

Psychology Department Program Evaluation Report

CRITERIA 1: Impact and Overall Essentiality of the Program; connection to mission, vision, and ASU2020

Goal 1: Academic Excellence

Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.

Initiative 1.1

Courses.

- The curriculum offered by the Psychology Department includes rigorous courses in psychological sciences that cover basic and applied research findings in a wide-range of sub-fields, including human development, brain and behavior, cognitive neuroscience, social psychology, learning, human sexuality, personality, sensation and perception, testing and assessment.
- Psychology students are required to take research methods and statistics, and almost all courses incorporate the scientific method and critical thinking in the curriculum.
- Academic writing is emphasized in all courses; faculty support writing skills by giving substantial feedback, requiring drafts in some classes, providing clear rubrics, and sample papers.
- Faculty engage in formal and informal assessment reflected in curriculum change.

Skills.

- The psychology major prepares undergraduates for the workforce through the emphasis of critical thinking, problem solving, oral and written communication, teamwork, and project management.

Research.

- Quality teaching and mentoring in the psychology department is evidenced by the number of faculty involving undergraduate students with research. Students are encouraged to develop their own research projects and present their studies at Student Scholar Days (SSD), and at regional and national conferences. As a testament to this ongoing work, most years a significant portion of the posters and oral presentations at SSD are by psychology students.

Advising.

- Faculty are committed to high quality undergraduate advising including personalized support developing career plans, educational goals, and advising on course schedules.

Initiative 1.2

Faculty Service.

- In line with the American Psychological Association's (APA) division of civic engagement, faculty in the psychology department work in applied social settings through partnerships with local schools, Alamosa County Nursing Services, San Luis Valley Regional Science Fair, Walmart Foundation's Minority Success Initiative, and regional conferences.

Undergraduate Teaching.

- Part of ASU's goal of academic excellence includes providing responsive curriculum that inspires diverse student populations and fosters civic responsibility. Our curriculum supports developing awareness of social issues such as child maltreatment, mental health treatments, consequences of poverty, discrimination, and prevention of violence and destructive conflict.
- The psychology department offers courses that teach social responsibility, such as reproduction, health, and prosocial behaviors as well as ethics, moral behaviors, multicultural issues, and emotional well-being.

Initiative 1.3

- Psychology remains one of the most popular majors at ASU and consistently is one of the top three majors nationally (Halonen, 2011). USA Today reported in 2016 that psychology was the second most popular major in the country (Stockwell, 2016).
- We offer classes that other majors need such as Education, Nursing, and Human Performance and Physical Education: Introduction to Psychology, Introduction to Statistics, & Lifespan Development for Nurses.
- Many students continue with graduate education here at ASU through the Counseling MA.

Initiative 1.4

- We have embraced the inclusion of diversity advocates on search committees.
- Two faculty attended summer equity institutes through Center for Excellence and Learning Training (CELT)
- Our goal as a department is to eventually have all faculty participate in the equity institute.

Goal 2: Student Success

Adams State University will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes.

Initiative 2.1

- The faculty and administrative assistants in the psychology department provide outstanding support for students through hands-on teaching methods, outreach to struggling students, and student advising.
 - One of the strengths of the psychology department is that faculty teach using a wide-range of methods to maximize student engagement and success. These methods include discovery learning projects, small group collaborations, demonstrations, videos, and the use of self-assessments for students to learn about their own mental and emotional processing.
 - Learning opportunities are also offered outside the classroom through research, projects that require community engagement, the psychology club, and the active Psi Chi chapter (International Honor Society in Psychology).
 - Student advising is valued and emphasized in the department.
- In cases when a student shows a change in attendance or performance, faculty members make an effort to reach out to the student through email and in person.
- Psychology faculty are dedicated to meeting one-on-one with students to develop student schedules and provide guidance regarding careers and options post-graduation.
- Several classes include curriculum surrounding career goals and career development, including Lifespan, Adolescent and Adult Development, Personality, and Professional Seminar.

Initiative 2.2

- Students who start as a Psychology minor often convert to a Psychology major.
- We are one of the few institutions in the country and the only university in Colorado that offers an undergraduate degree in Sports Psychology.
- Faculty support transfer students through academic advising.

Initiative 2.3

- The psychology department works in collaboration with Sports Psychology and Human Performance and Physical Education. Faculty are knowledgeable about course requirements in both departments, and work with students to develop most optimal schedules for graduation.
- The department hosts a Psychology Advising Night with free pizza for students, an opportunity for students to ask questions to a panel of faculty, and PINs are available for students who have completed a course schedule.
- First and second on the list of department strengths identified by student exit interviews were:
 - Faculty were helpful/approachable/friendly/passionate/vested in student success
 - Connections and individual attention from faculty in and out of class
- Advising was one of the top strengths of the department identified through exit interviews.

