

Revised Departmental Plan
Department of Psychology and Counseling
2004 - 2009

Revised Departmental Plan Department of Psychology and Counseling 2004 - 2009

Executive Summary

The revised academic plan for the Department of Psychology and Counseling contains four goals, each with a set of objectives. Appended to each of the objectives one or more plans of action (POAs) and associated time lines. Assessment information, both general statements and specific assessment and use of data statements, are listed for each POA within each objective. Finally, we append containing statements of intended programmatic undergraduate student learning outcomes, with associated assessment measures. Similar

The goals of this Plan, and the objectives associated with each of them, are as follows:

- 1. GOAL 1: Continue to offer high quality programs to meet the needs of our students and the region**
 - a. OBJECTIVE 1: Ensure the continuing academic integrity, rigor, and breadth of the undergraduate program.
 - b. OBJECTIVE 2: Provide counselor training that is consistent with current professional standards.
 - c. OBJECTIVE 3: Service the counselor training needs of the region and the State.
- 2. GOAL 2: Actively foster the professional growth of our undergraduate students**
 - a. OBJECTIVE 1: Address the practical applications of the B.S. degree in Psychology.
 - b. OBJECTIVE 2: Address the needs of students in our undergraduate program who have graduate education as an aim.
- 3. GOAL 3: Foster a cohesive, intellectually stimulating environment in the Department**
 - a. OBJECTIVE 1 : Encourage undergraduates to be involved with psychology and to learn outside of the classroom.
 - b. OBJECTIVE 2: Encourage the development of a "student culture," for both undergraduate and graduate students
- 4. GOAL 4: Prepare for anticipated undergraduate and graduate enrollment growth**
 - a. OBJECTIVE 1: Monitor more accurately the number of majors, minors, academic concentrators, and graduate students enrolled in Department courses.
 - b. OBJECTIVE 2: Examine the allocation of resources in light of projected growth at the undergraduate and graduate level.

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This document contains the Department of Psychology and Counseling's 2004-2009 narrative plan. The original version of this document was adopted by the Department in May 2001. As requested, an executive summary has been attached.

As can be seen upon examination of the attached plan, we intend to concentrate our efforts upon improving, augmenting, and assessing our current programs at both the undergraduate and graduate level. We do not intend to delete any programs and are considering adding other program delivery services, such as a student development concentration, to our graduate offerings and an Honors track to our undergraduate Psychology program. Finally, we will study the question of whether to request permission to seek CACREP accreditation for our graduate programs. In terms of resources, this is most costly initiative we are considering.

The University-wide themes that are most relevant to our Department plan are:

- Viewing the Liberal Arts as the basis for critical thinking, ethical decision making, and life-long learning skills.
- Preparing knowledgeable managers and professionals for the future to ensure business and economic development.
- Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through grades P-K to 12 and including post-graduate Continuing Education.
- Understanding the impact of science and its relationship to the environment, ethics, everyday life, public health, public policy, religion, and technology.

Department of Psychology and Counseling Plan

2004-2009

Introduction: Staffing and Enrollment Projections

Staffing

The Department of Psychology and Counseling at the University of North Carolina at Pembroke offers the Bachelor of Science degree in Psychology, as well as an academic concentration and minor in Psychology. The Department also offers Master of Arts degrees in School Counseling and Service Agency Counseling.

The Department currently employs seven full-time tenured or tenure-track faculty, one full-time temporary faculty member, and one phased (half-time) faculty member. Five of the full-time tenure-track faculty members hold doctoral degrees in Psychology; two hold doctoral degrees in Counselor Education or closely related areas. With two faculty searches currently in progress, beginning in the Fall of 2004, the Department anticipates having nine full-time, tenured or tenure-track faculty members.

The Department currently employs one full-time limited-term instructor. We expect to continue to utilize several master's level part-time faculty on a regular basis, primarily to meet our obligations in the area of General Education. In addition, during most semesters, we expect that a graduate assistant will be assigned to the Department for 20 hours per week. Finally, we expect to continue to share an administrative secretary with the Philosophy and Religion Department, although that staffing is likely to change when the Department moves, as planned, to a new classroom building now being planned (targetted for occupancy in the 2005-2006 academic year).

Enrollment Projections: Undergraduate. Data from the Office for Institutional Research shows that course enrollments in the Department in the past year have been near capacity relative to teaching load standards. As first-year student enrollments have continued to grow, the need for additional sections of PSY 101 Introduction to Psychology has grown. As a planning target, we aim to provide seats across the academic year in PSY 101 approximately equivalent to the number of entering first-year students. In 2003-2004, for example, when new first-year enrollment totalled approximately 800, we scheduled approximately 460 seats in the Fall and 350 in the Spring.

Because increased enrollments in introductory courses generally translate into increased enrollments in upper level courses, we have experienced substantial enrollment pressure in those courses as well. In Fall 2003, for example, the number of seats scheduled in those classes equalled the number of students actually enrolled (taking into account slight under and over enrollments across the entire set of courses).

We anticipate that the pattern of undergraduate enrollment growth will continue, and that the demand for Department courses will continue to be commensurate with overall University enrollment growth. Those projections imply the following consequence for Department planning: (a) the need to schedule additional sections of introductory courses; (b) the need to expand the number of sections of upper-level course offerings; (c) the need to find appropriate classroom space and course times for all these courses; and (d) the emerging need to add faculty to teach undergraduate courses.

