Psychology

APRC 2005-2006

Section 1 of 1

PSYCHOLOGY PROGRAM REVIEW PANEL REPORT

FERRIS STATE UNIVERSITY

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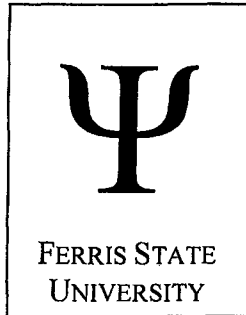
PSYCHOLOGY PROGRAM REVIEW PANEL REPORT

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A. Program Goals

1. The Psychology Program intends to prepare its students for graduate school and a variety of entry-level positions involving research and data manipulation, business settings (e.g., marketing), and social services. Toward this end, the program has adopted the following goals based on a recent report of the American Psychological Association (APA):

   o Students should develop a solid, broad psychological knowledge base
   o Students should have an understanding of and the ability to apply research methods
   o Students should graduate with the ability to critically examine human behavior and social issues
   o Students should be able to apply their knowledge base of psychology in a variety of settings
   o Students should appreciate and tolerate the ambiguity of human psychology (e.g., avoid the application of stereotypes)
   o Students should develop skills for clear and effective communication
   o Students should be able to use information resources and find answers to problems on their own

2. Establishment of Goals
   The goals of the Psychology Program were adopted from a recently published set of assessment guidelines from the American Psychological Association (APA).

3. Application of Goals to Employment
   Historically, American psychology has been concerned with basic science and its application. That is, students are trained in scientific methods but encouraged to see how the science of psychology relates to real-word settings. (In fact, many subdisciplines within psychology follow a scientist-practitioner model, such as counseling and industrial/organizational psychology.) Therefore, most psychology majors are well prepared to work in a variety of settings that require working with and communicating with others, analytical thinking and problem solving, and an understanding of social issues.

   Of course, our students are also prepared to apply their undergraduate training in graduate programs in any of the areas of psychology or other professional training programs (e.g., law).

B. Program Visibility/Distinctiveness

1. Unique Features

  o Internship/Practicum: To the best of our knowledge, very few undergraduate psychology programs offer the range of internship/practicum experiences Ferris' program offers. In particular, the Ferris psychology program *requires* that students be exposed to a hands-on experience in psychology through either research or internship. Most students choose internships; many choose both.

  One of our advisory board members referred to our internship and research experience requirement as the "signature" of the Program's curriculum because not all psychology programs have such opportunities. In particular, as already mentioned, few *require* such exposure.

2. Ability to Attract Quality Students

  The recent student surveys (see Section 2) suggest that the faculty and program are perceived positively. Also, the psychology major is currently one of the most popular college majors nationally, making it relatively easy to recruit students. However, the limited number of Program faculty members makes it difficult to retain students. In particular, many students are aware that other psychology programs offer a greater breadth of courses, such as in-depth seminars on specific topics (e.g., racism & stereotypes).

3. Main Competition

  Although every state-funded university offers a psychology major, our main competitor appears to be Grand Valley State University (GVSU). This is likely driven by perceptions of similarity and location. (See 2004-2005 *Fact Book*, pg. 62, for related transfer data.)

    a. Similarities & Differences: Most psychology programs offer similar courses and experiences. However, most programs are afforded greater resources as demonstrated by laboratory space and number of faculty members. Grand Valley State University is an excellent example of this.

    At GVSU, each core area of psychology is represented by laboratory space, which includes two-way mirrors, computers, and classroom desks for survey work. Ferris' program has one very small lab, which is shared with the Geography faculty. This hinders the Program's ability to get students the hands-on research experience they need for graduate work and makes it very difficult to teach the *science* of psychology.

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Grand Valley's faculty also has many, many more psychology professors. This allows the Grand Valley program to offer many more courses than Ferris. At the time of this report, Ferris still does not offer classes in what many would consider core areas of the discipline. This is jointly the result of a numerically limited faculty and the Program's commitment to both general education and its majors.

b. Improvement in Light of Comparison: Although the Psychology Program is successful in terms of its enrollment, it requires greater investment by the University to adequately complete with its neighbors and provide students with the opportunities they require.

The Psychology Program is relatively inexpensive given that it has approximately 120 majors and only 7 faculty members. However, as indicated later in this report, the program is reaching its limit. Currently, it is unable to offer what it considers to be necessary courses in the core areas of the field. For example, it should offer Theories of Counseling course as most of the students applying to graduate program hope to become counseling or clinical psychologists. Also, Theories and Principle of Learning is a core course offered by most four-year programs. As noted by members of our advisory board and faculty (see Section 2), this is a sorely needed course.

Also, as touched upon above, the Program requires additional laboratory space and associated equipment to compete with the research opportunities offered by competing schools.

In short, more faculty members and greater lab space are needed in order to fulfill our objectives and compete with sister schools.

C. Program Relevance

1. Market Demand Analysis:

According to a recent Department of Labor report, the demand for psychologists is likely to exceed the mean for all other occupations. This is due, in part, to greater demand for psychologists in schools, hospitals, substance abuse treatment settings, consulting firms, private companies, etc.

The demand is likely to be highest in the area of school psychology. A very close second appears to be counseling/clinical psychology, including the areas of rehabilitation, substance abuse, and vocational counseling. Growing healthcare costs are making treatment and prevention more important.

Psychologists in organizational settings will continue to enjoy a strong job market as companies deal with harassment, diversity, and employee retention issues.

Outside of industrial/organizational and school psychology, which often require only a master's or educational specialist's degree, respectively, individuals with limited graduate training will find it more difficult to find a job given the greater restrictions placed on them. For example, in the state of Michigan, a master's or specialist's-level counselor holding a limited license must be supervised by a fully licensed, doctoral-level psychologist. (However, because of the healthcare "crunch," some in the field have predicted that companies will increasingly refer prospective clients to master's-level, limited-license practitioners rather than those holding doctorates; it costs less.)

This demand will also be reflected in colleges and universities. As demand grows for the above-mentioned areas of psychology, experts in those areas will be needed for training purposes. This may spill over and affect the "basic" areas (social, developmental, cognitive, etc.) of college-level instruction as well.

Salary averages for these positions:

- Clinical/Counseling Psychologist: $60,810
- Industrial/Organizational Psychologist: $78,800
- Social Sciences-related Jobs: $60,500
- Post-Secondary Instructor: $60,800

Obtaining such projective data for bachelor's-level individuals is very difficult as they cannot be psychologists at that level. Typical jobs at this level include those involving social services, data collection and analysis, and high school instruction. Current salary estimates for people at this level include:

- Social Science Research Assistant: $35,900
- Survey Researcher: $32,010
- Human/Social Service Assistant: $25,570
- Rehabilitation Counselor: $30,100 *(may req. master's)*
- Correctional Treatment Specialists: $42,240

Overall, jobs at this level are expected to grow at about the national average, with the exception of correctional treatment specialists who will likely see growing demand. Psychology, as a field, has been slow to market the abilities of those below masters-level training. However, this appears to be changing. (The Psychology faculty believes that psychology majors are as, if not more, prepared for many of the entry-level positions taken by Communication, Social Work, and Marketing students. Such positions require the application of psychological principles.)

2. Response to Emerging Issues:

The members of the Psychology Program regularly attend professional conferences, stay current in their respective areas of research, and seriously consider feedback delivered by the program advisory panel. The Psychology faculty monitors graduate school preferences, program availability, and job market trends. However, because the Program is relatively new, it is too early to say how well it responds to changes in the field.

3. N/A: The Psychology Program has not yet administered an exit survey.

D. Program Value

1. Benefits to University: It is difficult to quantify the various benefits offered to the University by the Program. However, the faculty benefits the University community in the following ways:
   o Committee membership, including a number of chair positions
   o Assisting other programs and divisions (e.g., the counseling center)
   o Active involvement in teaching development (e.g., FCTL)
   o Efforts toward student retention (e.g., researching the first-year experience)
   o Attending relevant conferences for Program/College/University development (e.g., a variety of assessment conferences)
   o Working with student organizations (e.g., Omicron Delta Kappa)

   In sum, the Program faculty serves the University community in a number of ways including student enrichment, University governance, and University development.

2. Benefits to Students of Program: The Program is dedicated to offering its students excellent instruction, hands-on experiences with research and exposure to the human services related to psychology. (See the survey data in the next section for supporting data.) These activities, the faculty believes, will help students attain acceptance into their chosen graduate programs and prepare them for a variety of jobs.

   See Section 1, C-1 for examples of relevant occupations, including those at the bachelors level.

3. Faculty Assessment of Program Value to Employers: Without employer survey data, it is difficult to assess value in this regard. However, the Program faculty believes that students are prepared for a wide range of occupations. Again, see Section 1, C-1 for details.

4 & 5. Benefits to External Entities & Public Group Service: The Psychology faculty is very active both on campus and off. The Program faculty has offered benefits to professional entities and the community in a variety of settings, including:

- o Presenting research at teaching and professional conferences
- o Assisting human service organizations (e.g., the Family Independence Agency)
- o Supporting students' community service efforts
- o Coordinating the American Democracy Project
- o Assisting with the creation of a local children's museum
- o Holding membership in a variety of associations (e.g., APA)
- o Reviewing of research journal manuscripts
- o Creating teaching guides and conducting textbook reviews
- o Etc.

The extra-university activities engaged in by the faculty serve a marketing function for the University, help make connections that may later assist the Program and its students (e.g., the development of internship opportunities), and, most obviously, offer assistance to entities that might not otherwise receive professional help.

A. Graduate Follow-Up Survey (See Section 6, B-1):

A survey was sent to all 45 students who had graduated from the Psychology
Program by fall '04. (Winter '05 graduates were surveyed as current students.)
Respondents were asked to respond to one of two portions of the survey. One
portion addressed their graduate/professional training experience in light of the
Program. The other section referred to their job-related experiences.
Below, the data obtained from this population are summarized. It must be
stressed that any judgments about the data must be made cautiously for at least
two reasons. First, the data are not standardized. Second, the response rate was
disappointingly low at approximately 22%. Also, in only one case did a past
student complete the section focusing on job-related experiences. Therefore, the
following data, derived from 9 respondents, represent a very small sample of
graduate school attendees.

o Quantitative Attitude/Perception Items

Item	Mean	Std. Dev.	Range
Overall, the Psychology Program at Ferris prepared me well for graduate/professional study.	**5.67**	.71	5-7
Based on my experience with graduate/professional study so far, the Ferris Psychology professors are up-to-date in their knowledge of Psychology.	**5.56**	.53	5-6
The Program offered me good advising and guidance concerning graduate/professional school.	**4.78**	2.05	1-7
The Psychology Program offered an adequate range of psychology courses.	**5.56**	1.24	3-7
The Psychology Program adequately prepared me for the subject test of the Graduate Records Examination (GRE).	**3.71**	2.43	1-7
The Psychology Program exposed me to the necessary concepts and theories of psychology.	**5.89**	.60	5-7
The Psychology Program prepared me to use information resources and find answers on my own as needed in graduate/professional school.	**5.67**	.71	5-7
The Program prepared me to tolerate the ambiguity associated with the complexities of human psychology.	**5.78**	.83	4-7
The Psychology Program prepared me to use the scientific method when dealing with problems and/or looking for answers.	**4.89**	1.62	2-7
The Psychology Program prepared me to communicate in a clear and organized manner.	**5.44**	1.88	1-7
The psychology Program provided me with the critical thinking necessary for post-undergraduate education.	**5.56**	1.01	4-7
The research and internship opportunities were beneficial to my graduate/professional studies.	**5.88**	2.10	1-7
The Psychology Program prepared me to examine social issues objectively and scientifically.	**5.56**	1.13	3-7
Overall, the Program has helped prepare me to acquire knowledge at the graduate/professional level.	**5.78**	.97	4-7

Notes. Std. Dev. = standard deviation. Range = observed range; possible range was 1-7 for each item. *N* varied between 7 and 9 due to missing values.

o Open-Ended Remarks as Coded into Categories

Courses Recommended for Inclusion into Program

Course Requested	Frequency
Counseling-Related Courses	4
Additional Research and/or "Hands-On" Courses	3
Special Topics Courses (e.g., Race & Prejudice)	2
History & Systems	1
Sport Psychology	1
Psychology of Drugs	1

Note. Some suggested courses were excluded, as they already exist as part of the curriculum unless the comment clearly indicated that it was desired in addition to what is currently available.

o Most Useful Courses and/or Experiences

Category	Frequency
Research Exposure (e.g., Animal Laboratory)	6
Internships	4
Faculty Instruction	4
Faculty Supportiveness	2
Statistics Exposure (e.g., PSYC 210)	2
Psychological Psychology Course	1

o Constructive Remarks

Category	Frequency
Request for more course offerings	3
General praise for the Program (e.g., excellence of faculty)	2
Praise for Program size	1
Perception that Program not taken seriously by admin. and faculty	1
Critique of graduate/professional school guidance	1
Critique of GRE guidance/preparation	1
Critique of graduate school preparation	1
Praise for support from fellow students in Program	1

As mentioned above, the *very* small sample size and lack of standardization make it very difficult to make reliable inferences. However, a few findings are instructive when compared to the data derived from our Current Student sample. (More is said below about the current student sample given the larger sample size.)