Initiative 2.4

- All psychology faculty include hands-on educational experiences.
 - These occur as part of normal coursework in virtually every class.
 - Research oriented required and elective courses incorporate in- and out-of-class research projects: PSYC 211, Statistics; PSYC 345, Psychological Assessment; PSYC 355, Research Methods.
 - In addition, a number of courses are designed to offer flexible experiential learning: PSYC 479, Special Topics; PSYC 499, Independent Study, PSYC 480/481, Honor's Seminar; PSYC 490, Field Studies; PSYC 493/494, Senior Thesis, and PSYC 495 Independent Research.
- The Psychology Department has been a leader in embracing HIPS (High-Impact Practices) related to undergraduate research.

Initiative 2.5

- On the exit interviews students report strong connections and individual attention from faculty.
- Several professors offer extra credit and encourage university-wide participation in events such as theater, guest speakers, music, and other cultural events.
- Active Psi Chi Chapter (International Honor Society in Psychology) which meets jointly with Psychology Club. Club members are encouraged to convert to Psi Chi when they meet GPA eligibility requirements.
- Undergraduate research opportunities. One of the most frequent positive comments on the exit interviews was the undergraduate research opportunities with faculty.

Initiative 2.6

- To support student success and graduation we offer a number of online courses, work with students one-on-one, and offer Field Studies (PSYC 490), which is an opportunity for students to work independently with faculty and partner with local business and non-profit organizations.

- We have a Supplementary Instructor available for Introduction to Statistics, which has increased the number of students passing statistics.
- We solicit feedback from students on exit interviews, and make adjustments based on comments. We made the following changes reflected in fewer comments in recent exit interviews:
 - Increased emphasis in research
 - Added two program emphases (Clinical & Developmental)
 - Improved advising
 - In collaboration with Human Performance and Physical Education we added a Sports Psychology major
- The Psychology Department offers expertise to other departments and initiatives, such as survey creation and assessment, data analysis, program reviews, focus groups, and provides recommendations for curricular changes to other departments:
 - One professor assisted the Math Department, via Title V, in surveying students regarding difficulties with remedial Math courses. The goal was to reduce obstacles and increase graduation rates.
 - One professor assisted various student support services, via Title V, in surveying students regarding why they chose to use or not use tutoring, the writing lab, the Math Lab, and other support services. The goal was to reduce obstacles and increase graduation rates.
 - One professor created shared governance reports based on campus surveys.

Goal 3: Personal and Professional Development

Adams State University will provide educational and professional development opportunities for faculty and staff.

Initiative 3.1

- Five faculty have organized and presented at campus programming, lunchtime talks, and faculty lecture series
- One professor collaborated with a professor from Chemistry providing a 4-part Assessment Workshop focused on test construction, reliability and validity

Initiative 3.2

N/A

Initiative 3.3

- The psychology department budgets for faculty to attend regional and national conferences in the field of psychological sciences, such as:
 - American Psychological Association
 - North America Society for Psychology and Sport
 - Association for Psychological Science
 - National Institute for the Teaching of Psychology
 - NorthEastern Evolutionary Psychology Society
 - Association for Psychological Science
 - Human Behavior and Evolution Society
- Conferences are made possible due to revenue sharing based on work through Extended Studies.

Initiative 3.4

- In 2011, one professor convened the faculty development committee; since 2012, she has served as the Chair of Faculty Development Committee, which has contributed to professional development in the following ways:
 - Redesigned and delivered new faculty orientation
 - Developed winter retreat
 - Developing and coordinating academic year programming
- The Psychology Department has been supportive by providing this faculty member with half-time course release for this work.

Goal 4: Access & Affordability

Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.

Initiative 4.1

- We offer online courses, and several new ones have been developed.
- We engage in appreciative advising.
- Several classes support learning study skills, metacognition, memory, time management skills to help students navigate other classes and degree completion.

Initiative 4.2

N/A

Initiative 4.3

N/A

Goal 5: Community Relations

Adams State University will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.

Initiative 5.1

Faculty support San Luis Valley events through most faculty participating in the faculty lecture series, as well as speaking at Lunchtime Talks in Science and Mathematics, as several faculty serving as members on the Scientific Review Committee for the San Luis Valley Science Fair (SLVSF), and multiple faculty serve as head judges for the SLVSF.

Initiative 5.2

- N/A

Initiative 5.3

- Field studies (PSYC 490) is a course that requires professors and students to work with local business and non-profit organizations.
- Child Development required observations in schools, and has required that students help support Alamosa Elementary book fair.

Initiative 5.4

- See section 5.3 above

Initiative 5.5

- One professor contributed a book chapter to the edited volume of *The San Luis Valley: Its Geology, Ecology, and Human History*.