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Enrollment Projections: Graduate. Course enrollments in the graduate Counseling courses have remained nearly steady for a number of years now. The Department and those programs anticipate that demand for graduate Counseling courses will grow at about the same rate, or perhaps a bit less, than it has in the recent past. Growth will be mainly due to increased demand for degree offerings that are similar to counseling, such as the newly implemented Masters in Social Work (MSW) program at Fayetteville State University. We feel that congruencies between counseling and MSW course work may attract students to the Counseling programs.

Because the nature of counselor training demands a great deal of individualized instruction and a high degree of interactivity between faculty and students (as well as among students themselves), we have limited course enrollments to facilitate those outcomes. Fully admitted students have been accommodated under those limits, but special students occasionally have had to be turned away. The addition of a Counseling faculty member now being recruited should relieve those constraints, while at the same time providing a broader set of perspectives for the benefit of student training.

In those terms, we expect the Counseling program to remain reasonably stable in its needs for the near term. The widespread interest in Counseling careers among undergraduates and the national demographic bulge in that age group, however, may eventuate in some increased demand for graduate education. This is a picture we will have to keep an eye on.

Process

The present document is a revision of a more comprehensive plan submitted last year, to which the entire Department contributed when it was originally written. The Department Chair revised the present document, with input from other Departmental faculty.

Assumptions

The undergraduate Psychology program will continue to focus on theories and research in basic psychology; however, we assume that there will be increasing interest in the practical application of psychological principles. In addition, we assume that the number of students enrolling in Psychology courses (as majors, minors, academic concentrators, and for general education credit) will increase at a more rapid rate than will Departmental resources.

The graduate program will continue to focus on the professional development of school and agency counselors; however, we recognize that the provision of additional training opportunities in our Counseling programs may be warranted. We expect enrollment in the Counseling programs to increase, albeit at a much slower rate than undergraduate enrollment, an assumption that is wholly congruent with University-wide assumptions.

Unit Vision and Mission

The mission of the Department of Psychology and Counseling is consistent with the University Mission and with the goals of the Faculty Evaluation Model. Specifically, the Department's mission is to offer high quality programs and teaching for the disciplines of Psychology and Counseling, to encourage scholarly activity, and to encourage service to the disciplines, University and community.

Proposed Goals and Objectives

I. GOAL 1: Continue to offer high quality programs to meet the needs of our students and the region

A. OBJECTIVE 1: Ensure the continuing academic integrity, rigor, and breadth of the undergraduate program.

1. Plans of action (POAs) and time lines

a. POA 1 and time line:

(1) *Action:* The Department will schedule both lower-level and upper-level courses within the major such that students can gain a reasonably comprehensive education within the broad field of Psychology. Instruction in multiple courses will develop skills, abilities, and knowledge consistent with intended student learning and program objectives.

(2) *Time line:* This is an on-going activity.

b. POA 2 and time line :

(1) *Action:* Study the organization of the Psychology major and contemplate increasing the variety of courses available. For example, we would like to offer more "special topics" courses, on at least an occasional basis. These courses would enrich the major and could be structured to appeal to an interdisciplinary audience.

(2) *Time line:* This is an on-going activity. Expanding course offerings hinges on the availability of faculty teaching load time, beyond the courses the Department must offer to allow majors, minors, and concentrators to complete their requirements and to support General Education needs.

c. POA 3 and time line:

(1) *Action:* Continue to emphasize research and thinking skills in all Psychology courses. Such objectives are routinely included in course syllabi. Individual faculty members will continue to recruit and to work with students on research projects of various sorts (independent study registrations, Honors theses, informal projects). Co-curricular activities (e.g., Psi Chi, Psychology Club) will also reinforce these perspectives. The Department Chair will encourage faculty to remain themselves actively involved in scholarly projects, as models for students.

The Department Chair will publicize, internally to the Department and externally to the larger campus community, both faculty and student research accomplishments as a means to encourage others to participate in such projects.

We will pursue the development of a Departmental IRB mechanism both to facilitate the ethical approval of research projects and to support discussion of proposed research projects (especially those involving students) as a means to improve the quality of such research.

- (2) *Time line:* These activities are on-going.
- d. POA 4 and time line:
- (1) *Action:* Consider developing an Honors program in Psychology. As part of that program, develop an Honors Seminar in Psychology in which students complete a research project with a faculty mentor.
- (2) *Time line:* Very limited discussion of this issue has occurred. It will be a topic for further discussion within the Department, more particularly after current faculty recruiting has been completed.
- e. POA 5 and time line:
- (1) *Action:* In order to serve a broader audience than that served by an Honors Seminar, consider developing a Senior Seminar/Project. This seminar would complement PSY 399 (Directed Study) and could facilitate faculty and student involvement in research activities leading to conference presentations or publication.
- (2) *Time line:* The Department will begin discussion of this issue in 2005-2006. The activity is strongly dependent on the availability of faculty time to supervise such activities.
2. OBJECTIVE 1: Assessment and Use of Data
- a. General:
- The Department believes that our majors experience a rigorous program. We expect formal assessment to indicate that our students have mastered basic skills such as APA writing style, etc. Thus, we expect an examination of their capstone papers to reveal that most students performed at or above standard. If our expectation is not borne out, specific weaknesses that are detected may suggest remedial techniques, as well as further assessment techniques.
- We also believe that even an excellent program can undergo improvement. Therefore, the plans delineated above are intended to provide directions for improvement. We also recognize that enrollment growth (and the unavoidable lag in resources coupled with the state's budget crisis) may limit our opportunity to broaden our offerings. Hence, actions taken will depend not only upon the outcome of assessment described above, but also upon available resources. We believe, however, that the suggestions noted above are congruent with several University objectives.
- b. Current Status:
- (1) POA1
- The PSY 304 course instructor began requiring two copies of the papers in Spring 2002. One copy is graded and returned to the student; the second copy is added to the corpus of papers for use in program assesment. If enrollment is 30 or more, the review process will be undertaken each year. If enrollment is less than 30, papers will be accumulated until at least 30 are available.

