

**DALTON STATE COLLEGE
COMPREHENSIVE PROGRAM REVIEW**

Program/Subject Area: Associate of Arts – Psychology (revised April 29, 2011)
Review Period: 2011

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program goal statement:

The Associate of Arts degree in psychology provides the foundational knowledge for students who seek to transfer to a college or university to work toward the Bachelor of Arts degree in psychology.

Program outcomes (2007-2009):

Students who complete the Associate of Arts degree in communication studies will

1. read critically (as evidenced by performance on the Regents' Reading Test and the Collegiate Assessment of Academic Proficiency test).
2. think critically (as evidenced by performance on the Collegiate Assessment of Academic Proficiency test and by student responses to appropriate questions on the Graduating Student Survey).
3. demonstrate an understanding of the social sciences (as evidenced by performance on the Collegiate Assessment of Academic Proficiency test and by student responses to appropriate questions on the Graduating Student Survey).
4. express satisfaction with the faculty and programs in the School of Liberal Arts (as evidenced by student responses to appropriate questions on the Graduating Student Survey and by results of the student evaluations of faculty).

Student learning outcomes (2007-2009):

Note: All psychology student learning outcomes were revised during the 2010-2011 to be aligned with the College's revised general education learning outcomes that were approved by the Council on General Education in October 2010.

PSYC 1101: Introduction to Psychology

1. Students will be able to demonstrate an understanding of psychology acquired through listening, reading, research, and use of electronic media.
2. Students will utilize frameworks, models and concepts appropriate to psychology in order to analyze human behavior and social institutions.
3. Students will be able to comprehend major forces, events, influences and ideas that have shaped psychology and society over time.
4. Students will be able to analyze and understand different perspectives on psychological issues and recognize viewpoints other than their own.

PSYC 2101: The Psychology of Adjustment

1. Students will successfully apply the main theoretical perspectives from which psychologists examine behavior to adjustment processes; identify healthy vs. unhealthy adjustment practices and introductory principles in interpersonal communication.
2. Students will successfully apply psychodynamic theory and describe the impact of the unhealthy family environment on adult adjustment.
3. Students will successfully apply research and concepts related to personality, theory, healthy relationships, and coping/life satisfaction.
4. Students will apply research and identify concepts related to identity development, the influence of belief systems on adjustment, happiness/life satisfaction, and coping.

PSYC 2103: Human Development

1. Students will be able to demonstrate an understanding of human growth and development acquired through listening, reading, research, and use of electronic media.
2. Students will utilize frameworks, models and concepts appropriate to developmental psychology in order to analyze human behavior and social institutions.
3. Students will be able to comprehend major forces, events, influences and ideas that have shaped developmental psychology and society over time.
4. Students will be able to analyze and understand different perspectives on developmental psychology issues and recognize viewpoints other than their own.

PSYC 2204: Applications in Psychology

1. Students will successfully apply the main theoretical perspectives from which psychologists examine behavior/mental processes and describe a number of subfields in which the applications of psychology takes place.
2. Students will successfully apply critical thinking skills and identify concepts in evaluating psychological research and case studies within parapsychology.
3. Students will successfully apply critical thinking skills and identify concepts in evaluating psychological research and case studies within social and consumer psychology.
4. Students will apply critical thinking skills and identify concepts in evaluating psychological research and case studies within forensic psychology.

PSYC 2250: Abnormal Psychology

1. Students will utilize appropriate models and concepts such as the scientific method to solve problems.
2. Students will comprehend major forces and events, influences, and ideas that shaped history and society.
3. Students will recognize, appreciate, and analyze perspectives and values of diverse cultural groups.

2. MEASURES OF EFFECTIVENESS

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status (duplicated fall, spring, and summer)

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Headcount	151	164	236	276	254	68.2%
FTE	120.667	126.833	180.833	224.5	215.083	78.2%
Full-time	85	89	123	166	161	89.4%
Part-time	66	75	113	110	93	40.9

Analysis and comments:

Enrollment in the AA Psychology program has shown a substantial increase over the five-year period, more than doubling the number of full-time AA Psychology majors and showing an 89.4% increase. The number of part-time psychology major has also grown substantially from 428 to 649 in 2009-2010, a 40.9% increase. This increase has far surpassed the increase in the college headcount; the 09/10 DSC *Facts and Figures* document showed an increase in college headcount of 34.1% over the same 5 year time frame. The full-time increase in psychology is almost triple the college headcount increase. This growth suggests that psychology is enjoying an increasing popularity among students at DSC. The increase in AA Psychology also favorably compares to the increase in Liberal Arts students, in general. Over the five year time frame, Liberal Arts increased student majors by 3.3%; the 89.4% increase in AA Psychology majors is much greater, suggesting that psychology is a favored major among Liberal Arts students. Additionally, the full-time equivalent (FTE) for psychology majors has increased by 78.2%, while the headcount has increased by 68.2%. This growth points to a need to develop a bachelor's program in psychology, for these students must leave Dalton State to continue their studies.

