



PSYCHOLOGY PROGRAM REVIEW PANEL REPORT

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SECTION 1 PROGRAM OVERVIEW

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 report of the American Psychological Association (APA):
 - a. Students will critically and scientifically examine human behavior, social issues, and psychological research. For example, they will discriminate between “pop” psychology and scientific psychology.
 - b. Students will exhibit a broad knowledge of the field of psychology, including major empirical findings, theories, schools of thought (e.g., historical trends), and research methods (including basic statistics).
 - c. Student will apply psychological principles to their everyday lives.
 - d. Students will effectively communicate psychological concepts, theories, and principles.

2. Establishment of Goals

The goals of the Psychology Program were adopted from a published set of assessment guidelines from the American Psychological Association (APA). These 4 goals overlap with our 7 goals from our previous program review. This is a result of program discussion concerning assessment and our measurement of these goals. These goals and their assessment were agreed upon by the program and represent 5 of the 7 original goals. (Two goals concerning application were combined). The goals removed concerned students’ appreciation and tolerance of ambiguity in psychology and their use of information resources.

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-world settings. (In fact, many sub-disciplines 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).

4. Modification of Goals

See #2 above.

5. Relationship of Goals to Broader Context

Program goals dovetail nicely with the goals of the University and fit well with departmental and college goals and initiatives.

- University Mission and Goals
These program goals are consistent with the portion of the University Mission that “prepares students for successful careers, responsible citizenship, and life-long learning.” Program goals are also aligned with the core value of Learning, particularly with the development of critical thinking.
- College Mission and Goals
Program goals are consistent with the College’s mission to “provide a learning-centered education.”
- Department Mission and Goals
Program goals are consistent with departmental goal to prepare students to “effectively navigate the increasingly complex, diverse, and globally connected world by providing them with knowledge of themselves, others, and the dynamic social environment.” The program provides hands-on exposure to scientific theory, research and practice to support this mission.

B. Program Visibility/Distinctiveness

1. Unique Features

- 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 commented:

“The requirement that students gain research experience or an internship is a great advantage for Ferris State’s students. Requiring that students to obtain some form of experience within the area that they are interested in provides students with valuable knowledge of what to expect after college and/or what additional education might be required to reach their goals.”

As already mentioned, few programs *require* such exposure.

2. Ability to Attract Quality Students

The recent Exit and Alumni 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. 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) and provide more opportunities for research involvement. Some transfer students tell us they are going elsewhere due to these better resources.

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 2010-2011 *Fact Book*, pg. 73, 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 limited laboratory space. This hinders our 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.

Grand Valley's faculty also has many, many more psychology professors (over 40 listed on website) and a 3:3 teaching load. This allows the Grand Valley program to offer many more courses and research opportunities than Ferris. At the time of this report, Ferris struggles to offer a broad set of classes on a regular basis. 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 compete with its neighbors and provide students with the opportunities they require.

The Psychology Program is relatively inexpensive given that it has approximately 139 majors and only 6 tenured or tenure-track faculty members (and 2 full-time adjuncts). However, as indicated later in this report, the program is

reaching its limit. Currently, it struggles to offer a broad base of courses and hands-on experiences with a limited number of faculty. Faculty members frequently have 3 or more course preparations per term. Two of the mandatory courses (Statistics and Research Methods) for the major are taught by an adjunct faculty member. Fortunately for the program, the same faculty member also provides research experiences for our students.

The program's dedicated faculty has managed to provide several additional upper level courses (e.g., Psychology of Relationships, Forensic Psychology, Theories of Learning – Honors, and Theories of Counseling) over the past five years to add breadth to our offerings. The program currently also offers more research involvement opportunities in new areas.

The Program requires additional faculty and laboratory space/equipment to compete with the research opportunities offered by competing schools. These are needed in order to fulfill our objectives and compete with comparison schools.

C. Program Relevance

1. Market Demand Analysis:

According to a 2008 Department of Labor report, the demand for psychologists in general is likely to increase by about 12% over the next decade (i.e., 2008-2018). Predictions vary by application area. The report projects an 11% increase in the area of clinical/counseling/school psychology. A 26% increase is predicted for industrial/organizational psychology. Other areas are predicted to average a 14% increase.

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

Outside of school and industrial/organizational psychology, which often require only a master's degree, individuals with masters degrees 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 level counselor must be supervised by a Ph.D. or Psy.D. holder. (However, because of the healthcare "crunch," some in the field have predicted that companies will increasingly refer prospective clients to masters-level 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/School Psychologist: \$72,540
- Industrial/Organizational Psychologist: \$114,040
- All Other Psychologists: \$86,510

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:

- Survey Researcher: \$36,050
- Human/Social Service Assistant: \$28,200
- Rehabilitation Counselor: \$ 32,350
- Correctional Treatment Specialists: \$47,200 (*may req. master’s*)

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 master’s 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. Given our student’s growing interest in Forensics and continued interest in Clinical/Counseling Psychology, two major directed elective courses have been added. Forensic Psychology was first offered as an experimental course and has since become PSYC 350 and is offered at least every other year. The Theories of Counseling course was offered as an experimental course in the Spring 2011 term. Improvements in these areas are in response to our previous academic program review.

3. Student Attraction to the Program:

Of the 73 exit surveys, 31.5% (23 respondents) report transferring from another university/college. Of those transfer students, 52% (12 respondents) report they transferred with the intention of joining the

Psychology Program. Two thirds of those students (8 respondents) transferred from community colleges.

Almost half of the respondents (35) transferred from other majors at Ferris State University. Students reported transferring from 15 different majors. The most common transfers were from Biology (general, applied or forensic) and Pre-Pharmacy. Transfers from these majors account for 40% of those transferring from within the university. The remaining internal transfers came from the other 13 reported majors with about equal frequency.

Students report satisfaction (averaged above 6 on a scale from 1 to 7) with their professors' up-to-date knowledge, their preparation to critically examine behavior, their exposure to the necessary concepts and theories, and their ability to apply those concepts.

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:
 - Committee membership, including a number of chair positions
 - Assisting other programs and divisions (e.g., the counseling center)
 - Active involvement in teaching development (e.g., FCTL)
 - Efforts toward student recruitment (e.g., calling/emailing applicants)
 - Attending relevant conferences for Program/College/University development (e.g., development of undergraduate research conference)

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. In fact, two of our graduates work in Institutional

Research and Testing and one provided some of the data for this report. 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:

- Presenting research at teaching and professional conferences
- Assisting human service organizations (e.g., the Family Independence Agency)
- Supporting students' community service efforts
- Psychology faculty serve as chairs for both the Human Subjects Research Committee and the Institutional Animal Care and Use Committee which ensure research complies with state and federal regulations.
- Holding membership in a variety of associations (e.g., APA)
- Reviewing of research journal manuscripts
- Creating teaching guides and conducting textbook reviews
- Lunch Buddy Program
- 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.

SECTION 2
PERCEPTIONS OF PROGRAM

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

A survey was sent to 67 email addresses provided by the Alumni Association. Only 31 email addresses were viable. 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 is 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. Therefore, the following data, derived from 6 respondents, represent a very small sample of graduates.

o Quantitative Attitude/Perception Items

Graduate School Portion

Item	Mean	Std. Dev.	Range
Overall, the Psychology Program at Ferris prepared me well for graduate/professional study.	6.00	1.00	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.	6.33	0.58	6-7
The Program offered me good advising and guidance concerning graduate/professional school.	6.67	0.58	6-7
The Psychology Program offered an adequate range of psychology courses.	6.67	0.58	6-7
The Psychology Program adequately prepared me for the subject test of the Graduate Records Examination (GRE).	4.00	0	3
The Psychology Program exposed me to the necessary concepts and theories of psychology.	6.67	0.58	6-7
The Psychology Program prepared me to use information resources and find answers on my own as needed in graduate/professional school.	6.33	1.16	5-7
The Program prepared me to tolerate the ambiguity associated with the complexities of human psychology.	6.33	1.16	5-7
The Psychology Program prepared me to use the scientific method when dealing with problems and/or looking for answers.	5.67	1.53	3-7
The Psychology Program prepared me to communicate in a clear and organized manner.	6.67	0.58	6-7
The psychology Program provided me with the critical thinking necessary for post-undergraduate education.	6.67	0.58	6-7
The research and internship opportunities were beneficial to my graduate/professional studies.	6.67	0.58	6-7
The Psychology Program prepared me to examine social issues objectively and scientifically.	6.33	0.58	6-7
Overall, the Program has helped prepare me to acquire knowledge at the graduate/professional level.	6.33	0.58	6-7

Notes. Std. Dev. = standard deviation. Range = observed range; possible range was 1-7 for each item. $N=3$

Job Portion

Item	Mean	Std. Dev.	Range
The Program offered good advising and guidance concerning work/careers related to psychology.	4.60	1.95	2-6
The Psychology Program offered an adequate range of psychology courses.	6.40	0.55	6-7
The Psychology Program exposed me to the necessary concepts and theories of psychology.	6.40	0.55	6-7
The scientific approach taken by the Program has prepared me to effectively analyze and gather information for work-related problems.	5.00	1.00	4-6
The Psychology Program prepared me to communicate in a clear and organized manner.	5.80	0.84	5-7
The Psychology Program provided me with the critical thinking necessary for successful problem-solving.	6.00	0.71	5-7
The Program's research and internship opportunities have been helpful with my work/career.	5.40	2.51	1-6
The Program prepared me to understand problems and look for answers via the scientific method.	4.80	1.64	3-6
The Psychology Program prepared me to learn what I needed to learn for my current position.	6.00	0.71	5-7
The Psychology Program prepared me to work effectively with others.	6.40	0.55	6-7
The Psychology Program prepared me to understand and appreciate diversity in the workplace.	6.20	0.84	5-7
Overall, the coursework offered by the Psychology Program prepares students for work in a variety of settings.	6.60	0.55	6-7
Overall, the Psychology Program prepared me well for the job market.	5.80	1.10	4-7

Notes. Std. Dev. = standard deviation. Range = observed range; possible range was 1-7 for each item. $N=5$.

