University of Wisconsin – Superior
Human Behavior, Justice, and Diversity Department
Academic Program Review

Executive Summary

Summarize the main findings for this Department, associated with successful completion of the APR process. Describe this in terms of current departmental strengths, weaknesses, opportunities, and challenges for future planning.

I. Mission and Program Goals

A. Provide your program's mission statement.

Program Mission
To give students critical thinking and communication skills that will serve them as they enter the workforce or graduate study. The Psychology program is grounded within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region.

B. Describe how the program mission is aligned with the mission, vision, values and strategic priorities of the department and university.

 Our program mission reflects our commitment to our discipline by two foundational skills: "critical thinking" and "communication skills." These skills also map onto the university learning goals of Communication (goal 1) and Critical and Creative Thinking (goal 3). Our focus on preparing students to enter the workforce or graduate study reflects our commitment to the Superior Vision 20/20 strategic plan. Specifically, this statement reflects our commitment to "academic programs create pathways to transition into the workforce" (1.4.2), "academic programs develop pathways for juniors and seniors to transition to graduate/professional school" (1.4.3).

 The latter portion of our mission statement is taken from the University mission and, consequently, aligns perfectly. Further details about how the Psychology Program is driven by the university mission, vision, values, and strategic priorities can be found in the following answer.

C. Describe how your program's activities are driven by the mission.

 Our program's mission can be divided into the following subcomponents. Activities that the program engages in are listed, with a brief description, following each subcomponent.

Critical thinking and communication skills

 The cornerstone of the Psychology major, minor, and university studies courses is instilling critical thinking and communication skills in our students. These objectives are met within the major through a rigorous sequence of courses that focuses on quantitative and analytical research skills (Psyc 301: Statistics for Psychology; Psyc 303/304: Research

Methodology and Laboratory; Psyc 404: Senior Research). In these courses students learn the fundamentals of scientific inquiry. They formulate data and theory driven research questions, develop hypotheses, and conduct an actual research study. Students present these research projects as posters at an annual Senior Year Experience and through discipline specific manuscripts. These research projects are also frequently presented at the Midwestern Psychological Association (MPA) and at a conference co-hosted by the UWS Psychology Program, The Twin Ports Undergraduate Psychology conference. These courses and extracurricular opportunities promote critical thinking and technical writing skills and align with the recommendations for psychology curricula from the American Psychological Association.

Within the major and minor psychology curriculum, critical thinking and communication skills are also promoted and reinforced through our use of Academic Service-Learning (AS-L). In AS-L courses, students must learn to apply the course content in real-world situations and must use their knowledge about Psychology to address any problems or issues that arise within their project or placement. This requires a depth and flexibility of understanding that goes beyond traditional class measures. Further, in AS-L courses, students must be able to communicate basic psychological principles to lay people with little to no knowledge of the discipline. The Psychology program currently has five courses that have received course designations based on the AS-L Quality Standards (Psyc 258: Gender, Psychology and Society; Psyc 305: Applied Behavior Analysis; Psyc 362: Psychological Disorders; Psyc 372: Child and Adolescent Development; Psyc 373: Adulthood and Aging; some sections of Psych 101: Introduction to Psychology also incorporate AS-L).

The Psychology Program also promotes communication skills by having Psyc 404 (Senior Research) certified as "Writing Intensive" through the Writing Across the Curriculum program. Senior Research counts towards the Writing Certificate of Excellence.

Enter workforce or graduate study

The Psychology program is committed to helping our students be prepared to enter the workforce or graduate study upon graduation. Our major includes a required professional development sequence (Psyc 200: Professions of Psychology: Introduction; Psyc 300: Professions of Psychology: Professional Development). In these courses students explore careers within the field of psychology and learn how they can use their degrees to enter those careers. Students also develop resumes, write cover letters, participate in mock interviews, and learn how to apply for jobs and graduate study. In addition to the formal coursework, all students receive advising from faculty members that helps them prepare for their post-baccalaureate life.

For students that want to attend graduate school, the Psychology Program offers many opportunities to engage in undergraduate research. The program has successfully mentored many McNair Scholars and Summer Undergraduate Research Fellows. Additionally, faculty members engage students as research assistants. As mentioned above, the Psychology Program is committed to promoting undergraduate research and giving students multiple opportunities to share their research (TPUP, MPA, and SYE). Further, when TPUP is held at UWS (every third year), we include a graduate fair where students can engage with graduate programs that typically recruit students with psychology degrees.

Two student organizations housed within our program, Psi Chi and Inkblots, also promote professional and graduate school readiness.

Individual attention

The Psychology Program prioritizes faculty developing mentoring relationships with students. This is seen in our commitment to helping students have personalized help as their approach their future (mock interviews, advisement) and in developing mentoring relationships through our commitment to URSCA. We recruit students to serve as research assistants to faculty scholarship projects as well as mentoring independent student research projects.

Respect for diverse cultures and multiple voices

The Psychology Program includes coursework on diversity as it has been traditionally conceived, through courses such as Gender, Society and Psychology (Psyc 258), Psychology of Men and Masculinity (Psyc 270), and Culture and Identity (Psyc 360). These courses, and our faculty, contribute to the Gender Studies and Global Studies minors.

The Psychology Program also values and respects that diversity can be much more difficult to see. Consequently, our courses also teach students to value diverse cultures and multiple voices that may include so-called invisible diversity that are often underrepresented in university curricula (sexual orientation, psychological disorders, disability, socioeconomic status, and neurodiversity). Activities that support this type of diversity ranges from courses to speakers to activities. For example, every Spring our student organizations rent the Marcovich Wellness Center and invite children with disabilities and their families to engage with the UWS community.

Our commitment to AS-L also reflects our commitment to diverse cultures and multiple voices.
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Engages the community and region

As previously discussed, we engage the community and region through the program's use of AS-L. All Psychology majors, minors, and EA-A teaching education minors must complete an AS-L course. This means that our students are learning and applying the material within the off-campus community. Further, the Psychology Program believes that AS-L offers a unique opportunity to engage with community members as co-educators. Our students are able to benefit from the expertise of the community while benefitting the community.

Further, every Spring the Psychology Program collaborates with the College of St. Scholastica and the University of Minnesota-Duluth to put on the Twin Ports Undergraduate Psychology conference (TPUP). This event is open to the community and showcases the research and contributions our students make to the field and the community.

D. Explain the ways in which the program's mission statement is communicated. For example, is your program's mission statement published in recruitment materials, in the course catalog, or on the department or program website?
- Our mission was recently revised and we are working with our marketing specialist, Jessica Noor, to develop a plan to best market our mission statement. We will post our new mission statement in our catalogue copy and in our website.

