CPR Report Submitted!

Thank you for submitting a Comprehensive Program Review Report. Below is the information you sent on June 24, 2004.   *Please note* this is a <u>temporary</u> web page and <u>cannot</u> be bookmarked. You may wish to print this page for your records. You will also receive confirmation via email.

1	**Name:**	Carl F. Wallman
2	**Title:**	Associate VP for Academic Affairs
3	**Daytime phone:**	706/569-3121
4	**Email:**	wallman_carl@colstate.edu
5	**Institution:**	Columbus State University
6	**Review Status:**	Triggered Review
7	**Degree level:**	Bachelors
8	**Degree acronym:**	BA
9	**Degree/Major:**	BA in Psychology
10	**CIP Code:**	42010100
11	**College, School/Division:**	College of Science
12	**Department:**	Department of Psychology and Sociology
13	**CPR Plan followed:**	Yes
14	**Future institutional plans for program:**	Expand and enhance
15	**Plan for resources in this program:**	Add
16	**Supplemental file:**	Psych Findings&Plans.doc
17	**File Type:**	MS Word
18	**CPR Web Addr.:**	

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CPR Findings and Plans
for the
Bachelor of Arts & Bachelor of Science in Psychology
at Columbus State University

June 24, 2004

1. Major Findings of the Program's Quality, Productivity, and Viability

The Comprehensive Program Review Committee reviewed documentation concerning the courses and programs related to the BA and BS in Psychology programs at Columbus State University. The Committee noted the clarity of the self-study report prepared by the Department of Psychology and Sociology, the insightfulness and honesty of the report prepared by the External Review Team, and the careful response of the department chair to the External Review Team's Report. The committee concluded that the overall quality of the programs is good, and made recommendations where appropriate to increase productivity and viability.

1a. Quality

The External Review Team observed that the curriculum is strongly experimental research and data analysis oriented. Early in the major, students are required to take Introductory Statistics, two courses in Research Design, and Scientific Writing that prepare them to plan and implement laboratory research projects as well as to analyze and report the data gained from such research. Many students take advantage of internship opportunities, and all students are required to take a capstone course in History and Systems of Psychology to obtain an overall perspective of what psychology historically and presently entails. The members of the Psychology faculty are highly active and involve students in research activities that result in formal research presentations at state, regional, and, occasionally, national meetings. Consistent with the rapidly growing medium of electronic publishing of scholarly research and assuming adequate support, the faculty hopes to begin involving students in website-constructed presentations. The quality of the students measured by SAT scores (995 for Fall 2003) and GPA (2.56 for Fall 2003) seems to be consistent with the averages for all undergraduates at CSU (see Table 1: Quantitative Measures). The review team expects that the implementation of the pre-med option should improve the quality of the students enrolled in the psychology programs. The education and areas of expertise of the faculty are sufficiently varied to provide competent coverage of the discipline's major areas. Technology is integrated well in the curriculum. The equipment for research in physiological psychology is superior for an institution this size. The department does not have, however, a computer laboratory for instruction and student projects. The department's commitment to service is strong which increases the likelihood of placing students in internships, such as the West Central Georgia Regional Hospital.

1b. Productivity and Viability

The External Review Team endorses the mission statement of the psychology programs at Columbus State University. The statement is congruent with the overall mission of the

University. The plans to broaden the mission to provide a pre-medicine concentration should serve the institution well. Courses are offered on a regular basis and are serving the needs in general education as well students in the program. Since Fall 2000, the number of majors has continued to increase with 188 students enrolled Fall 2003 (see Table 1: Quantitative Measures). Over the same time period, the percentage of students under 25 years of age averaged 75 percent, female majors ranged from 70 to 75 percent, and minority students comprised over 33 percent of the total program enrollment. The number of degree completions averaged over 10 for the previous three years (13 in FY04). The steady increase in enrollment and degree completions indicates that the BA and BS in psychology should not be triggered programs in the future. The number of credit hours generated at all levels has increased from 1,198 in Fall 2000 to 1,513 in Fall 2003, an increase of 26 percent. The review team noted that faculty workloads constrain their ability to offer all required courses as frequently as needed. The amount of faculty time spent in service to CSU is significant, given their teaching loads. Improvement is needed in the number of students graduated, given the number of majors. The review team believes this to be the result of two main factors: 1) not limiting the number of minimally qualified or unqualified students in the program (currently, students may satisfy a required course in the major with a grade of "D") and 2) too few faculty members to offer the necessary courses on an optimal schedule. Despite these factors, the program continues to be viable providing a variety of career opportunities, many as a result of the experience gained from student internships.

