

PROGRAM REVIEW

2006

DEPARTMENT OF PSYCHOLOGY WRIGHT STATE UNIVERSITY

PROGRAM REVIEW AND SELF STUDY COMMITTEE

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I. Department of Psychology Program Mission NCA Criterion 1 and Criterion 5

The Department of Psychology resides within the College of Science and Mathematics of Wright State University. The Department offers five different degree programs:

- ? B.A. in Psychology
- ? B.S. in Psychology
- ? M.S. in Human Factors Psychology
- ? M.S. in Industrial/Organizational Psychology
- ? Ph.D. in Human Factors and Industrial/Organizational Psychology

The Department of Psychology at Lake Campus of Wright State University offers the A.A. degree program.

Table 1 contains mission statements from the University and College web pages along with information from the home pages of the undergraduate and graduate programs in psychology. Themes in these mission statements suggest the goal of developing symbiotic relations among life-long education, research innovation and excellence, and community service and responsibility. The Department of Psychology is committed to all three aspects of this symbiosis, and the comprehensive nature of our program provides ample opportunities for us to pursue all three dimensions of this mission.

In addition to the statements on the Undergraduate Home Page, the learning objectives for our undergraduate programs are clearly articulated on the advising forms that we provide to students. These objectives are:

- ? Be familiar with current theory and research in diverse areas of psychology.
- ? Have fundamental research design and mathematical/statistical skills needed to understand psychological science.
- ? Communicate effectively in both written and oral forms.
- ? Have skills in integrating and communicating about psychological knowledge.
- ? Have advanced research design, mathematical/statistical, and computing skills needed to critically evaluate and conduct research in a self-selected area of psychology. (B.S. only)

It is also a Department goal for specific learning objectives to be identified on course syllabi.

The combination of undergraduate and graduate programs allows our Department to attract faculty who are eager to excel in both teaching and research. The undergraduate program provides an opportunity for these faculty members to communicate their enthusiasm for psychological research to a broad range of students, including psychology majors and non-majors who take psychology courses as part of minors, as electives, as general education requirements, or as required courses in other disciplines (such as nursing). The graduate program helps to ensure resources and opportunities for maintaining active research programs, and engaging undergraduates in the research process.

Table 1: Mission Statements

University Mission Statement

<http://www.wright.edu/admin/vision/mission.html>

Wright State University will be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To those ends, as a metropolitan university, Wright State will provide: access to scholarship and learning; economic and technological development; leadership in health, education, and human services; cultural enhancement, and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research.

College of Science and Mathematics Mission Statement

<http://www.wright.edu/cosm/collegeinfo/mission.html>

The College of Science and Mathematics performs and promotes innovative research across disciplines and in collaboration with local, regional and international communities. Faculty enthusiastically cultivate an individualized learning environment designed to inspire lifelong learning and prepare students for success. Prominent researchers embrace the opportunity to work with graduate and undergraduate students, while also exploring ways to share their passion for science and mathematics with young students, thus inspiring a new generation of dynamic scientists and mathematicians.

Department of Psychology Undergraduate Home Page

<http://www.psych.wright.edu/undergraduatehome.htm>

The Department of Psychology offers programs leading to the Bachelor of Science and the Bachelor of Arts degrees. Both degree programs are designed to provide opportunities to acquire knowledge of current theory, research and application in diverse areas of psychology, and both degrees provide suitable preparation for careers in related fields and for graduate or professional school. The Bachelor of Science curriculum has greater emphasis on research methodology and is recommended for students planning academic or research careers. Both degree programs offer enough flexibility so students can supplement their individual program with electives in psychology and other disciplines or pursue a minor.

Department of Psychology Graduate Program

<http://www.psych.wright.edu/graduatehome.htm>

Our unique Graduate Program provides students a solid grounding in both **Human Factors** and **Industrial/Organizational** psychology. The program emphasizes that both specialties work best together to produce results that neither specialty could achieve alone. Students in both the Master of Science and Doctor of Philosophy programs complete traditional specialization in either human factors or industrial/organizational psychology, the second area serves as a minor area of focus. Our program is designed to foster an understanding of the relationships between the human factors and industrial/organizational specialties. Students are prepared for this collaboration by learning the fundamentals of each specialty then interacting with one another in a wide variety of research settings. The goal is a multidimensional education that prepares students for careers in business and industry as well as research, teaching, government, and consulting. Our graduate degree programs place a heavy emphasis on research, that is focused on but not limited to:

- | | |
|-------------------------------------|-----------------------------------|
| ? Workload and attention | ? Visual and auditory processes |
| ? Virtual Environments | ? Aviation, medicine, and driving |
| ? Personality and stress assessment | ? Human-Computer interface |
| ? Job performance and assessment | ? Decision making and expertise |
| ? Cognitive development and aging | ? Training |

In addition to the Human Factors and Industrial/Organizational Psychology programs, our Department also has many faculty who participate in the Neuroscience track of Wright State's interdisciplinary Biomedical Sciences Ph.D. program.

Lake Campus

<http://www.wright.edu/lake/about/>

As part of Wright State University, the Lake Campus will be the focal point for the educational and cultural advancement of the residents of West Central Ohio, providing opportunities for advanced scholarship and continuing education, for economic and technological development, and for community service.

The areas of specialization for our graduate programs were chosen specifically because of their relevance to important areas of economic development in the Greater Miami Valley. They focus on the **application of psychology to problems of work and advanced technologies**. This leads to many opportunities for collaborations between our faculty and local industries, including the Air Force Research Laboratory (AFRL) at Wright-Patterson Air Force Base (WPAFB), which is an international center for the study of Human Systems Integration (HSI). Close collaborations with the Base contribute to all three components of our program. First, jointly sponsored colloquia and conferences (e.g., International Symposium on Aviation Psychology), advanced graduate seminars, and adjunct teaching relations provide an excellent context for continuing education for both our faculty and researchers at the AFRL. Second, shared research facilities (including the CAVE VR system and the Cultural Cognition Lab), joint proposals, access to interesting problems, and long-term collaborations are a stimulus to research excellence and innovation. Finally, collaborations between WSU and AFRL become the kernel for attracting other high-tech companies to the Greater Miami Valley. This has important social and economic implications and contributes to a vibrant community that places a high value on education and innovation.

Other industrial partners include NCR, Lexis-Nexis, General Dynamics, Iams, the HR Chally Group, Reynolds and Reynolds, Klein Associates, and others. These collaborations often lead to opportunities for internships and eventually jobs for our graduate and undergraduate students. For example, four graduate students are currently supported on Air Force fellowships to conduct their thesis and dissertation work in Air Force labs; three students are supported by a grant from the HR Chally Group, and three of our doctoral graduates have taken permanent research positions in Air Force labs.

In addition to the internships that result directly from faculty collaborations, the Department manages a general undergraduate practicum program to match our students with opportunities to gain experience from community service. The Practicum in Psychology aims to foster the development of our undergraduates by extending their education through application of knowledge and skills for the purpose of **community engagement and social responsibility** in a supervised independent learning context. Undergraduates can choose from a variety of community-related experiences related to diverse disciplines within psychology including health psychology, human services, industrial/organizational psychology, and human factors. The student practicum experiences have included the following:

- ? helping to develop a survey for product interest to be administered to physicians and dentists
- ? establishing divorce support groups for children
- ? working with technology to aid pilots
- ? developing community awareness for a women's domestic abuse shelter
- ? working as a mental health technician
- ? working with delinquent adolescents
- ? providing pet therapy at an area hospital
- ? participating in a reintegration program working with male adult prisoners and their families
- ? assisting with the Safe & Drug Free Schools Program

This course has year-round enrollment that began in 2000/2001 with 15 enrollees, 2001/2002 saw 27 enrollees, 2002/2003 had 19, 2003/2004 had 17, and already this year we have had 15 enrollees. In addition to the practicum, the Psychology Club and Psi Chi encourage service learning in their projects, for example, tutoring elementary school students learning to read, providing support for science fairs, and providing assistance to senior citizens.

