

PROGRAM REVIEW COMMITTEE REPORT

Fall, 2014

Psychology

Goals, Objectives, and Activities

Psychology recognizes its hierarchy within the University and School of Social and Behavioral Sciences. Psychology recognizes eight major topic areas that all graduates with a Bachelor of Science in Psychology should have developed through the program including: research, critical thinking, grounded knowledge, presentation skills, self-awareness, sociocultural awareness, preparedness for the workforce, and career planning. Four additional goals specific to the Psychology program are outlined: 1) to prepare students for careers, 2) to provide support courses for general education curriculum, 3) faculty research and development that facilitates the delivery of up-to-date knowledge of the field, and 4) involvement in research projects and outreach that benefits the student.

The Psychology program is an integral component of the General Education requirements set forth by the State of Arkansas Department of Higher Education. These requirements apply to both associate and baccalaureate degree programs. The Introduction to Psychology course (PSY 1013) is one of the most popular courses in which students enroll to partially fulfill these requirements. Five to six sections to PSY 1013 are offered each semester to meet the student demand. Each section has an average enrollment of 55 students. In addition to PSY 1013, three courses are identified as essential support courses for Nursing, Agriculture, and Criminal Justice students. Psychology recognizes its role in the Bachelor of General Studies degree by offering a required block of courses totaling 18 credit hours.

Most of the psychology students obtain work in the Human Services area. The seven counties that make up the southeastern DHS district have a documented severe shortage of mental and behavioral health service providers. UAM Psychology graduates are the primary sources of social work I level employees for DHS. This includes case managers, intake specialists, and child protective service workers. The region is also greatly lacking allied health services. It should be noted that many graduates seek advanced degrees in areas other than Psychology related fields. Over the years students have been admitted to Speedy Therapy, OT,

and education programs. Other students have taken positions with the courts and corrections department. In addition, Psychology is a popular second major for many students seeking degrees in Social Work, Criminal Justice, and Nursing.

Undergraduate student enrollment in the Psychology program has been stable at 80-90 students during the past five years. The program has shown no trends of growth, however a stable enrollment of majors and influx of non-majors that require Psychology course as support classes and/or general education are essential.

Curriculum

The course curriculum in the Psychology Program at UAM appears to have adequate foundational courses. The foundational courses (1000-2000 level) have stated content that adequately address the fundamental aspects of psychology as a science with surveys of the diverse areas in the profession. PSY 1013 is the most basic course and one that a majority of students from across all disciplines at UAM enroll in for their general education requirements. In addition to fulfilling general education requirements of the university and state, PSY 1013 is a prerequisite for all other psychology courses. The design of the course emphasizes the scientific study of human behavior and consciousness and appears to adequately prepare students for upper level courses. The program has one 1000 level course (PSY 1013), three 2000 level courses, and 19 upper level courses in psychology. The number and diversity of courses offered appear to be sufficient for the program and offer a wide diversity of topics that students can study.

The curriculum has five senior level seminar courses:

PSY4683 Seminar: Psychology as a Career
PSY4683 Seminar: Criminal Profiling
PSY4683 Seminar: Psychology and Terrorism
PSY4683 Seminar: Crisis Intervention
PSY4683 Seminar: Deviant Behavior

The specific topics of each seminar are relevant and of interest to not only psychology majors/minors, but also students with majors/minors in social work, education, and criminal justice. The format of the seminar courses promotes the development of organizational skills,

intelligent thought, research abilities, and oral communication skills of the students. These attributes help prepare the graduates for the challenges they will encounter in their careers and beyond. It appears that most courses in the Psychology Program at UAM are designed to include significant research, analysis, and interpretation of topics with regard to their relationships to psychological principles. This design concept will also prepare graduates for successful pursuit of graduate studies.

