COMPREHENSIVE PROGRAM REVIEW SELF-STUDY

EXECUTIVE SUMMARY FOR THE

PSYCHOLOGY BS AND BA DEGREES

Major Findings of the Program's Quality

Summary Judgment: Very Strong

This summary judgment is based on an analysis and interpretation of indicators of program quality which resulted in the following judgments:

- Quality of Faculty   Very Strong

- Quality of Teaching   Very Strong

- Quality of Research and Scholarship   Above Average

- Quality of Service   Very Strong

- Quality of Faculty and Student Achievements   Above Average

- Quality of Curriculum   Very Strong

- Quality of Facilities and Equipment   Very Strong

Major Findings of the Program's Productivity

Summary Judgment: Above Average

This summary judgment is based on an analysis and interpretation of indicators of program productivity which resulted in the following judgments:

- Enrollment in the Program for the Past Five Years   Very Strong

- Degrees Awarded Over the Past Five Years   Satisfactory

- Comparison With CSU and University System of GA Programs   Satisfactory

- Retention Rates   Satisfactory

- Student Learning Indicators   Above Average

- Graduation Rate of Program   Satisfactory

- Cost Effectiveness of Instructional Delivery   Above Average

List of Recommendations for Improving Program Quality and Productivity

The program improvement plan resulting from the self-study can be summarized as follows:

- Recruit and hire at least two additional full-time faculty members so that the number of full-time faculty teaching upper-division courses in the program reaches seven.

- Increase the quality of the reward system for faculty through increasing baseline salary levels, merit raises, and teaching load reductions.

- Develop a tutorial system for psychology students in upper-division psychology courses.

- Discuss and consider the recommendations outlined in the consultant review obtained in Spring 2010 from the APA Education Directorate's Departmental Consulting Service.

- Increase funding for student and faculty travel to conferences where their research can be presented, and maintain funding for purchases of additional hardware, software, and other resources for use in student / faculty research projects.

- Seek and acquire additional lab space for student / faculty research collaborations.

- Develop better strategies for maintaining contact with alumni.

- Continue development of online and web-enhanced sections and courses, and support continued faculty development in instructional technology.

- Increase the number of quality internship opportunities for psychology students.

Conclusion about the Program's Viability at CSU

Summary Judgment: Very Strong

The Psychology Program at Columbus State University is clearly viable. The self-study has concluded that all indicators of program quality and productivity are either Very Strong, Above Average, or Satisfactory.

Program Improvement Plan

Summary Judgment: Very Strong

To be completed by the dean in consultation with the VPAA at the conclusion of the self-study conducted by the department.

Summary Recommendation

Enhance or Expand the Program

The Psychology Program at Columbus State University is clearly viable, but under-resourced. The list of recommendations for improving program quality and productivity provide several areas in which enhancement and/or expansion of the program would result in better service for our students.

THE PROGRAM'S DETAILED SELF-STUDY

Section One - Program Background and Overview

I. Brief Program Overview

Description of Program

The Psychology Program at Columbus State University offers the B.S. and B.A. degrees. The program prepares students for graduate study in psychology and related fields and for other careers requiring a baccalaureate degree. The B.A. graduates also develop proficiency in a foreign language. 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 curriculum encompasses empirical, theoretical, and applied approaches, and provides experiences that foster the development of computer and technology skills.

Students from other majors may earn a minor in psychology which requires 17 hours of upper-division psychology courses. Currently 55 students are working toward the minor in psychology. The program also offers advising for students wishing to complete the pre-medical concentration as a part of their psychology curriculum.

The Program offers courses that represent the broad range of sub-disciplines within contemporary psychological science. These include abnormal, clinical, social, and developmental psychology, research design, tests and measurement, learning and behavior analysis, history and systems, personality, biological and comparative psychology, motivation, sensation / perception, and cognitive psychology.

The Program supports student-faculty research collaboration and provides students with experience in conducting and presenting their own research.

The Program also offers selected topics courses, internships, and independent study opportunities for qualified students. These opportunities provide students with learning experiences that extend to applied situations and topics beyond the standard curriculum. Internships are available to qualified majors in their junior or senior year. Internships are unpaid and provide 1 - 3 hours of credit (3 credit hours requires 135 hours on site). Current internship sites include the Bradley Center of St. Francis Hospital, the Bridges Learning Center in Columbus, and the Autism Hope Center in Columbus.

The Program is currently staffed by five full-time faculty members (including the Chair) and three part-time instructors. In AY 2009 – 2010, the program produced 1630 student credit hours of instruction. At the beginning of Fall 2010, 288 students were majoring in psychology.

Program Mission and Its Relation to CSU Mission

The psychology program's mission directly reflects the first of the three mission statements of Columbus State University, to "achieve academic excellence through teaching, research, creative inquiry and student engagement".

Stakeholder's Satisfaction with the Program

The psychology program's stakeholders are our graduates. Over the past two years, psychology seniors (N=23) have been surveyed prior to graduation using the PSYCDATA senior exit survey (see Appendix 1).

The PSYCDATA senior exit survey includes the following item:

> If you had it to do over again, would you still choose to major in psychology at your current university, major in psychology, but at a different institution, or choose a different major than psychology?

78% of our graduates responded that they would still choose to major in psychology at Columbus State, indicating that the majority of our stakeholders are satisfied with the program.

The PSYCDATA survey also contains the following items, each scored on a scale of 1 - 5 (very poor – very good). The mean response to each item is indicated in parentheses.

Quality of instruction	(M = 4.6)
Availability of required courses	(M = 3.5)
Range and variety of courses offered	(M = 3.8)
Times/days classes are scheduled	(M = 3.5)
Relevance of courses to career goals/objectives	(M = 4.0)
Fairness of testing and grading systems	(M = 4.4)
Use of current technology in instruction	(M = 4.3)
Accessibility and/or ease of contacting faculty	(M = 4.6)
Preparation towards future graduate study	(M = 3.9)
Preparation for career commensurate with degree	(M = 3.9)

Relationship of Program to Needs of Students and Societal Demands

According to the Department of Labor's *Occupational Outlook Handbook* (2001-11 edition),

"Employment of psychologists is expected to grow 12 percent from 2008 to 2018, about as fast as the average for all occupations. Employment will grow because of increased demand for psychological services in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies.

Job prospects should be best for people who have a doctoral degree from a leading university in an applied specialty, such as counseling or health, and those with a specialist or doctoral degree in school psychology. Psychologists with extensive training in quantitative research methods and computer science may have a competitive edge over applicants without such background.

