Academic Program Review

of

Bachelor of Science in Psychology

2002 - 2007

Department of Psychology

Northwestern State University

Academic Program Review

Bachelor of Science in Psychology

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<u>**Section I**</u>

A. General Information

1. <u>The Unit</u>

   The Department of Psychology is one of five departments (Criminal Justice, Journalism, Language and Communications, and Social Work) and two schools (School of Creative and Performing Arts and School of Social Sciences) within the College of Liberal Arts. The Undergraduate Coordinator is Mr. Terry Isbell, M.A., the Chair of the Psychology Department is Cynthia Lindsey, Psy.D., and the Dean of the College of Liberal Arts is Lisa Abney, Ph.D.

   The Department offers three programs: Bachelor of Science in Psychology (392); Bachelor of Science in Addiction Studies (395); and Master of Science in Clinical Psychology (552). The focus of this self-study is on the B.S. in Psychology. This degree program was first offered in January, 1964, and the first degree was awarded in May, 1966. The B.S. in Psychology is also offered online and was the first bachelor's in psychology in the state of Louisiana to be offered completely online. The program also includes optional concentrations in substance abuse counseling (392B) and prevention specialist (392C).

   The Bachelor of Science in Addiction Studies program began in 2004. The program and the concentrations are an approved educational provider (E-077) by the Louisiana Addictive Disorders Regulatory Authority. The B.S. in Addiction Studies is not included in the self-study because it is still in its infancy stage and has not graduated a sufficient number of graduates to formally review its effectiveness. In 2002, the Master of Science program in Clinical Psychology was accredited for 10 years by the Master's in Psychology Accreditation Council.

   All of the programs strive to provide students quality educational experiences enriched with technology and diversity. Outstanding faculty are dedicated to assisting the students through quality instruction, supervision, and advisement in developing professionally and reaching their educational goals. In addition, the quality of the education is enhanced by faculty who supplement texts with real world experiences and applied research.

2. <u>Faculty</u>

   The number of full-time faculty has been and continues to be a great concern. The total number of full-time faculty in Spring 2007 for the Psychology Department was ten. The University has offered recent support and in Fall 2008, the Department has 12 full-time and one part-time faculty. While the current number of faculty is an improvement, it is somewhat misleading because of the number of adjuncts still required to meet course demand. Twenty-six adjuncts were hired for the 07-08 academic year and nearly all of them taught multiple sections.

a. *Degrees/Credentials/Tenured Status* – The Department of Psychology faculty meet the Southern Association of Colleges and Schools criteria for credentialing. The roster, along with their degrees, credentials, and tenure and non-tenure track status, is located in Appendix A, which only includes the faculty teaching in Spring 2007. Information for faculty who have been hired since and are currently teaching are available in a supplemental binder. Of the doctoral-level faculty in Spring 2007, four doctorates were in Clinical Psychology, one in Psychology, and one in Experimental Psychology. Five of the six were Ph.D. and Psy.D., with two of the individuals being Licensed Psychologists and one faculty member being a Licensed Addiction Counselor. The master's degrees included one in Health Science, two in Psychology, and two in Clinical Psychology. Of the 11 faculty members, including the chair, seven were tenured or tenure-track faculty members (64%). If you consider the 26 adjuncts for Spring 2007, then only 19% of faculty for the Psychology Department are tenured or tenure-track.

b. *Research* – The tenured and tenure-track faculty are required to conduct research and are fairly productive, particularly with conference presentations (see Appendix B for Faculty Productivity Reports). The amount of research, particularly with publications, is considered a weakness in the Department. This weakness is partially a result of the type of faculty the University attracts and partially because of the lack of resources available to the faculty. NSU was historically a 'normal' school, and this tradition continues to influence the school's mission. Today, NSU is primarily viewed as a teaching institution and applicants will frequently indicate that they were interested in NSU because of the emphasis on teaching. Consequently, the University has attracted a faculty whose strength is in teaching and not research. An additional, and very real issue, is the relative lack of institutional support for conducting research, which manifests itself in a lack of seed money, an understaffed grants office, and a significant lack of available laboratory space for psychology faculty. These basic infrastructure and funding issues are exacerbated by the numerous demands and faculty overloads resulting from hiring freezes and a lack of support personnel in areas such as recruitment, Registrar's office, and student support services. These workload issues are occurring at the same time the Department's programs and number of majors continued to grow. All these factors have combined to make conducting research significantly more challenging.

c. *Activities (publication and grants)* – As can be seen in Appendix B - Faculty Productivity Reports, publications and grants are particular area of concern for the Department. The reason for this was partially addressed above. In addition, however, it is important to note that the faculty is relatively young, meaning more junior faculty than tenured, senior faculty. In fact, the department only had one full Professor and two Associate Professors in 2007. This unfortunately creates limited mentoring opportunities and therefore limited resources and collaborative opportunities for publishing and writing grants. The director of the Louisiana Addiction Technology Transfer Center (LAATTC), however, has been successful in securing grants. From 2003 to 2005, the Director received the following grant funds:

- o Grant for $156,680 from the Louisiana Department of Health and Hospitals Office for Addictive Disorders for the coordination of the State of Louisiana's Youth Access to Tobacco for the Office of Alcohol and Tobacco Control, the enforcement arm of the Synar Amendment in Louisiana.
- o Five grants ($22,000, $38,000, $20,000, $10,000, $27,000, $52,000 & $52,000 = $221,000) from the Gulf Coast Addiction Technology Transfer Center for the Louisiana Addiction Technology Transfer Center @ Northwestern State University for coordination of the State of Louisiana's training initiatives in the areas of Motivational Interviewing and

use of a standardized screening and assessment instrument (Addiction Severity Index) and Director of the First, Second, Third and Fourth Gulf Coast Leadership Institute.

o Grant for $607,172 from the Louisiana Department of Health and Hospitals Office for Addictive Disorders for the coordination of the State of Louisiana's training initiative in the areas of Motivational Interviewing, the DENS–ASI, Clinical Supervision, Management Training, and Research to Practice efforts.

d. *Teaching* – Teaching is considered a strength for most of the Department's faculty. In fact, the departmental average has remained above 4 (on a modified Likert-type scale of 1 to 5) on the Quality of Instruction survey. The only area of concern is the workload interfering with the faculty's ability to provide quality teaching, in spite of the course evaluations. Consequently, the department chair has attempted to give more course load reductions to assist in these efforts. However, with the limited number of faculty, the number of course-load reductions has also been limited. Currently, all full-time faculty are required to teach 15 semester hours. All instructors in the department carry a load of 15 hours. Tenured and tenure-track individuals are required to teach a maximum of 12 hours with a 3-hour course load reduction for Graduate Faculty status (Associate and Member). The reduction is a Graduate Council policy that grants department chairs the option of offering a reduction for full member status. However, a reduction is granted for both associate and member status simply because of the additional responsibilities associated with having this status (e.g., chairing theses, serving on thesis committees, supervising practicum students, teaching graduate courses, etc.) and an attempt to support the faculty's research efforts by reducing their load somewhat.

e. *Service* – The faculty is incredibly committed to service, to both the University and Department of Psychology (see Appendix B for Faculty Productivity Reports).Service activities for the faculty include, but are definitely not limited to, serving on University and departmental committees, serving as faculty advisors for the Department organizations, recruiting, participating in retention activities, monitoring adjuncts, serving on thesis committees for graduate students and Scholar's College students, serving as web master, and attending student support events (e.g. honor's banquet and commencement). In addition, each faculty member is responsible for a component of the Department's accreditation (SACS) and self-study efforts. The strength of the Psychology Department is the dedication of this faculty to service and teaching in spite of the workload.

f. *Graduate Faculty Expectations* – Graduate faculty must comply with the Graduate Faculty Membership Policies & Procedures (see http://www.nsula.edu/graduateschool/documents/Graduate%20Faculty%20Handbook.pdf). As previously stated, those carrying full membership may receive a 3-hour course reduction at the discretion of the chair, and all of the graduate faculty do. All graduate faculty support the graduate program in some way, including directing and/or serving as a committee member for theses, teaching graduate courses, and//or supervising practicum students.

g. *Professional Development* – All Department faculty engage in professional development activities through professional organizations and conferences, as well as opportunities provided by the University (see Appendix B for Faculty Productivity Reports). In addition, the Department includes faculty who are Licensed Psychologists, Licensed Professional Counselors, and Board Certified Substance Abuse Counselors, which require faculty to complete continuing education in order to maintain their licensure or certification. Furthermore, because of availability of the psychology program on the internet, the faculty has been very proactive toward participating in professional development workshops offered through the University to stay abreast of the continuously advancing

technology. In addition, the office of Electronic and Continuing Education received a Title III grant directed toward faculty learning best practices of online instruction and course development. Seven faculty members participated in or completed the training.

h. *Tenure Policy, Practices & Procedures* – The Department of Psychology follows the policies and procedures outlined in the Northwestern State University Faculty Handbook (http://www.nsula.edu/facultyhandbook/documents/2007%20Promotions%20Information.pdf). In addition, there is Department of Psychology Retention, Tenure and Promotion Guidelines (see Appendix C for Department of Psychology Policies for Faculty Retention, Tenure, and Promotion).

3. Staff

Administrative Assistant

The Department has one Administrative Assistant, which is an Administrative Assistant 2 position. The job description for this position includes the following:
- answers Departmental phone number and email and refers to appropriate staff
- fields questions from the public, students, faculty, and administration
- handles Departmental/personnel files
- maintains files and reference manuals/materials; ensures confidentiality of information
- oversees timesheet collection and copying for faculty, graduate assistants, and student workers
- assists Department Head with scheduling of appointments and arranging meeting rooms and materials
- tracks inventory and equipment
- assists Department Head with permits for student course registration
- sorts and distributes incoming mail
- assists tracking of schedule changes and copying of schedule
- assists with purchasing and enters purchases for approval
- handles travel reports
- collects faculty syllabi and vitae for accreditation initiatives
- supervises student workers

Project Coordinator

The Louisiana Addiction Technology Transfer Center (LATTC) has a grant-funded position for Project Coordinator. The sole purpose of this position is to assist the Director with LATTC activities. The job description includes the following:

- Works with and understands proposal and grant processes.
- Possesses a working knowledge of state, national and/or private organizations dealing with addiction issues
- Organizes and coordinates office projects
- Works daily with the NSU purchasing system
- Prepares professional service contracts
- Assists with budget preparation
- Prepares travel expense reports
- Books meetings and workshops
- Prepares certificates for completion of workshop

4. Enrollment Management

    a. *Recruiting Practices* – The Department engages in the following recruitment practices:

        i. Participation in Freshman Connections – number of FC Sessions by semester:

        Summer 2003 – 5
        Summer 2004 – 7
        Summer 2005 – 7
        Summer 2006 – 6
        Summer 2007 – 6

        ii. Participation in recruitment events held by the Recruitment Office which include:
          • S.T.A.R. calling
          • Senior Day
          • Junior Day
          • Alumni/Recruiting Receptions

    b. *Retention/Persistence Strategies* – The Department engages in the following retention practices:

        i. Contacting un-enrolled majors: Directly before each semester's regular registration, faculty members in the Psychology Department contact psychology majors who've been identified by the Registrar's Office as having failed to re-enroll for that semester. Data on the number of identified students were only available from the Office for Recruitment & Retention for the Spring 07 and Fall 07 semesters:

        Spring 07 - 98 majors
        Fall 07   - 137 majors

        ii. Establishing FIGS courses: In Fall of 2005, the Psychology Department instituted Freshman Interest Groups (FIGS) courses. Enrollment in these courses is limited to freshman psychology majors. The goal of these courses is to build a supportive peer group among the incoming freshman majors as well as to establish early connections with departmental faculty. These FIGS courses are:

Fall 2005	Spring 2006	Fall 2006	Spring 2007
PSYC 1010-04N	PSYC 2040-01N	PSYC 1010-02N	PSYC 2040-01N
ENGL 1010-03N	PSYC 2430-01N	ENGL 1010-02N/14N	PSYC 2430-01N
OR 1010-10N	ENGL 1020-23N	OR 1010-37N	ENGL 1020-01N/33N

        iii. Assuming responsibility for instruction of Orientation 1010 by departmental faculty: Historically, OR 1010 was taught by instructors chosen by the Department of Student Success. As part of the FIGs initiative, beginning in Fall 2005, freshman psychology majors were enrolled in a section taught by a psychology faculty member. The purpose behind this decision was also to establish early connections with departmental faculty, to improve communication between the students and Department, and to present discussions associated specifically to Psychology majors and departmental policies and procedures.

      iv. Starting in the Fall 05 semester, the Department instituted Department-sponsored social events where faculty and undergraduate majors could interact informally. The list includes:

Fall 05:	Department sponsored football tailgating party.
Spring 06:	Department sponsored crawfish boil.
Fall 06:	Department sponsored football tailgating party.
Spring 07:	Department sponsored crawfish boil.

  c. *Enrollment/Graduation Trends -*

The number of majors has steadily increased from 2002 to 2007. In fact, as can be seen in the annual enrollment (Appendix D for Form B – Enrollment Management), the number of undergraduate majors in psychology alone increased by 54% during this time frame while the University experienced a 7% decrease. The decrease is largely due to the institution of selective enrollment, while the Department's increase is primarily due to the addition of the program being offered online. The number of degrees awarded has also steadily increased from 73 to 111 (minus 1 Addiction Studies major), a comparable increase of 52%.

