Report:	Assessment Plan Details for: Department of Psychology
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2010-11Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Wednesday, March 09, 2011

Measures and Findings

Department of Psychology Goals 2010+

Improve Writing Across the Curriculum

The department will document the improvement of writing across the program. That 80% of our undergraduate majors will score in the 70th percentile or higher (a score of 19 or higher on a 27 point scale) on the standardized writing rubric for psychology. This rubric was developed by the Learning Outcome Committee in the department.

Percent Exceeding the 70th Percentile on PSY Writing Rubric

80% of our undergraduate students will exceed the 70th percentile (a score of 19 or higher on a 27 point scale) on the standardized writing rubric for psychology. 70% of our graduate students will exceed the 70th percentile on the standardized writing rubric for psychology as well.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.2., 1.2.3., 1.4.1., 1.4.2.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Writing Rubric
Course level; Direct - Student Artifact

Details/Description: The writing rubric measure several writing skills; Substance (purpose, content, organization), Form (sentence structure, word choice, grammar, spelling, form, length), and APA style (format, references)

Acceptable Target: In the '09-10' academic year a writing rubric was piloted. From that data (provide in the attachment below) it was concluded that providing a copy of the writing rubric in Blackboard for students to use and providing links to writing labs and other resources would improve student writing. From this we anticipate that 70% of the undergraduate students will score in the 70th percentile or higher using the Psychology Writing Rubric for their writing assignment.

Implementation Plan (timeline): The writing rubric will be implemented for the '10-11' academic year for PSYC352 Research Methods and PSYC400 History and Systems. The results will be analyzed in April.

Key/Responsible Personnel: Learning Outcome Committee (Stephen Gill)

Supporting Attachments:

Last Year's results (Adobe Acrobat Document)

Assessment of last year's results of the pilot testing of the writing rubric.

Psychology Writing Rubric (Adobe Acrobat Document)

Findings for Writing Rubric

Summary of Findings: Writing assignment were required for PSYC352 Research Methods and PSYC400 History & Systems (capstone course) for fall 2010. The writing rubric was used to assess the writing of the students. That data is now being collated.

Acceptable Target Achievement:

Recommendations : Summarize the fall 2010 findings and incorporate the Spring 2011 data to produce the academic year report. Review those results and make recommendations on improving student writing.

Reflections/Notes :

Substantiating Evidence:

Advisement Satisfaction

Increase the percentage of students satisfied with advisement from 64% to 90%.

Senior Survey

With good advisement anticipate a 26%

Measures & Findings

increase in satisfaction with advisement

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.2.0., 1.4.0., 1.5.2.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Advisement Satisfaction

Details/Description: In Spring 2009,75.81% of our majors reported satisfaction in advisement. In Spring 2010, 67.19% of our majors reported satisfaction in advisement for a loss to 8.62% in satisfaction. The department will try to restore satisfaction levels back to Spring 2009 of 76%. This requires a 9% increase in satisfaction in advisement for Psychology majors.

In the previous years the NSSE was our measure of satisfaction. For the 2010 - 2011 academic year the department will use the Senior Survey looking at five (5) questions:

Access to advisor

Sufficient time with Advisor

Accurate information about degree requirement and course sequencing

Knowledge of campus policies and procedures

Academic advising services overall

Acceptable Target: 90%

Implementation Plan (timeline): Academic year '10-11'

Key/Responsible Personnel: Department Chair and Faculty

Supporting Attachments:

Senior Survey Advisement Spring 2010 (Word Document (Open XML))

Findings for Advisement Satisfaction

Summary of Findings: .
1. The final draft of the advisement survey will be presented at the March Departmental Meeting.
2. Meet the Majors meeting held just before registration Alt Pin numbers given and the faculty will be available for advisement.
3. Central local for the Curriculum Planning Guide (CPG) on the O drive so that faculty may have access to all majors' CPG.
4. Instructions on students' responsibilities for registration will be posted outside every faculty members office.

Acceptable Target Achievement:

Recommendations : The analysis of the data and recommendations will be completed by the end of May 2011.

Reflections/Notes : The new strategies along with the new faculty has brought about an esprit de corps to the department.

Substantiating Evidence:

Retention Rate for Psychology Majors

Increase the retention rate for Psychology majors.

Retention Rate

Increase retention rate from 75.5% to 80%, a 4.5% increase over last years retention rate of 75.5%

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Measures & Findings

Retention of Psychology Major

Direct - Other

Details/Description: The number of Student enrolled in Fall 2010 who return in Spring 2011. The retention report provided by VCAA.

Acceptable Target: 80% of the students who did not graduate in the fall semester will return in the spring semester.

Implementation Plan (timeline): Academic year '10-11'

Key/Responsible Personnel: Department Chair and faculty

Supporting Attachments:

Findings for Retention of Psychology Major

Summary of Findings: .
Data will be distributed by the Provost's office during the Spring Semester.

Acceptable Target Achievement:

Recommendations : Analysis and recommendations will be made by the end of May.