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We will assess our Psychology majors' skills and achievement in key areas (see Statements of Student Intended Learning Outcomes; Appendix 1), using a rubric to be developed within the Department. In particular, we will assess research-oriented skills such as APA writing style, literature review, etc. Each paper in the corpus will undergo blind review by the remaining Psychology faculty. Papers will be classified as "at standard," "above standard," or "below standard." (Typically, only majors enroll in this course. In the unlikely event that non-majors enroll, their papers will be reviewed separately.) The collective assessment of the corpus will represent a summative evaluation of program success.

We are currently accumulating papers to which to apply this assessment procedure and expect to begin the first assessment in the 2004-2005 academic year.

In light of experience with the current assessment plan, we will explore other methods to assess student outcomes. Specific plans to do so are pending outcomes of the current assessment procedure.

(2) POA 2

Based on comments from student evaluations of instruction (collectively reviewed by the Department Chair), on other comments volunteered by past and present students (e.g., in notes sent to the Chair or to other faculty members), on individual faculty experiences with classes, and on literature relevant to curriculum planning, we will assess the degree to which our curriculum is consistent both with University-wide standards (e.g., for credit hours) and national perspectives. Where needs are perceived to exist, revisions in the curriculum will be proposed and approved through the normal University channels.

Note that some revisions (e.g., offering expanded arrays of courses) are dependent on the availability of faculty to teach them.

(3) POA 3

Several student research projects have been routine within the Department each year in the recent past. Some of those have eventuated in student-authored (or co-authored) presentations and publications at regional, national, and international professional conferences. Individual faculty continue to recruit exceptional students both to participate in research activities and to supervise in for-credit independent study projects. The value of research experience, both for generalized benefits to critical thinking skills and for the potential advantage in graduate school applications is emphasized in multiple courses, but particularly so in PSY 190 Freshman Psychology Seminar. The three-course Research Methods sequence specifically addresses the logical, statistical, and methodological elements of critical thinking about problems in the discipline. (See also POA 4 below.)

(4) POA 4

The Department has discussed the development of a Departmental Honors program informally. An issue not yet resolved is the relationship between any Departmental

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honors program (both its character and its participants) and the University's Honors College. We will continue these discussions.

(5) POA 5

This is an extension, in a sense, of both POA 3 and POA 4. As experience with the foregoing activities dictates, we will explore such additional initiatives as seem warranted. The development of a Senior Seminar/Senior Project is a potential extension of the central program assessment mechanism described above, as well.

B. OBJECTIVE 2: Provide counselor training that is consistent with current professional standards.

1. Plans of action (POAs) and time lines :

a. POA 1 and time line:

- (1) *Action:* Train students to meet the competencies the program expects students to achieve.

Competencies to be met are dictated by the North Carolina Department of Public Instruction and by the requirements of the National Consortium for the Accreditation of Teacher Education [NCATE] and are listed in the Counseling Programs Graduate Manual. Currently, graduate students in both the School Counseling and the Service Agency Counseling program are required to demonstrate competency in the same core areas of Counseling and in their specialty. Courses are planned with these competencies in mind.

- (2) *Time line:* These are current practices within the Counseling graduate program. The Director of Counseling Programs monitors course content and comprehensive examination performance on a term-by-term basis. Internship instructors assess student-constructed portfolios, as well.

b. POA 2 and time line:

- (1) *Action:* Examine and revise the School Counseling program to be in compliance with NCATE 2000 and NCDPI standards.

- (2) *Time line:* This POA has been completed, but represents an on-going activity, because accreditation renewal is cyclic. During the 2001-2002 academic year, the School Counseling program was reviewed by the NCATE and NCDPI accreditation teams and received quite a favorable report. The program will continue to monitor compliance with NCATE and NCDPI standards on an on-going basis.

c. POA 3 and time lines :

- (1) *Action:* Investigate the feasibility of adding CACREP approval to the Counseling programs.

- (2) *Time line:* Some initial exploration of the requirements for this accreditation has begun. The Director of Counseling Programs will continue to pursue this issue. If it

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proves feasible to do so, a Departmental task force will prepare an application of intent to seek CACREP approval. The time line is uncertain, but the 2006-2007 is a possible target date for a proposal.

2. OBJECTIVE 2: Assessment and Use of Data

a. General:

The plans described above are intended to ensure that our graduate programs remain rigorous and that our students remain competitive in the job market. Obtaining CACREP approval is one possible avenue to ensure that the excellence of our programs becomes more widely known. As noted in the undergraduate section, however, even excellent programs can undergo improvement. Specific weaknesses that are detected as a result of assessment (both our assessment and that of NCATE and NCDPI) may suggest remedial techniques as well as further assessment techniques.

b. Current Status:

(1) POA1

Achievement of competency in these areas is demonstrated through the development of a portfolio and by successfully passing a comprehensive examination over the nine core areas.

Guidelines for portfolio construction are provided to students to ensure that all relevant areas are documented. Although students gather the artifacts to be included throughout their program of study, they present and defend their portfolio during internship. An outside assessor from the professional area, a graduate student peer, and the internship course instructor provide written feedback following the defense. Students are then allowed to correct any deficiencies noted. If, in the instructor's judgment, a portfolio is not "at standard" by the end of the semester, the student may receive a grade of "F" in the internship course.

