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Executive Summary:

BOR guidelines for Comprehensive Program Reviews (CPR) express the rationale for a process that evaluates the effectiveness of academic programs in terms of quality, viability and productivity within the categories of Teaching/Learning, Scholarship and Service as appropriate to the missions of the institution and department. The use of the CPR is to seek progressive improvements and adjustments of programs in the context of institutional strategic planning and in response to findings and recommendations of the CPR. In order to avoid redundancy, the following report uses the above stated format and refers directly to the listed appendices.

University Mission Statement

Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master’s and specialist degree programs.

Departmental Mission Statement:

Faculty members of the Department of Psychology and Sociology at Georgia Southwestern State University challenge students to think critically about behavioral, mental, and social processes, and to develop the knowledge and skills for a variety of post-baccalaureate alternatives. These objectives are implemented via a rigorous curriculum that focuses on the application of scientific thinking, respect for the diversity of human experiences, and understanding of how psychology and sociology contribute to the improvement of the human condition.
Narrative:

In the fall semester of 2017, the Department of Psychology and Sociology has **205 majors** (124 in psychology; 38 in sociology, and 43 in criminal justice), ten full-time faculty, and one half-time staff. Nine of the full-time faculty have terminal degrees in their discipline. The faculty member in criminal justice has two Master’s degrees and is actively pursuing a Ph.D. All faculty teach a 4/4 course load, except the department chair who receives a course release each semester. Summer teaching is optional for all faculty. We offer three degrees; the B.A. in Psychology, B.S. in Psychology, and B.S. in Sociology. In addition, the department offers and administers an 18-hour undergraduate Certificate in Criminal Justice and began offering an 18-hour undergraduate Certificate in Social Justice beginning in Fall 2017.

**Note:** The most comprehensive assessment data for the department was collected in 2014, and follows. Since 2014 the institution’s assessment plan has been in a state of flux: however, yearly assessment data, as required by the institution, is found in the various Annual Reports which are found in the appendices of this report.

**Major Strengths**

1. **Faculty**: Very strong at this point, but in need of salary equity raises and we need additional faculty to support the Criminal Justice Program. We have strong mentoring relationships with our students and are easily accessible via frequent office hours. See Appendix A for faculty CVs (truncated to four pages each).

   a. **Faculty Productivity**: In the fall of 2016 the departmental faculty productivity was 3,425 semester credit hours, the highest in the College of Arts and Sciences, and exceeded only by the School of Business and the School of Education.
2. **Retention**: The Fall 2016 to Fall 2017 retention rate is 84.62% for psychology, 50% for sociology, and 80% for criminal justice.

3. **Number of Graduates**: The department produces a high number of graduates without sacrificing rigor. For example, in FY 2016, the department had 49 graduates (43 in psychology and 6 in sociology) or 10.34% of the institution’s graduates. The psychology program alone graduates more students than all of the other programs in the College of Arts and Sciences combined and more than three times as many as the School of Computing and Mathematics. As the Criminal Justice Program matures, the number of graduates from the department will rise considerably.

4. **Curricula**: The curricula for all programs provides a strong foundation for the pursuit of graduate studies as well as entry into the workforce. Specifically, our internship courses provide students with practical experience in their major area of study. We offer independent research courses which provide students with hands-on experiences similar to what is found in graduate studies. See Appendix B for Curriculum Sheets.

5. **Facilities**: The department has adequate classrooms to accommodate large introductory classes, smaller classrooms for upper-division classes, a student computer lab, and a classroom with 26 computers for statistics instruction. In addition, there are three faculty labs for psychological experimentation.

**Areas for Improvement**

1. **Salaries and Workload**: Base salaries for all faculty remain low compared to peer institutions. For example, the starting salary for an assistant professor in the department is $44,000. This makes it difficult to hire and retain quality faculty. The administrative workload for the department chair is high. The compensation for the
department chair is $500 per month and a one course release per semester. The faculty productivity is the highest on campus except for the School of Business and the School of Education. The advising load, particularly among the psychology faculty (approximately 30 students per faculty) and criminal justice faculty (one advisor and 43 majors) is too high. The Department of Psychology and Sociology has substantially more majors than the School of Computing and Mathematics, which has a Dean and two Department Chairs.

2. **Budget:** The budget for the department, minus personnel costs, is $16,797 per year ($81.94 per student) and relies heavily on profits from summer teaching. Summer enrollment has dropped significantly in recent years. If summer profits continue to drop, it will be impossible to conduct day to day operations without some supplementation of the operating budget.

   **NOTE:** The department has been exceedingly conservative with expenditures. The administration has an unrealistic expectation about the financial support required to develop and perpetuate high quality programs, particularly the amount of travel necessary for faculty development (conference attendance and presentations). The department should be given consideration for the acquisition of experimental equipment, software, and other materials that would strengthen and solidify our programs.

**Key Opportunities**

1. **New Programs:** The department began offering a B.S. in Criminal Justice degree via the University System of Georgia’s eMajor, in 2015. As the program gains momentum (43 majors), additional faculty resources will be required. A new
Certificate in Social Justice began in the fall of 2017. Demand for the new course is already high and we project the development of a new B.S. in Social Justice.

In addition, the department is now part of a collaborative program with the School of Business, the School of Nursing, and the Rosalyn Carter Institute for Caregiving to offer a B.S. in Long-term Care Management. These new programs will increase productivity but also increase demand for courses in psychology and sociology. As previously mentioned, strong consideration should be given to form a School of Human Sciences/Services, with departments of psychology, sociology and social justice, and criminal justice. The number of majors and graduates, comparative to other schools on campus, justify such an endeavor.

Key Challenges

1. **Increasing Salaries:** As stated previously, faculty salaries are far below those at our peer institutions. Ultimately, this affects faculty morale and retention given the high level of productivity of the department. The compensation for the department chair is too low, considering the administrative workload.

2. **Advising Load:** The advising load for psychology and criminal justice faculty is too high.

3. **Faculty Development:** The current budget allows for $200 per faculty member, per year, for travel. The amount should be increased to at least $500 or more per year.

4. **Summer Enrollment:** Both the departmental budget and faculty salaries are impacted by summer enrollment numbers. The university invokes a fee structure that dissuades students from enrolling in summer classes at GSW. We have converted
most of our summer courses to an online format hoping to maintain and increase summer enrollment numbers.

**Strategic Plan**

1. Strengthen Internship Program  
   a. Survey former student interns and Internship sites.  
   b. Revise Internship literature and departmental website to reduce ambiguity and simplify registration procedures.

2. Review and revise curriculum  
   a. Identify courses with average enrollment of less than 10 students per offering, excluding Internship courses and Research courses, for potential removal from the curriculum.  
   b. Consider revisions to curricula.

3. Enhance student advising  
   a. Explore group advising for freshmen and sophomores.  
   b. Address career and graduate school opportunities in a more structured way.  
   c. Develop additional materials and revise departmental website resources for advising.

4. Enhance programmatic assessment  
   a. Identify ways to acquire more meaningful data.  
   b. Use assessment outcomes to initiate meaningful change.

5. Mentoring program for junior faculty  
   Department Chair will meet regularly with untenured faculty to discuss faculty evaluation, promotion and tenure procedures, best practices for teaching, and other issues related to faculty development.
Appendix A

Faculty Vitae

Marianna Baykina, Ph. D.
Department of Psychology & Sociology
Georgia Southwestern State University
Americus, GA 31709
marianna.baykina@gsu.edu

EDUCATION

Doctorate of Philosophy in Educational Psychology (December 2008)
Texas Tech University – Lubbock, TX
Master’s of Art in Psychology (August 2000)
San José State University – San José, CA

RELEVANT PROFESSIONAL EXPERIENCE

Classes Taught
Abnormal Psychology
Introductory Psychology
Child & Adolescent Development
Development of Children’s Thinking
Lifespan Development
Emotional Development (Special Topics)
Psychology of the Adult
Psychology of Personality
Theories & Methods of Counseling
Psychological Testing
Research Methods
Statistics
Educational Psychology
Cognition
Social Psychology
History of Psychology
Substance Abuse
Psychology of Adjustment
Issues & Ethics in Helping Professions

Courses Taught Online
Abnormal Psychology
Child & Adolescent Development

Special Short Course Developed and Delivered
Instruction for Cognition

Workshops Developed and Conducted
Tutoring: Targeting Development of Attention and Memory Skills
Tutoring: Targeting Comprehension
Tutoring: Targeting Development of Synthetic Skills

COURSES QUALIFIED TO TEACH

Abnormal Psychology; Clinical Psychology; Theories & Methods of Counseling;
Any developmental course: Developmental Psychology, Child Development, Adolescent
Development, Human Development, Cognitive Development, Development through the
Lifespan, Adult Psychology, Aging, Infant Development; General Psychology; History of
Psychology; Cognition; Perception; Psychological Testing; Theories of Personality; Human
Sexuality; Educational Psychology