E. Briefly describe how your program is distinct from other programs on campus: For example, what unique knowledge, skills, abilities, and career opportunities does your program offer? Or what collaborations exist between your program and other programs on campus?

- The foundation of our program is the scientific method and training students to use this methodology to approach and think critically about problems within the field of Psychology and beyond. Our program offers a rigorous course sequence designed to teach our students the method and tools involved in scientific inquiry. While our students take courses that focus on different content from the subdisciplines, the main thrust of our program is creating flexible thinkers who can generate new ideas, hypotheses, and questions that they can then test and understand more fully. Thus, the goal of the Psychology program is equip students to be productive scientific thinkers that can apply the scientific method to any problem that they face in the future.

- The Professional Development series (required for majors) offers a unique approach to career preparation that gives our students an opportunity to explore all career opportunities in Psychology, develop resume skills, and gain experience with interviews.

- The Psychology Program is proud to train students to work in a wide variety of professions with a bachelor's level education.
  - Our graduates have found success in many careers
    - Human Resources
    - Direct human services
    - Direct care
    - Data entry and analysis
    - Early childhood education
    - Assessment Program
    - Customer Quality Data
    - Counselor
    - Mental Health Paraprofessional
    - Patient Care Assistant
    - Teacher (Child Care Center)
    - Sales associate
    - Program coordinator
    - Recreation Leader
    - Real Estate Records Coordinator
    - Professional Athlete
  - Specifically, our graduates have found employment with the following agencies
    - MTP Juvenile Group Home
    - Northwest Children's Home
    - Family Forum
    - Excel Energy
    - Birch Tree Center
    - Nystrom
    - DRCC
- Advanced Studies

- o Our program has a strong track-record of helping students pursue graduate degrees that will allow them to enter the career of their choice. The success with which our students have been accepted to these programs (and subsequently succeeded and graduated), reflects on the success of our program to train high quality critical, flexible, and scientific thinkers.
  - o Our graduates have been accepted to the following graduate programs since our last review
    - UW-Milwaukee: PhD in Applied Behavior Analysis
    - Mankato State: Clinical Counseling masters
    - UWS: Counseling masters
    - St. Cloud: Masters of Psychology
    - UW-Stout: Masters in Industrial Organizational Psychology
    - University of Minnesota-Duluth: Clinical Counseling masters, Experimental masters, Industrial Organizational masters
    - UMD: Masters of Social Work
    - St. Cloud State: Counseling masters
    - South Dakota State: Masters
    - University of British Columbia: Occupational Therapy
    - Wolf Ridge Environmental Education and Sustainability Studies Certificate
    - Louisiana State University: PhD in Industrial Organizational Psychology
- The Psychology program collaborates with a variety of units and organizations both on-campus and off-campus. These collaborations supplement and deepen our students' learning and engagement.
  - o The Psychology Program collaborates with other units on campus to provide an enhanced learning experience for our students
    - Proposed Neuroscience Minor (Biology Program)
    - Pre-Music Therapy Certificate (Music Program)
    - Gender Studies
    - Global Studies
    - First Year Seminar
    - University Studies
  - o The Psychology Program, through our commitment to Academic Service-Learning collaborates with the following community organizations (note, this list is not comprehensive).
    - Superior Public Schools, Duluth Public Schools, Headstart, Golden Living Center, Humane Society of Douglas County, Boys and Girls Club, Mentor Duluth/Superior, Family Forum

Reflecting upon all of the above collaborations, we believe that we offer a distinctive undergraduate experience that maintains the collaborations inherent in a high quality liberal arts education.

F. Refer to the previous program review and response (provided) and describe how the program addressed the recommendations made therein. If recommendations were not addressed, please explain why.

- The main comment that came from our external reviewer during our previous APR was that faculty needed increased funding to support research progress and travel. This recommendation was not addressed. Administration did not allocate additional funding to Psychology.
- APRC Recommendations
  - Identify multiple stakeholders to provide a balanced picture of student opportunities after graduation (page 5 of HBJD Report Final APRC response).
    - This will be tied to the forming of an Advisory Group (as called for the Superior Visions 20/20 document: 1.4.1). The strategic plan calls for this to be implemented in Fiscal Year 17.
  - Identify multiple externally employed stakeholders who benefit from program (page 5 of HBJD Report Final APRC response).
    - This will be tied to the forming of an Advisory Group (as called for the Superior Visions 20/20 document: 1.4.1). The strategic plan calls for this to be implemented in Fiscal Year 17.
  - One faculty member in psychology has "greatly exceeded 12 credits per semester for most of the last seven years" (page 6 of HBJD Report Final APRC response).
    - That faculty member retired.
    - We now have a shared understanding and program culture that respects the intensity of our given workload and is committed to minimizing overloads.

II. Teaching and Learning

A. Student Learning Outcomes
  1. Provide the current student learning outcomes (SLOs) for the program.

The Psychology program has 5 learning outcomes for the students in the major.

1. Students will demonstrate effective skills in written and oral communication through critiques of psychological research, original research reports, application papers, and reaction papers dealing with psychological theories and research.
2. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
4. Students will be able to use critical thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
5. Students will demonstrate preparedness to further their education or enter the workforce.

2. Describe the relationship of the program SLOs to the program mission statement. (Maximum 200 words)

Program Mission

To give students critical thinking and communication skills that will serve them as they enter the workforce or graduate study. The Psychology program is grounded within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region.

The mission is reflected in all five of the program SLOs. The critical thinking and communication skills are reflected in SLOs 1, 2, 4 and 5. The second sentence of the mission statement is reflected in SLO 3.

3. How has the program communicated its student learning outcomes to students and other stakeholders? (E.g., are the program SLOs published on the program's website? On course syllabi?)

The program SLOs are in the catalog, as part of the program description. Courses in Psychology list the program SLOs that the class meets in the syllabus. Abbreviated versions of the SLOs are included in the marketing materials for the program and on the website. Finally, they are also discussed as part of the PSYC 300 Professional Development course.

4. Explain the process by which the program's SLOs are reviewed and revised, including how new SLOs are developed. Discuss the roles of the program faculty and instructional staff; professional organizations; employers; and other stakeholders.

The SLOs are based on the American Psychological Association's Guidelines for the Undergraduate Psychology Major. We also examined scholarship on the skills and competencies that employers say they want in employees.

The existing SLOs are re-examined when either the campus develops new learning outcomes (to check for alignment, any unnecessary redundancy, etc.) or when we have assessment results. That is done by the faculty of the program – we do not have regular instructional staff to include in this process. We have not had cause to develop any new SLOs.