(b) Five-year enrollment summary by gender & race/ethnicity (unduplicated, fall only)

	2005-06	2006-07	2007-08	2008-09	2009-10	% Change
Gender						
Female	48	68	79	82	81	69%
Male	16	31	38	37	43	169%
Race/Ethnicity						
American Indian	0	0	0	0	0	0
Asian	3	0	0	2	3	0
African-American	1	1	2	2	1	0
Hispanic	4	14	17	11	6	50%
White	56	83	91	83	89	59%
Multiracial	0	0	1	3	3	200%
Undeclared	0	1	6	18	22	2100%

Analysis and comments:

Five years ago, 75% of all AA Psychology majors were female; the most recent data show that females make up 65.3% of the AA Psychology majors. This means that the increase in psychology majors has been driven more by an increase in males than in females. The current data compare favorably to the data for the college as a whole. The 09/10 DSC *Facts and Figures* document shows that 60.4% of DSC total headcount were female in 009/10. Psychology is slightly above that but trending toward a female-male balance that characterizes the college as a whole. The change in Hispanic students is puzzling; the

overall change shows a 50% increase from 05/06 to 09/10, but there has been substantial fluctuation in the numbers over the years. The overall number of Hispanic students in AA Psychology does not reflect the college student body; 9.1% of the total enrollment was Hispanic in 09/10, but only 4.8% of the AA Psychology majors were Hispanic in 09/10. These two facts—the fluctuation and the lower percentage of Hispanic AA Psychology students—suggest that AA Psychology, as currently formulated, is less attractive to Hispanic students and that the psychology program should increase focus on those students with an eye toward making the major more relevant and attractive to their career goals. The other minority students occur at very low levels both in AA Psychology as well as in the college as a whole. The psychology program, as it increases its multi-cultural focus, should be sure to be broad in that inclusion so that the complete ethnic range of students on the DSC campus finds value and interest in the program.

(c) Average class size, credit hours, credit hours/FTE faculty

	2005-06	2006-07	2007-08	2008-09	2009-10
Average class size	27.2	29.3	35.8	33.7	35.2
Student credit hours	3192	3615	3873	4350	4656
Credit hours/FTE faculty	15	15	15	15	15

Analysis and comments:

Average class sizes in the psychology classes have increased by 29.4% over the five-year time frame, reaching 35.2 students in the 09/10 year. At the same time, student credit hours have increased by 45.8% over those years as the number of sections of the various psychology classes has grown. In the 09/10 DSC *Facts and Figures* document, the last year of class sizes reported for the various academic areas is as follows: 1. Business: 25 students per class; Education: 20 students per class; Humanities: 23 students per class; Social Sciences: 31 students per class; Natural Sciences and Math: 26 students per class; Nursing: 36 students per class; Social Work: 14 students per class, Technology: 14 students per class. The class sizes in the various psychology classes are matched only by those in nursing, but the nursing program has fewer majors than does psychology. This suggests that psychology is a primary contributor to the DSC workload; the psychology program has gone down in the number of full-time faculty over the years as retired faculty members were not replaced. The average class size of the psychology classes is larger than desirable and should be one of the factors considered as new faculty members are hired around campus.