INSTRUCTIONAL TECHNOLOGY SKILLS
Canvas
Blackboard
WebCT

SPECIAL TEACHING SKILLS

Adjustment of a level of teaching toward the level of preparation and interests of student body
Familiarity and sensitivity with regard to issues of minority and non-traditional students
Extensive experience in teaching students how to write academically-appropriate papers
Teaching critical thinking skills in the context of an actual course
Ability to help students synthesize material into a coherent & meaningful network

PROFESSIONAL EXPERIENCE

Work History
2016 - current  Assistant Professor  Georgia Southwestern State University
2015 – 2016  Visiting Assistant Professor  Eastern Oregon University
2011 – 2015  Program Developer & Manager  Foundation for the Advancement of
             Sport Among Handicapped Children, Russia
2010 – 2011  Assistant Professor  Upper Iowa University
2009-2010  Visiting Assistant Professor  Shawnee State University
2008-2009  Mentor-Tutor for Student-Athletes  Texas Tech University
2006-2007  Graduate Assistant  Texas Tech University
2000-2005  Graduate Part-Time Instructor  Texas Tech University
1999-2000  Teaching Assistant  San Jose State University
1993-1997  Project Coordinator  East-West Software, SF, CA
Service
2017 – current     Affordable Learning Georgia Grant, Round Ten
2017- current      Committee for Academic Affairs
2017- current      Independent Reviewer, Interdisciplinary Journal for Undergraduate Research

2016-2017  Student Affairs Committee, Georgia Southwestern State University
2015 – 2016  Budget & Planning Committee of College of Arts & Sciences
2015 – 2016  Member of Board of Directors, Grande Ronde Symphony Orchestra
2014 – 2015  Volunteering at Justice for Our Neighbor (JFON) Clinic, Decorah, Iowa
2009 - 2010  Advisory to the Library Committee of Social Sciences Department

2007-2008  Participated in development of a program for training tutors
1994-1995  Member of Board of Directors, San Francisco Charter School

Clinical Work
2001-2006  Clinical Work, Psychology Clinic, Texas Tech University
            630 direct contact hours
1997-1999  Crisis Counselor, Santa Clara County Suicide and Crisis Hotline,
            450 direct contact hours

Conference Presentations


Baykina, M., & Cooper, R.G. (August, 2002). *Formation of representational structures:


*Development within different domains.* Poster presented at the biennial meeting of the International Society for the Study of Behavioural Development, Ottawa.


**Current Papers**

Baykina, M. *Global precedence effect within different domains and formation of representational structures.* Manuscript in preparation. Poster to be submitted to present at APS meeting, May 2018.

Baykina, M. *Field independence and formation of representational structures within different domains.* Manuscript in preparation. Poster to be submitted to present at APS meeting, May 2018.

Baykina, M. Using movies as assignments to target critical thinking skills within a context of a specific course. Manuscript in preparation. Poster to be submitted to present at SoTL conference, April 2018.

**Research Experience**

Projects finished at TTU:

**Doctoral Dissertation:** *The Effects of Individual and Familial Factors on Mathematics Achievement for Young Women*

- Global precedence effect within different domains
- Rejection sensitivity, self-esteem, perception, and couple relationships
- Field independence and formation of representational structures within different domains

Projects finished at SJSU:

- Master Thesis: Stress-related growth: Can field independence be a mediator?
- Undergraduate Honors Thesis: Facilitating and debilitating anxiety and coping in an ego-threatening situation under time pressure
- Analysis of representational structures: Adult attainment of bilingual fluency and field independence
- Creating context by means of connotation clusters: Implications for second language vocabulary acquisition

Membership in Professional Organizations:

- The Jean Piaget Society
Joseph A. Comeau

comeau@gsu.edu
Georgia Southwestern State University
Department of Psychology and Sociology
800 GSW Drive, Americus, Georgia 31709

EDUCATION
2012 Ph.D., Sociology, University of North Texas
2008 M.Ed., Educational Leadership, Northern Arizona University
2006 B.S., Organizational Sociology, Grand Canyon University

EMPLOYMENT AND POSITIONS
2013 – Present Assistant Professor of Sociology, Department of Psychology and Sociology, Georgia Southwestern State University
2012 – 2013 Lecturer, Department of Sociology, University of North Texas
2011 – 2012 Adjunct Instructor, Department of Social Work, Sociology, and Criminal Justice, Tarleton State University
2009 – 2011 Teaching Fellow, Department of Sociology, University of North Texas

OTHER ACADEMIC AND PROFESSIONAL EXPERIENCE
2011 – 2012 Dissertation Fellow, Department of Sociology, University of North Texas.
2009 – 2011 Teaching Fellow, Department of Sociology, University of North Texas.
2009 – 2011 Research Assistant, Department of Sociology, University of North Texas.
2008 – 2009 Teaching Assistant, Department of Sociology, University of North Texas.
2008 Academic Advisor, Thunderbird School of Global Management
2001 – 2007 Housing Coordinator; Student Affairs Advisor; Student Development Advisor, Universal Technical Institute/Motorcycle Mechanics Institute

PUBLICATIONS

GRANTS, FELLOWSHIPS, HONORS, AND AWARDS
2017 Faculty Instructional Grant, Georgia Southwestern State University ($2500).
2017 Faculty Development Grant, Georgia Southwestern State University ($700).
2015 Faculty Development Grant, Georgia Southwestern State University ($700).
2015 Principal Investigator, Textbook Transformation Grant, Affordable Learning Georgia ($16,800).
2014 Faculty Development Grant, Georgia Southwestern State University ($700).
2013 Faculty Development Grant, Georgia Southwestern State University ($700).
2012 Hiram J. Friedsam Award for the Outstanding Sociology Doctoral Student, University of North Texas (first student to receive award twice).
2011 Dissertation Fellowship Award, Toulouse School of Graduate Studies, University of North Texas (full tuition and stipend for one year).
2010 Hiram J. Friedsam Award for the Outstanding Sociology Doctoral Student, University of North Texas.
2010 UNT Scholarship, University of North Texas ($1000).
2009 University Scholarship Committee Scholarship for Continuing Students, University of North Texas ($1000).
2009 Academic Achievement Scholarship, Toulouse School of Graduate Studies, University of North Texas ($1000).
2008 Academic Achievement Scholarship, Toulouse School of Graduate Studies, University of North Texas ($1000).
2008 Alvin C. Dorse Sociology Graduate Student Scholarship, Department of Sociology, University of North Texas ($500).
2008 Outstanding Staff Member (as an academic advisor), nominated and selected by graduating students, Thunderbird School of Global Management.

ACADEMIC PRESENTATIONS
2017 Comeau, Joseph A. and Jamie MacLennan. “Attitudes of African Americans toward Back the Blue in Americus, Georgia.” Georgia Sociological Association Annual Conference, Cordele, GA.
2011 Comeau, Joseph A. “Familialism and Comparative Levels of Family Contact.” Southwestern Sociological Association Annual Conference, Las Vegas, NV.
SERVICE AND MENTORING

2017 – Present  Principal investigator, “Attitudes of African Americans toward Back the Blue.” An empirical research project in Americus, Georgia, involving faculty and students from Georgia Southwestern State University.

2017  New faculty mentor for Dr. MC Whitlock, Department of Psychology and Sociology, Georgia Southwestern State University.

2016 – 2017  Member, Search Committee for sociology faculty position, Department of Psychology and Sociology, Georgia Southwestern State University.

2017  Presenter and Panelist for a discussion of the film “Poverty Inc.” A Windows to the World event hosted by the Georgia Southwestern State University chapter of Enactus.

2016 – 2017  Chair, Strategic Planning Subcommittee (a subcommittee of the Institutional Effectiveness Committee), Georgia Southwestern State University.

2016 – Present  Member, Council on Diversity, Georgia Southwestern State University.

2016  Chair for “Sociology Education” session. Southwestern Sociological Association Annual Conference, Las Vegas, NV.

2016  Ad Hoc Manuscript Reviewer, Cultural Diversity and Ethnic Minority Psychology.

2015 – Present  Chair, Panorama Panel Discussion Series Planning Committee, Georgia Southwestern State University.

2015 – Present  Member, Institutional Effectiveness Committee, Georgia Southwestern State University.

2015 – Present  Organizer, Junior Faculty Teaching Circle, Georgia Southwestern State University.

2015 – Present  Member, Strategic Planning Steering Committee, Georgia Southwestern State University.

2015 – 2017  Member, International Programs Advisory Council, Georgia Southwestern State University.