All of the means are above the 7-point Likert-type scale midpoints; overall, graduated students attending (or just finishing up) graduate studies perceive their undergraduate experience positively. This is exemplified by the frequent praise for the instruction and mention of support received by Program faculty members. Also notable is the very frequent praise for the hands-on opportunities offered by Psychology, namely research and internship activities. In particular, the animal laboratory was commonly singled out for praise.

As mentioned below for the current student sample, the two weakest values relate to graduate school advising and preparation for the subject test of the Graduate Records Examination (GRE). More is said about this below.

Finally, and consistent with the current student sample, students frequently noted the lack of course offerings, especially the lack of a counseling-related course. This is particularly noteworthy given that 83.3% of the alumni respondents are working toward or have completed graduate degrees in clinical/counseling psychology!

B. Employer Follow-Up Survey:

These data were not collected as too few of our graduated students directly entered the job market. A reliable set of data should be available for the next review.

C. Graduate Exit Survey: These data are also not available as this is a new requirement.

D. Student Program Evaluation (See Section 6, B-2):

Surveys were administered in classrooms near the end of the winter '05 semester. Including pre-psychology majors, about 110 students were eligible for inclusion in the sample. (See the 2004-2005 *Fact Book*.) Sixty-five of these students were surveyed, resulting in a response rate of 56%. This is not an unusual response rate for survey research. However, it was disappointing given that the population was quite accessible. More positively, about 66% of the respondents were juniors or seniors, suggesting that we adequately tapped the most knowledgeable segment of the current student population. The results of the survey are summarized below.

o Quantitative Attitude/Perception Items

Item	Mean	Std. Dev.	Range
The Psychology Program encourages students to understand and appreciate diversity.	5.65	1.13	2-7
The professors of the Psychology Program are up-to-date in their knowledge of psychology.	6.31	.78	4-7
The Psychology Program prepares students to critically examine human behavior.	5.82	1.24	2-7
The Psychology Program offers an adequate range of psychology courses.	5.47	1.24	3-7
I am prepared to examine social issues objectively and scientifically.	5.60	1.14	2-7
The Psychology Program exposes students to the necessary concepts and theories of psychology.	6.21	1.04	2-7
Because of the Psychology Program, I am able to apply psychological principles to myself and others.	6.03	1.15	2-7
I have received good advising and guidance as a Psychology student.	4.98	1-7	1-7
The Psychology Program taught me to use information resources and find answers to my own questions.	5.32	2-7	2-7
I am able to tolerate the ambiguity associated with the complexities of human psychology.	5.81	1.01	2-7
I am prepared to use the scientific method when dealing with problems and/or looking for answers.	5.74	1.17	2-7
The Psychology Program has prepared me for graduate school.	4.79	1.37	2-7
The Psychology Program has prepared me for the job market.	4.44	1.30	1-7
I am able to communicate ideas in a clear and organized manner.	5.90	.95	3-7

Notes. Std. Dev. = standard deviation. Range = observed range; possible range was 1-7 for each item.

o   Open-Ended Remarks as Coded into Categories

Requested Courses

Course Requested	Frequency
Criminology/Forensics	5
Counseling/Clinical Psychology	4
Family & Marriage	2
Second-Level Statistics	2
Animal Psychology	2
Neuroscience	1
Race-related	1
Peace Psychology	1
Women's Issues	1
Laboratory Operations	1
Special-Topic Seminars	1
Child Psychology	1

Note. Some suggested courses were excluded as they already exist as part of the curriculum unless the comment clearly indicated that it was desired in addition to what is currently available.

o   Constructive Remarks

Category	Frequency
Praise for the Faculty	8
Classes need to be scheduled more often to improve accessibility	7
Praise for the Program	6
Critique of occupational/graduate school guidance	5
Request for more hands-on (out-of-classroom) opportunities	4
Increase the structure of the program (e.g., add prerequisites)	4
Critique of faculty (e.g., expertise, teaching, etc.)	3
Request for more courses (i.e., broaden course offerings)	2
Request for a psychology graduate program at Ferris State University	2
Critique of advising	2

It is difficult to draw inferences from these data, as they are not standardized. Also, the open-ended remarks are potentially instructive; but, it should be noted that the number of responses are quite low given the sample size. However, sets of items can be discussed in a relative manner.

Overall, students seem satisfied with the program. For instance, some of the most common remarks reflected positive perceptions about the faculty and the program. In comparative terms, student responses to the Likert-type (1-7 point scale) items tapping program goals were favorable. For example, they believe that they are learning the information necessary as psychology majors, that they can apply what they have learned in the major, and that they can tolerate and appreciate the complexities of human psychology.

Perhaps the most telling outcome relates to guidance and post-graduation preparedness. Relative to the other item values, items related to advising, readiness for graduate school, and preparedness for the job market were low, but still above the midpoint of the 1- 7 Likert-type scale. This sentiment is possibly reflected by the fact that concern about graduate school/job market guidance was the 4th most common open-ended remark. However, members of the Psychology program believe that graduating students not wishing to attend graduate school are well prepared for many entry-level occupations. (See Section 1, C-1 for examples of such positions.) Such avenues apparently need to be made clearer to students.

Finally, the top two requested courses are not surprising. Because most students (43.5% in this sample) planning to attend graduate school intend to study counseling/clinical psychology, they would like exposure to such material at the undergraduate level. There has been growing interest in forensics given the *CSI* craze on television. Although there are few graduate programs aimed specifically at such training, it is likely that more will be developed if demand continues to grow.

We must offer these courses to compete with our sister institutions. For example, to the best of our knowledge, no other psychology program in the state fails to provide a counseling-related course. (In the case of the smaller institutions, e.g., Alma College, counseling is covered in a "special topics" course.) Although these data are difficult to obtain, it is likely that forensic-related courses are offered as "special topics" courses at many neighboring schools. Given the existing forensics major here at Ferris, a Forensic Psychology course would tie in nicely.

E. Faculty Perceptions (See Section 6, B-3)

Completed questionnaires were received by 6 of the 7 tenure-track or tenured professors on the Psychology faculty. The results of the survey are summarized below. The same caveats about the data noted in the previous sections apply here.

o   Quantitative Attitude/Perception Items

Item	Mean	Std. Dev.	Range
The Psychology Program encourages students to understand and appreciate diversity.	5.83	.41	5-6
The professors of the Psychology Program are up-to-date in their knowledge of psychology.	6.50	.55	6-7
The Psychology Program prepares students to critically examine human behavior.	6.00	0.00	6-6
The Psychology Program offers an adequate range of psychology courses.	3.33	2.07	1-6
I am prepared to examine social issues objectively and scientifically.	5.50	.55	5-6
The Psychology Program exposes students to the necessary concepts and theories of psychology.	6.33	.52	6-7
Because of the Psychology Program, students are able to apply psychological principles to themselves and others.	5.67	.52	5-6
The Psychology Program offers good advising and guidance.	5.33	1.03	4-7
The Psychology Program teaches students to use information resources and find answers on their own.	5.00	.63	4-6
The Program teaches students to tolerate the ambiguity associated with the complexities of human psychology.	5.33	1.03	4-6
Psychology majors are prepared to use the scientific method when dealing with problems and/or looking for answers.	5.67	1.03	4-7
The Psychology Program prepares students for graduate school.	6.00	0.00	6-6
The Psychology Program prepares students for the job market.	5.00	.63	4-6
Psychology students ate taught to communicate ideas in a clear and organized manner.	6.00	0.00	6-6

Notes. Std. Dev. = standard deviation. Range = observed range; possible range was 1-7 for each item.

o   Comparative Questions

Item	Mean	Std. Dev.	Range
Research space & equipment	1.33	.52	1-2
Teaching load	2.00	1.26	1-4
Advising load	3.00	.89	2-4
Number of courses available for Psychology majors	3.17	1.72	1-6
Class size	2.83	1.33	1-5
Research opportunities for students	3.50	1.22	2-5
Internship/practicum for students	5.00	.89	4-6

○ Open-ended Questions

Course Suggested for Addition to the Program	Frequency
Learning	2
Counseling	1
Careers in Psychology	1
Special Topics Courses/Seminars	1
Forensics	1
Psychoanalytic Theory	1

Miscellaneous Constructive Comments

Research needs (e.g., space & equipment) not met	3
Too few courses	2
Too few faculty	2
Frequency of course offerings (i.e., # of semesters)	1

Overall, the Psychology faculty believes that it is meeting its APA-derived learning goals. This is evidenced by the high ratings in each of the learning outcomes measures. (The mean score derived from these 9 items is 5.70, a score well above the midpoint.) The faculty also perceives favorably its advising and the preparation it offers students for graduate school and the job market.

The values for the learning outcome items are generally consistent with those obtained from the Current Student and Alumni samples. However, although still above the midpoint of the 7-point Likert-type scale (means = 4.98 and 4.78, respectively), the advising item was lower for these two samples when compared to faculty perception (5.33). As indicated previously, the faculty should examine its methods of advising to reduce this apparent perceptual gap.

The comparative items suggest a number of concerns. In every case but one, the values obtained are well below the midpoint of the scale. Apparently, the psychology faculty believes that its offerings of internship opportunities are favorable when compared to other institutions. However, the Ferris Program does not, at least in the eyes of the faculty, stack up well against other programs in all of the other areas.

The item with the lowest mean refers to research space and equipment. This concern is also prominent as the most frequent comment listed under the "constructive comments" section of the questionnaire. (Research-related resources are a constant theme in this review document.)

Finally, faculty recommended that a variety of courses be added to the curriculum, including counseling—a commonly mentioned course by both student samples.

F. Advisory Committee Perceptions

The members of the advisory committee were asked to review the following: Course offerings, program structure and requirements, research and internship opportunities, and the possibility of a masters program.

o Course Offerings

The committee strongly recommends adding a Principles of Learning course to the curriculum. This is a core area of psychology that must be offered to students as an option.