Aggregate pass rates on the comprehensive examinations show the degree to which the program is training student in the required core areas.

We intend to retain this requirement and the basic process described above for purposes of grading student work; however, for purposes of program assessment, additional Department faculty will also examine the portfolios.

(2) POA 2

The School Counseling program review by the NCATE/NCDPI site visit team in 2002 showed that the program was compliant with NCATE and NCDPI standards. The Department and the program agree with NCATE that increased diversity among Counseling faculty as an issue, and it is a priority in recruiting efforts.

(3) POA 3

Consideration of the CACREP requirements is on-going. Summaries of such requirements have been circulated to Department faculty for their review. The

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Department is currently recruiting an additional full-time faculty member to teach in the Counseling program, bringing the total within the range mandated by CACREP. Plans for a new classroom building, into which the Department of Psychology and Counseling is slated to move, will include facilities specifically designated to support a CACREP-compliant program.

C. OBJECTIVE 3: Service the counselor training needs of the region and the State.

1. Plans of action (POAs) and time lines :

a. POA 1 and time line:

- (1) *Action:* Convene the School Counseling Program Advisory Committee to seek input regarding training needs from area professionals. We anticipate the need to re-establish the membership of this group
- (2) *Time line:* We aim to have the School Counseling Program Advisory Committee meet on an annual basis.

b. POA 2 and time line:

- (1) *Action:* Re-establish the Service Agency Counseling program Advisory Committee. The Director of Counseling Programs will undertake this task.
- (2) *Time line:* The Service Agency Counseling Program Advisory Committee will be re-established during the 2004-2005 academic year and will meet on an annual basis.

c. POA 3 and time line:

- (1) *Action:* Evaluate the need for other Counseling program delivery arrangements, such as a track in Student Development in Higher Education. Additional instructional delivery mechanisms will also be explored (e.g., on-line courses, possible day sections of courses for which demand exists).
- (2) *Time line:* We continue to consider this plan of action, but it has been given a lower priority behind other elements of the Counseling program. The evaluation is likely to require student surveys, examination of employment projections, and input from the administration, as well as the commitment to provide additional resources to support such initiatives.

2. OBJECTIVE 3: Assessment and Use of Data

a. General:

These plans are intended to ensure that the Counseling programs remain responsive to the needs of the region. Based on community input, modifications and additions will be considered if deemed warranted by the Department and the University.

b. Current Status:

- (1) POA1

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Convening the School Counseling Program Advisory Committee on at least an annual basis continue be so an aim of the Program. The Director of Counseling Programs is well aware of the need to maintain, and to develop further, ties between the program and the community. Some financial support is likely to be needed to support these meetings.

(2) POA 2

Convening the Service Agency Program Advisory Committee has been a priority task for the Director of Counseling Programs for the 2003-2004 academic year. The Committee has been relatively inactive in recent times. New members will have to be recruited and the Committee reorganized. Some financial support is likely to be needed to support these meetings.

(3) POA 3

Evaluation of the need for a Counseling program track in Student Development has been deferred pending a thorough analysis of needs for such a program can be completed. Likewise, alternative delivery arrangements are of interest, but for the present have a relatively low priority for the Program. Those, in turn, are dependent on the availability of faculty/staff resources (mostly time) to carry out the analyses. A special topics offering of a college counseling course yielded relatively light enrollments. Similarly, only a few students have expressed an interest in a day Service Agency Counseling program so far.

II. GOAL 2: Actively foster the professional growth of our undergraduate students

A. OBJECTIVE 1: Address the practical applications of the B.S. degree in Psychology.

1. Plans of Action (POAs) and Time Lines:

a. POA 1 and time line

(1) *Action:* Collect information regarding the occupations and post-graduate plans of our graduates. We will assess where our graduates are employed through a post-graduation survey mailed to graduates. In addition, we will encourage faculty to solicit information from current and past students with whom they maintain contact.

(2) *Time line:* We will begin mailing surveys in the Spring of 2005 and continue this practice each year. This effort will be coordinated with the Office of Institutional Research and the Career Center to avoid unnecessary duplication.

b. POA 2 and time line:

(1) *Action:* Educate our students about career options. We will encourage faculty to continue to convey career information in Introduction to Psychology (PSY 101) classes and Freshman Psychology Seminar (PSY 190) classes. In addition, we will provide up-to-date information regarding career options on our Departmental web page. Further, we will help students understand that the skills they have acquired as

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Psychology majors will facilitate their job search. As a complement to activities in PSY 190, we will hold occasional extra-curricular sessions for Psychology majors in which preparation for post-graduate employment is discussed. We also anticipate collaboration with the Career Services Center to enhance students' abilities to gain employment after completing their undergraduate program.

- (2) *Time line:* These are on-going activities which we will continue. Much of the relevant information has been incorporated into the content and activities of the required PSY 190 Freshman Psychology Seminar. Making information available on the Departmental web page appears a reasonable outlet.

2. OBJECTIVE 1: Assessment and Use of Data:

a. General:

The plans described above are intended to enhance our students' occupational success. Because UNCP has not been wholly successful in collecting post-graduation data, we do not have an accurate baseline from which to work. Therefore, formal assessment of our success with these strategies is problematic. When appropriate, formal evaluation of our activities will be undertaken.

b. Current Status:

(1) POA1

Collection of this data is expected to occur in the 2004-2005 academic year. Other than informal feedback from graduates, we currently do not have adequate information about this outcome.