The documentation presented for curriculum review of the Psychology Program at UAM indicates that the curriculum adequately prepares students for careers in the diverse areas of psychology, social work, education, criminal justice, and graduate studies in these areas. Evidence reveals that the curriculum is designed to challenge the students to dig deeper into the psychological aspects of human behavior, both historical and current. Professors and instructors in the program appear to be active in professional development and curriculum assessment. Curriculum assessment and improvement are established protocols of the program. Many courses in the curriculum are offered in traditional classroom lecture, online, and hybrid classroom-online formats. Course content and delivery mechanisms are modified as needed to keep the curriculum relevant, efficient, and available to a mix of traditional and non-traditional students with diverse learning styles.

The Bachelor of Science in Psychology requires satisfactory completion of 120 hours of course work. All 120 hours must be in courses numbered 1000 or above. Included in these 120 hours is a 35 hour General Education requirement. The courses which may satisfy this General Education requirement are found in Appendix A. Also included in the 120 hours is a 12-hour institutional requirement known as the B.S. Identity Requirement, found in Appendix B.

The Psychology major requires 34 hours of Psychology coursework.

Required Courses:

PSY 1013	Introduction to Psychology
PSY 2203	Statistical Methods
PSY 2294	Experimental Psychology
PSY 4673	Abnormal Psychology

One of the following courses:

PSY 3253	Adolescence
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PSY 3433 Child Development (Note: CLEP credit cannot be used.)

One of the following courses:

PSY 3463 Guidance and Counseling
PSY 3493 Fundamentals of Measurement

One of the following courses:

PSY 3483 Physiological Psychology
PSY 4603 History and Systems in Psychology

One of the following courses:

PSY 3243 Social Psychology
PSY 4623 Psychology of Personality

AND: 9 hours of electives in Psychology (must be at the 3000-4000 level)

Psychology majors are also required to select a minor, which requires a minimum 18 hours of coursework in another field.

In addition to majoring in psychology, students at UAM may also minor in psychology. The Psychology minor requires 18 hours of Psychology coursework. The following courses are required to receive a minor in psychology:

PSY 1013 Introduction to Psychology
PSY 2203 Statistical Methods
PSY 2294 Experimental Psychology
9 hours of electives in Psychology (must be at the 3000-4000 level)

The Psychology faculty continually review the curriculum to ensure that course offerings are reflective of the current knowledge base which is perpetually changing. An additional objective of review and revision of the curriculum is to ensure that courses are offered which reflect the current focus of the discipline, especially as reflected in the current research of faculty members. In order to maintain maximum flexibility, the Psychology program has a course that is designated as a “special topics” (PSY 4683 Seminar in Psychology).

Substantial curriculum changes begin with proposals from the Psychology faculty. These proposals are reviewed by the Dean of Social and Behavioral Sciences. When approved, the Dean submits the proposal to the Academic Council, which includes the Deans of all UAM units,

the Registrar, and the Provost and Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at an Academic Council meeting for Council approval. Proposals receiving the Academic Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S Committee representative from the School of Social and Behavioral Sciences then presents the proposed changes to the C&S Committee for their discussion. If approved by the C&S Committee, the proposal is forwarded to the UAM Assembly where it is brought to a vote. Once it has received the approval of the Assembly the proposal is sent to the Registrar's Office for inclusion in the official University catalog. Changes to the curriculum that involve substantial changes to the current program of study must then be approved by the Arkansas Department of Higher Education.

The following courses are offered through distance learning:

PSY 1013	Introduction to Psychology
PSY 2203	Statistical Methods
PSY 2263	Mental Health
PSY 3243	Social Psychology
PSY 3443	Developmental Psychology
PSY 3463	Principles of Guidance and Counseling
PSY 3493	Fundamentals of Measurement
PSY 4643	Applied Human Service Skills
PSY 4673	Abnormal Psychology
PSY 4683	Seminar

Online courses are treated the same as face to face courses in terms of registration, prerequisites, and syllabi. Students register for the on line classes during regular registration. Beginning this academic year all first time on line students must participate in the *e-mentoring* program. This consists of face to face or on line instruction designed to familiarize students with Blackboard and the University computing system. Students must demonstrate computer proficiency in order to enroll in an on line course. Students who have completed an on line course are exempt from the requirement.