The lack of other courses was also noted by the committee. In particular, one member mentioned the need for a counseling-related course given the frequency with which students choose counseling/clinical psychology for graduate study. The other member of the committee suggested a broader range of topics, including courses on drugs and sports psychology.

It is important to note the correspondence between these suggested courses and those mentioned elsewhere in Section 2 of this report. In particular, students and the Psychology faculty agree that a counseling-related course is needed, as well as special topics courses.

o Program Structure

Overall, the committee found the program requirements and structure acceptable. In fact, it was noted that the categories of courses offer broad exposure to Psychology students, as it was intended. However, there were some concerns. For instance, one member was concerned that these categories were populated by courses at the 200- and 400-level.

Another concern involved the frequency with which statistics and research methods courses are offered. For example, Psychological Research Methods (PSYC 280) is only offered once a year. This makes it difficult for students to finish on time, especially if they must take the course a second time. This concern is also reflected in student and faculty perceptions, as noted previously.

Finally, it was suggested that History & Systems of Psychology (PSYC 472) become a capstone course. This change has already been proposed by the Psychology faculty. (See the recently proposed check sheet in Section 3-F.)

o Research & Internship Opportunities

It was noted by one board member that the research/internship requirement is a "signature" feature of Program and that it should be retained. In fact, it may help set us apart from sister institutions.

The lack of human research support was mentioned by the other board member and possible remediation offered. For example, it was suggested that independent studies students meet regularly to share research findings and updates to create a seminar research course. It was noted that this would, of course, require counting such a seminar toward instructor teaching loads.

o Research & Internship Opportunities

The advisory board expressed support for the creation of a masters program at Ferris and offered a variety of issues that must be considered. However, both members cautioned the Program that simply adding a few courses and/or a few faculty lines would not be sufficient toward the creation of a viable graduate program. Many additional courses, such as advanced research methods courses, would be required. Also, several faculty lines, reduced teaching loads, and smaller classes would be necessary given the research-oriented nature of graduate programs in psychology.

As discussed later in this report, the Psychology Program is concerned that its needs are not yet being met at the undergraduate level. Therefore, the Psychology faculty has not yet seriously entertained consideration of a graduate program.

A. Profile of Students:

1. Student Demographics

a. Gender, Race/Ethnicity, & Age (Including Pre-Psychology)

	Sex		Race/Ethnicity					
Term	Male	Female	Black	Hispanic	Indian/Alaskan	Asian	White	Age*
2000	13 (12%)	41 (38%)	13 (9%)	0 (0%)	3 (9%)	0 (0%)	38 (83%)	20.7
2001	21 (18%)	93 (82%)	27 (7%)	0 (0%)	1 (2%)	1 (2%)	80 (90%)	20.9
2002	27 (19%)	98 (81%)	28 (8%)	3 (1%)	0 (0%)	1 (1%)	83 (84%)	21.4
2003	27 (23%)	86 (77%)	23 (15%)	2 (2%)	1 (1%)	0 (0%)	84 (80%)	21.3
2004	26 (23%)	84 (77%)	20 (16%)	3 (3%)	0 (0%)	1 (1%)	82 (77%)	22.3

Note. Percentages listed for race/ethnicity do not always add to 100% because of missing
data.
* Average Age

The demographics listed in the above table are typical of midwestern
universities. In particular, the larger percentage of women in
psychology is a common phenomenon in U.S. psychology programs.

b. In-state & out-of-state (Including Pre-Psychology)

Residency

Term	Midwest Compact	Non-Resident	Resident
2000	2	0	52
2001	6	1	107
2002	5	3	117
2003	3	1	109
2004	2	1	107

c. Full-time & part-time (Including Pre-Psychology)

Enrollment Status

Term	Full-Time	Part-Time
2000	53	1
2001	105	9
2002	115	10
2003	104	9
2004	99	11

As indicated in the above two tables, enrollment numbers are healthy. However, although it is likely too early to tell whether it is significant, numbers have dropped since 2002. This will be monitored and further discussed in the next review.

d. Course attendance: Days & times: Generally, except in a few upper-level courses, our classes fill to or near capacity every semester, regardless of the day and time.

e. On-Campus & Off-Campus Enrollment: Other than a select few courses offered in Grand Rapids at the Technical Center (e.g., I/O Psychology), Psychology does not offer off-campus instruction. (The offerings in Grand Rapids are now covered by someone outside of the Ferris faculty.)

f. Course Format: None of our classes are offered on-line. Most courses are lecture-based with the exception of Research Methods (PSYC 210), Behavior Modification (PSYC 410), and Cognitive Psychology (PSYC 406 & 407), which have lab (or lab-like) components.

g. Discussion of Data Presented in this Section: Because much of our mission relates to the complexities of human psychology and the appreciation of diversity, a more diverse set of students would be ideal. (Of course, this is true of every program at Ferris.) However, the aforementioned survey data suggest that the Program is still successful in meeting diversity-related goals within the curriculum.

2. Student Quality

a. Current GPA and ACT data:

o The average GPA for currently enrolled students is 2.73. The range is 2.68 with a minimum of 1.9 and a maximum of 4.0.
o The average ACT for currently enrolled students is 20.05. The range is 16 with a minimum of 13 and a maximum of 29.

b. GPAs and ACT scores for Graduated Students:

Term		Mean GPA	Mean ACT
2001		3.51 (2.85 – 3.96)	24.50 (13 – 30)
2002		3.33 (.63 – 3.94)	20.90 (16 – 30)
2003		3.20 (.59 – 3.96)	23.00 (17 – 28)

Note. Values in parentheses indicate observed ranges.

It is too early to make inferences about these averages, as there is no obvious pattern. Enough data should be available by the next review.

c. Additional variables used for evaluation: It is believed that adequate quantitative ability and language skills (e.g., reading) are important for success in the major. Therefore, transfer students are sometimes not formally allowed into the program until they have completed MATH 115 (or higher) and ENGL 150. (These individuals have been labeled "pre-psychology" students. However, this category is being used less often.)

Formal data have not been collected to assess the importance of these skills. Future assessment plans should consider an evaluation of these variables.

d. Academic Awards: The Program has not recorded these data. However, the Program faculty has informally noted that many, if not most, of our graduating students are admitted into graduate school. Many of these (55.6% in the alumni sample) are offered assistantships and fellowships.

e. Scholarly/Creative Activities: Psychology majors have attended an annual psychology conference for the last three years. In each case, students have served as co-authors on the work presented at the conference.

In addition, students regularly work on publishable research on both human participants and animal subjects. These experiences are critical for two reasons: First, obtaining hands-on experience in the field of scientific psychology is important for learning purposes. It is not enough that we teach research methods; students must also practice such methods. Second, such experience is critical for those wishing to attend graduate school. In particular, being listed as coauthors on papers is something only a handful of students achieve at the undergraduate level nationally.

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In sum, at the very least, the Program must maintain its active research programs. For example, the animal cognition laboratory has served as a tremendous resource for our students and must be continued. Additional resources are needed in the areas of human research. So far, faculty members have collected data related to alienation, relationships, cognition, etc. However, as the research in these areas progresses, it is becoming increasingly difficult to proceed without adequate space and equipment. This lack of resources is compounded by the heavy teaching load placed upon a faculty dutifully involving students in real, publishable research.

f. Additional Student Accomplishments: These data have not been regularly recorded by the faculty.

3. Employability of Students

   a. Because the program is relatively new, it has graduated a relatively low number of students at this date. For example, the most recent graduate employment data are based on a sample size of five. (Of the 14 graduates contacted, only 5 responded.) As a result, there is no reliable way of estimating employability at this time.

   b. Salary: We do not have reliable data for starting salaries. First, we have had too few students directly enter the job market. (Many of the 35 graduates we have had since fall '04 enrolled into graduate programs.) Second, the area of psychology is too diverse to generate a reasonable, single average. (See Section 1, C, 1 for national estimates.)

   c. Part-time/contingent work: Again, for the reasons stated above, it is too early to discern any meaningful trend.

B. Enrollment

1. Anticipated Fall Enrollment: Given recent trends in the numbers of applications, internal transfers, and continuing students, the Psychology Program is projected to have a total enrollment of about 120.

2. Enrollment & Student Credit Hour Production Trends: As shown in the table below, enrollment and student credit hour production have remained fairly consistent, following the jump in 2001. (These numbers include those in the Pre-Psychology category.)

Term		Enrollment	SCHs
2000		35	515
2001		114	1527
2002		125	1753
2003		113	1554
2004		110	1503

3. Annual Applications:

- Winter '04 Data: 16
- Fall '04 Data: 191
- Winter '05 Data: 30

4. Number Admitted:

- Winter '04 Data: 5
- Fall '04 Data: 126
- Winter '05 Data: 11

5. Number that Enroll:

- Winter '04 Data: 3 (60%) enrolled
- Fall'04 Data: 27 (21%) enrolled
- Winter '05 Data: 3 (27%) enrolled

This is an issue of concern to the Psychology Program. The number of applications is strong, but most of these applicants fail, ultimately, to enroll in the Ferris Program. Although the data are not yet available, this seems particularly striking for fall '05 where the majority of accepted students have failed to enroll.

Although it is not clear why this occurs, one possible reason is that Ferris is used for back-up purposes. That is, prospective students apply to Ferris so that they have a place to go in the event their preferred programs do not accept them.

Discussions with those involved in admissions and recruitment are planned. For example, it is likely that students will be sent an informative brochure following their acceptance in an effort to keep them interested in the Program. This brochure will mention internship and research opportunities.

6. Current Program Goals: Because of the healthy application and enrollment figures, the program has not actively marketed the program since its inception. However, the creation of a new brochure is planned and a new website was recently developed to help interested students learn about the program. (The website also helps current students with advising issues, such as determining when courses are typically offered.)

Also, the Program has been involved in the creation of a first-year learning community for all new Psychology freshmen. If it is successful, it will likely increase retention and become part of the marketing materials used to draw students here to Ferris, as opposed to its sister schools.

C. Program Capacity:

At this point, as noted previously, the Program is stretched thin. Between its commitments to general education and the psychology major, it still is unable to offer courses deemed necessary by multiple members of the faculty and its advisory panel.

Further, one of the basic functions of a psychology program, research experience, is hamstrung by a lack of space, research-related resources (e.g., computers), and time, especially when compared to sister institutions, such as Grand Valley State University.

D. Retention & Graduation

1. Attrition Rate for Full-Time FTIAC Students

Entering Fall Term	N^*	Non-Persisters		
		Year 2	Year 3	Year 4
2001	20	25%	36%	41%
2002	13	47%	54%	---
2003	25	45%	---	---

* Does not include Pre-Psychology students as many become 4-year Psychology students and are possibly labeled as non-persisters in the 2-year program, thus skewing the results.

The attrition rate seems relatively high. It is clearly something that should be addressed. However, this is the first time this issue has been raised; therefore, the Program is currently unaware of its options.

2. Retention Goals & Strategies

The Psychology Program requires additional faculty to adequately compete with its sister institutions. In particular, students need to have access to more sections of important courses, especially those required for graduation (e.g., Psychological Research Methods [PSYC 280], which is available only once a year). Additional members of the faculty will also afford students with a wider array of courses that are obtainable elsewhere.

Also, as mentioned above, the recent creation of a first-year learning community for Psychology freshman is being instituted for the fall '05 semester. If this is successful (members of the faculty are attending a conference focused on the assessment of such programs), the Psychology Program intends to continue with its development. (The VPAA's office has affirmed its commitment to offer such an experience again in 2006.)