At a program meeting, we discuss the results of the assessment of a SLO. Typically, this has resulted in changing our curriculum or activities within courses to better prepare students on the learning outcome skills. We have not revised any of the SLOs in this process as of yet.

B. Curriculum
   1. Provide a curriculum map showing where each SLO is introduced, reinforced, and demonstrated within the program's required or elective courses.

See next page.

Program Name:	Psychology

Notations: **I** = Outcome introduced
R = Outcome reinforced
D/I = Outcome demonstrated in an integrated manner
A = Assessed (provide source of evidence)

	Required Courses
	Electives

Course #	Comm.	Research	Apply	Science	Work/grad
Advising					D
101 - Intro	I	I	I	I	I
301 - Stats	R	I	-	R	-
303 - Methods	D	D	R	D	R
304 - lab	D	D	R	D	R
404 - senior	D (A - paper and presentation)	D (A - paper)	D (A- implications for app.)	D (A - paper)	D (A - resume and mock interview)
200 - Professions Intro.	I	R	R	R	R
300 - Professional Devel	R	-	R	-	D (A - portfolio= resume, cover letter, personal statement, mock interview feedback)
260 - personality	I	R	R	R	I
310 - social	R	R	D	D	-
352 - motivation	R	-	R	R	-
372 - Child and Adol.	R	R	D	R	I
373 - Adult Aging and Devel.	R	R	D	R	I
320 - health	I	R	R	R	I
350 - biological	R	R	R	R	-
351 - sensation	R	R	R	R	-
464 - assessment, therapy	R	-	R	R	I
362 - disorders	R	-	D	R	R
462 - theories	R	R	R	D	R
402 - behavior anal	R	D	D	D	R
403 - memory	R	I		R	-

476 - language	R	R	R	R	-
212 - critical	I	-	-	I	-
258 - women	R	R	D	D	R
270 - men	R	-	D	R	-
311 - relationships	R	R	R	D	-
317 - violence	R	-	R	R	-
318 - peace	R	-	R	R	-
335 - field exp.			R	R	
360 - culture and identity	R	R	D	R	-
353 - Psychopharm	R	R	R	R	-

2. Referring to the map above (question B1), describe how the structure of the curriculum supports the program's SLOs. (Maximum 200 words)

Core Classes
Each program SLO is introduced in at least one course, reinforced in at least two classes, demonstrated in an integrated matter in at least one (and sometimes three classes) and assessed in one course. These classes are required of all Psychology majors.

Content Area & Elective Courses
Each of the content area and elective courses either introduces, reinforces, or demonstrates in an integrated matter at least one of the five program SLOs (average is 3 to 4 SLOs per course). The lower-level courses are more likely to introduce or reinforce the SLO while the upper-level courses are more likely to reinforce or demonstrate in an integrated matter the SLO. This allows for advanced exposure and skill development as students progress through the curriculum.

3. How does your program's curriculum compare to similar programs at other institutions? Explain significant differences. (Maximum 500 words)

The undergraduate curriculum in Psychology is somewhat universal and typically includes:
- Introduction to Psychology
- Careers in Psychology (though this is often only a single, 1-credit course)
- Statistics for Social Sciences
- Research Methods (larger campuses might have sections that are specific to a discipline within the field)

Our curriculum reflects that general pattern, though with some intentional differences. We offer a more expanded professional development sequence for our students. We offer a more expanded grounding in the science of the field, by also including a third research course (PSYC 404 Senior Research). We also require all Psychology majors and minors to complete at least one course in the field that is an Academic Service-Learning course. This provides students with an opportunity to apply their knowledge and skills in the community.

4. Describe any additional factors that have driven curricular design in the program.

In the years since the last review period, four of the five current faculty have been hired. Thus, the curriculum has been updated to both reflect modern pedagogy and standards in the field and also the particular knowledge and scholarship areas of the newer faculty. For example, we now have a course on Social Cognition and a course on Self & Personality development. Both of these courses reflect the expertise of the most recent faculty hired.

We expanded the professional development of students (for entry either into graduate school or the workforce); we now require this coursework for the Psychology major and also split the course into two (a 1-credit introduction to professional development and a 2-credit application). The first course focuses on career exploration and the second course focuses on preparation for job and graduate school applications (resume development, mock interviews, cover letters, etc.).

5. Describe any redundancy in course content compared to the curriculum of other programs on campus, and if such redundancy exists, explain why this redundancy is justified or how it can be resolved. (Maximum 500 words)

None of the classes in the Psychology curriculum have exact redundancy with courses offered by other programs on campus. Those classes that have some overlap reflect the fact that knowledge and skill development may be relevant in multiple disciplines, though each discipline may approach or use that information or skill differently. As a way of reducing course redundancies on campus, we have a practice of welcoming students from other majors (e.g., Social Work, Physical Education, Legal Studies and Criminal Justice, Art Therapy) into our courses, so that other programs do not have to develop duplicate curriculum.

C. Assessment
1. List the SLOs that were assessed during the review period.
   2008-2009: none
   2009-2010: none
   2010-2011: none
   2011-2012: Demonstrate effective skills in written and oral communication through critiques of psychological research, original research reports, application papers, and reaction papers dealing with psychological theories and research.
   2012-2013: Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
   2013-2014: Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
   2014-2015: Students will demonstrate preparedness to further their education or enter the workforce.

2. Describe the trends (successes, areas of concern) in program assessment results during the review period. (Maximum 500 words)
   Results of program assessment have been mostly positive. In 2011-2012, average scores in oral communication were between good and excellent, and average scores in written communication were between adequate and good. We identified written communication as an area for growth in our program and have worked to integrate more writing

assignments and feedback across our curriculum. We also worked to include more oral presentations and feedback across the curriculum. In 2012-2013, we assessed senior research students with the LELG 5 rubric, and average scores were between good and excellent across all 6 categories. In 2013-2014, average scores were 2.6 on the LELG 4 rubric for Civic Action and Reflection, which was above our benchmark (2.5) and indicated that our students were applying psychological principles to issues in our local community. In 2014-2015, results indicated that students who completed the psychology professional development course sequence (Psyc 200 and Psyc 300) showed improvement in knowing what's necessary to apply to graduate programs in psychology, knowing where and how to find answers to questions surrounding psychology careers and attaining a job in a psychology-related field, and feeling prepared to find and apply for a job after graduation. Of the 17 students enrolled in Psyc 300 in Fall 2015, 8 indicated interest in enrolling in Graduate school in diverse fields including Occupational Therapy, Student Affairs, and Counseling Psychology, all 17 completed Resume, Mock Interviews, Reverse Job Fair, Personal Statements, and Applications as assignments in the class, and employers rated the presentations above the national average for preparedness in materials at the Reverse Job Fair.