2015  Instructor, “Sources and Uses of Social Science Research” Honors Seminar, Georgia Southwestern State University.

2015  Ad Hoc Manuscript Reviewer, Sociology of Education.

2015  Chair for “The Value of Networks” session. Southwestern Sociological Association Annual Conference, Denver, CO.


2014 – Present  Secretary/Treasurer, Southwestern Sociological Association.

2014 – Present  Member, Scholarships and Financial Aid Committee, Georgia Southwestern State University.

2014 – Present  Member, Retention Committee, Georgia Southwestern State University.

2014 – Present  Academic Advisement, Department of Psychology and Sociology, Georgia Southwestern State University.
Ellen Margaret Cotter, Ph.D.

Department of Psychology and Sociology
Georgia Southwestern State University
800 GSW State University Drive
Americus, GA 31709-4693
Voice: (229) 931-2267; Fax: (229) 931-2315
E-mail: ellen.cotter@gsw.edu

Professional and Research Experience

2010 – date  Professor, Department of Psychology and Sociology, Georgia Southwestern State University
2003 – 2009  Associate Professor, Department of Psychology and Sociology, Georgia Southwestern State University
1999 – 2003  Assistant Professor, Department of Psychology and Sociology, Georgia Southwestern State University

Courses Taught

PSYC 2103 – Human Growth and Development
PSYC 3308 – Psychosocial Aspects of Aging
PSYC 3320 – Child Psychology
PSYC 4414 – Psychology of Language  
PSYC 4395 – Theory and Research in Caregiving  
PSYC 4450 – Seminar in Psychology  
UNIV 1000 – The GSW Experience

Grant Funding


2008  Charles L. Mix Foundation Mental Health/Community Health Research Competition. "Effects of ADHD Subtype on Sibling Relationships" $11,300 – funding awarded in June 2008

Publications


Conference Presentations


Conference Presentations (continued)


Editorial, Review, and Scholarly Activities

2015 - date  Ad Hoc Reviewer, Journal of Aging Research
2013 – date  Ad Hoc Reviewer, Current Psychology
2013            Ad Hoc Reviewer, Journal of Adolescent Research
2011 – date  Ad Hoc Reviewer, Psi Chi Journal of Undergraduate Research
2010 – date  Ad Hoc Textbook Reviewer, Pearson
2008 – date  Ad Hoc Reviewer, Journal of General Psychology
2008            Ad Hoc Reviewer, International Journal for the Scholarship of Teaching and Learning
2005 – date  Reader, Advanced Placement Psychology Exam
2003 – date  Ad Hoc Textbook Reviewer, Wadsworth

Committee Memberships

2016            Search committee, Care Consultation/Projects Specialist position, Rosalynn Carter Institute
2016  Search committee, Operation Family Caregiver position, Rosalynn Carter Institute
2014-2016  Search committee, clinical psychology position, Department of Psychology and Sociology
2013 –2014  School of Arts and Sciences Tenure and Promotion Committee
2012  Search committee, Director of Student Support Services
2010 – 2012  Faculty Senate (Secretary, 2011-2012)
2010 – 2011  Search committee, Dean of Arts and Sciences
2010 – 2011  Search committee, legal psychology position, Department of Psychology and Sociology
2009 - date  Institutional Review Board (Chair, 2011-2012)
2008 – 2009  Search committee, clinical psychology position, Department of Psychology and Sociology
2008  School of Arts and Sciences Tenure and Promotion Committee
2007 – date  Faculty Advisor, Psychology/Sociology Club
2007  Search committee, School of Nursing
2007 – 2008  Search committee chair, clinical psychology position, Department of Psychology and Sociology
2006 – 2008  Recording Secretary, School of Arts and Sciences
2006 – 2007  Director, Pope Fellowship Program (academic portion)
2006 – 2007  Search committee chair, cognitive psychology position, Department of Psychology and Sociology
2005 – 2007  Search committee, Executive Director position, Rosalynn Carter Institute
2005 – 2009  Student Affairs Committee (Chair 2006-2008)
2001 – date  Library Faculty Advisory Committee
2000 – 2012  Faculty Advisor, Psi Chi

Community Activities
2017 – date  Member, Americus Sumter High School Band Boosters
2014 – 2016  Parent Teacher Organization, Sumter County Middle School
2013 – 2016  Member, Sumter Players Board of Directors
2013 – date  Volunteer, Sumter Players
2011 – 2014  Parent Teacher Organization, Sumter County Elementary School
2007 – 2011  Parent Teacher Organization, Sumter County Primary School
2007 – 2013  Board of Trustees, Lake Blackshear Regional Library
2001 – 2008  Board of Directors, Relative Caregiver Project

Professional Organizations
2007 – date  Society for the Teaching of Psychology
1994 – 2007  American Psychological Association
1993 – date  Association for Psychological Science (formerly American Psychological Society)

Honors and Awards
2017  Governor’s Teaching Fellows Program
Gary Dale Fisk, Ph.D.

CONTACT INFORMATION
Georgia Southwestern State University
Department of Psychology and Sociology
800 Georgia Southwestern State University Drive
Americus, GA 31709
Phone: 229-931-2296; fax: 229-931-2315; Email: gary.fisk@gsu.edu

POSITIONS HELD

2011 – present  Professor of Psychology
Georgia Southwestern State University

2005 - 2010  Associate Professor of Psychology (with tenure)
Georgia Southwestern State University, Americus, Georgia

2000 - 2004  Assistant Professor of Psychology
Georgia Southwestern State University, Americus, Georgia

1997 - 2000  Assistant Professor of Psychology
Gordon College, Barnesville, Georgia

1995 - 1997  Postdoctoral Research Fellow (fellowship support from NIH)
The University of Alabama at Birmingham

1992 - 1995  Predoctoral Research Fellow (fellowship support from NIMH)
The University of Alabama at Birmingham

1989 - 1992  Research Assistant
The University of Alabama at Birmingham

EDUCATION
Ph.D., University of Alabama at Birmingham (Birmingham, Alabama)
  Psychology - Behavioral neuroscience specialization
  Cumulative GPA:  3.87
  Phi Kappa Phi Honor Society
B.A., Cum Laude, Luther College (Decorah, Iowa)
  Majors in Psychology and Anthropology
  Dean's List for five semesters
  Cumulative GPA: 3.59

PROFESSIONAL ORGANIZATIONS
  Psychonomic Society
  Phi Kappa Phi Honor Society

AWARDS
  Featured Scholar Award (2008 - 2009)
  Most Valuable Professor Award - GSW Athletic Department (2009, 2010, 2011)
  TRiO Faculty/Staff Spotlight of the Year (2015)
  Faculty Excellence in Scholarship Award (2017)

TEACHING EXPERIENCE
  Introduction to Psychology: A survey of psychology including topics such as neuroscience, sensation/perception, cognition, learning, and psychological disorders.
  Psychological Statistics: Descriptive and inferential statistical techniques commonly used in the social sciences.
  Sensation - Perception: The study of the sensory systems and how raw sensory information is transformed into meaningful experiences.
  Biopsychology: The biological basis of behavior and cognition.
  Human Growth and Development: Sensory, cognitive and motor changes across the lifespan.
  Experimental Psychology: Scientific method, experimental vs. nonexperimental research, experimental validity, and experimental design (e.g., between subjects designs).
  Psychology as a Natural Science: An introduction to modern scientific psychology with emphasis upon historical and methodological foundations. Scientific principles of sensation and perception, learning, cognition, motivation and emotion, intelligence and personality, abnormal behavior, health, mating, families, social behavior, and culture will be examined.
  Psychology of Adjustment: Self-control, interpersonal relations, health psychology, stress management, and adjustment during adult development.
  Cognitive Psychology: The study of cognition, including perception, attention, problem solving, and memory.
  Introduction to Human Neuropsychology: Human brain functions and disruptions in psychological functioning caused by brain damage.
  Abnormal Psychology: Symptoms and manifestations of psychological disorders, as well as diagnostic issues and therapy.
  Behavior Modification: Behavioral theory and principles applicable to the modification of human maladaptive behavior are presented. Strengths and weaknesses of the behavioral
approach are analyzed across a number of real world settings.

