SELF-STUDY

DEPARTMENT OF PSYCHOLOGY

CLEVELAND STATE UNIVERSITY

OCTOBER, 2007

Programs, with Degrees Granted:

Undergraduate Program, BA
Clinical Program, MA
Experimental Research Program, MA
Consumer/Industrial Research Program, MA
Diversity Management Program, MA
School Psychology Program, MA, Psy. S.
I. Purposes, Goals, and Objectives

I.1. The Psychology Department in the College of Science at Cleveland State University is a large, complex unit, in terms of students, faculty, and coursework. Common goals and objectives across all six programs are to provide up to date, in-depth training in psychology. Among the five graduate programs, the goals and objectives include professional training and experiences designed to enable students to obtain employment in the specialty and/or pursue doctoral-level training. The following thumbnail descriptions, separately by program, describe the purposes, goals, and objectives of the six departmental programs.

**Undergraduate Program.** The primary goals and objectives are to provide a broad and diverse experience in the field of psychology to majors, minors, and to a more limited degree, general education students. The program aims to develop students’ skills in problem solving, critical thinking, and human relations delivered through its comprehensive curriculum. The methods used by psychology to obtain and evaluate evidence, especially statistics and research design, are emphasized for majors, as is exposure to both applied and basic research areas. Five undergraduate courses, Introductory Psychology, Child Development, Adolescent Psychology, Lifespan Development, and Psychology of Women, are GenEd social science courses for students throughout the University. Psychology of Women and Multicultural Psychology are service courses at a more advanced level, serving baccalaureate students as well as majors in education and nursing, and providing students with a Diversity Requirement option within the Department. Psychology is one of a minority of departments that offer sufficient evening programming such that a student can major in Psychology by taking only evening courses. The Department participates in the LCCC Partnership, by offering two courses per term at the LCCC campus, thus providing the opportunity to major in Psychology off campus. Finally, the Department offers an Honors program to qualified junior and senior psychology majors, that includes both an Honors Seminar and an individually guided Honors Research Project, which culminates in a thesis, thus giving students a competitive edge when applying for graduate-level training.

**Clinical Program.** The Clinical Program holds firmly to the view that both scientific and applied aspects of psychology should be integrated, and that theoretical conceptualization and research findings must provide the basis for effective assessment and intervention, regardless of setting. The program stresses learning by doing, through intensive practicum and field placement activities, so that the professional relevance of scientific, theoretical approaches of psychology can be seen as they are applied in clinical and educational settings. The curriculum emphasizes human development and its deviations, as well as the methods and techniques of assessing and influencing this development in clinical, community, and educational contexts. The Clinical Program offers two tracks of study to accommodate the interests of students: (a) Doctoral preparation track that includes a data-based thesis and (b) Practitioner track. However, recently the Program’s emphasis has changed from primarily training Masters-level clinical practitioners (who currently have limited employment opportunities in Ohio) to providing students with coursework and training to increase their chances of getting accepted into clinical doctoral granting programs.

**Experimental Research Program (Experimental Program).** The Experimental Program objectives are to prepare Masters-level students either for doctoral study in a variety of areas, e.g., clinical, social, cognition, or for employment in research settings. There is a heavy emphasis on statistics and research methodology. Each student takes courses that provide in-depth content knowledge in areas that are appropriate for his or her long-term goals, and engages in research, supervised by the faculty advisor, that culminates in a thesis project.
**Consumer/Industrial Research Program (Consumer Program).** The Consumer Program’s objectives are to prepare students to apply psychological concepts and research techniques in business and organizational settings. It combines advanced quantitative research techniques with hands-on experience involving problems and issues encountered in industrial, service, and commercial organizations. Students are trained for employment in the areas of market and public opinion research, program evaluation, and personnel management. The Consumer Program is the only MA program in the country, that combines Consumer Behavior with Industrial-Organizational (I-O) Psychology and offering this mix with a strong professional orientation. The program is designed to be completed in two years, culminating with a Master's thesis. To ensure that the program is geared to one's strengths and interests, a close working relationship is encouraged between each student and a specific faculty member. Additionally, it is expected that all students will have the opportunity to participate in actual research projects, often in conjunction with faculty. This practical experience, whatever the form, occurs primarily after completion of the first year.