○ Open-Ended Remarks

- I would have like more abnormal psychology courses.
- A focus on disabilities would have been huge. So many people don't know or think about the needs of a person with disabilities. There is a world out there of job opportunities – but it isn't really discussed. I think introducing students to the possibilities of work within this field would have been beneficial. It's touched on in social work, but our agency does a ton of work with counselors, psychologists, and psychiatrists and it just isn't discussed in mainstream psychology classes.
- Health Psychology should be offered.

- Most Useful Courses and/or Experiences
 - The work involved in the advanced psychology courses really prepared me for the workload I would be taking in law school.
 - To be honest I felt that every course that I had was important to my career in psychology.
 - Abnormal Psychology, Statistics, Research Methods, and Behavior Modification
 - I have learned more from the people our agency supports than I have learned in any book.

- Constructive Remarks
 - I loved the professors – I had a couple of great ones while I was there. I found while at Ferris that most of the professors were approachable, took time out of their days to really care about the students, and were very knowledgeable.

As mentioned above, the *very* small sample size and lack of standardization make it very difficult to make reliable inferences. Also apparently 2 respondents replied to both the graduate school and the job section. This may be the result of alumni who both attended graduate school and worked. Despite these difficulties, a few findings are instructive when compared to the data derived from our Student Exit sample. (More is said below about the student exit sample given the larger *N*.)

Overall, alumni attending (or just finishing up) graduate studies perceive their undergraduate experience positively. Respondents reported having continued to a Psychology masters program, a Psy. D. program, and law school. These students neither agreed nor disagreed (responded at the midpoint) concerning the program's preparation for the subject section of the GRE. This is likely the result of those students not being required to take the subject section when they applied to graduate or law school. All other indices were sufficiently above the midpoint, indicating general satisfaction.

Alumni who entered the workforce were also generally satisfied with the program but to a lesser degree and more variably than those that entered a professional program. Although above the midpoint of the scale, they were least satisfied with advising concerning work/careers related to psychology. Majors are informed that without graduate school job opportunities are more limited. They did however, agree that the coursework prepares students to work in a variety of settings.

B. Employer Follow-Up Survey:

These data were not collected as too few of our graduated students directly entered the job market. Although data concerning contact information for job supervisor was gathered on the alumni survey, only 3 contacts were obtained.

B. Graduate Exit Survey:

Surveys were administered in the Senior Seminar class near the end of the spring semester in 2008, 2009, 2010, and 2011. The 73 respondents were mainly seniors with a few juniors, suggesting that we adequately tapped the most knowledgeable segment of the current student population. The results of the survey are summarized below.

○ Quantitative Attitude/Perception Items

Item	Mean	Std. Dev.	Range
The Psychology Program encourages students to understand and appreciate diversity.	5.93	1.07	2-7
The professors of the Psychology Program are up-to-date in their knowledge of psychology.	6.16	0.87	2-7
The Psychology Program prepares students to critically examine human behavior.	6.01*	1.01	3-7
The Psychology Program offers an adequate range of psychology courses.	5.56	1.17	2-7
I am prepared to examine social issues objectively and scientifically.	5.80	1.07	1-7
The Psychology Program exposes students to the necessary concepts and theories of psychology.	6.25*	0.76	4-7
Because of the Psychology Program, I am able to apply psychological principles to myself and others.	6.23*	0.73	5-7
I have received good advising and guidance as a Psychology student.	5.43	1.73	1-7
The Psychology Program taught me to use information resources and find answers to my own questions.	5.82	1.22	1-7
I am able to tolerate the ambiguity associated with the complexities of human psychology.	6.00	1.26	1-7
I am prepared to use the scientific method when dealing with problems and/or looking for answers.	5.92	0.92	3-7
The Psychology Program has prepared me for graduate school.	5.56	1.32	1-7
The Psychology Program has prepared me for the job market.	5.08	1.51	1-7
I am able to communicate ideas in a clear and organized manner.	6.18*	0.86	4-7

Notes. Std. Dev. = standard deviation. Range = observed range; possible range was 1-7 for each item. * measure of a program goal

○ Contextual/Demographic Items

Transfers:

- 23 (31.5%) reported transferring from another university/college
 - 12 reported transferring from a community college
 - 12 reported transferring for FSU psychology program
- 35 (47.9%) reported transferring from another major at FSU
 - 8 reported transferring from Biology (general, applied, or forensic)
 - 6 reported transferring from Pre-Pharmacy
 - 21 others reported one of 13 different majors

Plans:

- e. 21 (28%) reported plans to enter a doctoral program
 - o 7 for clinical/counseling psychology
 - o 3 for school psychology
 - o 2 each for industrial/organizational, developmental, and forensic
- f. 28 (38%) reported plans to enter a masters program
 - o 9 for school psychology
 - o 7 for clinical/counseling psychology
- g. 17 reported plans to enter the job market
 - o 9 for human services
- h. 2 reported plans to enter Law School
- i. 1 reported plans to enter Medical School
- j. 3 reported plans to get a second bachelor's degree

o Open-Ended Remarks as Coded into Categories

Course Requested	Frequency
Counseling/Clinical/Abnormal Psychology	9
Criminal/Forensics/Law Psychology	7
Lab based and research oriented, advanced research methods	7
Careers in Psychology (prep for job market & grad school)	5
Sex/Gender/Relationships additional courses	5
Special-Topic Seminars (e.g., substance abuse, advanced cognition & social)	5
Sport	4
Evolutionary Psychology	4
Environmental/Health	3
Neuroscience	3

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/Program	13
Critique of occupational/graduate school guidance	5
Request for more courses (i.e., broaden course offerings)	5
Request for more hands-on (out-of-classroom) opportunities	4
Critique of advising	4
Critique of faculty (e.g., expertise, teaching, etc.)	1

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 for psychology majors, that they can apply what they have learned in the major, that they can critically examine human behavior and that they can communicate what they have learned effectively.

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 well 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 2nd 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.)

Finally, the top two requested courses are not surprising. Because most students planning to attend graduate school intend to study counseling/clinical or school psychology, they would like greater 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.

During the last five years we have managed to offer the Forensic Psychology course during several semesters. The Theories of Counseling course was offered this last spring term and is scheduled for next spring as well. Currently the faculty struggle to compete with our sister institutions due to limited faculty. Additional faculty could also provide more hands-on/research-based courses as commonly requested in the survey.

D. Student Program Evaluation:

Data gathered on the program should be from the most knowledgeable of the program. We believe the senior exit survey is the most informative method of gathering sentiment concerning the program. The survey is given near the end of the spring term in the Senior Seminar course (PSYC 482). Students in this course must have completed or be currently enrolled in the Research Methods course (PSYC 280), a central component of all psychology programs. Students in the capstone course have had many psychology courses in a variety of content areas.

Current students find the faculty very approachable and frequently discuss their views on aspects of the program. The Student Psychology Association also helps provide voice for our majors. Program faculty are often invited to the meetings. Current students express similar sentiment and concern as those presented above.

E. Faculty Perceptions:

Completed questionnaires were received by 6 of the 8 faculty surveyed. Surveyed faculty included the 6 tenure-track or tenured professors and the 2 full-time adjunct faculty of the Psychology program. The results of the survey are summarized below. The same caveats about the data noted in the previous sections apply here.

○ Quantitative Attitude/Perception Items

Item	Mean	Std. Dev.	Range
The Psychology Program encourages students to understand and appreciate diversity.	6.60	0.55	6-7
The professors of the Psychology Program are up-to-date in their knowledge of psychology.	6.67	0.52	6-7
The Psychology Program prepares students to critically examine human behavior.	6.67*	0.52	6-7
The Psychology Program offers an adequate range of psychology courses.	5.67	1.87	3-7
The Psychology Program prepares students to examine social issues objectively and scientifically.	6.50	0.55	6-7
The Psychology Program exposes students to the necessary concepts and theories of psychology.	6.83*	0.41	6-7
Because of the Psychology Program, students are able to apply psychological principles to themselves and others.	6.17*	0.41	6-7
The Psychology Program offers good advising and guidance.	6.67	0.52	6-7
The Psychology Program teaches students to use information resources and find answers on their own.	6.00	0	All 6
The Program teaches students to tolerate the ambiguity associated with the complexities of human psychology.	5.50	0.84	4-6
Psychology majors are prepared to use the scientific method when dealing with problems and/or looking for answers.	6.00	0.63	5-7
The Psychology Program prepares students for graduate school.	6.33	0.82	5-7
The Psychology Program prepares students for the job market.	5.00	1.00	4-6
Psychology students are taught to communicate ideas in a clear and organized manner.	5.80*	0.45	5-6

Notes. Std. Dev. = standard deviation. Range = observed range; possible range was 1-7 for each item. * measure of a program goal

○ Comparative Questions

Item	Mean	Std. Dev.	Range
Research space & equipment	2.33	0.52	2-3
Teaching load	2.83	1.17	2-3
Advising load	3.33	1.21	2-4
Number of courses available for Psychology majors	3.50	0.84	2-4
Class size	5.17	0.98	4-6
Research opportunities for students	2.83	1.17	2-3

Internship/practicum for students	5.33	1.63	3-7
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○ Open-ended Questions

Course Suggested for Addition to the Program	Frequency
Advanced Methods or Statistics course	3
Behavioral Neuroscience	1
Adult Development and Aging/Advanced Development	1
Counseling course (taught regularly)	1
<i>Course suggested for deletion – Intercultural Psychology</i>	1

Miscellaneous Constructive Comments

Respondent 1: I believe that the Psychology program has a number of strengths. The faculty are committed to their students, knowledgeable, and willing to go the extra mile. Our class sizes are relatively small compared to some local universities, and our classes are taught by faculty, rather than graduate students. Potential areas for growth include increased space and practical resources (including time) to devote to research, which allows faculty to be current in the field and train students in research methods and prepare them for graduate study. Because of the lack of resources available, the faculty are already stretched thin, making it difficult to provide adequate opportunities for interested students.

Respondent 2: Our students would greatly benefit from having more faculty to teach a wider and more advanced variety of courses.