The persistence rates, however, show an area of concern with rates declining consistently across educational classifications during this five-year period. The rates are very good for sophomore to senior levels, with most being over 70%. The most problematic group are the freshmen, which is understandable given the period of adjustment and changing of majors that occur at that time. What is concerning though, is the decrease in their retention rates over the 5-year period in spite of efforts to improve retention. Freshmen, in fact, dropped 22%. There are several possible reasons for this decline. First, the number of students enrolled has steadily increased, but the number of faculty has not. This increasing student-to-faculty ratio is overwhelming to the faculty and interferes with the frequency and quality of the faculty/student interactions. Second, a large proportion of the growth in Psychology majors is attributed to online students. In spite of efforts to engage students, an online atmosphere does not allow the type of connection and "environment" that is created in the traditional classrooms. Third and final, because of the demand for online classes, a large proportion of the classes are taught by adjuncts who also live at a distance. Efforts have been made to hire quality adjuncts, and the majority of them hold terminal degrees in the field. However, this reliance on adjuncts also has an impact on the students' sense of connection to the University.

5. <u>Program Curriculum</u>

  a. *Relationship to existing institutional mission*

University Mission Statement: Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs.

Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

In keeping with the stated mission of the University, the Department of Psychology is dedicated to providing a high quality and functional education at both the undergraduate and graduate levels by actively engaging in the discovery and dissemination of knowledge across the subfields of Psychology, including clinical, experimental and applied areas. Students develop mastery and

integration of vocabulary and theory, as well as critical thinking and analytic skills, through didactic and practicum/externship training experiences. To further illustrate the relationship between theory, research and application, the Department of Psychology emphasizes the ethical use of psychology principles in applied contexts.

As part of the Department's educational mission, encouragement and support are provided for research and scholarship by both the faculty and the student body. These activities are designed to foster professionalism and enhance opportunities for graduate education and/or immediate employment and service in the community.

In order to achieve the Mission of the Department of Psychology at NSU, the following program goals/objectives have been developed. (See Appendix E for Continuous Improvement Plan.)

1. To provide programs which are responsive to culturally diverse students.
2. To provide quality advising through access, good communication, and effective use of both mediums and materials.
3. To provide quality programs which are consistent with the recommendations of national or accrediting organizations.
4. To provide quality instruction that is current in topics, and uses technology and writing assignments to promote student learning.
5. To encourage enrollment of new students who inquire about attending the institution.
6. To increase retention of Psychology majors in support of the University's efforts to increase the overall persistence rate for full-time, degree seeking undergraduates.
7. Work with local, state, and national organizations to provide vocational and/or educational opportunities for the students.
8. Promote community service by the faculty and students.

b. *Degree Plans*

Curriculum for Psychology (392)

First year

Sem. Hrs.

Biology 1010-1011 4
Biology 1020-1021 or Zoology 1220-1221 or
    Zoology 1230-1231* 4
English 1010, 1020 6
Mathematics[1] 6
Orientation 1010 1
Psychology 1010, 2040 6
Science 1010 or Chemistry 1030 or 1070 3
Social/Behavioral sciences[1] 3

Subtotal 33

* now changed by Biology Department to BIOL 2220/2221 and 2230/2231

Second Year

	Sem. Hrs.
Computer 1020 or CIS 1800 or SCSC 1810	3
Electives	3
Humanities[1]	9
Fine Arts 1040	3
Health and personal fitness[1]	2
Psychology 2050, 2430, 4400	9
Social/Behavioral sciences[1]	3
Subtotal	32

Third Year

	Sem. Hrs.
Electives	15
Health and personal fitness[1]	2
Psychology 3010, 3020, 3050 or 3060, 4450, 4480	15
Subtotal	32

Fourth Year

	Sem. Hrs.
Electives	12
Psychology 4030, 4410, 4470, 4510, elective	15
Subtotal	27

Total Semester Hours for Degree: 124

Footnotes
1 Refer to University core requirements.

Curriculum for Addiction Studies (395)

First Year

	Sem. Hrs.
Addiction Studies 1010, 2050	6
Biology 1010-1011	4
English 1010, 1020	6
Mathematics[1]	6
Orientation 1010	1
Psychology 1010, 2050	6
Science 1010 or CHEM 1030 or CHEM 1070	3
Subtotal	32

Second Year

	Sem. Hrs.
Addiction Studies 2430, 2450	6
Computer 1020	3
Electives[2]	3
Humanities[1]	6
Fine Arts 1040	3
Health Education 1010	2
History[1]	3
Psychology 2430, 4400	6
Social sciences[1]	3
Subtotal	32

Third Year

	Sem. Hrs.
Addiction Studies 3010, 3020	6
Biology 1020-1021 or Zoology 1220-1221 or Zoology 1230-1231*	4
Electives[2]	6
Humanities[1]	3
Health Education 1090	3
Psychology 3010, 4450, 4480	9
Subtotal	31

* now changed by Biology Department to BIOL 2220/2221 and 2230/2231

Fourth Year

	Sem. Hrs.
Addiction Studies 4040, 4450, 4500, 4510…..12	
Electives[2] 3	
Psychology 4700, elective[3] 9	
Social Science[1] 3	

Subtotal 27

Total Semester Hours for Degree: 122

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Footnotes
1  Refer to University core requirements.
2  Twelve hours of electives are required. Ten hours must be academic electives
and 2 hours may be extracurricular activities or physical education activity
classes.
3  Upper level psychology electives (3000 or 4000 level).
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c. *Rationale for Required Courses* - The courses required for the degree in psychology were chosen to reflect four criteria, one general and three specific. The general criterion is to provide a solid grounding in the major theories and vocabulary of psychology. All courses required for the major, as well as all electives offered, are chosen to fulfill that general criterion. The three specific criteria are:

   i. Fulfilling Board of Regents guidelines – examples:

       a. An introductory course surveying the major theories and vocabulary of the major's topic: PSYC 1010-General Psychology

       b. A capstone course containing a review of the coursework required for the major: PSYC 4030-Advanced General

       c. A 'critical thinking' course: PSYC 4400-Statistics for the Social Sciences

   ii. Fulfilling graduate school entrance requirements. Graduate programs in psychology require undergraduate applicants to have completed course work in the areas of: clinical, experimental, major theories, and ethical practice. To meet these requirements, the Psychology Department requires:

       a. Clinical area: PSYC 2040-Psychology as a Profession, PSYC 4450-Abnormal Psychology, PSYC 4410-Psychology Tests & Measures

       b. Experimental area: PSYC 2430-Intro to Experimental Methodology, PSYC 3010-Physiological Psychology, PSYC 3020-Experimental Psychology: Learning, PSYC 4400-Statistics for Psychology & Education

       c. Major Theories: PSYC 1010-General Psychology, PSYC 2050-Lifespan Development, PSYC 3060-Social Psychology, PSYC 4030-Advanced General, PSYC 4470-Theories of Personality, PSYC 4480-History of Psychology

d. Ethics: PSYC 4510-Ethics in Psychology

iii. In 2001, the Task Force on Undergraduate Psychology Major Competencies appointed by the American Psychological Association's Board of Educational Affairs released a report titled *Undergraduate Psychology Major Learning Goals and Outcomes: A Report* *http://www.apa.org/ed/pcue/taskforcereport.pdf*. The report identified 10 goals and suggested learning outcomes that "represent reasonable departmental expectations for the undergraduate psychology major across educational contexts." In 2006, a thorough review was conducted, comparing the psychology curriculum to the American Psychological Association's recommendations. Changes were made to reflect the 10 goals they identified:

APA Goals		NSU Psychology Curriculum
Goal 1	Theory and Content of Psychology	PSYC 1010: General Psychology
		PSYC 2050: Developmental Psychology
		PSYC 2250: Psychology of Gender*
		PSYC 3010: Physiological Psychology
		PSYC 3020: Experimental Psychology: Learning
		PSYC 3050: Diversity Issues in Psychology
		PSYC 3060: Social Psychology
		PSYC 4030: Advanced General Psychology
		PSYC 4410: Psychological Testing & Measurements
		PSYC 4450: Abnormal Psychology
		PSYC 4470: Theories of Personality
		PSYC 4480: History of Psychology
		PSYC 4510: Ethics in Psychology
Goal 2	Research Methods in Psychology	PSYC 2430: Introduction to Experimental Psychology
		PSYC 3020: Experimental Psychology: Learning
		PSYC 3080: Experimental Psychology: Motivation
		PSYC 4400: Statistics for Psychology
Goal 3	Critical Thinking Skills in Psychology	PSYC 1010: General Psychology
		PSYC 2430: Introduction to Experimental Psychology
		PSYC 4400: Statistics for Psychology
		PSYC 4450: Abnormal Psychology
		PSYC 4470: Theories of Personality
		PSYC 4480: History of Psychology
		PSYC 4510: Ethics in Psychology
Goal 4	Application of Psychology	PSYC 2450: Personal Adjustment & Development*
		PSYC 4020: Applied Skills and Behavior Modification*
		PSYC 4040: Childhood Disorders*
		PSYC 4400: Statistics for Psychology
		PSYC 4410: Psychological Testing & Measurements
		PSYC 4450: Abnormal Psychlogy
		PSYC 4490: Independent Psychological Research*

Goal 4 con't.		PSYC 4500: Psychology in Business and Industry*
		PSYC 4510: Ethics in Psychology PSYC 4600: Field Experience in the Mental Health Agency*
		PSYC 4700: Seminar in Alcoholism*
Goal 5	Values in Psychology	PSYC 3050: Diversity Issues in Psychology
		PSYC 4450: Abnormal Psychology
		PSYC 4470: Theories of Personality
		PSYC 4480: History of Psychology
		PSYC 4510: Ethics in Psychology
Goal 6	Information and Technological Literacy	PSYC 2430: Introduction to Experimental Psychology
		PSYC 3020: Experimental Psychology: Learning
		PSYC 4410: Psychological Testing & Measurements
		PSYC 4470: Theories of Personality
Goal 7	Communication Skills	PSYC 2430: Introduction to Experimental Psychology
		PSYC 4400: Statistics for Psychology
		PSYC 4410: Psychological Testing & Measurements
		PSYC 4470: Theories of Personality
		PSYC 4510: Ethics in Psychology
Goal 8	Sociocultural and International Awareness	PSYC 2250: Psychology of Gender*
		PSYC 3050: Diversity Issues in Psychology
		PSYC 3060: Social Psychology
		PSYC 4450: Abnormal Psychology
Goal 9	Personal Development	PSYC 2040: Psychology as a Profession;
		PSYC 2450 Personal Adjustment & Development*
Goal 10	Career Planning and Development	PSYC 1010: General Psychology
		PSYC 2040: Psychology as a Profession

* Psychology electives

d. *Rationale for Sequence of Courses* - The sequencing of courses was carefully chosen to reflect a growing mastery of the theories and vocabulary of the field of Psychology. Each course builds on the previous prerequisite course. Examples include:

i. PSYC 1010-General Psychology is a prerequisite for seven psychology courses in the Department curriculum. PSYC 1010 is a survey course that provides an introduction to the major theories and vocabulary of psychology, and this knowledge is necessary for the successful completion of those later courses.

ii. Since learning to write APA style papers is part of the course curriculum in PSYC 2430-Introduction to Experimental Methodology, that course is a prerequisite for PSYC 3010-Experimental Psychology: Learning, and PSYC 3020-Experimental Psychology Motivation.

iii. PSYC 4480-History of Psychology is a prerequisite for PSYC 4470-Theories of Personality. The reason for this is that it is much easier to understand the theories of seminal thinkers in

psychology if you know both their antecedents and the zeitgeist of their times, knowledge provided in PSYC 4480.

e. *Areas where the program may be unique, exceptionally strong, or weak in comparison to other programs of its kind.*

   i. Particular areas where the Department may be unique:

       a. The Department of Psychology requires 42 hours of psychology coursework for fulfillment of the major requirements, with 39 hours being specific requirements.

       b. Within the BS in Psychology (392), the Department offers two concentrations: Substance Abuse (392B), and Prevention Specialist (392C).

       c. The program is offered by two methods of instruction (traditional and online). With the support of other departments, students can complete the entire program in either format or a combination of the two.

   ii. Particular areas where the department may be strong:

       a. The Department was an early adopter of online course delivery technology. Psychology was the first major available totally online in the state of Louisiana. Psychology majors now literally span the globe.

       b. As a by-product of the online initiative, the faculty, in general, is knowledgeable about technology and incorporates it in some capacity in approximately 100% of the courses.

       c. The Department has a faculty that is particularly committed to teaching. NSU has limited support for research, which in turn means there are relatively few research requirements relative to most universities. An additional factor is that of the eleven current faculty members (FALL 07), one is part-time, one is a temporary hire, and six are non-tenure track Master's Degree holding faculty hired at the instructor level. Since research is not a required part of their positions, they are free to focus more on teaching.

   iii. Particular areas where the Department may be weak:

       a. While the Department's mission has expanded dramatically over the last four years, with new concentrations, a new degree program, an internet degree, and a dramatic increase in majors, departmental funding and staffing levels have remained static. This has lead to an over-reliance on off-site adjuncts, part-time, and temporary hires. The Department and University services (advising, committee work, etc.) provided by these instructors ranges from none to minimal. Additionally, as they must be supervised by full-time faculty, they negatively impact the full-time faculty's ability to perform the required Department and University services.

       b. A long history of institutional under-funding, combined with the geographic location of the college, has resulted in limited ability to attract faculty with clinical psychology credentials. See the faculty roster (Appendix A) for credentials, but the department currently has full-time faculty with degrees not directly connected to the psychology curriculum.

f. *Assessment of the Program* - Four formal methods of program assessment are used by the Department of Psychology:

    i. Southern Association of College and Schools (SACS) – the Department participates in the University's accreditation process. As part of the accreditation, it is necessary to document every aspect of the Department's operations, curricula and processes. The Department went through the last SACS accreditation examination in the Fall 06/Spring 07 academic year and that accrediting body did not cite a single problem in the Psychology Department.

    ii. Self-study – since there is no organization that accredits Bachelor of Science degrees in Psychology, the Board of Regents requires the Department to regularly produce a self-study. The self-study is a rigorous internal and external review of the Department's operations, curricula and processes.

    iii. Exit Exam – each graduating senior is required to take and pass an Exit Exam covering the major concepts from their required psychology course work. This exam gives semester by semester feedback on the depth and quality of course instruction.

    iv. Tenure & Promotion – All tenure tack faculty must go through an application process for both tenure and promotion. As part of this process, they must document their work performance, and their contributions to the Department are carefully scrutinized by both their peers in the Department and by a University Promotion and Tenure Committee. Since 2002, four faculty members have applied for tenure and promotion to the Associate Professor status with 100% success. In addition, one of those has since applied and received Full Professor status.