(d) Faculty teaching in program

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Faculty	6	8	6	7	7
Full-time Faculty	4	4	4	3	3
Part-time Faculty	2	4	2	4	4
Gender					
Male	4	4	3	3	3
Female	2	4	3	4	4
Race/Ethnicity					
American Indian/Pacific	0	0	0	0	0
Asian	0	0	0	0	0
African-American	0	0	0	0	0
Hispanic	0	0	0	0	0
White	6	8	6	7	7
Multiracial	0	0	0	0	0
Tenure Status (full-time)					
Tenured	4	4	4	3	3
On-tenure track	0	0	0	0	0
Non-tenure track	0	0	0	0	0
Rank (full-time)					
Professor	2	2	2	2	2
Associate Professor	2	2	2	1	1
Assistant Professor	0	0	0	0	0
Instructor/Lecturer	0	0	0	0	0
Highest Degree (full-time)					
Doctorate	4	4	4	3	3
Specialist	0	0	0	0	0
Master's	0	0	0	0	0
Bachelor's	0	0	0	0	0
Associate's/Other	0	0	0	0	0

Analysis and comments:

The number of full-time psychology faculty members has decreased over the past five years. This reduction was in part due to the retirement of one of the faculty members, and his position was not filled. While there is no diversity in race/ethnicity, there is a fairly good balance in the number of male and female faculty members. The gender makeup of the faculty is approximately equal and compares favorably to the percentages reported by the American Psychological Association (APA). According to Pagano, Wicherski, and Kohout (2010), 49% of psychology candidates in doctoral programs are female. Our psychology program currently has no minority faculty members. The same APA study (Pagano et al., 2010) also reports that only 13% of full-time students enrolled in doctoral psychology programs are minorities. In our advertisement for the 2011-2012 psychology position, we included a non-discrimination/affirmative action statement. The chair of the search committee looked carefully among the applicants for any self-identified minority candidates but found none. As the psychology faculty continues to grow, we will continue to attempt to actively recruit minority candidates. Until three years ago, the membership of the psychology faculty was very stable, with all faculty members being tenured. In the past three years, two faculty members have retired, and the Department of Social Sciences expects to fill one of these positions by the start of the 2011-2012 academic year. The Department of Social Sciences has had to increasingly rely on adjunct faculty and on overloads to meet the instructional

demand, so it is important that additional full-time faculty members are hired.

Source: Pagano, V., Wicherski, M., & Kohout, J.L. (2010). Faculty in U.S. and Canadian Graduate Departments of Psychology: 2009-2010. Retrieved 4/29/2010 from <http://www.apa.org/workforce/publications/11-grad-study/index.aspx>

(e) Percent of classes taught by full-time faculty

2005-06	2006-07	2007-08	2008-09	2009-10
91%	80%	88%	73%	73%

Analysis and comments:

The percentage of classes taught by full-time psychology faculty has declined greatly over the past five years, decreasing from a high of 91% in 2005-2006 to a low of 73% in 2009-10. The 2009-10 figure is somewhat misleading, for it includes overloads taught by full-time faculty members. If the overloads were counted as part of the adjunct load, the percentage of psychology classes taught by full-time faculty would drop to 68%. The College needs to hire additional full-time psychology faculty.

(f) Number of degrees conferred

2005-06	2006-07	2007-08	2008-09	2009-10
21	14	19	30	25

Analysis and comments:

The number of AA Psychology degrees conferred has increased by 19% over the five-year time frame of this analysis. This is a much lower level of increase in degrees conferred as compared to the increase in AA Psychology majors (78.2% increase in FTE majors in the same time frame). It is interesting to note that there was a decline in number of degrees conferred from 2008-2009 to 2009-2010. This time frame was when we brought three new bachelor's degree programs into Liberal Arts, as well as several additional bachelor's degrees onto campus. It seems likely that psychology lost some students to those programs because students then had additional options for bachelor's degrees locally. A given AA Psychology student who decided to move to a BA English or BA History degree would very reasonably choose not to complete the requirements and not apply for graduation in AA Psychology, thus reducing the number of graduates in AA Psychology. In addition, these figures may also suggest that since students cannot complete the bachelor's program in psychology at Dalton State, they transfer to a bachelor's program before completing the associate's degree. The college's retention and graduation rates may increase if we develop and gain approval for the bachelor's degree in psychology.

(g) Placement rates: Five-year summary of job placement rates, if applicable

2005-06	2006-07	2007-08	2008-09	2009-10
n/a	n/a	n/a	n/a	n/a

Analysis and comments:

Since this degree is a two-year transfer degree, job placement rates are not applicable.

(h) Average cost per credit hour

	2010-11
Cost per FTE	\$738.20
Cost per hour	\$49.18

Analysis and comments:

The current cost of tuition is \$90 per credit hour. Since the cost per credit hour for the A.A. in psychology (\$49.18) is less than the cost of tuition itself, the program is very cost effective.