Initiative 5.6

- Community relations is emphasized through course work and through faculty research and service. Several classes encourage students to volunteer in the community as part of their class project, and some courses include a class-wide research project that involves the community.
- Several faculty members are engaged in community-based research such as public participation in public schools, and examining the relationship between student persistence and parenting practices in primary and secondary students. Psychology faculty members regularly engage in service to the community including assisting with the San Luis Valley Science Fair.
- The psychology department includes a psychology club and an active Psi Chi chapter. The goals of these programs are to develop networking, leadership and communication skills beyond the classroom experiences.
- Psychology department supports courses for nursing and education, which are majors that have strong connections with the community.

Goals of the department not found within ASU2020

Table 1 Alignment of Psych 101 with newly adopted Adams Outcomes

Adams Outcomes	Learning Outcome	Associated General Education Goals
Area I: Knowledge of Human Cultures and the Physical and Natural World	Students will recall the major theoretical perspectives, concepts, and important research findings in the major subfields of psychology.	GE Goal #2: a critical understanding of the current state of knowledge, of the methods by which knowledge has been produced, and of the interrelationships among the major academic division of knowledge: Fine Arts, Humanities, and the Natural and Social Sciences.
Area II: Intellectual and Practical Skills, including Critical thinking (GT), Creative thinking (GT), Written communication (GT), Oral communication (GT), Teamwork, Problem-solving (GT)	Students will learn to apply critical thinking skills within the field of psychology.	GE Goal #1: an understanding of and facility in the basic modes of communication and an ability to initiate inquiry, question conventional wisdom, and analyze problems.
Area III: Personal and Social Responsibility Civic Engagement (GT)		GE Goal #3: the development of a global perspective (cultural, historical, societal, and scientific) from which a strong set of ethical and moral values can evolve.
Foundations and skills for lifelong learning		GE Goal #4: the ability to pursue intellectual growth throughout one's lifetime.

Area IV: Integrative and Applied Learning, Including Synthesis and advanced accomplishment across general and specialized studies	Students will apply the important contributions that psychology can make in understanding one's own and other's thoughts and behavior.	
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CRITERIA 2: Quality of Program Outcomes

Results of Annual Assessment Reports 2012-2017

Program Assessment: APG1/LO5 Assessment Results for Supplemental Instruction in Statistics

1. Assessment Results: **(A)** 2012-2013: Students who took advantage of Supplemental Instruction (SI) [spring 2013] did not have higher total % points earned compared to students who did not attend SI. However, specific exam grades were higher if the students attended SI before the exams compared to when those same students did not attend SI before the exams. Another analysis showed that when the final grades were combined for students in two section [fall 2012 & spring 2013], SI attendees did not earn higher final % points earned compared to students who did not attend SI. **(B)** 2013-2014: Analysis from fall 2013 section showed that there was not an association between the number of SI visits and final course grades. Also, not a difference in final course grades. Analysis for spring 2014 section showed similar results. Another spring 2014 section, analyses showed no association between the number of SI sessions attended and final course grade. **(C)** 2014-2015: Analysis of spring 2015 section showed that exam grades were not significantly higher when students attended SI before an exam, compared to when the same students did not attend SI before an exam. However, when four semesters [fall 11, spr 12, spr 13, spr 15] were aggregated students did significantly better if they attended SI. A second instructor combined his fall 14 and spring 15 sections and found that SI final grades were not higher for those who attended SI compared to students who did not. The lack of difference may be due to the improvement of grades of poorer students who attended SI. This is supported by survey results. **(D)** 2015-2016: In combined fall 15 and spring 16 sections, the students who attended SI did not have higher final course grades compared to students who did not attend SI. A second instructor found that in his spring 16 section, those who attended SI earned higher final course grades compared to students who did not attend SI. Additionally, an SI survey showed that for three sections the SI helpfulness rating ranged from 4.25 to 4.29 [very helpful]

2. Curricular or Course Changes Made: Over the past five academic years the analyses of SI effectiveness has brought mixed results. However, when final course grades or exam grades are aggregated over a number of semesters we do see SI benefits. As a result, the Psychology Department advocates for SI funding. It was felt that curricular or course changes were not needed for PSYC 211.

3. Evidence that Changes Made Improved Student Learning: No changes were made, but continued SI assistance was maintained.

Program Assessment: APG2/LO2 Plagiarism Assessment Results in PSYC 101

1. Assessment Results: 2012-2013: During fall 2012 one section signed a no plagiarism pledge, while another section did not. Both sections received a plagiarism handout. Analysis showed no plagiarism in either section.

2. Curricular or Course Changes Made: Although Turn-It-In.com was not used in the plagiarism interventions the department felt that the website sends the message to students that plagiarism is not tolerated. Also, the department decided to continue the use of the plagiarism handout.

3. Evidence that Changes Made Improved Student Learning: Since the plagiarism interventions, the department has not revisited the continued effectiveness of the plagiarism handout. The department has continued the use of Turnitin.com. Plagiarism does not appear to be a major problem.