(2) POA 2

Information targetted at helping students explore career options (graduate education, professional schools, direct employment) is routinely and specifically included in the required PSY 190 Freshman Psychology Seminar. Assignments in that course are intended to help students (a) succeed as undergraduates, thereby enhancing their chances for post-graduate success; (b) realistically assess their prospects for admission to graduate or professional programs and to prepare themselves for such applications; and (c) focus on the transferable skills they achieve via the undergraduate Psychology major. Activities in PSY 190 should both complement and prepare students to appreciate cognate information they hear in other courses. Because the PSY 190 course should normally occur relatively early in an undergraduate program, students should be alerted to issues they will need to deal with no matter what their longer term career aims.

In the past two years, students in PSY 190 have written narrative assessments as a final course activity. Those narratives indicate that the outcomes listed above are being achieved reasonably effectively. We will continue to include in many of the undergraduate courses information relevant to post-graduate employment with a BS in Psychology.

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Although the Department intends to provide other co-curricular activities aimed at some of these same outcomes (via Psi Chi and Psychology Club, for example), those are still being developed at this time.

B. OBJECTIVE 2: Address the needs of students in our undergraduate program who have graduate education as an aim.

1. Plans of Action and Time Line:

a. POA 1 and time line:

(1) *Action:* We will provide information to facilitate our students' entry into post-graduate study. Faculty will be encouraged to continue to convey information regarding professional preparation in Psychology in Introduction to Psychology (PSY 101) classes and Freshman Psychology Seminar (PSY 190) classes. We will maintain and convey accurate information regarding the broad expectations held by graduate programs in Psychology and related fields. Information from published sources on graduate programs in Psychology will be collected and provided to advisors and to students. We currently post current information on graduate programs on a centrally accessible bulletin board. Currently, responsibility for posting materials on the graduate information bulletin board is assigned to the Department's graduate assistant.

(2) *Time line:* Most of the activities described above are on-going and will be continued.

b. POA 2 and time line:

(1) *Action:* We will provide advisement to facilitate our students' entry into graduate study. Students will be advised about activities throughout their undergraduate careers that will help them to develop credentials likely to promote their acceptance into graduate programs. In addition, students will be advised about course work both within and outside the Department that is likely to improve their chances for successful application to graduate programs. Although we will provide advisement to all students, we will attempt to identify the apparently more talented students early on, and advise them into activities (e.g., research activities, independent study, the Honors College, summer programs of which we become aware) that may improve their chances for success in graduate admissions.

(2) *Time line:* Most of the activities described above are on-going and will be continued.

c. POA 3 and time line:

(1) *Action:* We will develop an e-mail listserv for undergraduate majors to facilitate rapid transmission of information about internships, summer jobs, research opportunities, employment for graduates, scholarships, and other such opportunities.

(2) *Time line:* Initial steps have already been take to implement this action and we anticipate having it operational for the 2004-2005 academic year.

2. OBJECTIVE 2: Assessment and Use of Data

a. General:

The plans described above are intended to enhance our students' chances for admission to a graduate program of their choice. We feel it is important to provide guidance and support for those students who wish to attend graduate school. It is the case, however, that the majority of our students do not (and probably should not) have graduate education as a personal goal. Thus, the small numbers make formal assessment problematic. In addition, students often do not report back on the success of their graduate applications, so we have little information on which to adjust practices in the Department. When appropriate, formal evaluation of activities will be undertaken.

b. Current Status:

(1) POA1

As with the previous objective, information relevant to graduate education is routinely presented in PSY 190. Other courses (e.g., PSY 101) complement and reinforce that information. Individual faculty members advise individual students about graduate school application procedures and requirements, as well. The Department maintains a central bulletin board on which are posted current announcements received in the Department about graduate programs. To the extent currently possible, information is also e-mailed to students.

(2) POA 2

As stated above, formal assessment of this POA is problematic due to small numbers and informality of communication with students. A larger scale assessment of post-graduate careers of Department graduates could include post-graduate educational attainment (e.g., graduate degrees, professional degrees), when that is undertaken.

(3) POA 3

A current listserv containing e-mail contact information for all undergraduate majors will facilitate publicity of employment, graduate school, and other opportunities for students. Some of this is already being done by individual faculty members using BlackBoard e-mail lists. An effort is underway to develop a list for the entire set of undergraduate majors.

III. GOAL 3: Foster a cohesive, intellectually stimulating environment in the Department

A. OBJECTIVE 1 : Encourage undergraduates to be involved with psychology and to learn outside of the classroom.

1. Plans of action (POAs) and time lines:

a. POA 1 and time line:

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- (1) *Action:* Development of a Psychology club, open to any interested student. This group could co-exist with the Psi Chi chapter (a limited-membership honorary society) and occasionally share activities and programs.
 - (2) *Time line:* Currently in progress.
- b. POA 2 and time line:
- (1) *Action:* Begin a Psychology Department newsletter. Appoint a faculty member to coordinate announcements and news items of interest to students and to print a newsletter to appear regularly. This newsletter could then be distributed to Psychology students. We envision a quality publication similar to the publication put out by the Music Department. Thus, some additional funding will be required as we regularly overdraw our print budget in the course of normal instructional activities.
 - (2) *Time line:* Assuming funding is forthcoming, a Psychology faculty member will be appointed during the 2004-2005 academic year. An e-mailed newsletter will be considered as an alternative to a printed newsletter
- c. POA 3 and time line:
- (1) *Action:* Increase reading of non-textbook materials by Psychology students. Interested faculty members could promote reading in classes by mentioning recommended books or articles to students. If interest were sufficient, an informal discussion group could be held to share reactions to a book read by the group (i.e., a Psychology book club).
 - (2) *Time line:* During the 2004-2005 academic year, a Psychology faculty member will be asked to volunteer to coordinate this activity.
2. OBJECTIVE 1: Assessment and Use of Data
- a. General:
- The plans described above are intended to enhance our students' college experience. Because many of our students are employed full-time, the turnout for extra-curricular activities cannot be predicted to be high, and it has not been. We will evaluate the success of these activities and use the information to tailor future activities to our students' needs and interests.
- b. Current Status:
- (1) POA1
- A Psychology faculty member has volunteered to oversee the club's development during the 2003-2004 academic year (earlier than we had anticipated). Officers have been elected, and are planning meetings for the group. Development of a listserv for majors (and possibly for minors and concentrators) should facilitate publicity about meetings. Psi Chi, the undergraduate Psychology honorary society, continues to induct about 6-10 members per semester, and the membership is moderately active. We anticipate interest and activity in both these groups growing.