3. Graduation Trends: It is much too early to reliably discern any trends related to graduation. However, below are the data obtained so far:

- o 2001-2002: **11**
- o 2002-2003: **14**
- o 2003-2004: **10**

4. Graduation Time: The only data available for determining the time taken for students to graduate comes from those entering Ferris in 2000 and 2001. Many of the students initially declaring the psychology major were internal transfers making any inferences from this limited data set shaky, at best.

5. Graduation Time II: Please see the above comment regarding similar data.

E. Access

1 & 2. Actions toward Accessibility: The most obvious characteristic making the Psychology Program accessible to students is the flexibility of its curriculum. Compared to many programs at Ferris, the courses of this Program have few prerequisites making it easy for students to obtain necessary credits, almost at any point during their enrollment in the major.

Also, although the Psychology Program requires that students take courses from core areas of psychology, in most cases, each core area is comprised of more than one choice. For example, students can choose between three courses to complete the Program's human development area. The Program's required 5 major-directed electives can be met with *any* PSYC course not counted toward a core area, a specific SCWK course, and a specific SOCY course.

Finally, the Program has only required two courses to meet a student's general education needs. BIOL 109 was a prerequisite for both PSYC 360 and 365 and SOCY 121 was required to fulfill the social awareness requirement. The rest of the 42 general education-related credits were left open to student choice.

In summary, except in a few cases (see the Program check sheet, Section 6, A), psychology majors are not locked into an exact order of specific classes. This makes it easier for students to obtain their degree within 4 years. (As noted above, sufficient data do not yet exist to fully test this assertion.) Program flexibility has also made it easier for internal and external transfers to join the psychology program without loss of time.

3. Access-Related Actions and Program Goals: It is not believed that the above actions directly impact Program goals.

F. Curriculum Issues

1. Program Requirements:

o Core Areas: The following list represents core areas of psychology and students are expected to take at least one from each area, unless otherwise noted.

These areas are traditionally considered the core areas of psychology and are commonly required by Psychology programs. It is believed that students should be exposed to each of these areas toward the development of a broad knowledge base. Feedback offered by the academic portion of our curriculum committee is consistent with this logic.

MAJOR CORE – 27 CREDIT MINIMUM				
PSYC	150	Introduction to Psychology (by placement)	3
PSYC	210	Statistics for Psychological Science (PSYC 150 and C or higher in MATH 115 or higher)	3
PSYC	280	Psychological Research Methods (PSYC 210)	3
PSYC	410 or	Behavior Modification (PSYC 150)	3
PSYC	406	Cognitive Psychology (PSYC 210)	4
PSYC	**491 or**	**Human Services Internship/Practicum (Jr. standing & consent of instructor)**	**3**
PSYC	**478**	**Guided Research with Animals (PSYC 280, Jr. Standing, & consent of instructor)**	
PYSC	**480**	**Directed Research Experience (PSYC 280, Jr. Standing, & consent of instructor)**	
PSYC	360 or	Physiological Psychology (PSYC 150 and BIOL 109)	3
PSYC	365	Sensation & Perception (PSYC 150 and BIOL 109)	
PSYC	226 or	Lifespan Human Development (PSYC 150)	
PSYC	341 or	Child Psychology (PSYC 150)	3
PSYC	342	Adolescent Psychology (PSYC 150)	
PSYC	325 or	Social Psychology (PSYC 150)	
PSYC	331 or	Psychology of Personality (PSYC 150)	3
PSYC	422	Abnormal Psychology (PSYC 150)	
PSYC	**482**	**Senior Seminar (PSYC 150, Sr. Standing or consent of instructor)**	**3**
PSYC	481	Senior Seminar (PSYC 150, Sr. Standing or consent of instructor)	3
SOCY	121	Introductory Sociology	3

Notes. Courses listed in black and bold represent courses to be added to the major core. Courses listed in bold and grey are to be deleted from the Program curriculum. (These changes are under review and are pending.)

o Major-Directed Electives: The table below lists current "major-directed electives." It should be noted that "extra" coursework from the above table can count as major-directed electives. Most of these courses do not represent a core area, but serve to expose students to applied areas (e.g., business-related psychology) or courses that transcend a single core category (e.g., such as gender-related material.)

These courses are important for two reasons. First, such application-oriented courses help prepare students for the job market right out of college. Second, they provide additional expertise beyond a core area that might be helpful for graduate training preparation.

(Such application-based courses also support the University's mission.)

MAJOR DIRECTED ELECTIVES – 15 CREDITS (appropriate coursework to be approved by advisor) ELECTIVES may be chosen from the categories above (including 3 additional credits of PSYC 478 or PSYC 480), SOCY 345, SCWK 263, or from the courses listed below.			
PSYC	241 or	Exceptional Child (PSYC 150)	
PSYC	326 or	Industrial/Organizational Psychology (PSYC 150)	
PSYC	310 or	Educational Psychology (PSYC 150)	
PSYC	415 or	Measurement and Assessment in Psych. (PSYC 210 and PSYC 310, 326, 331, or 422)	3
PSYC	430 or	Interpersonal/Cultural Perspective (PSYC 150)	
PSYC	444 or	Psychology of Gender (PSYC 150)	
PSYC	472	History & Systems of Psychology (Jr. Standing and PSYC 150)	
PSYC	varies	Independent Study in Psychology (PSYC 150) (Cannot be combined with 478 or 480)	

○ General Education Requirements: As noted in the tables below, only BIOL 109 is currently required as it is a prerequisite for PSYC 360 and PSYC 365. Currently under review is a proposal to remove it as a prerequisite for these two PSYC courses. (See #3, below.)

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE 12 Sem Credits

Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM 105 or 121 or 221		3
TOTAL		

B. SCIENTIFIC UNDERSTANDING 7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab)

Course	Grade	Credit
(BIOL 101 Recommended)		4
BIOL 109 (required)		4
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credit
	MATH 115 or higher *or*		
	MATH 115 or higher proficiency *or*		3
	MATH ACT subtest score 24 or higher	Score	
	TOTAL		

D. CULTURAL ENRICHMENT 9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level		
TOTAL		

E. SOCIAL AWARENESS 9 Sem Credits

This requirement is achieved in the program major.

F. GLOBAL CONSCIOUSNESS

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course: (ANTH 122 rec)

G. RACE/ETHNICITY/GENDER

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course: (Circle one) PSYC 331, 342, 422, 430 or 444

Note. As indicated by the bold, grey font, BIOL 109 will no longer be required, only recommended.

2. See #3, below.

3. Changes Under Review: As reflected in the first of the above tables, the Psychology program has approved a variety of changes to the curriculum. Please see routing Form A in the Appendix (Section 6, C) for the details.

G. Quality of Instruction:

1. Student & Alumni Perceptions: As summarized in Section 2, student perceptions of faculty instruction are quite positive, suggesting that the Psychology Program is meeting its goals concerning desired learning outcomes.

2. Advisory Committee & Employer Perceptions: As indicated, employer perceptions were not collected for this review given the lack of employed alumni—remember that the majority of alumni enter graduate school.

   The advisory board was not asked to assess instruction for this review. Because the advisory board members work outside of the state, it was not possible for them to make on-site visits to assess instruction. Therefore, the focus was placed primarily on curriculum-related issues.

3. Efforts to Improve Learning: Most of the Psychology faculty uses MS PowerPoint to structure lectures and offer audio-visual aids (e.g., diagrams of the brain and neurotransmission). Other forms of technology include a SmartTablet so that notes and diagrams can be added to slides during the lecture (hence, making them more dynamic), videotapes and DVDs, and overhead projections.

   As discussed in greater detail below, the faculty regularly updates its teaching materials and its teaching methods. For instance, one faculty member has recently introduced electronic response buttons so that the class can offer responses that can be immediately summarized for in-class feedback and quiz purposes.

4. Professional Development: Members of the Psychology faculty regularly attend professional conferences that include teaching-related presentations. (These are listed below in H-1-c.) Most recently, two members of the faculty received release time to join a learning community and have applied much of that exposure to their classes.

5. Efforts to Increase Student-Faculty Interaction: Because of the large number of advisees assigned to each professor and the large class sizes (typical courses include 40-45 students), it is challenging to regularly interact with students outside of the usual classroom setting. However, the faculty has striven to be accessible to and work closely with students. The following is a representative list of related activities:

   o "After-hours" research seminars with the psychology club
   o Research activities, including research development discussions
   o Faculty panels about graduate school and the GRE
   o The development of a first-year student learning community
   o Coffee hours with a professor
   o Regular professor-student attendance at a regional conference

6. Use of Pedagogy: This largely depends on course level. Lower-level courses, such as Introductory Psychology, require that basic content be delivered, limiting the time available for active, inclusive forms of learning. However, such methods are routinely employed in the Program's upper-level courses. For example, many courses are driven by discussion; a few use the learning community concept as their foundation.

7. As already indicated by the quantitative data obtained by the aforementioned, surveys, it appears that these methods are effective. At the very least, student, alumni, and faculty perceptions suggest that the methods used are achieving the desired goals.

H. Faculty Quality & Composition

1. Tenured & Tenure-track Psychology Faculty

    a. Rank & Qualifications

    J. Andy Karafa, Ph.D. in Social/Personality Psychology

    Connie Meinholdt, Ph.D. in Social Psychology

    Jeffery Nagelbush, Ph.D. in Developmental Psychology

    Richard Pisacreta, Ph.D. in Animal Learning/Cognition

    Meral Topcu, Ph.D. in Cognitive/Perceptual Psychology

    Jim Van Treese, Ph.D. in School/Child/Forensic Psychology

    Janice Weaver, Ph.D. in Animal Learning/Cognition

    b. Promotions since Last Review

    n/a

    c. Professional Development Activities/Achievements

    o Three student-assisted research projects presented at a regional psychology conference (Midwestern Psychological Association)
    o Papers presented at Lilly North, the annual meeting of the American Psychological Association, and a meeting of the National Institute of the Teaching of Psychology
    o At least 2 papers published in peer-reviewed research journals
    o Attendance at a variety of conferences, including the annual meeting of the American Psychological Society, Equity Conferences, Planning & Assessment Conferences, etc.

2. Workload

    a. Faculty typically teach 4 sections a semester, 8 sections a year. In order to meet the needs of students, members of the faculty have often taught courses on an overload basis, including PSYC 210, PSYC 415, and PSYC 472. In the last couple of semesters, this has averaged about one faculty member per semester.

    It must also be stressed that the faculty engages in a great deal of student teaching outside of the classroom. The majority of this work with students is not formally recognized by the administration. For example, one faculty member overseas most of the human-services internships, without the benefit of release time. The remaining faculty members are active in recruiting and involving students in publishable research projects, many of which are done as independent studies, which do not count toward their teaching load.

    b. Faculty have received release time for the following:

      o Program coordinator responsibilities (.25 release)
      o Involvement in the FCTL Faculty Learning Community (.25 release)
      o Campus Coordinator of American Democracy Project (.25 release)

    Given the growing body of students engaging in internships and hands-on research experiences, it is becoming increasingly difficult for the coordinator to track. Additional release time should be considered based on the size of the program.

3. Recruitment

    a. Recruiting Process: Ads are placed in the American Psychological Association's *Monitor* and the Society for Psychological Science's *Observer*.

    b. Qualifications: A Ph.D. is typically required for hire as an assistant professor in the desired area. Preferred qualifications include teaching experience and evidence of research.

    c. Diversity Goals: The Program faculty desire to hire those with the best credentials (e.g., past research involving students), regardless of race, ethnicity, sex, gender, religious affiliation, sexual orientation, etc.

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d. Diversity Efforts: The program faculty is under no illusions that the above goal is easily achieved and that good intentions are not enough. Therefore, the program, as overseen by the Social Sciences Department, adheres to affirmative action-oriented procedures.