Exit Exam Assessment: APG1 / LO1, LO2, LO3, LO4, LO5, LO6 Assessment Exit Exam Results

1. Assessment Results: **(A)** 2013-2014: A 100-item in-house take-home practice exit exam was constructed. Graduating seniors took the exam home for completion. The total and sub-scores were compared to the historical means (calculated from spring 1997 to fall 2013 means). The spring 2014 results showed that total scores did not meet the expected 2% increase, nor did two sub-scores. However, the other two sub-scores met or exceeded the expected 2% increase. **(B)** 2014-2015: Fall 2014 and spring 2015 graduating seniors took the practice exit exam described above. Analyses showed that the total scores for both semesters increased by the expected 2%. All sub-scores increased at least by 2%. **(C)** 2015-2016: Fall 2015 and spring 2016 graduating seniors again took the practice exit. Fall 2015 results showed the expected 2% increase for the total scores and three of the four sub-scores. Spring 2016 results showed the expected 2% increase in one sub-score.

2. Curricular or Course Changes Made: No formal curricular or course changes were made. However, the department continues to value the ETS Major Field Test.

3. Evidence that Changes Made Improved Student Learning: The introduction of the take-home exit exam practice test has had mixed effects on increasing student learning. The department continues to grapple with how to increase student motivation to do well on the exam.

Table 2.1 Exit Exam Student Scores

Semester	Mean Sample Size	Total Score	Mean Sub-Scores			
			Learning/ Cognition	Biological	Clinical/ Personality	Develop/ Social
Fall 2012	4	167	64	66	68	73
Spr 2013	17	163	55	64	67	62
Fall 2013	1	171	62	74	61	81
Spr 2014	23	156	50	55	61	56
Fall 2014	7	163	55	64	64	65
Spr 2015	12	162	58	60	66	63
Fall 2015	10	159	57	53	58	63
Spr 2016	10	153	49	55	58	54
Fall 2016	7	162	62	52	67	63
Spr 2017	18	153	54	55	54	52

Notes: The total score range is from 120 to 200. The sub-score range is from 20 to 100.

Table 2.2 Comparison of Results with Other Institutions Nationwide

Semester	Sample Size	Percentile Rank Tot. Score	Percentile Rank of Sub-Score Means			
			Learning/ Cognition	Biological	Clinical/ Personality	Develop/ Social
Fall 2012	4	-	-	-	-	-
Spr 2013	17	44	31	44	25	31
Fall 2013	1	-	-	-	-	-
Spr 2014	23	52	57	48	43	39
Fall 2014	7	-	-	-	-	-
Spr 2015	12	42	50	50	58	42
Fall 2015	10	30	50	30	40	40
Spr 2016	10	50	40	50	40	40
Fall 2016	7	-	-	-	-	-
Spr 2017	18	39	39	39	50	33

Notes: This table provides the percentile ranks for each graduating classes mean total score and mean sub-scores. It should be noted that there is a wide range of performance in each graduating class.

3. Resulting course or curricular changes: During the 2011-2012 academic year PSYC 468 (History and Systems of Psychology) was made a required course for all psychology majors. Students are also advised to take the course during their senior year. It was expected that this review would help to solidify previous learning from other courses.

4. Have changes resulted in improved student performance? Comparing ETS Major Field Test results with the historical means has shown some increases in student learning; however, these increases are not consistent. The introduction of the practice exam and making PSYC 468 required may account for some of the increases in student learning.

Scores of graduates on national assessments

ETS Major Field Test Analyses

See Tables 2.1 and 2.2. It should be noted that there is a wide range of performance in each graduating class. For example, two of the ten spring 2016 graduates had total scores at or above the 80th percentile. This outcome also occurred with the fall 2015 graduating class. Three of 12 spring 2015 graduates had total scores at or above the 75th percentile. The spring 2014, spring 2013, and spring 2012 graduating classes show similar results.

Resulting course or curricular changes

During the 2011-2012 academic year PSYC 468 (History and Systems of Psychology) was made a required course for all psychology majors. Students are also advised to take the course during their senior year. Within the history/systems context, this is the only course (other than PSYC 101, Introduction to Psychology) offered which provides a general review of the discipline. It was expected that this review would help to solidify previous learning from other courses, thus increasing knowledge of the discipline for our graduates. Also, as described above a practice exit exam was introduced beginning with the spring 2014 graduating class.

Have changes resulted in improved student performance?

Comparing ETS Major Field Test results with the historical means has shown some increases in student learning; however, these increases are not consistent. The introduction of the practice exam and making PSYC 468 required may account for some of the increases in student learning. The department plans to continue to explore new methods to increase student learning.