(i) Cost per FTE Faculty

2010-11
\$46,654.60

Analysis and comments:

The cost per FTE faculty is substantially lower than the average salary of the full-time faculty members who currently teach in the program. During 2010-2011, the average salary for full-time psychology faculty was \$59,498.45. Thus, the use of part-time faculty appears to make the program more cost effective.

(j) Summary and evidence of achievement of program outcomesDescribe the extent to which students have achieved current program outcomes

Using multiple assessment measures, the Department of Social Sciences assessed four program outcomes associated with the A.A. degree in psychology. The Department and its students satisfied each of the outcomes. A detailed summary of the outcomes, benchmarks, assessment measures, and results appears in the table below.

Program Outcome	Benchmarks & Assessment Measures	Evidence/Results of Assessment
1. Graduates of associate's degree programs in the School of Liberal Arts will read critically.	At least 80% of students in associate's degree programs will pass the Regents' Reading Test on their first attempt.	During the 2007-2009 academic years, 80% of the students passed the Regents' Reading Test on their first attempt. Benchmark met.
	At least 85% of students in associate's degree programs will pass the Regents' Reading Test by the time they have completed 45 credit hours.	More than 87% of DSC students passed the Regents' Reading Test by the time they had completed 45 credit hours for the three year period ending in 2008-2009. Benchmark met.
	Students will perform above the national average on the Collegiate Assessment of Academic Proficiency (CAAP) reading test.	During the 2007-2009 academic years, DSC students averaged 62.3 on the CAAP reading test, slightly above the national average of 61.17. Benchmark met.
2. Graduates of associate's degree programs in the School of Liberal Arts will think critically.	Students will perform above the national average on the Collegiate Assessment of Academic Proficiency critical thinking measure.	During the 2007-2009 academic years, DSC students averaged 61.53 on the CAAP critical thinking measure, slightly above the national average of 61.37. Benchmark met.
	On the Graduating Student Surveys, 80% of the students responding will agree that as a result of their education at DSC they learned to think critically.	During the 2007-2009 academic years, 92% of the students agreed that as a result of their education at DSC, they learned to think critically. Benchmark met.
Graduates of associate's degree program in the School of Liberal Arts will demonstrate competence in the social sciences.	Students will perform above the national average on the Collegiate Assessment of Academic Proficiency (CAAP) social sciences test.	During the 2007-2009 academic years, DSC students averaged 16.03 on the CAAP social sciences test, slightly above the national average of 15.8. Benchmark met.
	On the Graduating Student Surveys, 80% of the students responding will agree that as a result of their education at DSC they learned to describe and understand the forces and events that shaped history and society.	During the 2007-2009 academic years, 84% of the students agreed that as a result of their education at DSC, they learned to describe and understand the forces and events that shaped history and society. Benchmark met.
4. Graduates of associate's degree programs in the School of Liberal Arts will express satisfaction with the faculty and programs in the School.	On student evaluations, 80% of the full-time psychology faculty will achieve student evaluations in the upper-range of standard performance (4.4-4.59) or above.	During the 2009-2010 academic year, all full-time psychology faculty (100%) earned student evaluations at or above the upper-range of standard performance. In fact, 67% earned evaluations in the college's high performance range, with an overall average of 4.78 for all full-time psychology faculty combined.

		Benchmark met.
	On the Graduating Student Surveys, 80% of the students responding will report that they were satisfied or very satisfied with the education they received at Dalton State.	During the 2007-2009 academic years, 87.70% of the students agreed that they were satisfied or very satisfied with the education they received at Dalton State. Benchmark met.

(k) Summary and evidence of achievement of student learning outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

Psychology faculty assessed student learning outcomes for five associate's-level courses during the 2009-2010 academic year. The results for each course are summarized below. Detailed description of assessment procedures, strengths and weaknesses, and action taken as the result of assessment can be found in the individual assessment reports for each course.

For PSYC 1101, selected psychology faculty assessed four student learning outcomes during the 2009-2010 academic year, and students surpassed minimum expectations for all four outcomes.