Master's degree holders may find jobs as psychological assistants or counselors, providing mental health services under the direct supervision of a licensed psychologist. Still, others may find jobs involving research and data collection and analysis in universities, government, or private companies."

One of the primary goals of the psychology program is to prepare students for graduate study in psychology and related fields. By offering a curriculum that prepares students for graduate study, the psychology program is meeting the needs of students and societal demands for psychologists as noted in the Dept. of Labor's employment outlook summary quoted above.

The psychology program also prepares students for a variety of careers that only require a baccalaureate degree. Psychology graduates with a bachelor's degree can find employment in many fields including human services, community and public relations, administration, program development, education, research, management, human resources, advertising, sales, and marketing.

Over the past two years, psychology seniors (N=23) have been surveyed prior to graduation using the PSYCDATA senior exit survey (see Appendix 1).

The PSYCDATA senior exit survey includes the following item:

What best describes your immediate post-graduate plans?

91% of our graduates responded that they either plan to be employed in a psychologically related field, or to continue their graduate education in psychology or another field. These responses indicate that the majority of our graduates plan to pursue careers in fields related to psychology and / or enroll in graduate programs.

The PSYCDATA survey also includes the following item:

My Department provided information on various careers in psychology (Y/N)?

61% of our graduates responded "Yes" to this item indicating that the program is meeting the informational needs of our students with respect to career choices.

The PSYCDATA survey also contains the following items, each scored on a scale of 1 - 5 (very poor – very good). The mean response to each item is indicated in parentheses.

Relevance of courses to career goals/objectives	(M = 4.0)
Preparation towards future graduate study	(M = 3.9)
Preparation for career commensurate with degree	(M = 3.9)

Section Two - Indicators of Program Quality

II A. Quality of Faculty

Judgment: Very Strong

Appropriateness of Faculty Credentials

The psychology program is currently staffed by five full-time faculty members all holding terminal degrees. A summary of their credentials and research interests is below, and their vitae are attached (see Appendix 2). Note that Dr. Gurkas resigned in Summer 2010 and was replaced for one year by Dr. Mitra-Varma in Fall 2010.

Harvey Richman, Ph.D.
Professor of Psychology
Ph.D., M.A., University of North Carolina at Greensboro
B.A., Florida Atlantic University

Dr. Richman's research addresses personality, esp. from "trait" and biological perspectives, and disorders of personality and their interface with difficulties such as depression and anxiety (e.g., personality traits that predispose people to anxiety disorders). Another area of research focuses on factors related to student behaviors and performance (e.g., optimistic bias and student cheating). Dr. Richman has also studied psychological /psychiatric treatment outcome effectiveness and patient satisfaction.

Mark S. Schmidt, Ph.D.
Professor of Psychology and Department Chair
Ph.D., University of Georgia
M.S., B.S., Georgia College

Dr. Schmidt's research focuses on aspects of brain function, perception, and cognition in both humans and non-human animals. His current research utilizes ERP (EEG) measures of brain activity to study aspects of human perception and cognition.

April Phillips, PhD
Associate Professor of Psychology
Ph.D., University of Oklahoma
M.A., University of Central Oklahoma
B.A., University of Science & Arts of Oklahoma

Dr. Phillips' research interests involve the formation, maintenance and repair of close relationships, specifically, how individuals process and deal with interpersonal transgressions ranging from mild offenses, which are part of daily interactions, to more severe ones, such as infidelity within romantic relationships.

Stephanie da Silva, Ph.D.
Assistant Professor of Psychology
Ph.D., M.A., West Virginia University
B.A., Anderson College

Dr. da Silva's research focuses on the effects of past experiences on current behavior. Her research attempts to understand processes underlying learning in humans and non-human animals. Using animal models of human behavior, she has studied behavior ranging from choice to honesty. The findings from such studies can be used to develop new methods in educational and treatment settings.

Kathakali Mitra-Varma**,** Ph.D
Temporary Assistant Professor of Psychology
Ph.D, M.A., B.A., University of Calcutta

Dr. Mitra-Varma's research interests include addictive behavior, adolescence, and women's leadership issues.

Use of Part Time Faculty

The program currently utilizes three part-time instructors, two of whom hold terminal degrees. Their vitae are attached (see Appendix 2).

Michael Osborne**,** Ph.D
Ph.D, Walden University
M.S., Troy State University
B.S., Park University

Course taught: Psyc 1101 – Introduction to General Psychology

Perry Buffington, PhD
Ph.D., University of Kentucky
M.A., University of Georgia
B.A., Georgia Southern University

Course taught – Psyc 3565 – Selected Topics: Drugs and Behavior

Kelly Groover, M.S.
M.S., Troy University
B.S., Auburn University

Course taught: Psyc 1101 – Introduction to General Psychology

Diversity of Faculty

The program faculty represents a diversity of psychology's specializations including abnormal, clinical, counseling, social, and developmental psychology, research design, tests and measurement, learning and behavior analysis, history and systems, personality, biological and comparative psychology, motivation, sensation / perception, and cognitive psychology

The faculty is equally represented by men and women (four each).

Opportunities for Faculty Development

Professional development opportunities and funds are available through the office of the Dean of the College of Letters and Sciences (COLS), as well as through a university-wide competitive faculty development grant program.

Program faculty are awarded COLS faculty development funds each year which are used primarily for travel to professional conferences and purchase of equipment and other resources for use in research.

The University also has a competitive faculty sabbatical program to which tenured faculty members may apply.

Program Improvement Plans

Improvement with respect to quality of faculty clearly requires that additional full-time faculty be recruited and hired. The program's strategic plan includes this action plan. The current number of full-time faculty in the program (5) is not sufficient to adequately serve the number of majors we have.

In Fall 2010, the program serves 288 majors. With 288 majors, we need to offer the required upper-division courses in the program (Areas G and H) to 72 students per year (25% of 288) to insure that all our majors have the opportunity to complete the program in four years of full-time study. This translates into 38 sections and 138 credit hours per year (see Table 1).