Respondent 3: Well done.

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 4 items is 6.36, a score well above the midpoint.) The faculty also perceives favorably its advising and the preparation it offers students for graduate school.

The values for the learning outcome items are generally consistent with those obtained from the Student Exit samples. However, although still above the midpoint of the 7-point Likert-type scale (mean = 5.425), the advising item was lower for exit survey as compared to faculty perception (6.67). Alumni who attended graduate programs held a high opinion of advising (6.67), while those entering the job market showed the least satisfaction (4.60).

Although the means were a full point above the midpoint, both the faculty and the students have the lowest rating for preparation for the job market.

The comparative items suggest a number of concerns. In every case but two, the values obtained are well below the midpoint of the scale. Apparently, the psychology faculty believes that class sizes and internships/practicum aspect 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 areas.

The item with the lowest mean refers to research space and equipment. This concern was noted in our previous program review. Other particularly low rated items were teaching load and research opportunities for students. These concerns are all related to the program's ability to offer meaningful research experiences for students.

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

F. Advisory Committee Perceptions

The members of the advisory committee were asked to review the following: Program structure and requirements, course offerings and our research and internship opportunities.

○ Program Structure

Overall, the committee found the program requirements and structure in line with expectations of an undergraduate psychology degree. In fact, it was noted that the categories of courses offer broad exposure to Psychology students, as it was intended. The program was reported to have a nice balance between required the required courses and electives. However, there were some suggestions.

One suggestion involved moving the Abnormal Course (PSYC 422) from its current category with Social (PSYC 325) and Personality (PSYC 331). A new required category would then provide a choice between Abnormal Psychology and Tests and Measurement (PSYC 415). Although the program has not yet had the opportunity to consider this suggestion, it likely could not be implemented if we agreed with this reviewer. This is because the demands of general education and the major only allow Abnormal to be taught once in the Spring and the Test and Measurements course is taught once every other year.

Another suggestion was requiring the completion of Psychological Research Methods (PSYC 280) for our majors as a prerequisite to 400 level courses. However, this course is only offered once a year. This makes it difficult for students to finish on time, especially if they must take the prerequisite course a second time.

○ Course Offerings

The review panel found the course offerings to be diverse given the relatively limited number of faculty. They noted the difficulty of covering required courses and providing the broad array of electives necessary to compete with psychology programs at other universities.

Panel members offered praise for several course offerings. The Senior Seminar course (PSYC 482) was appreciated as a capstone experience for our majors. Other psychology programs either have or are developing a course such as it. , Other courses (Behavior Modification, PSYC 410; Guided Research with Animals, PSYC 478) were praised for offering valuable hands-on experience that is not common to most programs.

Panel members suggested additional elective courses to offer. Suggestions included additional Clinical/Counseling related courses, Positive Psychology, Psychology of Relationships, Human Sexuality, Drugs and Society, Motivation and Emotion, Animal Behavior, and Animal Learning.

- Research & Internship Opportunities

It was noted by one board member that the research/internship requirement “put Ferris graduates at an advantage.” Another stated that it “should be an important component of every psychology major.”

The alumnus explained that the opportunities for research experiences were limited, but the experiences available had been excellent. He suggested that additional faculty could bolster the opportunities for research involvement and both improve the education/preparation of majors and allow us to better compete with programs at other universities. Another reviewer noted the importance of research involvement as a predictor of success in graduate school.

One reviewer expressed concern that students be required to have some background knowledge in the area of research prior to their involvement in a research project. This is accomplished informally through “consent of instructor.” The current method allows the faculty member to assess the level of background knowledge required based on each research project.

SECTION 3
PROGRAM PROFILE

A. Profile of Students:

1. Student Demographics

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

Term	Sex		Race/Ethnicity					Age*
	Male	Female	Black	Hispanic	Indian/Alaskan	Asian	White	
2006	26 (24%)	83 (76%)	11 (10%)	2 (2%)	0 (0%)	0 (0%)	90 (83%)	21
2007	21 (22%)	74 (78%)	7 (7%)	2 (2%)	1 (1%)	3 (3%)	82 (86%)	21
2008	22 (22%)	76 (78%)	7 (7%)	1 (1%)	1 (1%)	2 (2%)	87 (89%)	21
2009	27 (25%)	81 (75%)	10 (9%)	1 (1%)	3 (3%)	1 (1%)	89 (82%)	22
2010	35 (29%)	85 (71%)	13 (11%)	5 (4%)	4 (3%)	2 (2%)	93 (78%)	21

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)

Term	Residency		
	Midwest Compact	Non-Resident	Resident
2006	2	3	104
2007	1	1	93
2008	1	0	97
2009	2	1	105
2010	3	2	115

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

Enrollment Status

Term	Full-Time	Part-Time
2006	103	6
2007	92	3
2008	94	4
2009	98	10
2010	109	11

As indicated in the above two tables, enrollment numbers are healthy. The last two years reveal an increase in part-time students.

- 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: Psychology does not offer off-campus instruction.
- f. Course Format: None of our classes are offered on-line. Most courses are lecture-based with the exception of Research Methods (PSYC 280), Behavior Modification (PSYC 410), and Cognitive Psychology (PSYC 406), 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:

Term	Mean GPA	Mean ACT
2006	3.05 (.39 – 4.00)	22.04 (15 – 30)
2007	3.12 (2.23 – 3.96)	22.35 (15 – 29)
2008	2.95 (1.21 – 3.93)	21.97 (13 – 32)
2009	3.03 (1.76-4.00)	22.21 (14-32)
2010	2.98 (1.36-4.00)	22.27 (13-32)

Note. Values in parentheses indicate observed ranges.

The data show little variability from the 3.03 GPA and 22.17 ACT average over the 5-year period. The average GPA and ACT for our last review were 2.73 and 20.05, respectively. There has been a very slight increase in both measures. Year-to-year data do not reveal any discernable trends. These two measures have remained fairly stable since the program's inception.

b. GPAs and ACT scores for Graduated Students:

Term	Mean GPA	Mean ACT
2005	3.20 (2.36 – 3.95)	22.30 (13 – 29)
2006	3.24 (2.47 – 3.83)	22.32 (14 – 27)
2007	3.25 (2.25 – 3.97)	21.50 (15 – 27)
2008	3.33 (2.59-3.94)	21.39 (15-28)
2009	3.21 (2.51-3.92)	21.33 (14-30)

Note. Values in parentheses indicate observed ranges.

The yearly GPA average ranges from 3.20 to 3.33. The yearly ACT averages range from 21.33-22.32. These measures appear to be fairly stable from year to year.

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

The Program prefers transfer student to have successfully completed Introductory Psychology (PSYC 150) with an A or B.

- 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 are offered assistantships and fellowships.
- e. Scholarly/Creative Activities: Psychology majors have attended both an undergraduate and a professional psychology conference within the last year. Students are involved in hands-on research experience with the program faculty.

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 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. Faculty members worked with students on research design, data collection, and analysis from several areas of psychology research. 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. The program has no reliable way of estimating employability at this time.

b. Salary: We do not have reliable data for starting salaries. 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: Data are not available for this measure.

d. Psychology majors have access to Career Services. Faculty frequently provide letters of recommendation.

e. and f. These data are not available to the program.

g. No official record has been kept. Faculty perception is that between 50-80% of graduates continue onto graduate/professional programs each year.

h. Most student go to masters level or Ph D level psychology graduate training. Others continue their educations by attending Law School, or graduate school for Physical, or Occupational Therapy. Frequently graduates go to program in Michigan and surrounding areas (e.g., Chicago).

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 140.

2. Enrollment & Student Credit Hour Production Trends: As shown in the table below, enrollment and student credit hour production reveal a slowly increasing trend. It is unclear why SCH appears to slightly drop in 2009. (These numbers include only the Fall and Spring semesters.)

Year	Enrollment	SCHs
2006-07	107	6,205
2007-08	113	6,455
2008-09	122	6,136
2009-10	139	6,870

3-5. Annual Applications, Number Admitted, Number that Enrolled:

Campus	College	Major	Fall 2009			Fall 2010		
			Apps	Admit	Enrolled Freshman	Apps	Admit	Enrolled Freshman
Big Rapids	AS	Pre-Psychology	4	3	6	9	7	9
		Psychology	373	143	18	391	153	22

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 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.

Program faculty has worked with admissions to place calls and send emails to admitted students. There is no evidence that these efforts have improved enrollment. In addition, a significant increase in those enrolled will further stretch resources available at our current enrollment.

6. Current Program Goals: Because of the healthy application and enrollment figures, the program has not actively marketed the program since its inception. In addition, a successful attempt to increase enrollment will further stretch limited resources necessary to providing a quality educational experience.

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 struggles to regularly offer courses deemed necessary for a quality undergraduate psychology program.

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
2004	16	19%	44%	37%
2005	27	37%	48%	48%
2006	12	25%	33%	42%
2007	17	18%	24%	24%
2008	11	36%	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. One possible reason is that students enroll in the statistics and research methods course during their sophomore and junior year. Although students are informed that Psychology is a science from the beginning, learning the skills to truly understand and conduct research is a daunting task and students may reconsider their major. In addition some students have transferred to other universities for the better resources available.

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.

3. Graduation Trends:

2004-05: **20**
 2005-06: **26**
 2006-07: **24**
 2007-08: **24**
 2008-09: **25**
 2009-10: **24**

Graduation rate has been very stable over the last 5 years.

4. Graduation Time:

Entering Fall Term	N*	Graduated		
		Year 4	Year 5	Year 6
2001	20	50%	60%	60%
2002	13	8%	31%	38%
2003	25	24%	32%	40%
2004	16	38%	50%	50%
2005	27	11%	30%	----
2006	12	33%	----	----

Data are from First Time in Any College students.

5. Graduation Time II: Data for average time to graduate from the program are not available. Examining the data for years 2000-2004, all persisters had graduated by the end of 6 years except in 2002 when one student remained enrolled. In fact, all persisters had graduated by the end of 5 years during 3 years of the 5 years examined. Typically only one or two students from the cohort remained in the 5th year. This may be a result of part-time status which has increased.