Outcomes for PSYC 1101	Expected Results	Actual Results
Students will be able to demonstrate an understanding of psychology acquired through listening, reading, research, and use of electronic media.	70%	79%
Students will utilize frameworks, models and concepts appropriate to psychology in order to analyze human behavior and social institutions.	70%	86%
Students will be able to comprehend major forces, events, influences and ideas that have shaped psychology and society over time.	70%	87%
Students will be able to analyze and understand different perspectives on psychological issues and recognize viewpoints other than their own.	70%	83%

For PSYC 2101, selected psychology faculty assessed four student learning outcomes during the 2009-2010 academic year, and students surpassed minimum expectations for all four outcomes.

Outcomes for PSYC 2101	Expected Results	Actual Results
Students will successfully apply the main theoretical perspectives from which psychologists examine behavior to adjustment processes; identify healthy vs. unhealthy adjustment practices and introductory principles in interpersonal communication.	70%	95%
Students will successfully apply psychodynamic theory and describe the impact of the unhealthy family environment on adult adjustment.	70%	87%
Students will successfully apply research and concepts related to personality, theory, healthy relationships, and coping/life satisfaction.	70%	92%
Students will apply research and identify concepts related to identity development, the influence of belief systems on adjustment, happiness/life satisfaction, and coping.	70%	89%

For PSYC 2103, selected psychology faculty assessed four student learning outcomes during the 2009-2010 academic year, and students surpassed minimum expectations for all four outcomes.

Outcomes for PSYC 2103	Expected Results	Actual Results
Students will be able to demonstrate an understanding of human growth and development acquired through listening, reading, research, and use of electronic media.	70%	77%
Students will utilize frameworks, models and concepts appropriate to developmental psychology in order to analyze human behavior and social institutions.	70%	74%
Students will be able to comprehend major forces, events, influences and ideas that have shaped developmental psychology and society over time.	70%	76%
Students will be able to analyze and understand different perspectives on developmental psychology issues and recognize viewpoints other than their own.	70%	76%

For PSYC 2204, selected psychology faculty assessed four student learning outcomes during the 2009-2010 academic year, and students surpassed minimum expectations for all four outcomes.

Outcomes for PSYC 2204	Expected Results	Actual Results
Students will successfully apply the main theoretical perspectives from which psychologists examine behavior/mental processes and describe a number of subfields in which the applications of psychology takes place.	70%	92%
Students will successfully apply critical thinking skills and identify concepts in evaluating psychological research and case studies within parapsychology.	70%	91%
Students will successfully apply critical thinking skills and identify concepts in evaluating psychological research and case studies within social and consumer psychology.	70%	96%
Students will apply critical thinking skills and identify concepts in evaluating psychological research and case studies within forensic psychology.	70%	92%

For PSYC 2250, selected psychology faculty assessed three student learning outcomes during the 2009-2010 academic year, and students surpassed minimum expectations for all three outcomes.

Outcomes for PSYC 2250	Expected Results	Actual Results
Students will utilize appropriate models and concepts such as the scientific method to solve problems.	70%	82%
Students will comprehend major forces and events, influences, and ideas that shaped history and society.	70%	81%
Students will recognize, appreciate, and analyze perspectives and values of diverse cultural groups.	70%	87%

(I) Evidence of program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

The current AA Psychology program is viable. As the college has increased in enrollment, the enrollment in psychology has increased at a faster rate. However, the AA Psychology program should be supplemented by a targeted baccalaureate psychology program. The AA Psychology program is growing fast and, according to the 09/10 DSC *Facts and Figures* document, has more majors than any other transfer associate's programs other than the two General Studies majors. The college has surveyed students and potential employers and has found enthusiastic support for developing a bachelor's degree program in psychology. In fact, of the 601 Dalton State College students surveyed during Fall Semester 2010, 79.2% (476 students) expressed interest in a bachelor's program in psychology. The areas targeted by such a program should be health psychology, industrial and organizational psychology (I/O), and general psychology. General psychology would be well supported by students who are looking for a generalist psychology degree with a plan of either graduate school or general employment.

3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

What improvements have occurred since the last program review or assessment?

The AA Psychology degree has increased in number of students enrolled in the major and the student credit hours substantially over the last several years. Additionally, the various classes have refined both the student learning outcomes, our assessment of those outcomes, and the use of the results for continued improvement in the various classes. The department has added three upper-level classes to serve as support classes for the existing baccalaureate programs on campus, particularly Criminal Justice. These classes are all popular with students and have been carefully evaluated and refined in the two years that they have been offered. These classes will serve as part of our larger group of upper-division classes that we will offer in our bachelor's degree proposal.

