UNIVERSITY *of* WISCONSIN
GREEN BAY

Date: April 18, 2016

To: Ryan Martin, Chair Psychology

From: Scott Furlong, Dean of Liberal Arts and Sciences

Re: Report on the Psychology Program Review

UW-Green Bay's Psychology major is a disciplinary program that has a program mission with multiple points including to "offer, as a core liberal arts educations, major and minor programs that provide a comprehensive understanding of psychological perspectives on humans and individuals and social beings." Psychology is providing an education to prepare students for post-graduate study and professional positions and coursework to support the interdisciplinary mission of the university. There is an emphasis within the program on critical analysis, methodological rigor and encouraging high impact practices such as internships, service learning, and undergraduate research. The faculty place a high value on good teaching and the scholarship of teaching and learning and a number of them are well-known across campus, UW System, and beyond for their vision of teaching and learning. Faculty are also very engaged with their scholarship. In addition, many are also engaged in a variety of governance and administrative activities.

Enrollment Trends/Resource Issues:
Enrollments continue to be very strong for the Psychology program with declared majors ranging between 289-335 over the past five years and minors ranging between 89-112. Lower-level classes taught by Psychology faculty contribute strongly to general education program, with the Introduction to Psychology class specifically enrolling very high whenever it is taught. Many of the Psychology faculty have been involved in teaching first year seminars as part of the university's general education program as well. Upper level classes enroll healthy number with many approaching their student caps. The high enrollments within the program causes some stresses in the advising area where faculty are responsible for a large number of students. It also potentially affects workload through individualized instruction, where faculty are very active in sponsoring internships, undergraduate research, and honors projects. The program has had some increase in their faculty capacity since its last review, which makes sense given their large enrollments and majors. There has been some turnover due to resignations and retirements, and new faculty have been very well integrated into the program.

Assessment:
Psychology adopted the American Psychological Association's Guidelines for the Undergraduate Psychology Major in 2014. These guidelines have five goals: Knowledge base in Psychology; Scientific inquiry and critical thinking; Ethical and social responsibility in a diverse world; Communication; and Professional development. Each goal has a number of sub points. The

program has mapped their courses with each of the learning outcomes, and also determined that there is less coverage for some outcomes compared to others (e.g., career planning). They then attempted to fill in those holes. In terms of formal assessments, the faculty formally assessed one of their previous goals related to understanding research methods using a rubric to evaluate assignments. From this process they found certain strengths and weaknesses in this area. In Spring 2014, the program assessed the communication learning outcome using courses that required an oral presentation. In Spring 2015, the program assessed "Develop meaningful professional direction for life after graduation" using four sources of data (see self-study). The program has also used graduating student survey data. In each case, the program has taken specific actions to address concerns raised. In other words, they are closing the loop as part of their assessment process. In some ways, the Psychology program's assessment process is one of the most intentional and extensive of any of the program review I have conducted. Granted this is an important element of Psychology research and how faculty in this program develop skills, but they have much that they can teach other non-accredited programs. The HUD program has five student learning outcomes: basic skills, theoretical knowledge, research skills, application, and diverse context. Each of these have subcomponents to them.

The alumni and graduating student survey show results similar to the university-wide population.

Curriculum Development/General Education:
Psychology has made three major changes to their curriculum since the last review. First, they made the Experimental Psychology class a prerequisite for about half of their upper level classes. They also modified the course a bit to ensure all students had completed one major research project. Second, they have implemented a series of interdisciplinary capstone courses. Third, they have implemented four new emphases for the program (Brain, Behavior and Health, Cultural and Gender Diversity, Mental Health, and Sustainability). Students also have the option of doing a general Psychology degree.

As noted earlier, Psychology is heavily invested in general education. Courses such as Introduction to Psychology are popular classes within the social science domain, and they offer a couple of classes within the ethnic studies area. The faculty have also been highly engaged with the first year seminar program and have offered as many as five seminars in the past few years. As we move into a new general education program, their contributions to statistics and methods will likely further contribute to general education.

Summary/Recommendations

The Psychology program continues to be very popular at UWGB. They have significant enrollments at both the lower and upper level, and the faculty are very involved in individual learning experiences as well. Faculty are highly engaged in teaching, research and service and often there is synergy among these areas.

- The faculty are some of the university's leaders in good teaching practices and SoTL research. They have multiple winners of the Founders Teaching Award as well as one

winner of the CASE Teacher of the Year in Wisconsin. Many are also highly engaged in their research and are noted nationally and/or internationally. The faculty are also good colleagues and university citizens sitting on major governance groups and other university committees.

- The program is very active in the pursuit of high impact practices for their students. While there are certain limits due to time and resources, they are to be commended for the number of students they are serving through these activities. In a number of cases, students are co-publishing with faculty in journal and/or presenting at disciplinary conferences.

- The Psychology program has a deliberate set of learning outcomes and a plan in which to assess them. Assessments to date have led to specific changes both inside and outside the curriculum.

- The AAC offered a few recommendations that I would like to comment. In some ways, the Psychology program may be a victim of the quality of the program review they have done and the data they have collected and presented. While the recommendations are good and should be pursued, in the context of other programs, I feel the Psychology program is performing very well in these areas. For example, the AAC notes a need to continue to focus on career development based on a student score collected by the program. Yet, how many other programs on campus are even collecting any data like this? Likewise, given the number of majors within the program, it may be a bit unrealistic to expect too many more individualized learning opportunities from a faculty oversight perspective. The percent of students doing these may be "low" but the total number is quite high.

- The program should be commended for their interests in improving their curriculum and also their willingness to develop and implement an online degree. They have also been working to develop a Masters' program in counseling and I support this effort as well.

Cc: Lora Warner, Academic Affairs Council
        Clif Ganyard, Associate Provost
        Kate Burns, Chair Human Development