Table 1

Required Course	Sections Needed / Year	Credit Hours Needed / Year
Psyc 3211	4 (cap=19)	16
Psyc 3212	4 (cap=19)	16
Psyc 3215	4 (cap=19)	16
Psyc 4115	2 (cap=36)	6
Psyc 4205	4 (cap=16)	16
Psyc elective w/lab	4 (cap=19)	16
Psyc elective w/lab	4 (cap=19)	16
Psyc elective	2 (cap=36)	6
Psyc elective	2 (cap=36)	6
Psyc elective	2 (cap=36)	6
Psyc elective	2 (cap=36)	6
Psyc elective	2 (cap=36)	6
Psyc elective	2 (cap=36)	6
TOTAL	38	138

With our current 5 full-time faculty members, we can teach only 102 credit hours per year of upper-division courses (see Table 2) which allows us to offer Areas G and H to only 53 students each year (19 fewer than needed)

Table 2

Faculty Member	Upper-Division Credit Hours Taught / Year
Phillips	21 (9 Fa, 9 Sp, 3 Su)
da Silva	21 (9 Fa, 9 Sp, 3 Su)
Richman	24 (9 Fa, 9 Sp, 6 Su)
Schmidt (Chair)	15 (6 Fa, 6 Sp, 3 Su)
Mitra-Varma (temporary)	21 (9 Fa, 9 Sp, 3 Su)
TOTAL	102

To reach the required 138 credit hours / year, we need two additional full-time faculty members, each teaching 21 upper-division credit hours / year.

II B. Quality of the Teaching

Judgment: Very Strong

Indicators of Good Teaching

Evaluation of faculty and courses has been available to students through Digital Measures in every course taught in the program since Spring 2009.

The data summarized below represent 413 evaluations submitted out of 1024 (40.3%) averaged across psychology courses taught from Spring 2009 – Sum 2010 by psychology faculty (da Silva, Gurkas, Osborne, Phillips, Richman, Schmidt).

Question	Statistics	
The instructor is well prepared.	Mean	4.646
5: Strongly Agree - 1: Strongly Disagree	*NA*	22 (5.3%)
The instructor effectively conveys the content area.	Mean	4.472
5: Strongly Agree - 1: Strongly Disagree	*NA*	18 (4.4%)
The instructor clearly communicates all assignments, including tests and papers.	Mean	4.586
5: Strongly Agree - 1: Strongly Disagree	*NA*	11 (2.7%)
The instructor promotes a class environment conducive to learning.	Mean	4.545
5: Strongly Agree - 1: Strongly Disagree	*NA*	42 (10.3%)
The instructor encourages questions.	Mean	4.626
5: Strongly Agree - 1: Strongly Disagree	*NA*	15 (3.6%)
The instructor promotes an academic environment in which all are treated with respect.	Mean	4.729
5: Strongly Agree - 1: Strongly Disagree	*NA*	33 (8.1%)
Overall, the instructor is effective.	Mean	4.391
5: Strongly Agree - 1: Strongly Disagree	*NA*	14 (3.4%)
My instructor stimulates interest in this course.	Mean	4.340
5: Strongly Agree - 1: Strongly Disagree	*NA*	19 (4.8%)
My instructor welcomes requests for consultation and provides consultation when requested.	Mean	4.616
5: Strongly Agree - 1: Strongly Disagree	*NA*	34 (8.7%)
My instructor is actively helpful when students have problems.	Mean	4.608
5: Strongly Agree - 1: Strongly Disagree	*NA*	26 (6.6%)
Faculty's evaluation of student performance is fair and reflects my level of effort.	Mean	4.375
5: Strongly Agree - 1: Strongly Disagree	*NA*	20 (5.1%)
The instructor fosters an atmosphere of mutual respect for ideas and points of view.	Mean	4.672
5: Strongly Agree - 1: Strongly Disagree	*NA*	28 (7.1%)
I have progressed in my ability to think critically, to solve problems, and/or to make decisions.	Mean	4.306
5: Strongly Agree - 1: Strongly Disagree	*NA*	27 (6.5%)
This course was academically challenging.	Mean	4.378
5: Strongly Agree - 1: Strongly Disagree	*NA*	12 (2.9%)
I can articulate the core concepts or content of this course.	Mean	4.229
5: Strongly Agree - 1: Strongly Disagree	*NA*	10 (2.4%)

Indicators of Good Advising

Academic advising occurs during advising week each Fall and Spring term, as well as in the Summer and other times by appointment. Faculty set aside sufficient time during advising week to meet with their advisees and discuss students' progress in the program.

Over the past two years, psychology seniors (N=23) have been surveyed prior to graduation using the PSYCDATA senior exit survey (see Appendix 1).

The PSYCDATA senior exit survey includes the following item:

How would you rate the quality of academic advising you have received within your major?

87% of our graduates responded that they rate the quality of advising as either "Good" or "Excellent".

The PSYCDATA survey also includes the following item:

How helpful have you found your faculty advisor?

65% of our graduates responded that they found their advisor as either "Helpful" or "Very helpful".

Departmental Reward System

Quality teaching and advising are rewarded through positive annual evaluations of faculty by the Dept Chair accompanied by recommendations for merit raise increases as appropriate.

Program Improvement Plans

Improvement with respect to quality of the teaching can be obtained through recruitment and hiring of additional full-time faculty members. The program's strategic plan includes this action plan.

Improvement can also be obtained by increasing the quality of the reward system, especially with respect to baseline salary increases, salary compression, merit raises, and teaching load reductions.

Improvement can also be obtained by development and support of a tutorial system for students in upper-division psychology courses. The program's strategic plan includes this action plan, and a proposal has been submitted to the Dean's Office.

In Spring 2010, the psychology program was reviewed by Dr. Thomas Pusateri, Associate Director of the Center for Excellence in Teaching & Learning, Kennesaw State University. The review was conducted as part of the Departmental Consulting Service offered through the American Psychological Association's Education Directorate and Society for the Teaching of Psychology. The psychology program's strategic plan includes this review as one of its action plans.

The consultant report was received in June 2010 and is attached (see Appendix 4). The report focuses on three domains: curriculum, assessment issues, and student learning outcomes. Specific recommendations for improvement in each domain are provided. The psychology program faculty will discuss the recommendations in the report during the current academic year (2010 – 11) in preparation for the next round of curriculum change proposals due for submission to the college and university curriculum committees in Fall 2011.

II C. Quality of Research and Scholarship

Judgment: Above Average

Opportunity for Student Research Projects

Student-faculty collaboration in research projects is actively encouraged, both through independent study credit and as part of collaborations with faculty outside of formal course requirements.

Over the past two years, psychology seniors (N=23) have been surveyed prior to graduation using the PSYCDATA senior exit survey (see Appendix 1).

The PSYCDATA senior exit survey includes the following items. The percentage of graduates reporting "Yes" to each is indicated in parentheses.