The Department of Psychology significantly contributes to **General Education** at Wright State University. PSY 105 is part of WSU's general education requirements for Area III Human Behavior, and PSY 110 is part of WSU's general education requirements for Area VI, the College Component Area for CoSM. Approximately 2383 students were enrolled in PSY 105 and 910 students were enrolled in PSY 110 in the 2004-2005 academic year. The learning objectives of these courses include helping students to build a foundation for understanding our natural world and principles of scientific inquiry as well as the ethics of research and its applications to promote the human condition.

The Department has strong **ties to other Wright State University programs**. The Behavioral Neuroscience component of our program complements research programs in Biomedical Sciences and Nursing at Wright State. The undergraduate courses taught by our faculty specializing in this area provide an excellent experience for students who are interested in medical school, as well as for those interested in neuroscience.

Our Department also participates with the other three Ph.D. programs at WSU (Computer Science, Engineering, and Biomedical Sciences) in the Learning With Disabilities (LWD) specialization. This is an interdisciplinary program funded as an IGERT (Integrative Graduate Education and Research Traineeship) program by NSF. This program examines the use of technology to assist people with disabilities. This involves close collaborations with Disability Services and promotes interactions with the many students with disabilities on the WSU campus. Our faculty are particularly interested in fundamental aspects of learning and in the design of human-machine interfaces that provide better access for people with disabilities (e.g., type to speech devices).

The School of Professional Psychology (SOPP), which offers a professional practice degree (Psy.D.) in clinical psychology, provides additional opportunities for collaborations. Organizationally, SOPP is completely independent from the Department of Psychology. However, the presence of this program at WSU is a great resource for our program. It provides additional opportunities for professional interactions and collaborations for our faculty. Also, the upper level students and graduates of this program provide a source of adjuncts and teaching assistants, who offer a clinical practice perspective that complements the research orientation of our faculty.

Finally, our Department works closely with Lake Campus and Sinclair Community College to help ensure a smooth transition for students who choose to begin their post secondary education at a two-year campus. This helps to ensure access and affordability for a wide range of students. We also participate in outreach to high school and younger students, for example, Wright from the Start, Green and Gold Days, Exploring Behavior Week, Science Fairs, and Tech Fest.

In sum, our program supports the mission of our University, College, and Department. It is designed to provide undergraduates with a broad survey of psychology with a strong

emphasis on psychology as a research discipline. In addition, we provide opportunities to specialize in focused areas associated with graduate programs in our Department and in the University that are well matched to industrial initiatives and employment opportunities in the Greater Miami Valley. The missions for our University, College, and Department are made available to students through the appropriate web pages, through advising forms, and through course syllabi.

II. Program Description NCA Criterion 2

The Department of Psychology has been part of Wright State University since its inception in 1964 and is one of the largest Departments in the College of Science and Mathematics. As noted in the previous section, the Department offers five different degree programs:

- ? B.A. in Psychology
- ? B.S. in Psychology
- ? M.S. in Human Factors Psychology
- ? M.S. in Industrial/Organizational Psychology
- ? Ph.D. in Human Factors and Industrial/Organizational Psychology

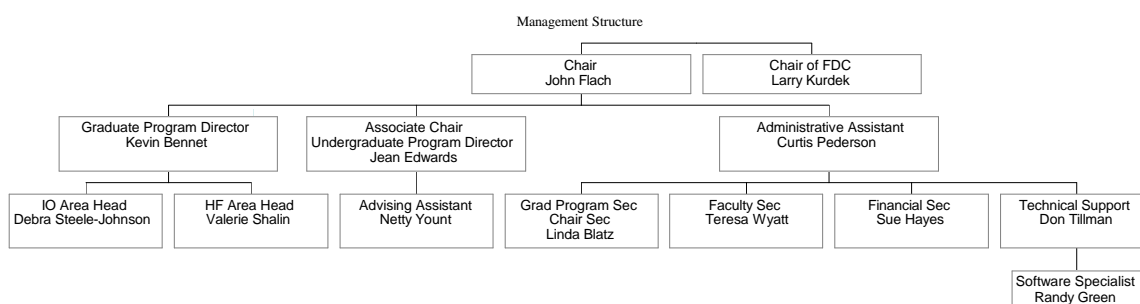
As a unit within the College of Science and Mathematics, the Department places a strong emphasis on presenting psychology as a scientific discipline. In addition, the specialization areas of our graduate programs assure our faculty members also consider the practical applications of psychology, particularly in relation to the design of work organizations and information technologies.

The management organization in the Department is illustrated in Figure 1. The names reflect the team in place in the 2004-2005 academic year. The **Chair** administers the Department and is the primary interface between the Department and the College and University administration. He is supported by an Assistant to the Chair who manages the three-person psychology office staff and a two-person technical staff. The **Chair of the Faculty Development Committee** rotates annually among the Full professors in the Department. The main function of this committee is faculty evaluations for promotion and tenure and maintaining the Department Bylaws. The **Associate Chair** is a new administrative position established formally in fall of 2004. The Associate Chair is the **Director of the Psychology Undergraduate Program** and has primary authority for all aspects of the undergraduate program, including chairing the Undergraduate Curriculum and Development Committee. This person manages the Psychology Undergraduate Program Office and manages a new centralized undergraduate advising function with the assistance of one staff person (supplemented by one graduate assistant). The **Graduate Program Director** manages the graduate program with the assistance of the graduate program administrative assistant (part of the Psychology Office staff) and two area heads (one associated with each of the two areas of specialization). The technical support staff assists with managing technology in the Department and interfaces with the University computing support staff.

Although the graduate components of our program play a significant role in shaping our program, in keeping with the purpose of this review, this report will focus on our undergraduate program. The undergraduate program offers B.A. and B.S. degrees, a minor

for students in other majors, and is an important component of both Area III and Area VI General Education. As noted in the previous section, the Department is dedicated to the principle embodied in Wright State University's institutional mission to be a "catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service."

**Figure 1 The Functional Relations among the Administrative Staff
AY 2004-2005**



Undergraduate Curriculum

In order to respond to changes in the discipline of psychology and to ensure excellence in the quality of education provided to current and future students, the Department undertook a review and revision of the undergraduate curriculum in the 1998-1999 academic year. Over the next three years, the curriculum for psychology majors was developed to provide undergraduates opportunities to achieve specific learning outcomes. Transition to the new curriculum began in the fall quarter of 2004.

The **curriculum requirements for the B.A. and B.S.** are included in Appendix A. The curriculum is designed to provide opportunities for majors to achieve the following learning outcomes:

- ? Be familiar with current theory and research in diverse areas of psychology.
- ? Have fundamental research design and mathematical/statistical skills needed to understand psychological science.
- ? Communicate effectively in both written and oral forms.
- ? Have skills in integrating and communicating about psychological knowledge.
- ? Have advanced research design, mathematical/statistical, and computing skills needed to critically evaluate and conduct research in a self-selected area of psychology. (B.S. only)

The **curriculum for the minor** in psychology was designed to provide students with opportunities to be familiar with current theory and research in diverse areas of psychology. The requirements for the minor are included in Appendix A.