3. Discuss how the assessment results have either supported the value of current practices, or led to changes in the program (curriculum, delivery, resource allocation, etc.). (Maximum 500 words)
As described above, assessment results have mostly supported the value of current practices. The primary area we have focused on for growth as a result of assessment is in written communication. We have worked to embed more writing and feedback across our curriculum. We have also coordinated more closely with the writing center. In 2015-2016 we reassessed oral and written communication, and look forward to reviewing those results to determine whether these changes have been fruitful, and if not, to adjust our curriculum accordingly.

D. Teaching Effectiveness
   1. Discuss the instrument(s) used in the program for student evaluation of courses.
      Students enrolled in psychology courses complete a standardized psychology course evaluation at the end of every term. The course evaluations are completed within D2L, and multiple choice and open-ended questions are included. Sample items include:
      - Did the class presentation (lecture, discussion) hold your attention and interest?
      - Did the instructor present the material in an understandable manner?
      - Did the instructor provide opportunities to ask questions and make comments?
      - Have you gained insight from this course?
      - Was the grading fair?
      - Compared with all other courses you have had at UWS, what is your overall rating of this course?
      - What did you consider the most positive aspects of this course?
      - What aspects of this course might be improved?
   2. Does the program utilize peer evaluation of teaching? If so, describe the process; if not, why not?

Mid-semester and end of semester course evaluations are discussed with the program coordinator and department chair for all 1st and 2nd year faculty. We do not utilize peer evaluation of teaching. We believe that this would be a potentially useful process. However we believe that this process needs to be standardized across the department (minimally) or across the university (preferably). We hope that CETL will develop a mechanism and training process for peer evaluation.

3. In what other ways (besides student and peer evaluation) does the program monitor the effectiveness of instructors?
   Student evaluation is the primary way that the program monitors the effectiveness of instructors. We also receive informal feedback from students as advisors. Faculty in their first two years of service, as well as all adjunct faculty, are also required to meet with the program coordinator at mid-term to discuss how their courses are going and to review student evaluations. In addition to departmental annual review and retention, we also meet annually as a program to discuss the retention of our non-tenured faculty and invite two students to these meetings to share their experiences regarding the faculty member under review.

4. What university resources does the program utilize to promote effective teaching? (E.g., CETL, OPID, development grants, etc.)
   Psychology faculty regularly participate in CETL opportunities:
   - OPID Spring Conference attendance: Dr. Stocker in 2011 and 2015, Dr. Mansfield in 2016
   - Faculty College: Dr. Pinnow attended in 2010
   - Wisconsin Teaching Fellow & Scholar: Dr. Stocker was a Wisconsin Teaching Scholar in 2011-2012
   - Faculty Development Grants: Program faculty have received multiple FDGs
   - CETL Grants: Program faculty have received multiple grants to attend teaching-related conferences and presentations as well as the SOTL Homegrown Grants (Dr. Stocker in 2015 and Dr. Mansfield in 2016)
   - DL Online Instructor Course: We have all participated in the online instructor course offered by the DL Center
   - Digital Stories: Dr. Pinnow (Writing Across the Curriculum) and Dr. Bolton Holz (AS-L) have both created digital stories with CETL
   - Program faculty also participate in various CETL-sponsored webinars, workshops, and presentations on campus throughout the year

5. Has the program used the results of teaching effectiveness evaluations (e.g. peer evaluation or student evaluation; see questions 1,2 above) to inform program changes during the review period? If so, describe the process.
   Results of teaching effectiveness are used for feedback regarding professional development, as well as in our decision making process regarding retention, promotion, tenure, post-tenure and annual review.

E. Advising Effectiveness
   1. How does your program assess the overall effectiveness (across all advisors) and quality of the advising of students in your program?
      Psychology volunteered to participate in a pilot of advising effectiveness along with our HBJD colleagues in partnership with the advising office. However, this effort was never

implemented by the advising office. We are interested in participating in evaluations of advising effectiveness when a standardized procedure has been developed.

2. Summarize the results of advisement assessment. Based on these results, what actions has the program taken to improve advising (e.g., professional development, standardized advising tools, reassignment to other duties within the program)?
We have no data regarding advising effectiveness. All of our faculty have participated in the advising orientation offered by the advising office.

III. Program Resources

A. Faculty and Staff
   1. List the current program faculty and staff members. Explain departures and new hires since the last review (Data sources: personnel files, HR).

      Current program faculty members:
      Shevaun Stocker
      Eleni Pinnow (new hire as of 2009)
      Kenna Bolton Holz (new hire as of 2010)
      Vanessa Hettinger (new hire as of 2014)
      Cade Mansfield (new hire as of 2015)

      Full time faculty departures since last review:
      RaLynn Schmalzried (hired 2011, departed 2015)
      Hal Bertilson (retired 2010)
      David Carroll (retired 2010)
      Gary Sherman (retired 2009)

      Adjunct Instructors:
      Jay Wolterstorff (2010)
      Gary Sherman (2010-11)
      Lynn Goerdt (2011)
      Kevin Skiwa-Brown (2012, 2015)
      Marisa Hoogenakker (Fall 2015)
      Deborah Faul (Spring 2016)

   2. Describe the use of part-time instructors vs full-time instructors/faculty. If the program regularly uses part-time instructors, explain whether this use is sustainable and why it is necessary.

      When adjunct instructors have been employed, it has typically been on a pilot- or one-time basis, in order to meet a temporary need (due to retirement/departure) or cover a specific topic that program faculty felt could aid in the engagement, retention, and future success of students. There is no intention at present to maintain continual use of adjuncts in fulfilling the Psychology curriculum.

   3. What program-level support is provided to faculty and staff for professional

development, retention, tenure, and promotion process? (Include program financial resources; mentoring; and revision of departmental tenure/promotion criteria in bylaws since the last program review.)

Financial resources: Faculty members within the psychology program have a limited budget to use in partially subsidizing the cost of travel to conferences. This amount varies depending on the total cost of other program expenditures over the course of the year, rarely exceeding $200 - $300. Program faculty are also encouraged to apply for Faculty Development Grants, CETL grants, and to utilize UW-System OPID resources. Unfortunately, these resources are not sufficient to support faculty in maintaining a level of scholarly productivity appropriate to a tenure-track position.