COLLEGE SERVICE

Instructional Technology Advisory Committee, (2013 – 2014; 2016-present)
IT Steering Committee (2014 - present)
IT Compliance Committee (2014 - present)
Georgia Digital Innovations faculty representative
IT Steering committee (2016 to present)
Faculty Affairs committee (2014 to 2016)
Scholarship and Financial Aid Committee (2011 – 2013)
SACS/COC accreditation committee (2011)
Chair of the SACS/COC distance education subcommittee

PUBLICATIONS


PRESENTATIONS


**Judy Orton Grissett, Ph.D.**

**EDUCATION**

Ph.D. Educational Psychology, Georgia State University, 2013, with dual-certificates in Quantitative Research in Education and Qualitative Research in Education, Georgia State University, 2013

M.S. Educational Psychology, Georgia State University, 2010

B.S. Psychology (*magna cum laude*), Georgia Southwestern State University, 2005

**PROFESSIONAL CREDENTIALS**

Selected Awards and Honors

2016 Professor of the Year, Georgia Southwestern State University
2016    Featured Advocate, University System of Georgia Affordable Learning Georgia Initiative
2015    Sigma Alpha Pi Leadership Society Honorary Member, Georgia Southwestern State University
2013    Outstanding Teacher in Educational Psychology, Georgia State University

**Selected Fellowships and Scholarships**

2017-2018  Service Learning Faculty Learning Community, University System of Georgia
2016-2017  Scholarship of Teaching and Learning Fellowship, University System of Georgia
2015-2017  Open Educational Resource Research Fellowship, Open Education Group
2009-2013  Doctoral Research and Teaching Fellowship, Department of Educational Psychology and Special Education, Georgia State University
2012-2013  Urban Fellowship, Urban Fellows Program, Georgia State University

**External Grant Awards**

2017    University System of Georgia Textbook Transformation Grant for Open Educational Resources for Cross-Cultural Psychology course, *Project Lead* ($10,800)
2015    University System of Georgia Textbook Transformation Grant for Open Educational Resources for Experimental Methods course, *Co-Recipient* ($16,800)
2015    University System of Georgia Textbook Transformation Grant for Open Educational Resources for Human Growth and Development course, *Co-Recipient* ($14,800)
2015    University System of Georgia Textbook Transformation Grant for Open Educational Resources for Introduction to Psychology course, *Co-Recipient* ($30,000)
2014    University System of Georgia Textbook Transformation Grant for Open Educational Resources for Introduction to Psychology course, *Project Lead* ($10,800)

**University Internal Grant Awards**

2017    Georgia Southwestern State University Faculty Development Grant for 2017 GERA conference travel ($250)
2016    Georgia Southwestern State University Faculty Development Grant for NVIVO Qualitative Coding Software ($280)
2015    Georgia Southwestern State University Faculty Development Grant for 2016 EERA conference travel ($500)
2014    Georgia Southwestern State University Faculty Development Grant for 2014 APA conference travel ($700)
2013 Georgia Southwestern State University Faculty Development Grant for 2013
GERA conference travel ($300)

**Recent Courses Taught**

PSYC 1101-- Introduction to Psychology, 2013-
PSYC 2103 (online)-- Human Growth and Development, 2015-
PSYC 3331-- Introduction to Psychological Testing, 2014-
PSYC 3350 (online)-- Health Psychology, 2015-
PSYC 4405-- Theories and Techniques of Counseling, 2013-2014
PSYC 4422-- Theories of Personality, 2013-
PSYC 4431-- Experimental Psychology, 2015-
PSYC 449A-- Special Topics in Psychology: Jungian Archetypes, 2014
PSYC 449A-- Cultural Psychology, 2017
PSYC 4492-- Psychology Internship, 2014-
PSYC 4497-- Senior Research I, 2014-
SOCI 4492-- Sociology Internship, 2014-

**SCHOLARSHIP**

*(Italicized name denotes student author.)*

**Refereed Articles**

*Vojtech, G., & Orton Grissett, J. (2017). Student perceptions of faculty who use open-educational resources. The International Review of Research in Open and Distributed Learning, 18(4).*


**Articles In-Press**


**Selected Conference Presentations**


Orton Grissett, J. (2017, October). *Lessons learned from using open educational resources in an online health psychology course.* Paper accepted to the 42nd Annual Meeting of the Georgia Educational Research Association, Augusta, GA.

Orton Grissett, J. (2017, October). *Open educational resources: A primer and review of implementation at one institution.* Paper accepted to the 42nd Annual Meeting of the Georgia Educational Research Association, Augusta, GA.


Carrion, C., Orton Grissett, J., & rosenstein, d.l. (2016, August). *Experiences for children to learn about nature at a community garden: An ethnographic case study.* In M. D. Renken (Chair) *Conceptualizations of Nature.* Symposium presented at the annual meeting of the American Psychological Association, Denver, CO.


Huffman, C., & Orton Grissett, J. (2016, March). *Are open-educational resources effective in teaching introductory psychology?* Poster session presented at the 62nd Annual Meeting of the Southeastern Psychological Association, New Orleans, LA.


**SERVICE**

2017 Georgia Educational Research Association, Conference Proposal Reviewer
2017- Perspectives in Learning, Journal Reviewer
2017 Moderator, Career Services Teaching Circle, Georgia Southwestern State University
2017 Moderator, Open Educational Resources Teaching Circle, Georgia Southwestern State University
2017 Committee Chair, University and Alumni Affairs Committee, Georgia Southwestern State University
2015-2016 Committee Chair, Scholarship and Financial Aid Committee, Georgia Southwestern State University
2014- Campus Champion, Affordable Learning Georgia
VITA
Charles M. Huffman, Ph.D.

Department of Psychology & Sociology
Georgia Southwestern State University
800 GSW University Drive
Americus, GA 31709
(229) 931-2316
charles.huffman@gsu.edu

Employment
Present
Department Chair and Professor of Psychology
Director, Prior Learning Assessment
Georgia Southwestern State University
Americus, GA

Education
1995
Ph.D. Experimental Psychology
Emphasis: Cognition & Learning
University of Southern Mississippi
Hattiesburg, MS

1993
M.S. General Psychology
Emphasis: Cognition
Emporia State University
Emporia, KS

1991
B.A. Psychology
Buena Vista College
Storm Lake, IA

Additional Study
2009
Certificate of Mastery in Prior Learning Assessment
Council for Adult and Experiential Learning

2009
Certificate of Achievement in Prior Learning Assessment
Council for Adult and Experiential Learning

2004
Database Development
Virginia Tech University

Awards and Honors—Since 2010
2013 Most Valuable Professor,
Presented by the Georgia Southwestern
State University Athletic Department

2011 Most Valuable Professor,
Presented by the Georgia Southwestern
State University Athletic Department

2010 Most Valuable Professor,
Presented by the Georgia Southwestern
State University Athletic Department

**Professional Memberships**
American Psychological Association—Division Two
Association for Psychological Science
Southeastern Psychological Association
Southern Society of Philosophy and Psychology
Psi Chi, National Honor Society in Psychology

**Refereed Publications—Since 2010**

**Invited Addresses—Since 2012**
Huffman, C.M. (2013, March). Graduate programs in psychology: Identifying and developing markets related to emerging careers associated with psychology. *59th Annual Meeting of the Southeastern Psychological Association*, Atlanta, GA.


**Refereed Presentations—Since 2012**
Huffman, C.M. (2017, March). Behavioral economics and student decision making. *Poster presented at the 63rd Annual Meeting of the Southeastern Psychological Association*. Atlanta, GA.


Orton Grissett, J. & Huffman, C. (2016, February). *Efficacy, perceptions, and use of an Open-Educational Resource (OER) compared to a traditional paper textbook in an*


Huffman, C.M. (2015, Jan). Own race bias in the history of psychology? Poster presented at the 37th Meeting of the National Institute for the Teaching of Psychology, St. Petersburg Beach, FL.

Huffman, C.M. (2013, Feb). PLA 2000. Winter Institute, Adult Learning Consortium. Atlanta, GA.

Huffman, C.M. (2012, June). Teaching the prior learning assessment course. Summer Institute, Adult Learning Consortium. Savannah, GA.


**Service to the Department—Since 2010**

- 2011-Present Chair of the Psychology & Sociology Department
- 2011-Present Departmental Assessment Committee
- 2011-Present Departmental Representative, Preview Days

**Service to Georgia Southwestern University—Since 2010**

- 2017-2018 Athletics Committee
- 2014-2016 Point of Contact, Go Back Move Ahead Campaign for Adult Learners
- 2014-2016 Academic Grievance Committee
- 2011-2012 QEP Planning Committee
- 2011-2013 Military Liaison (volunteer)
- 2011-2014 Athletics Committee
2009-Present  Director, Prior Learning Assessment Program