2. Plans for Improving the Program's Quality, Productivity, and Viability

Initially, the CPR Committee believed that the department did not directly address the issue of the number of degree completions that fall below the "trigger" level set by the Board of Regents. In addition, the committee was concerned that the move toward a required "C" might erode enrollment and graduation rates. The department subsequently provided more clarification. Students who regularly perform poorly (frequently earning Ds) have a low probability of completing the program; to have them continue is a disservice. Additionally, faculty time and attention are diverted from more highly performing students. This change is expected to enhance graduation rates. Some classes are currently overcrowded and students who are otherwise ready to graduate may be closed out of a necessary class due to accommodating too many marginal students. Also, three and one-half faculty serving almost 200 majors creates a very challenging situation. Currently, many courses cannot be taught as often as needed. As the institution grows, a greater diversity of courses should be offered, which will attract and retain promising students. These additional courses require a full-time faculty member. An additional full-time faculty member, by taking on a share of duties such as advising, committee work, etc., would free up additional faculty time for student/faculty research, student mentoring, new course development and other activities. The committee also agrees with the department that full-time faculty rather than part-time faculty should normally teach upper-division courses. Because of dissatisfaction with the lack of data for assessing quality, an exit interview rather than a survey of graduates will be utilized in the future. Faculty have also expressed interest in incorporating an objective, knowledge-based assessment instrument, such as the subject test of the GRE or the ETS Major Field Tests, and plan to include one of these measures as a program requirement.

3. New Resource Allocations for Improvement

New resources for the programs in psychology include the addition of two faculty positions. One position will be added as a result of redirection from a vacant position in sociology. The other will come from funding as a result of anticipated retirements.

4. Plans for Increasing Program Productivity Above Threshold

See Item 2 above and Table 1 (Quantitative Measures) below. Current trends in enrollment and degree completions should preclude the program from falling below threshold levels.

Table 1: Quantitative Measures – BS and BA in Psychology

Measure	2000/2001	2001/2002	2002/2003	2003/2004
Number of Declared Majors - Fall Semester	118	116	131	188
Number of Degrees Conferred - Fiscal Year	6	9	9	13
Credit Hour Production - Fall Semester	1198	1292	1717	1513
Average Course Enrollment - Fall Semester	29.8	26.9	32.3	26.6
Number of Faculty by EFT - Fall Semester	5.91	5.91	5.91	5.91
Program-Specific Scholarship Funds Awarded	$0	$0	$0	$0
Averages for Declared Majors - Fall Semester				
Average SAT Verbal Score	504, n=85	515, n=76	510, n=87	512, n=131
Average SAT Math Score	476, n=85	486, n=76	485, n=87	483, n=131
Average Undergraduate GPA	2.63, n=116	2.73, n=115	2.70, n=131	2.56, n=185
Gender				
Female	90	92	105	145
Male	28	24	26	43
Total	118	116	131	188
Race				
International Students	0	1	1	3
Asian	2	3	2	2
Black	29	24	25	65
Hispanic	4	4	4	4
American Indian	0	1	0	0
Multi-Racial	5	5	8	10
White	78	78	91	104
Total	118	116	131	188
Age				
25 and Under	88	81	98	142
Over 25	30	35	33	46
Total	118	116	131	188
Average	24.4	25.1	23.7	23.6