Reflections/Notes :

Substantiating Evidence:

Recruitment of Faculty

Increase the number of tenure track faculty

Increase Number of Tenure Track Faculty

Measures & Findings

Department of Psychology generated enough SCH for 18.6 faculty positions. Increase the number of tenure track faculty by four (4) from 14 to 18 and 1 department chair.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.3., 1.3.4.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.2

Hiring of Tenure Track Faculty

Program level; Direct - Other

Details/Description: The hiring of three (3) Counselor Education faculty, one (1) Biopsychology faculty and one (1) department chair.

Acceptable Target: a net increase of four tenure track faculty

Implementation Plan (timeline): .
1. August request for four (4) faculty positions
2. August and early September develop the ads.
3. Submit ads by mid September to discipline journals.
4. November start reviewing applications.
5. December and January do telephone interviews.
6. February invite candidates to campus
7. March make offers to candidates

Key/Responsible Personnel: .
Department Chair (Thomas E. Van Cantfort)
Experimental Search Committee Chair (To Be Named)
Counseling Search Committee Chair (To Be Named)
Department Chair Search Committee Chair (Dr. Doreen Hilton)

Supporting Attachments:

Findings for Hiring of Tenure Track Faculty

Summary of Findings: .
Due to revenue short fall in the State budget the universities and colleges in the University of North Carolina system have had to cut their budget. Due to the budget cuts and hiring freeze our four (4) positions we were approved to hire has been frozen.

Acceptable Target Achievement: Not Met

Recommendations : .
The department is still understaffed compared to the number of SCH the department generate. The department will request four (4) new faculty positions for the next academic year.

Reflections/Notes : Meeting the objective of increasing the number of tenure track faculty is contingent upon the State's economy. The forecast is gloomy.

Substantiating Evidence:

Research Productivity

Increase the research productivity in the department

Research Productivity

In 08-09 academic year, seven (7) faculty members produced 11 articles submitted for publications in referred journals and eight (8) faculty members submitted 23 grant proposals. For the 09-10 academic year, five (5) members produced eight (8) articles submitted for publication in referred journals and three (3) faculty members submitted three (3) grant proposals.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.4., 1.3.4.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.4

Measures & Findings

Research Productivity

Direct - Other

Details/Description: The number of faculty submitting articles for publications in referred journals, non-referred publications, and presentation at conferences.

Acceptable Target: 50% of the tenured and tenure track faculty will have accomplished one or more of the above scholarly activities.

Implementation Plan (timeline): Academic year '10-11'

Key/Responsible Personnel: Department Chair (Thomas E. Van Cantfort)

Supporting Attachments:

Findings for Research Productivity

Summary of Findings: .
Data collected at the end of the academic year during faculty assessment.

Acceptable Target Achievement:

Recommendations : The department chair will summarize the data by the end of June 2011.

Reflections/Notes :

Substantiating Evidence:

Student Recruitment

Increase the admissions of first-time freshman, transfer students and graduate students.

Student Recruitment

Participate in the recruitment of first-

Measures & Findings

time freshman from high school in NC. Increase the number of Dual Enrollment Agreements to increase transfer students. Participate in recruitment fairs at other universities to recruit graduate students.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.2., 1.1.3., 3.2.0.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Dual Enrollment Agreement

Direct - Other

Details/Description: Contact NC Community Colleges and negotiate Dual Enrollment Agreements. Have Memorandum of Understandings (MOU) signed by the Community College and FSU.

Acceptable Target: The Department of Psychology currently has four MOUs. Increase the MOUs by 2.

Implementation Plan (timeline): Academic year '10-11'

Key/Responsible Personnel: Department Chair (Thomas E. Van Cantfort)

Supporting Attachments:

Findings for Dual Enrollment Agreement

Summary of Findings: Contacted Central Carolina Community College about a Dual Enrollment Agreement. Waiting for their response.

Acceptable Target Achievement:

Recommendations : Continue pursuing Dual Enrollment Agreements with Forsyth Technical Community College and Central Piedmont Community College.

Reflections/Notes :

Substantiating Evidence:

Obtain CACREP Accreditation

Obtain accreditation for the graduate Counseling program by the Council for the Accreditation of Counseling and Related Education Professions (CACREP)

Name Change on the Counseling Diploma

1. A diploma-- MA Counseling.

2. COUN prefix for the courses solely in the Counseling program.

3. 60 hour Counseling program.

4. Complete the first draft of the self-study.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.4.1., 1.4.2., 1.4.3., 1.4.4., 5.1.1., 5.4.3.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Consultant's Report

Program level; Direct - Other

Details/Description: In Spring 2010, Dr. Harry Daniels of the University of Florida reviewed the feasibility of the graduate Counseling program to obtain CACREP accreditation. On April the 22nd, the consultant submitted a report listing 15 items that the program would need to complete to prepare for the CACREP self-study.

Acceptable Target: To complete 10 of the 15 suggested items recommended by the consultant.

Implementation Plan (timeline): .
1. August the Counseling committee meets to prepare the new course proposals and changing course prefix.
2. September present proposal to the department.
3. October present proposals to College of Arts and Sciences Academic Affairs committee.
4. November present the proposals the Faculty Senate Academic Affairs committee
5. January present the proposal to Graduate Counsel of the Graduate School.