6. Expected Learning Outcomes (ELO) for Psychology (392) - see Appendix F for ELO.

    A. Have knowledge of the concepts, theoretical approaches, findings, and historical trends in psychology.

    B. Demonstrate an understanding of the scientific research methods in psychology, including design, data collection procedures and analysis, and interpretation.

    C. Gain understanding of human behavior, cognition, and emotion.

    D. Demonstrate efficient oral communication.

    E. Demonstrate quality writing skills through content and format.

    F. Have knowledge of ethical behavior in the science and practice of psychology.

7. Courses and Descriptions
    For the table below, Modes and Locations of Delivery are identified by I (Internet), N (Natchitoches campus), L (Leesville/Fort Polk Campus), or S (Shreveport Campus).

Course Number	Course Name	Course Description	Modes and Locations of Delivery	Semesters Offered	Last Semester Offered
PSYC 1010	General Psychology	See Catalog	I, N, L, S	F, Sp, Su	Spring '07
PSYC 2020	Comparative Psychology	See Catalog			
PSYC 2040	Psychology as a Profession	See Catalog	I, N, L	F, Sp, Su	Spring '07
PSYC 2050	Developmental Psychology	See Catalog	I, N, L, S	F, Sp, Su	Spring '07
PSYC 2250	Psychology of Gender	See Catalog			
PSYC 2430	Introduction to Experimental Psychology	See Catalog	I, N, L	F, Sp, Su	Spring '07
PSYC 2450	Personal Adjustment and Development	See Catalog	I, N, L, A	F, Sp, Su	Spring '07
PSYC 3010	Physiological Psychology	See Catalog	I, N, L	F, Sp, Su	Spring '07
PSYC 3020	Experimental Psychology: Learning	See Catalog	I, N, L	F, Sp	Spring '07
PSYC 3050	Diversity Issues in Psychology	See Catalog	Started teaching Spring '08		
PSYC 3060	Social Psychology	See Catalog	I, N, L	F, Sp, Su	Spring '07
PSYC 4020	Applied Skills and Behavior Modification	See Catalog	To be taught Spring '08		
PSYC 4030	Advanced General Psychology	See Catalog	I, N, L	F, Sp	Spring '07
PSYC 4040	Childhood Disorders	See Catalog	I, N	Sp	Spring '07
PSYC 4400	Statistics for Psychology	See Catalog	I, N, L, S, A	F, Sp, Su	Spring '07
PSYC 4410	Psychological Testing and Measurements	See Catalog	I, N, L	F, Sp, Su	Spring '07
PSYC 4450	Abnormal Psychology	See Catalog	I, N, L, A	F, Sp, Su	Spring '07

PSYC 4470	Theories of Personality	See Catalog	I, N	F, Sp, Su	Fall '06
PSYC 4480	History of Psychology	See Catalog	I, N, L	F, Sp, Su	Spring '07
PSYC 4490	Independent Psychological Research	See Catalog		By request	Spring '07
PSYC 4500	Psychology in Business and Industry	See Catalog	I, N	Fall	Summer '06
PSYC 4510	Ethics in Psychology	See Catalog	I, N, L	F, Sp, Su	Spring '07
PSYC 4600	Field Experience in the Mental Health Agency	See Catalog		F, Sp, Su	Spring '07
PSYC 4650	Seminar in Current Topics in Psychology	See Catalog	N	Not regularly offered	Spring '05
PSYC 4700	Seminar in Alcoholism	See Catalog	I, N	F, Sp, Su	Spring '07

8. <u>SCH Production</u>

As was expected with enrollment, the overall SCH production has increased by 12% from 02-03 (17,319) to 06-07 (19,404), with the Department producing 5.8% of the University's SCHs (please see Appendix G for Data Reporting Form C – SCH). When compared to the College of Liberal Arts' averages, the psychology faculty's SCHs and credit hours are significantly higher for every rank in every year. The only exception is the average credit hours for adjuncts and that is simply because the maximum number for all adjuncts is 12. The student-to-faculty ratio definitely highlights the workload with which this faculty has been struggling. When computed using common data sets, the ratio is mostly 21 or 22 per faculty as compared to 18 for the University. However, those calculations use psychology majors only. When all majors/students enrolled in the courses are included, then the ratio increases by over 100%, and to nearly 200% in some years (50 to 60:1).

What is also troubling is the growing proportion of SCHs produced by adjunct faculty. In 2002-2003, 40% of the total number was produced by adjunct faculty as compared to over half (51%) in 2006-2007. In fact, the number of SCHs produced by adjunct is equivalent to 14 full-time faculty members. There were 44 internet sections in 2002-2003 and 119 in 2006-2007. While the demand for online classes has definitely contributed to the increase in enrollment, there is a growing dependence on adjunct faculty. The challenges the Department/faculty is faced with are maintaining the integrity of the program and creating a sense of connection to the University and Department while the majority of the online sections are taught by adjuncts.

B. Overview of Self-Study 2000 findings and commendations

The Psychology Department conducted a self-study in Spring, 2000, with Dr. Charles Spirrison as the external reviewer. The findings, commendations, and the response to date for the Psychology program and the Department as a whole are outlined below. The findings specific to the graduate program in Clinical Psychology have been omitted given that it went through a separate accreditation process in 2002, receiving a 10 years accreditation by the Master's in Psychology Accreditation Council.

- **Departmental budget has sufficient funds to finance in full at least one trip to a regional conference by each departmental faculty member.**
  The Department requested and received recurring travel fund increase in departmental budget. Generally, there is $300 per non-tenure track instructor and $500 per tenure-track professor. This distinction is made because of the research required of the tenure-track professionals, specifically the expectation that they will present at national conferences. These funds assist in the expenses of a local conference. However, given the emphasis on national and international conferences by the tenure and promotion committees, only a fraction of the cost is covered by the $500 allowance.

- **Following appropriate training, Psi Chi seniors serve as peer advisors to freshmen and sophomore psychology majors.**
  This recommendation was made prior to the new advising system in the Department and the implementation of the University's Freshman Connection program. The University has stopped peer advisement due to errors and a mandate to increase and encourage students' direct contact with academic advisors.

- **The Department considers instituting a minimum GPA for students who seek to declare a psychology major.**
  This recommendation was aimed at addressing problems with the Department's faculty/student ratio. This issue did not appear to be in line with the then current University priorities. At that time, therefore, the Department determined that by addressing other recommendations, the program was successfully able to provide a quality education opportunity to psychology undergraduates.

- **Three of the recommendations were focused on consolidating and renovating space for the Psychology Department. Specifically they were:**
  - Clearly stated commitment on the part of upper administration that adequate, consolidated, contiguous, and renovated space will be developed to house the Department of Psychology.
  - Completion of a formal plan/agreement pertaining to consolidated and renovated space for Department of Psychology.
  - Relocating Biology faculty offices and Red River Development offices so the Psychology Department has a consolidated, contiguous space that is not interrupted by unrelated offices.

  Since the 2000 self-study, four rooms were renovated into six offices, and space was allocated and renovated for a computer lab/classroom, graduate classroom, and therapy, assessment, and observation rooms. The Red River Development office was moved, but there are still Biology faculty offices, including Veterinary Technology, interspersed among the Psychology Department offices. While the space was a great improvement, the Department continues to grow and struggle with having adequate office space for the faculty. Specifically, the Department is housed in the Biological Sciences building. Any space reallocated to the Department of Psychology was done on a case-by-case basis and has to be taken from the Department of Biology, creating an ongoing state of tension between the two

departments. The preference is that a needs assessment/projection of growth on the two departments is conducted so that a clear and contiguous space can be designated for each of the departments.

- **Add six new tenure-track faculty positions to the Department by 2003 with the goal of 15 to 20 full-time tenured or tenure-track faculty members.**
  The Department had five tenure-track positions at the time and currently has eight tenured and tenure-track faculty members, four non-tenure-track instructors, and one part-time instructor. The department received approval to advertise for two more tenure-track assistant professors, but then two of our tenure track faculty members left. Administration approved only of those positions to be advertised. Therefore, the Department is still heavily loaded with non-tenure-track, part-time, and especially, adjunct instructors.

- **Psychology Department is prepared to publish and sell (through the bookstore) copies of the General Psychology student Workbooks. Profits are to be used to augment departmental funds.**
  While a workbook was not developed, customized texts for Psychology 1010 were adopted to augment departmental funds. The Department currently receives $2 per text purchased.

- **Room 322 is supplied with a sufficient number of modest sized desks so that larger sections may be taught in the room.**
  New desks were recently purchased. However, because of the need to purchase desks to accommodate students of all sizes, the class section size remained the same.

- **Pretest items are developed for use with students who declare a psychology major. These items are to be re-administered later as part of the Major Field Test.**
  There have been no efforts toward this recommendation to date. Specifically, a pre-test has not been conducted.

- **Department head and upper administration find ways that supervised post-doctoral clinical hours for licensure can "count" in one's application for promotion and tenure.**
  To date, the Department has not had faculty members for which this is applicable. However, the plan is for the Department head and upper administration to identify an area of promotion and tenure requirements to assign these hours so that the faculty member will receive due credit.

- **The Department has a reasonably complete database of current addresses and telephone numbers of alumni.**
  The Department obtained a database from Alumni Affairs and created the Psychology Alumni Association (with a newsletter) in an effort to establish a connection with the alumni and to update and maintain the database. Unfortunately, there was very little interest in the association and therefore minimal information was obtained. This task, as is often the case, was assigned to a tenure-track assistant professor. Maintaining a database is overwhelming given the other responsibilities required in an understaffed department.

- **Two recommendations pertained to the web page:**
  - Linked to the Department's web page are a "do's and don't page" that focuses on applying for graduate school and a "careers in psychology page" for students who are considering the psychology major.
  - All departmental syllabi and some ancillary class materials are posted to the Department's web-site, preferably by a web-savvy student worker or graduate student.

The Department has identified a web master and created a website. With the use of Blackboard since 2000, it is not necessary to post class materials on the web. Additionally, syllabi are available through the Electronic and Continuing Education Department's website.

- **Suitable external academic psychologists are identified and recruited as potential members of the departmental P&T committee. All tenured and tenure-track faculty within the Department vote to determine who serves on the Department's P&T committee.**
  It was deemed inappropriate to have non-academic individuals serve on Department P&T. As the Department had more tenured members, they have been asked to serve as committee members. Presently four members are tenured; however, the faculty member is allowed to choose two members, and faculty members from the Psychology Department are not always chosen.

- **The Department has the technology needed to provide PowerPoint presentations in the classroom. The Department also has a quality scanner and Adobe Acrobat (or analogous) software.**
  A laptop computer or either stationery or mobile carts with computers, are available for each classroom. The computers have PowerPoint and other software suitable for classroom presentations.

- **Anonymous surveys are administered to graduating seniors (in addition to the exit interviews).**
  Anonymous surveys are administered by the Office of Planning and Assessment.

- **The Department considers the development of an undergraduate subject pool.**
  In 2007, the Department eliminated extra credit and instituted a research participation requirement for Psychology 1010 students, thereby creating an undergraduate subject pool. The students have the option of participating in studies or writing summaries of research articles.

Section II - Core Items

A. Students

1. Demographics and Comparisons

Core Item 1. Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Demographics and Comparisons (Data Reporting Form D)	Diversity in student population reflects diversity of campus	Lack of minorities and males represented in the field.	Recruitment of minority and male students as well as minority faculty into the Department	Lack of minority faculty to serve as mentors and role models for students

Though the number of Psychology majors has steadily increased with time, the relative proportions have remained relatively consistent for most demographics (see Appendix H for Data Report Form D), particularly ethnicity. Approximately 60% have been European American, 30% African American, and 10% of other racial/ethnic groups. For gender, there are disproportionately more women majoring in psychology each year (75% in 2002 to 81% in 2007). Though age groups have been fairly consistent, the non-traditional student group (aged 24 or older) has increased with time. Though the Department figures

are very similar to those of NSU (racial/ethnic breakdowns are virtually the same), there are a few interesting differences. NSU enrolls more men than the Psychology Department with nearly 70% women and 30% men. The ages are similar but NSU enrolls slightly higher student proportions at the younger ages and exhibits less of a trend toward non-traditionally aged students compared to the Psychology Department. In addition, overall, there are fewer minorities in the field of psychology, and certainly at the University. The limited diversity creates an atmosphere lacking in professional mentors and role models for the students. In recent years, the Department has focused on opportunities to hire male and/or minority faculty. These efforts have successfully produced more male faculty members but not minority faculty members.