(2) POA 2

Resources (faculty time, funding) have limited this activity. An alternative we will explore is an electronic newsletter (similar to the electronic editions of the Brave Bulletin and the Pine Needle), to be distributed (or at least announced as available) to undergraduate majors via the developing e-mail listserv, or possibly course-centered e-mail lists. This is an activity of moderate priority, at best, right now.

(3) POA 3

Faculty report that they do mention non-textbook readings as suggestions to students, and attempt to encourage students to read more widely. A rather persistent comment from students, about which Department faculty members have little control, is that there is not enough time for academic reading, work and family responsibilities, and extra reading. Many syllabi include additional sources, appended as suggested reading. Commentary in courses such as PSY 190, in which preparation for graduate admission is discussed, emphasizes the value and utility of a broad range of general knowledge, both for successful performance on entrance tests such as the Graduate Record Examination and for success in graduate courses. No formal efforts have, as yet, been taken with regard to this POA, however, and its realistic feasibility may have to be revisited.

B. OBJECTIVE 2: Encourage the development of a "student culture," for both undergraduate and graduate students

1. Plans of action (POAs) and time lines:

a. POA 1 and time line:

- (1) *Action:* Continue to host social gatherings that provide an opportunity for undergraduate students to interact with faculty on a more informal basis. On some occasions these activities could be hosted by Psi Chi. On other occasions student input could be solicited to determine what type of social gathering is preferred.
- (2) *Time line:* During the 2004-2005 year, a Psychology faculty member will be asked to coordinate these continuing activities. To ensure continuity, the faculty member will be asked to volunteer for two years.

b. POA 2 and time line:

- (1) *Action:* Consider altering the format of the Counseling programs orientation to that of a drop-in social, perhaps integrating it as a Chi Sigma Iota activity (e.g., for member recruiting). Material such as "success tip sheets" could still be distributed in a more informal setting.
- (2) *Time line:* We retained our more formal orientation format during the 2003-2004 year. We anticipate participating in the Graduate School orientation to communicate program information for the foreseeable future.

c. POA 3 and time line:

- (1) *Action:* Develop a "graduate student handbook" specifically for the Counseling programs. As UNCP has expanded in terms of its graduate education offerings, differences between graduate programs have become more pronounced. Thus, the generic handbook intended to serve all graduate students is of limited usefulness.

Our Department currently provides a great deal of information in the form of handouts (e.g., portfolio guidelines) and on our website. Up until this point, a lack of printing money has kept us from pursuing the idea of a handbook. (Although we expect computer literacy in our graduate student population, hard copies of the handbook would be required, just as hard copies of the catalog are required.)

We envision developing a publication that contains not just specific relevant procedures and regulations but also contains information of interest to counselors-in-training (i.e., web addresses for professional organizations, tips for success in graduate school.)

- (2) *Time line:* The handbook was actually completed in fall 2002. We anticipate publication of an updated revision for the fall of 2004.

2. OBJECTIVE 2: Assessment and Use of Data

a. General:

The actions described above, while varied, are all intended to facilitate the development of a positive student culture. In our opinion, there are several factors that appear to mitigate against its development. First, as previously mentioned, a large proportion of our undergraduate students are employed off-campus for at least 20 hours per week. Second, our graduate programs are designed to provide part-time study for students who are employed full-time. Hence, many students are on campus only during class hours. We hope the activities described above will be successful and when appropriate, formal evaluation of these activities will be undertaken.

b. Current Status:

(1) POA1

For a variety of reasons (availability of faculty time, funding, and scheduling difficulties), informal social gatherings have shown quite limited success to date, although the Department continues to believe they can be of value. We have attempted to increase participation in the twice-yearly Majors meetings, such that students become more aware of their peers. Instructors often encourage peer interaction both in classes and outside (study groups), as one means to foster a sense of camaraderie among students. Informal observations suggest that there is a somewhat greater degree of student-student interaction emerging, although we have no formal assessment of this sense of student culture.

(2) POA 2

The Director of Counseling Programs is actively working to make the graduate student orientation both effective for transmitting needed information to new students and for developing, early on, a sense of belongingness to a cohort of students. Enrollment in common core courses, in which students see one another repeatedly, and the routine inclusion of experiential exercises in graduate classes (encouraging interactions among students) should facilitate identification with the program generically, with other students, and with faculty associated with the program.

(3) POA 3

The “Counseling Programs Student Manual” was published in Fall 2002 (a year earlier than planned). Every current graduate student received a copy of the Manual and every new admitted student also receives one. The Manual comprehensively details the specific requirements, rules, regulations, policies, practices, and time lines for the Counseling programs. The Director of Counseling Programs and other members of the Counseling graduate faculty will review and revise the Manual, with the intent to publish a revised edition for fall 2004, pending the availability of funds to do so.