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 not required specific courses to meet a student's general education needs. In the previous review BIOL 109 was a prerequisite for both PSYC 360 and 365 and SOCY 121 was required to fulfill the social awareness requirement. Following program discussion, it was decided that BIOL 101 and 109 would be recommended to students, and SOCY 121 would no longer be required. Thus, the 42 general education-related credits were left open to student choice.

In summary, except in a few cases (see the Program check sheet), 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:

- 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			Prerequisite	
PSYC	150	Introduction to Psychology (<i>F/Sp/Su</i>) *	(by placement)	3
PSYC	210	Statistics for Psychological Science (<i>F/Sp</i>) (PSYC 150 and C or higher in MATH 115 or higher)		3
PSYC	280	Psychological Research Methods (<i>Sp</i>)	(PSYC 210)	3
PSYC or PSYC	410 or 406	Behavior Modification (<i>F/Sp</i>)	(PSYC 150)	3
		Cognitive Psychology (<i>Sp</i>)	(PSYC 150)	
PSYC or PSYC	491 or 480	Human Services Internship/Practicum (Jr. standing & consent of instructor)		3
		Directed Research Experience (PSYC 280, Jr. standing & consent of instructor)		
PSYC	360 or	Physiological Psychology (<i>F</i>)	(PSYC 150)	3
PSYC	365	Sensation & Perception (<i>Sp</i>)	(PSYC 150)	
PSYC	226 or	Lifespan Human Development (<i>F</i>)	(PSYC 150)	3
PSYC	341 or	Child Psychology (<i>F/Sp</i>)	(PSYC 150)	
PSYC	342	Adolescent Psychology (<i>F/Sp</i>)	(PSYC 150)	
PSYC	325 or	Social Psychology (<i>F/Sp</i>)	(PSYC 150)	3
PSYC	331 or	Psychology of Personality (<i>F</i>)	(PSYC 150)	
PSYC	422	Abnormal Psychology (<i>Sp</i>)	(PSYC 150)	
PSYC	482	Senior Seminar (<i>Sp</i>) (PSYC 280, Sr. standing or consent of instructor)		3

- 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 course work to be approved by advisor)
ELECTIVES may be chosen from the categories above (including 3 additional credits of PSYC 480), SOCY 345, SCWK 263 or from the following courses

PSYC	241 or	Exceptional Child (<i>F</i>)	(PSYC 150)
PSYC	326 or	Industrial/Organizational Psychology (<i>variable</i>)	(PSYC 150)
PSYC	310 or	Educational Psychology (<i>F/Sp</i>)	(PSYC 150)
PSYC	350 or	Introduction to Forensic Psychology (<i>F-EOY</i>)	(PSYC 150)
PSYC	415 or	Measurement and Assessment in Psyc. (<i>EOY</i>)	(PSYC 210 & PSYC 310, 326, 331, or 422)
PSYC	430 or	Interpersonal/Cultural Perspective (<i>EOY</i>)	(PSYC 150)
PSYC	444 or	Psychology of Gender (<i>EOY</i>)	(PSYC 150)
PSYC	472 or	History & Systems of Psychology (<i>var.</i>)	(PSYC 150, Jr. Standing or consent of instructor)
PSYC	478 or	Guided Research with Animals**	(PSYC 280, Jr. standing & consent of instructor)
PSYC	varies	Independent Study in Psychology**	(PSYC 150)

* *F* = fall, *Sp* = spring, *Su* = summer, *EOY* = every other year, & *variable* = no set semester. These are semesters when the associated course is typically offered. You should confer with your advisor to verify when each course is offered during a specific academic year.

** This course can be taken for a second time for a total of 6 credits or one of each may be taken for a total of 6 credits. No combination of PSYC 478 and/or independent study can account for more than 6 credits of major directed electives.

- General Education Requirements: As noted above, these are not dictated by the program

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		3	
COMM 121			
COMM 221			
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category (one must be a lab) Since 4 credits are required in the major only 3 remain for General Education Electives			
Course	Grade	Credits	
(BIOL 101 & 109 recommended)			
		4	
		4	
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score ≥ 24	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	Credits
200+ level		
TOTAL		
E. SOCIAL AWARENESS 3 Sem Credits		
Second Subject Area		
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 recommended)		
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 150, 331,342, 422, 430 or 444		

2. No significant changes to the curriculum have occurred. During our last review we were in the process of adding a Senior Seminar course. Since then several upper level elective courses have been added to meet the needs of our majors and/or provide options for general education course. A special topics course was offered on Relationships, currently one on the Psychology of Food has been arranged. Forensic Psychology has been added as a regular offering and Theories of Counseling is currently being offered.

3. No changes are currently in the review process.

4. There are no specific plans to revise the program at this time.

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, several faculty member have recently introduced “Psych Busters” as a means of increasing critical thinking and encouraging students to find answers on their own.

4. Professional Development: Members of the Psychology faculty regularly attend professional conferences that include teaching-related presentations. Members of the faculty have also attended a conference specific to the teaching of Psychology. Members of the faculty receive the “Teaching of Psychology” journal. Faculty have worked with the Faculty Center for Teaching and Learning.
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 40-42 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 provides examples of related activities:
 - Research activities, including research development discussions
 - Faculty members discuss preparation for graduate school and the GRE

- Faculty attendance at an undergraduate and a professional psychology conference with students
 - Student Psychology Association dinners with faculty
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

Lindsay Root Luna, PhD in Clinical Psychology (Assistant Professor)

Connie Meinholdt, Ph.D. in Social Psychology (Associate Professor)

Jeffery Nagelbush, Ph.D. in Developmental Psychology (Full Professor)

Meral Topcu, Ph.D. in Cognitive/Perceptual Psychology (Associate Professor)

Jim Van Treese, Ph.D. in School/Child/Forensic Psychology (Full Professor)

Janice Weaver, Ph.D. in Animal Learning/Cognition (Full Professor)

- b. Promotions since Last Review

Since the last review several members of our faculty have been promoted. Connie Meinholdt, Meral Topcu, Jim Van Treese, and Janice Weaver were promoted to Associate Professor. More recently, Jim Van Treese and Janice Weaver were promoted to Full Professor.

- c. Professional Development Activities/Achievements. Examples include:

- Faculty members have served as reviewers for journal articles, and textbooks
- 1 paper published in peer-reviewed research journals
- 1 paper submitted to a peer-reviewed research journal

- Attendance at a variety of conferences, including the annual meeting of the Midwestern Psychological Association, Teaching of Psychology, Undergraduate Research conference, IACUC 101 and 102 training, etc.
- Poster presentation at Society for Psychophysiological Research conference.
- Presentation on strategies of classroom management to Faculty Center for Teaching and Learning
- Completion of Licensure Exam
- Diversity Speaker brought to campus “Hero Rats Detect Landmines and Tuberculosis”

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.

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. Faculty members are active in recruiting and involving students in research projects, many of which are done as independent studies, which do not count toward their teaching load.

- b. Faculty receive release time for the following:

- Program coordinator responsibilities (.25 release)
- Internship coordination (.25 release)
- Chair of Human Subjects Research Committee (.25 release)
- Chair of Institutional Animal Care and Use Committee (.25 release)

3. Recruitment

- a. Recruiting Process: Ads are placed in the American Psychological Association’s *Monitor*, the Society for Psychological Science’s *Observer*, and the *Chronicle of Higher Education*.

- 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.

- 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. The program will review recommendations from the University's Diverse Workforce Taskforce.

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.) New faculty members are encouraged to participate in the FCTL orientation program.

5. Reward Structure

The salaries offered to new hires differ based on teaching experience and area of expertise.

6. Graduate Instruction

n/a

7. Adjunct/Non-Tenure-Track Faculty

- a. Thuy Karafa, M.S., M.A. (9-10 years of service)
Christopher Redker, Ph.D. (2 years of service)

Retaining adjunct faculty is becoming a greater concern. Both our full-time adjunct faculty have been dedicated individuals who go far beyond their required responsibilities. They have volunteered to serve on committees, done additional work for the Diversity and Inclusion Office, and regularly work to mentor and support our students. The work of these faculty members has been essential to the quality of our program.

- b. Adjunct faculty members have traditionally taught Introductory Psychology (PSYC 150) and Exceptional Child (241). During the last two years the Program has depended on coverage of two required courses, Statistics (PSYC 210) and Research Methods (280). The program desires a tenure-track position to cover these required courses.

Currently, adjunct coverage accounts for approximately 25% of the regular sections taught by the Psychology faculty.

- c. Currently, adjunct professors are required to have at least a master's degree in the field of psychology. Although the Psychology faculty is sometimes involved, it is ultimately up to the department head. Full

searches are sometimes conducted for these positions. The Department Head has requested input and involvement of the program faculty.

d. The program faculty members prefer their colleagues to be tenure-track. Non-tenure-track professors 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; the adjuncts have been highly involved. Without security in employment, it is reasonable that these dedicated faculty could move to more stable positions elsewhere. Having a tenure-track/tenured professor to teach Statistics and Research Methods would provide stability for our majors.

e. n/a

I. Assessment and Evaluation

In most psychology courses, the majority of students are non majors. Also majors are often offered choices in which course to take to fulfill a required area. Much of what we want to assess in our majors would require that they have completed most required courses (e.g., Statistics, Research Methods, and several application areas). Therefore, we have leaned heavily on data gathered in our Senior Seminar course. The Senior Seminar course has been required for all majors entering after Fall, 2006.

In addition to assessment activities involving TracDat, members of the faculty meet informally and frequently to discuss their assessment and evaluation of student learning. This has been most useful for addressing concerns in a timely manner. For example, several professors have been working to increase knowledge of APA style writing for our majors.

1. Course Level Learning Outcomes –

Research Methods Course outcomes: At the end of the course, the student should be able to:

- Demonstrate critical thinking in assessing research methodologies and the conclusions presented in psychological research.
- Identify and discuss the uses of the different research methods.
- Locate relevant research, theory, and information necessary to plan, conduct, and interpret results of research studies.
- Use APA style for paper construction and citation.
- Design a study to address a psychological question using appropriate research methodologies.
- Demonstrate understanding of APA guidelines for the ethical treatment of human and nonhuman research participants.