Jobs secured by graduates

The Psychology Department's Spring 2018 Alumni Survey results show graduates in the following careers:

- Associate Dean, Professor, Behavior Therapist, Case Manager, Clinical Supervisor, Business Consultant, Licensed Professional Counselor, Director of Hospital Operations, Doctor of Chiropractic, Elementary School Teachers, Foster Care Coordinators, Labor Relations/Employee Relations, Lead Instructional Designer, Licensed Addictions Counselor, National Sales Manager, IT Manager, Police Officer, Probation Officer, Professional Trainer, Residential Counselor, School Counselors, Social Worker, Senior Associate Dean, Accountant, US Army, and US Navy

Admission to Graduate Schools

The Psychology Department's Spring 2018 Alumni Survey results show graduates having been accepted to the following universities for graduate study:

- Adams State University, University of Colorado, University of Northern Colorado, University of Denver, Colorado State University, Regis University, University of New Mexico, Northern Arizona University, Southern Illinois University-Carbondale, Logan University, Kansas State University, Palm Beach Atlantic University, Idaho State University

Additional evidence pertaining to this criterion

Psychology Student Travel & Presentations 2012-2017

- Thirty-four students presented student research at Student Scholar Days
- Seventy-eight students attended the Rocky Mountain Psychological Association Conference
- Fifty-eight students presented research at the Rocky Mountain Psychological Association Conference
- One student presented nationally at the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science, Los Angeles, CA
- Three students presented nationally at the Association for Psychological Science
- Twenty-one students travelled internationally to Turkey, Greece, Austria, and Germany
- Eleven students received grants ranging from \$120-1500 from Psi Chi for travel and research

CRITERIA 3. Demand for the Program

Internal demand: Induced Course Load Matrix – multiple slices.

Table 3.1 Percent of Psychology Credits completed by student major

Year	Psychology	Education	HPPE	Nursing	All Others
2014-2015	41.5	5.0	3.7	8.5	41.3
2015-2016	39.8	4.6	3.7	8.3	43.6
2016-2017	41.6	4.3	3.9	7.9	42.3
Average	40.9	4.6	3.8	8.2	42.4

Employment opportunities: National and State statistics

Psychology graduates are trained in conducting research, data analysis, interpersonal skills, and often have good writing and communication skills; therefore, there are a wide-range of job opportunities in corporate and organizational settings for individuals who have a bachelor's degree in psychology.

- Employment opportunities for individuals with a baccalaureate degree in psychology include jobs in administration, data analysis, computer programming, employment or career counselors, corporate training, human resources, management roles, military positions, rehabilitation, parole officers, public affairs, sales, service industries, and writers.
- According to American Psychological Association, the U.S. Bureau of Labor Statistics (BLS, 2011) expects that opportunities in psychology will continue to grow over the next decade. With the continuing demographic shift of more older adults and retired individuals one area of growth for job opportunities is in retirement communities and assisted living.
- The most popular job titles in the country for people with a BA degree in psychology are (Rajecki & Borden, 2011): administrative assistant, social services manager, social worker, mental health counselor, mental health case manager, applied behavior analysis therapist, nonprofit program coordinator, human resources administrator, employment/recruitment specialist, substance abuse counselor

- Careers that require a graduate degree in psychology include mental health professions including family and marriage counselors and clinical psychologists working in private practice or public sectors such as hospital or institutional settings.
 - Careers in research, teaching and experimental psychology usually require graduate training.
 - Specialized areas of applied psychology that require a graduate degree in psychology include educational, forensic, sports, and industrial/organizational psychology.
 - Individuals who earn a master’s degree can obtain jobs in consulting, government, education, data analysis, or counseling psychology with the most common master’s degrees awarded in areas of clinical, counseling, and industrial and organizational psychology. For individuals interested in advanced clinical work such as working in areas of trauma or pathology a doctoral degree is required. An undergraduate psychology degree gives access to graduate programs in areas outside the specific discipline of psychology including business, education, law, medicine, and social work.
- Approximately 25% of students with undergraduate psychology degrees pursue graduate work (National Center for Education Statistics).
 - 4-6% pursue doctoral study
 - 20-22% pursue a master’s degrees in psychology
- For individuals who pursue graduate training in psychology, the job opportunities are strong.
 - Bureau of Labor Statistics projects a 14% growth from 2016 to 2026, which is faster than the average for all occupations.
 - Career opportunities are best for those who have a doctoral degree in an applied specialty, such as clinical and school psychologists.
 - Psychologists can work in mental health centers, social service agencies, schools, hospitals, and private practice.

10-year trend of graduates

Table 3.2 Degrees award by track over 10-year period (2007-2017)

Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total
Psychology	10	13	16	17	18	16	20	14	8	8	140
Clinical Psych.	--	--	--	--	--	--	1	4	4	10	19
Dev. Psychology	--	--	--	--	--	--	--	4	2	2	8
Sport Psychology	1	1	--	1	1	1	6	2	1	5	19
Total per year	11	14	16	18	19	17	27	24	15	25	186

National, state, and local enrollment trends

- Between 2013-2017, Colorado colleges and universities graduates an average of 1951 psychology majors per year
- Data sourced from College Factual reported in 2016 that psychology was the second most popular major in the country (Stockwell, 2016).