2. Advising Practices

Core Item 1. Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Advising Practices	Availability of Faculty for Professional Academic Advising for students Reorganization of the Psychology Department to enhance advising process Development of new professional course (2040) to include career information at all degree levels. Leadership of the Department in building the community FIG's (courses) Partnering with other departments Students rating of quality advising ranked above	Majors with 30 hours or more are not required to meet with Academic Advisors	Enhanced opportunities with other departments to build community An opportunity to link with the ACE initiative to enhance student advising opportunities, career Expand FIGs into the second year experience and online courses	Advising system that does not require students to meet with advisor The timing of the University hiring schedule prevents adequate adjustment time for new faculty to be prepared to advise Lack of the University way training and mentoring program for new faculty Deficit in resources when no major course sections are sought for FIG's

	average			
	The Department recognition of student needs relating to: • Traditional, • Non-traditional, • Online, • Transfer			

Students interested in majoring in psychology at Northwestern State University are typically introduced to the academic program(s) through high school counselors, University recruiters, internet, college night presentations, relatives, and/or other areas of the University (athletics, band, Louisiana Scholars' College, other majors, etc.). Students who have applied and been accepted to NSU are strongly encouraged (by the Student Success and Enrollment Management Departments) to attend the freshman orientation sessions known as *Freshman Connection* during the summer (four sessions are available). While the majority of time during these sessions is spent introducing students to the NSU community, one of the most significant opportunities for them is to meet the chair, faculty, and academic advisors of the Psychology Department to discuss their career interests and degree plan.

This assignment of advisors is continually reviewed and revised to best meet the needs of the incoming and continuing students. Historically, all members of the faculty served as academic advisors, as well as thesis advisors for those who were graduate faculty. In 2004, the Department requested that the faculty identify their individual strengths and preferences so that the assignment of responsibilities would better fit with their strengths. The advisors were then divided into academic advisors and thesis advisors with a few members carrying smaller loads in both areas. The academic advisors within the Department of Psychology are assigned advisees alphabetically.

During a student's first academic advising session, he or she is provided the following:
- Review of student information (i.e., name, address, email, phone, etc.)
- University Catalog
- Degree Plan (see Appendix I for Degree Plan Forms)
- Degree Plan Explained (see Appendix I for Degree Plan Forms)

Students and their academic advisors have the opportunity to review courses within the degree plan that relate to the general education core requirements, and psychology or addiction studies degree program specific and elective courses. Should the student have any specific scheduling needs (i.e., student-athlete, band member, living with a disability, theater, etc.), those concerns are reviewed, discussed, and accommodations are made for the student.

Incoming and transfer students' first meeting with their academic advisor includes: determining a Psychology course of study, an explanation of the University Core Courses and Requirements, and a schedule for the upcoming semester. Majors with 30 hours or more are not required to meet with their academic advisor; however, the advisors are available to discuss issues and concerns for their academic

progress. This policy has created problems when students choose to not seek guidance from their advisors until it is time to apply for graduation.

All incoming freshmen participate in the Psychology Freshman Interest Group's (FIGs) program. FIGs are sections of classes created for incoming freshmen, psychology majors only. For example, a PSYC 1010, OR 1010, and ENGL 1010 section is reserved for this group to take together their first semester. This allows students to identify their co-majors and to network quickly, as well as giving the students and Department/faculty the opportunity to get to know one another more quickly. Since Fall 2005, the FIGs program has been used in the Department to support the retention of Psychology majors. Students in the FIGs program will take a maximum of three freshman classes together for each of the first two semesters. It is a future goal to extend the FIGs offerings into the second year experience. Meeting this goal will be dependent upon resources that allow for additional (non major) course sections.

Students can avail themselves of early advising within the Department of Psychology the week prior to semester registration. This practice is unique to the Department and not a requirement of the University. During this early advising period, faculty academic advisors have extended office hours covering the time period of 8:30 am to 4:30 pm. Throughout the semester, the academic advisor office hours and contact information are posted on their office doors and provided to online advisees for their convenience.

All advising practices are the same for online students with the exception of the interaction with the advisors being conducted primarily via telephone and internet. FIGs have not been created for online students because the vast majority are transfer students. However, it is an area the Department plans to explore. At present, the majority of the online classes, particularly at the introductory and lower level, are taught by adjuncts. Therefore, creating FIGS with the focus on the courses being taught by full-time faculty might have a positive influence on retention and the students feeling connected to the Department earlier in their academic career, which is already an issue with online students.

Starting in 2005, a new course was developed, PSYC 2040 (Psychology as a Profession). This course was a direct result of student requests for additional information concerning careers in psychology and planning for graduate school. Previous attempts to share this information in a meeting format were not successful, so a course was created. The course dedicates specific units for reviewing and disseminating related information in the areas of psychology. It is taught every semester in person and on the internet.

The Psychology Department conducted a "Quality of Advising" survey beginning Fall 2004. The Likert scale ranged from 1 (Very Poor) to 5 (Excellent). Although the survey consists of 10 items, listed below are results of two of the items:

Question(s)	Mean Score		
	Fall/Spring 2004/2005 n= 112	Fall/Spring 2005/2006 n= 269	Fall/Spring 2006/2007 n= 283
Overall, how would you rate the quality of your advising experience?	4.6	4.3	4.45
How well do you think the Department and your advisor keeps you informed of important department events?	4.1	3.8	4.05

In summary, the area of advising is a particular strength for the Department. Even when taking into account the faculty/student ratio, which is rather large, the Department has a sound, complete, systematic approach to assisting students in both advising and scheduling. The challenge for the Department is in hiring new faculty in a timely manner and providing training so they are ready for advising. It is hoped that the ACE initiative will address some of the training needs, require advising for all students, and provide mentoring for faculty as they serve students.

3. Assessment system

Core Item 1. Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Assessment System – In what ways do you assess student performance?	Development of the departmental capstone course; students academically prepared	Validation of the assessment tool in capstone	Standardized norms and instruments	Costly standardized instruments to address student achievement at graduation

o   The primary vehicle for assessment of student performance is course grades. Most course grades are determined through a combination of examination of course content and relevant assignments. In addition, there are three mechanisms at the departmental level and the university level which attempt to capture student performance in the academic realm. These additional mechanisms include: 1. The Collegiate Assessment of Academic Proficiency Examinations (CAAP; University wide), and 2. The Exit Examination (Departmental), and 3. The Graduating Senior Survey (provided to graduating seniors by the Dean's Office).

o   *CAAP.* Students are required to take a core of classes in English/Literature, Math, Science, Fine Arts, Health, and Computer Skills. To assess students' proficiency in selected areas of general education, students complete the CAAP test which covers writing skills, mathematics, and science reasoning (see Appendix J for Assessment Data - CAAP scores) - summarizes the scores for Psychology majors compared to the University as a whole). As can be seen, Psychology Majors performed better over time in writing and science compared with the University norms. Though the students' math scores were lower than those of University norms, the mean scores were very close.

o   *Exit Exam.* At the time of the past Self-Study, the Departmental exit examination was the Major Field Test for Psychology, an ETS product. As this examination was comprehensive, it assessed areas in which the Department did not offer courses. Therefore, it was found to be a poor measure of the program's learning objectives. Consequently, the Department decided to create a local 100-item examination comprised of items representative of material taught in all required psychology courses. The examination is administered in the Departmental capstone course as the final examination, thereby increasing the students' motivation (see Appendix J for Assessment Data - Exit Exam Scores). Beginning Fall 2006, students were required to pass the exit exam by at least 70% in order to pass the class. This resulted in even higher scores. It appears that the average score on each administration is a positive indicator of students' content knowledge in the field of psychology.

The strength is that the Department appears to have found a way to quantify the level of overall student success; the weakness, however, is that even though this method of assessment has obvious face validity, it has not been evaluated for its psychometric validity. While it could be advantageous to utilize standardized instruments for norming, the cost of these instruments tends to be outside the range of available resources.

4. Academic Support for Students Needing Remediation

Core Item 1. Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Academic support for students needing remediation	Resources available to students on NSU campus; strong departmental persistence rates	Student preparedness upon entering the program	Linking closer and communicating more effectively with students in need of remediation	Identification system of students in need; stronger advising system

o   The Department policies on academic standings follow the University's, as stated on pages 27-28 of the 2006-2007 University Catalog. Of particular note is the fact that students must complete all major classes with at least a C in each or the courses must be repeated. Remediation assistance is available through a variety of mechanisms; including the University College Academic Center, the Language and Communication Department's Writing Center, and book publisher tutorials and practice assessments. The Department makes numerous referrals for those students that appear to be less than academically prepared to meet requirements.

o   Self-Study Remediation information was sought from Student Support Services. This program's services are available to all Northwestern State University students. The services include; 1) provision of two Freshman-level study skills workshops included in the '50 Success Series Workshops', which students may choose to attend so as to satisfy Orientation course requirements, 2) individual tutoring is available for students in core courses from 900 level remedial courses in Mathematics and English as well as for the following psychology courses: PSYC1010, PSYC2050, PSYC3060, and PSYC4400), 3) making small group tutoring available, 4) obtaining 4th week grades from courses attended by Freshmen so as to identify at-risk students. Those with grades of 'F' are then strongly urged to avail themselves of the University College services, particularly a workshop that provides information about said services) 5) requiring participation in the PASS Program for students who have been suspended but are then re-admitted (This includes contracted tutoring, four hours per week campus study hall attendance, tutoring access, and mandatory evaluations and meetings at midterm and the end of the semester, and 6) the offering of two courses that teach academic study skills.

o   Students identified themselves by major while participating in tutoring and/or workshops. A weakness in the Department has been in not taking advantage of such data for purposes of planning more specific remediation efforts. In examining the data now, it is evident that the departmental persistence rates have been fairly consistent across time, ranging being between 75% and 80% (see Appendix K for Persistence Rates).

5. Financial Support

Core Item 1. Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Financial Support	Increased number of scholarships over previous years	Understanding of financial aid process and effect on Department	Improving information to students and access to funds at the state level (example Go Grant)	Number of students in Department that will receive federal and state aid due to effects of fall 2005 admission standards

- See Appendix L for Financial Aid Sources. Federal aid to undergraduates has not only increased each year over the past five years (total of 81.2% over five years), but also by each semester; state aid for undergraduate students has also increased 15.9% over the same five year period. Third-party aid comprises, by far, the most significant increase in aid source to Psychology students beginning with $50,870.62 in 2002-03 and ending with $314,717.48 in 2006-07 (overall increase of 519%, with 81 more scholarship awards in 2006-07 than the previous year).
- The total amount of financial aid for the Department of Psychology, undergraduate and graduate, increased $1,606,286 from 2002-03 to 2006-07 – which constitutes a 73% increase. Most of this increase may be explained by the total increase in the number of psychology students during this time period. The average amount of aid per student, however, also increased on an annual basis: a total increase of $608 more per student (a 12.6% increase) despite a total increase in the number of unduplicated psychology students of 53.2%. The total number of financial aid awards also increased, with 348 more awards granted in 2006-07 than 2002-03 (an increase of 34.8%).
- It is likely that the number of students in the Department receiving federal and state aid will decrease in coming semesters due to the effects of the Fall 2005 admission standards. A higher percentage of the entering class is anticipated to have a greater ability to pay and therefore will require less aid. The Go Grant program is anticipated to launch in the 2007-08 year, to offset some of the state money allocations. The faculty needs to be informed about programs available for financial aid so as to enhance communication with students about opportunities to support their continued education.

6. Student Contributions/Awards/Achievements

Core Item 1. Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Student Contributions/ Awards/Achievements	Psychology students distinguishing themselves by earning awards and honors; faculty dedicated to students in applied application and service	Faculty-student partnerships in research	Linking with grants for faculty-student partnerships in research	Lack of funding to support research and for travel to present research; lack of faculty incentives for partnering in efforts other than publication

- o   To honor students who have distinguished themselves, awards have been given annually by the Department of Psychology at the College of Liberal Arts Honors Banquet held every spring. The awards are as follows:
    - **The Hurst Moreland Hall, Jr. Research Award** – this award is in memory of Landy Hall, whose parents retired from Northwestern State University. This award recognizes the undergraduate student who has demonstrated motivation and perseverance in the challenging realm of research.
    - **The Maureen A. McHale Outstanding Junior Psychology Major Award** is named after a member of the psychology faculty who has been dedicated to NSU and the department for nearly 40 years. This award is presented to the junior in psychology who demonstrates excellent potential in the field of psychology and takes initiative toward his or her academic and professional development.
    - **The Donald O. Gates Psi Chi Honor Graduate Award** is named after the longest serving chair (18 years) of the Psychology Department. The award is given to a graduating senior in psychology who has distinguished herself scholastically and in service to the field of psychology.
    - **The Robert L. Breckenridge Graduate Student Award** is given annually to a graduate student in Clinical psychology who has shown exemplary leadership within the program. The recipient must demonstrate collegiality, respect, and scholastic excellence.

- o   As may be seen from GPA Dean's List Information – psychology majors ranked higher than the University norms on GPA, percent of majors on the President's List, and percent on the Dean's List (see Appendix M for President's List and Dean's List).

- o   The psychology faculty has consistently worked collaboratively with students to participate in undergraduate professional presentations. Examples of venues include the Conference for Southwestern Teachers of Psychology, the Louisiana Psychological Association Convention, and the NSU Annual Research Day. Over 20 research presentations have been developed and completed by psychology students over the past 5 years. This serves as a testament to the dedication of the faculty as there is little direct reinforcement for faculty supervision of undergraduate research. More efforts might be made on the Department's part to involve more students in community service, research, partnership grants for faculty/student partnerships and/or presentations at regional or national

conferences. Faculty are motivated to work with students on research; however, the presentation of the research is challenging due to cost of traveling to professional conferences. University financial support for faculty/student partnerships in research and in service learning would be beneficial in enhancing these student opportunities.