Learning Goals for Senior Seminar:

- To develop a basic understanding of how psychology came to be an independent area of research and how it differentiates itself from other areas of scientific investigation.
- To see how the focus of psychology shifted dramatically during its early development and to make clear that the evolution of psychology is far from over.
- To encourage a critical and open-minded examination of psychology—an appreciation of science as a social construction that is constantly shifting in focus.
- To develop an accurate picture of when various psychologists lived, when schools of thought began, developed, and fell into disuse, and which ideas continue to influence contemporary psychology.
- To understand the major themes in the development of psychology as a science, including major theoretical “advances” and historical contexts, including the various “*Zeitgeisten*.”

2. Program Level Learning Outcomes

- Students will critically and scientifically examine human behavior, social issues, and psychological research. For example, they will discriminate between “pop” psychology and scientific psychology.
- Students will exhibit a broad knowledge of the field of psychology, including major empirical findings, theories, schools of thought (e.g., historical trends), and research methods (including basic statistics).
- Student will apply psychological principles to their everyday lives.
- Students will effectively communicate psychological concepts, theories, and principles.

3. Curriculum Map

Outcome	PSYC 150	PSYC 210	PSYC 280	PSYC 410 & 406	PSYC 491 & 480	PSYC 360 & 365	PSYC 226 & 341 & 342	PSYC 325 & 331 & 422	PSYC 482	PSYC DIRECTED ELECTIVES
a.	I	R	M	R	R	R	R	R	R, A	R
b.	I	R	R, A	R	R	R	R	R	M, A	R
c.	I	R	R	R	R, A	R	R	R		R
d.	I	I	R	R	R	R	R	R	A	R

Key:

I= Introduced

R=Reinforced

M=Mastered

A=Assessed in this course

4. Measurement of Course Learning Outcomes

In the Research Methods course, measurement of course learning outcomes is evaluated through interactive lecture, homework assignments, exams, and

presentations. In the Senior Seminar course, measurement of course learning outcomes is accomplished through evaluation of classroom discussions and written work (Essay tests and Papers). As in many courses, inadequacies are addressed as soon as they become apparent. Frequently this is accomplished with additional discussion, additional readings, additional explanation and additional assessment of these outcomes. Measures from these courses are used to assess our program goals.

5. Measurement of Program Learning Outcomes

- a. Students will critically and scientifically examine human behavior, social issues, and psychological research. For example, they will discriminate between “pop” psychology and scientific psychology.
 - Average grade in Research Methods (PSYC 280)
 - Score and percentile rank on ETS Major Field Test Measurement and Methodology section
 - Question 3 from student exit survey
- b. Students will exhibit a broad knowledge of the field of psychology, including major empirical findings, theories, schools of thought (e.g., historical trends), and research methods (including basic statistics).
 - Institutional Score and Percentile from ETS (overall score and 6 subfields)
 - Question 6 from Student Exit Survey
- c. Student will apply psychological principles to their everyday lives.
 - Internship evaluation
 - Question 7 from Student Exit Survey
- d. Students will effectively communicate psychological concepts, theories, and principles.
 - Evaluation (average) of two papers in Senior Seminar class
 - Question 14 from Student Exit Survey

6. Program Level Changes as a Result of Outcomes

The program has not yet changed as a result of outcomes. The program was concerned about the Measurement and Methodology score for 2010. The score was in the 45th percentile. It is unclear what precipitated this drop in measurement. The score for 2011 was the 85th percentile. The program has been cautious about responding to a single unsatisfactory outcome when there have not been changes in how the program is conducted.

The program’s current structure was arrived at in response to feedback from our advisory committee, students, and alumni gathered in our 2005 review of the program.

7. Variables Tracked

Data from the ETS Major Field Test allow the program some measure of students overall knowledge in psychology. We use both the Total score and measurement of 6 assessment categories.

8. Trend Data

These data are not available. Evaluation of the program assessment data gathered in these courses serve as measure of overall effectiveness.

9. and 10. Trend Data for Assessment of Program

Despite a few anomalies (e.g., methodology measure from 2010), assessment data have been relatively stable and/or do not reveal an increasing or decreasing trend.

Outcome a. – “critically and scientifically examine human behavior, social issues and psychological research.”

Percentile scores for the Major Field Test methodology measure have been 65th, 80th, 45th, and 85th for the years 2008-2011, respectively.

Student ratings have been 6.00, 6.15, 6.04, and 5.89 for that time period.

Outcome b. – “exhibit a broad knowledge of the field of psychology . . .”

Percentile scores for the overall score on the Major Field Test have been 70th, 70th, 55th, and 75th over the last 4 years.

Student ratings have been 6.11, 6.46, 6.22, and 6.26.

Outcome c. – “apply psychological principles to their everyday and professional lives.”

Student ratings on application of principles have been 6.11, 6.38, 6.22, and 6.26.

Student rating on use of scientific method have been 5.94, 5.54, 5.87, and 6.21.

Outcome d. – “effectively communicate psychological concepts, theories, and principles.”

Communication ratings over the last 3 years the program has averaged 3.47, 3.69, and 3.90 on a scale from 1-5.

Student ratings have been 6.16, 6.09, 6.154, and 6.33.

J. Service to Non-Majors

1. General Education Courses: The majority of Psychology courses service the greater University community.

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 350	Forensic Psychology
PSYC 241	Exceptional Children	PSYC 360	Physiological Psychology
PSYC 297/397	Independent Study	PSYC 365	Sensation and Perception
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. Several programs encourage their students to complete 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. 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.

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.

K. Degree Program Cost and Productivity:

Based on the most recent data available (2009-2010), this is a highly productive area of instruction at 845.54 SCH/FTE. On the ranked listing of SCH/FTE the Psychology prefix is ranked 10th highest. It is also extremely cost effective at \$151.44/SCH.

L. Administration Effectiveness

1. Administrative & Clerical Support:

- 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.
- 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. The program and department are run very efficiently with the limited resources available.

3. Course Schedules: So far, scheduling has become more difficult as several courses are on an every-other-year rotation. The Program has been required to be extremely efficient to provide an array of necessary upper-level courses for our majors. The schedules are developed by the Coordinator with faculty consultation.

4. Course Enrollment: One concern is that students need to have more sections available. For example, many courses are only offered once a semester or once a year. Still other courses are offered only every other year. This might hold students back. This is largely driven by the lack of Program.

SECTION 4 FACILITIES & EQUIPMENT

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 two rooms, 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). Starr 138, however, is in need of renovation. Introduction to Psychology is taught in this room and it provides the first impression to our majors. The room could also make use of a Digital Projector.

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

The program has two human research rooms. Unfortunately, we still need adequate space and/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, positive psychology, 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:

Something as basic as space for human research is required to provide students with experiences that allow them to apply knowledge and gain necessary experience to compete for graduate school admission. Additional space to provide these experiences are required if we are to continue our level of instruction with an increasing enrollment. This seems especially true for a university that prides itself in career-based, hands-on instruction.

5. Enhancement of Program Delivery: As indicated above, the Psychology Program needs laboratory space for human research. Arguably, this should not be considered an enhancement, but the fulfillment of a basic psychology major requirement. One commonly requested course was an Advanced or Applied Research Methods course. Even if we were able to provide this with the limited faculty available, there would be no place for them to gain this valuable hands-on experience.

One very successful activity has been the Program's internship opportunities. Since the last review one member of the program has been given release time for the coordination of these internships. However, in a major with increasing enrollment we must continue to monitor our ability to meet student needs in this arena.

B. Computer Access & Availability

1. Computing resources: One human research lab contains four desktop computers and the other contains three. These computers are in the process of being updated. The program also has a laptop computer for research use. The laptop needs to be updated to be of use.

Although the question addresses computers outside faculty offices, it should be noted that our full-time adjunct faculty have not had regular updates to the computers available to them. The computer in office ASC 2101 is in dire need.

2. Use of resources: The desktop computers in the human research spaces are used to conduct applied social and positive psychology research involving students. They have been used regularly over the past two years. The laptop has also been used for research purposes. Computer labs are often scheduled for courses— specifically the laboratory component of Cognitive Psychology (PSYC 407) and Sensation and Perception (PSYC 365).

3. Adequacy of computer resources: As described above, computer resources are fairly adequate at present. An updated laptop for research, and updated office computers for full-time adjunct faculty should be pursued.

4. Acquisition Plan: The program has not yet planned how to acquire these updates.

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

6. Computer Support: Computer support has been adequate. The computers of the tenured/tenure-track faculty have been updated regularly. Faculty members have received timely service in the computer support area. One review panel member has appreciated the weekend hours provided by computer support.

C. Other Instructional Technology

- 1 & 2: Other Instructional Technology & Uses: As already mentioned, the Program has access to modern computer and projection equipment in most of its classrooms. However, the lack of a digital projector in STR 138 should be noted. The Program also has access to two SmartTablets where drawings and annotations can be added to MS PowerPoint slides on the spot.

PowerPoint slides are used by most of the faculty in order to offer structured notes, illustrations of physical and theoretical constructs, and movies.

3. Overall, the equipment available for instruction has been adequate.
4. n/a
5. n/a

D. Library Resources

1. Adequacy of Resources: The library provides the database PSYCINFO which is necessary for the faculty and students in a scientist/practitioner field. It has regularly updated its offerings by including new electronic resources. Most needs have been met through these resources and others are fulfilled through interlibrary loan.

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

2. Service & Instruction: In general, service and instruction has been adequate. The library faculty and staff have been willing to provide service and instruction.
3. The budget allocation provided by FLITE appears to be meeting our current needs.

SECTION 5 SUMMARY & CONCLUSIONS

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. (See Section 1, A-5).

B. Program Visibility & Distinctiveness:

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).

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. (Of course, its value can also be quantified; see Section 3, J.)

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.