4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

The student learning outcomes have been formalized over the last several years, and they have recently been updated to include Dalton State's revised general education outcomes that were approved by the Council on General Education in October 2010. These revised outcomes will be assessed beginning Fall Semester 2011. Additionally, the AA Psychology degree changed Area F requirements several years ago. The current program allows almost complete flexibility for students to take two or three transfer classes to round out the several required psychology classes. Since then, the Regents' Advisory Committee in Psychology has recommended a restricted list of classes to be taken in Area F. The psychology faculty have been considering our program in relationship to the recommendations and are going to propose several changes, including reducing the number of 2000-level psychology classes from four to two and making those both required (PSYC 2101: Psychology of Adjustment and PSYC 2103: Human Development) along with three electives, selected in consultation with the faculty advisor, in the following areas: foreign language, sociology, anthropology, philosophy, statistics, and biological science. These changes will be proposed in conjunction with a proposal for a baccalaureate degree in psychology. The two classes eliminated at the 2000 level will appear in modified form in the upper-division offerings.

5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

The AA Psychology program is popular with students and has a strong enrollment. All of the faculty members who teach in the program have above average student evaluations. Two of the three faculty have some of the highest student evaluations on campus; indeed, one of the faculty members not only won the faculty teaching award on campus, but then also won the USG teaching award and was then named 2010 Georgia Professor of the Year by the Carnegie Foundation for Advancement and Support of Education. It is hard to overstate the value of such a teaching professional in the psychology classes taught at DSC. One of the faculty members has an ongoing research program, with numerous publications over the years. This faculty member is able to bring a unique perspective that comes from years of studying apes, inspiring students and helping them see the breadth of potential careers in their lives.

Weaknesses and concerns:

The program has a limited number of full-time faculty members. Only one of the three full-time faculty members has a Ph.D. in psychology. This limits the breadth of knowledge in classic psychology made available to students.

The program currently has too many classes taught by part-time instructors. While we believe that part-time instructors are well-qualified and provide good experiences for students, it is not the same level of quality that full-time, tenure track, Ph.D.-level psychologists would provide. Fortunately, we are currently in a search for an additional Ph.D.-level psychologist, and the department has been permitted to retain the full-time lecturer in psychology for the 2011-2012 year.

The class sizes in psychology are getting too large. These large class sizes run counter to the college's Mission Statement that says, in part, that we are student-centered. With an average class size of more than 35 students and classes often reaching 40 or more students, it is increasingly difficult to provide the individual experiences that characterize student-centered instruction to such large groups of students in the various classes.

The associate's degree program in psychology does not sufficiently meet the needs of students and/or industry in our service area. DSC should propose a baccalaureate degree in psychology, targeted to the various local needs, to supplement the AA program in psychology.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issue/concern:

1. Increase emphasis on cross-cultural issues in psychology classes.
2. Develop a baccalaureate degree program in psychology.

Specific action(s):

1. Increase topical coverage of cross-cultural issues in all Introduction to Psychology, Human Development, Applied Psychology, and Psychology of Adjustment classes, particularly focusing on Hispanic culture.
2. Develop a proposal for a baccalaureate program to be submitted to the various levels of the college and then the USG, if approved by the college.

Expected outcomes:

1. Increased appreciation of other cultures by the majority student population and increased number of Hispanic students enrolled as AA Psychology majors.
2. Baccalaureate program approved.

Time frame:

1. During the 2011-2012 academic year, introduce additional cross-cultural components into all classes listed by all faculty members teaching those classes.
2. Complete degree proposal by the end of summer 2011, submit to the Academic Council no later than Fall 2011, and secure approval for program rollout in Fall 2012.

Person(s) responsible:

1. Senior psychology faculty member and chair of the Department of Social Sciences.
2. Senior psychology faculty member, chair of the Department of Social Sciences, and dean of the School of Liberal Arts.

Resources needed:

1. No additional resources needed.
2. Increased number of faculty to support a bachelor's degree program; additional program funds for library acquisitions and statistical packages.

Prepared by

Dr. Michael Hoff and Dr. Mary Nielsen

Date April 9, 2011

Reviewed by

Dr. Mary Nielsen

Date April 26, 2011

Reviewed by Chair of Program Review Subcommittee

Dr. Marilyn Helms

Date April 29, 2011

Reviewed/Approved by Vice President for Academic Affairs

S. S. Stee

Date 6/30/11