**Diversity Management Program (Diversity Program).** The Diversity Program provides human services practitioners the tools to work with the diversity opportunities and challenges presented to organizations with diverse workforce populations, clients, product markets, or membership bases. The program provides systematic training in the field of diversity management, and makes use of theoretical work and empirical research. The program is a joint effort of the Psychology Department, Office of Minority Affairs and Community Relations, and the Greater Cleveland Roundtable. The program began in 1997, and remains the first and only MA program on diversity issues in psychology in the country. The Diversity Program is specifically designed for working individuals, with coursework scheduled primarily in 3-day (Th – S) and 5-day (Th - M), 8-hr. workshop formats.

**School Psychology Program (School Program).** The School Program is a National Association of School Psychologists (NASP) approved program, which provides selected students with state- and nationally-mandated training to qualify them for licensure as School Psychologists. The three year School Program curriculum consists of 86 graduate credit hours of instruction, consisting of 78 credit hours of course instruction and a 9-month internship served in area schools. The School Program also offers occasional 1- and 2-credit graduate coursework for practicing School Psychologists, e.g., on “in-service” or “professional training” days in public school schedules, enabling these individuals to maintain licensure and keep abreast of professional developments in their field. The goals and objectives are to equip school psychology graduates with essential assessment and intervention skills for successful pursuit of this career path. In line with the national trend toward recognition of the additional training necessary for school psychology, the School Program now grants the post-MA Psychology Specialist, Psy. S. degree.

**II. Curriculum and Program Quality**

II.1. The undergraduate curriculum features comprehensive coverage of the various sub-areas that constitute psychology, with multiple courses in three core areas of psychology (personality/social, experimental, and biological foundations) as well as extensive elective coursework (see Appendix A for a listing of requirements for the major and courses that satisfy the various undergraduate requirements). These, in addition to the required statistics and laboratory courses, provide students with the broad background necessary for employment or graduate training.

II.2. The five primary service courses in the undergraduate curriculum, as noted in part I.1. above, serve various student populations within the university; the two advanced courses provide more specific coursework in service of several undergraduate programs throughout the University. The thumbnail
descriptions above explain the main features of the graduate programs; in all cases, the curricula were developed and undergo continuous scrutiny and revision in response to professional requirements and needs (e.g., nationally and state mandated coursework for licensure as a school psychologist) or in response to preparation necessary for employment and/or doctoral program admission.

II.3. Three particular national trends are reflected in current departmental instructional and research activities. The first is aging of the many Americans born after World War II. The Psychology Department is involved in the development of a joint Ph.D. program in Adult Development and Aging with the University of Akron that is at the final stages of approval, with an anticipated start date of Fall of 2008. The program expects to admit four doctoral students (two per institution) per year for the first four years, so that 16 doctoral students will be the normal limit each year on.

Second, the national trend to upgrade degree requirements for the practice of school psychology led us to propose the new Psy. S. degree, approved by OBOR in September, 1999. The upgraded degree reflects the additional, post-MA year of training and internship provided in the School Program. In Ohio, the trend is for a significant increase in the need for specialist-level school psychologists, both in major cities and in the many under-served rural areas.

Third, there is a major demographic shift underway in the U.S. population, especially with regard to racial and ethnic minorities; e.g., by the year 2010, fully 25% of the U.S. population will be non-Caucasian, compared to 18% in 1999. A consequence of this shift is that society at all levels will need to adapt to the changing social and cultural mix of the population: educational, informational, business, legal, and political institutions, to mention only a few, will all have to respond to these changes in the population. Because dealing with these changes is an issue of diversity management, we anticipate that programs such as the Diversity Program will be increasingly in demand. Furthermore, by establishing the first such MA program in that subject, the Department and University are well positioned to play a leadership role as universities begin to address these issues.

II.4. Due to an insufficient number of full-time faculty, with many current faculty teaching courses in their specialty areas in graduate programs and with a substantial number of undergraduate courses taught by part-time instructors, we have not been able to add any new courses to the undergraduate curriculum over the past three years. In the Consumer Program, the comprehensive exam requirement for graduation has been replaced by a Masters thesis as the exit requirement, to enable students to demonstrate research experience in a “real world” setting as they seek employment. In the School Program, continual curriculum revision is necessary because of periodic nationally-mandated changes in training standards: e.g., a graduate class in Multicultural Psychology is now a requirement for school psychology licensure, unlike the mandated program 5 years ago. As a result of the loss of several clinically trained faculty members over the past 20 years, with only one replacement, and a substantial decrease in the need for MA level mental health practitioners in the greater Northeast Ohio area over the past several years, the Clinical Program has recently modified its curriculum to emphasize doctoral preparation and to de-emphasize training students to be MA level mental health (clinical) practitioners. The addition this past year of an executive director and a tenure-track faculty member for the Diversity Program, has now stabilized the program. They replaced the only two full-time faculty members in the program who left the University in 2006. The Diversity Program is now assessing its curriculum to determine what can be done to enhance the quality and rigor of the coursework required for its MA degree.