**Service to the Profession**
2014-present  Manuscript Reviewer, *Current Psychology*


**Grants—Since 2011**

<table>
<thead>
<tr>
<th>Year</th>
<th>Role/Grant Description</th>
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<tbody>
<tr>
<td>2017</td>
<td>PI, Affordable Learning Georgia Textbook Transformation Grant, $10,800</td>
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<tr>
<td>2015</td>
<td>PI, Affordable Learning Georgia Textbook Transformation Grant, $30,000</td>
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<tr>
<td>2014-2015</td>
<td>Co-PI, Affordable Learning Georgia Textbook Transformation Grant, $10,800</td>
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<td>2013-2014</td>
<td>PI, Department of Education, College Access Challenge Grant Prior Learning Assessment, $25,000</td>
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<td>2012</td>
<td>PI, Department of Education, College Access Challenge Grant Teaching Prior Learning Assessment, $10,323</td>
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<td>2012</td>
<td>Faculty Instructional Grant Georgia Southwestern State University, $981.92</td>
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<tr>
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<td>PI, Department of Education, College Access Challenge Grant Prior Learning Assessment, $24,986</td>
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<td>2012</td>
<td>PI, University System of Georgia Soldiers 2 Scholars Grant, $7,926</td>
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<td>2011-2012</td>
<td>PI, Department of Education, College Access Challenge Grant Prior Learning Assessment, $25,000</td>
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</tbody>
</table>
Leigh Laughlin, MA, MS, CPD  
GSW Criminal Justice eMajor Liaison  
Academic Lead/Advisor  
Lecturer in Criminal Justice and Sociology

TEACHING, 2016-17

CRJU 1100: Introduction to Criminal Justice (Summer 2017)  
CRJU 2100: Introduction to Law Enforcement (Fall 2016, Summer 2017)  
CRJU 3100: Criminal Law (Fall 2016)  
CRJU 3110: Criminal Procedure (Spring 2017)  
CRJU 3400: Juvenile Delinquency and Justice (Spring 2016, Spring 2017)  
CRJU 3500: Criminal Investigation I (Summer 2016)  
CRJU 3501: Criminal Investigation II (Spring 2017)  
CRJU 4300: Community Corrections (Summer 2017)  
SOCI 2293: Sociology of Family (Spring 2017)  
SOCI 2293: Sociology of Family - Honors (Spring 2017)  
SOCI 3350: Criminology (Fall 2016)  
SOCI 4350: Family Violence (Fall 2016)  
SOCI 4445: Deviant Social Behavior (Spring 2017)

SCHOLARSHIP, 2016-17

Doctor of Philosophy in Criminal Justice, Behavioral Science Concentration (Fall 2016-Present)  
School of Justice and Human Services, Nova Southeastern University

Master of Science in Law Enforcement Intelligence and Analysis (Fall 2016)  
School of Criminal Justice, Michigan State University

CPTED Professional Designation from the National Institute of Crime Prevention (Spring 2017)

Training course “Protecting Human Research Participants” through the National Institute of Health (NIH) Office of Extramural Research (certification no. 2126942) (Fall 2016)

eMajor Certification for Online Instructors with the University System of Georgia (Fall 2016)

Course Development

Subject Matter Expert for development of CRJU 3501: Criminal Investigations II (Fall 2016)  
Subject Matter Expert for development of CRJU 3810: Victimology (Spring 2017)  
Developed Framework for CRJU 4000: Internship in Criminal Justice (Summer 2017)  
Developed Prior Learning Assessment for CRJU 3501: Criminal Investigations II (Fall 2016)  
Developed Prior Learning Assessment for CRJU 3810: Victimology (Spring 2017)
Presentations
Video Game Music
Dr. Mark Laughlin and Leigh Laughlin
Conference on Meaningful Living and Learning in a Digital World.
Augusta, Georgia
August, 2016

National Training Webinar on Domestic Violence
Rosalynn Carter Institute for Caregiving
Americus, Georgia
May, 2017

Professional Memberships
Member of the American Society of Criminology
Member of the Humanities Education and Research Association (HERA)
Associate Member of the ACFE (Association of Certified Fraud Examiners)

Misc
Featured in The Breeze (Volume 4, issue 4, Fall 2016) for work with CPTED

SERVICE, 2016-17

Institutional Review Board Member (Fall 2016, Spring 2017)
  Reviewed Study on Undergraduate Students’ Performance on Conceptual and Procedural Problems in the Calculus Sequence (Dr. Kailash Ghimire)
  Reviewed Doctor of Athletic Trainings Clinical Outcomes (Lucas Bianco)
  Reviewed National Survey of Student Engagement (NSSE) (Dr. Lisa Cooper)

New Faculty Training & Orientation Teaching Circle Member (Fall 2016)

Mentor for GSW Women’s Basketball Team (Fall 2016)
  Met with student athlete one hour per week to provide guidance and support

Served as GSW Representative in eMajor Criminal Justice recruitment webinar (Fall 2016)

Conducted 9 supplemental instruction study sessions to assist students (Fall 2016, Spring 2017)

Participated in ‘Use Your Noodle’ food drive (Fall 2016)

Recruitment
Crisp County Regional Youth Detention Center (RYDC)
  Curtis Mathis, Director
Schley County High School
  Melissa Price, Guidance Counselor
Ft. Benning Education Center
  Kristin Wright, Army Continuing Education System Guidance Counselor

Recruitment
Jamie MacLennan, Ph.D.
Department of Psychology and Sociology
800 GSW University Dr.
Americus, GA 31709
Phone: (229) 931-2314
Fax: (229) 931-2315
Jamie.maclennan@gsu.edu

EDUCATION
Ph.D. Sociology, magna cum laude
Rutgers University, 2005
Dissertation: Solitude and Sociability: Social Processes among Appalachian Trail Long Distance Hikers
Qualifying Examination: Environmental Sociology
Certification: Human Dimensions of Environmental Change

M.A. Sociology, summa cum laude
Rutgers University, 2002
Thesis: The Variable Nature of Environmental Concern

B.A. Sociology, magna cum laude
Rowan University, 1997

TEACHING EXPERIENCE

Associate Professor of Sociology
Georgia Southwestern State University, (2013- present)

Full responsibility for creating content, developing lectures, administering examinations, and grading. Provided academic advising to 20 students / term. Initiated, designed and conducted Sociology department’s first online course offerings. Taught 4 sections of 25 undergraduates per term. Designed & conducted a Senior Seminar in Sociology for 15 of Sociology majors per year.

Assistant Professor of Sociology
Georgia Southwestern State University, (2008-2013)

Full responsibility for creating content, developing lectures, administering Examinations, and grading. Provided academic advising to 20 students / term. Taught 4 sections of 25 undergraduates per term. Designed & conducted the Senior Capstone Seminar for 15 of Sociology majors per year.

Visiting Assistant Professor
University of Maryland, Baltimore County (2005-2008)
Full responsibility for creating content, developing lectures and grading. Taught 2 large lecture sections of 150 students and 2 smaller sections of 45 students per term. Tutored graduate students in *Sociological Statistics*.

**Visiting Assistant Professor**
Bloomsburg University (2004 -2005)

Full responsibility for creating content, developing lectures and grading. Taught four sections of undergraduates each term.

**Supplemental Instructor**
Rutgers University (2002-2003)

Tutored three Rutgers Men’s Basketball players in *Contemporary Sociological Theory* (Fall 2002). Tutored seven Rutgers Women’s Basketball players in *Sociology of Sport* and two Men’s Basketball players in *Introduction to Sociology* (Spring 2003).

**Part-time Lecturer and Teaching Assistant**

Performed all duties associated with teaching an undergraduate course, including composition of the syllabi, generating assignments, creating exams, grading, and advising. Conducted weekly recitation sections with between 60 and 135 students.

**Adjunct**
Monmouth University (Fall 2002). Taught *Social Problems*.

**SCHOLARLY ACTIVITY**

**Publications**

**In Progress**
“Attitudes of African Americans Towards Black Lives Matter and Back the Blue.”

**Conference Presentations / Proceedings**

MacLennan, J. Displayed exploratory research on the socio-cultural characteristics of long-distance hikers on the Appalachian Trail. Poster, Rutgers University, April 2003.
MacLennan, J. Displayed research on the relationship between race, religion, education, and gender and individual concern for the environment. Poster, Rutgers University, April 2001.

Invited Talks

GRANTS
2017 Faculty Instructional Grant $2,500
2016 Affordable Learning Georgia Grant $5,000
2014 Affordable Learning Georgia Grant $2,500
2012 Faculty Development Grant $400
2011 Faculty Development Grant $500
2011 Faculty Development Grant $400
2010 Faculty Development Grant $400

SERVICE HIGHLIGHTS
Chair, Psychology and Sociology Search Committee (2010 and 2017)
Assessment Coordinator, B.S. in Sociology program (2010- present)
Senator, Faculty Senate (2014 - present)
Fellow, Center for Chinese Bie-Modern Studies (2017)
Faculty Advisor, Alpha Kappa Delta International Sociology Honors Society (2011-present)

Faculty Affairs Committee (2015 - 2017)

Student Affairs Committee (present)
Chair, Academic Grievances Committee (2014 - 2015)
Georgia Board of Regents Sociology, Anthropology, and Social Work Advisory Committee
Chair, Faculty Athletics Committee (2012-2014)
IRB Committee (2008 - 2012)
Faculty Advisor, Pi Kappa Phi fraternity (2010 - 2014)
Faculty Advisor, GSW campus chapter of Habitat for Humanity (2013 - present)
Founder & Faculty Advisor, GSW Garden Club (2011 - 2013)
Green Committee (2008 - 2010)

CURRICULUM VITAE
LaVerne Gilbreath Worthy

Education

Ph.D. Auburn University, Auburn University, AL 36849-3501, 1992, Experimental Psychology

M. S. Auburn University, Auburn University, AL 36849-3501, 1984, Experimental Psychology.

B. S. Georgia Southwestern College, Americus, GA 31709, 1981, Psychology.

A. A. Andrew College, Cuthbert, GA 31740, 1979, Psychology.

Professional Experience at Georgia Southwestern State University

Professor, Department of Psychology and Sociology, Georgia Southwestern State University, Americus, GA 31709. August 1999 to present.