Key/Responsible Personnel: .
Department Chair (Thomas E. Van Cantfort)
Counseling Graduate Coordinator (Mei-Chuan Wang)
CACREP Accreditation director (Viviette Allen)

Supporting Attachments:

Consultant's Report (Adobe Acrobat Document)

Three year Strategic Plan for CACREP Accreditation (Adobe Acrobat Document)

Findings for Consultant's Report

Summary of Findings: .
The pursuit of CACREP Accreditation has been put on hold. There are two (2) reasons for placing Accreditation in a holding pattern; The American Psychological Association may be co-opting the Masters of Applied Psychology and the planning of the doctoral program.

Acceptable Target Achievement: Not Met

Recommendations : .
If APA co-opts MPAC then we should pursue MPAC accreditation for our Masters program in Counseling. This would also fit with an APA accredited doctoral program.

Reflections/Notes : The Counseling faculty are leaning towards keeping the Psychology identity.

Substantiating Evidence:

Initiation of a Doctoral Program

Initiate the process for a doctoral program in Clinical Rural Mental Health

Doctoral Long Range Plan

Complete the tasks of the first year of a four year plan for a Doctoral program in Clinical Rural Mental Health

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.2., 1.4.3., 2.3.2., 3.1.2., 5.1.1., 5.1.2., 5.2.1., 5.2.2., 5.3.3., 5.4.2., 5.4.3., 6.2.1.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Year I of the Long Range Plan

Program level; Direct - Other

Details/Description: Putting in place committees that will steer and plan the doctoral program in Clinical Rural Mental Health; a Steering Committee and a Planning Committee.

Acceptable Target: Complete five (5) of the seven (7) items of the first year of the four year plan

Implementation Plan (timeline): Fall 2010

Key/Responsible Personnel: .
Department Chair (Thomas E. Van Cantfort)
Counseling Graduate Coordinator (Mei-Chuan Wang)

Supporting Attachments:

4 year Long Range Plan (Adobe Acrobat Document)

Findings for Year I of the Long Range Plan

Summary of Findings: .
1. Established a Planning Committee (PC) for the doctoral program.
2. PC is review whether it will be a Ph.D. or PsyD.
3. PC is discussing the type of Accreditation for the doctoral program (APA or CACREP)
4. The Experimental Committee meet to discuss how to increase enrollment.

Acceptable Target Achievement:

Recommendations : .
1. Continue the review of the degree, Ph.D or PsyD. Make a determination of the type of degree by the end of this semester.
2. Determine the type of Accreditation (APA or CACREP) by the end of this semester.
3. Implement the recommendations of the Experimental Committee for increasing enrollment this semester.
4. Complete the remaining items of Phase I.

Reflections/Notes : .
The Planning Committee and the Experimental Committee are making good progress towards their goals. These committees should reach their targets by the end of the academic year (see 4 Year Long Range Plan attached above).

Substantiating Evidence:

Counseling Comprehensive Exam

Increase the percentage of graduate Counseling students passing at or above the national average, on Counselor Preperation Comprehensive Examination (CPCE), from 62% to 65%.

National Comprehensive Counseling Examination

Measures & Findings

To pass the comprehensive exam the student must score within one standard deviation from the mean on the national Counselor Preparation Comprehensive Examination. Increase the percentage of graduate students passing above the national average from 60% to 65%.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.4.4., 1.5.3.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1, 3.3.1.5

CPCE Exam Results

Program level; Indirect - Other

Details/Description: The Counselor Preparation Comprehensive Exam (CPCE) is a national standardize exam for MA Counseling students. The eight (8) CPCE content areas are Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and life Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. These eight content areas line up with the required courses for the graduate Counseling program. The data from the last three years will be used to identify the strength and weakness of our students in these eight (8) content areas. A weakness is defined as the average score of our students who have taken the exam, which falls below the national average for that content area.

Acceptable Target: A passing score on the comprehensive exam is at or above a minus one standard deviation from the national mean. The goal is to have 65% of our student score at or above the national mean.

Implementation Plan (timeline): Academic year '10-11'

Key/Responsible Personnel: Counseling Graduate Coordinator (Mei-Chuan Wang)

Supporting Attachments:

Findings for CPCE Exam Results

Summary of Findings: Looking at the preliminary data and defining weakness in a content area as scores falling below one standard deviation below the mean the program shows no weakness.

Acceptable Target Achievement: Met

Recommendations : For fall 2010 their was only one student who sat for the CPCE. Spring 2011 their will be a larger sample which should provide us with a more accurate assessment of the program.

Reflections/Notes : Even though we met our goal of no score falling below one standard deviation below the mean, 9 out of the 18 scores fell below the mean. We may want to use these results to strengthen our program.

Substantiating Evidence:

CPCE Results for Spring 2010 and Fall 2010 (Excel Workbook (Open XML))

The results of the Counselor Preparation Comprehensive Exam for our student for Spring 2010 and Fall 2010