Most instructor-student interaction for online courses are via the Blackboard online system. Assignments, web based discussion sessions, and other activities are designed for each course. Students may follow up in person, through email, or through telephone contact. Instructor expectations, learning outcomes, and goals are clearly defined prior to content delivery for each module. Students are encouraged to discuss content from each module through discussion boards. In some classes, students are given a quiz over each module with instructor

feedback on each missed question. Classes require the online submission of a paper which is returned electronically with instructor feedback. Exams may be administered online or are administered face to face on the UAM campus. Objective on line tests are scored immediately and the student's score reported back immediately. Feedback on other assignments must be given in a reasonable amount of time. Instructors are required to have virtual office hours during which time student inquiries are responded to immediately. Responses to any student inquiry must occur within 24 hours of the message, except for weekends. Student discussion boards are employed using Blackboard and may be monitored by the instructor or allowed to be a free exchange of ideas between students.

This year the program will begin to employ hybrid courses in which there will be some face to face contact, web based presentation, and streaming interactions. This model was recently tested in another area of the School with excellent results. The use of the hybrid removes several of the limitations of strictly online courses and seems to increase student ratings of the course.

Program Faculty

The Psychology program has four full-time faculty positions:

Rick Clubb, Ph.D.,	Professor, Dean	
Wayne, Poniewaz, Ph. D	Associate Professor	
Myeong Kim, Ph.D.	Associate Professor	
	Licensed Psychologist	
Seugyeon Lee, Ph.D.	Assistant Professor	
Krista Nelson, Ph.D.	Assistant Professor	(Dr. Nelson left in 2014)
	Licensed Psychologist	
Kathy Carmical, MS, LPC	Adjunct	
	Licensed Practical Counselor	

Because psychology falls under the School of Social and Behavioral Sciences, other faculty members provide their expertise as it relates to psychology. All tenure-track faculty have terminal degrees. All faculty members have significant experience outside academia relating to their teaching fields, and all faculty members regularly undertake professional development and scholarly activities in order to maintain currency. All faculty members have also engaged in significant university and community service.

All new faculty in psychology undergo the official university orientation process offered during the Faculty Development Week preceding the fall semester. New faculty also partake of

follow-up workshops focused on topics such as academic advising. Faculty undergo an annual evaluation process that consists of an evaluation report reviewed by colleagues, and student course evaluations. Classroom evaluations are also part of this process. These various evaluations are reviewed by the dean to complete an annual performance review, which is then discussed with the faculty member and forwarded to the Provost.

Faculty, in psychology, teach approximately 12-15 hours per semester. Credit hours per instructor vary based on rank and the needs of students. Opportunities to teach overloads and summer courses are also available.

Program Resources

The psychology program has excellent faculty members that play a major role in the success of the program. The faculty members have earned their Ph.D. from prestigious programs and they have engaged in several professional development activities that have been funded by institutional support to attend professional meetings in state and out-of-state and attend various workshops/seminars. Faculty members are supported with institutional training and financial incentives for those wishing to develop on-line or hybrid courses. This is in addition to the workshops that the university provide every year during faculty development week.

Through support provided by Social and Behavioral Sciences and institutional expenditures, six classrooms in the Memorial Classroom Building (MCB) are equipped with a computer, a document camera, and a projector. Two additional technology capable classrooms will be completed in the Fall of 2014. The psychology faculty members use these smart rooms for instruction.

The MCB houses a computer lab dedicated to use with students who need tutoring or training in the process of writing reports and papers. This Writing Center is staffed by a professional full-time director who, in turn, supervises tutors for students needing help. The MCB does have wireless access for students who wish to bring their own electronic devices.

Equipment purchases for past three years are shown in the table below:

Item Description

Dell Optiplex 960 Desktop Computers (1 purchased for faculty office)
Dell 1440c Laser Printer
Dell Laptop Computer (2 for faculty use at conference presentations)
Fujitsu Scan Snap document scanner (Ix 500 for test scoring)
DVD on Psychology of Arkansas Delta (Bayou Bartholomew)
Dell Optiplex 960 Desktop Computer (for classroom)
Remark Office OMR software for Survey scoring and analysis
Back-Ups 550VA Backup Power Up Supply (for faculty office)
SPSS statistical software
Dell 1210S Projector (2 for classroom)
Projector mount

The Fred J. Taylor Library and Technology Center's collections comprise over 500,000 items including books, bound periodicals, microforms, government documents, and serial subscriptions. Many items are now available through on-line full text database resources (e.g., ScienceDirect, SpringerLink). The total budget for the entire School of Social and Behavioral Sciences is \$18,700 and is spent on books, e-books, journals, e-journals, and databases.