Mentoring: For each new faculty member, the Psychology program develops a mentoring plan. There is a great deal of contact between the Program and the new faculty, beginning prior to their arrival, in order to support the new hire in beginning the new position. Additionally, when faculty begin at UW-S, a single (one-time) course release is granted and the faculty are engaged in a weekly professional development workshop, which serves to orient the faculty member to the campus, introduce important campus contacts, and facilitate transition to a full-time teaching position at UW-S. Faculty in their 1st and 2nd years of service also meet with the Psychology program coordinator to discuss their mid-term course evaluations.

Review criteria: Changes adopted in the promotion / tenure review process as of the last program review have been successful in clarifying expectations, particularly regarding the definition of scholarly research, for probationary faculty in the program.

4. Using the data set provided on program cost/revenue, discuss the overall cost effectiveness of the program (or department, if no program level data).

    According to the dataset provided by the Office of Institutional Effectiveness, the Psychology program has a high ratio of revenue ($617,599.08) to cost ($223,396.11), indicating that it is a highly profitable program (63.83% gross profit). This is likely attributable to the high quality of instruction in Psychology classes at UW-S, its service to multiple other majors and minors through a variety of relevant course offerings, and the (relatively) high caps on Psychology class sections which generally fill near capacity. The Psychology program has worked hard to streamline its curriculum in a way that meets student needs and interests without redundancy.

5. Summarize the characteristics of faculty and teaching staff supporting the program in the table provided.

Name	Classifica-tion (faculty, adjunct)	Degrees completed	Years of teaching experience	Gender	Ethnicity	Other relevant data (e.g. licenses,

						certificates, etc)
Shevaun Stocker	Faculty	PhD	10	F	White, Non-Hispanic	
Eleni Pinnow	Faculty	PhD	7	F	White, Non-Hispanic	
Kenna Bolton Holz	Faculty	PhD	6	F	White, Non-Hispanic	LP
Cade Mansfield	Faculty	PhD	1	M	White, Non-Hispanic	
Vanessa Hettinger	Faculty	PhD, JD	2	F	White, Non-Hispanic	

6. Referring to the table in Question 5, describe trends in the diversity characteristics of the program faculty and staff members. Discuss the relative success of the program in attracting, retaining, and promoting faculty and staff of color and of diverse origins. (Maximum 200 words)

The Psychology program faculty lack ethnic diversity, but maintain commitment to including issues of inclusive excellence, including racial / ethnic diversity, within course curricula. The lack of ethnic diversity may reflect a failure in attracting ethnically diverse candidates (linked to the limited number of non-white PhD graduates in Psychology each year); failure to retain / promote is not applicable. The Psychology program fully complies with AA/EEOC regulations in all its hiring practices and decisions. A relevant concern of the program is that the search and screen budgets often do not provide sufficient funding for additional targeted recruiting of non-white professional audiences.

7. Referring to CUPA data (http://www.cupahr.org/surveys/results.aspx), and additional data relevant to the program (discretionary), discuss whether the program faculty and staff are receiving competitive pay and benefits, and if not, how they fare with the current labor market salary reports.

The salary of for the two new Assistant Professor faculty in our program is approximately $10,000 below the average for new Assistant Professors in a tenure track position in Psychology at a 4-year public university, according to the CUPA data. The salary of our more senior Assistant Professor is approximately $7,000 below the average for upper-level Assistant Professors in a tenure track position in Psychology at a 4-year public

university. The salary of our two tenured Associate Professors is approximately $15,000 below the average for tenured Associate Professors in Psychology at a 4-year public university, according to the CUPA data.

Given this data, the current salary amounts cannot be considered competitive with other institutions in our broad category and discipline. Pay increases associated with tenure and promotion are not commensurate with increases typically offered by other universities, nor have cost of living increases been made in most years. In the review period, faculty were required to take furloughs (effectively reducing net salary by 2%) and increase mandatory contributions to both retirement and health benefits. This lack of salary competitiveness also does not reflect the relative profitability of the psychology program within the University.

Benefits data are available for purchase from the CUPA site, but not freely available, thus a comparison cannot be made at this time.

B. Facilities
1. Explain whether the classroom facilities and labs typically used by the program are adequate for the program course offerings.

Classroom facilities and labs are currently meeting the needs of the program. The program recently received technology grant funding to augment the functionality of two lab spaces. We are on the cusp of outgrowing our main computer lab, and therefore may seek additional funding (e.g., from the Classroom/Lab Modernization fund) to renovate this space (or seek out other existing computer-classroom options) if the program continues to grow.

2. Explain whether the office facilities for program faculty and staff are adequate for their needs (with respect to number, size, furnishings, and equipment).

The number of offices is sufficient to accommodate the faculty in the Psychology program, as it is currently staffed. The size, furnishings, and equipment (e.g., storage space, computers / docking stations) of the offices meet the program's current needs.

C. Technology, Library, and Other Resources
1. Discuss the technology and associated support used by the program on a regular basis. Explain whether the existing technology and support services are adequate for the program.

As mentioned in III.B.1 above, the program recently applied for and received small grants to upgrade the technology in two dedicated lab spaces to include overhead projectors and technology stations. The technology support staff are always available to assist with maintenance issues in the program's computer lab space (e.g., updating the statistical software package to the current version) and any other technical problems that arise.

2. Evaluate the adequacy of library resources supporting the program.

   The library staff work with current faculty to maintain digital and print subscriptions to scholarly journals in the discipline, which the faculty use in their curricula, in facilitating student research, and in their own individual research. The staff also work with program faculty to purchase books and videos (print and electronic) to augment the current collection of Psychology sources available for instructional use.

3. State and evaluate the adequacy of other resources supporting the program.

   CETL provides valuable training opportunities to all faculty and instructional staff in order to facilitate their growth as teacher-scholars. The Distance Learning program provides funding to faculty wishing to develop course offerings for the online program, in addition to invaluable training, assistance, and support by Instructional Designer, Tom Tu.

   One limitation is the lack of consistent, renewable funding for professional development opportunities – most notably, conference travel. This is a major avenue through which faculty develop contacts and stay current in the instructional and research developments within their disciplines. The lack of adequate resources to subsidize engagement in these opportunities on a yearly basis presents a significant hurdle for faculty. Coupled with the salary issues described in paragraph A7, and increasingly restrictive policies from the UW System related to travel, this lack of designated, renewable professional development funding has resulted in faculty within this program sacrificing attendance at conferences that could have substantially contributed to research and curricular development.

IV. Program Productivity

A. Graduation, Retention, Enrollment, and Credit Hour Production
   1. System policy requires that a major/minor must sustain an average of five graduates per year over a five-year period to remain viable. Review your graduation data (provided) and discuss whether your major/minor meets, does not meet, or exceeds this average. Additionally, for any majors or minors that do not meet this average, describe what actions the program is taking or planning to take to increase graduation rates.
      - The psychology program greatly exceeds the minimum average of 5 graduates per year. For the 5-year period from 2011 – 2015 psychology averaged 19.6 graduates per year.