Director, GSW Court Appointed Special Advocates, State of Georgia, Department of Human Resources and Georgia Southwestern State University, Americus, GA 31708, October 2005 to January 2008.

Assistant Dean, School of Behavioral and Social Sciences, and Associate Professor of Psychology, Georgia Southwestern State University, Americus, GA 39709. August 2006 to August 2007.

Director, Relative Caregiver Program, State of Georgia, Department of Human Resources and Georgia Southwestern State University, Americus, GA 31709, October 2001

Executive Director, Crisp County Parenting Project, State of Georgia, Department of Resources, Cordele, GA 31015, October 1, 2001 to December 1, 2002.
Honors and Recognitions at Georgia Southwestern State University

2014-Received a “Most Valuable Professor” Award.
2013-Elected as Professor of the Year
2013-Received an “Unsung Hero’s” Award
2013-Received an “Most Valuable Professor” Award
2012-Received an “Women of Excellence” Award
2010-Elected the Feature Public Servant
2006-Received Certificate of Recognition of Contribution to GSW CASA, Judge Lisa
2006-Recipient, You Make a Difference - Five Year Service Award, Promoting Safe Families
2002-Member, Alpha Lambda Delta, Georgia Southwestern State University
2001-Participant, Fulbright-Hayes Seminar on Historical and Contemporary Aspects Africa

Teaching Experience at Georgia Southwestern State University (1999 to present)

Abnormal Psychology
Affirming Diversity
Biopsychology
Experimental Psychology
History and Systems in Psychology
Human Sexuality
Human Growth and Development
Introduction to Psychology
Principles of Behavior
Modification
Psychology as a Natural Science
Theories of Learning
Theories of Personal Relationships

Grants and Extramural Support at Georgia Southwestern State University

Sumter EMC Foundation, 2007/2008. GSW Court Appointed Special Advocates ($55,000, 1 year).
Georgia Department of Human Resources, Division of Family and Children Services 2007/2008. GSW Court Appointed Special Advocates, ($55,000, 1 year)
Georgia CASA, 2007/2008. GSW Court Appointed Special Advocates ($30,461)
National Earmark, 2007/2009. GSW Court Appointed Special Advocates ($49,362, e years)
Georgia Department of Human Resources, Division of Family and Children Services, 2006/2007. GSW Court Appointed Special Advocates ($55,000,
Georgia Department of Human Resources, Division of Family and Children Service 2005/2006. GSW Court Appointed Special Advocates ($50,000,

Georgia Department of Human Resources, Division of Family and Children Service 2004/2005. Relative Caregiver Program. ($90,000, 1 year)

Georgia Department of Human Resources, Division of Family and Children Service 2003/2004. Relative Caregiver Program. ($100,000, 1 year)

Georgia Department of Human Resources, Division of Family and Children Service 2002/2003. Relative Caregiver Program. ($90,000, 1 year)

Georgia Department of Human Resources, Division of Family and Children Service 2001/2002. Relative Caregiver Program. ($100,000, 1 year)

**Standing Committees at Georgia Southwestern State University**

Institutional Review Board, committee member, Georgia Southwestern St University August 2007 to August 2010.

Rosalynn Carter Institute Research Committee, chair, Georgia Southwestern University, August 2004 to March 2007.

Faculty and Student Judiciary Review Board, committee member, Georgia Southwestern State University August 2005 to January 2007.

Institutional Research Committee, committee member, Georgia Southwestern State University, August 2005 to August 2006.

Academic Affairs Committee, committee member, Georgia Southwestern University, August 2000 to present

Grant Advisory Team, chair, Georgia Southwestern State University, Spring 2003.

Faculty Senate, committee member, Georgia Southwestern State University, August 2001 to August 2003.

Alumni Affairs Committee, committee member, Georgia Southwestern State University, August 2000 to August 2001.

**Committees at Georgia Southwestern State University**

Athletic Committee
Interviewed Sociology candidates
Member of Community for Gary Fisk’s Post-Tenure Review
Music Comprehensive Program Review, committee member, Georgia Southwestern State University, April 2004.
Task Force on Academic Excellence, committee member, Georgia Southwestern State University, September 2003 to present.
Academic Advisement Subcommittee of the Academic Affairs Committee committee member, Georgia Southwestern State University, Fall 2000 to present
Music Comprehensive Program Review, committee member, Georgia Southwestern State University, November 2001.
Teaching Circle F, committee member, Georgia Southwestern State University
Institutional Review Board Subcommittee, committee member, Georgia Southwestern State University, Fall 2000 to 2002
Search Committee for Assistant Professor of Psychology, chairperson, Georgia Southwestern State University, November 2000 to February 2001. Masters in Social Administration with an Emphasis in Caregiving Developmental Committee, committee member, Georgia Southwestern State University, September 2000 to 2002.

Presentations at Professional Conferences and Meetings


Worthy, L. G. (2003). Georgia Southwestern State University Relative Caregiver Program: Training Summary data. Poster presented to the Regional Staff and Service Providers. Promoting Safe and Stable Families, Atlanta, GA.


Referred Publications


Referred Published Abstracts


Appendix B

B.S. in PSYCHOLOGY

**THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.**

**Effective Catalog Year: 2017-2018**

**MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS**

### Area A (4 hrs)
- **MINIMUM GRADE OF REQUIRED:**
  - ENGL 1101 Composition I: 3
  - ENGL 1102 Composition II: 3

### Area B (4.5 hrs)
- **Major Core:**
  - PSYC 3001 Psychological Statistics: 3
  - PSYC 4411 Hist & Syst of Psychology: 3
  - PSYC 4531 Experimental Psychology: 3
  - PSYC 4506 General Seminar in Psychology: 3
- **Select 1 course from below:**
  - PSYC 3206 Hypothesis: 3
  - PSYC 4407 Theories of Learning: 3
  - PSYC 4410 Cognitive Psychology: 3

### Area C (8 hrs)
- **Foreign Language:**
  - ENGL 2711, 2712, 2717, 2718, 2719 or 2722: 3

### Area D (10 hrs)
- **Lab Science A & B:**
  - Lab (CHEM or BIOL)
  - UTLA 1101, WCSS 2001: 3

### Area E (12 hrs)
- **Psychology:**
  - PSYC 1101 American Government: 3
  - PSYC 1111 or 1121 PSYCH I and II: 3
  - PSYC 2111 or 2112 PSYCH III and III: 3
- **Select one:**
  - ECON 2105, GOVT 2100: 3
  - HIS 1111 or 1112: 3

### Area F (6 hrs)
- **PSYC 2183 Human Growth & Development: 3**
- **Select one:**
  - SOC 1101, SOC 1102, SOC 1103, SOC 2103, WCSS 2001: 3

### Area G (8 hrs)
- **Free Electives:**
  - 15-18 hrs

### Area H (6 hrs)
- **Physical Education:**
  - PE 10/20/10/11: 1
  - PS 2001 Card and Nat: 2

### Additional Requirements
- **Minor or Certificate Required (15-18 hrs)**
- **Free Electives (15-18 hrs)**
- **Minor, Certificate, and Elective Hours**
  - Minor, certificate, and electives must include a minimum total of 32 semester hours at the 3000 level or above coursework.

### Additional Requirements
- Minimum grade of "C" must be earned in Area 1 and all major and minor coursework.
- Required Sociology courses may be substituted for three major Psychology courses.