Within the past few years, several program improvements have been made. The Psychology program hired a new tenure-track faculty, Dr. Lee. Dr. Lee has already organized and established a new Psychology Club for all majors as well re-established the previously defunct Psi Chi. Dr. Lee has already begun considering new Horizons programs for Psychology students to allow our student to experience different cultures and their relationships to various topics in the field of psychology.

The School of Social and Behavioral Sciences continues to upgrade classrooms to Smart Rooms. The Psychology faculty members are now able to use the latest in technology in their teaching. Two additional smart rooms will be completed by the end of the fall 2014 semester.

Majors/Declared Students

The table below shows the number of Psychology majors over the last three years. All majors are undergraduate students; the Psychology program does not offer graduate classes.

<i>Declared Psychology Majors</i>		
2011	2012	2013
81	87	81

The School of Social and Behavioral Sciences communicates the SSBS Student Learning Outcomes and expectations to prospective students in the following ways:

- Prospective students are contacted by the School of Social and Behavioral Sciences by letter in response to recruitment lists provided by the University and/or students attending orientation sessions hosted by the university. These individuals are encouraged to visit with faculty during office hours, sit in on lectures and/or attend orientation meetings hosted by the department at the beginning of the fall semester.
- Faculty from the School visit local schools to discuss fields related to SBSS majors.
- The early College program has grown greatly and helps prepare students for college.
- For those students that have already designated their interest in majoring in psychology, the SSBS sends out recruitment letters addressing a specific interest in the field of psychology and how UAM prepares them for their future.
- Direct contact is made to prospective students through departmental displays manned by representatives of SSBS at UAM campus-wide events connected with Homecoming, Parents Day, Weevil Welcome Days, etc, whereby students are offered informational material related to studying Psychology in the School of Social and Behavioral Sciences.
- Additionally, the SBSS produces brochures and fact sheets about careers in the various departments found in the SSBS. All promotional information is either given/mailed to the students directly or is available in the School of Social and Behavioral Sciences main office, on request.

The SSBS is engaged in several programs/methods to help retain students, including:

- SSBS Student Research Forum: Several students attended and presented at state-wide conferences and are scheduled to attend national conferences in the 2014-15 academic year. The students develop and refine their presentation as part of the research methods or related courses within their majors.
- SSBS Student Retention Committee: As with assessment, retention has not been formally examined in recent semesters. The Committee was inactive and little organized discussion or evaluation was undertaken. Most of the work was conducted at the major or class level. This spring (2014) the Retention Committee was reformed and charged with developing a comprehensive program. The Committee is scheduled to present the plan to the School in the fall, 2014 semester. The plan will be implemented in the spring, 2015 semester.
- Academic honor societies have been established and reorganized this year to help build a social cohesion to our student body and to help retain our high achieving students. All five majors have a UAM chapter:
 - Alpha Phi Sigma – the National Criminal Justice Honor Society
 - Phi Alpha Theta – The National History Honor Society
 - Pi Sigma Alpha – the National Political Science Honor Society
 - Psi Chi – the National Psychology Honor Society
 - Phi Alpha – the National Social Work Honor Society.