   2. The university has set Strategic Management Enrollment Goals for retention (provided in Department Annual Report). Review these goals and your program retention rates. Does the retention rate for your major/minor program meet or exceed the university's goals? If not, what actions is the program taking to increase retention rates? If your program exceeds the goals for retention, describe your successes in implementing retention strategies.
      - The 2015-2016 retention goals for 1st to 2nd year was 72%. Psychology had 68% retention from 1st to 2nd year for new enrolling freshman and 72.9% for new transfer

students. Psychology met and slightly exceeded the retention rate for new transfer students from the 1st to 2nd year.

- The 2015-2016 retention goals for 2nd to 3rd year was 56.4%. Psychology had 53% retention from 2nd to 3rd year for new enrolling freshman and 41.5% for new transfer students.

- The 2015-2016 retention goals for 3rd to 4th year was 49.1%. Psychology had 46% retention from 3rd to 4th year for new enrolling freshman and 15.7% for new transfer students. (It is not clear to us whether graduates are accounted for in the retention rates for transfer students.)

- Our retention rates are similar to those of other programs in HBJD suggesting that the retention issues are unlikely to be program specific. To support retention, as a program we regularly refer our students to student support services, the writing center, and the counseling center to help them succeed. Faculty also regularly participate in Hive Night and Finals Feeding Frenzy and our faculty have assisted in RA trainings. We also attend student performances, athletic events, teach FYS (and work with FYE) and participate in recreational activities with our students.

- Regarding retention, within the next year, we intend to build an advisory board at the program level that would work to directly address retention issues. We would point out that we would be better able to address retention if we had a more targeted understanding of *why* students are not currently retained. One avenue to addressing this question would be to first better understand the particular challenges that our students face in their day-to-day lives. We hope the University will coordinate collection and analysis of such data.

- As part of HBJD, the psychology program has advocated for better services for our students including trying to help them be able to connect with broader social services such as stable housing, medical care, food stamps, and other key resources that if acquired would help stabilize their lives and allow them to focus and succeed in their academic endeavors. However, in the absence of a comprehensive approach to addressing structural deficits, our influence is limited.

- Over the years, various retention initiatives have been proposed. They have not been systematically supported by administration. We look forward to implementing retention initiatives with administrative support.

3. Review the overall program enrollment data for the review period and discuss the trends.
   - The psychology program produced 2514 credit hours for the 2011-2012 academic year, 2581 for the 2012-2013 academic year, 2352 for the 2013-2014 academic year, 2542 for the 2014-2015 academic year, and 2836 credit hours for the 2015-2016 academic year. Total credit hours were at a 5-year low in 2013 and have increased to date. The 2015-2016 2836 credit hours represent a 5-year high. This high is a 10.4% increase from 2014, a 17.1% increase from 2013, a 9% increase from 2012, and a 11.4% increase from 2011.
   - We have never had a class cancelled due to low enrollment because with rare exception our class enrollment exceeds 20 students.

4. Using the five-year course enrollment data provided, identify those courses that on average enroll fewer than the minimum number of students per section recommended by

campus administration (currently 10 students per section minimum). For each such course, explain why the course is sustainable with such low enrollment, or any changes being made to the curriculum to eliminate/consolidate low-enrolling sections.

- The psychology courses tend to exceed the 10 student threshold. Indeed all of the classes for which we have continuous 5-year enrollment data exceed the minimum number of 10 students on average per section.
- We have 1 semester of data for Psychology of Men and Masculinity because it was offered as a new course in the spring of 2016. It often takes time for a course to build interest among students and become known to advisors. Once known, enrollment often increases.
- Psychology 490, Independent Study, enrolls fewer than 10 students. This is appropriate for Psychology 490 because the class requires that students plan, execute, and report original research on a topic in psychology by working closely with a single faculty mentor. This course is a gateway to graduate training. Faculty are not compensated for this work.

5. Summarize the faculty and staff teaching and advising since the last review:

Name	Classification (faculty, adjunct)	Teaching FTE (average per year)	Re-assignment FTE & type (average per year)	Student Credit Hour Production (average per year)	Avg # of advisees per year
Vanessa Hettinger	Faculty	1.0	0	231 (2 years of data)	19.5
Kenna Bolton Holz	Faculty	1.0	0	299 (50% time for Spring 2014)	32.4 (includes some psych minors)
Cade Mansfield	Faculty	1.0	0	257 (1 year of data)	0 – First Year Faculty
Eleni Pinnow	Faculty	1.0	0	316.6	27.7
Shevaun Stocker	Faculty	1.0	0	324.6	26.2

6. Referring to the response to Question 5 above, discuss inequities in faculty and staff student credit hour production and advisees. What is being done to create a more equitable load?

- We have 3 tenured faculty members, 1 faculty member completing her second year, and one faculty member completing his first year. Differences in number of advisees and credit hour production partially reflect workload requirements for new faculty. New faculty teach fewer courses in the first year and are often developing new courses in the first few years. Consequently, credit hour production will lag. There is more similarity in number of student credit hours created and number of advisees per

year for tenured faculty compared to new faculty. However, Dr. Bolton Holz had a large number of advisees because she also advises the psychology minors. Consistent with program requirements, Dr. Mansfield will begin to take new advisees in the fall of his second academic year (2016).

7. Discuss other responsibilities carried by program faculty and staff, particularly those resulting in overtime, whether paid (overload) or unpaid. Explain why this overtime is necessary and whether it is sustainable.

- Dr. Pinnow taught Psychology 101 as an ITV class for Continuing Ed. This class was funded by Continuing Ed. Dr. Pinnow no longer teaches this course. It is now taught by an adjunct instructor and does not result in overload.
- We consistently manage our high-enrolling curriculum on load.

B. Demand Analysis
1. Review the national SAT and ACT summaries of major preference and other relevant sources. Analyze the projected student demand for the majors/minors in your program.