4. Faculty Orientation

Within the program, the faculty is encouraged to mentor new faculty. This has been a largely informal process. (Research suggests that informal mentoring is more effective than formal mentoring.) Both the program coordinator and department head have open-door policies. New faculty members are encouraged to participate in the FCTL orientation program.

5. Reward Structure

The salaries offered to new hires might differ based on teaching experience.

6. Graduate Instruction

n/a

7. Adjunct/Non-Tenure-Track Faculty

a. Thuy Karafa, M.S., M.A.

Retaining adjunct faculty has not been a serious issue within this program, in part because our current adjunct professor is "tied" to the community and does not require a 2-3 year contract. However, if adjunct professors are needed in the future, the lack of 2 or 3-year contracts will likely make retention difficult.

b. Adjunct faculty members typically teach lower-level courses such as Introductory Psychology (PSYC 150) and Exceptional Child (241). In fact, the current adjunct professor is teaching these two courses.

Currently, adjunct coverage accounts for approximately 13% of the regular sections taught by the Psychology faculty. If one includes off-site instruction, the percentage is closer to 18%.

At most, since the inception of the program, approximately 30% of the teaching has been delivered by adjuncts.

c. Currently, adjunct professors are required to have at least a masters degree in the field of psychology. Although the Psychology faculty is sometimes involved, it is ultimately up to the department head. Full searches have not been conducted for these positions.

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d. The program faculty members prefer their colleagues to be tenure-track. Non-tenure-track professor are not required to fulfill many of the needs of the program, including curriculum development, committee service, advising, and the like. However, the Program has been fortunate; many of the adjuncts have been highly involved. For example, most recently, the current adjunct volunteered to assist with a first-year student research project.

e. n/a

I. Service to Non-Majors

1. General Education Courses: The majority of Psychology courses service the greater University community. Until very recently, many of our courses were required components of other programs, including Criminal Justice, Education, Social Work, and a variety of Technology Programs.

a. The program offers a wide range of courses to meet the Social Awareness requirement. Such courses include:

PSYC 150	Introductory Psychology	PSYC 342	Psychology of Adolescence
PSYC 226	Lifespan Human Development	PSYC 360	Physiological Psychology
PSYC 241	Exceptional Children	PSYC 365	Sensation and Perception
PSYC 297	Independent Study	PSYC 397	Independent Study
PSYC 310	Psychology of Teaching	PSYC 406	Cognitive Psychology
PSYC 325	Social Psychology	PSYC 410	Behavior Modification
PSYC 326	Industrial/Organizational Psychology	PSYC 422	Abnormal Psychology
PSYC 331	Psychology of Personality	PSYC 430	Interpersonal/Intercult. Perceptions
PSYC 341	Child psychology	PSYC 444	Psychology of Gender

b. Again, until recently, many programs required that their students complete specific Psychology courses to meet Social Awareness requirements. The Program has worked closely with these programs by offering new courses and scheduling courses to avoid course conflicts.

This is exemplified by Industrial/Organizational Psychology (PSYC 326). This course is always made available in the late afternoon and/or early evening to avoid conflicting with Technology students' major coursework. In addition, at the request of the Technology College, two new courses (Psychology of Gender and Interpersonal/Intercultural Perceptions) were offered to help its students obtain Race, Ethnicity, and Gender credits.

In short, the Program is dedicated to offering general education content to students across the campus and has put effort into making such content available to students.

c. The Program's dedication to general education opportunities comes at a cost. It is growing exceedingly difficult to provide upper-level coursework for majors for two reasons. First, we do not have the resources (i.e., faculty) to offer courses we feel our majors need. Part of this problem is fueled by offering multiple sections of general education offerings. Second, in a few cases, non-majors flood into course sections, filling them before majors can enroll and effectively limiting the options psychology majors have for major-directed electives. (Industrial/Organizational Psychology is a prototypical example of this phenomenon.)

In sum, additional faculty members are needed to better serve psychology majors while maintaining general education offerings to the University community.

d. In spite of the concern described above, the Psychology program does not intend to reduce its service to non-majors. Psychology offers an understanding of mental processes and behavior essential for any major. The Program is dedicated to improving students' understanding of themselves and others.

J. Degree Program Cost and Productivity:

Based on the most recent data available (2001-2002), this is a highly productive area of instruction at 828.70 SCH/FTE (cf. the FSU average of 446.69 SCH/FTE). It is also extremely cost effective at $64.35/SCH (cf. FSU average of $153.93/SCH).

K. Assessment & Evaluation

The Program is in the final stages of developing an assessment program. Data have not yet been collected. Part of the assessment program being developed requires the proposed changes in the curriculum. (See Section 3, F-1.)

L .. Administration Effectiveness

1. Administrative & Clerical Support:

o Clerical support is limited. The only access the Program has to clerical support is via the department head's secretary. Although the secretary offers some support to the Program Coordinator, this is frequently not enough. The faculty spends a great deal of time away from research and teaching preparation obtaining supplies, making copies, and the like.

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o In terms of administrative support, the administration appears to understand the importance of research, as it has been supportive of the animal laboratory. This support must continue as it provides hands-on research opportunities not offered by many other schools in the region (i.e., hands-on animal research). However, many on the faculty conduct human research but do not have the facilities necessary to offer students adequate exposure.

Historically, it is always assumed that hands-on exposure is necessary in the physical sciences. Because they have obvious equipment needs (e.g., lab coats, beakers, etc.), they are typically automatically offered space for such work.

Our students also deserve the opportunity to apply what they have learned in almost every one of their classes. Although the support of the animal laboratory has offered such exposure, this is only part of the research conducted by psychologists. Research space and equipment must also be made available for human research.

The faculty time volunteered for students' research and internship exposure must also be considered. Although Ferris is a teaching university, time must be allocated to outside-of-the-classroom activities. Many places, such as Grand Valley, offer release time for research activities, acknowledging the importance of exposing students to real research—not canned research examples offered in the classroom.

2. Program/Department Efficiency: In general, the Program has been running smoothly since its inception. However, there are some issues that require attention:

o Exacerbating the above-mentioned lack of clerical support is the limited access to resources made available to faculty. The Program faculty members do not have access to the storage room (they must request supplies from the department head's secretary) and do not have keys to their own department's main office. Given that many faculty members work at night, on the weekends, and during the summer (when the office is often closed without warning because of limited staffing), this is unacceptable. For example, if a faculty member needs to FAX something past 5 pm, he/she must wait until the next day, regardless of its importance.

3. Course Schedules: So far, scheduling has not been a problem within the Program. The schedules are developed by the Coordinator with faculty consultation.

4. Course Enrollment: One of the relatively frequent comments found on the Current Student Survey, Faculty Survey, and Alumni Survey is that students need to have more sections available. For example, many courses are only offered once a semester or once a year. In some cases, this might hold students back. This is largely driven by the lack of Program faculty and the rigidity of the University's policy concerning how many students are required for a course to be offered. (This latter point is frustrating given the value offered by the Psychology Program—see, for example, Section 3, J.)

A. Instructional Environment

1. Rooms & Technology:

Overall, the classrooms in which the faculty typically teaches are more than adequate. These rooms include a computer station and projectors for video and computer-aided presentations. In one case, the faculty has access to a Smart Tablet which allows for drawing and note taking that is projected onto the screen (and potentially saved within PowerPoint slides).

Our current animal laboratory houses pigeons. Although it is small and lacking in some equipment (labs always are), it has been very successful. Publishable research is being conducted with students; many students request repeat exposure to this laboratory experience. This lab must, obviously, continue being supported.

Unfortunately, we do not have adequate space or equipment for human research. This is particularly worrisome as the majority of the faculty has human-based research interests (e.g., language, interpersonal relationships, cultural estrangement, etc.) and that many of our students are hoping to obtain work or graduate training involving *people*.

2. Impact of Facilities: The lack of human research space limits the Program's ability to offer its students needed research experience. Many of our students apply to graduate programs where research experience with humans would enhance their odds of being accepted. Also, given the scientific basis of psychology, failure to provide students with research experience compromises the mission of the Program and the field—see Section 1-A.

3 & 4. Needs & Current Plans for Improvements: The Psychology Program has initiated discussion regarding its need for space and equipment (e.g., computers) for human research purposes.

Something as basic as space for human research is the responsibility of the University, especially one that prides itself in career-based, hands-on instruction. However, given the all-to-common lack of university space and fiscal realities, the Program has begun to investigate its options. For instance, it has recently submitted a proposal to the administration illustrating its needs and identified at least one applicable grant.

One solution under investigation is the development of a room that serves as human research space and as a computer lab to accommodate PSYC 210 (Statistics for the Psychological Sciences) and PSYC 280 (Psychological Research Methods). See Section 4, B-3, below for additional details.

5. Enhancement of Program Delivery: As indicated above, the Psychology Program sorely needs laboratory space for human research. Arguably, this should not be considered an enhancement, but the fulfillment of a basic psychology major requirement. This was reinforced by one of our advisory panel members who is clearly concerned about the Program's lack of research-oriented resources.

   One very successful activity has been the Program's internship opportunities. However, as noted previously, it is becoming increasingly difficult to handle the number of students wishing to obtain such real-life exposure. Additional resources (e.g., release time) will be necessary to coordinate and maintain the internship experiences.

B. Computer Access & Availability

1. Computing resources: The Program has access to a laptop for research purposes. Access to other resources (e.g., computer labs) for instructional purposes has been adequate.

2. Use of resources: The laptop is used for research purposes. Computer labs are often scheduled for courses— specifically the laboratory component of Cognitive Psychology (PSYC 407) and Statistics for the Psychological Sciences (PSYC 210).

3. Adequacy of computer resources: The resources described so far in this portion of Section 4 have been adequate. However, permanent computer access for the Psychology Program is needed for research and instructional purposes. For example, Psychological Research Methods (PSYC 280) involves both statistics (and, therefore, computers) and hands-on research. The University-wide computer labs do not offer the necessary facilities for the research component of this class.

   Albeit, some computer-assisted research has been accomplished by scheduling rooms with adequate computer support during "off-hours." However, limiting the times when research can be conducted makes it difficult for student assistants who may have class during these few hours of availability. It also compromises the validity of the research sample obtained as it excludes participants on the basis of class schedule.

4. Acquisition Plan: The Programs plan is described above (see Section 4, A-4).

5. Efficacy of Online Resources: The on-line resources have proved adequate for members of the Psychology Program. For example, three members of the faculty have been using WebCT successfully.

6. Computer Support: Computer support has been adequate. The computers of the faculty have been updated regularly.

It must be noted that the software and hardware are frequently changed in the classrooms without any notice. At times, this has generated disruptions in the faculty's ability to use MS PowerPoint, the video disc player, etc. Ideally, these changes would be communicated and checked for trouble so that in-class activities are not hindered. In fact, most of the changes made to computers occur without any consultation, leaving faculty at the whim of the computer support people. (One wonders, at times, whether "support" is the appropriate description.) To be fair, there has been some improvement in recent semesters.

C. Other Instructional Technology

1 & 2: Other Instructional Technology & Uses: As already mentioned, the Program has access to computer and projection equipment in most of its classrooms (e.g., STR 138). It also has access to a SmartTablet in STR 234 where drawings and annotations can be added to MS PowerPoint slides on the spot.

Most of the faculty uses PowerPoint slides in order to offer structured notes, illustrations of physical and theoretical constructs, and movies.

3. Overall, the equipment available for instruction is adequate.

4. n/a

5. n/a

D. Library Resources

1. Adequacy of Resources: The library has regularly updated its offerings by including new print resources. For example, upon request, FLITE was able to subscribe to a much-needed research journal. Additionally, it has recently expanded the database, PSYCInfo, by including on-line access to all APA journals. This does not include every important research journal in psychology, but it is a major improvement.