IV. GOAL 4: Prepare for anticipated undergraduate and graduate enrollment growth

A. OBJECTIVE 1: Monitor more accurately the number of majors, minors, academic concentrators, and graduate students enrolled in Department courses.

1. Plans of action (POAs) and time lines:

a. POA 1 and time line:

- (1) *Action:* Formulate a brief questionnaire to administer to students enrolled in undergraduate Psychology courses. Students will be asked to supply classification (e.g., sophomore, junior, senior), major, minor and concentration.
- (2) *Time line:* Beginning in 2002, the questionnaires will be distributed each fall. The graduate assistant (GA) will compile the data from these questionnaires. In the semesters in which a GA is not assigned to the Department, the Department secretary will compile the information. Compilation of data will be complete by the beginning of the following semester.

b. POA 2 and time line

- (1) *Action:* Ask the Registrar’s Office to supply the Department Chair with a list of Psychology majors, minors, and concentrators.
- (2) *Time line:* Beginning in 2002, the Registrar will be asked to supply information each fall semester.

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c. POA 3 and time lines

(1) *Action:* Ask the Office of the Graduate School to supply to each program coordinator a list of admitted and special status students.

(2) *Time line:* The Office of the Graduate School, we are informed, is developing a data base of graduate students that will supply this kind information. We anticipate tapping that data base to answer the kinds of questions indicated above.

2. OBJECTIVE 1: Assessment and Use of Data

a. General:

These data sets will be used to plan course offerings, in conjunction with those data available from the Office of Admissions, the Office of Institutional Research, and graduate program coordinators. Further, they may be helpful in identifying advising gaps and possible issues of integration with other programs. If discrepancies are found between sets of data, attempts will be made to locate and resolve such discrepancies. The data will also be used to evaluate/project the need for additional faculty positions.

b. Current Status:

(1) POA1

The Department has contacted the Office for Institutional Research and Planning to assess the feasibility of using Student Information System data to collate lists of majors, minors, and concentrators.

(2) POA 2

The Registrar's Office is currently supplying lists of majors. Inevitably, there is a lag in this system, due to processing student declarations of major, minor, and concentration. Further, some students may have decided to on a major, minor, or concentration, and may be acting on that decision, without formal notification of the Registrar's Office. We therefore see a continuing need to evaluate the status of enrollees in our classes.

(3) POA 3

Monitoring the status graduate students appears to be a bit problematic, in a formal sense, due to the time it takes to process applications through the Graduate Office and the Department. Because admitted students must complete a plan of work with their advisor, it is reasonably easy to keep track of them. Special students are somewhat more difficult to track. Because the number of hours they can take without being admitted is small, because they may be more transient, and because our experience is that they frequently tend to register late, predicting their numbers in classes is problematic. We will continue to monitor such enrollments and work with the Graduate Office to obtain data needed for decision making about graduate courses.

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B. OBJECTIVE 2: Examine the allocation of resources in light of projected growth at the undergraduate and graduate level.

1. Plans of action (POAs) and time lines :

a. POA 1 and time line:

(1) *Action:* Assess course commitments in service of undergraduate courses (including General Education), graduate courses, Honors College courses, and interdisciplinary programs. At the end of each academic year the Department Chair will compile these data in conjunction with the required year-end workload report.

(2) *Time line:* We will continue these assessments annually.

b. POA 2 and time line:

(1) *Action:* Re-examine the minimum course offerings/scheduling required to service the Psychology major, concentration, and minor in view of enrollment growth. A faculty member will be assigned to conduct a survey of faculty and students to gather Psychology program data. Input from the Education Department will be sought regarding the academic concentration.

(2) *Time line:* Primary responsibility for this duty will reside with the Chair of the Department. Because the Chair has the responsibility to schedule Department courses, it is reasonable that such information should flow through that office. We do note that on-going changes in the requirements for teacher education certification (i.e., reduction of the number of required hours in an academic concentration to 18 as a minimum). We will maintain communication with the Education program to mesh Department course offerings with the needs of their students, as feasible within the overall structure of the Psychology curriculum.

c. POA 3 and time line:

(1) *Action:* Re-examine the minimum course offerings/scheduling required to service the Counseling programs. (Working with the School Counseling program coordinator, the Department Chair developed a five year course plan in the Fall of 2000.)

(2) *Time line:* Psychology data gathered in the Spring of 2003 will be used to develop a course plan. The Psychology plan and the Counseling plan will be reassessed yearly. Advisors will be asked for specific input regarding students' ability to finish their programs in a timely fashion.

2. OBJECTIVE 2: Assessment and Use of Data:

a. General:

The plans of action and strategies discussed above will help the Department to be responsive as well as proactive in the face of UNCP's enrollment growth. First, data will be used to develop new two-year course offering plans which will be posted in the Department. If it is determined that students are encountering difficulties in completing their programs due to scheduling, the plan/s will be revised. Second, issues of efficiency

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will be examined. The particular actions taken will depend, of course, upon the outcome of our assessment. Finally, issues related to the administration of the undergraduate and graduate programs will be examined and appropriate actions undertaken.

b. Current Status:

(1) POA1

Faculty work load data, both historical-actual and projected, affect such decisions at all levels. Within the contractual loads for individual faculty members, we aim to offer courses required within the Department as a first priority, with assignment to other duties of secondary importance.

Although we continue to seek qualified adjunct faculty, the rural geography and limited population base have made this difficult, especially for daytime sections of undergraduate courses.

As teaching responsibilities in the Department increase with growing enrollments, we will request additional full time tenure-track faculty members to teach the courses within the Department.