7. Satisfaction with Program

Core Item 1. Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Satisfaction with Program	74% of psychology students would choose NSU again and 75% of the students would choose the same major again; Psychology Department mean average exceeds the mean average of the overall NSU participants; positive faculty ratings by students	Determining what "neutral" really means on the Student opinion survey as related to "college service or program" so that data would be meaningful	Incorporating service learning into curriculum so students have the opportunity to apply content during undergraduate degree	Lack of departmental funding to support teaching resources/technology needed; space allocation

o   Compared to the last Self-Study, the Department shows strength in gathering data to enable evaluation. For the last Self-Study, the only assessment device was the Student Evaluation of Instruction, a short instrument with both validity and reliability issues. The Department administered, at the time of the last Self-study, a survey to assess primary weaknesses of the Department. The main finding of this survey was that the Department was lacking in faculty and material resources. In addition, the Department conducted exit interviews with graduating seniors at the end of each semester. These interviews allowed students to express their attitudes toward learning outcomes but were not found to be valid. Since the time of the last Self-Study, new mechanisms have been put into place to determine satisfaction with the program. The following is a list of relevant satisfaction items from the Graduating Senior Survey (GSS) between the Fall 2002 and Spring 2007 (See Appendix N for Graduating Senior Survey). The responses represent either percents of the particular choices or modified Likert-type scale with a rating from 1 (Poor) to 5 (Excellent):

- Item 8. If you could start over, would you still choose to attend NSU? Absolutely or probably yes
- Item 9. If you were to begin college again, would you select the same major? Yes or probably yes

- Item 13. Indicate your present perceptions of the environment at NSU: The quality of academic programs.
- Item 19. Indicate your present perceptions of the environment at NSU: the quality of faculty.
- Item 38. Indicate how much your experience at NSU has aided you in increasing knowledge in chosen academic field.
- Item 46. Indicate how your education at NSU helped you to acquire basic knowledge of the liberal arts.
- Item 48. Indicate how your education at NSU helped you to develop the ability to write effectively.
- Item 52. Indicate how your education at NSU helped you to interpret written information.
- Item 59. Indicate how your education at NSU helped you to understand and apply mathematics.
- Item 64. Indicate how your education at NSU helped you to understand and apply scientific principles and methods.
- Item 65. Indicate how your education at NSU helped you to acquire subject matter knowledge and processes in my major.
- Item 67. Indicate your level of satisfaction with the courses in your major.
- Item 68. Indicate your level of satisfaction with quality of instruction in your major.
- Item 69. Indicate your level of satisfaction with accessibility of instructors in major.
- Item 70. Indicate your level of satisfaction with helpfulness of instructors in major.
- Item 71. Indicate your level of satisfaction with faculty academic advising.
- Item 72. Indicate your level of satisfaction with attitude of faculty toward students.
- Item 73. Indicate your level of satisfaction with classroom facilities.
- Item 74. Indicate your level of satisfaction with library facilities.
- Item 75. Indicate your level of satisfaction with computer facilities.
- Item 76. Indicate your level of satisfaction with student employment opportunities.
- Item 77. Indicate your level of satisfaction with overall concern of faculty and staff for you as an individual
- Item 78. Indicate your level of satisfaction with speakers series
- Item 79. Indicate your level of satisfaction with artist series
- Item 80. Indicate your level of satisfaction with library collection.
- Graduate Student Survey Learning Item Means - indicates an above average rating on each of the selected items by those graduating seniors. In most cases, the average for the Department is considerably greater than the average for the University. The survey also exhibits above average mean ratings for all items by semester
  o As may be determined from item 8, 74% of students expressed enough satisfaction with NSU to attend if they had the choice again, while 75% expressed enough satisfaction with the Psychology Department to select the same major again if they had the choice to make again (item 9). Other items queried satisfaction with specific aspects of NSU or specific aspects of the Psychology major. The mean of the averaged NSU items was 3.54 while that of the Psychology Department was higher at 3.97.
  o Additional assessment of student satisfaction may be found in the Student Opinion Survey. This data is not included, but it can be made available upon request. The sections of the student satisfaction Survey highlighted as documentation will be question #1 of 'college service or program' section, and questions #1-11 of the 'academic' section. On a modified Likert-type scale of 1 – 5, with ratings ranging from very dissatisfied (1) to very satisfied (5), the vast majority of ratings by psychology unit were in line with both the college rating and the NSU rating, with most responses falling in the "neutral category". It would be helpful to determine what "neutral" response really means to students in order to provide guidance for future planning.

- o One final assessment of student satisfaction with the program may be the summary information gained from the evaluation of instruction. The modified Likert-type ratings ranges from $1 - 5$ with a rating of one representing "poor" and a rating of five representing an "excellent" rating. Summary evaluations of instruction for the overall Department reflect an overall rating, as reflected by question #10, consistently in the "good" category each semester beginning Fall 2003.

B. Student Occupations/Opportunities:

1. Graduating Student Survey

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Graduating Senior Survey	Questions in the survey provide the Department with an estimate of immediate plans – graduate school or employment	Incorporating data from the survey to generate ideas for advising and class activities that are consistent with students' plans. Average rating on helping students complete their job or career requirements	One incentive might be to consider making the acceptance of the graduation application contingent upon completion of the exit survey. Using data to tailor activities and opportunities that are consistent with the students' plans.	There is no incentive for completing the exit survey There is a lack of University follow-up with the students

As previously described, the Graduating Senior Survey (GSS) provides an exit response opportunity for students to share information about their opinions of University services and their course work. The completed surveys present the Department with an opportunity to see what it does well and what needs improvement. Particularly related to the topic of student occupations\opportunities, some of the survey questions provide the Department with an estimate of immediate plans, including graduate school and immediate employment, whether their anticipated jobs relate to their undergraduate degrees, and how many feel that their studies at NSU have helped prepare them for their current plans. The Department is pursuing opportunities for students to participate in service learning as part of their degree program to enhance the link between course work and applied practice. Based upon the survey, those who plan to attend graduate school for the year 2002-2003 were 23 students whereas 11 had immediate employment plans. In 2003-2004, 37 students planned to attend graduate school and 28 had employment plans. In 2004-2005, 19 students planned to attend graduate school and 6 had immediate employment plans. In 2005-2006, 23 planned to attend graduate school and 6 had immediate employment plans. In 2006-2007, 21 planned to attend graduate school and 10 had immediate employment plans. For those students

seeking employment, an average of 37% reported that their jobs were related to the field of psychology. Concerning the issue of NSU's assistance in helping the student complete their job or career requirement, students reported an average rating. We believe that this rating will improve as those students who completed PSYC 2040: Psychology as a Profession, graduate and take the survey.

The data detailing the students' responses is presented below. The range of the responses to each question was from 1 (Poor) to 5 (Excellent).

What are your immediate employment plans?

	FALL 2002		**SPRING 2003**	
GRADUATE SCHOOL	N = 15	% = 51.72	N = 8	% = 66.67
IMMEDIATE EMPLOYMENT	N = 8	% = 27.59	N = 3	% = 25.00
	FALL 2003		**SPRING 2004**	
GRADUATE SCHOOL	N = 6	% = 33.33	N = 31	% = 56.4
IMMEDIATE EMPLOYMENT	N = 10	% = 55.56	N = 18	% = 32.7
	FALL 2004		**SPRING 2005**	
GRADUATE SCHOOL	N = 7	% = 50.0	N = 12	% = 70.59
IMMEDIATE EMPLOYMENT	N = 3	% = 21.4	N = 3	% = 17.64
	FALL 2005		**SPRING 2006**	
GRADUATE SCHOOL	N = 7	% = 58.33	N = 16	% = 84.21
IMMEDIATE EMPLOYMENT	N = 3	% = 25.0	N = 3	% = 15.79
	FALL 2006		**SPRING 2007**	
GRADUATE SCHOOL	N = 9	% = 60.0	N = 12	% = 60.0
IMMEDIATE EMPLOYMENT	N = 3	% = 20.0	N = 7	% = 35.0

To what extent is your job related to psychology?

	FALL 2002		SPRING 2003	
RELATED	N = 8	% = 27.58	N = 4	% = 33.34
	FALL 2003		SPRING 2004	
RELATED	N = 5	% = 27.78	N = 20	% = 36.3
	FALL 2004		SPRING 2005	
RELATED	N = 6	% = 42.8	N = 4	% = 23.52
	FALL 2005		SPRING 2006	
RELATED	N = 7	% = 58.33	N = 8	% = 42.11
	FALL 2006		SPRING 2007	
RELATED	N = 3	% = 20.0	N = 7	% = 35.0

To what extent has NSU helped you to complete your job or career requirements?

	FALL 2002	SPRING 2003
COMPLETING REQUIREMENTS	N = 3.04	N = 3.18
	FALL 2003	SPRING 2004
COMPLETING REQUIREMENTS	N = 2.89	N = 3.08/.82
	FALL 2004	SPRING 2005
COMPLETING REQUIREMENTS	N = 3.07/.83	N = 2.93
	FALL 2005	SPRING 2006
COMPLETING REQUIREMENTS	N = 3.42	N = 3.26
	FALL 2006	SPRING 2007
COMPLETING REQUIREMENTS	N = 2.93	N = 3..05

Note: The range was from 1 to 5 with 1 being poor and 5 being excellent.

Several class assignments, particularly in the PSYC 2040 class, as well as advising focus on learning the students educational and professional goals so that the advisor, faculty, and Department can assist them in preparing and using their undergraduate education, experiences, and opportunities to reach these goals. However, rarely does the Department use the data from the Graduating Senior Survey to provide feedback toward making improvements to better the serve the students in this capacity. Furthermore, there is no University follow up with students once they have graduated. Finally, not all graduating seniors complete the survey because there is no incentive attached to its submission. Students are strongly encouraged by the Department and Dean's office, but it is not required.

2. Alumni Information/Survey

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Alumni Information/ Survey	Rapport between faculty and students that permits informal tracking.	No formalized tracking/survey system in place	Work with administration as they develop an alumni survey system.	Lack of University initiated tracking system Resource allocation required at University level

At present, University Alumni office does not administer an alumni survey, and, unfortunately, the Department budget is not sufficient to allocate resources to such a survey or its administration and followup. Nonetheless, departmental faculty members maintain close relationships with departmental graduates, and the Department continues to offer assistance to them as they proceed in their careers or as they pursue their advanced degrees. Since the Department does not have any type of formal follow-up information on its students, an informal sample based on maintained individual contact with some professors was taken and included 54 students who have graduated since fall 2002. Of those students, 32 went on to graduate school, 18 are currently employed in jobs in a related field, and four are working in an unrelated field. However, data, which is also limited and presented below in the following section titled Further Study/ Subsequent Degrees, actually shows a considerably greater number have gone on to further studies. This illustrates the need for a formal tracking system of the graduates at the University level.

3. Job Placement/Counseling

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Job Placement/ Counseling	Excellent University Counseling and Career Services PSYC 2040 focuses on career planning and professional development	Limited resources to provide job placement services to students.	Increase student awareness of available services. Provide information to the University as it continues to develop and refine concept of advising center. Maintain awareness of changing needs in the field of psychology and of employers.	Large proportion of students are online and therefore live in other states and countries Departmental job placement service would duplicate those already provided by University services.

The Department of Psychology developed a new course for the Fall Semester of 2005: "Psych 2040 – Psychology as a Profession." The purpose of this course is to assist undergraduate psychology majors with career planning and professional development issues. Specifically, the course provides information designed to assist in the clarification, selection, and pursuit of academic and career goals in psychology or related fields. In addition, the departmental advisors also assist students on an individual basis with their career planning and goals. Unfortunately, the Department does not have the resources to assist in specific job placement; however, students are encouraged to take advantage of the excellent University Career Planning and Placement services made available through Student Services. The Department could increase its efforts in making students more aware of the available services with the University.

In addition, the University, as part of its Quality Enhancement Plan, developed a plan for comprehensive and effective academic and career counseling, called 'Academic and Career Engagement' (ACE). According to the University, "this will be an improved and innovative advising process designed to maximize students' learning experiences and academic achievements and also a progressive, vibrant career counseling program aimed at preparing students for meaningful and productive occupations and professions. These academic advising and career counseling initiatives will assist students in fulfilling their academic potential and in establishing and accomplishing life goals and ambitions." Any services the Department could provide would only duplicate the services that the University already provides or plans to provide, and would pale in comparison to the resources the University will have available. Therefore, the Department will support this initiative and provide information specific to the needs of psychology students in preparation for careers.

Finally, in addition to self-studies such as this, the Department will continue to reviews the curricula of its programs regularly in comparison to the changing needs or recommendations in the field, such as the recommendations offered by the American Psychological Association, feedback from conferences, etc. The curriculum can also be reviewed in comparison to the changing needs of employers and work force. The latter is also learned from publications and conferences since the Department does not submit a formal survey to employers for such feedback.