The curriculum strongly emphasizes active involvement with psychology as a science. This starts with our introductory courses. PSY 105 and PSY 110 combine to cover the topics typically covered in a university Introductory Psychology course. The objectives of these

courses include the following: 1) to help students understand the vocabulary, principles, theories, and models of psychology that build a foundation for understanding our natural world, 2) to help students gain an appreciation that psychology has an experimental basis of scientific inquiry, 3) to help students understand the practical (applied), creative, and cultural dimensions of psychological scientific inquiry, 4) to help students understand the dynamic interaction between society and psychology as a scientific enterprise, and 5) to recognize and appreciate how psychological science uses its knowledge in ethical ways (i.e., promote the human condition). Sample syllabi are included in Appendix B. The courses use a common text (current text is Myers, D.G. (2004). *Psychology* (7th ed.). New York: Worth.).

- ? **Psychology 105** has a laboratory component that provides students with opportunities to explore a variety of research methodologies relevant to different areas of psychology. The weekly labs involve interactive computer programs that simulate classic research. For example, students experience principles of operant conditioning in a lab where they must train a simulated rat to press a bar for food. **Supplemental Instruction** for PSY 105 provides opportunities for students to interact in groups to discuss questions about the material covered in class, develop relevant examples, and get help in a smaller classroom setting.
- ? **Psychology 110** is a writing intensive course that provides students with the opportunity to develop their understanding of and skills in communicating about important psychological constructs.

Faculty have developed a variety of **PSY 200** courses designed to foster students' understanding of the contribution of the science of psychology to areas of particular interest to students. For example, **Drugs and Behavior** introduces the major classes of psychoactive drugs, their behavioral effects, and the underlying physiological processes. This class also discusses patterns of drug use and abuse and the impact of psychoactive drugs on society. **Stereotyping and Prejudice** presents current research on prejudice and reactions to it with the objective of helping students better understand the national debates on diversity, prejudice, and inter-group conflicts. **Human Sexuality** explores this topic from psychological and biological perspectives and encourages student participation in an honest, explicit, and potentially controversial discussion that provides the opportunity to gain insight into this important aspect of human behavior. **Mind, Body, Consciousness, and Reality** explores the mystery of consciousness and examines modern ideas about what consciousness is, how it is related to the mind and body, its usefulness, and its relation to reality.

Majors are required to take **seven of the core courses**, listed in Table 2, that cover the foundation of the various aspects of psychology, including courses on the basic psychological processes, integration of the basic processes, and application of the basic processes. Sample syllabi are included in Appendix B.

Table 2. Core Courses

Basic Processes	Integration of Basic Processes	Applications of Basic Processes
PSY 321, Cognitive	PSY 311, Abnormal	PSY 304, Industrial/Organizational
PSY 361, Learning	PSY 331, Personality	PSY 306, Engineering Psychology
PSY 371, Perception	PSY 341, Developmental	PSY 307, Tests & Measurements
PSY 391, Behavioral	PSY 351, Social	PSY 309, Health Psychology

Neuroscience		
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The keystone of the new curriculum is the methods sequence. A basic statistics course is a prerequisite to the methods sequence.

- ? **PSY 301** provides an introduction to research methods. It provides opportunities to collect and summarize data using descriptive statistics. It also introduces the American Psychological Association (APA) format for writing research papers.
- ? **PSY 302** focuses on experimental methodology and inferential statistics.
- ? **PSY 303** focuses on non-experimental research methods including correlational and mixed designs.

Both PSY 302 and 303 are writing intensive and provide opportunities for students to design and conduct research, to analyze data, and to present results and conclusions. Sample syllabi for these methods courses are included in Appendix B. Our B.S. majors take additional courses in research methodology, computer programming, and data analysis. A sample syllabus is included in Appendix B.

The new curriculum also provides **capstone experiences** with a requirement to take two **PSY 487** courses. These communication-intensive courses provide opportunities for students to integrate previous learning and develop critical thinking and communication skills. Capstone courses typically require students to read original sources, critique journal articles, actively participate in seminar discussions, present a talk on a related topic, and write and revise a paper on that topic. The content of the capstone courses offered each quarter varies. For example, **Work Stress and Well-being** explores factors in the organization of work and in the work environment which contribute to stress and identifies individual differences in vulnerability and contextual factors that exacerbate the work stress process. The learning objectives for the **Animal Behavior** are to understand evolution and how behavior is shaped by interplay between ultimate and proximate factors, to understand the mechanisms of animal behavior, to gain insight into human behavior through the study of animal behavior; and to understand how the science of animal behavior is performed. The aim of the **Selective Visual Attention** is to explore current developments and ideas in understanding the role of selective attention in visual perception, and covers a variety of related topics including selective attention, visual search, attentional capture, inattention blindness, change blindness, the Stroop Effect, and brain mechanisms of attention. The goals of **Cross-Cultural Psychology** are to gain an international perspective on behavior, cognition, personality and social roles; to gain understanding of research methods, theories and applications, appropriate for nonwestern nations; and to enhance the critical thinking, organizational competence, and communication skills used in psychology. There are a number other capstone courses covering different content areas either currently offered or planned for future quarters. Sample syllabi are included in Appendix B.

In addition to the required curriculum, the Department provides opportunities for students to enrich their undergraduate experiences. The **Psychology Honors Program** provides exceptional students the opportunity to work with a faculty on an intensive research project during their junior and senior years. A copy of the Honors Packet is included in Appendix C. Independent research and independent readings courses are also available to qualified students to enhance their undergraduate experience and deepen their understanding of psychology as a science.

As previously discussed, the **Psychology Practicum** is a four credit-hour independent study opportunity available to many students. The purpose of the practicum is to allow students to gain community experience directly relevant to their program of study in psychology, for example human factors, health psychology, human services, or industrial/organizational psychology. Students may volunteer in local agencies, private organizations, local government, hospitals, government laboratories, businesses, or industries. Typically, students will have completed PSY 302 and PSY 303 and at least one core psychology course in the relevant area of psychology before they begin a practicum. Students spend 10 -12 hours a week in the practicum field setting as well as complete required reading, annotated bibliography, activity log, literature review, or paper. A copy of the Practicum information is included in Appendix C.

Undergraduates also are actively encouraged to attend the Department of Psychology **colloquium series**, which annually hosts three presentations by outstanding research psychologists. The Department also supports a local chapter of **Psi Chi**, a national honors society for psychology students, and **Psychology Club**, a campus organization for students interested in psychology and its applications. Both of these organizations provide students with opportunities to develop leadership skills and encourage students to engage in community service that applies their knowledge of sound psychological principles.

In keeping with the Wright State University Mission Statement to provide access to scholarship, the Department is committed to providing opportunities for students to complete the B.A. curriculum in **evening courses**. It does so without sacrificing the active learning approach, that includes writing-intensive, research laboratory and capstone experiences.