II.5. Students in Nursing, in PT/OT, and in several Education College programs enroll in various undergraduate psychology courses; in some cases (e.g., undergraduate statistics coursework for Nursing students), these represent required coursework. A total of six different undergraduate courses can be applied toward the major in Women’s Studies, the certificate in Gerontology Studies, the Culture, Communication and Health Certificate, or the Linguistic Studies program.
II.6. The Clinical Program is currently approved by the Council of Applied Master’s Programs in Psychology. The School Program is included with CSU’s College of Education and Human Services programs in the accreditation by the National Council for the Accreditation of Teacher Education. It also meets the standards of NASP, and the program was recently reviewed and given a five-year renewal of approval (Jan. 1, 2007, to Dec. 31, 2012) by NASP. By virtue of its NASP-approved status, graduates of the School Program are eligible for National School Psychology certification.

III. Faculty

A total of 23 Ph.D.s in Psychology hold faculty appointments in Psychology: 10 Professors, 6 Associate Professors, 5 Assistant Professors, 1 Term Assistant Professor, and 1 Professor with a joint appointment in Health Sciences. All but four of these currently hold Graduate Faculty status, and the remainder is in the process of applying for Graduate Faculty status. Appendix F lists the faculty, indicating their current teaching load and other responsibilities. Appendix C displays a table that summarizes faculty productivity in terms of published articles, books and chapters, conference and invited presentations, and grant participation (PI or Co-PI).

III.1. Faculty have been hired across the years in response to curricular and program needs, such that the educational backgrounds and expertise of the individual faculty are closely matched to program needs. A clinical psychologist is currently being recruited to bolster the clinical program that has lost faculty due to retirement and death. The Department is also recruiting a senior level (Associate Professor or Professor) to replace the current Department Chair, who is retiring at the end of this year; the new Chair is expected to contribute to the Undergraduate Program and the anticipated Doctoral program in Adult Development and Aging. Additional faculty will need to be recruited in the next academic year, as one full-time faculty member is retiring at the end of this year, and two more faculty are expected to retire at the end of next year. A substantial proportion of our undergraduate courses are being taught by part-time faculty, and we hope to decrease this by involving more tenured or tenure-track faculty in lower-division courses. However, if the current practice of simply replacing full-time faculty who retire or leave the university is continued, this goal will be virtually impossible to achieve. As indicated in Appendix F, tenured and tenure-track faculty are responsible for approximately 64 courses per AY, and we offer around 98 upper division and graduate courses per AY. Since most of these upper division and graduate courses require the special expertise of the tenured and tenure-track faculty, there are few of these faculty members available to teach lower division courses.

A brief description of the significant opportunities and challenges facing each of the five graduate programs follows. In three of these programs, an additional full-time faculty member is regarded as crucial for program maintenance, strengthening, or development. These can also be valuable in enhancing the quality of the undergraduate program.

Clinical Program. The Clinical Program notes a particular need for a mid-career clinician with a research background to provide necessary research training for pre-doctoral students and to assume major responsibility for program administration.

Experimental Program. The Experimental Program as well as the Undergraduate Program would be able to capitalize more effectively on the trend toward specialization in neuropsychology and the neurosciences if a faculty member with expertise in biological or cognitive neuroscience were recruited. Such a person would also be able to contribute to the proposed Adult Development and Aging doctoral program.
**Consumer Program.** There were only two full-time faculty members offering the bulk of the courses in Consumer Program until 2007. Dr. Michael Horvath was hired to be one of the core faculty in the Consumer Program, together with Dr. Blake and Dr. Bowen, to increase the range of course offerings and the overall numbers of students who can be adequately supervised. In addition to the three Consumer Program core faculty, Dr. Smith and Dr. Park also shared the responsibility of supervising and advising Consumer Program students. However, qualitative research methods were not covered, and our alumni also indicated that more advanced quantitative courses might be beneficial.

**Diversity Program.** The Department recently hired an executive director and a full-time faculty member in the Diversity Program, with the remainder of the coursework covered by adjunct or full-time faculty in the Department, the needs of the program can be adequately met.