CRITERIA 4: Size, scope, and productivity of the program

Table 4.1 Degrees awarded 2012-2017

Emphasis	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Psychology	16	20	14	8	8
Clinical Psychology	--	1	4	4	10
Developmental Psychology	--	--	4	2	2
Sport Psychology*	1	6	2	1	5
TOTAL	17	27	24	15	25

* Sport Psychology is offered in conjunction with HPPE

Table 4.2 Degrees per FT faculty member 2012-2017

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2.8	4.5	4	2.5	4.1

Table 4.3 Total SCH generated by program

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4069	4232	3965	3918	3893

Table 4.4 SCH generated by program per full-time faculty member

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
678	705	661	653	649

Service to campus

The Psychology Department has a long standing tradition of serving the campus-wide community. One hundred percent of our current tenured and tenure-track faculty are engaged in committee work on campus. Seventy-five percent of our current tenured and tenure-track faculty have engaged in leadership positions in the campus-wide community.

Campus wide committees that Psychology faculty have served on include the following:

- Faculty Senate, Essential Learning Task Force, Curriculum Innovation Teams, Retention Committees, Student Scholar Days, Institutional Review Board, Curriculum Review Committee, Faculty Technology Advisory Committee, Strategic Task Force for Academic Master Plan Committee, Academic Program Evaluation Committee

Campus wide committees that our tenured and tenure track faculty have chaired include the following:

- Faculty Development Ad-hoc committee, Strategic Plan Goal 3 sub-committee, Higher Learning Commission Reaffirmation of Accreditation, Criterion 3, Promotion & Tenure Committee, Institutional Review Board, Honors Committee

In several cases, campus wide committees mentioned above began with the Psychology Department and we have continued to serve on these committees since their inception. This is the case with the Institutional Review Board and Student Scholar Days. In the cases of the Faculty Technology Advisory Committee and the Curriculum Review Committee, we have had a member from the Psychology Department serving on these committees for five-plus years.

Service to community & community engagement

- Faculty within the Psychology Department have provided service to the community through their relationship with science fair. Our faculty members have served and are currently serving on the Scientific Review Committee for science fair and also serve as head judges for science fair.
- Two faculty members have served as board members and volunteers at local school districts.
- Finally, we have served the community through partnerships and interactions with organizations like Upward Bound and the San Luis Valley Area Health Education Center.

Criteria 5: Cost & benefit of the program

Salaries and program delivery costs (including administrative costs and specialized course support costs)

Table 5.1 Overall program costs

Description	FY 17-18
Faculty Compensation - Regular	395, 913
Faculty Benefits	140,766
Support Staff Compensation	14,508
Support Staff Benefits	7,199
Reserve for Salary	0
Student Hourly Compensation	1,380
Operating Expenses	13,000
Reserve	5,000
TOTAL	577,766

Table 5.2 Cost of program per metric

Metric	Amount
Cost/FT faculty	\$96,294.33
Cost/graduate	\$27,512.66
Cost/SCH	\$147.20

Revenue generated by the program - N/A

Formal and documented recruiting efforts by program personnel

- Regular participation with Discover Days
- Interaction with students at Science Fair

Evidence of recruiting success - N/A

CRITERIA 6: Faculty and program strengths and accomplishments

Faculty credentials, skills, flexibility, breadth/depth, etc.

All Adams State psychology faculty hold doctoral degrees in their discipline. Advance study in psychology provides unique preparation for serving diverse learners and supporting students in their transition to a university setting. Psychology is the disciplinary home to research in the cognitive sciences which informs most of what is known about teaching, learning, and assessment in higher education. In other words, psychology faculty are well-versed in pedagogy, metacognition, self-regulated learning, writing effective exams, curricular design, and effective study strategies, among other areas related to student success. Additionally, our education and professional development have prepared us for constructing scales and surveys, statistical analysis and interpretation, assessment study design, program evaluation, research team management, knowledge of the science of teaching and learning. Faculty in our department have utilized these skills to contribute to the campus as a whole through our service work, professional development sessions, and consultation/participation in Master's theses. Moreover, though we have disciplinary specialization, most faculty view themselves as generalists. We may teach courses outside our immediate specialization to provide breadth to our curriculum.

Faculty academic and/or professional credentials beyond the minimum required by HLC.