To facilitate the development of the undergraduate program, a **Psychology Undergraduate Program Office** was established in 2005. This office is responsible for implementation of the new curriculum, coordination with other University undergraduate services, program assessment, and support of adjunct faculty. In addition, **academic advising** of psychology undergraduates is centralized in the Psychology Undergraduate Program Office. The Psychology Undergraduate Program Office facilitates the transition and orientation of new majors and minors into the Department, provides guidelines for progressing through the baccalaureate degree, and assists students in identifying and preparing to achieve their post baccalaureate education and career goals. Examples of these Degree Planning Guides and other advising tools are included in Appendix D.

Students

Statistics on student enrollment over the last five years are shown in Table 3. The number of undergraduate majors enrolled in the Department of Psychology increased by 67 people (12.1%) over the five-year period, and the number of minors by 10 people (23.8%). The student credit hours rose by 6,514 hours (21.9%). There was a decrease in the percentage of males in the major. The data also indicate an increase in minority students in our student body. For recent academic years, approximately 44% of students are first in their family to attend university.

Table 3. Student Enrollment

	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05
Student Credit Hours (SCH)	29,765	32,053	35,131	35,260	36,279
Weighted SCH	46,524.7	50,778.4	56,248.6	56,869.8	58,831
Majors	555	574	607	614	622
Minors	42	49	52	52	52
Male/Female	152/403	161/413	145/462	148/466	150/472
Minorities	84	96	92	107	125

Faculty

The budgeted faculty allocation for our Department over the last five years is shown in Table 4. Faculty size has hovered in the range of 21 to 22 tenure line positions over this period with one additional non-tenure line instructor position. The faculty allocation was also supplemented by .9 adjunct FTEs and 4.98 GTA FTEs. In the 2004-2005 academic year adjuncts, the majority of whom have a Ph.D. degree, taught 61 lecture sections. Graduate teaching assistants taught 98 lab sections associated with introductory psychology and methods courses. Upper level graduate students were the primary instructor for 6 lecture sections of undergraduate courses as part of our program for preparing graduate students for future faculty positions during the 2004-2005 AY.

In the 2004-2005 academic year, the tenure-track faculty was composed of seven full professors, nine associate professors, and five assistant professors. Seven faculty members were female and 14 were male. One faculty member was African-American. A list of the faculty from 2004-2005 academic year is contained in Table 4-1.

There were three unclassified, and four classified support staff in the Department in the 2004-2005 academic year.

Table 4. Budget Allocated Faculty

	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05
Professor	5.50	6.00	6.00	6.00	7.00
Associate Professor	10.50	10.00	10.00	11.00	10.00
Assistant Professor	5.00	5.00	5.00	5.00	5.00
Instructors	0.00	1.00	0.00	1.00	1.00
Adjuncts	0.90	0.90	0.90	0.90	0.90
Graduate Assistant	4.98	4.98	4.98	4.98	4.98
Total Budgeted FTE	26.88	27.88	26.88	28.88	28.88
OBR Modeled Faculty	26.01	28.51	31.70	31.64	32.70

Table 4-1. Tenure (T) and Tenure-Track (TT) Faculty in the 2004-2005 Academic Year with Year of Ph.D. Degree, Institution Granting Ph.D. Degree, and Research Area.

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1. **Bennett, Kevin B., Professor (T)**, 1984, The Catholic University of America: Display Design
 2. **Claflin, Dragana (Ivkovich), Assistant Professor (TT)**, 1994, University of Southern California: Developmental Neuroscience, Learning & Memory in Humans & Other Mammals
 3. **Colle, Herbert A., Associate Professor (T)**, 1969, University of Washington: Mental Workload/Attention, Working Memory, Keyboard Design
 4. **Edwards, Jean M., Associate Professor (T)**, 1985, York University (Canada): Personality Assessment, Stress
 5. **Flach, John M., Professor (T)**, 1984, The Ohio State University: Perceptual-Motor Skill, Ecological Psychology, Human Machine Systems
 6. **Gilkey, Robert H., Associate Professor (T)**, 1981, Indiana University: Audition, Spatial Hearing, Auditory Displays, Virtual Environments
 7. **Gooden, Martin P., Assistant Professor (TT)**, 1997, The Ohio State University: Social Psychology, Performance, Stereotyping & Prejudice
 8. **Hennessy, Michael B., Professor (T)**, 1976, Northern Illinois University: Developmental Psychobiology, Stress
 9. **Klein, Helen A., Professor (T)**, 1969, University of Pittsburgh: Applied Psychology, Cognitive Engineering, Naturalistic Decision Making, Cross Cultural Cognition
 10. **Kruger, Brian M., Associate Professor (T)**, 1969, University of Iowa: Animal Learning
 11. **Kurdek, Lawrence A., Professor (T)**, 1976, University of Illinois: Developmental, Family Psychology, Relationship Quality in Gay, Lesbian, and Heterosexual Couples
 12. **LaHuis, David M., Assistant Professor (TT)**, 2002, University of Connecticut: Personnel/Organizational Psychology
 13. **Miller, Corey E., Assistant Professor (TT)**, 2000, University of Akron: Personnel Psychology, Legal Issues, Diversity Management
 14. **Nagy, Allen L., Professor (T)**, 1974, Michigan State University: Color Displays, Visual Science
 15. **Schneider, Tamera R., Assistant Professor (TT)**, 1997, State University of New York at Stony Brook: Stress and Physiology, Persuading Healthy Behaviors
 16. **Shalin, Valerie L., Associate Professor (T)**, 1987, University of Pittsburgh: Workplace Expertise, Aiding and Training Technology
 17. **Shebilske, Wayne L., Professor (T)**, 1974, University of Wisconsin: Computer-Based Training of Complex Skills, Perception, and Motor Control
 18. **Steele Johnson, Debra, Associate Professor (T)**, 1988, University of Minnesota: Motivation, Training
 19. **Tsang, Pamela S., Associate Professor (T)**, 1983, University of Illinois: Attention, Aviation Psychology, Cognitive Aging
 20. **Watamaniuk, Scott N. J., Associate Professor (T)**, 1990, Northwestern University: 2 & 3 D Visual Motion Process, Smooth Pursuit Eye Movements
 21. **Weber, Daniel L., Associate Professor (T)**, 1977, Harvard University: Psychoacoustics, Auditory Warnings

Workload

Statistics related to workload are presented in Table 5. The average class section size has increased 27.0% over the last five years. The psychology curriculum necessitates varying class sizes. The lecture sections of PSY 105 typically range from 100 to 400 students. The lecture sections of PSY 110 typically range from 60 to 200 students. These large sessions are typically taught by a tenured professor or by the non-tenure-track instructor, whose primary responsibility is the introductory psychology classes. The enrollment in lab sessions of the PSY 105 courses is approximately 30 students, taught by graduate teaching assistants.

The 300 level core courses typically enroll 60 students and are taught by tenure-track and adjunct faculty. The basic methods sequence (PSY 301, PSY 302, PSY 303) typically enroll 64 students in the lecture sections which are divided into laboratory sections of approximately 16 students each. The advanced methods classes for B.S. majors (PSY 323, 333, 343, 353, 363, 373, and 393) enroll about 12 students. The capstone courses (PSY 487) are restricted to 16 students. The methods and capstone classes are typically taught by tenure-track faculty.

Psychology elective courses (all 200 level and a small number of 400 level) vary from 25 to 60 students. The 200 level elective courses enroll a number of students who are in other majors or who have not yet decided on a major. These courses provide opportunities to explore topics of interest to students and to emphasize to students the role of scientific methods in exploring human behavior.