**School Program.** Two full-time faculty members meet DoE and NASP standards concerning instructor qualifications for the School Program (full-time faculty, doctoral degree specialization in School Psychology, minimum of 2 years experience as a practicing School Psychologist, teaching duties of at least 50% in the School Program). The number of students admitted to the program is regulated by the state DoE and NASP, as a function of faculty-student ratios and availability of funded internship opportunities. An additional full-time school psychologist would boost the number of program openings from the current 10 to 13 full-time students per cohort, or a total of 39 full-time students enrolled at any one time.

III.2 As Appendices C and F show, with the exception of one faculty member, who is a co-author of annual tech reports as a collaborator in ongoing research on the status of academic performance in the School District of Philadelphia, all full-time faculty members, including those with administrative appointments, has published at least one refereed paper, chapter, or book in the past three years. The number of conference and invited presentations, also summarized in Appendix C, is also strong, and indicative of a productive faculty. Six of the faculty with full-time appointments in the Department currently have external grant support, several faculty members have obtained small internal grant support, and one major grant proposal is currently being prepared for submission this year. There is evidence that Psychology contributes heavily to CSU’s emerging reputation as a major research-oriented university. For instance, a recent *Change Magazine* report on faculty productivity at CSU places the University in an “outlier” category and indicates that our faculty are far more productive than faculties at comparable state universities. The average of approximately 1.2 publications per year for faculty with between 16-20 career years compares quite favorably to other doctoral universities (mean = .85 per year), as described in a recent report on the productivity of academic psychologists (*Perspectives on Psychological Science, vol. 1, no. 4)*.

III.3 External funding for the six grant-supported full-time faculty in the Department is provided by several granting agencies, e.g., National Institute of Health, National Institute on Aging, Alzheimer’s Association, National Science Foundation, and United States Department of Health. Combined direct costs from these grants totaled somewhat over $3,500,000. Compared to other non-doctoral granting psychology departments, our external research support is rather high, but is probably below average for psychology departments with our level of productivity. We suspect that the historic pattern of low federal funding is related to the non-doctoral-granting status of the department. A serious effort is underway to increase the number of federally funded research projects in the Department and, as noted, to develop a Ph.D. program.

III.4 Beyond the exit examination for undergraduate majors, comprehensive program evaluations administered annually in the DMP and SP and the results from the standard College of Science Student
Evaluation of Instruction Questionnaire (SEIQ) (see Appendix B) noted in section V, effective teaching is identified largely during the fourth- and fifth-year reviews of Assistant Professors and those faculty members going up for promotion. At present, the only reward system for teaching effectiveness is the Merit Recognition Awards program established as part of the collective bargaining agreement.

III.5. The standard teaching load of a full-time faculty member is a 2 course load per semester, with all but three courses in the Department being 4 credit courses. During AY 2006-2007, the average number of students was 75 per course in lower-division undergraduate courses and 30 in upper-division undergraduate courses; for graduate courses, excluding special topics courses, the average class size was 13. (See Table 1 below.)

III.6. Members of the Department are significant contributors to College and University committees and governance bodies, in several cases to community agencies, and in many cases to professional organizations and activities. These contributions are too varied and extensive to calculate a meaningful index to be applied to all members of the Department. Some faculty perform extensive service to the profession, serving as journal editors, members of editorial boards, and occasional reviewers for manuscripts for both journals and granting agencies. For example, in 2006 eight faculty served on a total of 13 journal editorial boards, and 12 served as reviewers of a total of 41 journal articles or books. Other faculty are heavily involved in service to the University in terms of membership on committees and governing bodies, and have contributed in major ways to program development within the Department and University. Yet others serve on numerous boards and governance groups for psychology-related community agencies and organizations, including public and parochial schools.

III.7. The various types of service, and the extensive record of service, contribute to the visibility and prominence of the Department, and enhance the reputation of the Department’s programs and those of the University. They tie the Department either to community agencies and resources or to professional associations and governance bodies, and thus can promote the Department’s and University’s interests and goals.

III.8. Summary Statement. With respect to teaching and scholarship, the Department has been quite productive over the past three years. The Department currently has around 380 undergraduate majors, and psychology is the most popular major out of approximately 120 undergraduate majors offered at CSU (excluding the College of Law). It produces over 14,000 undergraduate student credit hours per year, which is fourth out of approximately 117 departments at CSU (excluding the College of Law). It has enrolled over 100 graduate students per year, which is ninth out of approximately 95 departments offering post-baccalaureate degrees (excluding the College of Law), and it produces over 2200 graduate student credit hours per year, which is eighth out of approximately 95 departments at CSU offering post-baccalaureate coursework. Finally, the Department generated over $5 million in tuition revenue this past academic year, which is approximately double the total instructional expenditures for the Department.