- The Annual Awards Banquet, where outstanding seniors (and a limited number of other students that have gone above and beyond what is expected of them) are brought together and honored for their academic achievements and/or their service to the school.
- Academic Achievement Letters are currently being drafted to be sent in future semesters to students that excel academically, whether they make the Chancellor or Dean’s lists or they present a paper at a conference. These letters can then be put into their portfolios and used to promote themselves for jobs, graduate school or law school.
- Encouragement Letters are currently being drafted to be sent in future semesters to students that have been put on academic probation to encourage them to take steps in the next semester to bring their grades up and thereby get off of probation. Included in this letter will be brochures about services already available at UAM to help them improve their study habits and improve their academic performance, i.e. information will be included about such services as the writing center and the new e-mentoring program.
- The SSBS *Horizons* Program offer students more travel/study opportunities than previously, which helps personally engage them in their studies and expands their knowledge of the world. The confidence and knowledge that they gain on these trips has been found to help retain students toward graduation, but also to prepare them for their careers after graduation. (A full description of this program is included in Appendix E).
- Display Cases on the 2nd and 3rd floor hallway showcases the achievements of students and faculty in the department. The student achievements that have been highlighted in this case range from various political science, psychology and social work students going to and presenting at conferences to a number of students that have won prestigious scholarships based on their academic performance.

In addition, the School of Social and Behavioral Sciences offers the following:

- Flexible scheduling in terms of location, instructional modality, and availability are all ways the Unit makes student learning accessible, with this including the offering of evening and night classes during the fall and spring semesters.
- The School further offers a wide range of online courses in all disciplines.
- The unit supports the Early College High School program by offering core courses like American History, Survey of Civilization and Introduction to Psychology.

The following table shows the number of graduates in Psychology over the last four years:

<i>Year</i>	2011	2012	2013	2014	Total	<i>Five Year Mean</i>
<i>Graduates</i>	16	15	16	19	66	16.5

Program Assessment

The Psychology program does not currently have a formal program assessment process for determining graduate outcome data and course effectiveness. The program has recently formed an Assessment Committee to develop a formal process. In the School of Social and Behavioral Sciences, student learning is first and foremost measured according to assessment processes created by individual professors for individual courses. Hence, most curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor.

To ensure that each professor within the SSBS is adhering to the standards set forth for the SSBS as a whole, faculty members are required to create comprehensive syllabi for each course. Each syllabus is then further monitored by the SSBS Dean to ensure that they include the information needed by students to complete the course, i.e. specific grading components, student learning outcomes specific to the course, assignments, daily schedule, disciplinary guidelines, etc. Faculty members meet by discipline each year to plan the next year's courses and to review the curriculum and suggest changes. All suggestions or concerns are then presented to the Dean. The Dean further evaluates each course by reviewing student evaluations, peer reviews, classroom observations, and student comments.

Passing each course thus suggests proficiency with the material presented in that course and thereby prepares them for their upper-division courses. To achieve these goals, each of the departments in the SSBS has curriculum maps designed to help its majors achieve the SSBS SLOs set for them.

Student performance, especially at the lower levels, is measured using teacher constructed tests that consist of objective short answer and essay questions. Scantron Par Scoring is used by most faculty members to determine reliability/validity factors for examinations, which help faculty to improve the quality of questions presented to the students. When a student advances to the upper-division classes, by contrast, they are expected to write at a more advanced level, meaning that most of the assessment is based on assignments that require the student to employ critical thinking skills to questions and express what they discover coherently in written form. Both peer and Dean's evaluations are used to measure class effectiveness. This includes classroom visitations, student evaluations, and Dean's evaluation.

While, the Psychology program does not use capstone courses or require an exit project/research for graduation, the information provided by the report indicates that the School of Social and Behavioral Sciences regularly sends graduates to graduate school. Additionally, 42% of their recent graduates responded to a survey requesting information about post-bachelor degree employment or graduate work. In the results of the survey, 9.5% of the 21 responders had completed a Master of Science program, 38% were enrolled in a graduate program, and 28.6% were employed in a program related field. For future Assessment Reports, the program is planning to conduct exit interviews with all program graduates to better gauge the satisfaction of its graduates and to help provide information on gathering surveys of employer satisfaction with the program.

Teaching is evaluated through the use of the secure online program operated by CourseEval. The students complete the survey online and outside of class. The survey has been simplified to include seven specific questions with opportunities to include written comments. Faculty can also add specific questions for their individual courses if they choose.