Table 5. Workload

	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05
Faculty/Students FTE	22.95	23.92	27.23	27.12	25.83
Weighted Faculty/ Student FTE	34.84	36.83	42.48	42.39	40.77
Average Section Size	17.91	19.10	19.25	20.39	22.74
% SCH Taught to Major	37.6	35.7	36.9	34.5	36.2
% of OBR Model	103.34	97.79	84.79	91.28	88.32

Facilities

Technology and laboratory facilities support quality teaching. The University maintains electronic classrooms suitable for most psychology courses, including facilities for PowerPoint, CD and DVD components of presentations. The Center for Teaching and Learning, as well as computer technicians in the Department, help faculty to incorporate technology in course development.

The Department of Psychology occupies most of the third, fourth and fifth floors of Fawcett Hall. This area contains research space, faculty and graduate student offices, and general classroom space. The Department of Psychology maintains general laboratories to support teaching and research. There are two PC laboratories. Each one contains 17 computers with flat screen LCD color monitors and two printers. The Department also maintains a Macintosh laboratory. It contains 16 Apple G5 computers with high resolution 17" color monitors and two Xerox laser printers. The individual microprocessors are interconnected via a 3COM local area network. The Department has a variety of other general-purpose facilities for individual and small group testing. These include audio-visual equipment for taping or presenting information to groups, observation rooms with one-way windows, and laptop computers for field research.

The fourth and fifth floors consist of 20,000 square feet of space exclusively for psychology research. Each Psychology faculty member currently maintains a laboratory to support his/her research activities. Specialized equipment in these laboratories supports research on sensory process, motor control, spatial orientation, human-computer interaction, display design, flight simulation, memory, aging, expertise, teamwork, assessment, training, and stress in the workplace. Undergraduates who are working on honors projects or independent research courses have access to these facilities. An additional resource is the CAVE VR research facility. This facility is owned and operated by Wright State, but it is physically located at Wright Patterson, AFB.

Finances

Although the percentages in annual increases for the Department of Psychology's budget have fluctuated over the past five years, the Department continues to generate revenue at a rate more than two times its expenses as shown in Table 6.

For the AY 2003-2004, for which the most data is available, the Department generated almost \$6.8M in revenue yet had expenses of under \$3M. Over a five-year period ending with the 2003-2004 AY, while Psychology had the fifth largest increase in expenditures for the University it also had the fifth largest increase in revenues and solidly maintained a more than a 2:1 ratio of revenues to expenses. This is due in large part to the increase in Student Credit Hours for the Department where fee revenue made up almost \$4.7M of the total revenue. Psychology's Cost per FTE of \$6,906 was below Ohio's state school average of \$7,622 for undergraduates and Cost per FTE of \$22,854 for graduate students was also below Ohio's state school average of \$25,484.

Table 6. Finances

	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05
Budget (million)	\$1.98	\$2.13	\$2.43	\$2.61	\$2.67
Expense/SCH	\$79.47	\$77.01	\$80.87	\$84.28	\$87.54
Expense/WSCH	\$50.84	\$48.61	\$50.51	\$52.25	\$53.98
Revenues/Expenses	\$2.23	\$2.41	\$2.44	\$2.29	\$2.41

In addition, our faculty have been very successful in obtaining outside funding to support research, as indicated in Table 7. Funding has increased from about \$200,000 in 1994 when the Ph.D. program was established to an average of about \$1.3 million per year over the last six years. In 2004, the Psychology faculty accounted for almost one-third of the Research Incentive Funds (RIF) returned to the College. The amount of RIF generated by our faculty was about twice that of the next highest department.

Table 7. FY Grants Funding

	00	01	02	03	04	05
FY Grants Funding \$	914,391	1,508,009	1,269,446	1,728,826	1,403,522	702,658

Program Description and Courses at Lake Campus

The associate degree in psychology is a good foundation for pursuing the baccalaureate degree, which expands career opportunities. This degree offers a seamless articulation to the Bachelor of Arts or Science degrees in Psychology at the Dayton campus. Students may also articulate their associate degree to a Bachelor of Science in Organizational Leadership offered at both the Lake and Dayton campuses.

All courses offered at the Lake Campus meet the same curriculum standards as developed by the Department of Psychology and the program follows the same general education core requirements as the Dayton campus.

Over the past seven years the psychology courses have served as core requirements for majors in psychology; curriculum requirements for other majors such as social work, nursing, pre-med, sociology; and as electives for several of the other programs offered through the Lake Campus.

The program is supported by one full time-tenure track faculty member who also serves as the liaison between the Lake Campus and the Department of Psychology. This faculty member reports directly to the Dean of the Lake Campus who reports to the Provost at the Dayton Campus.

III. Program Effectiveness NCA Criterion 3 and Criterion 4

Statistics relevant to program effectiveness are shown in Table 7. Over this period **retention rates** have hovered around 75%, and there has been a 46.1% increase in the number of **majors who graduate annually**. Graduates of the psychology undergraduate programs have been accepted into excellent **graduate programs** in industrial/organizational, human factors, criminal justice, health, neuroscience, education, human services, and clinical/counseling psychology and into clinical psychology, medical, nursing, dental, and legal professional schools. There are limited data available to indicate the specific **job placement of our baccalaureate graduates**; however, contact with former students indicates that they have begun successful careers in human services, business, human factors engineering, academia, and research settings.

Table 8. Program Effectiveness

	00 - 01	01 - 02	02 - 03	03 - 04	04 - 05
Retention Rates	74%	75%	74%	72%	80%
Graduating Majors	130	130	140	150	190

The **Undergraduate Curriculum and Development Committee** meets monthly to evaluate the needs of the program. The Associate Chair is a member of the CoSM Curriculum Committee that meets monthly to consider changes at the College level. The Department is also actively involved in other initiatives to improve the undergraduate experience. For example, our Department is participating in the Foundations of Excellence Task Force reviewing the first year experience at Wright State University.

Assessment Reports

Assessment Reports based on surveys of graduates for the five-year period from 1999-2000 through the 2004-2005 academic years are located in Appendix E. In general, students' responses indicated the Department was providing satisfactory opportunities to achieve the learning outcomes identified for both the B.A. and B.S. degrees. In their comments, however, students consistently expressed concerns regarding the lack of opportunities to learn statistics in the context of psychological research and requested additional, focused research methods courses. Students also expressed the need for classes that provide opportunities to interact with other students on learning projects and to gain both written and oral communication skills. Students also expressed their desire to have a wider range of core courses in the curriculum. Many of these concerns have been addressed in the development of the new curriculum and Psychology Undergraduate Program Office.

In addition to specific classroom and curriculum issues, students' comments on the assessment surveys expressed strong concerns regarding the need for accurate and accessible advising. Prior to 2004, advising responsibilities were distributed across the faculty members. Each student was assigned to a specific faculty advisor. This system did not work well because faculty had great difficulty keeping current on changing rules and policies relevant to general education and to transfer students. Also, few faculty members had

sufficient experience to be skilled at using the computer advising tools (e.g., DARS). In 2004 the Department began the process of centralizing the advising of undergraduate psychology majors and minors in the Psychology Undergraduate Program Office.

Teaching Evaluations

The Department is dedicated to quality undergraduate teaching. Teaching evaluation is one of the three components considered in the tenure process. Quantitative and qualitative student evaluations of teaching are solicited for each different course taught each academic year, and are reviewed by the Department. Students rate each class on the following items using a five-point scale ranging from strongly agree (5) to strongly disagree (1).