### Major Degree Requirements
- **Completed by:**
  - Date

### University Policies and Practices
- Minimum grade of "C" required in Area A, Area B, and all major courses.
- A minimum of 32 semester hours must be completed for graduation.
- 15 hours of 3000-level coursework at the 3000-4000 level.
-Minor, certificate, and electives must include a minimum total of 32 semester hours at 3000 level or above coursework.
- Required Sociology courses may be substituted for three major Psychology courses.
# B.A. in PSYCHOLOGY—NEW

**This Major Requires a Minor or Certificate.**

**Effective Catalog Year: 2017-2018**

## CORE: 60 HOURS

<table>
<thead>
<tr>
<th>Area A (9 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>3</td>
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<tr>
<td>ENGL 1107 Composition II</td>
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<td>MATH 1101, 1111, 1113 or 1120</td>
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Select 4-5 hours from below:

- BIOL 1105
- CMST 1100
- MATH 1101
- PSYC 1101
- PSYCH 1101

## MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

### Major Core (30 hrs)

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<th>Hrs</th>
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<td>PSYC 3301 Psychological Statistics</td>
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<tr>
<td>PSYC 4411 Hist &amp; Splt of Psy</td>
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<td></td>
</tr>
<tr>
<td>PSYC 4431 Experimental Psychology</td>
<td>3</td>
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</tr>
<tr>
<td>PSYC 4450 Seminar in Psy</td>
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</tr>
<tr>
<td>PSYC 4491 Research I</td>
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Select 1 or more courses from below (12 hrs):

- PSYC 3335 Biopsychology
- PSYC 4421 Theories of Learning
- PSYC 4491 Cognitive Psychology

Select 4 courses from below (12 hrs):

- PSYC 3309 Psychological Aspects of Aging
- PSYC 3319 Human Sexuality
- PSYC 3341 Social Psychology
- PSYC 3356 Child Psychology
- PSYC 3371 Lab to Psy Testing
- PSYC 3377 History of Personology
- PSYC 3388 Sports Psychology
- PSYC 3390 Mass Media Influences
- PSYC 3395 Health Psychology
- PSYC 3396 Biopsychology
- PSYC 3399 Sensation & Perception
- PSYC 3399 Cross-cultural Psychology
- PSYC 4395 Thry Research Cognt
- PSYC 4401 Abnormal Psychology
- PSYC 4402 Tdzhnol Modification
- PSYC 4406 Theoretical Counseling
- PSYC 4414 Pay of Language
- PSYC 4427 Theories of Personality
- PSYC 4427 Theories of Personality
- PSYC 4428 Psychology Internships
- PSYC 4441 Senior Research II
- PSYC 4491 Special Topics

### Minor or Certificate Required (13-18 hrs)

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<td>Electives (12-15 hours)</td>
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**Physical Education (4 hrs)**

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<tr>
<td>HDFS 1010 Lifetime Fitness</td>
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<tr>
<td>HDFS 2000 CPR &amp; First</td>
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<td>HDFS 1010 Activity</td>
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### Additional Requirements

- **Minimum grade:**
  - The two courses in foreign language required in Area 1 must be in the same language and may be numbered 1001, 1002, 2001, or 2002.

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**Courses Not Listed Above:**

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<td>Prior Degree/ Major</td>
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**Completed by:**

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<th>Grade</th>
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<td>Degree Completed</td>
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### B.S. in Sociology

#### Major Core Requirements (18 hours)

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<tr>
<td>SOC 1101</td>
<td>Sociology I</td>
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<td>SOC 1103</td>
<td>Sociology II</td>
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<tr>
<td>SOC 2101</td>
<td>Introduction to Sociology</td>
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#### Area A: 6 hours

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<td>SOC 2101</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SOC 2102</td>
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#### Area B: 6 hours

<table>
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<tr>
<td>SOC 3101</td>
<td>Socially Significant Problems</td>
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<tr>
<td>SOC 3102</td>
<td>Social Psychology</td>
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#### Area C: 6 hours

<table>
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<td>SOC 3103</td>
<td>Social Change</td>
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<tr>
<td>SOC 3104</td>
<td>Social Movements</td>
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#### Area D: 6 hours

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<tr>
<td>SOC 3106</td>
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#### Area E: 12 hours

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<th>Course Code</th>
<th>Title</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>SOC 2101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SOC 2102</td>
<td>Introduction to Statistics</td>
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#### Additional Requirements

- **General Education:**
  - English Composition
  - Natural Science
  - Social Science
  - Physical Education

**Minimum total:**
- **Area A:** 6 hours
- **Area B:** 6 hours
- **Area C:** 6 hours
- **Area D:** 6 hours
- **Area E:** 12 hours
- **General Education:** 18 hours
- **Additional Requirements:** 18 hours

**Total:** 69 hours

- **University Policies and Practices:**
  - Minimum grade of C in all courses
  - No more than three courses with equivalent content
  - Minimum GPA of 2.0

- **Departmental Policies:**
  - Minimum grade of C in all courses
  - Maximum of 3 hours in any one area
  - Minimum grade of C in all courses

- **University Policies:**
  - Minimum GPA of 2.0
  - No more than three courses with equivalent content

- **Graduation Requirements:**
  - Minimum GPA of 2.0
  - No more than three courses with equivalent content

**Total: 69 hours**
# B.S. in CRIMINAL JUSTICE eMajor

**Areas of Emphasis (0.5 hours)**

<table>
<thead>
<tr>
<th>Area A</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td>ENGL 1101 Composition</td>
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<tr>
<td>ENGL 1102 Composition II</td>
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<tr>
<td>MATH 1413, 1414, 1415, 1416 or 1420</td>
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</table>

**Area B (0-15 hrs)**

Select 4-8 hours from list below:

- COMM 1103, 1104
- ENGL 1301
- INTL 1311
- POLI 1311
- PSY 1311
- SOC 1311

**Area C (0-15 hrs)**

Select 4-8 hours from list below:

- CRIM 2301, 2302, 2303, 2304 or 2305
- CRIM 2306
- HIST 1311
- PSY 1301
- SOC 1311

**Area D (0-15 hrs)**

Select 4-8 hours from list below:

- CRIM 3311
- CRIM 3312
- CRIM 3313
- CRIM 3314
- CRIM 3315
- CRIM 3316
- CRIM 3317
- CRIM 3318

**Area E (12 hrs)**

- HIST 1111 or 1112
- POLI 1311
- POLI 1312
- PSY 1311
- SOC 1311
- SOC 1312

**Area F (10 hrs)**

- CRIM 1301
- CRIM 2301
- CRIM 2302
- CRIM 2303
- CRIM 2304
- CRIM 2305
- CRIM 2306
- CRIM 2307
- CRIM 2308
- CRIM 2309

**Additional Requirements**

- CRIM 2301
- CRIM 2302
- CRIM 2303
- CRIM 2304
- CRIM 2305
- CRIM 2306
- CRIM 2307
- CRIM 2308
- CRIM 2309

**University Policies and Practices**

- Minimum grade of "C" required in Area A, Area F, and all major and minor courses.
- Minimum grade of "C" required in all core courses.
## Psychology Minor

**Required Courses (18 cr)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>PSYC 3301</td>
<td>Psychological Statistics</td>
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<td>PSYC 3308</td>
<td>Psych Aspects of Aging</td>
<td>3</td>
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<tr>
<td>PSYC 3309</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>PSYC 3311</td>
<td>Social Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 3312</td>
<td>Child Psychology</td>
<td>3</td>
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<td>PSYC 3313</td>
<td>Intro Psychology</td>
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<td>PSYC 3337</td>
<td>Theory of Personal Relationships</td>
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<td>PSYC 3338</td>
<td>Sport Psychology</td>
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<td>PSYC 3340</td>
<td>Mass Media Influences</td>
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<td>PSYC 3360</td>
<td>Health Psychology</td>
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<td>PSYC 3380</td>
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<td>PSYC 3390</td>
<td>Cross-cultural Psychology</td>
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<td>PSYC 4405</td>
<td>Theory-Research Counseling</td>
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<td>PSYC 4411</td>
<td>Abnormal Psychology</td>
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<td>PSYC 4422</td>
<td>Non-behavior Modification</td>
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<td>PSYC 4403</td>
<td>Sex &amp; Pop Asp of Adult</td>
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<td>PSYC 4405</td>
<td>Theory &amp; Tech Counseling</td>
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<td>Theories of Learning</td>
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<td>PSYC 4450</td>
<td>Psychology Internships</td>
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<td>PSYC 4457</td>
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<td>PSYC 4458</td>
<td>Senior Research II</td>
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</table>

**Restrictions/Limitations:**
- No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.
- Minimum grade of "C" is required in all course work counted toward the minor. Only two lower level courses may be substituted for upper division work, with prior written approval of the Department Chairperson in Psychology/ Sociology. You may choose from the following: PSYC 1101, PSYC 1102, or PSYC 2103.

