Presentation

- Number of majors has been increasing
- Appear to be retaining students better in Psychology
  - Credits advisor as well as better ACT scores
- Offer the Psychology major at the University Center
  - Are not allowed to teach Psych 101
  - USD offers this
- IPR occurred in 2010
- 3-3 teaching load

What is the probability of getting more full-time faculty?

- Chance is better at University Center than here
- What would be the best strategy?
  - Talk with Gail Tidemann about numbers
- Psychology major is flourishing at University Center
- Could they have full ownership of the program at University Center?
- Could SDSU offer Psych 101?
  - This would help to transition students into the major
  - Probably not feasible

Library

- Books
  - Psych books that are ordered seem strange
- Journals
  - Get them through colleagues at other institutions
- University Center
  - Access has gotten better
- Book ILL
  - for University Center
  - how does this work for distance students
  - Rebecca martin – talk with gr
- 1990’s
  - Last did a review of journals and holdings
• Psych with Wegner
  o Could their students have access
  o Check with their Library rep and get back to Library

Other
• Working on departmental standards
• Research workloads are still viewed as problematic
• Value research they can do with their undergraduates
• Since they don’t have graduates students
  o Undergraduates are their resource
• What are plans for new a new Social Sciences building?
  o It is on the 10-year plan

Isn’t funded yet
Our Program

- Bachelor of Science, Psychology
  - Graduate School Specialization Emphasis
    Graduates typically go on to graduate study regionally and nationally in psychology or related fields.
  - Psychological Services Emphasis
    Graduates typically serve their communities through employment with nonprofit agencies designed to offer citizens mental health and related services.
  - Teaching Specialization

- Psychology Minor (Also available online)
Faculty

- Full-time Faculty
  - Tenure-track (6 FTEs): 5
    - New Fall 2012 hire will increase to 6
    - One TT splits time between BRMC and UC
  - Term appointments: 3
    - Two at BRMC and one at UC
    - Will reduce to 2 with TT hire

- Adjuncts
  - Brookings: 2
  - UC in Sioux Falls: 1

Majors*

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRMC</td>
<td>220</td>
<td>200</td>
<td>205</td>
<td>240</td>
<td>250</td>
</tr>
<tr>
<td>UC</td>
<td>30</td>
<td>60</td>
<td>80</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>260</td>
<td>285</td>
<td>330</td>
<td>335</td>
</tr>
</tbody>
</table>

* A close approximation
## Graduates

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females-%</td>
<td></td>
<td></td>
<td>63%</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>Males-%</td>
<td></td>
<td></td>
<td>37%</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>Total #</td>
<td>48</td>
<td>50</td>
<td>50</td>
<td>41</td>
<td>58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SDSU 4-year PSYC major</th>
<th>SDSU switched major to PSYC</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY10</td>
<td>33%</td>
<td>50%</td>
<td>17%</td>
</tr>
<tr>
<td>FY11</td>
<td>8%</td>
<td>66%</td>
<td>27%</td>
</tr>
<tr>
<td>FY12</td>
<td>13%</td>
<td>43%</td>
<td>44%</td>
</tr>
</tbody>
</table>

## Interesting Observation

- 2010 Majors (66) as of Sp12 semester
  - 16.6% Active psychology majors
  - 39.4% Active SDSU other majors
  - 13.6% Did not appear to attend or withdrew within one week
  - 30.4% Inactive; either psychology or switched majors

- 2011 Majors (62)
  - 22% no longer a psychology major
Credit Hours Generation

- FY11: A&S UG 114,804
- FY11: PSYC UG 9,359 (5th)
  - State support: 6,480
  - Self support: 2,870
    - Internet: 1,629 (2nd)
    - UC: 1,154 (4th)
    - Anomaly: USD has PSYC at UC
- FY10: A&S UG 96,948
- FY10: PSYC UG 8,531 (4th)
  - FY10: PSYC UG Upper Division 3,334 (2nd)
  - Chemistry: 3,727; PSYC; English: 2,461

