

# **PSYCHOLOGY**

**Program Review**

**University of Arkansas at Monticello**

**School of Social and Behavioral Sciences**

**Fall 2014**

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# Goals, Objectives, and Activities

## *1. Describe specific educational goals, objectives, and activities of the program.*

Psychology is a field that examines the thoughts, feelings, and behaviors of individuals for practical application and research through the implementation of objective scientific methods. Psychologists define psychology as the science of behavior and mental processes (Myers, 2011). Psychological researchers pursue investigation to better explain how the human mind functions by examining subjective mental processes such as thoughts, beliefs, feelings, sensations, and perceptions. Further, psychologists research the behaviors of organisms, including such actions that can be observed and recorded. Research in psychology can be applied to a variety of issues that impact health and daily life including treatment of mental health issues, employment productivity, self-enhancement, motivation, forensic culpability, and other areas.

The Psychology program is part of the School of Social and Behavioral Sciences (SSBS) at the University of Arkansas at Monticello (UAM). The program shares many goals with the School of Social and Behavioral Sciences and with the University at large. These include the development and dissemination of knowledge to improve society and the intellectual and social development of individual students.

A student who graduates with a Bachelor of Science in Psychology from the School of Social and Behavioral Sciences (SSBS) should develop the following skills:

- (1) **Research:** Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) **Grounded Knowledge:** A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** The ability to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.
- (5) **Self-Awareness:** An understanding of self and the world by examining the content and processes used in social and behavioral sciences.
- (6) **Sociocultural Awareness:** Recognition for, understanding of, and respect for sociocultural diversity, cultural institutions, processes, and structures.
- (7) **Preparedness for the Workforce:** Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching as well as preparation for graduate and professional studies.
- (8) **Career Planning:** Realistic ideas about how to use the knowledge, skills and values common to

the occupations and graduate programs recruiting graduates from the Social Sciences.

Additional goals specific to Psychology include:

- A. To prepare students for careers chosen from among the diverse options available to Psychology graduates including the pursuit of graduate or professional post-baccalaureate education.
- B. To provide support courses to students in other fields that require knowledge and perspectives gained through the study of Psychology. This is accomplished by offering coursework as part of the Arkansas General Education Requirements and through the opportunity to earn a Minor in Psychology.
- C. To provide accurate, up-to-date content knowledge of the field of Psychology through continual updates to the knowledge base and through faculty research and development.
- D. To engage in scientific research projects and outreach that benefits our students through research involvement that connects with state and national academic communities through professional organizations.

The core mission of the Psychology program, as for UAM in general, is undergraduate teaching. The Psychology program is an integral part of the University's General Education program, providing PSY 1013 Introduction to Psychology as a course for the Social Sciences requirement. Tenure-track faculty devotes 25-50% of their teaching load to General Education courses. Many students enrolled at UAM will take at least one psychology course during their academic career.

PSY 1013 Introduction to Psychology is a very popular General Education course at UAM. Several sections of this course are offered each semester with each section averaging about 55 students per semester. The Psychology program also provides support courses for several other academic majors including Agriculture, Criminal Justice, Social Work, and Nursing. PSY 2203 Statistical Methods and PSY 3443 Developmental Psychology courses are offered each semester and summer to meet these supportive demands. Non-majors also enroll in a variety of popular courses including Dr. Clubb's PSY 3473 Human Sexuality; Dr. Kim's PSY 4673 Abnormal Psychology, and multiple Seminar courses. The most popular research application courses are PSY 2203 Statistics and PSY 2294 Experimental Psychology, both taught by Dr. Poniewaz, Dr. Lee, and Dr. Clubb. Upper-division courses in the Psychology program have both a significant reading component and a substantial writing component.

The Psychology program also sponsors travel study courses as part of the University's Horizons Program (See Appendix F). The Horizons Program is designed to provide UAM students the opportunity for national and international travel to participate in important academic, cultural, and service oriented activities. Travel-study courses are taught as PSY 4683 Seminar. Students receive academic credit for studying the psychology and culture of a location, traveling to the location, and taking part in educational activities. The trip culminates with each student writing an academic paper based on original research about a topic pertaining to that location. Recent

trips have included visits to London to study criminal profiling and to Ireland/Northern Ireland to study the psychology of terrorism.

The Psychology major follows a “cafeteria plan” consisting of a mix of required courses and the selection of a course from four groupings. PSY 1013 Introduction to Psychology, PSY 2203 Statistical Methods, PSY 2294 Experimental Methods and PSY 4673 Abnormal Psychology are required for the Psychology major. The four course groupings are designed to ensure that the student receives a well-rounded experience while offering some flexibility. The student who selects the Human Services Minor enrolls in a two-semester PSY 465V Practicum during his/her senior year. The Arkansas Department of Human Services considers the two-semester practicum as representing one year of work experience. The Human Services Minor is the primary minor for Psychology majors; other Psychology students often take the practicum course as an elective. Approximately 80 percent of all Psychology majors take at least one practicum. The practicum requires a structured exit interview between the practicum instructor (Dr. Kim) and the human services agency supervisor to discuss the student’s performance. The supervisor also provides a grade for the student and completes a formal questionnaire about the experience. Each student provides a structured report of their activities and completion of competency requirements.

Dr. Kim established the national psychology honor society, Psi Chi, in 2008. Additionally, in 2012 a Psychology Club was initiated and created for students interested in the study of psychology in by Dr. Nelson. The Psychology Club allowed participation by a greater number of students. Dr. Lee has assumed the role of advisor to both Psi Chi and the Psychology Club.

***2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.***

The Psychology program is an integral component of the General Education requirements set forth by State of Arkansas Department of Higher Education. The General Education requirements apply to both associate and baccalaureate degree programs. The complete General Education Requirements can be found in Appendix A. PSY 1013 Introduction to Psychology is one of the more popular courses in which students enroll to partially fulfill the social science General Education requirements. Five to six sections of PSY 1013 Introduction to Psychology are offered each semester to meet the student demand. Each section has an average enrollment of 55 students with many sections achieving maximum enrollment levels.

The Psychology program provides support courses for Agriculture, Criminal Justice, Social Work, and Nursing programs. Completion of PSY 3443 Developmental Psychology is required of all students prior to admission to the School of Nursing program. Four sections of PSY 3443 Developmental Psychology are offered each academic year with an average enrollment of 40 students in each section. PSY 2203 Statistical Methods is a support course for the School of Agriculture and the School of Nursing. Six sections of PSY 2203 Statistical Methods are offered each year to meet the demand. PSY 4673 Abnormal Psychology in addition to being a required course for Psychology major, also serves as a support course for the Criminal Justice program.

The Bachelor of General Studies (BGS) degree is also served by the Psychology program. The BGS degree requires students to take three emphasis areas of at least 18 credit hours each. The Psychology emphasis area consists of the following required courses:

PSY 1013 Introduction to Psychology\*  
PSY 2203 Statistical Methods  
PSY 2294 Experimental Psychology  
Nine hours of PSY courses at the 3000-4000 level

\*Note: If this course is taken to satisfy general education requirements it cannot be used to fulfill an emphasis area and another course must be selected.

### ***3. Document market demand and/or state/industry need for careers stemming from the program.***

The demand for Psychology graduates spans several market areas. The majority of Psychology students obtain work in the human services area. According to the 2012 *Health Services and Services Administration HPSA* report, three of the seven counties in Southeastern Arkansas face a severe shortage of mental and behavioral health service providers. A fourth is listed by the *HSPA* as being “critical.” UAM Psychology graduates are a primary source of *Social Worker I* level employees for the Department of Human Services (DHS). The Social Worker I position includes case managers, intake specialists, and child protective service workers. A large number of the local mental/behavioral health services provided by baccalaureate-level employees are graduates of the UAM Psychology program: program graduates currently serve in Southeast Arkansas as directors of hospital behavioral health services and mental health service organizations. Other graduates currently serve as program directors for community outreach agencies. Eight graduates in the past three years have sought the Licensed Practical Counselor degree: two graduates have returned and begun to practice in the region four plan to return to the area after graduation.