While enrolled at your current college or university, have you done or participated in any of the following (Y/N)?

Worked with a psychology professor on his/her research	(39%)
Carried out your own psychological research study that was assigned as part of a class	(100%)
Carried out your own psychological research study that was not assigned as part of a class	(26%)
Taken a Directed or Independent Study supervised by a member of the psychology faculty	(57%)

In addition, several students attend research conferences each year where results of their research projects are presented. Over the past five years, 37 research presentations on which students were first-authors were given at conferences (see below).

Bell, C. (2010, April). _Factors associated with paranormal belief._ Poster presented at CSU Tower Day, Columbus State University, Columbus, GA.

Gibson, C. (2010, April). _Concurrent resurgence of nose poking in rats._ Poster presented at CSU Tower Day, Columbus State University, Columbus, GA.

Kitchens, A. (2010, March & April). _The benefits of secret confessions: An investigational study of the PostSecret phenomenon._ Poster presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA and at CSU Tower Day, Columbus State University, Columbus, GA.

Livingston, T. (2010, March). _The study of digit ratios as a predictor of cognitive ability._ Paper presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA

Love, M. (2010, March & April). _Attachment as a predictor of depression in emerging adults._ Poster presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA and at CSU Tower Day, Columbus State University, Columbus, GA.

Love, M., Carr, R, McRae, E., & Walker, E. (2010, March & April). _Home chaos as a risk factor in children's development._ Poster presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA and at CSU Tower Day, Columbus State University, Columbus, GA.

McRae, E. & King, L. (2010, March & April). _Texting in the classroom._ Poster presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA and at CSU Tower Day, Columbus State University, Columbus, GA.

Montgomery, S. & O'Neal, J. (2010, March & April). *Handedness and temperament.* Poster presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA and at CSU Tower Day, Columbus State University, Columbus, GA.

Parramore, H. B. (2010, March & April). *PostSecret and mental health.* Poster presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA and at CSU Tower Day, Columbus State University, Columbus, GA.

Quartarone, M. S. (2010, March). *Placing a ceiling on feedback ratings and its effects on motivation.* Poster presented at the 9th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA

Briscoe, L., Donahue, S., & da Silva, S.P. (2009, April). *Effects of variable-ratio and differential-reinforcement-of-low rate schedule history on fixed-interval performance.* Poster presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Facciolo, M,. & Richman, H. (2009, April). *Constitutional psychology: Assessing William Sheldon's "Somatotypes".* Paper presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Farrington, C., & Gurkas, P. (2009, April). *The power of cognition: Memory and aging.* Poster presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Gesselman, A. (2009, March). *Sex differences in digit ratio (2D:4D) and numerosity perception.* Paper presented at the 8th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA (2nd place award).

Groenewald, L. (2009, March). *Physical activity and well-being.* Poster presented at the 8th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Harrison, A. & Barlow, J. (2009, March and April). *The implications of high mate value on forgiveness.* Poster presented at the 8th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA, and the Georgia Psychological Society annual meeting, Macon, GA.

LaForge, L. & Phillips A. (2009, April). *Reactions to incidents and forgiveness levels: A study of the effect of status on forgiveness levels.* Poster presented at the Georgia Psychological Society annual meeting, Macon, GA.

Love, M., & Phillips, A. (2009, April). *To leave or not to leave? How mate value influences reactions to infidelity.* Poster presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Meadows, J,. White, W., & da Silva, S.P. (2009, April). *Concurrent resurgence of nose-poking in rats.* Poster presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Ruffin, S., & Thompson, T. & Gurkas, P. (2009, February). *Chaos at home and childcare: Linking environment and social development.* Poster presented at the CEPO Undergraduate Research Program of the Annual Meeting of the Southeastern Psychological Association's Conference, New Orleans, LA. and at the 8th Annual CSU Student Colloquium, Columbus State University, Columbus, GA

Ruffin, S., Thompson, T., & Gurkas, P. (2009, April). *Role of gender in assessments of social skills and behavior problems.* Poster presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Smith, A., Facciolo, M. & da Silva, S.P. (2009, April). *Self-efficacy and procrasti-nation in college students.* Poster presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Taylor, V. & Phillips A. (2009, April). *The influence of mate value on reactions to infidelity.* Poster presented at the Georgia Psychological Society annual meeting, Macon, GA.

Walker, E. (2009, March). *Internet as a social context for adolescent development.* Poster presented at the Annual Georgia Undergraduate Research in Psychology Conference. Kennesaw State University, Kennesaw, GA and at the 8th Annual CSU Student Colloquium, Columbus State University, Columbus, GA

Walker, E., & Gurkas, P. (2009, April). *The net generation: Why and how the internet is appealing to today's adolescents.* Paper presented at the 4th annual meeting of the Georgia Psychological Society, Macon State College, Macon, GA.

Cummings, H., Bunn, J., Pate, K., & Richman, H. (2008). *Constitutional Psychology: Fact or Fiction.* Paper presented at the 7th CSU Student Colloquium, Columbus State University, Columbus, GA.

Dowis, A. (2008, April). *Risk-Behaviors: A cross-sectional study involving adolescents and emerging adults.* Poster presented at the 7th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Gesselman, A., & Demera, C. (2008, April). *The effect of mate value on forgiveness.* Poster presented at the 7th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Hranek, C., & Smith, B. (2008, April). *Eye of the beholder: How attractiveness affects the interpretation of an apology.* Poster presented at the 7th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Olson, A., & Gibbs, D. (2008, April). *Self-esteem, relations with parents and identity development in emerging adulthood.* Poster presented at the 7th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Ross, J. (2008, April). *Undergraduate students: Their intelligence, personality, and success.* Poster presented at the 7th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Thompson, T., & Ruffin, S. (2008, April). *Social adjustment: Convergence of parent and teacher reports and observational measures.* Poster presented at the 7th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Cummings, H., Hood, J. & Phillips, A. (2007, May). *Video games: Aggression and forgiveness.* Poster presented at the Georgia Psychological Association's annual meeting, Atlanta, GA., and at the 6th CSU Student Colloquium, Columbus State University, Columbus, GA.