Psychology faculty are also evaluated through a series of peer evaluations that make up part of the annual faculty evaluation process. These evaluations consist of a classroom observation and written comments that are submitted to the Dean of Social and Behavioral Sciences which are then made available to the faculty member for review. Peer reviews are valuable as they contain advice from experienced classroom teachers and do not suffer from the documented tendency of student evaluations to reflect the expected grade of the student reviewer.

Social and Behavioral Sciences is instituting an exit interview for graduates including those in Psychology. This qualitative assessment information will be aggregated by year and then accumulated for subsequent years to allow for better assessment of student satisfaction.

While most respondents at these exit interviews will not as yet have identified their future employers or graduate program, they will be asked for an email address through which they can be contacted and surveyed in future months/years as alumni. At that time, if they are in graduate school that information will be recorded. If they are employed, they will be asked for employer information. And, if they agree to have their employer contacted for a survey, then an employer

survey will be conducted. It is hoped that this new process will ultimately provide even more information to improve the program.

The need for behavioral health providers in Southeast Arkansas is even more dramatic than in most of the country. The area greatly lacks professionals in virtually all areas. The SSBS IV-E provides training for service providers in the area. They report a continued need for additional providers in virtually every setting. Currently Psychology graduates constitute the largest group of DHS Social Worker I providers. Graduates are also in high demand for the growing Child Behavioral services such as the Centers residential treatment center in Monticello. Moreover, graduates are now returning with Licensed Practical Counselor degrees to provide behavioral health services in the area. It should also be noted that Criminal Justice and Nursing students are now enrolling as dual majors or minor in Psychology to facilitate their goals in their perspective areas.

Program Effectiveness

Strengths of the Program

The greatest strength of the Psychology program is its faculty. UAM Psychology faculty have seasoned veterans on staff who have years of working as college faculty. The psychology faculty is a significant resource also due to their diverse backgrounds and training. Their diversity allows for maximum exposure of psychology students to learn and experience the diversity of sub-fields within the psychology discipline. The faculty has continued to develop their individual research interests and writing; all have managed to publish their research in peer-reviewed journals while maintaining a full-time teaching load.

Psychology faculty is also highly engaged in teaching and academic advising, which is ultimately the core mission of the University. Faculty received consistently high scores on student evaluations of teaching. The faculty is also constantly revising their courses to bring them up-to-date with the latest psychological research and scholastic policy. Program faculty also delivers quality academic advising to Psychology majors.

An additional strength is the opportunity to be involved in research and field studies. The Horizons Program has allowed students to engage in international travel as part of their coursework. All students have the opportunity to engage in research via the Experimental Psychology class. Students are also able to engage in independent study for the purposes of

developing a research program or serve as an assistant in a faculty member's work. Four students have presented their original projects at regional conferences.

Areas Most in Need of Improvement

As with many programs the Psychology's primary need for improvement is faculty salaries. The average starting salary for an Assistant Professor in Psychology at four-year colleges and universities in 2012, according to *Salarylist.com* was \$53,834. This is about \$10,000 more than the starting salary of an Assistant Professor of Psychology at UAM. Even taking into account the slightly lower cost of living in Southeastern Arkansas, this is a significant disparity—especially when taking into account the high levels of activity and scholarly production demonstrated by UAM Psychology faculty. Such salary inequity makes it difficult to recruit and retain quality faculty.

Instructional technology could also be improved. Psychology is not very technology-dependent beyond the need for access to electronic journals and databases. However, there is a need to maintain an adequate inventory of classrooms with available instructional technology. The ability to integrate digital video (either archived or live streaming video) into lectures needs to be expanded. The ability to record/capture lectures on-site would be very useful to allow publishing on YouTube or to help develop further online course offerings. However, there are classrooms in which are utilized by psychology professors which have no internet access and have outdated computer systems and programs.

Recruiting of new majors remains an area needing improvement. Currently, most majors come from the general education course of PSY 1013 Introduction to Psychology. Regularly, new majors sign up for the introductory psychology course as a means to fulfill a general education requirement; however, due to enjoyment of the course and the interesting nature of the psychological material presented in the classroom, these students opt to change their majors to the field of Psychology. Many are inspired by the enthusiasm of the Psychology program faculty.

