or not to count*. Paper presented at the 1st annual Columbus State University Student Colloquium, Columbus, GA.

Encarnacion, D., Stahl-Bell, S., & Schmidt, M.S. (2001, April). *To count or not to count: That is the instruction*. Poster presented at the annual meeting of the Georgia Psychological Association, Atlanta, GA.

Fickle, A., Campos, L., Rogers, K., Lewis-Scott, T., Ellis, L., & Dugas, J. (1992). *Does the disciplinarian's knowledge of behavioral principles and the appearance of a child influence the rated effectiveness of various disciplinarian actions?* Read at the 16th Annual Psi Chi Convention, Athens, Georgia.

Griffin, T.R., & Schmidt, M.S. (2003, April). *A computer-administered mental rotation test*. Poster presented at the 2nd annual Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Grover, C., Harrison, A., Jennings, S., Williams, L. & Dugas, J. (1992). *Predicting AIDS-related sexual behavior in military and non-military populations*. Read at the 16th Annual Psi Chi Convention, Athens, Georgia.

Grundy, M. & Richman, H. (2001). *Gender Differences in Self Confidence*. Poster presentation at the 2001 March meeting of the Southeastern Psychological Association (SEPA), Atlanta.

Kearney, F., & Dugas, J. (1979). *A laboratory demonstration of the breeding of contempt between Gerbil (*Meriones unguiculatus*) cagemates*. Read at the Southeastern Psychological Association convention, Norfolk, Virginia.

Knox, K., Dillard, P., Lewis, K. Dugas, J. & Centa, D. (1992). *Backmasked messages: Can subjects identify their content?* Read at the 16th Annual Psi Chi Convention, Athens, Georgia

McDonald, T. & Richman, H. (2004). *Positive Aspects of Obsessive Compulsive Personality*. Poster accepted for presentation at the 2004 meeting of the Southeastern Psychological Association (SEPA), Atlanta.

McGee, M., & Dugas, J. (1978). *Social behavior of gerbils (*Meriones unguiculatus*) in response to nonataxic doses of ethyl alcohol*. Read at the Southeastern Psychological Association convention, Norfolk, VA.

Minton, A., & Schmidt, M.S. (2003, May & April). *Sex differences in preferred age of mates*. Poster presented at the annual meeting of the Georgia Psychological Association, Atlanta, GA. Paper presented at the 2nd annual Columbus State University Student Colloquium, Columbus, GA.

Peynado, S. & Schmidt, M.S. (2003, April). *Prayer and optimism / pessimism*. Poster presented at the 2nd annual Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA, and at the 2nd annual Columbus State University Student Colloquium, Columbus, GA.

Richman, H. & Grundy M. (2001). *Optimistic Bias in the College Classroom*. Paper presented at the March 2001 meeting of the Southeastern Psychological Association (SEPA), Atlanta.

Richman, H. & McDonald, T. (2004). *Validating the General Distress Index (GDI)*, Paper accepted for presentation at the 2004 meeting of the Southeastern Psychological Association (SEPA), Atlanta.

Richman, H. & McDonald, T. *The General Distress Index*. Manuscript under submission to the journal *Assessment*.

Richman, H. & Minton, A. (2003). *The General Distress Index*. Poster presented at the 2003 meeting of the Southeastern Psychological Association (SEPA), New Orleans.

Richman, H. & Thomas, I. (2002). *The Values Questionnaire*. Poster presented at the March 2002 meeting of the Southeastern Psychological Association (SEPA), Orlando, FL.

Schwartz, B., Hendricks, J., Dugas, J. Adams, P. & Gruda, V. *Use Of Data Collection Technology In An Introductory Biology Laboratory*. Paper to be presented at the Georgia Academy of Science, March 2004.

Stahl-Bell, S., & Schmidt, M.S. (2002, April). *Reversal learning in rats*. Paper presented at the 1st annual Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Stahl-Bell, S., Cruz, T.L., Young, D., & Schmidt, M.S. (2002, April). *Calorie restriction and working memory*. Poster presented at the 1st Annual Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Stahl-Bell, S., Cruz, T.L., & Schmidt, M.S. (2002, March). *Measuring working memory in rats with a touch-screen*. Paper presented at the 25th Annual Psi Chi Convention of the Behavioral Sciences, The University of Georgia, Athens, GA.