Vandel, L.G. (2007, April). *Self-esteem and motivational self-control.* Poster presented at the 6th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

Wright, A, & Richman, H. (2007). *Values five years later.* Paper presented at the CSU Student Colloquium, Columbus State University, Columbus, GA

Brogdon, C., Webster, L., & Schmidt, M.S. (2006, April; 2005, May). *Lateralization of function in numerosity perception?* Paper presented at the 5th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA (outstanding paper award) and at the 5th CSU Student Colloquium, Columbus State University, Columbus, GA. Poster presented at the annual meeting of the Georgia Psychological Association, Atlanta, GA.

Halford, F. & Richman, H. (2006). *Influence of parental involvement on adult attitudes*. Poster presented at the meeting of the Southeastern Psychological Association (SEPA), Atlanta, GA.

Faculty Publications, Presentations, and Grants

Over the past five years, psychology faculty members have coauthored 6 manuscripts and 53 paper or poster presentations at conferences (see faculty vitae, Appendix 2).

Over the past five years, psychology faculty members have received numerous COLS faculty development grants, averaging more than one grant per year for each faculty member (see faculty vitae, Appendix 2).

Other grants awarded to program faculty over the past five years include:

da Silva, S.P. (2008). Online Course Development Grant. Columbus State University

da Silva, S.P. (2008). University-Wide Faculty Development Grant. Columbus State University.

Shaw, K., Webster, Z., & Gurkas, P. (2008) QEP Mini Grant. Science Outcomes Assessment Plan: Writing about Learning. Columbus State University.

Gurkas, P., Webster, Z., & Shaw, K. (2008), STEM Mini-Grant. SOAP:Science Outcomes Assessment Plan Part 1. Columbus State University, College of Science

Webster, Zodiac, Gurkas, Pinar, & Shaw, Kimberly (2008). STEM Mini-Grant. SOAP:Science Outcomes Assessment Plan Part 2. Columbus State University, College of Science.

Gurkas, Pinar (2008). Online Course Development Grant, Columbus State University.

Gurkas, Pinar (2005, 2006), Summer Research Grant, Purdue University.

Schmidt, M.S. (2008, 2006). Student Technology Fee Grants. Columbus State University

Schmidt, M.S. (2005). Capital Campaign Technology Use Grant. Columbus State University

Program Improvement Plans

Improvement with respect to quality of research and scholarship can be obtained by increasing awareness of, and funding for student / faculty travel to conferences where students' research can be presented, and by pursuing opportunities for internal and external undergraduate research grants. The program's strategic plan includes these action plans.

Improvement can also be obtained by reducing faculty teaching loads so that faculty can devote more time to their research, scholarship, grant writing, and collaborative projects with students (e.g., independent study) and by recruiting and hiring additional full-time faculty so that more faculty will be able to contribute to research and other scholarly activities. The program's strategic plan includes this action plan.

Improvement can also be obtained through continued purchases of additional hardware, software, test kits, and other resources for use in teaching and student / faculty research. The program's strategic plan includes these action plans. As the program grows in enrollment and faculty, additional floor space for research projects will be required and sought.

Improvement can also be obtained through support of faculty sabbaticals. The program's strategic plan also includes this action plan.

II D. Quality of Service

Judgment: Very Strong

Activities to Enhance Program, Department, College, Institution, Community and/or Region

Psychology faculty members routinely serve on department, college, and university committees, and also make significant contributions to professional organizations and to the community (see faculty vitae, Appendix 2).

Program Improvement Plans

Improvement with respect to quality of service can be obtained by reducing faculty teaching loads so that faculty can devote more time to service-related activities. Improvement can also be obtained through recruitment and hiring of additional full-time faculty so that more faculty members will be available for service-related activities. The program's strategic plan includes this action plan.

Improvement can also be obtained through development of better strategies for maintaining contact with alumni (e.g., alumni survey, FaceBook, newsletter, Dept website, etc.) The program's strategic plan includes this action plan.

II E. Quality of Faculty and Student Achievements

Judgment: Above Average

Faculty Honors

Honors received by program faculty over the past five years include:

Richman, H. (2010). Nominee, Outstanding Paper Award, annual meeting of the Southeastern Psychological Association.

Richman, H. (2010). Dialogue Partner, Servant Leadership Program, Columbus State University

da Silva, S.P. (2009). Spencer Fellow, Oxford Summer Abroad Program. Columbus State University

da Silva, S.P. (2006, 2008, 2009, 2010). Who's Who Among America's Teachers.

da Silva, S.P. (2008). Nominee, Educator of the Year. Columbus State University.

Gurkas, P. (2010). Undergraduate Student Research Award, Columbus State University

Gurkas, P. (2008). Nominee, Educator of the Year, Columbus State University.

Gurkas, P. (2008). Excellence in Access Award, Office of Disability Services, Columbus State University

Richman, H. (2005). Educator of the Year Award Finalist, Columbus State University

Richman, H. (2008). Nominee, Educator of the Year, Columbus State University

Richman, H. (2006). "Outstanding Faculty Member", CSU Cougars (Athletics)

Schmidt, M.S. (2007). Excellence in Access Award, Office of Disability Services, Columbus State University.

Student Honors

Honors received by students in the program over the past five years include:

White, W. (2010). Undergraduate Research and Scholarly Activity Grant, Columbus State University.

Kitchens, April. (2009). Undergraduate Research and Scholarly Activity Grant, Columbus State University.

Gesselman, A. (2009). 2nd place award for paper presented at the 8th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA.

McRae, Elicia and King, La'Sandra (2009). Undergraduate Research and Scholarly Activity Grant, Columbus State University.

Gibson, Courtney (2009). Undergraduate Research and Scholarly Activity Grant, Columbus State University.

McCall, Elissa (2009). Undergraduate Research and Scholarly Activity Grant, Columbus State University.

Brogdon, C., Webster, L., (2006). Outstanding paper award at the 5th Georgia Undergraduate Research in Psychology Conference, Kennesaw State University, Kennesaw, GA

Winners of the program's annual outstanding student award over the past five years are:

Jodie Hood	(2010)
Cheryl Farrington	(2009)
Amanda Gesselman	(2008)
Alexis Wright	(2007)
Joseph Garcia	(2006)
Kristin Varisco	(2005)

Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

The following psychology graduates were accepted into doctoral-level graduate programs over the past five years:

Kristin Varisco, Counseling Psychology, University of Georgia

Amanda Gesselman, Developmental Pscyhology, University of Florida

A number of other psychology graduates have been accepted into masters-level programs in counseling and other psychology-related fields over the past five years, but an accurate count is not available at this time.