Questions:

- ? Instructor available for consultation.
- ? Student responsibilities well-defined.
- ? Class time was well spent.
- ? I learned a lot from the instructor.
- ? Materials contributed to my learning.
- ? I was challenged by this course.
- ? Coming in, I was motivated to learn.

A copy of the Evaluation Form is included in Appendix F. The average student ratings of our faculty are shown in Table 9. Teaching evaluation for assistant professors and lecturers focuses on development of excellent teaching and includes an **annual classroom visit, review of the course syllabus, and personal feedback by a tenured faculty member.** Criteria for these assessments are included in Appendix F. The Department is initiating a similar procedure for evaluating the teaching performance of adjunct faculty.

Table 9. Student Evaluation of Instruction

WSU Average	CoSM Average	PSY Average
4.44	4.33	4.22
4.49	4.43	4.43
4.33	4.25	4.16
4.28	4.12	4.05
4.22	4.16	4.13
4.36	4.33	4.20
4.12	3.95	4.04

There are numerous **opportunities for faculty to enhance their teaching.** Psychology faculty members attend workshops, book groups, and other learning opportunities provided by the Center for Teaching and Learning. Recently, the Department has revised the Handbook for Adjunct Faculty and developed an orientation for these faculty members.

Graduate Teaching Assistants who are responsible for PSY105 lab sections must attend a University-sponsored orientation each fall in addition to Department orientation and teacher education workshops held throughout the year. Orientation and training are also required for Graduate Teaching Assistants in the PSY301, 302, and 303 methods sequence, and faculty teaching these sequenced courses meet to ensure consistent learning outcomes across sections.

Research Productivity

A major advantage to students in our undergraduate program is the opportunity to work with excellent faculty and graduate students who are actively contributing to the advancement of psychological theory, research, and application. Table 8 shows the cumulative indicators of faculty research productivity over the period covered by this report, based on the report of the faculty in the Department in the 2004-2005 academic year.

Table 10. Faculty Research Productivity*

	00	01	02	03	04	05
Journal Articles	18	19	14	17	10	30
Book/Book Chapters	7	4	2	11	6	6
Presentations & Invited Talks	48	54	44	56	54	52

*Data for research productivity is based on data as reported from 7 full professors, 5 associate professors, and 4 assistant professors.

Many of our faculty members are members of editorial boards and grant-reviewing panels as well as ad hoc reviewers for scholarly journals and granting agencies. Faculty and graduate students have also contributed to the application of psychology in the Miami Valley as previously noted. Our faculty members collaborate closely with researchers at the Air Force Research Laboratory (AFRL) at Wright-Patterson Air Force Base, an international center for the study of Human Systems Integration (HSI). Additionally, industrial and business partners include NCR, Lexis-Nexis, General Dynamics, Iams, the HR Chally Group, Reynolds and Reynolds, Cancer Prevention Institute, and Klein Associates.

Faculty members have also developed national and international collaborations including a Memorandum of Agreement with Delft Technical University. Four engineering students have done internships (typically 3 months) with our faculty as part of their master's program in human-machine systems. We have also hosted visiting faculty from the Tokyo Institute of Technology, Japan and from IT Copenhagen, Denmark. Our faculty have also used sabbaticals to work with foreign colleagues (e.g., Netherlands, New Zealand, Germany, and Israel).

Faculty and graduate student involvement in active research programs and dissemination of knowledge by participating in conferences and workshops **ensures that undergraduate instruction represents the current state of knowledge**. The faculty involvement in the application of psychological principles in business and industry settings in the Greater Miami

Valley also provides undergraduates current information on problem identification and solutions.

Program Effectiveness Lake Campus

Assessment of students beginning their studies at the Lake Campus has shown that those students pursuing the baccalaureate degree have experienced a smooth articulation when continuing with their studies at the Dayton campus. Since course work at the Lake Campus carries the same outcome expectations as those same courses offered at the Dayton Campus, we find that students are prepared to continue their career path with virtually no interruption. Students who complete the Associate Degree experience the same seamless transition.

Over the past seven years, we have awarded 17 associate degrees. We have not been able to successfully track all these graduates, but for those from whom we have received input, the majority have continued on for a baccalaureate degree in either psychology, organizational leadership, or related fields. Though numbers overall may be low in the major and graduates of associate degrees, the courses offered in psychology are reinforced by students in other majors taking these courses to fulfill their degree requirements.

The Lake Campus has one full-time tenure track faculty member whose promotion and tenure requirements are the same as those faculty at our Dayton campus with one exception, that being the teaching load at the Lake Campus is usually higher and thus more emphasis is placed on the teaching as opposed to the research. This does not mean, however, the faculty member at the Lake campus is not held responsible for research and professional development.

To ensure the associate degree and courses at the Lake Campus are current, the Associate Dean along with the faculty at the Lake Campus monitor curriculum changes with the Department of Psychology in Dayton.

Comparative Advantage

Relative to many psychology departments, our program is unique in three ways:

- ? Unlike most psychology departments that are resident in Colleges of Liberal Arts and Sciences, the Department of Psychology at Wright State is resident in the College of Science and Mathematics. This provides a strong mandate to present psychology as a natural science. Thus, research methods and experimental approaches to psychological questions are emphasized throughout our program. We encourage students to be skeptical of conventional wisdom about human behavior and to test that “wisdom” using the scientific method.
- ? The focus of our Graduate Program on Human Factors and Industrial/Organizational Psychology exposes undergraduates to some important areas of application that are not well represented in many undergraduate programs. Few people appreciate the role psychology can play in the design of information technologies and in the design of organizations that use these technologies. These issues become increasingly important with the explosion of computer networks and wireless technologies. The demand for these skills is great and some of our undergraduates are going directly to industry as

Human Factors Engineers. Our graduate program is challenged to keep pace with the demand for people with advanced degrees in these areas. The need is particularly great in the Miami Valley due to WPAFB and the many technology companies in the region (e.g., Lexis-Nexis, Reynolds & Reynolds, and NCR).

- ? In addition to Lake Campus, we are developing close collaborations with Sinclair Community College. This includes research collaborations to explore recruiting and retaining students in the STEM disciplines. It also includes good coordination between advising offices to insure smooth transitions from two-year campuses to our program. This helps to expand the visibility, affordability, and accessibility of our program to students throughout the Greater Miami Valley.

IV. Program Needs/Areas in Need of Improvement

Curriculum

As previously noted, the Undergraduate Curriculum and Development Committee was formed in 1998 to address some of the concerns identified in our student surveys. The new B.A. and B.S. curriculum requirements, described in Section II, were developed by this committee partially in response to students' comments on the Assessment. In the previous curriculum, students were required to take all their basic statistics in the Mathematics and Statistics Department. Only one psychology methods course was required for the B.A. In the current curriculum, data analysis and methods are integrated in the three-course sequence, PSY 301, 302, and 303. The objective was to help students better understand the relationship of statistics and research methods in the context of research addressing psychological questions. Transition to the new curriculum began in fall 2004 and full implementation of the new curriculum is underway. Comments from the **2004-2005 Assessment Survey** of graduates suggest the changes in the curriculum have been positive. The new curriculum with a three-course methods sequence places increased demands for both faculty and GTAs.