4. Internships/Special Projects

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Internships/ Special Projects	Available for concentration students	No internships available for all other majors	Many mental health centers available in Shreveport, Alexandria and Natchitoches	Faculty resources to recruit and maintain relationships and supervise students

The Department of Psychology currently offers internships within the concentration of substance abuse and/or prevention specialty program. The Substance Abuse Counselor concentration averages approximately six students per year in various internship sites. Presently there are 18 available sites throughout the state of Louisiana, including places such as the Pines Treatment Center in Shreveport, the Natchitoches Office for Addictive Disorders in Natchitoches, and the Region V Office for Addictive Studies in Lake Charles. Although there is a psychology course entitled "Psych 4600 – Field Experience in Mental Health Agency," no student has registered for this course in several years. An internship would provide great experience for the students and offer the possibility of future employment. There are, in fact, several mental health centers in the region. However, one of the primary reasons for the lack of participation in this course, or encouragement from the Department, is that it requires a qualified faculty member to provide oversight and supervision for an internship placement, as well as taking the responsibility of establishing a contract with the internship facility. Given the current shortage of faulty within the Department, it has not been feasible to devote the necessary faculty resources for this course. If additional qualified faculty were available, it would be beneficial to assign an internship coordinator who could oversee the work of students enrolled in internships in the field of mental health.

5. Further Study/ Subsequent Degrees

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Further study and subsequent degrees	Faculty maintains relationships with students, provides letter of recommendations and maintains contact with organizations to help students	The University does not maintain a comprehensive tracking system of graduates.	Contact information available through the Alumni center to conduct a formal tracking process of graduates	Resource allocation required at University level

As stated above, faculty members work with students as they apply to graduate schools in writing letters of recommendation, as well as acting as a resource as they navigate the process. There is no formal alumni survey, hence the data on students attending graduate school is incomplete. However, a limited sampling of students was collected by the Office of University Planning, Assessment, and EEO (see Appendix O for Psychology Graduates Earning Subsequent Degrees). In 2002, 22 graduates enrolled in graduate school of which 12 completed a graduate degree. In 2003, 26 graduates enrolled in graduate school of which 7 graduated. In 2004, 26 enrolled in graduate school of which 12 graduated. In 2005, 15 enrolled in graduate school, of which 6 graduated. In 2006, there were six known graduates from graduate school. If alumni contact information is available to the University, a formal, system-wide tracking process could be developed that would add value across Departments. The barrier to developing such a process is the resource allocation required at the University level.

6. Employer Survey

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Employer Survey	Informal tracking through good relationships with students.	No formalized University system of surveying graduates	University's Academic and Career Engagement plan could include employer feedback to better prepare students	Resource allocation required at University level

The faculty has gained information regarding employers through informal tracking as a result of rapport and continued relationships with former students. This limited information has indicated preparedness, positive performance evaluations, and overall positive feedback. However, the Department, historically, has not kept records on student employment due to limited resources. Further, the Alumni Office has not

kept records adequate to track graduates. Therefore, employers have not been identified and surveyed to assess their needs, or the quality of the preparedness of the students in meeting their needs and expectations. While a formalized system for tracking students is definitely needed on a University level, it requires considerable resource allocation. The Academic and Career Engagement plan presents an opportunity to incorporate a formalized effort at the University level to gather employer feedback so that specific information can be provided to students and programs regarding employer expectations and review of graduates.

7. Workforce Information (demands, competition)

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Workforce Information (demands, competition)	Curriculum reviewed with APA recommendations to provide best base of knowledge Offer PSYC 2040 to prepare strengths	A discipline specific limitation is entry-level education in field of psychology at masters level Licensure and certification requires a master's degree. Therefore, bachelor's level psychology may compete with other disciplines that have applied skills (SW) or other fields in jobs that aren't in the mental health field (business, resources, research etc.)	Hiring additional faculty creating greater diversity in Department that can better foster preparation for the competitive and diverse field Additional concentrations and internships to be more competitive Service learning as opportunity to gain experience in applied setting	Funding available to hire additional faculty Rural area with limited job opportunities State budgeting cuts At national level a BS degree in Psychology is designed to be a broad foundation for advanced degrees

The job market for individuals with an undergraduate degree in psychology is very competitive, especially in the field of mental health. The primary reason is that there is no type of licensure and/or certification for persons with an undergraduate degree in psychology and most job positions in psychology require it. Further, licensure and/or certification in a field of psychology typically requires at least a Master's Degree and normally a Doctorate, particularly in the state of Louisiana. As a result, students who want to work in the field of psychology find it necessary to continue their education by obtaining an advanced degree. However, for those individuals who desire to find employment with an undergraduate degree, there are several opportunities available in both the state and federal system, such as Pinecrest Developmental Center, Fort Wade Correction Facility, and the Veteran's Administration

Medical Centers. The jobs available include such positions as Psychology Technicians and Case Workers. Unfortunately, these positions are also opened to other people with undergraduate degrees in related fields, such as social work, that have more applied skills, as well as those who don't, general studies, business, etc., thereby creating considerable competition. Furthermore, the setting of the University is rural with fewer job opportunities compared to larger cities. Nonetheless, individuals with undergraduate degrees in psychology are competitive in obtaining these positions. Based upon a sampling of data for graduates, they have been successful in obtaining employment, if not in the field of mental health, then in other fields such as human resources, banking, etc.

Based on information gained from the Psychology 2040 class (Psychology as a Profession), students realize they will need to continue their education or work in limited areas in the field. Additional opportunities for the Department to enhance the students' competitiveness are, depending on available funds, hiring more faculty who are diverse in ethnicity, educational background, and/or area of expertise. Second, adding optional concentrations that compliment the psychology degree and offer additional knowledge and/or skills can also benefit the students. Finally, offering the option of internships and service learning opportunities will help students gain experience in an applied setting.

C. Resources

All data was collected in 2007.

1. Equipment

Core Item 3. Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Equipment	Student Activities fee have assisted in enhancing the technology lab & equipment Faculty willing to be reactive, collaborative and resourceful to meet instructional needs	The present equipment is inadequate There is not enough instructional equipment to support the faculty in assisting the instructional environment The majority of the Psychology classes are not taught in Bienvenu Hall, there is not enough mobile equipment, and other Departments	While there have been opportunities through University enhancement grants programs to enhance equipment, unfortunately there was a necessity to reallocate funds to balance the University budget	University funding The speed in which technology advances

		are reluctant to share		
		The departmental funds allocated for equipment needs cause deficits in other areas of need		

- o The Psychology Department has two classrooms in Bienvenu Hall (Room 330 and Room 338) set up for Power Point presentations. Two other rooms in Bienvenu Hall (Room 114 [Auditorium] and Room 215) have computer equipment belonging to the Biological Sciences Department that may be used by Psychology Department faculty for power point lecture presentations. Two classrooms (Room 330 and Room 322) have working TV/VCR equipment. The Psychology Department also has a computer cart, a laptop computer, and TV/VCR cart (movable) to use in other classrooms in Bienvenu Hall. However, the equipment is rapidly becoming outdated and on the verge of obsolescence. Except for the single laptop and single portable projector, the equipment can not leave Bienvenu Hall, so faculty teaching courses in other buildings are unable to utilize it. Departments in other buildings do not share their equipment, so faculty teaching in other buildings rarely have access to A/V instruction materials. The Psychology Department faculty has been creative in dealing with these problems, and has shown a marked willingness to collaborate with each other in minimizing the problems of sharing limited equipment.
- o Classroom 330 in Bienvenu Hall is equipped with a SmartBoard, provided to the Department by the Louisiana Addiction Technology Transfer Center at NSU. Unfortunately, the SmartBoard has never been operational due to technical problems.
- o The Psychology Department has two overhead projectors working at any given time.
- o The Psychology Department Computer Lab (Room 338) has twenty-five computers available for student use. These were acquired through the use of Student Technology Fee funding. Eight of those computers have Statistical Package for the Social Sciences (SPSS; computer statistics program) available. SPSS is used in graduate statistics courses.
- o The computer lab has three printers available for use only for graduate students. Undergraduates are encouraged to take their CDs or jump drives to those labs where their student fees cover the cost of printing.
- o In general, the NSU administration has been cognizant of the technology issues and has expressed continued support, but technology funds acquired through enhancement grants have been reallocated to balance the University budget. Absolutely necessary equipment has been purchased from Department funds, resulting in deficits in other areas of need.
- o A continuing issue is the speed of technological advancement. Software upgrades that require hardware upgrades often mandate the purchase of new equipment.

2. Facilities

Core Item 2. Student Occupations/ Opportunities	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Facilities	The Department is dedicated to creating both physical and online environments conducive to learning.

University enhancement funds have provided two classrooms with new desks and window blinds.

The Department of Psychology cooperatively works with other Departments to meet instructional needs. | Despite teaching over 35 sections of face to face courses per semester, there are only two dedicated classrooms in the Department, each with maximum seating for 40.

No space available for faculty and/or student research pursuits or for storage for PSI Chi/Psychology club materials.

With faculty and students spending so much time in other buildings across campus, it has been difficult to build a sense of community, which translates into faculty turnover and student retention issues.

Related to above, is the negative impact of substandard facilities on recruitment of both faculty and students. | The popularity of psychology as a major (5th most popular at NSU and 2nd most popular nationwide) may help the Department in space negotiations with the University administration.

Current enrollment trends at NSU show a marked increase in psychology majors coupled with a decrease in many other majors. These enrollment shifts could lead to a shift in facility allocations. | Deficits in legislative funding of new construction and in providing funds to address delayed maintenance needs.

The growing popularity of internet courses could provide justification for maintaining the status quo.

Due to long-term legislative bans on new construction, overall space demands across the University continue to exceed supply. |

- o The University has replaced damaged and outdated student desks in two classrooms (Room 322 and Room 330) with tables and chairs. Students with disabilities (on crutches, etc.) now can be accommodated. Also, with 67% of the American public overweight or obese, some students simply did not fit in the older student desks. Tables and chairs have solved this problem, but only in two classrooms. Other classrooms within Bienvenu Hall, and across campus, still require modification.
  - a. The faculty's office desks were replaced recently, but their chairs and file cabinets are 20 to 30 years old on average and as none of the file cabinets lock, test security is an issue.
  - b. The Psychology Department lacks adequate space (rooms) to store exams, student records, equipment, and textbooks for adjunct faculty.
  - c. Inadequate storage space translates into inadequate support of both Psi Chi and Psychology Club student members.
  - d. Classroom space limitations are an increasing problem for the Department's growing enrollment. The Department shares a building with Biology and the Vet Tech program and, other than two undergraduate and one graduate classroom, it is necessary to negotiate each classroom each semester. As a result, faculty must commute from their offices to classrooms across campus, often carrying textbooks, notes, a laptop and a portable projector. In Spring of 2007, one faculty member had to carry an overhead projector from Bienvenu Hall to Fournet Hall two times a week, regardless of weather. Department faculty currently 'controls' two classrooms on the 3rd floor of Bienvenu (with a maximum seating capacity of 40 students each) and have negotiated part-time access to two others. Additional committed classroom space in Bienvenu Hall is desperately needed. Having faculty and students commute to other buildings weakens the sense of community among them, which affects both recruitment and retention.
- o NSU has a satellite campus located in Leesville, Louisiana, outside of the Fort Polk Army Base. The Department offers the complete B.S. in Psychology degree at that campus, on a two year major course rotation. The Department's resources are excellent in terms of office space, classroom facilities, and technology. In the 2007 academic year, the Leesville Psychology Department faculty is adequate to meet the needs of that program.

3. <u>Library Holdings</u>

Core Item 3. Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Library Holdings	Library has excellent psychology and psychology-related data bases, which are well-utilized by the students. The library staff is dedicated to providing advanced instruction to both faculty and	Due to library staff turnover, the Department has had problems maintaining a consistent liaison with the library. Department faculty not familiar with library resources. Faculty not consistent in	As internet enrollment continues to grow, the library can continue to expand its online services. The current Director of the Library (as did his predecessor) shows a strong commitment to support the Psychology	While funds have been (inconsistently) available for purchase of library materials and technology, library personnel funds have been cut and positions eliminated. This impacts their ability to work with faculty and students.

	students who request it. The University has voiced a commitment towards the purchase of new library resources but has not budgeted funds for these items for the last two years. Library staff has developed an orientation to the library program for undergraduate psychology majors.	turning in book/journal requests. Related to the last two above, faculty turnover in the Department contributes to both those listed weaknesses.	Department's academic pursuits. The Department can utilize this commitment to increase utilization of the available services.	Inconsistent ability to subscribe to professional journals

- o Library facilities for psychology students have improved. The library reports an increased use of the databases PsycInfo and the Psychology and Behavioral Sciences Collection. There is a direct correlation between the increased psychology database use and upper-level psychology classes receiving advanced instruction in library databases. (The same presentation is given to new faculty.) The library is willing to present this workshop to students in any program which requires students to do research. These students need advanced library instruction in their subject due to the complexity of locating information. The students then use their (increased) skills in other psychology courses. One selling point is that they do not have to pay (use a credit card for Google) additional money – database access is provided with tuition.
- o The library has increased online holdings and also databases in areas researched by psychology faculty and students. The library currently subscribes to 225 psychology and psychology-related journals. Interlibrary loan services are excellent. The librarians are very helpful to psychology faculty, undergraduate and graduate students. The librarians are (perhaps) the greatest library resource. They are knowledgeable in areas related to psychology faculty teaching and research needs. They present specialized workshops (to undergraduate students every semester) in addition to the overview they present in lower-level (Psyc 2430) course students. (see previous section)
- o Unfortunately, the library is inconsistently funded. Accrediting agencies (ex. SACS) have guidelines for library funding because they recognize the detrimental effect of inadequate and inconsistent library funding on students' education in addition to faculty teaching and research. The library's inconsistent funding means that subscriptions to journals are terminated and then re-subscribed to in times of more funding. Students cannot rely on the journals because the material they need may be in a time period in which the subscription to the journal was suspended. Only about 80% of the hard copy of journal holdings during the last ten years is online. In addition, missing material in printed journals cannot legally be replaced because of copyright laws.