Many Psychology graduates seek advanced degrees in areas other than Psychology related fields. Over the years students have been admitted to speech therapy, occupational therapy, and education programs. Currently three of these graduates are providing therapy in the region (two speech-language practitioners and one occupational therapist). These Psychology graduates all report that the psychology degree helped them to prepare for their selected fields through the emphasis on the scientific method and human behavior. Other graduates have taken positions with the court system and corrections department. Further, Psychology is a common second major for students seeking degrees in Criminal Justice, Nursing, and Social Work. The addition of the major or minor in Psychology is considered an asset in those fields.

### ***4. Document student demand for the program.***

Student demand for the Psychology program has been steady over the past five years. As seen in Table 1 there are typically 80 - 90 students enrolled each year as Psychology majors. This is

likely due to the stable demand and opportunities for graduates have intensified the need for psychologists and mental health professionals including graduate and professional school and careers in mental health agencies, business, the judicial system and education settings.

Table 1. Declared Majors.

Year	2009	2010	2011	2012	2013
Majors	83	89	81	87	81

In terms of General Education, the Psychology program enrolls a significant number of UAM students from all disciplines. Table 2 indicates the percentage of UAM students enrolled in PSY 1013 Introduction to Psychology during the fall semester for each of the last six years:

Table 2. Percentage of Fall Semester Students Enrolled in PSY 1013 Introduction to Psychology.

Year	Percentage	Fall Semester* Student Enrollment
2008	7.7%	3,893
2009	8.1%	3,479
2010	7.7%	3,638
2011	7.1%	3,920
2012	7.3%	3,945
2013	7.4%	3,893

\*Similar enrollment persists for Spring semesters for PSY 1013 Introduction to Psychology.

As noted earlier, Psychology provides support courses for other major programs of study. For example, all prospective nursing students must complete both PSY 2203 Statistical Methods and PSY 3443 Developmental Psychology courses. Approximately 70 nursing students enroll in each of these courses annually. In addition approximately 30 Agriculture students enroll in PSY 2203 Statistical Methods each year. Several other majors encourage their students to take psychology courses as general electives. This is evident in the current semester (Fall 2014) where all of the non-field courses are at maximum enrollment limits.

## Curriculum

*1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).*

The Psychology program begins by exposing students to the scientific study of behavior and consciousness with PSY 1013 Introduction to Psychology. This course constitutes a psychology

sequence that covers the discipline including the neurobiological basis for behavior, perception and sensation, learning, memory and thinking, motivation, personality, normal versus abnormal behaviors, psychotherapy, treatment for mental illness, and social factors related to psychology. Through this introductory course students are exposed to sub-fields within the discipline of psychology as well as the scientific nature of the field of psychology.

Psychology faculty regularly assigns writing exercises in their courses as a method of developing critical thinking and communications skills. The General Education course typically includes an essay component on exams; many exams in upper-division courses include essays. In addition, upper-division courses often feature a writing component with students submitting 8-10 pages of written work in a semester. In written assignments faculty focus on teaching students the skills of disseminating psychological information for interpretation as well as how to examine psychological evidence for reliability and validity. Some courses may assign a research paper that requires students to apply these skills to a research topic and question of their own devising. Other courses use the research paper to help students understand and interpret the texts they are reading or as a method of preparing students for class discussion and participation.

Upper-division courses are often thematic in nature and are designed to broaden student perspectives about specific psychological aspects within the discipline. Thematic courses focus on psychological sub-disciplines providing an in-depth investigation of a specific topic. The following courses have been taught as special topics seminars.

PSY 4683 Seminar: Psychology as a Career  
PSY 4683 Seminar: Criminal Profiling  
PSY 4683 Seminar: Psychology and Terrorism  
PSY 4683 Seminar: Crisis Intervention  
PSY 4683 Seminar: Deviant Behavior

Interdisciplinary courses, typically taught as special topics courses, draw on traditional psychological methodologies and sources and also draw on sources from disciplines such as criminal justice to provide students with a richer experience. Interdisciplinary courses offer opportunities for students to learn how to interpret other social science information and examine how other areas relate to psychological principles and topics. For example, in the spring 2013 semester, Drs. Clubb (Professor of Psychology) and McKee (Associate Professor of Criminal Justice) focused on atypical/deviant sexuality and how it relates to the legal system.

In addition to standard classroom work, students are encouraged to begin developing their own research topics through PSY 2294 Experimental Psychology. The research project which must be designed, researched, implemented, evaluated and reported, helps psychology students develop critical thinking and problem-solving skills. The course is designed to teach students how to conceive a psychological research project, perform the appropriate research, interpret psychological data, and organize the results into a coherent research paper. All Psychology majors and minors are required to take PSY 2294 Experimental Psychology. The students with the best research papers are encouraged to enroll in PSY 479V Independent Study the following

semester. Typically two or three students will enroll in PSY 479V Independent Study and refine their research for submission to regional conferences. Two students have presented the papers they produced in PSY 479V Independent Study at each of the past two annual meetings of the Southwestern Psychological Association (Ft. Worth, Texas, and San Antonio, Texas). The presentations were entitled, “*Perception of the attractiveness of female athletes,*” and “*Maternal reading skills and child literacy,*” respectively.

The faculty engages in continued renewal and stays abreast of current trends by attending regional and national meetings and workshops. In addition, the faculty attends the annual Arkansas Symposium for Psychology Students (ASPS) where they have the opportunity to discuss state and national trends with faculty from around the State and region. Informal channels also exist between the UAM psychology faculty and the local/regional community. The Dean of the School of Social and Behavioral Sciences, Dr. Clubb, also a psychology faculty member, continually strives to establish and maintain networks with professional community leaders. For example, Dr. Clubb has provided training for the Presbyterian Home for Children, the Arkansas School Counselor Association, and A Child’s Voice (an organization for families caring for autistic children). Clubb also serves on the board of the Annswood Ecumenical Housing Program. His goal is to develop and secure more resources for families in the region through service grants and provide more opportunities for his students.

Dr. Kim provides psychological and educational services and consultation to various community agencies, schools and mental health facilities. He is a licensed Supervising Psychologist, a forensic evaluations/expert witness and provides clinical services (psycho-educational testing, custody evaluation, forensic evaluation, program analysis, in-service, etc.) for underserved populations in the community and region. As director of the PSY 465V Practicum course, Dr. Kim is able to discuss employment expectations for Psychology graduates with local employers.

***2. Provide an outline for each program curriculum, including the sequence of courses.***

The Psychology curriculum is outlined in the eight-semester plan that comprises a recommended sequence of courses by semester for the usual eight semesters required to complete the degree. This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85<sup>th</sup> Arkansas General Assembly and is published in the University catalog, posted on the School of Social and Behavioral Sciences web page and can be found here:

<b><i>Eight-Semester Plan for the Bachelor of Science in Psychology</i></b>	

<i><b>Eight-Semester Plan for the Bachelor of Science in Psychology</b></i>			
First Semester (15 hours)			Credit Hrs.
PSY	1013	Introduction to Psychology	3
ENGL	1013	Composition I	3
		General Education Mathematics	3
		General Education Social Science Elective (cannot be PSY)	3
		General Education Communication Requirement	3
Second Semester (16 hours)			Credit Hrs.
ENGL	1023	Composition II	3
		General Education Social Science Requirement (cannot be PSY)	3
		General Education Science Course with Laboratory	4
		General Education Fine Arts Appreciation Requirement	3
		Minor course	3
Third Semester (16 hours)			Credit Hrs.
PSY	2203	Statistical Methods	3
		General Education American History or Government	3
		General Education Science Course with lab	4
		General Education Humanities Requirement	3
		Elective	3
Fourth Semester (16 hours)			Credit Hrs.
PSY	2294	Experimental Psychology with Laboratory	4
PSY	4673	Abnormal Psychology	3
		Psychology Elective (3000 or higher)	3
		Minor Requirement	3
		B.S. Identity Requirement ****	3
Fifth Semester (15 hours)			Credit Hrs.
PSY		Psychology Elective from Group I ***	3
PSY		Psychology Elective (3000 or higher)	3
PSY		Elective *****	6
		Minor Requirement	3
Sixth Semester (15 hours)			Credit Hrs.
PSY		Psychology Elective from Group II ***	3
PSY		Psychology Elective (3000 or higher)	3
		B.S. Identity Requirement ****	3
		Minor Course (3000-4000 level)	3

<i><b>Eight-Semester Plan for the Bachelor of Science in Psychology</b></i>			
		Elective	3
Seventh Semester (15 hours)			Credit Hrs.
PSY		Psychology Elective from Group III ***	3
PSY		B.S. Identity Requirement ****	3
		Elective *****	9
Eighth Semester (13 hours)			Credit Hrs.
PSY		Psychology Elective from Group IV ***	3
		Elective *****	6
		Minor Course (3000-4000 level)	3

\*\*Sciences must represent two of the following four groups: (1) Earth Science w/Laboratory; (2) Biological Science w/Laboratory; (3) Chemistry w/Laboratory; or (4) Physics w/Laboratory.