There is also room for increased integration between the Undergraduate and Graduate programs. We have not fully leveraged the strengths of our graduate program in the undergraduate curriculum. For example, we plan to develop undergraduate concentrations in Human Factors, Industrial/Organizational Psychology, and Behavioral Neuroscience.

Finally, although we are very proud of our honors program, we feel we have many excellent students who are not taking advantage of this opportunity. We need to be more proactive in recruiting students to participate in this program.

Assessment

The assessment process was revised for the 2004-2005 academic year to include **faculty evaluation of the impact of the new curriculum** on students' readiness for advanced courses. Faculty who teach either a capstone course or an advanced B.S. method course complete an assessment survey indicating how well each student was prepared by the previous coursework to demonstrate the skills needed in the capstone or methods class. The available data are promising but limited at this time. It will take time to fully implement this assessment program in a way that will provide explicit feedback for continuous improvement to the methods sequence and core courses.

Advising

All students who enter the Department since January 2005 are assigned to the **Undergraduate Advising Team**. The Advising Team consists of the Associate Chair of the Department, the Assistant to the Chair, the Psychology Undergraduate Coordinator, and a Graduate Teaching Assistant. Although the process of centralizing advising is not yet complete, the student response has been positive. The formation of the Psychology Undergraduate Program Office has also improved coordination with Sinclair Community College and with WSU's University College and College of Science and Mathematics advisors, thereby facilitating the transition process for many of our students.

Overall, the move to centralized advising has been a great success. However, it is still very much a work in progress. There are many additional improvements planned that will be discussed in the next section of this report. Eventually, it will be desirable to add at least one more full time staff position to the Advising Team.

Staffing

We are very fortunate to have a large number of people with Ph.D.s in Psychology in the region who are eager to participate in our program as adjunct faculty. Many of these people also work in area industries and research institutions or have spouses who are working in these institutions. However, far too many of our courses are being taught by adjunct professors. Currently, as many as fifty percent of courses taught in a given term are taught by adjuncts. Although the number of majors, minors, and student credit hours taught in our Department has steadily increased during the past few years, the numbers of tenure-line faculty and instructors have remained fairly flat. We are currently at the same staffing levels as when our Ph.D. program was awarded. Despite enormous growth in the Ph.D. program, in faculty research funding, and the undergraduate program, there has been little increase in staffing.

Program Needs/Areas in Need of Improvement Lake Campus

As the need for more accessibility and affordability in higher education grows expectations are the Lake Campus will also grow. Additional courses will need to be offered to meet this growing concern and thus an additional faculty member may need to be hired to eliminate the dependence on adjunct faculty.

The Lake Campus will be renovating and adding new facilities that will provide for additional instructional technology.

A better means of communication is needed between Lake Campus faculty and those at the Dayton Campus. In addition to the advising relations, we need to build relations between our student clubs (Psi Chi, Psych Club) and the students at the Lake campus, for example, field trips can be scheduled to see research facilities and meet faculty at the Dayton campus. We also need to promote dialogue on research issues with the Lake Campus faculty (e.g., exchanging Brown Bag talks).

V. Proposed Improvement Action Plan

Program Development

The planned development of the undergraduate program will draw on the current strengths of our Department: that is, a strong emphasis on the scientific principles of psychology grounded in theory and with a view toward applications in business, industries, and the well being of people in the Miami Valley and beyond. The focus of our current graduate program and the research expertise of our faculty and graduate students is in Human Factors and Industrial Organizational Psychology. In addition, we are developing a core of faculty and undergraduate courses in the area of behavior neuroscience. We are planning to develop three undergraduate concentrations that build on these strengths to prepare students to enter graduate schools and careers in human factors, industrial organization, and behavioral neuroscience psychology. Each concentration will identify a set of recommended courses in our Department and in related areas. Students who apply for the concentration will enroll in a pro-seminar that will provide information on the academic requirements of the concentration and explore graduate and career opportunities. A faculty advisor will coordinate each concentration. A brief description of each of these concentrations follows.

One concentration will be in Industrial/Organizational (I/O) psychology. The rapidly changing workplaces of today offer challenging venues for research extending basic psychological knowledge to improve the motivation, performance, training, job satisfaction, and well-being of individuals in the workplace. I/O psychologists apply their knowledge of human personality structures, social and motivational processes, and research design, measurement, and data analysis to tasks such as selecting people who fit a given work environment or designing more effective organizational structures. Graduates of I/O psychology programs are in strong demand from businesses, industries, consulting firms, government, and research institutions. Our faculty's expertise and collaborations with local business combined with our current undergraduate curriculum provide a strong basis for the development of an I/O concentration for undergraduates. In addition to the basic methods sequence and the industrial/organizational psychology course, core courses in cognitive, learning, engineering, social, personality, lifespan development, and test and measures provide an excellent foundation for the I/O undergraduate concentration. It is also expected that students pursuing this concentration will take advanced methods and data analysis courses, computer programming courses, and selected undergraduate courses in the College of Business. Students following this concentration will be encouraged to enhance their undergraduate experience by participating in independent research projects and practicum.

A second concentration will be in Human Factors (HF) psychology. Technology plays an increasing role in modern life (e.g., cell phones, home computers, iPods, integrated home entertainment systems, in-car navigation systems, e-commerce, automated check-out systems in supermarkets, etc.). Will these technologies enhance or detract from the quality of our lives? The answer to this question may depend, in part, on our ability to design systems compatible with human limitations and abilities. Human Factors is the application of research on human performance to the design of technology. Core courses in perception, learning, memory, information processing, and cognition provide the foundation for a Human Factors concentration. This core can be complemented by courses in Engineering Psychology, Human-Computer Interaction, Display Design, and Human Error to build a

strong concentration for undergraduates who are interested in participating in the design of future technologies.

A third concentration will be in Behavioral Neuroscience. An additional way in which we plan to leverage faculty expertise to promote excellence in undergraduate education is by expanding opportunities for students in the area of **behavioral neuroscience**. Study in the neurosciences is becoming increasingly popular with undergraduates throughout the country, including Wright State. Some of the best undergraduates in our Department have used their training in behavioral neuroscience as a springboard for entry into basic and applied doctoral-level graduate programs as well as jobs in industry. In addition, our offerings have attracted an increasing number of Pre Med students to major in psychology. Study in behavioral neuroscience is unusually well supported at Wright State. A wide array of behavioral neuroscience courses already is available in the Department. Core courses of behavioral neuroscience I and II, and behavioral neuroscience methods, classes in hormones and behavior, drugs and behavior, and several advanced "capstone" senior-level seminar-style classes in specific content areas are now being taught, and a class in cognitive neuroscience techniques is currently under development. These classes are taught by three tenured faculty and a full-time lecturer. Many students work in the behavioral neuroscience laboratories of our faculty, and grants from NIH and NSF have been awarded to support this effort. At the University level, the presence of a School of Medicine in close proximity to our Department helps promote a vibrant culture of biomedical study and research. Within the School of Medicine, the Department of Neuroscience, Cell Biology and Physiology and the Department of Pharmacology and Toxicology offer additional relevant classes for undergraduates (e.g., neurophysiology) as well as research opportunities. There is also a doctoral program with a track in Neuroscience into which some of our recent undergraduates have been accepted.