  Inconsistent funding has led to book budgets that vary from year to year. Many important books (in the last five years) are no longer available when the book budget is large enough to buy books.

When the library budget is low, many books requested by faculty members are not purchased. This is detrimental to research and classroom work.

Since 2005, five library positions have not been refilled. Most of these positions have been reference librarian positions. Students cannot readily find available reference librarians. A large part of the reference librarian's job is teaching, both to groups and on a one-on-one basis with students. The NSU librarians are outstanding in the teaching component of their responsibilities, but they are overwhelmed.

Dissatisfaction with the availability of reference librarians leads to diminished use of the library by students. Students are sometimes forced to use their own inadequate skills to search databases. In the past, librarians have been available to teach specific classes about library use. The decrease in staff makes it more difficult for reference librarians to teach library use at the appropriate time in a course.

4. Student Support Services

Core Item 3. Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Student Support Services (Writing Lab, Math Lab, Tutoring, etc.)	Availability and access of tutoring programs for the students. The University's utilization of four week grades to identify students needing services/resources. A small but excellent University Career Planning and Placement Office provide services to the students. The Department requires all majors to take PSYC 2040 – Psychology as a Profession, which provides detailed information about	Inconsistent identification of who needs access to the services. Four week grade interventions and follow-ups are inconsistent. Student support service hours are limited, making it difficult for commuter students or students employed full time to access. Online only psychology majors rarely utilize these services.	Increase both the student and faculty awareness of the availability of services. Emphasize to students that these services are available at no additional cost to them. Emphasize to students that utilization of these services is confidential. The University is in the process of establishing an Advising Center, with a dedicated staff to provide student support services. The Department could	University funding of these services. Student underutilization of these services could result in a reduction of their availability. The increasing number of online only majors could lead to a reduction in these services.

		provide input on the needs during the planning stages.	

o Students have reported positive experiences with the Career Planning and Placement Office provided by the University. In addition, faculty serving as advisors and mentors provide informal career counseling information.

o The Department submits 4-week grades to the University College, which reviews them and contacts at-risk students for intervention. However, funding issues and an evolving University College mission statement have led to inconsistent identification and intervention with at-risk students. The University is currently establishing an Advising Center with a dedicated staff to address this issue though.

o The Psychology Department recently began offering a required undergraduate course "Psychology as a Profession" (Psyc 2040) to better inform students about the many different areas of psychology and careers available with a B.S. in Psychology. Some psychologists in the Department, depending on scheduling, have been invited to discuss their areas of research and expertise.

o Services such as tutoring, math and writing labs, and counseling are available, but there are issues concerning the delivery of these services. These include: dissemination of information to faculty and students, hours of availability, and confusion about cost and confidentiality. Of increasing importance is the issue of providing these services to online-only students.

o An additional concern is that if students continue to under-utilize these services, they may be reduced or eliminated.

5. <u>Student Organizations</u>

Core Item 3. Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Student Organizations	The Department sponsors an active chapter of Psi Chi (national honor society) and a Departmental Psychology Club. Both these organizations serve as sponsors for student related events such as the spring crawfish	The Department has not been proactive in recruiting for Psi Chi among the online students. Lack of space prevents these student organizations from having a 'home' in the Department.	As the internet enrollment grows, creative ways can be found to extend membership to the online-only majors.	Psi Chi is a national honor society and the Department must abide by their strict guidelines for recruitment and membership.

	boil. This sponsorship makes it possible for the Department to use University facilities at a greatly reduced rate. PSI Chi and Psychology Club sponsor guest speakers, saving the Department the expense of an honorarium.			

o The Department sponsors an active chapter of Psi Chi (national honor society) and a Departmental Psychology Club. Both these organizations serve as sponsors for student related events such as the spring crawfish boil. This sponsorship makes it possible for the Department to use University facilities at a greatly reduced rate. PsI Chi and Psychology Club also sponsor guest speakers, saving the Department the expense of an honorarium.

o An issue of concern is the increasing online-only enrollment, as the Department has not yet been successful in recruiting these students into student organizations. However, Psi Chi, being a national organization, has strict recruitment and membership guidelines, which have to be taken into account.

D. Collaborations/Relationships

1. <u>Internal Academic Units</u>

Core Item 4. Collaborations/ Relationships	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Internal Academic Units	Psyc 1010 & 2450 are options to fulfill NSU's core requirements Specific majors require Psyc 1010 to fulfill core requirements Specific majors require specific Psyc Courses (i.e.	Class sizes and student-to-faculty ratio are unacceptably large Rapid growth in the Psyc Major has strained Department resources	The number of Psychology courses offered to other NSU Departments has remained constant for the past 3 years. The opportunity is to increase service courses through the development of new	Limited approval for hiring additional faculty Lack of classroom space Outdated technology Lack of 'Smart' classrooms

	Psyc 4400, 2050, 3060, 2450)		interdisciplinary concentrations	Taking from limited resources to expand.

- o The Department of Psychology maintains several collaborative relationships with other internal academic units. Psychology 1010 and 2450 serve as options to fulfill NSU's 9-hour social science requirement. In addition, the Department of Psychology offers required courses to every college within the University with the exception of the College of Education. Many of these colleges and majors require students to specifically enroll in Psychology 1010, rather than allowing the students the option of other social sciences. In 2002-2003, 24 out of 52 of NSU's other degree programs required students to take psychology courses. While most required Psychology 1010, some curriculums required additional courses such as Psychology 2050 – Developmental Psychology, Psychology 4400 – Statistics, and Psychology 3060 – Social Psychology. In 2003-2004, these numbers remained consistent, with the College of Science and Technology adding two additional Psychology courses for their Pre-Physician Assistant curriculum. The two courses added were General Psychology and Developmental Psychology. The number of Psychology courses offered to other NSU Departments remained consistent throughout the 2004-2005, 2005-2006, and 2006-2007 school years.
- o Although the Psychology program provides several service courses for Departments throughout the University, the class sizes and student-to-faculty ratio are often large. This may hinder student and faculty interaction and impact the student's learning experience. In addition, students cannot be provided with as much one-on-one time with faculty due to class size and the demands upon faculty. In addition, rapid growth within the Psychology Department has strained departmental resources.
- o One of the opportunities available to the Department of Psychology is the expansion of concentrations available to the majors. These are likely to be interdisciplinary concentrations and therefore create opportunities to collaborate with other Departments. The collaboration could also include offering the concentration to the other Departments' majors or providing services courses to their majors.
- o The Department of Psychology is the fifth largest major within the University, with enrollment increasing yearly. The Department's first priority should be to provide classes to its majors. The increase in majors coupled with a lack of faculty may limit the number of courses that can be offered to other colleges on campus. There is also a lack of classroom space within the Department. The faculty is also often forced to use outdated technology, as there are no classrooms with Smart Classroom technology to utilize for student learning.

2. Internal Non-Academic Units

Core Item 4. Collaborations/ Relationships	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Internal Non-Academic Units	Positive collaborative relationship with Physical Plant Substantial support in the grant process from both accounting and purchasing offices and Office of Research and Sponsored Programs Department has faculty serving in the following units: 1). Alumni and Development 2). Intercollegiate Athletics 3). Enrollment Management Faculty provide support to counseling & career services, ECE and New Student Programs	Heavy teaching and advising loads prevent many faculty from participation in non-academic activities	The University could increase awareness of the opportunities to provide services to non-academic units	Limited approval for hiring new faculty Lack of communication between the various divisions at the University

The Department of Psychology has worked with various Internal Non-Academic Units throughout the NSU campus, including:

University Plant Service: The physical plant recently provided new tables and chairs in two classrooms, painted the hall and classrooms, and reconstructed the departmental office to make it more identifiable and accessible to students.

Coordinator of Facilities: The Department worked with Physical Plant services on the remodeling of the Department office. The Louisiana Addiction Technology Transfer Center (LAATTC)

collaborated with the Facilities Coordinator for the Physical Plant on the design and construction in Room 311, Bienvenu Hall.

Accounting & Purchasing Departments*:* The accounting and purchasing departments provide support to the Department of Psychology in overseeing all accounts, creating lab fees, making deposits on self-generated funds, completing all purchases, and payment of reimbursement funds. Both the Accounting and Purchasing Offices have assisted in all grants for the LAATTC@NSU.

Office of Research and Sponsored Programs: The faculty have supported and participated in NSU's Annual Research Day, which is organized by ORSP. In addition, the staff of ORSP are supportive with grant opportunities and helpful in managing grants.

Alumni and Development*:* Faculty often attend alumni/recruiting receptions in a collaborative effort with other departments, including Alumni and Development, to recruit new students.

Intercollegiate Athletics: The Department continues to interact with the Intercollegiate Athletic Department by communicating student-athlete class attendance and academic performance as requested. The Department also sponsored tailgating for a home football game in 2005 and 2006.

Counseling and Career Services: Information and technical assistance in the area of addictions has been provided to the office of Counseling and Career Services. In addition, a representative of the Department supports the office of Counseling and Career Services by proctoring the Psychology test for the Literary Rally. Finally, the University Counseling Center has provided a practicum placement for the graduate students, as well as providing a therapist to facilitate the group therapy component of the Family and Group Therapy graduate course.

Electronic and Continuing Education: The Department works with the ECE on a semester-by-semester basis to register and maintain courses online. In addition, six faculty members have worked with ECE on the Title III grant. This grant serves the purpose of redesigning current courses to meet the standards of current online instruction. Participants have included Dr. Cynthia Lindsey, Dr. Catherine Hansen, Dr. Susan Barnett, Dr. Lee Kneipp, Mr. Terry Isbell, Mr. Jody Biscoe, and Ms. Kris St. Pierre.

Enrollment Management: All advisors assist the Enrollment Management office each semester by calling all students who have not registered during early registration to improve retention.

Student Success and New Student Programs: The Psychology faculty has been very active in the area of New Student Programs. Faculty assists this Department during summer Freshman Connection Programs. The Department identified Student Success Series as a community service area that allowed collaboration among faculty and benefited the University. Many faculty participated by providing seminars on various psychological topics. Pervious topics have included Stress Management, Body Image, and Addiction and the New College Student. Eleven separate faculty members from the Psychology Department have presented at these seminars. The Department also assists in retention and recruitment of students through the STAR calling program.

In summary, while the Department does maintain positive collaborative relationships with many internal non-academic units, heavy teaching and advising loads prevent many faculty from participation in non-academic activities. The addition of faculty could possibly improve the

situation. However, there seems to be limited approval for hiring new faculty. There also seems to be a lack of communication between various divisions in the University. The prospect does exist though for the University to increase awareness of the opportunities for faculty to support and provide services to non-academic units.

3. <u>External to the University</u>

Core Item 4. Collaborations/ Relationships	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
External to the University-include community service	Psi Chi and Psychology Club are actively involved in community service Faculty all expected to participate in community service Faculty has participated in numerous community service activities Faculty sponsors undergraduate internships for the concentrations in Substance abuse counselor and Prevention Specialist	Heavy teaching and advising loads limit faculty opportunities for community service Lack of reinforcement for participation in community service	As faculty grows, time available for faculty to be more involved in community activities will increase As new concentrations are added, the possibility grows for new internship sites	Limited funding available for hiring new faculty The area surrounding Natchitoches provides limited internship and mental health experience opportunities Due to a large college population with numerous organizations located in a small community, there are few unsponsored community service activities

Faculty and students have worked together on various community service projects. The Department's student organizations, Psi Chi and Psychology Club, have organized community service projects that have included food, clothing, and toy drives for local nonprofit organizations and disaster-relief programs. Psychology students have also submitted psychology-related articles to the NSU student newspaper, The Current Sauce. In addition, faculty members have formed collaborative relationships external to the University. Activities have included a variety of workshops that include the following: Stress Management, Psychology for Kids, Substance Abuse, Violence Among Children, and Mind, Body, & Spirit. These workshops were presented to local elementary schools, high schools, the

Louisiana School for Math, Sciences, & the Arts, the Natchitoches Office of Addiction Disorders. The Psychology Department also has established internship programs for students who are pursuing substance abuse counselor and prevention specialist certification. Additionally, faculty members have worked with publishers and developed custom-made books to help generate funds for the Department.

These activities have allowed faculty members and students opportunities to use their knowledge to give back to the community. Unfortunately, only Psi Chi and Psychology Club students are involved with community service projects. Also, established internship sites are only available for students who are completing the concentration programs.

The Department has sought to increase student and faculty involvement in community service activities and to develop more internship sites for Psychology majors. Given limited funding for new faculty, the already-burdened workload for current faculty members has limited the initiatives in this area. There is also a lack of reinforcement for faculty participation in community service projects. In addition, the area surrounding Natchitoches provides limited resources for mental health experience and/or internship sites. The Natchitoches area also provides few un-sponsored community service activities.

As the faculty grows, more time will be available for faculty to participate in community service activities. The addition of new concentrations may also expand internship opportunities and sites.