Though our primary duties at Adams State relate to teaching, faculty in the psychology department bring academic strengths beyond what is required for teaching or minimum requirements to obtain a Ph.D. in psychology. A sampling of those professional contributions that add value to the department, our students' experiences, and the university's reputation are:

- Editorial work
 - Editorial Boards
 - *Evolutionary Behavioral Sciences*
 - Editorial Review
 - *International Journal of Sport Psychology; Journal of Forensic Psychiatry and Psychology; Behavioral Sciences; Evolutionary Behavioral Sciences; Imagination, Cognition, and Personality; Journal of Experimental Social Psychology; Journal of Clinical Medicine; Psi Chi Journal of Psychological Research; Psychological Reports; European Journal of Social Psychology; Psychology, Crime and Law; International Journal of Psychology and Psychoanalysis; International Journal of Teaching and Learning; Scholarship of Teaching and Learning in Psychology; To Improve the Academy: A Journal of Educational Development; North American Journal of Psychology; Journal of Strength and Conditioning Research*

- Grant and Award Review
 - *Rocky Mountain Psychological Association Teaching Poster Award; Rocky Mountain Psychological Association Student Research Award; Psi Chi (Rocky Mountain) Region Research Awards; Psi Chi Kay Wilson Leadership Awards; Psi Chi Graduate Research Grants*
- Book Authorship
 - *Vertical Mind: Psychological Approaches for Optimal Rock Climbing*
 - *The Neuroscience of Learning: Principles and Applications for Educators*
 - *Two faculty have co-authored books*
- Scale Construction
 - Elison, *Compass of Shame Scale*, available in 13 languages
- Open Science Practices
 - Some faculty and students are versed in the use of the Open Science Framework (OSF), have participated in multi-institution collaboration replication projects, and have worked on pre-registered projects. The OSF is a significant attempt to reestablish good scientific work through collaborations and replications, and participation puts these faculty and students at the forefront of research techniques and learning communities. (Open science practices include sharing of data, research materials, attempting to preregister methods before data collection and analysis, and openness to replication.)
- High impact research productivity
 - High numbers of reads/citations on Research Gate (<https://www.researchgate.net/>)
 - Faculty 1: 8,000+ reads, 380 citations
 - Faculty 2: 4,000+ reads, 814 citations
- Conference Planning and Management
 - Participation on regional and national executive boards has provided faculty with opportunities to plan and deliver conferences and multi-day academic programs.

Quality of the curriculum

The Psychology Department makes a concerted effort to follow best practice. Courses in our curriculum demonstrate department-wide engagement in High Impact Practices as defined by Kuh (AAC&U; 2008)

- Undergraduate research (Research Methods; Assessment; collaboration with faculty on projects)
- Collaborative assignments and projects (Research Methods)
- Internships (fieldwork class)
- Writing-intensive courses (Research Methods, upper-level courses)

For many years, the Psychology Department has conducted exit interviews with graduating students. An analysis of data over the last five years ($N = 57$) was amazingly consistent with an independent analysis of many years of data prior to 2013 (N unknown). There are two clear general themes. First, the vast majority of students identified faculty as a strength: availability / accessibility, caring, helpful, passionate, vested in student success, knowledgeable, good teaching skills & class organization, work ethic. Second, the most common weaknesses or suggestions for improvement involved offering more electives, more upper division courses, or offering current classes more often. In connection with scheduling difficulties, this was often making graduation difficult.

Top 8 Strengths:

1. Great faculty: helpful/approachable/friendly/passionate/vested
2. Connections and individual attention from faculty in and out of class
3. Well-designed courses with knowledgeable professors
4. Research skills / opportunities
5. Variety of faculty interests / specialties / experience / new emphases
6. Class sizes are small
7. Faculty connect theory to real life really well (career and personal)
8. Great advising from faculty

Top 6 Comments for Suggested Improvements or Changes:

1. More electives / upper division courses
2. Class scheduling difficulties / offer classes more often / understaffed
3. Offer more emphases
4. Happy with the program
5. More research opportunities / stats in courses
6. Make Statistics a 2-semester sequence / add an upper-division Stats class

Examining trends in comments over the years, we discovered areas we have maintained, addressed, or been unable to address because of resource limitations.

- We appear to have maintained strengths 1, 2, 3, and, 7
- We have improved by:
 - increasing our emphasis on research
 - added two program emphases
 - and ASU has emphasized better advising
- Unfortunately, we have not been able to address other major suggestions / weaknesses:
 - adding more electives
 - offering courses more often to address scheduling difficulties
 - and class sizes have grown until recently

Degree of alignment to recommendations of national organizations

Program and learning goals of the psychology major are aligned with the American Psychological Association, the largest professional organization in the field of psychology.