SGR/IGR Contributions

<table>
<thead>
<tr>
<th></th>
<th>SGR #3</th>
<th>IGR #1</th>
<th>IGR #2</th>
<th>IGR #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>New</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
What have we been up to?
2010 IPR Program Goals

- Improve undergraduate curriculum
  ✓ F11: 39 UG credits required (previously 33)
  ✓ Sequencing, pre-requisites
  ✓ Domain breadth
  ✓ Integrated, two-semester research methods and statistics course with lab
  ✓ Content-specific lab courses
  ✓ Student research opportunities (2010-13 to 2011-38)
  ✓ Scobey 348 classroom/lab equipment upgrade

What have we been up to?
2010 IPR Program Goals

- Increase faculty research/scholarship activities
  ✓ F10: 30% workload (previously 10%)
  ✓ Incentive funds (FY11: ≈$16,430)
  ✓ Several poster presentations at major psychology conferences (many with students)
  ✓ Scobey room additions and upgrades
  ✓ 10 Laptop computers (Spear grant + A&S capital assets)

- Improve assessment program
  ✓ SP12: Standardized senior exit exam

- Enhance status of discipline/department
2010 IPR Program Goals

- Deliver improved curriculum at UC
  - F12: Two-semester research methods and statistics course with lab

- Develop an online psychology major
  - 15 courses have been taught online
  - Approved online minor Improve faculty information technology
  - Ongoing AL Cloud pedagogy and implementation

- Develop a master’s program in psychology
  - No specific plans at this time

Strengths

- Faculty work very hard to create rigorous and meaningful educational experiences for students.
- Faculty truly value supervising/mentoring students in research.
- Faculty are extremely generous in their service to the department, college, and university.
- Quality curriculum.
- Important contribution to college and university in terms of service courses.
Challenges

- Unclear expectations regarding requirements for promotion.
- Maintaining teaching/advising quality and service commitments given increased research directive.
- Improve faculty publication success.
- Efficient curriculum scheduling and delivery given BRMC, UC, and online locations.
- Academic preparation and skill set of many of our majors.
- Reaching out to alumni.
- Faculty, facilities, funding...

Opportunities

- Deliver an online major.
- Intra- and inter departmental collaboration, especially in research.
- Develop granting writing skills.
- Community outreach with respect to niche funding opportunities.
- Reaching out to alumni.
Five-year Aspirations

1. More full-time faculty members and better-qualified adjuncts (M=4.5; SD=2.4)
2. An online major (creating increased incentive funding) (M=5.25; SD=4.4)
3. A 3-2 teaching load for tenure-track faculty for greater research time/productivity (M=5.38; SD=3.3)
4. Reasonably well-equipped and up-to-date teaching resources (computers) and research labs (M=6.25; SD=4.1)
5. All psychology courses available at UC or online (M=6.25; SD=4.2)
6. More undergraduates involved in research with funding available for summer projects and senior theses (M=6.5; SD=3.1)

Five-year Aspirations

7. Have tenure-track FTE for clinical area (M=8.25; SD=4.2)
8. Faculty with grant funding with course release and paid assistants (M=8.5; SD=4.2)
9. Increased collaboration within department and across other disciplines (M=8.6; SD=2.1)
10. Standardized assessment measures of student learning at both the department and individual course levels (M=9.75; SD=4.8)
11. Engage in community development programs/outreach (M=10; SD=3.8)
12. A more prominent/respected place within the college and university (M=10.5; SD=5.4)

13. Increased academic rigor and integrity in our courses (M=10.6; SD=4.3)

14. Be more multi-culturally diverse with respect to recruitment/programs (M=11.4; SD=3.4)

15. More students accepted into graduate programs (M=11.6; SD=3.8)

16. Have a well-functioning master’s program (M=13; SD=3.5)