II F. Quality of Curriculum

Judgment: Very Strong

Relationship Between Program's Curriculum and Its Outcomes

The program's intended outcomes are the following:

- 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 research studies, 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

The program curriculum addresses these outcomes through 45 hours of required psychology courses (Areas G and H) which all majors must pass with a grade of C or higher to graduate.

The program outcomes are assessed by performance on the Educational Testing Service's Psychology Major Field Test (PMFT), by grade distributions in specific upper-division psychology courses, and through responses to select items on the PSYCDATA senior exit survey.

The program's "Major Field Assessment Report" submitted each year to the CSU Office of the Vice President for Academic Affairs summarizes the annual assessment of the program's intended outcomes.

The Major Field Assessment Reports for the past two years are attached (see Appendix 3). The results indicate that psychology students are meeting the program intended outcomes (see columns 3 and 4 of the assessment reports).

Incorporation of Technology

Psychology majors perform data analyses using statistical analysis software (e.g., SPSS) in several of their psychology courses. Students also refine their presentation software skills (e.g., PowerPoint) in some courses.

Several psychology courses are offered completely, or partially on-line, and others are offered as technology enhanced courses (e.g., WebCT, CougarNet, Tegrity, etc.). Students in these courses develop skills associated with computer based learning systems.

As part of their research projects, students gain experience using modern technology such as computer-based stimulus presentation and recording software (e.g., SuperLab), behavioral observational software (e.g., Noldus Observer), physiological recording equipment (BIOPAC), and technology used in behavioral research with animals (e.g., operant chambers and touch-screens).

Over the past two years, psychology seniors (N=23) have been surveyed prior to graduation using the PSYCDATA senior exit survey (see Appendix 1).

The PSYCDATA senior exit survey includes the following items, each scored on a scale of 1 – 5 (strongly disagree – strongly agree). The mean response to each item is indicated in parentheses.

You learned effective computer skills	(M = 4.4)
You can carry out statistics	(M = 3.9)
You learned to use a computerized statistics program	(M > 4.0)

The PSYCDATA senior exit survey also includes the following item with responses scored on a scale of 1 – 5 (very poor – very good).

Please rate the use of current technology in instruction regarding the psychology courses you have taken

100% of our graduates responded that they would rate the use of current technology in instruction as either "Good" or "Very good".

Utilization of Multidisciplinary Approaches

Psychology students learn that psychology is a broad discipline drawing on the perspectives and research findings of others. Psychology students are encouraged to think across discipline lines when studying behavior and the mind. Faculty members make efforts to relate psychological concepts to course content from other disciplines, thereby contributing to students' integrative thinking.

One of the program's intended outcomes is

- Graduates will 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.

An historical analysis of psychology and its origin in the disciplines of philosophy and physiology is presented in the History and Systems course (Psyc 4115) a required course in Area G. Students must earn a grade of C or higher in this course to graduate.

Utilization of Multicultural Perspectives

The program strives to promote multiculturalism and issues related to diversity by presenting and addressing aspects of course content in a multicultural context where appropriate. The recognition and study of individual and cultural differences is considered an essential aspect of undergraduate education in psychology.

Over the past two years, psychology seniors (N=23) have been surveyed prior to graduation using the PSYCDATA senior exit survey (see Appendix 1).

The PSYCDATA senior exit survey includes the following items, each scored on a scale of 1 – 5 (strongly disagree – strongly agree).

You have learned how to better understand people of other racial and ethnic backgrounds
You understand different philosophies and cultures

More than 70% of our graduates responded that they either "Agree" or "Strongly agree" with these items.

Program Improvement Plans

In Spring 2010, the psychology program was reviewed by Dr. Thomas Pusateri, Associate Director of the Center for Excellence in Teaching & Learning, Kennesaw State University. The program's strategic plan includes this action plan. The review was conducted as part of the Departmental Consulting Service offered through the American Psychological Association's Education Directorate and Society for the Teaching of Psychology.

The consultant report was received in June 2010 and is attached (see Appendix 4). The report focuses on three domains: curriculum, assessment issues, and student learning outcomes. Specific recommendations for improvement in each domain are provided. The psychology program faculty will discuss the recommendations in the report during the current academic year (2010 – 11) in preparation for the next round of curriculum change proposals due for submission to the college and university curriculum committees in Fall 2011.

Improvement with respect to quality of curriculum can also be obtained through continued development of fully online and web-enhanced, partially on-line (hybrid) courses and sections, by increasing the number of quality internship opportunities for students, and through support of faculty development in instructional technology. The program's strategic plan includes these action plans.

II G. Quality of Facilities and Equipment

Judgment: Very Strong

Availability of Classroom and Laboratory Space

Classrooms are assigned by the Office of the Provost based on enrollment, instructional technology requirements, and convenience of access. Psychology courses are routinely taught in Arnold, Stanley, Howard, and Ilges Halls. These classrooms provide sufficient space and instructional technology.

The psychology program maintains three dedicated lab spaces (ARN 102A, 106, 107) which are used for both teaching and research. ARN 102A has five individual testing rooms for research with human participants. FOB 103 is also available to psychology students conducting research projects that utilize surveys, questionnaires, etc. Three small spaces designed for the care and use of research animals (rodents) are located in ARN 109, 110, and 107.

The program has a small computer lab (8 stations) located in FOB 117 which is routinely used by psychology students. UITS maintains several larger campus computer labs that are often utilized for psychology lab courses. All computer labs have a variety of software installed including SPSS for statistical analysis. Additionally, the newly developed Social Science Research Center in Arnold Hall provides additional resources for student research projects, including a computer lab and statistical analysis software.

Availability of Equipment

ARN 107 contains several operant conditioning stations (MED Associates, Lafayette) and touch-screen systems (3M) for research with animals, as well as a station for physiological recording studies with humans (BIOPAC). ARN 106 has the BIOPAC Student Lab installed at four stations. The BIOPAC equipment provides for EEG, GSR, pulse, respiration, skin temperature, and EMG recordings.

The testing rooms in ARN 102A have computers with stimulus presentation software installed (SuperLab). A behavioral observation lab is also in ARN 102A equipped with cameras, an observation mirror, and behavioral observation software (Noldus Observer).

A number of psychological tests are available for faculty and student use including intelligence tests (WAIS, WISC, Stanford-Binet), memory tests (e.g., WMS), and personality inventories (e.g., MMPI).

The program utilizes a web-based research participant system (SONA Systems) for the recruitment and compensation of research participants in both student and faculty research projects.

Program Improvement Plans

Improvement with respect to quality of facilities and equipment can be obtained through continued purchases of additional hardware, software, test kits, and other resources for use in teaching and student / faculty research. The program's strategic plan includes these action plans.