Overall, FLITE has been receptive to the needs of the Program.

2. Service & Instruction: In general, service and instruction has been adequate. However, the library staff is not always helpful when students are looking for resources. At times, it is not clear whether the staff understands the needs of Psychology students—especially when research article are involved. That is perhaps something Psychology should address—it is not the fault of the staff if Psychology does not make its needs clear.

3. Of course, the Program will always need something in terms of database coverage or journal subscriptions. However, FLITE has managed to find the resources to obtain necessary access to key journals.

A. Relationship to FSU Mission:

The objectives and values of the Psychology Program mesh quite well with the Ferris State mission. In particular, the Program's focus on the application of psychological principles, including the requirement that students obtain hands-on exposure to psychology (either via research or through the human services) meets Ferris' career-oriented goal. It is through these experiences (and the basic knowledge obtained in classes) that students are prepared for work and/or continued education in the field of psychology.

B. Program Visibility & Distinctiveness:

In general, unless someone is interested in a "technical" field, Ferris is often overshadowed by its sister institutions. Therefore, more must be done to market the Psychology Program here at Ferris. Options being considered include updating promotional materials to include mention of research/internship opportunities and the first-year learning community (if it continues), continued development of the Program website, and the obtainment of additional resources described in this report so far (e.g., additions to the faculty).

The most obvious feature that sets Ferris' Psychology Program apart from those offered by other institution is the research/internship requirement. Most programs make these things an option, but they are not typically an integral part of the curriculum. Continued support and development of these options is needed. This support should include some recognition of the work required to develop and maintain these opportunities (e.g., release time, research counted toward teaching load, etc.).

C. Program Value:

Overall, the Psychology program provides an excellent value to the University. The Program's enrollment numbers are healthy, it provides a great deal of service to the University community, including committee work, general education courses (which are typically packed), and a willingness to share its expertise (e.g., assisting with the assessment of the counseling offered on campus). (Of course, its value can also be quantified; see, for example, Section 3, J.)

Although all of the aforementioned things are good, they highlight a concern shared by members of the Review Panel: Very little of this value makes its way back to the Program. Put another way, the University is investing very little into a highly productive program—relative to many other, costlier programs. With the appropriate resources (e.g., faculty lines and human research space), the Program could more effectively compete with schools that offer many more courses and provide a wider array of research opportunities.

To be fair, it must be repeated that the University has been supportive of the animal laboratory. This has greatly assisted the Program in achieving its goals and offered students invaluable experience as indicated by the student survey data.

It must also be noted that recent discussions of a graduate program in psychology have stalled over concerns of support. The obvious question asked by the faculty is whether such a program would be adequately supported, given the current, unmet needs of the undergraduate program—particularly its number of faculty lines.

D. Enrollment:

As indicated earlier in this report, it is too early to say much about enrollment. In general, the Program's enrollment numbers are healthy and there is no indication that this will change anytime in the near future. However, the Program is currently evaluating methods of marketing itself.

E. Characteristics, Quality, & Employability of Students:

It is much too early to say anything about the employability of our students. For example, the majority of the surveys returned by graduated students come from those attending graduate school.

In order to be a psychologist, one must obtain at least a master's degree and in many cases, a doctorate. The returned surveys from our alumni population suggest that most of our students are accepted into graduate programs. For an undergraduate program, this is a clear sign of success. By the next review, it is hoped that graduate programs will also be surveyed regarding their perceptions of Ferris State graduates.

F. Quality of Curriculum & Instruction:

Overall, data from the surveys and advisory board comments suggest that instruction is more than adequate. In particular, alumni, current students, and faculty perceptions suggest that the instruction offered to students is consistent with Program goals.

Overall, the questionnaire data and advisory board feedback are also supportive of the Program's curriculum. However, limitations were noted. First, the survey data suggest that more courses are needed, both in terms of variety and frequency. Related to this is the need for additional faculty. Second, human research space is inadequate. Given the success of the animal laboratory, it seems wise to increase the human research opportunities. Those faculty members involved in human research have successfully involved students in their research, but it is becoming increasingly difficult. For instance, the small laboratory space available can accommodate one faculty member per semester assuming data can be collected one participant at a time. Third, the Program should evaluate its advising methods. Student feedback does not suggest a serious problem, but the Program can improve.

G. Composition & Quality of Faculty:

The Program currently has a faculty that covers most of the necessary core and applied areas of psychology. The tenure-track members of the faculty have the necessary degrees and are actively involved in their respective fields. It is hoped that the Program will soon be given the opportunity to hire at least one new faculty member in the area of counseling. This would fill at least one hole in the Program's curriculum.

SECTION 6
APPENDICES

A. Program Check Sheet

    1. Current Check Sheet

    2. Proposed Check Sheet Under Review

B. Surveys

    1. Graduate Follow-Up Survey

    2. Current Student Survey

    3. Faculty Survey

C. Form A (Recent Curriculum Changes Proposed)

D. Department Head's Letter

BACHELOR OF SCIENCE IN
PSYCHOLOGY

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Andy Karafa
OFFICE: ASC 2090   PHONE: (231) 591-2738   E-MAIL: karafaj@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:
1.   2.3 CUMULATIVE grade average in all courses.
2.   A minimum 2.5 GPA in the psychology courses with no grade lower than a "C" in the major
3.   124 minimum semester credits including general education requirements.
4.   Residency requirement: 30 minimum FSU semester credits.
5.   Minimum of 40 credits numbered 300 or higher.

Program requirements: for students entering Psychology Fall Semester 2004

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR CORE – 27 CREDIT MINIMUM				
PSYC	150	Introduction to Psychology (by placement)	3	
PSYC	210	Statistics for Psychological Science (PSYC 150 and C or higher in MATH 115 or higher)	3	
PSYC	280	Psychological Research Methods (PSYC 210)	3	
PSYC	410 or	Behavior Modification (PSYC 150)	3	
PSYC	406	Cognitive Psychology (PSYC 210)	4	
PSYC	481	Senior Seminar in Psychology (Sr. standing or consent of instructor)	3	
PSYC	360 or	Physiological Psychology (PSYC 150 and BIOL 109)	3	
PSYC	365	Sensation & Perception (PSYC 150 and BIOL 109)		
PSYC	226 or	Lifespan Human Development (PSYC 150)		
PSYC	341 or	Child Psychology (PSYC 150)	3	
PSYC	342	Adolescent Psychology (PSYC 150)		
PSYC	325 or	Social Psychology (PSYC 150)		
PSYC	331 or	Psychology of Personality (PSYC 150)	3	
PSYC	422	Abnormal Psychology (PSYC 150)		
SOCY	121	Introductory Sociology	3	
MAJOR DIRECTED ELECTIVES – 15 CREDITS (appropriate course work to be approved by advisor)				
ELECTIVES may be chosen from the categories above, SOCY 345, SCWK 263 or from the following courses				
PSYC	241 or	Exceptional Child (PSYC 150)		
PSYC	326 or	Industrial/Organizational Psychology (PSYC 150)		
PSYC	310 or	Psychology of Teaching (PSYC 150)		
PSYC	415 or	Measurement and Assessment in Psych. (PSYC 210 and PSYC 310, 326, 331, or 422)		
PSYC	430 or	Interpersonal/Cultural Perspective (PSYC 150)		
PSYC	444 or	Psychology of Gender (PSYC 150)		
PSYC	472 or	History & Systems of Psychology (PSYC 150, Jr. Standing or consent of instructor)		
PSYC	478	Guided Research with Animals (PSYC 280, Jr. Standing or consent of instructor)		
			3	
			3	
			3	
			3	
MINOR OR EQUIVALENT – 18 CREDITS MINIMUM (As approved by advisor)				

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

http://www.ferris.edu/htmls/academics/gened/courses.html

I. GENERAL EDUCATION REQUIREMENTS

A. COMMUNICATION COMPETENCE 12 Sem Credits

Course	Grade	Credits
ENGL 150		3
ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM 105 or 121 or 221		3
TOTAL		

B. SCIENTIFIC UNDERSTANDING 7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab)

Course	Grade	Credit
BIOL 101 (Strongly Recommended)		4
BIOL 109 (Required)		4
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options:

CHECK	Course	Grade	Credit
	MATH 115 or higher *or*		
	MATH 115 or higher proficiency *or*		3
	MATH ACT subtest score 24 or higher	Score	
	TOTAL		

D. CULTURAL ENRICHMENT 9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level		
TOTAL		

E. SOCIAL AWARENESS 9 Sem Credits

This requirement is achieved in the program major.

F. GLOBAL CONSCIOUSNESS

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course: (ANTH 122 rec)

G. RACE/ETHNICITY/GENDER

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course: (Circle one) PSYC 331, 342, 422, 430 or 444

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to compete this program in a four year plan, students must average 16-17 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

FIRST YEAR Fall Semester		Winter Semester	
ENG 150	3	COMM (105, 121, or 221)	3
BIOL 101	4	BIOL 109	4
MATH (by placement)	3	PSYC 150	3
SOCY 121	3	ANTH 122	3
Cultural Enrichment Elective	3	Cultural Enrichment Elective	3
	16		16

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

BACHELOR OF SCIENCE IN
PSYCHOLOGY

FERRIS STATE UNIVERSITY
PROGRAM COORDINATOR: Dr. Andy Karafa
OFFICE: ASC 2090   PHONE: (231) 591-2738   E-MAIL: karafaj@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation Requirements:
1. 2.3 CUMULATIVE grade average in all courses.
2. A minimum 2.5 GPA in the psychology courses with no grade lower than a "C" in the major
3. 124 minimum semester credits including general education requirements.
4. Residency requirement: 30 minimum FSU semester credits.
5. Minimum of 40 credits numbered 300 or higher.

Program requirements: for students entering Psychology Fall Semester 2005

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR CORE – 27 CREDIT MINIMUM				
PSYC	150	Introduction to Psychology (by placement)	3	
PSYC	210	Statistics for Psychological Science (PSYC 150 and C or higher in MATH 115 or higher)	3	
PSYC	280	Psychological Research Methods (PSYC 210)	3	
PSYC	410 or	Behavior Modification (PSYC 150)	3	
PSYC	406	Cognitive Psychology (PSYC 210)	4	
PSYC	**491 or**	**Human Services Internship/Practicum (Jr. standing & consent of instructor)**	3	
PSYC	**478**	**Guided Research with Animals (PSYC 280, Jr. Standing & consent of instructor)**		
PYSC	**480**	**Directed Research Experience (PSYC 280, Jr. Standing, & consent of instructor)**		
PSYC	360 or	Physiological Psychology (PSYC 150 and BIOL 109)	3	
PSYC	365	Sensation & Perception (PSYC 150 and BIOL 109)		
PSYC	226 or	Lifespan Human Development (PSYC 150)		
PSYC	341 or	Child Psychology (PSYC 150)	3	
PSYC	342	Adolescent Psychology (PSYC 150)		
PSYC	325 or	Social Psychology (PSYC 150)		
PSYC	331 or	Psychology of Personality (PSYC 150)	3	
PSYC	422	Abnormal Psychology (PSYC 150)		
PSYC	**482**	**Senior Seminar (PSYC 150, Sr. Standing or consent of instructor)**	**3**	
MAJOR DIRECTED ELECTIVES – 15 CREDITS (appropriate coursework to be approved by advisor)				
ELECTIVES may be chosen from the categories above (including 3 additional credits of PSYC 478 or PSYC 480), SOCY 345, SCWK 263, or from the courses listed below.				
PSYC	241 or	Exceptional Child (PSYC 150)		
PSYC	326 or	Industrial/Organizational Psychology (PSYC 150)		
PSYC	310 or	Educational Psychology (PSYC 150)		
PSYC	415 or	Measurement and Assessment in Psych. (PSYC 210 and PSYC 310, 326, 331, or 422)	3	
PSYC	430 or	Interpersonal/Cultural Perspective (PSYC 150)		
PSYC	444 or	Psychology of Gender (PSYC 150)		
PSYC	472	History & Systems of Psychology (Jr. Standing and PSYC 150)		
PSYC	**varies**	**Independent Study in Psychology (PSYC 150) (Cannot be combined with 478 or 480)**		
			3	
			3	
			3	
			3	
			3	

GENERAL EDUCATION REQUIREMENTS

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Course	Grade	Credits
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ENGL 250		3
ENGL 311 or 321 or 323 or 325		3
COMM 105 or 121 or 221		3
TOTAL		

B. SCIENTIFIC UNDERSTANDING 7 Sem Credits

Only approved "Z" courses may count toward this category (one must be a lab)

Course	Grade	Credit
(BIOL 101 Recommended)		4
(BIOL 109 Recommended)		4
TOTAL		

C. QUANTITATIVE SKILLS

This requirement can be fulfilled by ONE of the following options

CHECK	Course	Grade	Credit
	MATH 115 or higher or		
	MATH 115 or higher proficiency		3
	MATH ACT subtest score 24 or higher	Score	
	TOTAL		

D. CULTURAL ENRICHMENT 9 Sem Credits

Only approved "C" courses may count toward this category. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply

Course	Grade	Credit
200+ level		
TOTAL		

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This requirement is achieved in the program major.