Thomason, L.M., & Schmidt, M.S. (2003, April). *Marital status and marital attitudes*. Paper presented at the 2nd annual Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

7.2 Describe how faculty research relates to the program mission.

The mission of the Psychology Program is to present psychology in a liberal arts framework and to prepare students for graduate study in psychology or related fields, or for other careers requiring a baccalaureate degree.

Psychology faculty use their own research interests to further student understanding of the scientific research process in psychology, and thereby further the Program's mission. Below is a brief description of faculty research interests:

- Dr. Dugas' research

My current interests primarily lie in applied research: Quantitative evaluation of the impact of programs on those who experience the programs, i.e., program evaluation research; determining the measurement characteristics of tests that are in the process of development; identifying causal and moderating variables that determine effective sales performance. In addition, I continue to work with computer scientists on developing techniques for online data collection.

- Dr. Richman's research

My primary area of interest is in quantitative assessment in many areas but particularly in the areas of personality (from biologically based "trait" perspectives) and psychopathology. I am also interested in research directed at clarifying the ways in which personality acts as a "diathesis" (risk factor) for various types of psychopathology (particularly the anxiety disorders).

- Dr. Schild's research

I have a continuing interest in doing more research on people's Philosophies of Human Nature. To me, the question of what people *think* about "people in general", in terms of characteristics, traits, etc., is almost more interesting than the question of "what are people really like." How these differ or change across the life course is of interest as well. I have recently developed two new interests: Research in the History of Psychology in small schools in the southern U.S, and serving as a

participant in memory and cognition experiments in others' research studies utilizing various age groups!

- Dr. Schmidt's research

My research interests focus on the interface between biology and cognition. My most recent research projects have addressed numerosity perception in humans and animals, calorie restriction and cognitive aging, touch-screen methodologies in behavioral research, and sex differences in cognitive abilities.

7.3 *Describe mentoring and professional development opportunities for faculty.*

Mentoring is informal but continuous. Collegial ties have been developed between faculty of psychology and other members of the Department and other academic departments of the University. Faculty members routinely interact on and off campus. Senior Department faculty are a valued resource for junior faculty.

Professional development opportunities are limited due to the severe budget constraints imposed by the State. However, some funds are available through the Office of Faculty Development on a competitive basis. In addition the College of Science and the Dept. routinely contribute additional limited funds to faculty development. Faculty routinely make use of these funds to attend professional conferences, conventions, seminars, and workshops.

Recently, the University has rejuvenated a competitive faculty sabbatical program to which any tenured faculty member may apply. This program provides a one-semester leave with full pay, or a two-semester leave with half pay to recipients.

7.4 *List faculty publications, papers given, and public lectures.*

See attached curriculum vitae of Psychology Program faculty

8. Service

8.1 *Describe projects completed and outcomes which contribute to the program, department, college, institution, community, and/or the region.*

Psychology faculty members have routinely participated in projects and professional activities that contribute to the program, department, college, institution, community and region. Examples include: Serving as judges or volunteering in other capacities at Science and Engineering Fairs and at annual Science Olympiads, participating in Visitation Days for prospective students and Academic Orientation and Advising sessions for new students, and making Research Forum presentations sponsored by the Library on their current research.

Psychology faculty members have also regularly worked to encourage and assist students in making research presentations at various professional meetings and conferences, and at the CSU Honors Program Student Research Colloquia (see Section 7.1).

Faculty also work with select upper-level majors who are approved to spend a semester serving as interns under the supervision of professional psychologists at West Central Georgia Regional Hospital. While the students receive course credit, they do not earn a salary. Such an experience is a benefit both to the hospital and to those students, and some are asked to apply to fill suitable positions there after their internships are completed. Students represent the institution well in this activity.

Faculty members also encourage students to participate in Psychology Club meetings and activities.

Both faculty and students have contributed to the community through volunteering and providing support in other ways to local agencies, organizations, and volunteer efforts.