With growing interest in, and support for, the behavioral neuroscience area, our Department is positioned to grow this area into a major focal point of undergraduate education at Wright State. Over the next five years, the Department plans to orchestrate this growth through a formalization of this area of study (as a "track," "concentration," or part of an interdisciplinary major in the neurosciences), additional class offerings, consolidation and expansion of our faculty in the behavioral neuroscience area, and the securing of additional grants from national agencies to support the training of undergraduates in behavioral neuroscience laboratories. The existence of the program will be promoted through catalogue descriptions, our undergraduate advising office, and our high school outreach efforts. In summary, the goal will be to build on current Department and University strengths to establish a comprehensive, highly visible program for study in behavioral neuroscience that integrates classroom teaching and laboratory research, and offers an unusual array of relevant educational experiences for those psychology majors intending on pursuing careers in neuroscience-related fields.

Advising

Future goals for advising include identifying and supporting groups of students who have special needs. First we will focus on identifying **academically outstanding majors**. The Undergraduate Office will encourage their involvement with faculty and graduate student research early in their academic career. The Undergraduate Program Office will provide information and support for their participation in activities such as honors theses, independent research, practicum experience, and Psi Chi that would enhance their knowledge

of and preparation for graduate school. These talented students can provide a core group that will enhance the learning experience of all undergraduate psychology majors. There is also a need to provide a supportive environment for **students who are directly admitted to the Department** based on their outstanding high school GPA. The transition to university from high school can be a challenging adjustment, and those who were very successful in high school may struggle in the university setting. We are considering developing a learning community for these direct admits. A third group that needs support to enhance their undergraduate experience is **first generation students**. Wright State University has approximately 44% of students who are the first in their immediate family to attend university. We need to provide the support and information these first generation students need for a successful transition to university and their future careers.

The Degree Planning Session (DPS) provided to new majors clearly presents the learning objectives of curriculum and discusses academic expectations for psychology majors. This session also provides guidance for comparing and selecting either the B.A. or B.S. curriculum early in their major. We also ask participants to consider their long-term future goals. However, Planning Sessions **preparing students for transitions beyond the baccalaureate** are needed. Many students do not clearly appreciate the relationship between their undergraduate preparation and their future career or post baccalaureate education options. We are developing benchmarks for students identifying quarters when course sequences should be completed and students should be looking at various aspects of their plan such as working in faculty labs, investigating graduate schools, assessing their readiness for the Graduate Record Examination, etc. We also need to develop Planning Sessions for students who will begin their careers immediately after achieving their undergraduate degrees. We will coordinate with Career Services in this endeavor. The DPS will soon be available online for students to review.

More staff is needed in the Psychology Undergraduate Program Office to ensure more opportunities for students to meet with an advisor in a timely manner. Enrollment in psychology continues to increase. In the 2005 fall quarter, 627 psychology majors were taking classes; the unweighted credit hours for psychology increased from 10,990 in winter 2005 to 11,954 in winter 2006, a nine percent increase. As students learn about centralized advising, requests for individual advising appointments as well as drop-in advising requests have increased. The success of our advising efforts and the convenience of centralized advising for students, however, have resulted in longer times before students can meet with an advisor. This is especially true during peak periods such as registration, beginning of quarters, and graduation application deadlines. We also need staff resources to provide **early alert and intrusive advising** to students who are heading for academic problems. Any program we develop will coordinate with programs provided by the office of the CoSM and other University support resources.

Evaluation

As previously noted we revised our Assessment of learning outcomes to include faculty evaluations of student preparedness for advanced courses. We also have changed our procedure for the distribution of assessments to students. Previously, assessment surveys were mailed to graduates several weeks after graduation. This procedure resulted in a very low return rate. We are exploring other procedures, including distributing assessment in capstone courses.

In addition to assessing learning outcomes, we are beginning an assessment program for advising. The first initiative in the process focuses on student satisfaction, the second step will focus on assessing student comprehension of the material presented, and the third step will assess the relationship between advising and specific objective outcomes, including rate of degree completion and participation in curriculum enhancement activities such as practicum, independent research, and honors projects.

Student Recruiting

Many students transfer from two-year institutions, and we are committed to facilitate the transition of these students to our program. The Associate Chair is a member of the OBR Transfer Articulation Guide Psychology Panel. We have met with the Chair of the Department of Psychology and other representatives at Sinclair Community College to discuss our new curriculum and to resolve issues that impede transfers to our program, and we are developing Degree Planning Guides and Degree Planning Sessions specifically for transfer students. In the coming year, we are planning to develop stronger ties to our Lake Campus, and to actively recruit their students. We are also discussing ways we can recruit outstanding high school students for direct admissions to our Department. A keystone to this effort will be the development of a supportive community within the Department to guide these students into the Departmental Honors Program.

The Department will continue to promote higher education to students in the Miami Valley by participating in Wright from the Start, Green and Gold Days, Exploring Behavior Week, Science Fairs, and Tech Fest.

Faculty Staffing

Our Dean has been very sensitive to our need for increased faculty staffing and is working with us to find the necessary resources. This past term (Winter 2006), we were able to add a one-year instructor position. We are working with the Dean to make this a permanent position – increasing the number of Instructors in our Department to two. We will also be asking to initiate a search for an additional tenure-line faculty position in 2007.

Proposed Improvement Action Plan Lake Campus

Communications between faculty at the Lake Campus and those at the Dayton Campus will be improved by working with the Lake Campus Administration and Department Chair of Psychology at the Dayton Campus to create a better means of collaboration and communication. This will be accomplished by having faculty from the Lake Campus appointed to active committees with the Department of Psychology; having faculty from the Lake Campus attend professional development sessions held by the Department; and working with Department advisors and student groups at the Dayton Campus to assure the students make a successful transition and continue to develop in their major. This plan of better communication and transition between the two locations was initiated during this past academic year (2005-2006) and will be reviewed at the end of the spring quarter 2006.

Appendices

Appendix A: Curriculum

Appendix B: Sample Syllabi

Appendix C: Departmental Honors and Practicum Information

Appendix D: Advising Tools

Appendix E: Assessment Reports

Appendix F: Teaching Evaluation

Appendix A: Curriculum

B.S. Degree Requirements

B.A. Degree Requirements

Psychology Minor Check Sheet

Appendix B: Sample Syllabi

Introductory Psychology

Psychology 105

Psychology 110

Basic Processes

Psychology 321, Cognition and Learning

Psychology 371, Perception

Integration of Basic Processes

Psychology 341, Lifespan Developmental Psychology

Psychology 351, Social Psychology

Application of Basic Processes

Psychology 304, Industrial/Organizational Psychology

Advanced Methods

Psychology 353, Social Psychology Methods

Psychology 393, Behavioral Neuroscience Methods

Methods Sequence

Psychology 301, Basic Research methods in Psychology

Psychology 302, Experimental Methods in Psychology

Psychology 303, Alternative to Experimental Methods in Psychology

Psychology 487 Capstone Seminar Courses

Selective Visual Attention

Cross-Cultural Psychology

Appendix C: Departmental Honors and Practicum Information

Department of Psychology Honors Packet

Department of Psychology Practicum Information Sheet

Appendix D: Advising Tools

BS Degree Planning Guide

BA Degree Planning Guide

Advising Survey Form

Advising Notes Form

Appendix E: Assessment Reports

1999-2000

2000-2001

2001-2002

2002-2003

2003-2004

2004-2005

Appendix F: Teaching Evaluation

Student Evaluation Form for Evaluation of Teaching

Guideline for Peer Evaluation of Teaching