4. Administrative Support

Core Item 4. Collaborations/ Relationships	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Administrative Support	Maintenance and repairs are done by physical plant Grant support from the Office of Research Sponsored Programs Received support from Electronic and Continuing Education	Lack of administrative assistance The number of adjunct faculty make it difficult for the Department to lobby the administration for additional full-time faculty	Involving the faculty senate in addressing the needs of the Department	Over-reliance on adjunct faculty weakens administrative support External funding to the University Decrease in University enrollment

The University Administration is supporting the Psychology Department by funding building renovation, building improvements, equipment, and classroom furniture. The Physical Plant helped the Psychology Department obtain new window treatments for Bienvenu Hall. The Psychology Department is also receiving support from Office of Research and Sponsored Program through their sponsorship of grant-writing workshops, holding NSU Research Day, and providing faculty with access to grant databases. The University provides the Department with electronic and information systems, allowing the faculty to have an avenue of communication and technical

assistance for the computer system. The Office of Electronic and Continuing Education has also supported the Department in terms of technology training and staff development. Higher administration has supported the Department in hiring adjunct faculty and full-time faculty. The Department currently has more adjunct faculty members than full-time faculty members. This could possibly impact the quality and integrity of the program in the future. The number of adjunct faculty makes it difficult for the Department to lobby the administration for more full-time faculty. The Department also has a lack of administrative assistance, and over-reliance on adjunct faculty weakens the existing lack of administrative support. The lack of external funding to the University and a decrease in the University's enrollment may also threaten the amount of administrative support that the Department receives. Due to the increased enrollment in the Department's online program, the faculty has been faced with a vastly increased work-load. The full-time faculty participates in advising, online advising, as well as their online and traditional teaching responsibilities. Faculty members maintain approximately 100-plus advisees per faculty advisor. With the current net gain of one new faculty member, this will decrease by a small number. The opportunity exists for the Department to involve the faculty senate in addressing the needs of the Department in order to improve the amount of administrative support received.

E. Financial Support

1. <u>University Support</u>

Core Item 5. Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
University-funded support	Fairly consistent pay raises provided to the full-time faculty and staff. Each year, the Department chair identifies one major project on which to focus funds in order to improve technology or working environment for students and faculty.	Inadequately funded. Decrease in 30% of overall funding during the 5-year period. Adjunct Salaries Below average salaries for psychology faculty compared to other universities.	Increase administration's awareness of growth in majors and class enrollments. As new faculty is added, faculty workload could decrease to allow pursuit of grants to supplement salaries.	State funding. Overall decrease in University enrollment. Intense competition between programs for limited University funds. Money for new positions and pay raises is reliant on state funding.

Overall, the Department is inadequately funded (see Appendix P for Data Report From F – Financial Information). And, instead of increasing over time, the funding suffered a 30% reduction in 2004-2005 from 2002-2003 and in 2007 was still 13% below where it was in 2002. This reduction occurred despite the consistent and considerable increase in majors, as well as inflation over this same 5-year period. In

fact, a comparison of this Department to 12 other psychology Departments at its peer universities showed that administration invests nearly half per SCH (70 vs. 135). The Department has been very fortunate that enrollment has continued to increase because the University enrollment has dropped in recent years due to institutional selective admission requirements. Even with the increase in psychology majors, the University relies heavily on tuition-generated funds and there is considerable competition with other Departments for these limited funds.

The salaries for full-time faculty have progressively improved over the years in an effort to match the Southern Regional Education Board (SREB). The Governor of Louisiana, the Legislature, and the University administration have been fairly consistent in allocating discretionary funds for pay raises. In fact, in Fall 2007, when the University was funded at 100% for the first time in several years, the administration decided to allocate a large proportion of the funds to raise salaries to SREB averages. Of course, the consistency of such raises and money for new positions depends first on state funding and then on University allocation. While the administration has approved offering higher salaries ($50,000) for recent new hires and recently allocated funds to raise salaries, the NSU Psychology faculty still fall below the average salaries of their counterparts at other universities (Full Professor - $102,8999, Assistant Professor - $55,097, http://www.apa.org/monitor/2008/05/salaries.html). The addition of faculty could decrease the workload and create opportunities to pursue grants and supplement salaries with travel money, etc.

To address the demands for additional courses from non-majors as well as the dramatic increase in majors, the administration has strongly encouraged the use of adjuncts. In fact, a nation-wide advertisement has been submitted multiple times by the Office of Electronic and Continuing Education to recruit new adjuncts for all online classes and programs. Until recently though, these adjuncts were paid $1000 for Master-level adjunct instructors and $1500 for those with their doctorates. Recently, however, an increase was offered for adjuncts for each 3-hour course: $1600 for Masters-level instructors and $2000 for doctoral-level instructors.

With the University funding, the Department struggles to support professional travel for the faculty, to keep the faculty and classrooms updated with technology, and to pay for SPSS and other necessary software packages, furniture, and daily supplies. In fact, each year, the Department chair has identified one major project on which to focus funds in order to improve the working environment for the students and faculty or to improve technology for the faculty. For example, over a two-year period, new computers and new printers were purchased for all faculty members. Jump drives (2GB) were purchased for the faculty because the majority of the classes are taught across campus and they were sharing a single laptop. In addition, a laptop, a LCD projector, and a lighter weight LCD projector were bought for the same reason. Finally for technology, a classroom was equipped with a computer and projector, and a new computer was purchased for the mobile cart that faculty use. To improve the working environment, new furniture was bought for the Department office and new chairs for the hall.

The most troublesome area is travel (discussed below). In order to cover these expenses, most often funds are redistributed to travel from the other categories (i.e., supplies or operating costs).

The administration has been made aware of the growth in psychology majors. Its possible that a more proactive effort in increasing this awareness, particularly in comparison to the trend in the funds the Department received from the University and the current faculty size, might produce additional insight. The problem is that there is considerable competition between Departments for additional University funding, which is already limited. Historically, those Departments with the support of a national accrediting organization receive priority.

2. Endowed Chairs

Core Item 5. Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Endowed Chairs	N/A	The Department does not have an endowed chair.		

The Department does not have an endowed chair. Therefore, it is not possible to determine strengths in this area.

3. Endowed Professorships

Core Item 5. Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Endowed Professorships	The Department received its first endowed professorship, and it was for the Addiction Studies program.	A recipient has not been named and no funding is available.		

The Department received its first endowed professorship ever in 2007 and it was given for the Addiction Studies program. However, no funds have been received yet and therefore a recipient has not been named. The process is initiated by the Vice President of Academic Affairs.

4. External Grants

Core Item 5. Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
External Grants	LAATTC director has secured recurring grants	Only the director of the LAATTC has received funded grants.	The Office of Research and Sponsored Programs identifies sources and opportunities	Workload for faculty and chair that prohibit time to explore opportunities. Senior faculty to serve as mentors.

Writing grants is an overall weakness for the Department. The Director of the LAATTC has been very active in writing grant proposals and securing funds:

- o A $156,680 grant from the Louisiana Department of Health and Hospitals Office for Addictive Disorders for the coordination of the State of Louisiana's Youth Access to Tobacco for the Office of Alcohol and Tobacco Control, the enforcement arm of the Synar Amendment in Louisiana.
- o Five grants ($22,000, $38,000, $20,000, $10,000, $27,000, $52,000 & $52,000 = $221,000) from the Gulf Coast Addiction Technology Transfer Center for the Louisiana Addiction Technology Transfer Center @ Northwestern State University for coordination of the State of Louisiana's training initiatives in the areas of Motivational Interviewing and use of a standardized screening and assessment instrument (Addiction Severity Index) and Director of the First, Second, Third and Fourth Gulf Coast Leadership Institute.
- o A $607,172 grant from the Louisiana Department of Health and Hospitals Office for Addictive Disorders for the coordination of the State of Louisiana's training initiative in the areas of Motivational Interviewing, the DENS–ASI, Clinical Supervision, Management Training, and Research to Practice efforts.

The Department receives 25% of indirect costs from the grants that offer permit indirect costs.

The reason that most faculty members have not pursued grants is largely because the workload prohibits time to explore opportunities for grant writing and because there are few senior faculty members to serve as mentors. However, the Office of Research and Sponsored Programs has been very supportive in presenting opportunities.

5. Other External Funds

Core Item 5. Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Other External Funds	Additional funds raised to purchase technology and assist with retention activities.	Attempts produced small amounts and are mostly nonrecurring.	Faculty is willing to collaborate in efforts to secure additional funds.	Competing with other organizations and urban areas Limited start-up funds

The Department has explored several ideas to raise additional funds. These include: a continuing education workshop was held with little success, t-shirts were sold to cover the crawfish boil expenses, a textbook for PSYC 1010 was customized to raise additional funds, and lab fees were added for graduate students to cover some of the practicum and assessment costs. Unfortunately, none of these raised much money and only the textbook and lab fees are recurring. The faculty, however, have been willing to participate in activities to raise additional funds, although attempts to identify means of raising larger amounts of money, such as continuing education workshops, have not been successful because of the rural location of the University. Professionals prefer larger cities that offer a greater variety of shopping, restaurants, etc. Consequently, we continue to rely on the same group of individuals and businesses which other organizations, such as public schools, are soliciting. In addition, most ideas to raise money require start-up funds, which compete with other needs (e.g., technology, supplies, travel).

6. Professional Development Expense

Core Item 5. Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Professional Development Expenses	There is a very limited amount of support for travel expenses. Office of Electronic and Continuing Education offers regular workshops for online instruction and use of software.	Grossly inadequate to support the attendance of one conference for each faculty member required to attend.	Request that ECE pay for technology-related conference attendance.	Dramatic increase in travel costs and conference fees.

The faculty, particularly tenured or tenure-track, are required to attend conferences in order to present their research. Because of this, the decision was made to prioritize travel pay by the research requirements of the position. Specifically, the chair allocated $500 for tenured and tenure-track faculty and $300 for non-tenure track full-time faculty members. In the past, there have been no funds available for travel, so this is a great improvement since each full-time faculty member has "some" travel support available. However, the amount provided is clearly insufficient to cover the expenses of traveling to conferences, particularly with the dramatic increase in travel costs and conference fees. Consequently, most faculty members choose nearby conferences when possible and have to personally pay for the large balance of what is not covered by the University. Unfortunately, tenure and promotion guidelines prioritize national conferences, which are rarely close.

The Office of Electronic and Continuing Education presents professional development workshops regularly in the area of online instruction and using software (e.g., Microsoft Word, Excel, etc.). This has been very beneficial, as the psychology faculty becomes progressively more involved with online instruction. The opportunity for psychology faculty to participate in the Title III grant-funded training for online instruction has also been incredibly beneficial. Upon completion of the course objectives, participating faculty received $2000 for professional development expenses in the first year of the grant. In subsequent years, the participating faculty received $2000 stipend, which they could use on professional development. In addition, the Department could request some support to limited faculty for attending technology-related conferences or those related to online instruction.

Section III - Future Plans

A. New Programs

Given the rapid growth in the Department, but the relatively static availability of resources, it is the hope of the Department to have a moratorium on new programs until such a time as the resources can support them.

B. Deleted or Changed Programs

In 2006, the Psychology Department evaluated the B.S. in Psychology degree requirements and made extensive changes, deleting some previously required courses and adding additional requirements. At the same time, the University was making changes to the required core curriculum. As a result, there are no direct changes planned at this time, although additional concentrations are being explored, particularly a Forensic Psychology concentration in conjunction with the Department of Criminal Justice. As the Department of Criminal Justice also has a significant online curriculum, this would appear to be a realistic concentration that would require few additional resources from either Department. An additional concentration currently under consideration would be an interdisciplinary Applied Social Science Methodology concentration. This would include coursework introducing basic social science methodology and courses reviewing the major research studies in Psychology, particularly Social Psychology, Sociology, and Educational Psychology.

C. New Courses

Recently (Fall 2008), PSYC 3200 Positive Psychology was developed and offered due to the strong developing interest in the field. Otherwise, no specific new courses are planned, as faculty can teach topics of specific interest under the PSYC 4650 course designation. However, if an additional concentration such as Forensic Psychology is added, then new courses will be needed to accommodate that concentration.

D. Deleted or Changed Courses

During the recent changes, the Psychology Department deleted several courses that had not been taught for many years. There are no plans to delete additional courses.

E. Staff & Faculty Changes

As in most departments, the Psychology Department has had attrition in faculty during the time period covered by this self study. Due to hurricane-related state budget issues, the Department was unable to replace those positions and was therefore severely short-staffed during a time of both increasing enrollments and increased non-teaching faculty work-loads. Recent increases in NSU funding has resulted in a release of these previously frozen positions and the University approved hiring two full-time tenure track slots as well as securing two additional positions (full-time and part-time instructor) previously categorized as temporary. Unfortunately though, one tenured faculty member and one tenure-track faculty member resigned in Summer 2008 and approval was given to replace only one of the positions. Obviously, University funding is quite unpredictable. Filling vacancies, however, will make a marked difference in the Psychology Department's ability to provide quality education to students.

The next goal will be to seek an increase in support staff. The Department currently has one full-time secretary for the Department. In the Fall 08 semester, there are 12 full-time faculty members, over 20

adjuncts, and over 500 majors. The Department secretary is currently overwhelmed and there is a need for at least one additional full time secretary.

F. Other Proposed Changes

As the enrollment and faculty continue to grow, more resources will be required. In particular, the Department budget will have to grow to cover the increased copying costs, equipment and maintenance costs, and basic items such as office supplies and furniture. In addition, office, storage, and laboratory space, long a consideration, has now become a serious issue. Two faculty members shared an "office" in a storage room with two additional new faculty members starting in the Fall 08 semester and no offices were available. It was necessary to consolidate three storage rooms into one and ask the administration to secure additional space from the Biology Department to provide the minimal consideration.

With the online program and the growing use of technology in the classroom, technology resources will continue to be an issue in the Psychology Department. It will require faculty access to updated computers and secure internet connections, as well as training in Blackboard and other educational software. Securing a part-time technology position within the Department would enhance the online course delivery by faculty.