As the program grows in enrollment and faculty, additional floor space for research projects will be required and sought.

Section Three - Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years
Source: CSU Office of the Provost

Judgment: Very Strong

Measure	2005/06	2006/07	2007/08	2008-09	2009-10	5-Year Avg
Number of Declared Majors - Fall Semester						
BA Psychology						
Full-Time	49	41	33	32	36	38
Part-Time	12	8	11	12	12	11
Total	61	49	44	44	48	49
BS Psychology						
Full-Time	109	103	124	138	156	126
Part-Time	52	42	34	33	50	42
Total	161	145	158	171	206	168
Combined Undergraduate Programs						
Full-Time	158	144	157	170	192	164
Part-Time	64	50	45	45	62	53
Total	222	194	202	215	254	217

Note: At the beginning of Fall 2010 enrollment in the program had risen to 288

III B. Degrees Awarded Over Past 5 Years
Source: CSU Office of the Provost

Judgment: Satisfactory

Measure	2005/06	2006/07	2007/08	2008-09	2009-10	5-Year Avg
Number of Degrees Conferred - Fiscal Year						
BA Psychology	7	5	3	5	4	5
BS Psychology	18	31	14	11	21	19
Combined Undergraduate Programs	25	36	17	16	25	24

III C. Comparison With CSU & University System of Ga. Programs
Source: CSU Office of the Provost

Judgment: Satisfactory

Baccalaureate Degrees Awarded in Psychology Programs at USG State Universities						
USG Institution	2004-05	2005-06	2006-07	2007-08	2008-09	5-Year Avg
Albany State University	54	49	36	40	38	43
Armstrong Atlantic State University	21	14	14	23	25	19
Augusta State University	45	38	49	44	34	42
Clayton College & State University	NA	NA	NA	NA	NA	
Columbus State University	19	25	36	17	16	23
Fort Valley State university	28	23	21	14	24	22
Georgia College & State University	68	81	90	94	84	83
Georgia Southwestern State University	27	34	41	33	39	35
Kennesaw State University	115	128	143	161	179	145
North Georgia College & State University	42	48	24	32	45	38
Savannah State University	NA	NA	NA	NA	NA	
Southern Polytechnic State University	NA	NA	NA	NA	NA	
State University of West Georgia	73	64	87	75	92	78
Total	492	504	541	533	576	529

III D. Retention Rates
Source: CSU Office of the Provost

Judgment: Satisfactory

Retention Rate									
The cohorts below are first-time full-time undergraduate students enrolled fall semester who entered CSU in the fall or the preceding summer term.									
Major Program	Number in Fall 2006 Cohort	Fall 2006 Cohort Returning Fall 2007		Number in Fall 2007 Cohort	Fall 2007 Cohort Returning Fall 2008		Number in Fall 2008 Cohort	Fall 2008 Cohort Returning Fall 2009	
		Number	Rate		Number	Rate		Number	Rate
Psychology	42	34	81.0%	34	24	70.6%	39	24	61.5%

III E. Student Learning Indicators

Judgment: Above Average

The best indicators of student learning are performance on the Educational Testing Service's Psychology Major Field Test (PMFT). This test has been administered to our graduating seniors over the past two years (N = 36).

A summary of the results is presented below.

Academic Year 2009-2010 (N = 23)

Total Score (Mean = 159, 60th percentile nationally)

Means and percentile ranks on the four subscores:

Learning, cognition
(M=57, 50th percentile)

Perception, sensory, physiology, comparative
(M=62, 75th percentile)

Clinical, abnormal, personality
(M=56, 45th percentile)

Developmental, social
(M=54, 35th percentile)

Means and percentile ranks on the six assessment indicators:

Memory, thinking
(M=53, 65th percentile)

Sensory, physiology
(M=46, 75th percentile)

Developmental
(M=48, 50th percentile)

Clinical, abnormal
(M=68, 55th percentile)

Social
(M=58, 30th percentile)

Measurement, methodology
(M=64, 85th percentile)

Academic Year 2008-2009 (N = 13)

Total Score (Mean = 163, 75th percentile nationally)

Means and percentile ranks on the four subscores:

Learning, cognition
(M=63, 80th percentile)

Perception, sensory, physiology, comparative
(M=68, 90th percentile)

Clinical, abnormal, personality
(M=61, 70th percentile)

Developmental, social
(M=58, 55th percentile)

Means and percentile ranks on the six assessment indicators:

Memory, thinking
(M=59, 85th percentile)

Sensory, physiology
(M=51, 85th percentile)

Developmental
(M=48, 50th percentile)

Clinical, abnormal
(M=71, 70th percentile)

Social
(M=67, 65th percentile)

Measurement, methodology
(M=61, 75th percentile)

Over the past two years, psychology seniors (N=23) have been surveyed prior to graduation using the PSYCDATA senior exit survey (see Appendix 1).

The following items on the PSYCDATA senior exit survey provide additional indicators of student learning. Each is scored on a scale of 1 - 5 (strongly disagree – strongly agree). The mean response to each item is indicated in parentheses.

You learned the theories and principles of the major content areas of psychology.   (M = 4.3)

You learned how psychological theories, principles, or methods are applied to help
solve individual and societal problems. (M = 4.1)
You can understand research studies in psychology. (M = 4.5)
You can critique research studies in psychology. (M = 4.3)
You can design research studies in psychology. (M = 4.4)
You can understand statistics. (M = 4.1)
You can carry out statistics. (M = 3.9)
You can interpret statistics. (M = 4.1)
You can critically evaluate theories of psychology. (M = 4.0)
You can critically evaluate methods of psychology. (M = 4.0)
You can critically evaluate applications of psychology. (M = 4.1)
You learned effective communication skills. (M = 4.1)
The writing assignments in your psychology courses helped you develop general writing skills (M = 4.5)
You can write research papers in APA style (M = 4.6)
You have learned specific job or work-related knowledge and skills (M = 3.9)
You are able to think more critically. (M = 4.5)
You learned effective computer skills. (M = 4.4)
You learned teamwork skills. (M = 4.2)
You are able to learn effectively on your own (M = 4.7)
You have learned to apply scientific methods and principles (M = 4.4)
You are able to view the scientific method as valuable for personal and professional discovery (M = 4.3)
You are able to create coherent and integrated arguments based upon research evidence (M = 4.3)
You are able to practice skepticism selectively to improve your evaluation skills (M = 4.4)
You are able to identify how ethical standards enhance or constrain research (M = 4.6)
You are able to execute appropriate ethical safeguards as a researcher's responsibility (M = 4.6)
You are able to apply theory to explain and predict behavior (M = 4.3)

