

## **Program Development Plan**

**Program: Psychology - BS & MA**

**Department: Psychology Date: February 8-10, 2009**

**Strengths:**

- Energetic, engaged, enthusiastic faculty who are very involved in teaching providing research opportunities for students.
- Strong, effective departmental leadership. The faculty were uniform in for Dr. McCord's collegial and effective leadership style.
- Departmental collegiality. The faculty work together as a unit, and seem to genuinely like and respect one another. The more experienced faculty actively mentor newer faculty.
- Student-faculty interactions. Students find their instructors and faculty advisors to be accessible and helpful.
- High-quality teaching. Students with whom we spoke praised the faculty as being good teachers; several of them mentioned that they chose psychology as a major after a positive experience in an early psychology class.
- The Department makes a valued and important contribution to both the Liberal Studies program and to Teacher Education courses.
- The Department is a highly-regarded member of the College of Education and Allied Professions.
- Departmental faculty are well-regarded as colleagues by their units in the University including the University administration; they are good "team players" who make important service contributions across the University.
- Faculty are proactive at providing research opportunities for undergraduates, and many undergraduate students engage in research and present at conferences.
- Faculty are actively engaged in scholarship. A third of the faculty have exceptionally high levels of scholarly productivity.
- Strong focus on research training in the MA program.
- High level of success at placing MA program graduates into PhD programs.

| Recommendation   | Strategic Action(s)  | Resources needed<br><b>C=</b> current<br><b>R=</b> reallocation<br><b>N=new</b> | Costs | Person(s)<br>Responsible | Date of<br>Review     |
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| <b>Systematically examine the undergraduate curriculum, with an eye to making specific revisions to align its structure more closely to current guidelines.</b>  | See specifics below  |   |       |                          |                       |
| 1. Faculty should strongly consider requiring courses in each of the four domains specified by the <i>APA Guidelines</i> (learning and cognition; individual differences, personality, social processes; biological bases of behavior; and development). At present, the biological bases of behavior appears to be one area of the curriculum that needs increased focus. | -Reorganize existing courses.<br>-Revisit core area and adjust where appropriate.  |   |       | DH & Faculty             | 12/1/09               |
| 2. In addition, the Department might want to consider including a curriculum component on careers in psychology. This might one-credit course, or a unit within a core course (e.g. Research Design and Analysis).   | -Address earlier in program – incorporate within planning for QEP.   |   |       | DH & Faculty             | First Review – 4/1/10 |
| 3. Discussions of curriculum structure should also include thinking about ways to systematically infuse more research experience into courses taken in the “gap” between the Research Design courses and the Capstone.   | Discuss @ May Retreat way to incorporate research beyond 200-level courses (271 & 272). Design 300 & 400-level courses at research intensive. Require purchase of Research Methods book. |   |       |                          | First Review – 5/1/10 |
| 4. Link discussions of curriculum revision to a discussion of goals and objectives for the major, with an eye to considering how each course or set of courses contribute to the overall program objectives.   | Incorporate in next assessment revision.   |   |       | DH                       | 2011-12               |
| 5. Include course learning goals and objectives in all course syllabi and link objectives back to objectives for the major.  | Make sure Goals & Objectives are included in all course syllabi.   |   |       | DH & Faculty             | 12/1/09               |
| <b>Identify program objectives that clearly distinguish between graduate program tracks, and include in all publicly distributed materials describing the</b>  | Ignore   |   |       |                          |                       |

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| <b>programs.</b>  |  |  |  |   |                              |
| <b>Develop a plan for using any newly-available space by specifying how additional space will provide significant new opportunities for faculty scholarship and student learning.</b>   | Develop Space Utilization Plan for McKee                                       |  |  | To AJ<br>DH & Dean<br>(Psychology,<br>Counseling &<br>Reading, B-K) | 4/1/10<br>Review<br>May 2010 |
| <b>Develop assessment procedures that will provide the department with useful data that can inform specific program changes.</b>  |  |  |  |   |                              |
| 1. Develop a senior exit survey for UG program  | Explore options for deploying survey items.                                    |  |  | Pilot Review  | Fall 2009<br>Dec. 2009       |
| 2. Develop a content assessment instrument for UG program   | Work with Assessment Office to obtain instrument.                              |  |  | Hal Herzog?   | 2011-12                      |
| 3. Develop separate assessment procedures for each graduate program track.  | Ignore   |  |  |   |                              |
| <b>Initiate programs to engage undergraduate students in departmental activities, with an eye to increasing student engagement, attracting majors, and engaging larger numbers of students in research.</b>   | See specifics below.   |  |  |   |                              |
| 1. Develop a departmental email newsletter or student listserv to inform psychology majors about upcoming events, research opportunities, job or internship opportunities, etc.   | Implement  |  |  | DH  | May 2010                     |
| 2. Initiate departmental events to promote and recognize student research, e.g., a Psychology Student Research Symposium at which students present posters and talks. This could also include MA students.  | Ignore   |  |  |   |                              |
| 3. Establish events to recognize and celebrate student achievements. These might include an annual spring department awards ceremony or a psychology department reception for graduating seniors and their parents. Once again, these events could include both undergraduates and graduate students. | Develop Strategies for this at retreat.  |  |  |   | May 2010                     |
| 4. Establish events to promote community among students and faculty. Possibilities include a psychology themed movie night each semester; weekly coffee break for students and faculty at Java City or an off-campus coffee house; weekly brown   | Implement as appropriate.<br>Incorporate elements into Space Utilization Plan. |  |  |   | Review Annually.             |

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| bag lunches with individual faculty members (on a rotating basis)  |           |  |  |    |          |
| 5. Establish speaker series. In addition speakers from outside the campus, current department faculty can discuss their ongoing research, possibly with an eye to increasing undergraduate research participation. | Done      |  |  |    |          |
| 6. Establish career advising events.   | Implement |  |  | DH | May 2010 |
| <b>Redesign website so that it is a more useful source of information for both students and constituents.</b>  |           |  |  |    |          |