- There is a great demand for psychology as a major. There has been a 139% increase in psychology majors from the period of 1985/86 to 2009/10. Landrum and Davis (2014) report that in 1985-1986 there were 40,628 bachelor's degrees in psychology awarded. In 1994-1995 there were approximately 70,000 bachelor's degrees awarded and in 2009-2010 there were 97,216 psychology degrees awarded.
- Among high school students taking the ACT, projections for psychology as a major are more modest. ACT.org reports that of the 1,845,787 students in the class of 2014 completed the ACT and 40,425 declared psychology as their desired college major. Thus, 2.12% of test takers declared psychology as their desired major in 2014. ACT.org reports that of the 1,924,436 students in the high school class of 2015, 40,370 declared psychology as their desired college major. Thus, 2.10% of test takers declared psychology as their desired major in 2014. Summing the evidence above (first two bullet points), once students arrive on college campuses, demand for the major increases beyond high school levels.
- Psychology has had a 5% increase in being a first choice of major among students who took the SAT (2010-2012), with an 8% increase in interest among PSAT test-takers. Thus, the demand for a Psychology major appears to have strongly increased for students, prospective students and employers.

2. Use the NACE Job Outlook Report and other relevant sources to provide analysis of the expected external demand among employers for the degrees offered in your program.

- External demand for psychology majors is high. The 2015 NACE job outlook report listed Psychology as the second highest social science degree in demand by employers. Psychology majors are sought by most employers for their transferrable skills (Landrum and Davis, 2014; see also Brown & Zefo, 2007). These skills include 1) teamwork skills, 2) adaptability to changing situations, 3) being able to write well, 4) being an excellent verbal communicator, 5) analytic skills, 6) being a strategic thinker, 7) being organized, 8) being detail oriented, 9) being resourceful in seeking and using data to answer questions, and 10) having good listening skills.
- Occupational outlook for students with a liberal arts degree in Psychology are very positive. According to the NACE Job Outlook (2013), 27.6% of respondents indicated they would hire bachelor's students with a liberal arts degree. Of those,

70.4% will specifically target a student with a psychology major, making them the most targeted liberal arts major for hiring. The top five skills/qualities in new college hires listed by employers directly relate to some of our program learning goals (e.g., communication, evidence based-problem solving). Several occupations with highest projected growth are compatible with a Psychology degree: human resources, health educators, market research, training and development specialists, and public relations specialists. In 2011, the U.S. Department of Labor predicted that jobs in the field of Psychology will grow about 12% over 10 years. For students intending to work as Psychologists, the Bureau of Labor statistics predicts that job growth rate will be 22% for 2010-2020. These data demonstrate a positive employment trend for our students. We predict a strong, and steadily increasing, demand for Psychology majors in the coming decade.

C. Service to General Education and Other Programs
   1. Refer to the table (provided) listing course number, title, credits, and requirement category for all general education courses offered by your program. How often are these general education courses offered? Are these general education offerings filling to capacity? If not, discuss the rationale for the frequency of offering, in light of enrollment concerns; or discuss plans to adjust the frequency of offering so that courses reach capacity.

   - We maintain a relatively high cap, therefore, the percentages reported below are not artificially inflated. As a program, psychology prioritizes making our general education classes accessible to all students.

General Education Courses Offered by Program (# /title / credits)	General education category in which this course fits.	Is this general education offering filling to capacity? Are you offering too many seats/sections or too few?	How often is this course offered? Rationale for frequency.	Enrollment cap for this course? Explanation if course has cap of less than 25.
PSYC 101	Social Science	Average enrollment is 80.97% of capacity. We regularly review enrollment data to determine whether fewer/more sections are needed.	Every Fall and Spring – there is high demand for it	30-40
PSYC 258	Diversity	92% - That seems sufficiently well enrolled.	Every Spring	25

PSYC 360	Diversity	96% - That seems sufficiently well enrolled.	Every Fall	25

2. List the courses in your program, including general education courses, that act as service courses to other majors/minors (list each course number, title, credits, and which major/minor uses the course). Is this service load sustainable?

Service Courses Offered by Program (# /title / credits – in parentheses)	For what programs is this a service course?
Art Therapy major requires 12 credits of Psychology but does not select specific classes	
PSYC 212; Critical Thinking; (3)	Philosophy
PSYC 270; Psychology of Men and Masculinity; (3)	Gender Studies
PSYC 301; Statistics for Psychological Research; ; (3)	Social Work, LSTU/CJUS, HHP
PSYC 310; Social Psychology; (3)	Social Work, Business, LSTU/CJUS
PSYC 311; Psychology of Close Relationships; (3)	Social Work
PSYC 320; Health Psychology; (3)	Social Work, HHP
PSYC 350; Biological Psychology; (3)	Social Work
PSYC 352; Motivation & Emotion; (3)	Social Work
PSYC 353; Psychopharmacology; (3)	CJUS
PSYC 360; Culture & Identity; (3)	Global Studies minor
PSYC 362; Psychological Disorders; (3)	Social Work
PSYC 372; Child & Adolescent Development; (3)	Social Work
PSYC 373; Adulthood & Aging; (3)	Social Work
PSYC 403; Memory & Cognition; (3)	CJUS

3. Review the summary of how many IDS/IDMs have used content areas from your program. What criteria has your program established to approve IDS/IDM requests?

- Student IDS/IDM petitions that will incorporate 18 or more credits from psychology need to include sufficient PSYC courses such that all of the following four learning outcomes are met (though no single PSYC class needs to have met all four requirements in one course)

    1. Students will demonstrate effective skills in written and oral communication through critiques of psychological research, original research reports, application papers, and reaction papers dealing with psychological theories and research.

    2. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

    3. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

    4. Students will be able to use critical thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

- Student IDS/IDM petitions that will incorporate fewer than 18 credits from psychology need to include sufficient PSYC courses such that three of those four learning outcomes are met.

- The only data that is provided for IDS/IDM usage is for students who have graduated. Thus, in the table below, we've compiled the number of students (who have graduated in an AY) using PSYC credits, the number of credits they used towards their IDS/IDM, and the average # of credits per student.
    - o The lower numbers for the last two years likely reflects that only Fall graduate data was provided so it does not include those students who graduated in Spring or Summer of those years. We would expect a small decline since we have been able to put the full PSYC minor online; thus, fewer online students need to do an IDM – they can select the actual Psychology minor.