\*\*\*Required groups indicated above:

**Group I.** One of the following courses:

PSY 3253 Adolescence

PSY 3433 Child Development

**Group II.** One of the following courses:

PSY 3463 Guidance and Counseling

PSY 3493 Fundamentals of Measurement

**Group III.** One of the following courses:

PSY 3483 Physiological Psychology

PSY 4603 History and Systems in Psychology

**Group IV.** One of the following courses:

PSY 3243 Social Psychology

PSY 4623 Psychology of Personality

\*\*\*\* UAM requires all students seeking a Bachelor of Science degree to complete at least 17 hours of mathematics, natural sciences, or technology courses known as B.S. Identity Requirement. Courses to satisfy this Identity Requirement are listed in the current catalog.

\*\*\*\*\* The B.S. degree in Psychology requires completion of the requirements for a Minor program of study. If the requirements for the Minor have not been met the student should select a course from her/his Minor area as the elective.

***3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.***

The Bachelor of Science in Psychology requires satisfactory completion of 120 hours of course work in courses numbered 1000 or above. Included in these 120 hours is a 35-hour General Education requirement. The courses to satisfy this General Education requirement are found in Appendix A. Also included in the 120 credit hours is a 17-hour institutional requirement known as the B.S. Identity Requirement found in Appendix B.

The Psychology major requires 34 hours of Psychology coursework.

Required Courses:

PSY 1013 Introduction to Psychology  
PSY 2203 Statistical Methods  
PSY 2294 Experimental Psychology  
PSY 4673 Abnormal Psychology

One of the following courses:

PSY 3253 Adolescence  
PSY 3433 Child Development (Note: CLEP credit cannot be used.)

One of the following courses:

PSY 3463 Guidance and Counseling  
PSY 3493 Fundamentals of Measurement

One of the following courses:

PSY 3483 Physiological Psychology  
PSY 4603 History and Systems in Psychology

One of the following courses:

PSY 3243 Social Psychology  
PSY 4623 Psychology of Personality

AND: 9 hours of electives in Psychology (must be at the 3000-4000 level)

Psychology majors are also required to select a minor that requires a minimum 18 hours of coursework in another field.

In addition to majoring in Psychology, a student can also minor in Psychology. The Psychology minor requires 18 hours of Psychology coursework. The following courses are required to receive a minor in psychology:

PSY 1013 Introduction to Psychology  
PSY 2203 Statistical Methods  
PSY 2294 Experimental Psychology  
9 hours of electives in Psychology (must be at the 3000-4000 level)

**4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.**

<i>Course</i>	<i>Last Offered</i>
PSY 1013 Introduction to Psychology	Offered each semester
PSY 2203 Statistical Methods	Offered each semester
PSY 2294 Experimental Psychology	Offered each semester
PSY 3443 Developmental Psychology	Offered each semester
PSY 3463 Principles of Guidance and Counseling	Spring 2014
PSY 3483 Physiological Psychology	Spring 2014
PSY 4643 Applied Human Service Skills	Spring 2014
PSY 4673 Abnormal Psychology	Spring 2014
PSY 4683 Seminar	Fall 2014
PSY 2263 Mental Health	Summer 2013
PSY 3253 Adolescence	Fall 2013
PSY 3473 Human Sexuality	Fall 2013*
PSY 3493 Fundamentals of Measurement	Fall 2013
PSY 4603 History and Systems in Psychology	Fall 2014
PSY 4623 Psychology of Personality	Fall 2014
PSY 465V Practicum in Psychology	Fall 2014
PSY 3243 Social Psychology	Fall 2014
PSY 3413 Psychology of Learning	Fall 2013
PSY 3423 Industrial Psychology	Fall 2012
PSY 3433 Child Development	Fall 2013*
PSY 3453 Exceptional Children	Not Active**
PSY 4633 Gerontology	Not Active**
PSY 479V Independent Study	Summer 2014

\*These courses are typically offered annually.

\*\*These courses have not been offered due to a lack of student interest. Faculty is currently considering deleting these courses from the curriculum.

**5. Provide syllabi for discipline-specific courses and departmental objectives for each course.**

Syllabi for Psychology courses including stated learning objectives (departmental objectives) for each course are found in Appendix C.

**6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.**

The Psychology faculty continually reviews the curriculum to ensure that course offerings are reflective of the current knowledge base. An additional objective of review and revision of the curriculum is to ensure that courses are offered which reflect the current focus of the discipline, especially as reflected in the current research of faculty members. In order to maintain maximum flexibility, the PSY 4683 Seminar in Psychology allows faculty to offer courses built around current research such as Dr. Lee's Behavior Modification seminar. Students are allowed to repeat these Special Topics courses when the subject area changes; a maximum of 12 credit hours can be taken in special topics courses.

Curriculum changes begin with proposals from the Psychology faculty in consultation with the Dean of the School of Social and Behavioral Sciences. Once approved, the Dean submits the proposal to the Academic Council, which includes the Deans of all UAM academic units, the Registrar, and the Provost and Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at an Academic Council meeting for Council approval. Proposals receiving the Academic Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S Committee is made up of representatives from each academic unit and a representative from the technical campuses. The representative from the School of Social and Behavioral Sciences presents the proposed changes to the C&S Committee for discussion. When the proposal is approved by the C&S Committee, the proposal is forwarded to the UAM faculty Assembly where it is brought to a vote. Once the proposal has Assembly approval, it is forwarded to the Chancellor for final official approval. The proposal is then sent to the Registrar's Office for inclusion in the curriculum and University catalog. Curriculum changes that require nine or more credit hours of curriculum change must be sent to the Arkansas Department of Higher Education for review, input, and approval before finally being added to the curriculum.

**7. List courses in the proposed degree program currently offered by distance delivery.**

The following courses have been offered through distance learning:

PSY 1013	Introduction to Psychology
PSY 2203	Statistical Methods
PSY 2263	Mental Health
PSY 3243	Social Psychology
PSY 3443	Developmental Psychology
PSY 3463	Principles of Guidance and Counseling
PSY 3493	Fundamentals of Measurement
PSY 4643	Applied Human Service Skills
PSY 4673	Abnormal Psychology
PSY 4683	Seminar

During the 2013-2014 academic year, the Psychology program offered 30 credit hours (approximately 21%) in the online format. Summer offerings are dominated by on-line courses. The School of Social and Behavioral Sciences is currently exploring a scheduling sequence that will allow students to take any course either online or in a face-to-face format. In addition, hybrid online courses involving some face-to-face interaction are currently being developed.

***8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures—online/proctored, and instructor response to student assignments.***

Online courses are treated the same as face-to-face courses in terms of registration, prerequisites, and syllabi. Students register for the online courses during regular registration. Beginning in the fall 2014 academic year, all first time online students were required to participate in the “e-mentoring” program. This consisted of face-to-face or online instruction designed to familiarize students with Blackboard®, the University’s learning management system, as well as student email and navigation of the UAM web page. Students were required to demonstrate computer proficiency in order to enroll in an online course. Students who had previously completed an online course were exempt from the requirement.