A “snapshot” of the productivity of the Department’s full-time faculty across the period 2005-present shows that full-time faculty produced an average of 3.9 published and “in press” refereed articles in professional journals, an average of 1.7 published books or book chapters, and an average of 9 conference and invited presentations. Six full-time faculty members currently serve as principal, co-principal, or co-investigators of external grant projects, with a total of approximately $3.6 million of funding. Several other full-time faculty members have served as principal or co-principal investigators of internal grant projects. Most faculty are also very productive in terms of service contributions.

On the downside, a great deal of the productivity in course offerings and student credit hour production is the result of heavy reliance on part-time instructors. This has several ramifications. President Schwartz
has indicated on several occasions that he would like to see more tenured faculty teaching lower division undergraduate courses, which he believes may enhance the connection between students and faculty and increase student retention. The department has endorsed this view. Unfortunately, because the majority of lower-division undergraduate courses are taught by part-timers, there are minimal connections between students and full-time faculty. This may also affect student involvement in faculty research as students move into upper-division coursework. The use of so many part-time instructors may also potentially affect the quality of the students’ education; the quality of the instruction is highly variable, and monitoring of the quality of instruction in courses taught by part-time instructors is extremely difficult.

The reason so many courses are staffed by part-time instructors is clear: the Department simply has too few full-time faculty. The fact is that the number of full-time faculty in the Department has not changed at all over the past 3 decades, while at the same time the number of graduate programs has increased from one major program (Clinical-Community Psychology) and two small satellite programs (School Psychology and Research Psychology) to five largely independent graduate training programs. The number of graduate programs will increase to six if the proposed doctoral program in Adult Development and Aging is approved; however, the curriculum of program will likely be integrated with that of the Experimental Program. In addition to the problems associated with having insufficient full-time faculty to teach undergraduate courses, the shortage of full-time faculty makes it difficult to take care of routine departmental responsibilities, for example, advising students, running the undergraduate and graduate programs, developing new curricula, supervising student theses, conducting student outcome assessment, monitoring student progress, evaluating faculty for promotion, conducting hire searches, etc. These problems are exacerbated by the fact that 25% of the faculty are in their first or second years at CSU, during a time in which service expectations are minimal.

It is clear that the Department has been understaffed for a number of years. As indicated in the last Self Study Report in 1999, each of the six departmental programs expressed the need for an additional full-time faculty member when the Department had approximately the same number of full-time faculty members as it currently has. The argument that the Department needs a substantial increase in the number of full-time faculty members is even more compelling in 2007.

IV. Students

Institutional Research data (Appendices D & E) indicate that approximately 120 BAAs in Psychology are awarded every year. Departmental records and Institutional Research data indicate that there were around 385 students registered as Psychology majors in Fall 2006 and Fall 2007. Of these, 30% are minority students, and 74% are women. We do not have the data necessary to compute the proportion of majors who complete the BA degree.

At the graduate level, Institutional Research data indicate total enrollments of approximately 110 students every year for the past three years. In Fall 2007, there were 120 graduate students in all five graduate programs; 18% were minority students and 74% were females. Approximately 31 MA degrees and 9 Psychology Specialist degrees have been granted per year over the past three years. With approximately 50 students being admitted into the five MA degree programs per year, we estimate that around 60% complete their degree requirements. Departmental records indicate that virtually all students entering the post-MA Psychology Specialist degree program complete their degree requirements.

The faculty agrees that it would be desirable to increase recruitment and retention of minority students, particularly at the graduate level. However, there is limited knowledge about ways to accomplish this objective, as well as the lack of resources to do so. The same can be said of recruiting high quality students at the graduate level.
Thesis research by graduate students is supervised closely by the student’s faculty advisor, essentially any faculty member with Graduate Faculty status. Students in the Experimental Program typically conduct theses dealing with basic psychological issues, while students in the Clinical Program typically conduct theses dealing with applied mental-health issues. In the Consumer Program, students’ theses involve mostly an applied research project, enabling students to gain expertise while also conducting a project in a “real-world” setting of greater relevance to potential employers.

Practicum and field placement experiences in the Clinical Program are supervised by on-site, licensed practitioners and by Clinical Program faculty. All 2nd year Clinical Program students are required to complete 450 hours of supervised field placement activities during their second year. Supervision of 3rd year school psychology interns during their required 9 month, 40 hour/week internship is provided both by the Department’s School Program faculty members and the on-site school psychologists at the internship site. The availability of on-site placements for students in the Consumer Program requires both Departmental faculty supervision as well as job-site supervision, with such supervision arranged by the program director.