Dept. of Psychology Curricular Alignment to American Psychological Association U/G Guidelines

APA Goal 1: Knowledge Base

- LO 1: key concepts, principles, themes
- LO 2: working knowledge of content domains
- LO 3: knowledge applications

APA Goal 2: Scientific Inquiry & Critical Thinking

- LO 1: Use scientific reasoning
- LO 2: information literacy
- LO 3: integrative thinking and problem solving
- LO 4: conduct basic research

APA Goal 4: Communication

- LO 1: effective writing
- LO 2: effective presentation skills
- LO 3: interact effectively with others

APA Goal 5: Professional Development

- LO 1: develop career goals
- LO 2: exhibit self-efficacy
- LO 3: refine project mgt. skills
- LO 4: teamwork

LO 5: Incorporate sociocultural factors
APA Goal 3: Ethical & Social Responsibility

LO 5: develop professional direction

- LO 1: Apply ethical standards
- LO 2: Build interpersonal relationships
- LO 3: Adopt values that build community

ASU Academic Prog. Goal 1: Know the major concepts, perspectives, findings. Students will be able to:

- LO1: describe concepts, language, and major theories
- LO2: explain the major perspectives of psychology
- LO3: explain the historical trends
- LO4: describe the major empirical findings
- LO5: describe the basic characteristics of psychological science
- LO6: describe the ethical principles

ASU Academic Prog. Goal 2: Demonstrate skills in research, communication, ethics. Students will be able to:

- LO1: design, conduct, and evaluate research
- LO2: demonstrate effective written and oral skills
- LO3: practice ethical behavior
- LO4: use critical thinking
- LO5: apply psychological content and skills to professional work

Table 6.1 Alignment with American Psychological Association Goals

APA Goals & Learning Outcomes Crossed with ASU Psychology Dept. Goals & Learning Outcomes												
APA Goals	APA LO's	Academic Program Goal 1						Academic Program Goal 2				
		LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 1	LO 2	LO 3	LO 4	LO 5
Goal 1	LO 1	x	x	x	x	x						
	LO 2	x	x	x	x	x						
	LO 3	x	x	x	x	x						
Goal 2	LO 1							x				
	LO 2							x			x	
	LO 3							x				x
	LO 4							x				
	LO 5							x			x	x
Goal 3	LO 1						x			x		
	LO 2							x				x
	LO 3	x			x							x

Goal 4	LO 1								x			
	LO 2								x			
	LO 3							x		x		x
Goal 5	LO 1											x
	LO 2							x				x
	LO 3							x				x
	LO 4							x				x
	LO 5											x

Accredited by external organization - N/A

Quality of physical, online, or other resources (equipment, software, facilities, etc.) required to deliver the program.

- The psychology department is a financial contributor to our subscription for the Statistical Package for the Social Sciences (**SPSS**). We share this cost with Sociology. This program is available in shared computer labs across campus, thus a number of other departments have access to it. This program has also been used to analyze data from campus-wide surveys.
- Other software we maintain for research purposes include:
 - **BioPac**, a program for biophysiology research.
 - **E- prime** experimental software. For more information: <https://pstnet.com/products/e-prime/>

Psychology and Sociology share **two small lab spaces**. These rooms are used for running research subjects and as meeting/workspace for undergraduate research assistants.

Our resources are limited in regard to people power. We have difficulty meeting course rotation demand in our face-to-face courses, and it would be difficult to expand online offerings as in-load.

Criteria 7: Future potential of the program

As a department we have made a concerted effort to address areas of weakness as resources allow. Many changes have been made; however, some of these recommendations have not been directly addressed due to departmental limitations such as staffing and current in-load requirements. In other words, we are under-resourced to meet current student demands.

The psychology department has much to offer to the larger campus community. Properly resourced, we could contribute to the Pathways initiative and First Year Seminar experience, expand online offerings, and contribute to inter-disciplinary efforts such as our collaboration with HPPE.

Some specific changes and potential contributions are outlined below.

- Opportunities to reconfigure or strengthen the program to the benefit of the university

- We offer optional coursework emphases in Developmental Psychology and Clinical Psychology. These could be discontinued to ease upper level rotations
- Potential for program growth with trends in the discipline, student needs, national trends, etc.
 - Address unmet student exit interview recommendations:
 - More electives or upper division courses
 - Make Statistics a 2-semester sequence
 - Add an upper-division Statistics class
 - More Sport Psychology courses
 - Difficulty in scheduling / classes not offered frequently enough /understaffed
 - Contribution to Pathways:
 - To align with pathways we will be developing a capstone experience.
 - Psychology has potential to contributions to the first year seminar in terms of professor expertise/topics
 - Contribute to the themed pathways by offering classes in the different themes, such as forensic focus and a wellness pathway
 - We are working on adding more print based courses
- Potential for development of appropriate online presence
 - We are considering adding enough online classes to offer an online Psychology minor. Current staffing patterns do not allow for this.
- Potential for growth of interdisciplinary programs
 - We currently collaborate with HPPE on our interdisciplinary major, Sport Psychology. Recently, a Master's in Sport Psychology was added which would be an additional avenue for collaboration.
- Opportunities for collaboration or partnerships with other institutions
 - Most of our faculty collaborate with researchers in other institutions across the country and other countries. We will strive to maintain and grow these collaborations to ensure that our undergraduate students have the opportunity to take part in research, an important experience for graduate school acceptance.

References

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