Most instructor-student interaction for online courses is via Blackboard®. Assignments, web-based discussion sessions, and other activities are designed for each course. Students may follow up in person, through email, or through telephone contact. Instructor expectations, learning outcomes, and goals are clearly defined prior to content delivery for each module. Students are encouraged to discuss content from each module through discussion boards. In some courses, students are given a quiz over each module with instructor feedback on each missed question. Courses require the electronic submission of a paper that is returned electronically with instructor feedback. Exams may be administered online or are administered face-to-face by the instructor or at the Testing Center on the UAM campus. Objective online tests are scored immediately and the student’s score is reported to the student immediately. Feedback on other assignments is given a reasonable amount of faculty time for grading, input, and feedback to the student. Instructors are required to maintain virtual office hours during which time student inquiries are responded to within that timeframe. Responses to any student inquiry must occur within 24 hours of the message except for weekends. Student discussion boards are employed using Blackboard® and may be monitored by the instructor or allowed to be a free exchange of ideas among students.

This year the program will begin to employ hybrid courses in which there will be some face-to-face contact, web-based presentations, and streaming interactions. The use of the hybrid removes several of the limitations of strictly online courses and alleviates some faculty trepidation regarding totally online courses.

**Program Faculty (Full-time/Adjunct/Part-time)**

***1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.***

The Psychology program has four full-time faculty positions. The Dean, a member of the Psychology faculty, provides additional course offerings and research opportunities for students. All faculty members will teach PSY 1013 Introduction to Psychology in any given semester.

Name	Rank	Courses Taught
Rick Clubb, Ph.D. Texas Christian University (25 years)  NOTE: Dr. Clubb became Dean Spring, 2014	Professor, Dean	PSY 2203 Statistical Methods; PSY 2263 Mental Health; PSY 2294 Experimental Psychology; PSY 3243 Social Psychology; PSY 3443 Developmental Psychology; PSY 3473 Human Sexuality; PSY 4683 Seminar in Atypical Sexuality
Wayne Poniewaz, Ph.D. Kansas State University (32 years)	Associate Professor	PSY 1023 Advanced General Psychology; PSY 2203 Statistical Methods; PSY 2294 Experimental Psychology; PSY 3413 Psychology of Learning; PSY 3483 Physiological Psychology; PSY 4603 History and Systems in Psychology
Myeong Kim, Ph.D. Texas Tech University (12 years)	Associate Professor Licensed Psychologist	PSY 2203 Statistical Methods; PSY 3463 Guidance and Counseling; PSY 3493 Fundamentals of Measurement; PSY 4623 Personality; PSY 4673 Abnormal Psychology; PSY 4643 Applied Human Services Skills; PSY 465V Practicum; PSY 3423 Industrial Psychology
Seungyeon Lee Ph.D. University of Kansas (began Fall 2014)	Assistant Professor	PSY 2203 Statistical Methods; PSY 3443 Developmental Psychology; PSY 4683 Seminar: Behavior Modification
Krista Nelson, Ph.D.	Assistant Professor	PSY 3253 Adolescence; PSY 3443

Louisiana Tech University (2 years) (left UAM summer 2014)	Licensed Psychologist	Developmental Psychology; PSY 3463 Guidance and Counseling; PSY 4673 Abnormal Psychology; PSY 4683 Seminar
Kathy Carmical, MS, LPC (began Fall 2014)	Adjunct Licensed Practical Counselor	PSY 3443 Developmental Psychology

See Appendix D for faculty vitae.

The faculty of the Psychology program maintains active research/community service programs in order to maintain the up-to-date content knowledge. Dr. Clubb continually strives to establish and maintain networks between UAM and professional community leaders. Dr. Clubb has also served as the program evaluator for several drug and alcohol awareness programs in Monticello and Harrison School Districts: *Dare to be You* (State Evaluator), *Monticello Project Alert*, and *Readiness and Emergency Management for Schools*. Dr. Clubb has maintained a viable research program much of which involves student research assistants. From 1995 to 2008 Dr. Clubb served as a member of the *Early Intervention Head Start National Evaluation Consortium* for the University of Arkansas for Medical Sciences. This Congressionally-mandated study consisted of a consortium of researchers from 16 universities including UCLA, Princeton, and UAMS. The Consortium published numerous papers and reports for Congress. Dr. Clubb continues to network with current and former members of the consortium.

Dr. Kim provides psychological and educational services and consultation to various community agencies, schools and mental health facilities. He is a licensed Supervising Psychologist, a forensic evaluations/expert witness, and provides clinical services (i.e. psycho-educational testing, custody evaluation, forensic evaluation, program analysis, in-service, etc.) for underserved populations in the community and region. He completes forensic evaluations for the State of Arkansas to determine competency for trials and sanity evaluations. Dr. Kim also works as a psychologist for Delta Counseling Association completing psychological therapy and assessment. Dr. Kim recently became the primary forensic psychologist for the seven-county southeast Arkansas court district.

The Psychology faculty is also active in presenting their research at conferences. Dr. Clubb has presented papers addressing infant development each of the past three years at the annual meetings of the Southwestern Psychological Society and the Society for Research in Human Development. Dr. Nelson presented two papers at the Louisiana Academy of Science meetings concerning student achievement and motivation. Dr. Nelson left the University in the summer of 2014 to pursue other opportunities. While at UAM, Dr. Nelson published her first peer-reviewed article stemming from her dissertation research. Dr. Nelson recently submitted a second article for consideration of publication review based on fear of failure and self-efficacy.

Dr. Lee, a new faculty member, brings a wealth of knowledge concerning behavior modification and child behavioral assessment. Moreover, she specializes in autism and educational evaluation. She will be a valuable asset to UAM and the local school districts. Dr. Lee further

provides an energetic personality and is committed to developing the Psi Chi and Psychology Club.

The Psychology faculty actively participates in university service and governance, sitting on both School of Social and Behavioral Sciences and University-wide committees. Service over the past five years is summarized in Table 3.

Table 3: Faculty Service to the University

Dr. Rick Clubb	Horizons Committee Faculty Research Committee Assembly Officer Curriculum and Standards Academic Council	2013-Present 2010-2011 2011-2012 Current Current
Dr. Poniewaz	Committee on Committees Assessment Committee General Education Committee	2000-Present 2013-Present (Chair) 2008 – Present
Dr. Myeong Kim	Faculty Research Committee Student Retention Committee Institutional Review Board	2011-2014 (Chair) Current Current (Chair)
Dr. Seungyeon Lee	Assessment Committee	Current

Psychology faculty is also active in professional organizations:

- Dr. Clubb is a member of the Southwestern Psychological Association, Society for Research in Human Development and the Society for the Scientific Study of Sex.
- Dr. Kim is a member of the Arkansas Psychological Association and is a Licensed Clinical Psychologist and Forensic Examiner.
- Dr. Poniewaz is a member of the Council for Teachers of Undergraduate Psychology.
- Dr. Nelson is a member of the Arkansas Psychological Association, the Arkansas Counseling Association, the Arkansas Career Development Association, and the National Board of Certified Counselors.
- Dr Lee is a member of the American Psychological Association.

Overall, the Psychology faculty has been primarily focused on teaching and developing student research. Student research has dominated the program. For example, as part of the requirements for PSY 2294 Experimental Methods, students are required to apply this knowledge to their own research projects that must include an independent experiment. This experiment requires students to develop the theoretical basis for the study and research hypothesis. The student must then design and conduct the actual study. Finally a conference presentation quality paper must be

presented to the class as part of an in-class forum. Each student is allotted 15 minutes to present their papers and to respond to questions by the audience, which consist primarily of their classmates and instructor. The forum is designed to simulate a conference setting. During the spring semester the best papers are submitted for presentation to the Arkansas Symposium for Psychology Students (ASPS). The ASPS is held annually on the University of Central Arkansas campus. Several Arkansas postsecondary schools participate with occasional participation by northern Louisiana and eastern Texas schools. UAM has participated in 22 of the past 23 meetings of the Symposium under the guidance of Drs. Clubb and Poniewaz. Two students have presented papers at each of the past two meetings of the Southwestern Psychological Association meeting in Ft. Worth, Texas, and San Antonio, Texas. These presentations addressed issues of child literacy and parental reading skills, and the perception of female athletics and their physical attractiveness. Both of the presenting students were accepted to graduate school.