(2) POA 2

A data base of past course offerings and enrollments is under development currently. Those can be compared to actual enrollments at the University, especially the numbers of entering students, as a basis for projecting needed classroom space, staffing, printing and supplies, and technology resources. Introduction to Psychology is a case in point: We currently plan to offer enough sections of that course in a given academic year to accommodate about the number of entering students, with 50-60% of the projected number programmed for Fall sections and the remainder for Spring sections. With accumulated experience, we will be able to put those projections on a more reliable statistical footing.

(3) POA 3

With the recruitment of a School Counseling specialist in the current year, we believe that we will have adequate expertise, and numbers, within the Department to offer courses for our graduate students. A rotation of Counseling courses (core, speciality, and elective) has been developed that is intended to allow students to complete their program in a reasonably timely fashion.

We will continue to draw on specialists from the Psychology faculty, as needed, to cover certain elements of the Counseling curricula. The specialized expertise required for graduate courses, and the specific teaching demands of program courses (e.g., competencies that must be met within given courses), we have had some difficulty identifying individuals to teach on an adjunct basis in the graduate Counseling programs. Philosophically, we believe that it is detrimental to the overall quality of both the undergraduate and graduate programs to depend too heavily on adjunct faculty, even if they were to be available. As enrollments warrant, we will request

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additional full time tenure-track faculty members to teach the courses within the Counseling program.

APPENDIX 1. STATEMENTS OF INTENDED STUDENT LEARNING OUTCOMES AND ASSESSMENT OF THEM

Psychology, as an academic discipline, is fortunate to have widely available resources to aid in defining intended student learning outcomes. The American Psychological Association sponsored a task force that prepared a list of 10 goals for undergraduate Psychology majors, from which the statements in the table below were abstracted. On examination, it is clear that a number of the recommendations of this task force are better understood as learning objectives specific to particular courses (for example, theory and research on the biology of behavior, statistical effect size calculation vs. confidence intervals). Others, however, are reasonably understood as consistent with programmatic goals and objectives; those are the focus of the listing below.

As we understand the intent of program assessment (as opposed to the assessment of the learning of individual students), the Department needs to define goals and objectives for the program as a whole, as those might be represented in the performance of students collectively. Nevertheless, we understand that, at some low level, the programmatic outcomes do reflect the performances of individual students, yet it is at the level of the student body as a group that the program's success in meeting its goals and objectives is to be assessed.

That having been said, it is quite clear that the Department has not yet reached consensus about priorities among candidate intended learning outcomes, indeed even about which outcomes properly belong on our list. Therefore, the listing presented here is surely tentative, not necessarily what every faculty member would agree with, open to further discussion, and very far from final.

The Department will continue to debate these issues, to consider information from professional organizations, to evaluate information from relevant publications, and to monitor student performance as we progressively develop and refine these intended student learning outcomes.

The statements of intended student learning outcomes for undergraduates listed below are keyed to Goal 1, Objective 1 of the overall plan. Similar intended learning outcome statements for the Counseling graduate programs have been published as competencies listed in the Counseling Programs Student Manual. The graduate student portfolios and collective performance on the Counseling comprehensive examination are the assessment devices for those intended learning outcomes. Assessment of the Counseling program is therefore not indicated in this document.

Outcomes from assessments will be reported back to Department faculty and recommendations developed for the program. Individual faculty can use the information relevant to courses they teach to adjust content, methods, and assignments to better achieve program-level outcomes.

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INTENDED OUTCOME	ASSESSMENT	TIME FRAME
Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:	Examine distributions of grades in core content courses: Approximately normal distributions centering in the C to C+ range indicate general programmatic success in achieving this aim	Annual, using data from the Registrar's Office and the Office for Institutional Research
Use the concepts, language, and major theories of the discipline to account for psychological phenomena.	Content of the major paper required in PSY 304 History & Systems of Psychology should show appropriate use of relevant concepts and language, with respect to the theoretical contributions reviewed	Annual to biennial, depending on numbers of enrolled students
Explain major perspectives of psychology	Content of the major paper required in PSY 304 History & Systems of Psychology. The paper will focus on a selected area, in historical context. Competent performance across students indicates achievement of the programmatic objective	Annual to biennial, depending on numbers of enrolled students
Evaluate the appropriateness of conclusions derived from psychological research	Content of the major paper required in PSY 304 History & Systems of Psychology. The paper is intended to be evaluative and to use primary and secondary sources from the psychology literature.	Annual to biennial, depending on numbers of enrolled students
Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.	Content of the major paper required in PSY 304 History & Systems of Psychology. An important aim of the paper is to analyze and critically evaluate the content of an identified body of literature.	Annual to biennial, depending on numbers of enrolled students

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INTENDED OUTCOME	ASSESSMENT	TIME FRAME
<p>Demonstrate information competence at each stage in the following process:</p> <ol style="list-style-type: none"> a. Formulate a researchable topic that can be supported by database search strategies b. Locate and, choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries c. Use selected sources after evaluating their suitability d. Read and accurately summarize the general scientific literature of psychology 	<p>Content of the major paper required in PSY 304 History & Systems of Psychology. All of these elements are necessary in the development of a well-done paper.</p>	<p>Annual to biennial, depending on numbers of enrolled students</p>
<p>Demonstrate effective writing skills, including:</p> <ol style="list-style-type: none"> a. Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context b. Use APA style effectively in papers 	<p>Content of the major paper required in PSY 304 History & Systems of Psychology. All of these elements are necessary in the development of a well-done paper.</p>	<p>Annual to biennial, depending on numbers of enrolled students</p>