A special feature to note about the Diversity Program is its integration of the thesis/exit project requirement with a field placement. In most cases, students in the Diversity Program are employees of companies or institutions. Often it is the company’s interest in diversity management that has resulted in the student’s enrollment in the program, although a significant number of the students enrolled because of their own personal and professional interests. In both cases, students are encouraged to conduct a thesis/exit project within their own workplaces, applying the diversity-management principles taught in the program to a job-related problem in the work environment. Part of that project, therefore, combines with the student’s employment at that company or institution to resemble a field placement, a “real-world” field setting in which the principles of diversity management can be applied.

IV.1. Advising is adequately handled by existing procedures. Currently, all undergraduate students who declare psychology as a major are sent an email indicating that a specific faculty member has been assigned as their advisor, with information on how to contact their advisor, but they are also told that they can obtain advising from any faculty member if they so chose. We strongly encourage undergraduate majors to establish a relationship with a faculty member for regular advising, and we publish an advising schedule every semester, listing every faculty member’s hours of availability. All faculty are required to maintain open office hours for general advising, along with office hours designated for specific courses; a revised “Advising Manual” for faculty, covering both basic information as well as special details relevant to specific situations (e.g., transfer students, Honors Program, the Lorain County Community College Partnership, etc.), is currently being compiled. Faculty involved in graduate training routinely shoulder advising duties concerning careers and/or graduate training, again with strong encouragement that a student seek to establish an advising relationship with a particular faculty member. Each graduate program director, furthermore, provides additional advising and information for graduate students concerning professional and/or graduate training options.

IV.2. Because of program/curriculum requirements, 100% of the 2nd year Clinical Program students, and 100% of the 3rd year School Program students, participate in field placement/internship experiences.

IV.3. Fully 100% of our School Program graduates obtains employment as school psychologists upon graduation. Although no formal records are kept, we know informally that between 80% and 90% of the graduates of the remaining programs (excluding Diversity Program, where several students are already employed as professionals) obtain either relevant employment or admission to doctoral programs upon completion of the program. For example, graduates have been admitted to doctoral studies at the Florida
State University, Michigan State University, Purdue University, UCLA, University of Illinois, University of Virginia, University of Chicago and West Virginia University. Non-doctoral seeking graduates have obtained employment in places like the Cleveland Clinic, the VA hospital, Wyse Advertising, Realty One, and Cleveland Public Schools.

IV.4. Assistance in finding employment and opportunities for further studies is provided by normal advising channels in the Department or by way of Career Services.

V. Assessment

With five MA specialization programs and an undergraduate program, it is impossible to provide details about the specific goals and objectives for student learning in these programs in this document. For details, the reader should refer to Appendix G, which provides the most recent Student Outcome Assessment Reports for all the programs.

Briefly, achievement of the programs’ educational goals is determined in a variety of ways. For the Undergraduate Program, all graduating majors are required to complete an Exit Evaluation, which consists of an exam based on questions from recent GRE Psychology Subject tests and a survey requesting information about: their experiences as a psychology major at CSU; what courses they found most valuable and least valuable; whether they took the GREs, applied to graduate training programs; and their success in getting accepted or obtaining employment, etc. Student participation in research is evidenced by the number of students engaged in Independent Study (approximately 39 students this past academic year). Honors program students are even more involved in research, which results in theses—many of which have been presented at the College of Science’s annual research day and at regional and national psychological association meetings. Through our active chapter of Psi Chi (National Honor Society in Psychology, administered by the American Psychological Association), we informally track success in graduate-school applications and placements.

For the graduate programs, students’ success in obtaining employment in the specialty or admission to doctoral training assesses how well the programs are achieving their goals. Most programs administer an exit survey to graduating students to determine if their experiences at CSU have been useful in terms of employment or getting accepted into doctoral training programs, whereas others interview students personally upon their graduation. The School Program employs a comprehensive assessment plan that extends across all three years of the program. It also tracks the students’ performance on the national Praxis exam determining eligibility for licensure by the Ohio State Board of Psychology and the Ohio DoE, as well as certification by the National School Psychology Certification Board.