***2. Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.***

The minimum requirements for teaching as an adjunct faculty member in the Psychology program are a Master's degree and 18 hours of graduate coursework in psychology. Adjuncts are interviewed by the Dean and selected based upon their experience and training. Presently there is one adjunct faculty employed teaching PSY 3443 Developmental Psychology for the fall 2014 semester. She is the first adjunct faculty in Psychology employed over the past ten years.

***3. Describe the orientation and evaluation process for faculty, including adjunct and part-time faculty.***

Professional Development Week occurs the week prior to the beginning of each fall semester. This is an official orientation program for full-time faculty with information and documentation on advising, regulations, available resources, and teaching facilities. Throughout the week there are a number of workshops on topics including academic advising, learning institutional software, and online teaching. New faculty members attend workshops dealing with registration/advising, the University computing system, including Blackboard®, and related topics.

Each faculty member, including adjunct faculty, are evaluated annually. Faculty is required to submit a self-evaluation to the Dean of Social and Behavioral Sciences by December 1<sup>st</sup> of each year. Tenure-track and non-tenure track faculty are required to undergo a full evaluation process each year. Three peer evaluators are selected: two by the faculty member and one by the Dean. The committee reviews the faculty member's self-evaluation, student evaluations, and makes classroom visits. Each reviewer provides a written evaluation of the faculty member to the Dean. The Dean also makes classroom visits and reviews all submitted materials. Tenured faculty undergoes a limited evaluation process conducted by one peer evaluator chosen by the faculty member. Each tenured faculty member undergoes a full evaluation based on a five-year rotation.

The Dean examines the totality of the evaluations by the faculty peer, students, self-evaluation, and observation data to complete a review of each faculty member. The Dean schedules a meeting with the faculty member to discuss their accomplishments and make suggestions for improvements. After this review, the evaluation and all supporting material are sent to the Provost for review and comments. If a faculty member disagrees with the Dean's evaluation, he or she may send information to the Provost for additional consideration. The Provost then sends his evaluation to the Dean who reviews the Provost's evaluation with the individual faculty member. Any plans for improvement are developed at that meeting.

***4. Provide average number of courses and number of credit hours taught for full-time program faculty for the current academic year.***

The course load for a full-time faculty member holding an academic rank of Assistant Professor or higher is 12 semester credit hours per term. The course load for faculty holding the rank of instructor is 15 semester credit hours per term. Occasionally, there are opportunities for extra courses to be taught as an overload for additional pay. Summer teaching opportunities are available for courses that meet the minimum enrollment of 10 students. Currently two faculty hold the rank of Associate Professor; one holds the rank of Assistant Professor and teaches one overload course. The Dean holds the rank of Professor and teaches one course in the fall and spring semesters. An additional Assistant Professor will be hired to begin in the fall 2015 semester.

## **Program Resources**

***1. Describe the institutional support available for faculty development in teaching, research, and service.***

In the area of teaching, faculty are encouraged to seek areas of special interest and, when possible, teach in those specific areas. Faculty members are encouraged to develop special topics courses that may later become part of the regular curriculum if appropriate. Faculty members are supported with institutional training and financial incentives for those wishing to develop online courses. The University also provides technical support for faculty in the use of Blackboard for online courses. Through support provided by the School of Social and Behavioral Sciences and institutional expenditures, six classrooms in the Memorial Classroom Building (MCB) which houses the Psychology Program are equipped with a computer, a document camera, and a projector. Two additional technology capable classrooms were completed in the fall of 2014 and will begin service in the spring 2015 semester.

The School of Social and Behavioral Sciences further supports faculty research by providing laboratory space and equipment. The School also supplies funds for faculty to attend professional meetings. Each faculty is allotted funds to attend one national and one regional meeting annually. The School typically provides funds for student/faculty participation in the undergraduate student research symposium each spring. Through the University, Faculty Research Grants (currently \$1,500 per year) are available on a competitive basis for funding

basic research. Dr. Kim has served as the Chair of the Faculty Research Committee. Dr. Clubb received three grants over the past five years to develop a typology of the “Lifestyles” members (organized swingers). Dr. Nelson received a grant in 2012 to examine fear of success in female engineering students, and this fall (2014). Dr. Lee received a grant to examine acts of bullying against college faculty.

Faculty members are encouraged to serve on University committees and the Psychology faculty members are active in this regard. This provides a growth opportunity for faculty members and the University appreciates the services of Psychology faculty specific skills.

**2. Describe the professional development of full-time program faculty over the past two years including the financial support provided to faculty for the activities.**

Psychology program faculty have pursued a number of professional development activities over the past two years including publications, presentation of conference papers, service as conference panelists and moderators. Table 4 outlines these professional development activities.

Table 4: Faculty Professional Development Activities

Date	Faculty Member	Description	Location	Financial Support
November 2013	Kim	Attended the annual forensic examination meeting at the Arkansas State Hospital to receive information and training on new trends in forensic psychology.	Little Rock, AR	none
October 2013	Kim	Annual forensic re-certification training.	Little Rock, AR	none
March 2013	Nelson	Coordinated Academic Partnership colloquium on the Importance of Fathers in the Development of Children	Monticello, AR	Sponsored by SSBS and IV-E
March 2013	Nelson	Attended the 87 <sup>th</sup> annual Louisiana Academy of Sciences at Grambling State University to present <i>Sleep, emotional exhaustion, stress, and well-being</i> .	Grambling, LA	\$625.00
March 2013	Clubb	Presented at the Society for Research in Human Development.	New Orleans, LA	\$1,450.00
April 2013	Clubb	Presented at the Southwest Psychological Association	Fort Worth, TX	\$1,245.00
April 2014	Clubb	Presented at the Southwest Psychological Association	San Antonio, TX	\$1,324.00

**3. Provide the annual library budget for the program or describe how library resources are provided for the program.**

Each academic unit, along with library liaisons, recommends library purchases of materials. The library budget for the entire School of Social and Behavioral Sciences is \$18,700. This budget is not allocated by specific discipline but the Psychology program makes recommendations for purchases for the UAM library. To acquire titles and materials, faculty place requests with the Social and Behavioral Sciences department library liaison that forwards these requests to the Director of the Library. The University Library Committee considers the request. The Library budget is spent on books, e-books, journals, e-journals, and databases. Electronic databases are upgraded regularly giving faculty access to new publications. The Library also offers a very liberal interlibrary loan policy allowing each faculty multiple interlibrary loan requests, often with no charge or only minimal charge, to acquire the desired publication. More details regarding these publications can be found in Question 4 below.

**4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).**

The School of Social and Behavioral Sciences provides “smart rooms” to integrate technology with classroom experiences for all of its units. Each smart room is equipped with a computer connected to the internet, a digital projector, a document reader, and an audio system. The Memorial Classroom Building (MCB) where the Psychology Program is housed will have eight smart rooms active by the fall 2015 semester. The MCB also houses the Center for Communication and Writing for students who need assistance in the process of writing reports and papers. A professional full-time director supervises student consultants who serve as mentors for students needing help. The Psychology lab on the third floor of the MCB has a full observation room that can accommodate six observers and is equipped with recording equipment. The lab is designed for both training and research activities. Students have the opportunity to view assessment procedures and mocked clinical sessions. Dr. Clubb has maintained an active research program utilizing student assistants to study sex role development in young children and attachment. The lab further serves as the location for many students to conduct their projects for the experimental psychology course.

The UAM Library features a large volume of content for faculty research and development as well as instructional technology. Library resources in the area of Psychology, in particular, include the electronic databases and subscriptions listed below.