III F. Graduation Rate of Program
Source: CSU Office of the Provost

Judgment: Satisfactory

Six-Year Graduation Rate								
The cohorts below are first-time full-time undergraduate students enrolled fall semester who entered CSU in the fall or the preceding summer term.								
Major Program	Number in Fall 2001 Cohort	Fall 2001 Cohort Graduating by 2007		Number in Fall 2002 Cohort	Fall 2002 Cohort Graduating by 2008		Number in Fall 2003 Cohort	Fall 2003 Cohort Graduating by 2009	
		Number	Rate		Number	Rate		Number	Rate
Psychology	18	7	38.9%	29	6	20.7%	50	16	32.0%

III G. Cost Effectiveness of Instructional Delivery
Source: CSU Office of the Provost

Judgment: Above Average

Department Budget and Instructional Costs						
Measure	2005/06	2006/07	2007/08	2008-09	2009-10	5-Year Avg
Departmental Budget - Fiscal Year						
Pro-Rated State Funds	$472,474	$496,322	$427,480	$482,321	$540,224	$483,764
Grant Funds	$5,300	$12,019	$0	$0	$0	$3,464
Total	$477,774	$508,341	$427,480	$482,321	$540,224	$487,228
Cost per Major - Fiscal Year						
(Total Expenditures/Number of Declared Majors)	$2,152	$2,620	$2,116	$2,243	$2,127	$2,252
(State Funds/Number of Declared Majors)	$2,128	$2,558	$2,116	$2,243	$2,127	$2,235
Credit Hours Taught Fall and Spring Semesters	4,304	4,421	3,312	3,740	3,635	3,882
Cost per Credit Hour - Total Expenditures	$111	$115	$129	$129	$149	$127
Cost per Credit Hour - State Funds	$110	$112	$129	$129	$149	$126

Total Instructional Costs per Credit Hour and Headcount at CSU					
Fiscal Year	Instructional Costs	Total Credit Hours Generated	Total Headcount	Cost per Credit Hour	Cost per Headcount
2006	$27,447,173	161,899	7,475	$170	$3,672
2007	$29,820,122	166,008	7,597	$180	$3,925
2008	$31,868,466	164,732	7,590	$193	$4,199
2009	$31,193,232	171,280	7,953	$182	$3,922
2010	$34,596,532	178,470	8,179	$194	$4,230

Section Four - Program Viability

IV A. Summary of Program's Viability

Judgment: Very Strong

Reference supporting information previously presented in this report

The Psychology Program at Columbus State University is viable.

Responses to items on the PSYCDATA senior survey indicate that our graduates:

    Are satisfied with many different aspects of the program

Agree that the program is meeting their needs
Agree that the program is providing quality advising
Agree that the program is providing opportunities for student research projects
Agree that the program is incorporating technology well
Agree that the program is utilizing multicultural perspectives
Agree that they have learned many aspects of psychological science

Faculty credentials indicate that the quality of the faculty is very strong (see faculty vitae, Appendix 2).

Responses to items on students' evaluations of faculty and courses over the past five years indicates that our students feel the quality of teaching is high.

The number of student presentations at conferences indicates that quality opportunities for student research projects exist.

The number of faculty presentations at conferences indicates that the quality of faculty research and scholarship is strong (see faculty vitae, Appendix 2).

The number of service activities contributed by program faculty indicates that the quality of service is high (see faculty vitae, Appendix 2).

The number of honors received by students and faculty, and the number of psychology graduates accepted into graduate programs indicate that quality of faculty and student achievements is good.

Performance on the Educational Testing Service Psychology Major Field Test (PMFT) indicate that our graduates are meeting the program's intended outcomes and have acquired knowledge in many aspects of psychological science.
The availability of classroom space, laboratory space, and equipment indicate that the quality of facilities and equipment in the program is good.

Enrollment in the program over the past five years has averaged 217 students, and at the beginning of Fall 2010 reached 288 students, indicating that the program is viable in terms of number of majors.

The number of degrees awarded over the past five years, the six-year graduation rates, and the one-year retention rates indicate that the program is viable in terms of retention, progression, and graduation.

Summarize recommendations for the future of the program

Recommendations for the future of the program can be summarized as follows:

The Psychology Program at Columbus State University should be enhanced and expanded to meet the needs of the growing enrollment in the program.

Most importantly, enhancement and expansion should include the recruitment and hiring of additional full-time faculty members so that the needs of our students may be adequately served.

Additionally, the recommendations outlined in the consultant report received from the APA Education Directorate should be thoughtfully discussed and evaluated by the program faculty during Academic Year 2010 – 11 for possible inclusion in changes to the curriculum, learning outcomes, and program assessment.

Include timetable for program changes

The summary recommendation stated above could be met within two years if funds are made available.

IV B. Summary of Program Improvement Plan

Judgment: Very Strong

Reference recommendations previously made in this report

The program improvement plan can be summarized as follows:

- Recruit and hire at least two additional full-time faculty members so that the number of full-time faculty teaching upper-division courses in the program reaches seven.

- Increase the quality of the reward system for faculty through increasing baseline salary levels, merit raises, and teaching load reductions.

- Develop a tutorial system for psychology students in upper-division psychology courses.

- Discuss and consider the recommendations outlined in the consultant review obtained in Spring 2010 from the APA Education Directorate's Departmental Consulting Service.

- Increase funding for student and faculty travel to conferences where their research can be presented, and maintain funding for purchases of additional hardware, software, and other resources for use in student / faculty research projects.

- Seek and acquire additional lab space for student / faculty research collaborations.

- Develop better strategies for maintaining contact with alumni.

- Continue development of online and web-enhanced sections and courses, and support continued faculty development in instructional technology.

- Increase the number of quality internship opportunities for psychology students.

Specify initiatives/actions to be implemented

See summary of program improvement plan above.

Include timetable for program changes

The summary improvement plan outlined above could be met within five years if funds are made available.

Address any new or reallocated resources required to implement improvement plan

- Recruit and hire at least two additional full-time faculty members

- Increase the quality of the reward system for faculty.

- Develop a tutorial system for upper-division psychology courses

- Increase funding for student and faculty travel

- Seek and acquire additional space for student / faculty research collaborations.