D. Enrollment:

As indicated earlier in this report, this program has seen a steady increase across the evaluation period. In general, the Program's enrollment numbers are healthy with an increasing trend. Concern centers on whether the Program will be provided with resources (i.e., additional tenure-track faculty and human research space) that allow us to continue to meet the needs of our students.

E. Characteristics, Quality, & Employability of Students:

The majority of our graduated students attend graduate or professional school. In order to be a psychologist, one must obtain at least a master's and in many cases,

a doctorate. Our program has been successful at providing the opportunity for the education and experience necessary for our students to pursue training at the next level. Fifty to eighty percent of each graduating class have been admitted into graduate school.

F. Quality of Curriculum & Instruction:

Overall, data from the surveys 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.

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. It should be noted that we have one less tenured/tenure-track faculty member than in our last review.

SECTION 6
APPENDICES

- A. Program Check Sheet
- B. Syllabi
- C. Surveys
 - 1. Graduate Follow-Up Survey
 - 2. Exit Survey (titled Current Student Survey)
 - 3. Faculty Survey
- D. TracDat 4-column report

ID:

Name:

BACHELOR OF SCIENCE IN PSYCHOLOGY

FERRIS STATE UNIVERSITY

PROGRAM COORDINATOR: Dr. Janice Weaver

OFFICE: ASC 2098

PHONE: (231) 591-3597

E-MAIL: weaverja@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 point 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. 120 minimum semester credits including general education requirements.
4. Residency requirement: 30 minimum FSU semester credits.
5. Minimum of 40 credits numbered 300 or higher.

Number of 300+ Credits: _____

Program Requirements: for students entering Psychology Fall Semester 2011

REQUIRED		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR CORE – 27 CREDIT MINIMUM				
		Prerequisite		
PSYC	150	Introduction to Psychology (<i>F/Sp/Su</i>) * (by placement)	3	
PSYC	210	Statistics for Psychological Science (<i>F/Sp</i>) (PSYC 150 and C or higher in MATH 115 or higher)	3	
PSYC	280	Psychological Research Methods (<i>Sp</i>) (PSYC 210)	3	
PSYC	406 or	Cognitive Psychology (<i>Sp</i>) (PSYC 150)		
PSYC	410	Behavior Modification (<i>F/Sp</i>) (PSYC 150)	3	
PSYC	480 or	Directed Research Experience (PSYC 280, Jr. standing & consent of instructor)		
PSYC	491	Human Services Internship/Practicum (Jr. standing & consent of instructor)	3	
PSYC	360 or	Physiological Psychology (<i>F</i>) (PSYC 150)		
PSYC	365	Sensation & Perception (<i>Sp</i>) (PSYC 150)	3	
PSYC	226 or	Lifespan Human Development (<i>F</i>) (PSYC 150)		
PSYC	341 or	Child Psychology (<i>F/Sp</i>) (PSYC 150)	3	
PSYC	342	Adolescent Psychology (<i>F/Sp</i>) (PSYC 150)		
PSYC	325 or	Social Psychology (<i>F/Sp</i>) (PSYC 150)		
PSYC	331 or	Psychology of Personality (<i>F</i>) (PSYC 150)	3	
PSYC	422	Abnormal Psychology (<i>Sp</i>) (PSYC 150)		
PSYC	482	Senior Seminar (<i>Sp</i>) (PSYC 150, Sr. standing or consent of instructor)	3	
MAJOR DIRECTED ELECTIVES – 15 CREDITS (appropriate course work to be approved by advisor)				
ELECTIVES may be chosen from the categories above (including 3 additional credits of PSYC 480), SOCY 345, SCWK 263 or from the following courses				
PSYC	241 or	Exceptional Child (<i>F</i>) (PSYC 150)		
PSYC	310 or	Educational Psychology (<i>F/Sp</i>) (PSYC 150)		
PSYC	326 or	Industrial/Organizational Psychology (<i>variable</i>) (PSYC 150)		
PSYC	345 or	Psychology of Death and Dying (PSYC 150, or consent of instructor)		
PSYC	350 or	Introduction to Forensic Psychology (<i>F-EOY</i>) (PSYC 150)		
PSYC	415 or	Measurement and Assessment in Psyc. (<i>EOY</i>) (PSYC 210 and PSYC 310, 326, 331, or 422)		
PSYC	430 or	Interpersonal/Cultural Perspective (<i>EOY</i>) (PSYC 150)		
PSYC	444 or	Psychology of Gender (<i>EOY</i>) (PSYC 150)		
PSYC	472 or	History & Systems of Psychology (<i>var.</i>) (PSYC 150, Jr. Standing or consent of instructor)		
PSYC	478 or	Guided Research with Animals** (PSYC 280, Jr. Standing or consent of instructor)		
PSYC	varies	Independent Study in Psychology** (PSYC 150)		
			3	
			3	
			3	
			3	
			3	

**This course can be taken for a second time for a total of 6 credits or one of each may be taken for a total of 6 credits. No combination of PSY 478 and/or independent study can account for more than 6 credits of major directed electives.

* F = fall, Sp = spring, Su = summer, EOY = every other year, & variable = no set semester. These are semesters when the associated course is typically offered. You should confer with your advisor to verify when each course is offered during a specific academic year.

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		3	
COMM 121			
COMM 221			
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category (one must be a lab) Since 4 credits are required in the major only 3 remain for General Education Electives			
Course	Grade	Credits	
(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	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score ≥ 24	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	Credits
200+ level		
TOTAL		
E. SOCIAL AWARENESS 3 Sem Credits		
Second Subject Area		
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 recommended)		
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 150, 331, 342, 422, 430 or 444		

Sample Course Sequence: The following chart depicts one strategy to begin program requirements. In order to complete this program in a four year plan, students must average 15 – 16 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 or Biology Elective	4
MATH (by placement)	3
PSYC 150	3
COMM	3
TOTAL	16

Spring Semester

Cultural Enrichment elective	3
BIOL 109 (recommended)	4
PSYC elective	3
ANTH 122 (recommended)	3
Cultural Enrichment Elective	3
TOTAL	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.

PSYC 280: Research Methods
Spring 2011
Ferris State University

Professor: Christopher Redker, Ph.D.

Office: ASC 2103

Office Phone: 591 - 2576

E-mail: redker@ferris.edu

Office Hours: M & W 4:30 – 5:45 pm

Class Time: M & W 3:00 – 4:15 pm (Starr Educational Center 232)

Section: 001

Credit Hours: 3

Pre-Requisites: PSYC 150 & PSYC 210 (or STQM 260)

Required text: Smith, R.A. & Davis, S.F. (2010). *The Psychologist as Detective: An Introduction to Conducting Research in Psychology* (5th ed.). Upper Saddle River, New Jersey: Prentice Hall.

Optional: American Psychological Association. (2009). *Publication Manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Publisher's website: http://wps.ablongman.com/ab_researchmethods_studysite_1/
Use the textbook publisher's study website for practice tests, review exercises and finding additional information about topics we are discussing in class.

Course description: This class introduces psychological research design and the collection of meaningful evidence. We will cover experimental, quasi experimental, correlational, and descriptive designs, as well as various methods of data collection. Additionally, we will explore the advantages, disadvantages and ethical implications of each method. Each student will prepare an APA-style research proposal as a final project.

Course outcomes: At the end of the course, the student should be able to:

1. Demonstrate critical thinking in assessing research methodologies and the conclusions presented in psychological research.
2. Identify and discuss the uses of the different research methods.
3. Locate relevant research, theory, and information necessary to plan, conduct, and interpret results of research studies.
4. Use APA style for paper construction and citation.
5. Design a study to address a psychological question using appropriate research methodologies.
6. Demonstrate understanding of APA guidelines for the ethical treatment of human and nonhuman research participants.

Course website: I will use FerrisConnect to post grades, announcements, the syllabus, exam information and assignment information.

Format: Class sessions will consist of a combination of lectures and discussions. Please note that the following schedule outlined in this syllabus is subject to change. Any changes will be made in class and ***the student is personally responsible for all materials and announcements in class whether he/she is there or not.***

Class attendance: Attendance in this class does not count toward your grade. However, the nature of this course really demands regular attendance. Please do not ask me to review information from a class that you have missed. Keep in mind that your assessment of your peers' presentations (which obviously requires your attendance) *does* count toward your grade in this course.

Exams: There will be 5 exams and only *4 out of the 5* will count toward your final grade (i.e., the lowest score is dropped). If you miss any exam for any reason (i.e. you were out of town, illness, death in the family, you were too hung-over to get out of bed, etc.), that will be the exam score that will be dropped. No makeup exams will be given. This also means that I will not give exams early if you cannot make a scheduled exam. I feel that this is ultimately a very fair method of dealing with missed exams because **1)** you have great flexibility (i.e., you can miss an exam with no consequences to you); and **2)** the system rewards students who take every exam by putting less pressure on them for each one (because the lowest score will be dropped). In addition, those students who take the first 4 exams are rewarded with the opportunity to skip the final exam if they so choose, or take it in an attempt to improve their score. **Note:** It is highly inadvisable to skip an exam simply because you don't feel prepared or you don't feel like taking it. If for some reason you get sick or something else causes you to miss another exam at a later time, you are then in a very unfavorable position.

Homework assignments: Details about each assignment will be located on FerrisConnect (or distributed in class)...*be sure to make note of them!*

Research proposal: You will propose a research project (using APA format) including a title page, an abstract, an introduction section, a method section, and a reference section. *You will not be conducting the research!* You are just proposing a research study. We will be discussing this assignment throughout the semester. You will also be required to present a short summary of your proposal. This is considered to be your capstone project for this course, incorporating most of the learning objectives, to show your comprehensive knowledge of the content.