1. Academic Search Complete
2. ArticleFirst
3. Biography in Context
4. Credo Reference Online
5. EBSCO World Psychology Collection
6. FirstSearch Databases

7. LexisNexis Academic
8. MasterFILE Premier
9. ProQuest Research Library
10. WorldCat Advanced Search
11. PsycINFO

In addition to printed and electronic resources, a professor may contact the library liaison to schedule a class period in which the librarian teaches students about resources that will be most useful in completing their assignments. The current library liaison for the School of Social and Behavioral Sciences (including the psychology program), is Mary Heady, who also serves as University Archivist and Special Collections Librarian at UAM Taylor Library. Ms. Heady uniquely qualified to assist students and faculty researching topics relating to psychology and social sciences. When solicited, Ms. Heady will conduct a class session for any requesting psychology faculty to instruct students requiring researching journal articles and information, or available library resources and databases pertinent to UAM psychology courses. Students and faculty can also request individual research consultations with a reference librarian.

Within current budget constraints, library resources are adequate. Library staff works diligently to purchase as many of the materials that faculty request as possible. However, the Library does not have the funding to allow access to *JSTOR Psychology* or *PsycLIT*. This limits electronic access to many of scholarly journals in the field such as *The American Journal of Psychology*, *Child Development*, *Social Psychology*, and the *International Journal of Mental Health*. Most of the articles from these journals, however, are accessible through *PsycINFO*. Lack of these electronic resources is somewhat limiting to a program trying to develop undergraduate research skills as an essential part of the curriculum. It is anticipated that the recently announced initiative by the University of Arkansas System to integrate and share resources among campuses will include library resources and electronic subscriptions which would help to overcome these limitations.

***5. Provide a list of program equipment purchases.***

Table 4 lists equipment purchases for the School of Social and Behavioral Sciences as a whole, all Social and Behavioral Sciences programs use these items. The Psychology program does not have a separate budget for equipment purchases.

Table 5: Equipment Purchases

<i>Item Description</i>
Dell Optiplex 960 Desktop Computers (1 purchased for faculty office)
Dell 1440c Laser Printer
Dell Laptop Computers (2 for faculty use at conference presentations)
Fujitsu Scan Snap document scanner (Ix 500 for test scoring)
DVD on Psychology of Arkansas Delta (Bayou Bartholomew)
Dell Optiplex 960 Desktop Computer (for classroom)
Remark Office OMR software for Survey scoring and analysis
Back-Ups 550VA Backup Power Up Supply (for faculty office)
SPSS statistical software
Dell 1210S Projector (2 for classroom)
Projector mount

## Majors/Declared Students

*1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the last three years.*

Table 6 shows the number of Psychology majors over the last three years. All majors are undergraduate students; the Psychology program does not offer graduate classes.

Table 6. Psychology majors by year.

<i>Declared Psychology Majors</i>		
2011	2012	2013
81	87	81

*2. Describe strategies to recruit, retain, and graduate students.*

The School of Social and Behavioral Sciences (SSBS) communicates its Student Learning Outcomes and expectations to prospective students for all SSBS majors in the following ways:

- Prospective students are contacted by the School of Social and Behavioral Sciences by letter in response to recruitment lists provided by the University and/or students attending orientation sessions hosted by the University. Prospective students are encouraged to visit with faculty during office hours, visit classrooms, and/or attend orientation meetings hosted by the School at the beginning of the fall semester.

- For students that have indicated an interest in majoring in psychology, the SSBS sends recruitment letters addressing psychology and how UAM prepares them for a future in psychology.
- Direct contact is made to prospective students through departmental displays manned by representatives of SSBS at UAM campus-wide events connected with Homecoming, Parents Day, Weevil Welcome Days, etc., where students are offered informational material related to studying Psychology.
- The School of Social and Behavioral Sciences also produces brochures and fact sheets (Appendix E) about careers in the social and behavioral sciences. All promotional information is either given/mailed to the students directly or is available in the School of Social and Behavioral Sciences main office.

The School of Social and Behavioral Sciences is engaged in several programs/methods to help retain students, including:

- **SSBS Student Research Conferences:** Typically 15-20 students' present papers at the annual Arkansas Symposium for Psychology Students. UAM did not participate in the spring 2014 symposium due to faculty changes. Psychology students will attend ASPS in the spring of 2015 under the mentorship of Drs. Clubb and Lee. Two students did present at the Southwestern Psychological meeting in San Antonio, Texas. Dr. Lee will be taking the lead in guiding students to national conferences.
- **SSBS Student Retention Committee:** In the spring 2014 the Retention Committee was reformed and charged with developing a comprehensive program. The Committee is scheduled to present the plan to the School in the spring 2015 semester.
- **The Psi Chi honor society** was reestablished in 2014 to help build social cohesion for psychology students and to help retain students. A Psychology Club was also reestablished and works directly with Psi Chi.
- The **Annual Awards Banquet**, where outstanding seniors (and a limited number of other undergraduate students who have exceeded expectations) are brought together and honored for their academic achievements and/or their service to the school.
- **Academic Achievement Letters** are currently being drafted to be sent in future semesters to students that excel academically, whether they make the Chancellor or Dean's lists or they present a paper at a conference. These letters can then be put into student portfolios and used to promote themselves for jobs, graduate school or law school.
- **Encouragement Letters** are currently being drafted to be sent in future semesters to students on academic probation to inform them of the steps to take in the next semester to become a successful student. Included with this letter will be information about services available at UAM to help them improve their study habits and improve their academic performance.
- The **Horizons Program** offers students travel/study opportunities to personally engage students in their studies and expand their knowledge of the world. A full description of

this program is included in Appendix F. **Display cases** on the 2<sup>nd</sup> and 3<sup>rd</sup> floor MCB hallway showcases the achievements of students and faculty in the School.

**3. Provide the number of program graduates over the past three years.**

Table 7 shows the number of graduates in Psychology over the last four years:

Table 7: Psychology graduates by year.

<i>Year</i>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Total</b>	<i>Four Year Mean</i>
<i>Graduates</i>	16	15	16	19	66	16.5

## **Program Assessment**

**1. Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).**

Faculty use their own assessment processes to measure student learning; hence, most curricular evaluation has always been done on a course-by-course basis where faculty use teacher-made tests, textbook publisher test banks, research papers, short papers, projects, class presentations, undergraduate research projects, and presentations at various state and regional professional meetings to determine whether students are learning. A newly formed Assessment Committee for the School of Social and Behavioral Sciences is developing a more formal process for program assessment. This will include exit interviews and assessment of learning measures. Faculty creates comprehensive syllabi for each course; these syllabi are monitored by the Dean of Social and Behavioral Science to ensure that they include the information needed by students to complete the course including student learning outcomes specific to the course. Faculty members meet each year to review the curriculum, prepare for the coming year, and suggest changes. All suggestions or concerns are presented to the Dean who evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments.

Successful completion of each course indicates proficiency with the material presented and prepares the student for the next course in the program. Students are provided Eight-Semester plans that outline the order in which the student is to take courses to maximize their academic performance. The Eight-Semester plan is included in the Curriculum Section of this report, Question 2, and is also on the School of Social and Behavioral Sciences web page and in the University catalog.

Faculty made tests, especially at the lower levels, are generally objective, short answer and short essay questions. Scantron Par Scoring item analysis is used by most faculty members to determine the percentage of students who answered a question incorrectly. The faculty may then review any question with a high miss rate to see if it was poorly worded, perhaps the topic not covered adequately, or the students did not grasp the related concept. Writing and research skills and how to interpret the data that psychologists encounter and engage is part of the PSY 2203 Statistical Methods and PSY 2294 Experimental Psychology courses. In PSY 2203 Statistical

Methods students are introduced to statistics and how to select specific statistical tests to learn precise results. The PSY 2294 Experimental Psychology class teaches students how to design, conduct and analyze psychological research as well as writing and research skills. When a student advances to the upper-division courses, he/she is expected to write at a more advanced level: most of the assessment at that level is then based on assignments that require the student to employ critical thinking skills.