Further evidence of student learning is provided by the number of students who present their research findings at conventions or are coauthors of papers submitted or accepted for publication. Within the last year, seven undergraduates and 17 graduate students made presentations at regional and national conventions; two graduate students are coauthors with one of the faculty members of a manuscript accepted for publication and another graduate student is a coauthor with another faculty member of a manuscript that is currently under review. Two oral presentation proposals have been submitted to a national convention that includes students as co-authors. One has three graduate students as co-authors, and the other has one graduate and one undergraduate as co-authors.

Student perceptions of the quality of instruction are assessed by way of a standardized survey, Student Evaluation of Instructor Questionnaire (SEIQ), which is administered in all courses at the end of each semester. Appendix B shows a departmental aggregate of SEIQ ratings for psychology course instructors for AY 2006-07, with the level of course, mean College of Science (COS) rating, and the number of
instructors at or above and below the COS mean for the level. Over 65% of the instructors received ratings at or above the COS means.

VI. Resource Support

VI.1. Library
A member of the Department serves as a liaison to the library and transmits purchasing requests for books, journals, and videotapes. In general, the major journals needed by students and faculty are available, although specialized journals and books are usually only accessible via OhioLink or other electronic sources. The library’s aggressive pursuit of electronic access mechanisms is a very helpful activity and has minimized the difficulties we experience because of insufficient journal resources.

VI.2. Technology
The Department has a relatively modest collection of research equipment, and tends to rely on new faculty “start-up” funds along with occasional University-wide technology upgrade monies to furnish and update this equipment. Departmental budget is routinely allocated for professional conference and workshop attendance, and is occasionally used for hiring temporary Research Assistants. The Department has three carts with laptop/DVD/VCR combinations, and these are fully integrated into teaching across the entire range of the curriculum to enhance and modernize its teaching. The Department also recently purchased three laptops and small projectors that can be easily transported in shoulder bags to classrooms that are difficult to reach with the cart equipment. These systems are suitable for taking any computer application, including Internet, to any classroom in the building. A modest start has been made in acquiring courseware suitable for specific classes (e.g., “The Animated Brain,” a CD-ROM system for Psy 482, Biological Basis of Behavior, and Psy 487, Brain and Cognition), and some software (e.g., SPSS for Windows, MEL2, PowerPoint) is already available for use in statistics classes (Psy 311, 511, 531, 611), classes that demonstrate various research techniques (Psy 370, Psychology of Learning, Psy 372, Memory and Cognition, Psy 412, Psychology Laboratory), and classes in which presentation software and graphics are desirable. As a result of a Teaching Enhancement Award through the Center for Teaching Excellence, the Psychology Department recently purchased 175 “clickers” and 3 receivers (student response systems); these are currently being integrated into classes to provide immediate feedback to the students regarding their understanding of concepts presented in lectures, which can enhance their educational experience.

The lack of installed instructional technology equipment in the Chester Building classrooms, in which many graduate and undergraduate courses are held, is a source of concern among many Department faculty, since the portable equipment is not always available, may not be working properly, or is cumbersome to transport. The Department has a computer lab with 21 stations available for student use; however, the computers are now over 5 years old and will have to be replaced with more up-to-date computers very soon, particularly now that Microsoft has a new operating system. A request to replace these computers using House Bill/Tech fees has recently been approved. The department recently purchased a portable cart with 24 laptops (Lab on wheels) that can be transported to any classroom for activities needing web access or use of statistical packages. A service contract with IS&T is currently in effect for maintenance and upgrading of the computers in the lab and the cart.

VI.3. Other Support
Office space is very nearly exhausted in our current building; after adding two full-time faculty members this year, the Department will have to expand simply to provide offices for any additional faculty members. Research space in the basement of the Chester Building is also very limited, and we are currently attempting to locate research space for a recently hired faculty member. Classroom space is adequate for most programs, although with the loss of classrooms due to renovations in the Main Classroom building and the Chester Building, several classes have been assigned to buildings that are
inconvenient for faculty and students. The recent loss of Department control over CB 104 has made it more difficult to coordinate the scheduling of committee and student meetings, thesis defenses, and graduate seminars.

Sufficient resources have not been provided within the last several years to enable the Department to upgrade and maintain its laboratory facilities. As noted in section III.3, we rely especially on new faculty “start-up” grants to equip new laboratories, as well as existing grants. Unfortunately, this does not enable us to equip additional laboratories for either student or non-grant-supported research.

VI.4. Telephone, copying, faxing, etc. facilities are sufficient, although no additions to the Departmental budget have been allotted for the additional telephones that have been added for new faculty members.