F. GLOBAL CONSCIOUSNESS

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Course: (ANTH 122 rec)

G. RACE/ETHNICITY/GENDER

Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.

Course: (Circle one) PSYC 331, 342, 422, 430 or 444

Sample Course Sequence: The following chart depicts one method to begin the course work requirements. In order to compete this program in a four year plan, students must average 16-17 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

FIRST YEAR

Fall Semester

ENG 150	3
BIOL 101 (recommended)	4
MATH (by placement)	3
SOCY 121 (recommended)	3
Cultural Enrichment Elective	3
	16

Winter Semester

COMM (105, 121, or 221)	3
BIOL 109 (recommended)	4
PSYC 150	3
ANTH 122 (recommended)	3
Cultural Enrichment Elective	3
	16

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

This survey is designed to assess the overall effectiveness of the Psychology Program at Ferris State University. As a Ferris Psychology Program graduate, you are in a unique position to help review the Psychology Program by offering your feedback.

Please note that the survey is made up of two parts. Part 1 is designed for those former students who have or are attending a graduate/professional program. If this is true for you, please only complete those sections labeled Part 1 and do not complete any portion of Part 2. Part 2 is designed to obtain feedback from former students who are or have been in the workforce. If you have had post-graduation experience in both the workforce and graduate/professional training, please complete only Part 1.

Your answers to the following survey items are very important to this process. Please respond to each item honestly. Anonymity is maintained.

PART 1: *GRADUATE/PROFESSIONAL SCHOOL (SKIP TO PART 2 IF THIS DOES NOT APPLY TO YOU)*

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale. For example, if you agree with a statement, but do not strongly agree, you might circle 5 or 6.

```
1----------------2----------------3----------------4----------------5----------------6----------------7
Strongly                          Neither Agree                                      Strongly
Disagree                          Nor Disagree                                       Agree
```

1. Overall, the Psychology Program at Ferris prepared me well for graduate/professional study.	1	2	3	4	5	6	7
2. Based on my experience with graduate/professional study so far, the Ferris Psychology professors are up-to-date in their knowledge of Psychology.	1	2	3	4	5	6	7
3. The Program offered me good advising and guidance concerning graduate/professional school.	1	2	3	4	5	6	7
4. The Psychology Program offered an adequate range of psychology courses.	1	2	3	4	5	6	7
5. The Psychology Program adequately prepared me for the subject test of the Graduate Records Examination (GRE).	1	2	3	4	5	6	7
6. The Psychology Program exposed me to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
7. The Psychology Program prepared me to use information resources and find answers on my own as needed in graduate/professional school.	1	2	3	4	5	6	7
8. The Program prepared me to tolerate the ambiguity associated with the complexities of human psychology.	1	2	3	4	5	6	7
9. The Program prepared me to use the scientific method when dealing with problems and/or looking for answers.	1	2	3	4	5	6	7
10. The Psychology Program prepared me to communicate in a clear and organized manner.	1	2	3	4	5	6	7

1----------------2----------------3----------------4----------------5----------------6----------------7
Strongly   Neither Agree   Strongly
Disagree   Nor Disagree   Agree

11. The Psychology Program provided me with the critical thinking necessary for post-undergraduate education.	1	2	3	4	5	6	7
12. The research and internship opportunities were beneficial to my graduate/professional studies.	1	2	3	4	5	6	7
13. The Psychology Program prepared me to examine social issues objectively and scientifically.	1	2	3	4	5	6	7
14. The Program prepared me to understand problems and look for answers via the scientific method.	1	2	3	4	5	6	7
15. Overall, the Program has helped prepare me to acquire knowledge at the graduate/professional level.	1	2	3	4	5	6	7

PART 1 CONTINUED: *GRADUATE/PROFESSIONAL SCHOOL (SKIP TO PART 2 IF THIS DOES NOT APPLY TO YOU)*

CONTEXTUAL/DEMOGRAPHIC ITEMS

1. What type of graduate/professional program are you in? *(Circle one.)*

    M.A. or M.S. Program   Ph.D. Program

    Ed.D. Program   Psy. D. Program

    Law School

    Other: _____

Please specify which area: _____

2. Do you have additional plans for graduate/professional education? If so, describe briefly: _____

_____

_____

3. Are you or have you been funded or assisted by way of any of the following? *(Circle all that apply.)*

    Research Assistantship   Teaching Assistantship

    Grant   Fellowship

    Other _____

4. What are your professional plans following your graduate/professional studies? *(Circle one.)*

    Human Services (e.g., counseling, school psychology, etc.)

    Academics (e.g., teaching and/or basic research)

    Applied research (e.g., government, business, etc.)

    Other: _____

OPEN-ENDED OPINION ITEMS

1. What courses, if any, were missing from the Psychology Program curriculum when you were at Ferris? _____

_____

_____

_____

_____

_____

_____

2. What Psychology courses and/or experiences at Ferris did you find most useful for graduate school/professional training? Explain why. _____

_____

_____

_____

_____

_____

_____

_____

3. Include here any miscellaneous, constructive remarks regarding the Psychology Program. For example, what did you like about the Psychology Program? What did you not like? Etc. _____

_____

_____

_____

_____

_____

_____

_____

_____

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale. For example, if you agree with a statement, but do not strongly agree, you might circle 5 or 6.

```
1-----------------2-----------------3-----------------4-----------------5-----------------6-----------------7
Strongly                                      Neither Agree                          Strongly
Disagree                                      Nor Disagree                           Agree
```

1. The Program offered good advising and guidance concerning work/careers related to psychology.	1	2	3	4	5	6	7
2. The Psychology Program offered an adequate range of psychology courses.	1	2	3	4	5	6	7
3. The Psychology Program exposed me to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
4. The scientific approach taken by the Program has prepared me to effectively analyze and gather information for work-related problems.	1	2	3	4	5	6	7
5. The Psychology Program prepared me to communicate in a clear and organized manner.	1	2	3	4	5	6	7
6. The Psychology Program provided me with the critical thinking necessary for successful problem-solving.	1	2	3	4	5	6	7
7. The Program's research and internship opportunities have been helpful with my work/career.	1	2	3	4	5	6	7
8. The Program prepared me to understand problems and look for answers via the scientific method.	1	2	3	4	5	6	7
9. The Psychology Program prepared me to learn what I needed to learn for my current position.	1	2	3	4	5	6	7
10. The Psychology Program prepared me to work effectively with others.	1	2	3	4	5	6	7
11. The Psychology Program prepared me to understand and appreciate diversity in the workplace.	1	2	3	4	5	6	7
12. Overall, the coursework offered by the Psychology Program prepares students for work in a variety of settings.	1	2	3	4	5	6	7
13. Overall, the Psychology Program prepared me well for the job market.	1	2	3	4	5	6	7

CONTEXTUAL/DEMOGRAPHIC ITEMS

1. What is your current job, if applicable? _____

_____

2. What other jobs have you held since graduating
   from Ferris? _____

   _____

_____

_____

4. Are you considering graduate/professional training?
   If so, what type of program?   Masters Program   Doctoral Program

                                        Law School   Other: _____

   In which specific area(s) do you plan to study? _____

   _____

   _____

5. What are your ultimate career/professional goals? _____

   _____

   _____

   _____

OPEN-ENDED OPINION ITEMS

1. What courses, if any, were missing from the Psychology Program curriculum when you were at Ferris?

_____

_____

_____

_____

_____

_____

_____

2. What Psychology courses and/or experiences have you found most useful? Explain why.

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Include here any miscellaneous, constructive remarks regarding the Psychology Program. For example, what did you like about the Psychology Program? What did you not like? Etc.

_____

_____

_____

_____

_____

_____

This survey is designed to assess the overall effectiveness of the Psychology Program at Ferris State University. As a current student, you are in a unique position to help review the Psychology Program by offering your feedback.

Your answers to the following survey items are very important to this process. Please respond to each item honestly. The data you provide are completely anonymous.

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale. For example, if you agree with a statement, but do not strongly agree, you might circle 5 or 6.

```
1----------------2----------------3----------------4----------------5----------------6----------------7
Strongly                                    Neither Agree                              Strongly
Disagree                                    Nor Disagree                               Agree
```

1. The Psychology Program encourages students to understand and appreciate diversity.	1	2	3	4	5	6	7
2. The professors of the Psychology Program are up-to-date in their knowledge of psychology.	1	2	3	4	5	6	7
3. The Psychology Program prepares students to critically examine human behavior.	1	2	3	4	5	6	7
4. The Psychology Program offers an adequate range of psychology courses.	1	2	3	4	5	6	7
5. I am prepared to examine social issues objectively and scientifically.	1	2	3	4	5	6	7
6. The Psychology Program exposes students to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
7. Because of the Psychology Program, I am able to apply psychological principles to myself and others.	1	2	3	4	5	6	7
8. I have received good advising and guidance as a Psychology student.	1	2	3	4	5	6	7
9. The Psychology Program taught me to use information resources and find answers to my own questions.	1	2	3	4	5	6	7
10. I am able to tolerate the ambiguity associated with the complexities of human psychology.	1	2	3	4	5	6	7
11. I am prepared to use the scientific method when dealing with problems and/or looking for answers.	1	2	3	4	5	6	7
12. The Psychology Program has prepared me for graduate school.	1	2	3	4	5	6	7
13. The Psychology Program has prepared me for the job market.	1	2	3	4	5	6	7
14. I am able to communicate ideas in a clear and organized manner.	1	2	3	4	5	6	7

1. What is your current status? *(Circle one.)*   Freshman   Sophomore   Junior   Senior

2. Did you transfer from another university/college?   Yes   No

   Did you transfer from a community college?   Yes   No   *(Circle one.)*

   If yes, did you transfer with the intention of joining
   the Psychology Program?   Yes   No

3. Did you transfer from another FSU program?   Yes   No   *(Circle one.)*

   If yes, please indicate the program: _____

4. What are your plans following graduation?   Masters Program   Doctoral Program

   (Circle one.)