AY	# of Graduates Using PSYC for IDS/IDM	# of Credits PSYC Contributed	Avg. # Credits Per Graduate
2015-16 (though only Fall 2015 is available)	8	92.99	11.62
2014-15 (though only Fall 2014 is available)	9	93.66	10.41
2013-14	25	211.65	8.47
2012-13	26	292.28	11.24
2011-12	27	293.66	10.88
2010-11	27	336	12.44
2009-10	14	130	9.29

D. Additional Contributions
   1. Discuss in narrative format the notable service contributions that the faculty and staff in your program have made to the students, program, department, university, or discipline/profession since the last review period. (Maximum 300 words).
      o The psychology faculty have a long history of service contributions and have taken a consistent and highly visible leadership role on campus. We have been leaders on HIPS and Student Support. We were the first program to be an Engaged Program with Academic Service-Learning. We take the initiative to contact the Student Support Services and Dean's Council when students have challenging circumstances. As indicated above, we engage with our students across their lives at UWS. Dr. Pinnow has coordinated the Twin Ports Undergraduate Psychology Conference. Psychology faculty make important contributions to student development by acting as mentors for students in the McNair Scholars program. We also promote student development and community welfare by creating AS-L opportunities in numerous psychology classes. In the past 5 years Psychology has partnered with 50 community organizations through AS-L. In 2015 Dr. Bolton Holz received an Academic Service Learning Excellence award for her teaching. We have frequently contributed to the viability of the University by serving on successful high-level administrative search committees. These include searches for Chancellor and Dean of Faculties. Furthermore, psychology faculty have also taken leadership roles by chairing multiple successful faculty search committees. Psychology faculty have taken other significant leadership roles that benefit the department and University. Dr. Stocker serves as the Chair of the Human Behavior Justice and Diversity Department and has Co-chaired the HLC assessment team, Dr. Pinnow has chaired IRB and UAAC, Dr. Bolton Holz serves as the Psychology Program Coordinator and Dr. Hettinger serves on the IRB. In terms of service to the discipline each of us are active as peer-reviewers for multiple high-level research publications.
   2. Briefly describe any grants, fellowships, and other external funding awarded to faculty/staff in the program since the last review period. (Maximum 200 words)
      • Dr. Stocker became a University of Wisconsin Teaching Fellow in 2011. She was funded for a project titled: *Reading Communities as a Mechanism for Enhancing Critical Analysis Skills and Advancing Discussion Skills*.
   3. Describe notable achievements among program faculty and staff in research, scholarship, and creative activities since the last review period. (Maximum 200 words; you may provide an appendix if you wish to include more detailed information).

      o The psychology faculty are productive scholars who make important research contributions to their fields. We enthusiastically include undergraduates in research.

         ▪ Dr. Pinnow has published in a top journal in her discipline, has published two book chapters, one encyclopedia entry, numerous posters at national conferences. She is currently working on a CREATE SOTL project, and has published two SOTL journal articles.

- Dr. Hettinger has published a book chapter and three journal articles (including 2 that were co-authored with undergraduates), and is working with a UW-S student on a theoretically novel meta-analysis addressing the roles of race and gender on attitudes towards gay men and lesbians.

- Dr. Mansfield published 3 articles in 2015-2016, including an article on growth from stress in early adolescence, and has one article under-review at a top personality journal. He was recently named a 2016-2017 SoTL Homegrown Scholar to conduct research focusing on understanding the extent to which anxiety over future career decisions undermines engagement in a professional development course.

- Dr. Bolton Holz has published three articles in peer reviewed journals (two within the discipline of clinical psychology and one SOTL article on AS-L). She has also published one book review on women and depression. She has been active in professional conferences. She presented two posters and gave six presentations. She currently has one article related to sexual assault prevention programs for men under review for a peer-reviewed journal. She is also currently working on a SOTL project examining the use of letters from former students to reduce anxiety among Gender Studies students.

- Dr. Stocker received a 2015-2016 SoTL Homegrown Scholar to conduct research focusing on mindfulness.

V. Synopsis and Future Planning

A. Retrospective review:
  1. What were the program's challenges, strengths, weaknesses, and opportunities during the review period?
     o Challenges – The challenges that we face reflect systemic, economic, and administrative deficits (such as lack of funding, unavailability of relevant data, gaps in administrative follow through on retention initiatives, and insufficient support for students' nonacademic needs). We also note that faculty research is limited by our inability to effectively recruit a representative sample of research participants.
     o Strengths – Our program features a streamlined and modern curriculum, thorough HIPS engagement, mindful assessment, fiscally responsible management of faculty resources, active scholarship, and collegiality/shared responsibility.
     o Weaknesses – We recognize a need to work on capitalizing opportunities available to us through the University Relations department to advertise the strengths of our program.
     o Opportunities – We are aware of growing opportunities for interdisciplinary and community collaborations, and are now fully staffed, enabling us to pursue broader goals within the curriculum.

2. How has the program addressed its challenges and weaknesses during the review period?

   o Most of our challenges stem from systemic deficits – in light of this, we engage in vigorous advocacy for our students, naming the problem, suggesting solutions, and making do with limited resources.

3. How has the program utilized its strengths and identified opportunities?

   o Since the last review we have conducted several successful searches. Now that we are fully staffed, more recently we have engaged in curricular streamlining, as well as pursuing community and interdisciplinary collaborations.

B. Projection:
   1. Summarize the program's outlook and plans for the next review period, including goals, measurable outcomes, and anticipated challenges.

      We look forward to continuing to engage in high levels of academic rigor, stewardship to the campus, and collegiality. We are optimistic that the new administration, and the changes they are implementing, will provide greater opportunities for faculty and curricular development, to the benefit of our students.

C. Resource Implications and Requests:
   Referring to the Projection above,
   1. Discuss whether any program resources (personnel, technology, infrastructure, etc.) will become redundant or unnecessary.

      No program resources will become redundant or unnecessary.

   2. If additional positions are needed, indicate the needs and provide justification for hiring additional faculty and staff.

      No additional staff are required for current needs. Additional staff would be required to support expansion of DL offerings.

   3. If classroom facilities and labs are not adequate, indicate what would be necessary to fully meet the program needs.

      We are on the cusp of outgrowing our main computer lab, and therefore may seek additional funding (e.g., from the Classroom/Lab Modernization fund) to renovate this space (or seek out other existing computer-classroom options) if the program continues to grow.

   4. If office space for program faculty and staff is not adequate, indicate what would be necessary to fully meet their needs.

      These resources are meeting our current needs.

5. Explain what additional library resources the program needs and justify their acquisition.

   These resources are meeting our current needs.

6. Explain what other additional resources the program needs and justify their acquisition.

   In order to adequately support the scholarly development of program faculty, and thereby facilitate our effectiveness as instructors and research mentors, at least $7500/year ($1500 per faculty member) designated for professional conference travel (or other scholarly support) would be necessary.

7. Describe possible funding sources for the resource needs identified above.

   We are aware of the Classroom / Lab Modernization fund, as mentioned above. We are also aware of the limited funds available through CETL and the Faculty Development Grant, however these funds must be awarded on a selective basis, and thus do not represent stable, renewable sources of funding to consistently support the development of our faculty year to year. The allocation of these resources (including the Classroom / Lab Modernization fund, which we have utilized) are prioritized for those who have not received them recently – thus, they cannot support ongoing needs.