The end product of PSY 2294 Experimental Psychology is a scholarly research paper. Students are encouraged to present their papers to psychology conferences at the state, regional, and national level. Having a student paper accepted at a level outside the university through a peer review process provides evidence of successful achievement of the learning objectives and validates the curriculum.

## ***2. Describe program/major exit or capstone requirements.***

A specific capstone courses is not currently used in the Psychology program. The sequence of courses for the Psychology major serves the capstone goal. Psychology students are strongly encouraged to produce research projects similar to those found in capstone courses. This is the reasoning behind having the PSY 2203 Statistical Methods and PSY 2294 Experimental Methods courses at the sophomore level. Most of the assessment for these courses is generated from the paper written and/or experiment conducted throughout the semester. Students will use the skills from these two courses to write better papers in their upper-division courses that translate into a decision to present at a conference or approach a faculty member to do an independent study to pursue independent research.

More specifically, the PSY 2294 Experimental Methods student is required to apply knowledge to his or her own independent experiment. This experiment requires the student to develop the theoretical basis for the study and research hypothesis, design and conduct the actual study. Finally, as discussed earlier, a conference presentation quality paper must be presented in the Psychology Student Research Forum. During the spring semester the best papers are submitted for presentation to the Arkansas Symposium for Psychology Students.

## ***3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.***

For the past two years, student evaluation of teaching has been a secure online survey via CoursEval<sup>®</sup>. All students enrolled in a course receive notification of the survey through their student email account. Students complete the survey online and outside of class. The survey has been simplified to seven specific questions with opportunities to include written comments on some of the questions. Faculty can also add specific questions for their individual courses if they choose. In the survey, statements are made and the student has the opportunity to choose options from Strongly Disagree (1) to Strongly Agree (5). The data from these surveys indicate a high degree of satisfaction with the curriculum and the delivery of that curriculum. Despite the lack of any obvious demands for change, the Psychology faculty always attempts to improve their individual courses and their presentation of new material. The survey statements used for the

last four semesters (fall 2011 through spring 2013) evaluations are found below. Formerly, a campus wide labor-intensive 50-question scantron survey was distributed in the classroom toward the end of each semester.

Table 8: Student Evaluation of Teaching Aggregated Results

<i>Student Evaluation Statements Aggregated for Psychology</i>	<i>Mean* PSY</i>
I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4.5
This course helped me learn how to analyze and evaluate new information.	4.7
The instructor has provided me with much new knowledge and helped me to understand the subjects we covered.	4.5
The instructor is willing to help students learn.	4.4
The instructor shows interest in and knowledge of the subject.	4.3
The instructor demonstrates effective oral and written communication skills.	4.3
I would recommend this instructor to other students.	4.5

\*The mean is from 5-point scale with 1=Strongly Disagree to 5=Strongly Agree

Psychology faculty is also evaluated through a series of peer evaluations as part of the annual faculty evaluation process. These evaluations include a classroom observation and written comments that are submitted to the Dean of Social and Behavioral Sciences. These peer reviews are made available to the faculty member for review. These reviews are valuable as they contain advice from experienced classroom teachers and do not suffer from the tendency of student evaluations to reflect the expected grade of the student reviewer.

***4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.***

Incoming transfer students are easily assimilated into the Psychology program. If the student is transferring from another Arkansas college/university, general education courses are guaranteed to transfer from any other state-supported institution of higher education through the Arkansas Department of Higher Education Arkansas Course Transferability System (ACTS). The transfer of psychology courses from other institutions is fairly seamless because the Psychology core curricula at most institutions are similar enough that transfer is simplified. Equivalent transfer courses may be substituted to meet UAM requirements by completing the Recommendation for Course Substitution form that must be signed by the student's academic advisor, Dean of Social and Behavioral Sciences, and Academic Affairs before submission to the Registrar's office for inclusion in the student's advisement report.

There are a small number of Psychology students who transfer to another institution; the data regarding how well prepared the UAM student is to function at a transfer school is not available. Very limited anecdotal information, however, suggests that our students are well prepared so that they can assimilate into the new program without any obvious deficiencies.

**5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.**

In the spring 2014 semester, Dr. Nelson taught PSY 4683 Seminar: Psychology as a Career course designed to assist students in understanding the various disciplines available for graduate school as well preparing the student for post-baccalaureate graduate options. Entrance exams into graduate programs were discussed including the GRE (Graduate Record Examination) and the MAT (Miller Analogies Test). Four of the students enrolled in PSY 4683 Seminar: Psychology as a Career applied to master's programs at Arkansas Tech University, Russellville, Arkansas, the University of Arkansas at Pine Bluff, Pine Bluff, Arkansas, the University of Arkansas at Little Rock, Little Rock, Arkansas and Memphis University, Memphis, Tennessee.

Over the past three years there have been 50 students graduate with a baccalaureate degree in psychology. The School of Social and Behavioral Sciences will implement a comprehensive alumni survey program for all majors during the spring 2015 semester. This will be the first comprehensive alumni survey conducted for the Psychology major since 2000. We were able to contact 21 of the 50 recent graduates to inquire as to their current employment/education status. The results are presented below.

Table 9: Employment/Educational Status of Recent Graduates over the last three years.

Completed Master of Science programs	2
Currently Enrolled in Graduate Program*	8
Employed with Dept. of Human Services (DHS)	4
Behavioral Health Services	2
Employed Non-related Fields	4
Traveling	1
Total Responses	21

\*Two students are enrolled in Allied Health Areas

**6. Provide aggregate results of student/alumni/employer satisfaction surveys.**

Attempts to survey alumni, employers and alumni have met with low return rates and a consequent inability to analyze the results quantitatively. As a result, the School of Social and Behavioral Sciences is instituting an exit interview requirement for graduates. It is hoped that this new process will ultimately provide more information to improve the program. This qualitative assessment information will be aggregated by year and accumulated for subsequent years to provide better assessment of student satisfaction.

**7. Describe how the program is aligned with the current job market needs of the state or local communities.**

The website O\*Net online ([www.onetonline.org](http://www.onetonline.org)) displays current job trends for careers across the nation. For various psychologists including clinical and counseling psychologists there is a growth potential of 8 to 14 percent in jobs from 2012-2022. O\*Net estimates 55,900 job openings in those same years. The growth potential for mental health counselors and substance abuse social workers is estimated to be greater than 22 percent with approximately 50,200 jobs available between 2012-2022. Mental health counselors are considered to have a “Bright Outlook” with approximately 64,000 job openings and an increase of greater than 22 percent between 2012-2022. O\*Net statistics are included because many psychology graduates choose mental health counseling, substance abuse or addictions psychotherapy, or become licensed clinical or counseling psychologists. The fields that incorporate psychotherapy have growth potential which is a benefit for UAM Psychology graduates.

The Arkansas Title IV-E Grant Authorization noted the need for behavioral health providers in Southeast Arkansas is critical. Title IV-E was created as part of the *Child Welfare and Adoption Act* to develop partnerships between universities and DHS agencies to develop training programs for behavioral health providers in areas lacking adequate resources. The UAM IV-E program is housed within the School of Social and Behavioral Sciences. A review by the IV-E program found Psychology and Social Work graduates to constitute the largest group of Department of Human Services Social Worker I providers. Graduates are also in high demand for child behavioral services including residential treatment centers. The Director of Behavioral Health Services at the local hospital, a graduate of the UAM psychology program, has expressed his concerns with the lack of mental health providers in the region. Moreover, graduates are now returning with Licensed Practical Counselors (LPC) degrees. Two graduates have begun practicing in the Monticello area after completing their degrees. Three current graduate students are completing their internships in Monticello and plan to return to the area after graduation. It should also be noted that it is common for Criminal Justice and Nursing students to enroll as dual majors or minors in Psychology to facilitate their goals in their respective areas.