   Law School   Job Market

   Other: _____

   If you indicated graduate studies, please specify which area: _____

   If you indicated entering the job market,
   please indicate the job: _____

OPEN-ENDED OPINION ITEMS

1. If you believe that the Psychology Program should
   offer additional courses, what should those courses be?

   _____

   _____

   _____

   _____

2. Include here any miscellaneous, constructive remarks
   regarding the Psychology Program.

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PSYCHOLOGY PROGRAM REVIEW
PROGRAM FACULTY PERCEPTIONS

FERRIS STATE UNIVERSITY

This survey is designed to assess the overall effectiveness of the Psychology Program at Ferris State University. As a member of the Psychology faculty, you are in a unique position to help review the Psychology Program by offering your feedback.

Your answers to the following survey items are very important to this process. Please respond to each item honestly. The data you provide are completely anonymous.

ATTITUDE/PERCEPTION ITEMS

Directions. For each of the following items, please indicate the most accurate response by circling the appropriate number. Use the following scale. For example, if you agree with a statement, but do not strongly agree, you might circle 5 or 6.

```
1-----------------2-----------------3-----------------4-----------------5-----------------6-----------------7
Strongly                                    Neither Agree                                    Strongly
Disagree                                    Nor Disagree                                     Agree
```

1. The Psychology Program encourages students to understand and appreciate diversity.	1	2	3	4	5	6	7
2. The professors of the Psychology Program are up-to-date in their knowledge of psychology.	1	2	3	4	5	6	7
3. The Psychology Program prepares students to critically examine human behavior.	1	2	3	4	5	6	7
4. The Psychology Program offers an adequate range of psychology courses.	1	2	3	4	5	6	7
5. The Psychology program prepares students to examine social issues objectively and scientifically.	1	2	3	4	5	6	7
6. The Psychology Program exposes students to the necessary concepts and theories of psychology.	1	2	3	4	5	6	7
7. Because of the Psychology Program, students are able to apply psychological principles to themselves and others.	1	2	3	4	5	6	7
8. The Program offers good advising and guidance.	1	2	3	4	5	6	7
9. The Psychology Program teaching students to use information resources and find answers on their own.	1	2	3	4	5	6	7
10. The Program teaches students to tolerate the ambiguity associated with the complexities of human psychology.	1	2	3	4	5	6	7
11. Psychology majors are prepared to use the scientific method when dealing with problems and/or looking for answers.	1	2	3	4	5	6	7
12. The Psychology Program prepares students for graduate school.	1	2	3	4	5	6	7
13. The Psychology Program prepares students for the job market.	1	2	3	4	5	6	7
14. Psychology students are taught to communicate their ideas in a clear and	1	2	3	4	5	6	7

Directions. For each of the following items, please indicate the degree to which you feel the Ferris State University Psychology Program compares favorably or unfavorably to other psychology programs in each of the following areas. Use the following scale. For example, if you believe that the Psychology Program compares favorably, but not to a great degree, you might circle 5 or 6.

In each case, you are encouraged to explain your rating by way of an open-ended response.

```
1----------------2------------------3------------------4------------------5-----------------6------------------7
Compares Very                            Seems About The                        Compares Very
Unfavorably                              Same as Most                           Favorably
```

1.	Research space & equipment	1	2	3	4	5	6	7
2.	Teaching load	1	2	3	4	5	6	7
3.	Advising load	1	2	3	4	5	6	7
4.	Number of courses available for psychology majors	1	2	3	4	5	6	7
5.	Class size	1	2	3	4	5	6	7
6.	Research opportunities for students	1	2	3	4	5	6	7
7.	Internship/practicum opportunities for students	1	2	3	4	5	6	7

OPEN-ENDED QUESTIONS

1. If you believe that the Psychology Program should
   offer additional courses, what should those courses be? Why? _____
   Should any current courses be removed or replaced? Again, why? _____

_____

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2. Include here any miscellaneous, constructive remarks
   regarding the Psychology Program.   Include here comments
   regarding your ratings above.

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College of Arts and Sciences

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PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Psychology Curriculum Changes

Initiating Unit or Individual: **Psychology Program**

Contact Person's Name: **J. Andy Karafa**   e-mail: **karafaj@ferris.edu** phone: **x. 2738**

Date or Semester of Proposal Implementation: **Fall '05**

☐ Group I - A – New degree/major or major, or redirection of a current offering
☐ Group I - B – New minors or concentrations
☒ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Department Faculty			____Support ____Support with Concerns ____Not Support
Department Head			____Support ____Support with Concerns ____Not Support
College Curriculum Committee			____Support ____Support with Concerns ____Not Support
Dean			____Support ____Support with Concerns ____Not Support
University Curriculum Committee			____Support ____Support with Concerns ____Not Support
Senate			____Support ____Support with Concerns ____Not Support
Academic Affairs			____Support ____Support with Concerns ____Not Support

* Support with Concerns or Not Support **must** include a list of concerns.

To be completed by Academic Affairs
President (Date Approved)   Board of Trustees (Date Approved)   President's Council (Date Approved)

)

1. Proposal Summary

The Psychology faculty recently reviewed the Psychology curriculum and determined that the following changes would enhance student learning and promote program assessment.

Currently, Psychology students are required to complete the Senior Seminar (PSYC 481) to graduate with a BS in Psychology. These three credits are earned by exposure to hands-on work within psychology. In most cases, this has been accomplished by internships and practicum in the human services sector (e.g., working with the Family Independence Agency). One of the problems associated with this requirement has been that many students are unaware of this option (and, sometimes, the hands-on requirement) because it is listed as a Senior Seminar (PSYC 481). Because of the title, many students mistake it for a regular class and fail to make the proper arrangements in time. (Advising usually prevents this problem, but students often forget.) The creation of a distinct internship/practicum option, Human Services Internship/Practicum (PSYC 491), will help to prevent such problems. The creation of this course also separates it from other options available to students (e.g., PSYC 478). In addition, the fact that students have ready access to an established internship offering is unique among psychology programs and it is likely beneficial that this course be clearly listed on a student's transcript.

Some students have received "hands-on" credit for in-depth involvement in research projects with both human and nonhuman animals (e.g., pigeons & rats). However, knowledge of this option is not readily available to students. The creation of Directed Research Experience (PSYC 480) makes very clear to Psychology students that this is a viable option. This is especially important for those students wishing to attend graduate school in research-oriented programs such as Industrial/Organization Psychology where a practitioner/researcher model is stressed. An additional benefit is that this experience will now be listed on a student's transcript.

In summary of the above two paragraphs, to make these options clearer to students, the faculty proposes replacing PSYC 481 with three classes that reflect the options students have for hands-on exposure to psychology. Rather than be required to complete PSYC 481 to meet the hands-on component of the Program, students will be required to complete one of the following courses: PSYC 478, PSYC 480, or PSYC 491. (PSYC 478 is an already established course.)

A new Senior Seminar course, PSYC 482, will replace PSYC 481 on the new check sheet. This capstone experience will include in-depth coverage of a particular area of psychology. Although the exact subject matter of the course will vary from year to year, this capstone experience will always require students to reflect on what they have learned in psychology, integrate what they have learned in their various psychology classes (i.e., theories, procedures, concepts, etc.), and critically examine the field of psychology.

Such a capstone seminar serves two purposes. First, it offers students the opportunity to examine what they have learned throughout their exposure to psychology—a task that is sometimes difficult given the array of material offered in the program (e.g., social psychology, cognitive psychology, developmental psychology, etc.). In many cases, students have failed to note the connections between the seemingly disparate areas within psychology and this offers them a more holistic understanding of the field. Second, it affords the Psychology program the opportunity to assess what students have learned and what they still need. Toward this end, it is proposed that assignments be designed to achieve the aforementioned outcomes and provide feedback about the learning provided by the Program. Such integration and assessment oriented assignments will be required of any class offered as PSYC 482. (See the course description on the associated E Form.)

At this time, Introduction to Sociology (SOCY 121) is a required course. However, in order to broaden the options students have for completing their "social awareness" requirements, the psychology faculty proposes removing this as a core requirement. Other courses, such as Cultural Anthropology (ANTH 121) and Cultural Geography (GEOG 112) seem equally relevant to the interests of many Psychology majors.

The Psychology faculty also proposes removing Basic Human Anatomy & Physiology (BIOL 109) as a prerequisite for Sensation & Perception (365) and Physiological Psychology (360). It has been determined that students obtain the necessary information (i.e., information regarding the central nervous system) in these Psychology courses and that Basic Human Anatomy & Physiology is not required to make the necessary information more accessible to students. In fact, BIOL 109 leads to replication, not preparation. This course will be recommended, but no longer required.

Finally, it was determined that the course Psychology of Teaching (PSYC 310) be renamed Educational Psychology to more accurately reflect the area of psychology it represents.

In sum, the above changes do not change the number of credits required within the major. Specifically, the number of credits required in the "Major Core" and "Major-Directed" electives remains 27 and 15, respectively. (See the included check sheets.)

2. Summary of All Course Action Required*

a. **Newly Created Courses to FSU:**

Prefix	Number	Title
PSYC	491	Human Services Internship/Practicum
PSYC	480	Directed Research Experience
PSYC	482	Senior Seminar in Psychology

b. **Courses to be Deleted From FSU Catalog:**

Prefix	Number	Title

c. **Existing Course(s) to be Modified:**

Prefix	Number	Title
PSYC	310	Psychology of Teaching
PSYC	360	Physiological Psychology
PSYC	365	Sensation & Perception

d. **Addition of existing FSU courses to program**

Prefix	Number	Title

e. **Removal of existing FSU courses from program**

Prefix	Number	Title
SOCY	121	Introduction to Sociology
BIOL	109	Basic Human Anatomy & Physiology

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

September 6, 2005

TO: Academic Program Review Council

FROM: John Thorp, Department Head

RE: **Psychology Program Review**

As a member of the review panel and as supervisor of the program, I am in complete agreement with the program goals, visibility, relevance, and value as set out in the self-study document. This program provides a quality education to its majors and produces excellent entry level human services workers and beginning graduate students.

Areas of strength include:

- Access to human services-related internships and practicum.
- Engagement in real psychological research with both humans and animals.
- Positive reputation with regional graduate programs and human services agencies.
- Program costs below the average for degree programs at Ferris.

Areas of concern do exist. Compared to psychology programs at other institutions, the number of courses offered is limited. For example, one core course that we should offer is Learning Psychology. However, we need additional faculty before this course can be offered regularly. Similarly, it is recognized that the course History & Systems of Psychology is essential for students preparing for graduate school and the GRE. However, it can currently only be offered as an overload. The need for a clinical track is also documented in the self-study. This requires either a reorganization of the frequency of course offerings or additional faculty. It may require both. Also, given the frequency of student-assisted research, the program needs laboratory space for human research. Currently, it is very difficult to conduct research beyond surveys. In particular, it is difficult to run experiments without dedicated space. The small space that we currently have available for these activities is not adequate for a quality psychology program.

This program could be much bigger than it currently is if an organized recruitment effort was made by the university assisted by the faculty. As the self-study revealed, large numbers of students apply and are accepted at Ferris State University, but they do not choose to attend. Faculty are not trained to recruit, nor has this been part of the expectation of faculty in this particular department which for years only provided general education programming. The need for recruitment has also not been apparent because there has been a steady stream of new students each year to produce the current numbers. The data indicates that these numbers have reached a steady state. Growth will require

training in promotional techniques, a promotional strategy, and the dedication of faculty time to this activity. In a unit which regularly teaches classes at their max capacity of 40 students per section for a total faculty load of approximately 160 per semester, it is going to be difficult find faculty time.