Program Improvements over the Last Two Years

In terms of personnel, the Psychology program hired a new tenure-track faculty, Dr. Lee. The program looks forward to her array of talents and enthusiasm in the classroom and advising. Dr. Lee has already organized and established a new Psychology Club for all majors as well as re-established the previously defunct Psi Chi. Dr. Lee has already begun considering new

Horizons programs for Psychology students to allow our students to experience different cultures and their relationships to various topics in the field of psychology.

During the summer of 2012, the School of Social and Behavioral Sciences upgraded MCB Room 318 to “Smart Room” status, adding to the ability of Psychology faculty to use the latest in technology in their teaching. Two additional smart rooms will be completed by the end of the fall 2014 semester.

In the Fall of 2013, the School of Social and Behavioral Sciences formed the Horizons Committee on Student Travel. The committee was chaired by psychology professor, Dr. Rick Clubb. This committee is in the process of implementing guidelines to regulate travel study courses, facilitate student travel to academic conferences, and regularize funding for student conference travel. While these guidelines will apply to the Social and Behavioral Science department as a whole and not just the Psychology program, they will help to make the funding for student conference travel more transparent and more regular.

Planned Program Improvements

Among the best ways to improve the Psychology program over the next two years is for the Psychology faculty to continue apply for and receive the faculty research grants. In addition, faculty members should be encouraged to pursue outside grant funding for their personal research topics.

Psychology faculty will also seek a way for our Psi Chi to grow and become more prominent on the campus. Moreover, it is the hope that the Psi Chi chapter and Psychology Club will continue to implement fundraising in order to provide services to the campus and surrounding regions. Also, it is the hope that Psi Chi and the Psychology Club will grow to initiate and implement community services projects that assist the campus and community residents in support through volunteer service.

Another improvement objective is to acquire additional hardware and software for recording lectures to be incorporated in online course offerings and hybrid courses. The hope is that this incorporation will enhance the distance learning component by integrating face-to-face (or screen-to-screen) interactivity with the less immediate interaction. The estimated cost for this enhancement is approximately \$4,500 for the software and hardware.

An additional enhancement for the program, which is planned for initiation, is to create a stable and predictable budget for supporting undergraduate student travel for presentation of scholarly research at conferences. The UAM administration has been very generous in the past with financial support of these students and their expenses for attending meetings and conferences. A stable budget could allow for students to prepare and submit papers to reviewers with more certainty that their scholarship would be supported. The establishment of guidelines by the Horizons Committee on Student Travel has been assisting in this effort.

The future involvement of Dr. Lee with the implementation of the Horizons courses and trips will also improve the program. The participation in Horizons program has allowed for psychology students to be exposed to trending psychological topics as well as provided specific opportunities for psychology students to experience diversity and multicultural opportunities. In the future, the psychology faculty are encouraged to continue to implement psychology courses which allow for students to learn various psychological topics while visiting education and interesting venues. This will provide hands-on learning for Psychology majors and provide exposure to new cultural experiences. This is particularly pertinent in that many sub-fields of psychology are very concerned with the need for future psychologists to embrace multiculturalism and diversity of cultural beliefs, philosophies, values, and experiences.

Finally, assisting in recruitment of new psychology majors could be assisted following new student arrivals at such events as Scholar's Day at UAM and Weevil Welcome. During these campus events, students could be encouraged to complete a postcard with their address and phone number. This information could be utilized afterwards by sending information about the psychology department as well as opportunities for individuals attaining a degree in psychology. The information could be used by faculty to contact the potential psychology student by sending a postcard, letter or calling the student as a means of introducing those individuals to the psychology program of study on our UAM campus.

Institutional Program Review Committee

Greg Borse	School of Arts and Humanities
Paul Francis	School of Agriculture
Victoria Fox	School of Mathematics and Natural Sciences
Lynn Harris	School of Computer Information Systems
Jeff Longing	School of Education
Doug Osborne	School of Forestry
Anita Shaw	School of Nursing
Becky Phillips, Chair	School of Business