**8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.**

Psychology graduates over the past several years have followed varied paths after graduation (see Table 9). Of the graduates who did not proceed to graduate school, most are employed in work for the State of Arkansas in the Department of Human Services (DHS), Division of Child and Family Services, in criminal justice as probation and parole officers, education, mental health agencies as mental health paraprofessionals, and private-sector positions requiring leadership and decision-making skills including insurance and banking.

Exit surveys with job placement information are being developed by the School of Social and Behavioral Sciences which will provide more information in the future about graduate placement.

## **Program Effectiveness (Strengths, Opportunities)**

### ***1. List the strengths of the program.***

The greatest strength of the Psychology program is its faculty. UAM Psychology faculty has diverse backgrounds and training. Faculty diversity allows for maximum exposure of psychology students to experience the diversity of sub-fields within the psychology discipline. The faculty has continued to develop their individual research interests and have published in peer-reviewed journals while maintaining a full-time teaching load.

The Psychology faculty is also highly engaged in teaching and academic advising. Faculty received consistently high scores on student evaluations of teaching. The faculty is also regularly revising their courses to bring them up-to-date with the latest psychological research and scholastic policy. These efforts have been recognized at the campus level. Dr. Nelson was a finalist for the Alpha Chi national student honor society Teacher of the Year in both 2013 and 2014.

An additional strength is the opportunity for students to be involved in research and field studies. The Horizons Program has allowed students to engage in international travel as part of their coursework. It is anticipated that future psychology trips will focus on domestic locations. This will allow for more students to participate at a lower cost to the students.

Perhaps the most valuable strength is the active research component in the PSY 2294 Experimental Psychology course. Most students will have the opportunity to present their work at a State conference. This provides the students an opportunity to interact with students and faculty from other institutions. Moreover, students tend to perform very well and increase their feelings of self-efficacy. Students are also able to engage in independent study to develop a research project or serve as an assistant in a faculty member's work.

### ***2. List the areas of the program most in need of improvement.***

As with many programs, Psychology's primary need for improvement is faculty salaries. The average starting salary for an Assistant Professor in Psychology at four-year colleges and universities in 2012, according to *Salarylist.com* was \$53,834. This is about \$10,000 more than the starting salary of an Assistant Professor of Psychology at UAM. Although the cost of living in Southeastern Arkansas is lower than many other areas of the United States, this is a significant disparity—especially when considering the high levels of activity and scholarly production demonstrated by UAM Psychology faculty. Such salary inequity makes it difficult to recruit and retain quality faculty.

The Psychology program has also lost a senior faculty member due to promotion. Dr. Rick Clubb, the only Professor of Psychology, was promoted to the Dean of the School of Social and Behavioral Sciences. This promotion limits his ability to mentor junior faculty and guide the

Psychology program. The Department also lost Dr. Nelson, resulting in the loss of a younger faculty and student mentor. Dr. Lee has joined the faculty and a fourth faculty member will be added for the fall 2015 semester.

Instructional technology could also be improved. Psychology is not very technology-dependent beyond the need for access to electronic journals and databases. The ability to integrate digital video (either archived or live streaming video) into lectures should be expanded. The ability to record/capture lectures on-site would be very useful to allow publishing on You Tube or to help develop further online course offerings.

Recruitment of new Psychology majors needs improvement. Currently, most Psychology majors are recruited from the general education course, PSY 1013 Introduction to Psychology. Students typically enroll in PSY 1013 Introduction to Psychology as a means to fulfill a general education requirement. Many decide to major in psychology because they enjoy the course and the interesting nature of the material.

### ***3. List program improvements accomplished over the last two years.***

The Psychology program hired a new tenure-track faculty, Dr. Lee. Dr. Lee has already organized a Psychology Club for all majors and has re-established Psi Chi, the Psychology honor society. Dr. Lee has already begun considering new Horizons programs for Psychology students to allow students to experience different cultures and their relationships to various topics in psychology.

During the summer of 2012, the School of Social and Behavioral Sciences upgraded MCB (Memorial Classroom Building) Room 318 to “smart room” status adding to the ability of Psychology faculty to use the latest in technology in their teaching. Two additional smart rooms will be placed in service during the fall 2015 semester.

In the fall of 2013, the School of Social and Behavioral Sciences formed the Horizons Committee on Student Travel chaired by Dr. Rick Club, Psychology professor. This committee is charged with establishing guidelines to regulate travel study courses, facilitate student travel to academic conferences, equalize funding for student conference travel, and make the Horizons program transparent. While these guidelines will apply to the School of Social and Behavioral Sciences, the Psychology program will benefit from the guidelines and will be a template for a University-wide policy. The Committee’s report is currently under consideration by the University Provost.

***4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.***

Among the best ways to improve the Psychology program over the next two years is for the Psychology faculty to apply for and receive faculty research grants through the UAM Faculty Research Committee. In addition, faculty members should be encouraged to pursue outside grant funding for research topics. Dr. Lee received an internal faculty research grant to study acts of bullying against college faculty. She has also applied for extramural funding to expand that research. The department will be adding a new faculty member for the Fall of 2015. It is expected that the new faculty member will begin seeking funding within one year of joining the faculty.

Psychology faculty will also seek a way for Psi Chi to become more prominent on the campus. Moreover, it is expected the Psychology Club will implement fundraising to provide services to the campus and surrounding region through community service projects. Dr. Lee has already reestablished both programs and has begun developing community projects. It is anticipated that the first new class of Psi Chi inductees will be awarded membership in the spring of 2015. In addition, the Psychology Club is expected to begin fund raising immediately to allow the members to attend the spring 2016 Southwestern Psychological Association (SWPA) meeting.

The continued participation of students in the Arkansas Symposium for Psychology Students is an additional priority. This year student papers will be submitted under the mentorship of Dr. Clubb. Dr. Lee will become the mentor for future students beginning in the fall of 2015. It is anticipated the students will submit papers for presentation at the 2016 SWPA meeting. It is the department's goal that there will be continuous participation by students in SWPA or other regional conferences.

Another objective is to acquire additional hardware and software for recording lectures to be incorporated in online course offerings and hybrid courses. The estimated cost for this enhancement is approximately \$4,500. It is anticipated that all necessary hardware will be obtained by the end of the spring 2016 semester.

An additional enhancement for the program is to create a stable and predictable budget for supporting undergraduate student travel to present scholarly research at conferences. A stable budget could allow for students to prepare and submit papers to reviewers with more certainty that their scholarship would be supported. The UAM administration has been very generous in the past with financial support of these students and their expenses for attending meetings and conferences. In addition departmental funds have been used to partially fund student activities, a dedicated fund is still desirable. There is currently no timetable for this effort as it is an ongoing process.

The participation of Psychology students in the Horizons program has allowed students to be exposed to trending psychological topics. The program has further provided psychology students hands-on learning to embrace multiculturalism and diversity of cultural beliefs,

philosophies, values, and experiences. The Psychology faculty is encouraged to implement psychology courses that allow students to learn various psychological topics while visiting other cultural venues. No Horizons trip has been planned for the 2014-15 academic year. It is anticipated that a domestic trip will be offered in the spring semester of 2016.

Students will be encouraged to complete a postcard with their address and phone number during their participation in events such as Scholar's Day and Weevil Welcome. This information could be utilized afterwards by sending information about the psychology department as well as opportunities for individuals attaining a degree in psychology. The information could be used by faculty to contact the potential psychology student as a means of introducing those individuals to the psychology program.

The Psychology Club is an important means of attracting students. The Club leaders visit introductory courses encouraging students to attend meetings even if they are not Psychology majors. The Club members discuss activities such as visiting the prison diagnostic center and the potential Horizons trips as well as opportunities for research and graduate school information. Students are the best recruiters.

One area that cannot be overlooked with regard to recruitment is the faculty. Although anecdotal in nature, many students tell the faculty that they became majors because faculty was excited by the courses and worked to encourage students. The faculty works diligently to demonstrate their passion for the materials and to make the material interesting for the students. Moreover, the faculty must continue to encourage students to become involved with psychology-related activities outside the classroom including the Psychology Club and field studies.

## References

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