Class grade: Your grade for this course will be based on your research proposal, proposal presentation, 4 highest exam scores, 3 homework assignments, and evaluations of the presentations by your peers. The proposal manuscript is worth 25%, the proposal presentation is worth 6%, each exam is worth 13%, each homework assignment is worth 4%, and peer evaluations are worth 5% of your final grade. I believe that your performance on each exam is best measured by comparing it to the performance of your

fellow peers. Thus, your letter grade for each will be determined in the following way: the highest exam score obtained by a student in the class will be the reference score for grading on that exam. The student(s) with the highest score will receive a grade of 100%. All other students will receive a percentage grade based upon this highest score. After computing a total score based on your performance on the exams and the assignments, your grade will be assigned based on the following scale:

94% and above = A, 90-93% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-,
77-79% = C+, 73-76% = C, 70-72% = C-, 67-69% = D+, 63-66% = D, 60-62% = D-,
59% or below = E

Academic misconduct: Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification. Penalties for academic misconduct can include failure of the exam/assignment or course and/or disciplinary action up to and including probation or dismissal from the University. *During an exam, please do not have anything else besides your writing utensil on your desk. Have everything else (i.e., paper, books, headphones, etc.) placed below your seat.*

Disability services: FSU adheres to the requirements of the Americans with Disabilities Act. If you are a student with a documented disability who will require accommodations, contact the Disabilities Services at (231) 591-3057 to determine eligibility. Any student registered with Disabilities Services should contact me as soon as possible for assistance in developing a plan to address your academic needs in this course.

COURSE OUTLINE

<i>Date</i>	<i>Chapter</i>	<i>Topic(s)</i>
Jan. 10	-	Course Overview
Jan. 12	1	Science of Psychology
Jan. 17	<u>NO CLASS</u>	
Jan. 19	2	Generating Research Ideas
Jan. 24	2	Ethics
Jan. 26	exam #1	
Jan. 31	3	Non-Experimental Designs
Feb. 2	4	Non-Experimental Designs
Feb. 7	6	Basics of Experimentation I (Variables)
Feb. 9	7	Basics of Experimentation II (Participant & Experimenter)
Feb. 14	exam #2	
Feb. 16	-	Library Research
Feb. 21	8	Internal and External Validity * ASSIGNMENT 1 DUE
Feb. 23	9	Using Statistics
Feb. 28	9	Using Statistics
Mar. 2	exam #3	
	<u>SPRING BREAK</u>	
Mar. 14	14	APA Format & Style
Mar. 16	14	APA Format & Style
Mar. 21	10	Experimental Design

Mar. 23	11	Experimental Design * ASSIGNMENT 2 DUE
Mar. 28	12	Experiments with Multiple IV's
Mar. 30	13	Alternative Research Designs * ASSIGNMENT 3 DUE
Apr. 4	exam #4	
Apr. 6	<i>Consultation Day</i>	
Apr. 11	<i>Presentations (Group 1)</i>	
Apr. 13	<i>Presentations (Group 2)</i>	
Apr. 18	<i>Presentations (Group 3)</i>	
Apr. 20	<i>Presentations (Group 4)</i>	
Apr. 25	<i>Presentations (Group 5)</i>	
Apr. 27	<i>Presentations (Group 6)</i>	
Tuesday, May 3 @ 2:00 pm – exam #5 and proposal due		

HISTORY & SYSTEMS OF MODERN PSYCHOLOGY

(PSYCH 482, 3 credit hours)

Spring, 2011

MW @ 4:30-5:45 (Section 001)

STR 122

JANICE WEAVER, PH.D.

OFFICE 2098 ARTS AND SCIENCES COMMONS

OFFICE HOURS: MONDAYS AND WEDNESDAYS 11-12; TUESDAYS AND THURSDAYS 3-4 OR BY APPOINTMENT

E-Mail: weaverja@ferris.edu

OFFICE PHONE: 591-3597

Course Description

- This course will cover the history of psychology and the development of various systems of thought within psychology. More specifically, this course will investigate the major theories that significantly influenced the development of psychology, the lives of those who developed these theories, and the influence of the social and intellectual environment (i.e., *die Zeitgeisten*) throughout psychology's history (including today).

Prerequisites

- PSYC 280 or Instructor Permission
- Junior Standing in Psychology

Course Objectives

- To develop a basic understanding of how psychology came to be an independent area of research and how it differentiates itself from other areas of scientific investigation.
- To see how the focus of psychology shifted dramatically during its early development and to make clear that the evolution of psychology is far from over.
- To encourage a critical and open-minded examination of psychology— an appreciation of science as a social construction that is constantly shifting in focus.
- To develop an accurate picture of when various psychologists lived, when schools of thought began, developed, and fell into disuse, and which ideas continue to influence contemporary psychology.
- To understand the major themes in the development of psychology as a science, including major theoretical “advances” and historical contexts, including the various “*Zeitgeisten*.”

Required Reading

- Schultz, D. P. & Schultz, E. S. (2008). *A history of modern psychology* (9th Ed.). Belmont, CA: Thompson-Wadsworth.

Student Evaluation:

• Exams

Three exams will be given over the material covered in this class (consult the class schedule). Exams I – III will each be worth 100 points. The exams will be made up of short-answer and essay questions. Approximately a week before the exam date, students will be given a list of questions for the exam.

- The exams are not cumulative. However, questions may require that you relate new material to material covered earlier in the course. A test of general Psychology knowledge will be taken during the normal final exam period (see course schedule).

- **In-Class Discussions**

This course will require advanced preparation as the course is driven largely by discussion. Although the discussions are designed to focus on the content of each chapter or article, students are expected to consider how such material relates to general course coverage.

Approximately 4 participation points are available for every planned discussion. Although this system is inherently subject to the possibility of bias, the professor will be as objective as possible and err on the side of the student (i.e., operate via the *leniency bias*).

Participation is defined as the expression of a relatively original idea, opinion, or personal experience that is related to the assigned material. It must be more than a brief response to a question (e.g., more than a “yes” or “no” answer) and evidence some understanding of the reading.

- **Paper #1**

Details concerning the subject matter and format of this paper will be distributed in a future class. This paper will count for 50 points of your final grade.

- **Paper # 2**

Details concerning the subject matter and format of this paper will be distributed in a future class. This paper will count for 100 points of your final grade.

General Information on Paper assignments

- These written assignments require that you tap sources beyond the assigned text. The number required will be indicated in the particular assignment (Note that the assigned text typically has reference lists from which you can draw these sources.)
- The paper must be written in *APA format*. **Failure to conform to these formatting guidelines will result in a loss of points.** Both grammar & spelling will be evaluated as well as the content (although content is weighted most heavily). The language used should be formal. That is, you should avoid writing like you talk (e.g., do not use contractions).
- *Retain a computer-dated copy of your work* (e.g., keep it on a disk or on your computer). Multiple back-ups are recommended.

Class Policies

- Late assignments are penalized 10% for each weekday they are not turned in.
- During class, students may be asked to change seats, remove hats, remain in the room—*anything* to maintain the integrity of the session. *Cell phones should remain off and messages unchecked (including text messages).*
- Excessive talking in class (i.e., student-to-student conversations during lecture/discussion, off-topic comments) is not permitted. If you can't manage your own behavior, grow up.
- If adjustments are made to the grading distribution, they will be made only for the entire class, not individual students. For example, a percentage of 92.48 will not be “upgraded” to 93% because a student is “so close.”
- A relatively informal atmosphere is encouraged. Students should feel free to respond to question, ask their own questions and generate discussion. In order for such an environment to take hold, students must show respect for one another and the professor. (Of course, the same is true of the professor's attitudes toward students). *This type of atmosphere is useless if students do not come to class prepared. Discussions cannot be generated when students have not kept up on their reading, so be diligent.*
- Copying from professional writers (including the textbook) or other students (even with their consent) is considered cheating. Students must be vigilant. Technology makes it too easy sometimes to cut and paste from one source and borrow it for an assignment. Be aware that these types of offenses are easy to spot with little investigation (e.g., specialized software exists).
- Attendance and participation is linked to successful academic performance.
- Because this is an upper-level course, mid-term grades are not posted. Keep track of your scores!
- Extra credit is seldom, if ever, an option. *Never* count on it!

Grading & Point Distribution

Grading Scale		Point Distribution		Record Scores Here
100 – 93%	A	Exam I	100	
92 – 90%	A-	Exam II	100	
89 – 87%	B+	Exam III	100	
86 – 83%	B			
82 – 80%	B-	Paper #1	50	
79 – 77%	C+	Paper #2	100	
76 – 73%	C	Other potential assignments	?*	
72 – 70%	C-			
69 – 67%	D+	Discussion Points	100	
66 – 63%	D			
62 – 60%	D-	TOTAL	550*	

* This point total/percentage should be considered tentative
(e.g., additional assignments are possible, discussion pts. are variable)

Special Accommodations

- * Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in the Starr Building 313, x. 3057.

Syllabus Caveat

- * This syllabus (and, therefore, class) may be modified at any time at the professor's discretion (e.g., additional assignments, additional discussions, schedule changes, etc.). However, to be fair to students, the professor will try to make changes in ways that do not drastically modify the nature of the course or the scheduled assignments.

Tentative Course Outline

Date	Chapters & Topics	Assignments/ Discussions
January		
10	Introduction to Course	
12	Research Methods	S & S, Ch. 1
17	<i>Martin Luther King Day</i>	<i>No class</i>
19	Scientific & Philosophical Precursors	S & S, Ch. 2
24	Physiology & Psychology	S & S, Ch. 3
26	“	
31	Beginnings of Psychology	S & S, Ch. 4
February		
2	“	
7	Structuralism	S & S, Ch. 5
9	“	
14	TBD	
16	Precursors of Functionalism	S & S, Ch. 6
21	“	
23	Functionalism	Ch. 7
28	“	
March		
2	“Applied” Psychology	S & S, Ch. 8
7	<i>Spring Break</i>	<i>No class</i>
9	<i>Spring Break</i>	<i>No class</i>
10	“	
14	Antecedents of Behaviorism	S & S, Ch. 9
16	Development of Behaviorism	S & S, Ch. 10
21	Contemporary Behaviorism	S & S, Ch. 11
23	“	
28	TBD	
30	TBD	
April		
4	Freud’s Psychoanalysis	S & S, Ch. 13
6	“	
11	Personality after Freud	S & S, Ch. 14
13	“	
18	Contemporary Psychology	S & S, Ch. 15
20	“	
25	TBD	
27	Overall Discussion	

FINAL	Wed., May 4 @ 4:00-5:40
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PSYCHOLOGY PROGRAM REVIEW PSYCHOLOGY ALUMNI PERCEPTIONS



FERRIS STATE UNIVERSITY

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.