VI.5. The Department currently has an Administrative Coordinator and one full-time secretary to cover the workload generated by four of the graduate programs and a large undergraduate program; a part-time secretary currently performs administrative and secretarial functions for the Diversity Program. The Diversity Program committee has proposed that a full-time secretary be hired to adequately handle Diversity Program business. Although we have first year graduate students available in the office to handle students’ requests for assistance and informal advising, the fact that most of these students are new to the university and are unfamiliar with many of the procedures limits their usefulness.

VII. Statistical Trends

Institutional Research provides trend information over 5-year periods, which can be used for establishing some relevant trends. However, since the College of Arts and Sciences was reorganized into two colleges in 2004, with the Department moving into the College of Science, and since the Department has had some major changes in personnel beginning in 2005, the period 2004 through the present is a more useful timeframe for most relevant comparisons. Table 1 presents comparisons across the four year span for average class sizes as a function of course level, with the number of sections taught by part-time and full-time faculty (term faculty, visiting professors, tenure and tenure-track faculty).

<table>
<thead>
<tr>
<th>COURSE LEVEL</th>
<th>FALL TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>students</td>
</tr>
<tr>
<td>Lower division</td>
<td>80</td>
</tr>
<tr>
<td>Upper division</td>
<td>35</td>
</tr>
<tr>
<td>Masters</td>
<td>14</td>
</tr>
<tr>
<td>Post-masters</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
<tr>
<td>UG</td>
<td>22</td>
</tr>
<tr>
<td>Grad</td>
<td>14</td>
</tr>
</tbody>
</table>

Table I shows there has been a modest decrease in the average class size of Psychology courses over the past four years. Graduate classes remain at an acceptable student/faculty ratio, whereas many undergraduate classes are very large, particularly in popular GenEd and service courses. Despite the need to offer a varied and full schedule of courses, and to provide sufficient courses to maintain our efforts in graduate training, we have managed to keep upper-level undergraduate courses at reasonable sizes,
primarily by relying heavily on part-time instructors. It was noted in the 1999 self-study report that there was a “strong trend toward a higher percentage of sections being taught by part-time faculty; during the current academic year, 36.9% of the Department’s undergraduate course sections will be offered by part-time instructors, and 21.4% of the graduate courses”. As indicated in Table 1, the use of part-time instructors is even greater now, with approximately 44% of the undergraduate courses and approximately 26% of graduate courses taught by part-time instructors. These data show the need for additional faculty described above in section III.1.

Institutional data (Appendix D) show that there was a significant decrease (25%) in student credit hour (SCH) production between Fall 2002 and Fall 2006 in lower-division courses, while SCH in upper-division courses showed a modest increase. These trends suggest that the former trend may be due to the substantial increases in tuition at CSU, which results in more students taking their lower-division coursework at local two-year colleges before transferring to CSU. There was also a modest decrease in SCH production at the Masters and post-Masters level. However, this decrease can be accounted for by a few anomalous factors. For example, the Experimental Program only accepted one student into the program in 2005 because two Experimental Program faculty left the university and two others took professional leaves; in previous years the Experimental Program typically accepted 5-6 students per year. In 2005, three students who were accepted into the Clinical Program and four students accepted into the School Program dropped out of the programs for personal reasons. In 2006 the Clinical Program changed the curriculum so that the number of credit hours required for the MA degree was reduced from 60 to 52. This “trend” appears to have stopped, as the SCH production at the graduate level for Fall 2007 is 1195, which is virtually the same as it was in Fall 2006 (1198) (Note: these numbers are different from those indicated in Appendix D since the data in Appendix D do not include all coursework producing SCH, e.g., Theses, Independent Study, and the numbers vary as a function of when the data were tabulated).

The most current data regarding SCH production in the Department is shown for Fall 2007 in Table 2, which shows the Department’s ranking in undergraduate and graduate SCH production in comparison with other departments, excluding the College of Law. As indicated, the Psychology Department’s SCH production ranks fourth among all departments in undergraduate coursework and eighth among all departments in graduate coursework.

Table 2. Psychology Department Ranking in SCH at Undergraduate and Graduate Courses for Fall 2007 (10/9/07).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Undergraduate courses</th>
<th>Graduate courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dept</td>
<td>SCH</td>
</tr>
<tr>
<td>1</td>
<td>MTH</td>
<td>11650</td>
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<tr>
<td>2</td>
<td>ENG</td>
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<td>3</td>
<td>COM</td>
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<td>PSY</td>
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<td>HIS</td>
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<tr>
<td>10</td>
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