1-----2-----3-----4-----5-----6-----7
 Strongly Disagree Slightly Disagree Neither Agree Slightly Agree Strongly Agree
 Disagree

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 _____

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

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. _____

PART 2: WORK / CAREER (SKIP IF THIS DOES NOT APPLY TO YOU OR YOU HAVE ALREADY COMPLETED PART 1)

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 Disagree Neither Agree Nor Disagree Strongly 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

PART 2: WORK / CAREER (SKIP IF THIS DOES NOT APPLY TO YOU OR YOU HAVE ALREADY COMPLETED PART 1)

CONTEXTUAL/DEMOGRAPHIC ITEMS

1. What is your current job, if applicable?	<hr/> <hr/>
2. What other jobs have you held since graduating from Ferris?	<hr/> <hr/> <hr/>
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? <hr/> <hr/>
5. What are your ultimate career/professional goals?	<hr/> <hr/> <hr/>

PART 2: WORK / CAREER (SKIP IF THIS DOES NOT APPLY TO YOU OR YOU HAVE ALREADY COMPLETED PART 1)

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. _____

PSYCHOLOGY PROGRAM REVIEW CURRENT STUDENT PERCEPTIONS



FERRIS STATE UNIVERSITY

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 Disagree Neither Agree Nor Disagree Strongly 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

CONTEXTUAL/DEMOGRAPHIC ITEMS

1. What is your current status? <i>(Circle one.)</i>	Freshman	Sophomore	Junior	Senior
2. Did you transfer from another university/college?	Yes	No		
Did you transfer from a community college?	Yes	No	<i>(Circle one.)</i>	
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	<i>(Circle one.)</i>	
If yes, please indicate the program: _____				
4. What are your plans following graduation?	Masters Program	Doctoral Program	<i>(Circle one.)</i>	
	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.	_____



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 Disagree Neither Agree Nor Disagree Strongly 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 organized manner.	1	2	3	4	5	6	7

COMPARATIVE QUESTIONS

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 Unfavorably Seems About The Same as Most Compares Very 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? _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

****Unit Assessment Report - Four Column**

**Ferris State University
Program - Psychology (B.S.)**

Advisory Board/Committee Meetings: Less than once every two years

Next FSU Academic Program Review: 2011-2012

College: CAS

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Program - Psychology (B.S.) - Outcome #1 - Students will critically and scientifically examine human behavior, social issues and psychological research. For example, they will discriminate between ?pop? psychology and scientific psychology.	Assessment Method: Average grade in PSYC 280 Assessment Method Category: Data Analysis Criterion for Success: Average equal to or above 75%		
Start Date: 04/09/2009 End Date: 04/09/2012 Outcome Status: Active	Assessment Method: ETS Major Field Exam - PSYC 482 - Measurement and Methodology score and percentile Assessment Method Category: Test - External - Post or Pre/Post Criterion for Success: Percentile equal to or above 50	08/08/2011 - 2011 - Measurement and Methodology 64 (85th percentile) Classification: Criterion Met Action: 1 - No Action Required	
68		08/08/2010 - Measurement and Methodology 53 (45th percentile) Classification: Criterion Not Met Action: 2 - Pending Action	
		06/09/2009 - ETS Field Exam Results - Spring 08 - Measurement and Methodology - 59 (65th percentile) Spring 09: 6. Measurement and Methodology - 63 (80th percentile) Classification: Criterion Met Action:	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>Assessment Method: Item 3 from Student Exit Survey</p> <p>Assessment Method Category: Survey - Students</p> <p>Criterion for Success: Average above 5 on the 1-7 scale</p>	<p>1 - No Action Required</p> <hr/> <p>07/26/2011 - Current Student Survey Question #3, "The Psychology Program prepares students to critically examine human behavior." 2008 - average of 6.000 out of 7 (standard deviation=1.237, N=18) 2009 - average of 6.154 out of 7 (standard deviation=1.068, N=13) 2010 - average of 6.043 out of 7 (standard deviation=0.767, N=23) 2011 - average of 5.895 out of 7 (standard deviation=1.049, N=19)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Program - Psychology (B.S.) - Outcome #2 - Student will exhibit a broad knowledge of the field of psychology, including major empirical findings, theories, schools of thought (e.g. historical trends), and research methods (including statistics).</p> <p>Start Date: 04/09/2009</p> <p>End Date: 04/09/2012</p> <p>Outcome Status: Active</p>	<p>Assessment Method: ETS Major Field Exam - Overall score and 6 subfields</p> <p>Assessment Method Category: Test - External - Post or Pre/Post</p> <p>Criterion for Success: at or above 50th percentile</p>	<p>08/08/2011 - 2010 ETS Field Test - Total = 162 (75th percentile) 1. Thinking and Memory = 57 (80th percentile) 2. Sensory and Physiological = 42 (60th percentile) 3. Developmental = 46 (40th percentile) 4. Clinical and Abnormal = 67 (50th percentile) 5. Social = 70 (80th percentile) 6. Measurement and Methodology = 64 (85th percentile)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>08/08/2010 - 2010 ETS Field Test - Total = 158 (55th percentile) 1. Thinking and Memory = 47 (40th percentile) 2. Sensory and Physiological = 40 (55th percentile) 3. Developmental = 45 (40th percentile) 4. Clinical and Abnormal = 70 (70th percentile) 5. Social = 66 (60th percentile)</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		6. Measurement and Methodology = 53 (45th percentile) Classification: Inconclusive Action: 1 - No Action Required	
		08/08/2009 - ETS Field Test Results Spring 09: Total - 161 (70th percentile) 1. Memory and Thinking - 51 (55th percentile) 2. Sensation and Physiology - 45 (75th percentile) 3. Developmental - 51 (60th percentile) 4. Clinical and Abnormal - 66 (45th percentile) 5. Social - 64 (55th percentile) 6. Measurement and Methodology - 63 (80th percentile) Classification: Criterion Met Action: 1 - No Action Required	
		08/08/2008 - ETS Field Exam Results - Spring 08 - TOTAL 162 (70th Percentile). Results broken down as follows: 1. Memory and Thinking - 57 (80th percentile) 2. Sensation and Physiology - 43 (70th percentile) 3. Developmental- 53 (75th percentile) 4. Clinical and Abnormal - 72 (75th percentile) 5. Social - 64 (55th percentile) 6. Measurement and Methodology - 59 (65th percentile) Classification: Criterion Met Action: 1 - No Action Required	
70	Assessment Method: Question 6 from student exit survey Assessment Method Category: Survey - Graduate (Current Year) Criterion for Success: Average above 5 on 1-7 scale	07/26/2011 - Current Student Perspectives Question #6, "The psychology program exposes students to the necessary concepts and theories of psychology." 2008 - average of 6.111 out of 7 (standard deviation=0.832, N=18) 2009 - average of 6.461 out of 7 (standard deviation=0.660, N=13) 2010 - average of 6.217 out of 7 (standard	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		deviation=0.736, N=23) 2011 - average of 6.263 out of 7 (standard deviation=0.806, N=19) Classification: Criterion Met Action: 1 - No Action Required	
Program - Psychology (B.S.) - Outcome #3 - Students will apply psychological principles to their everyday and professional	Assessment Method: Internship Evaluation Assessment Method Category: Internship Evaluation		
Start Date: 04/09/2009 End Date: 04/09/2012 Outcome Status: Active	Assessment Method: Question 7 from Student Exit Survey Assessment Method Category: Survey - Graduate (Current Year) Criterion for Success: Above 5 on a 1-7 scale	07/26/2011 - Student Exit Survey Question #7 "Because of the Psychology Program, I am able to apply psychological principles to myself and others." 2008 - average 6.111 out of 7 (standard deviation = 0.758, N=18) 2009 - average 6.385 out of 7 (standard deviation = 0.768, N=13) 2010 - average 6.217 out of 7 (standard deviation = 0.795, N=23) 2011 - average 6.263 out of 7 (standard deviation = 0.806, N=19)	
		Student Exit Survey Question #11, "I am prepared to use the scientific method when dealing with problems and/or looking for answers." 2008 - average 5.944 out of 7 (standard deviation = 0.873, N=18) 2009 - average 5.538 out of 7 (standard deviation = 0.776, N=13) 2010 - average 5.870 out of 7 (standard deviation = 0.920, N=23) 2011 - average 6.211 out of 7 (standard deviation = 1.032, N=19) Classification: Criterion Met Action:	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
Program - Psychology (B.S.) - Outcome #4 - Students will effectively communicate psychological concepts, theories, and principles. Start Date: 04/09/2009 End Date: 04/09/2012 Outcome Status: Active	Assessment Method: Paper for capstone course Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)	07/26/2011 - Average of two measures 3.896 (Standard Deviation=0.526, N=24) Classification: Criterion Met Action: 1 - No Action Required	
		07/26/2010 - Average of two measures 3.692 (Standard Deviation = 1.059, N=26) Classification: Criterion Met Action: 1 - No Action Required	
		07/26/2009 - average of measures 3.467 out of 5 (Standard Deviation =0.790, N=15) Classification: Criterion Met Action: 1 - No Action Required	
	Assessment Method: Question 14 from Student Exit Survey Assessment Method Category: Survey - Graduate (Current Year) Criterion for Success: Above 5 on a 1-7 scale	08/08/2011 - Student Exit Survey Question #14, "I am able to communicate ideas in a clear and organized manner." 2008 - average 6.333 out of 7 (standard deviation = 0.840, N=18) 2009 - average 6.154 out of 7 (standard deviation = 0.6887, N=13) 2010 - average 6.087 out of 7 (standard deviation = 0.848, N=23) 2011 - average 6.158 out of 7 (standard deviation = 1.015, N=19) Classification: Criterion Met Action: 1 - No Action Required	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up

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