**Additional Requirements:**
- Equivalent Sociology classes may be substituted for those major Psychology courses.

---

**Degree Major**

- Earned at:

**Comments:**

**Completed by**

- Date:

---

**Advisor Signature**

- Date:

**Psychology Department Signature**

- Date:
# Sociology Minor

**Name:**

**Advisor:**

## Required Courses (18 cr)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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<tbody>
<tr>
<td><em>SOCI 3308</em></td>
<td>Psych Aspects of Aging</td>
<td>3</td>
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<tr>
<td><em>SOCI 3309</em></td>
<td>Human Sexuality</td>
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<tr>
<td><em>SOCI 3311</em></td>
<td>Social Psychology</td>
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<td><em>SOCI 3318</em></td>
<td>Sociology of Religion</td>
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<td><em>SOCI 3325</em></td>
<td>Intro to Social Work</td>
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<td><em>SOCI 3331</em></td>
<td>Sociological Statistics</td>
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<td><em>SOCI 3340</em></td>
<td>Mass Media Influencers</td>
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<td><em>SOCI 3356</em></td>
<td>Criminology</td>
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<td>SOCI 4236</td>
<td>Sociology of Health and Medicine</td>
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<td>SOCI 4386</td>
<td>Family Violence</td>
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<td>SOCI 4411</td>
<td>Race &amp; Minority Group Relations</td>
<td>3</td>
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<td>SOCI 4417</td>
<td>Women in Society</td>
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<td>SOCI 4430</td>
<td>Contemporary Social Theory</td>
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<td>SOCI 4440</td>
<td>Methods of Social Research</td>
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<td>SOCI 4445</td>
<td>Deviant/Social Behavior</td>
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<td>SOCI 4456</td>
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<td>Sociology of Natural Resources</td>
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<td>SOCI 448A</td>
<td>Spec Topics in Sociology</td>
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<td>SOCI 4482</td>
<td>Sociology Internships</td>
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<td>SOCI 4490</td>
<td>Research</td>
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### 18 Hours Minimum

#### Restrictions/Limitations:

No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.

### Additional Requirements:

Equivalent Psychology classes may be substituted for these major Sociology courses.

### Approval for use of SOCI 1101, 1160, or 2293

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Signature of Chair</th>
<th>Date</th>
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<tr>
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<td>SOCI 1160</td>
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<td>SOCI 2293</td>
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<tr>
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<td>Date</td>
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<table>
<thead>
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</table>
# Criminal Justice Certificate

**Effective Catalog Year: 2017-2018**

<table>
<thead>
<tr>
<th>Required Course (3 hrs)</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
<th>Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 1100 Intro to Criminal Justice</td>
<td>3</td>
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<td></td>
<td>Students must be enrolled in a formal degree program.</td>
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<tr>
<td>CRJU 3100 Criminal Law</td>
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<td>Students must have an overall GPA of 2.0.</td>
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<tr>
<td>CRJU 3110 Criminal Procedures</td>
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<td>CRJU 3200 Criminology</td>
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<td>CRJU 3250 Crime and Media</td>
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<td>CRJU 3300 Corrections</td>
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<td>CRJU 3350 Drugs in America</td>
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<td>CRJU 3400 Juvenile Delinquency &amp; Justice</td>
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<td>CRJU 3500 Criminal Investigations</td>
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<td>CRJU 3600 Criminal Justice Administration</td>
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<td>CRJU 3700 Research Methodology</td>
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<td>CRJU 3710 Special Topics in CJ</td>
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<td>CRJU 3800 Race, Ethnicity, and CJ</td>
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<td>CRJU 3910 Victimology</td>
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<td>CRJU 4000 Internship in CJ</td>
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<td>CRJU 4210 Terrorism and the CJJS</td>
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<td>CRJU 4300 Community Corrections</td>
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<td>CRJU 4500 Management of Forensics</td>
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<td>CRJU 4600 Police Problems and Practices</td>
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<td>CRJU 4700 Ethical Issues in CJ</td>
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<td>PSYC 3990 Forensic Psychology</td>
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<td>POLS 3100 Constitutional Law</td>
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<td>SOCI 3800 Development of Crim Behavior</td>
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<tr>
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<th>Term</th>
<th>Grade</th>
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<table>
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<tr>
<th>Additional Requirements</th>
<th>Grade</th>
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<tbody>
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<td>Students must receive a grade of &quot;C&quot; or better in all courses.</td>
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<table>
<thead>
<tr>
<th>Registration</th>
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<tbody>
<tr>
<td>Courses are available via eMajor</td>
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**Advisor Signature**

**Date**

**CJ Studies Coordinator**

**Date**

**Degree/Major:**

**Earned at:**

**Comments:**

**Completed by:**

**Date:**
# Social Justice Certificate

**Effective Catalog Year: 2017-2018**

## 18 Hours Minimum
9 Hours must be at the 3000 level or above

<table>
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<th>Required Course (3 hrs)</th>
<th>Hrs</th>
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<th>Grade</th>
<th>Additional Requirements</th>
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<tr>
<td>SOCI 1160 Social Problems</td>
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<td>20CI 1200 Global Social Justice</td>
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<td>POLS 2401 Intro to Global Issues</td>
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<td>SOCI 3311 Social Psychology</td>
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<td>*SOCI 3390 Cross-cultural Psychology</td>
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<td>SOCI 4411 Race and Minority Relations</td>
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<td>SOCI 4460 Environmental Sociology</td>
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<td>SOCI 4465 Sociology of Natural Resources</td>
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<td>UNIV 4000 Study Abroad</td>
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* Cross-listed, also PSYC 3390

**Advisor Signature**

**Date**

**Social Justice Coordinator Signature**

**Date**

**Comments:**

Completed by: ____________________ Date: ________________
B.S. and B.A. in Psychology,

Summary of Assessment Activities Since Last CPR

NOTE: This assessment data is from 2014, which is the most recent comprehensive data we have, as the institutional assessment plan has been revised a few times since then.

Revision of the Degree Programs

Pertaining to assessment, it is relevant to note that both the B.A. and B.S. degree programs were revised since the last CPR, with changes taking effect in the Fall 2010 semester. One revision involved decreasing the Area F foreign language requirement for B.A. students from 9 credits to 6. We were concerned that the initial requirement was too difficult a goal for our students to achieve, for two reasons. At that time, students who had met the college preparatory curriculum requirements for foreign language coursework could not earn college credit for the 1001 course in that language, regardless of their proficiency. Thus, students who felt unprepared for the 1002 course had to either take the 1001 course for no credit or start over with a new language. Furthermore, course availability was limited, and students often had to wait an entire year between offerings of a particular class. Informal evidence indicated that our students felt that this requirement was the primary barrier to completing the B.A. degree. We therefore decreased the foreign language requirement in an attempt to make the B.A. degree more attainable and therefore improve enrollment in this degree program.

A second revision concerned the B.S. degree program only. To make the program somewhat more rigorous, we instituted the requirement of a minor or certificate program for B.S. students. We felt that this would give our students a more focused education and better preparation for post-baccalaureate life by encouraging them to explore additional fields of study that could be expanded into career and/or graduate study options.

A third revision was made to both degree programs. Prior to Fall 2010, the majority of coursework for the major came from upper-division Psychology electives, with only 9 credit hours out of 27 coming from specified “major core” classes. We felt that while this curriculum provided our students with a great deal of flexibility, it may have been too lax in its coverage of key topics in Psychology. Additionally, we noticed from testing data that students were doing poorly on areas of the test that dealt with some of the more scientific aspects of Psychology. Therefore, for both programs we instituted the requirement of a History and Systems of Psychology course and a “psychological science” requirement in which students were required to take either Biopsychology, Theories of Learning, or Cognitive Psychology. It was felt that requiring these classes would give our students a more well-rounded perspective of the discipline of Psychology and an enhanced understanding of the scientific aspects of their field of study.

Development of Student Learning Outcomes

The Bachelor of Arts in Psychology (B.A.) and Bachelor of Science in Psychology (B.S.) degree programs have nearly identical student learning outcomes and measurement strategies. For both programs, these student learning outcomes were articulated in 2010 to be in keeping with the (at the time) current version of the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major. A description of the learning outcomes, our measurement strategies, and responses to data is included at the end of this document in a
single table (Table 1) encompassing both programs, with appropriate differences between the B.A. and B.S. programs noted.

**Summary of Assessment Activities and Data**

Because both degree programs have multiple learning outcomes with, in many cases, more than one method of measurement, we have not yet assessed every learning outcome for both degree programs. Our assessment summary reported below therefore constitutes a work in progress, as we have not completed full assessment cycles on all of our learning outcomes. Additionally, we do not have separate data for B.A. versus B.S. students for all of our measured outcomes. Although our B.A. and B.S. students follow slightly different curricula, the majority of their coursework is common, and the faculty do not distinguish between B.A. and B.S. students in their instructional methods or goals in the classes that B.A. and B.S. students take together. Additionally, in some cases we have too few B.A. students to make valid comparisons to the B.S. students. Therefore, some of the activities and results reported below represent combined data for the B.A. and B.S. programs. More detailed assessment summaries for both degree programs can be found in the annual reports for those degree programs.

**Exit Exams**

A key element of our assessment activities has involved an exit exam given to students in the senior capstone course (PSYC 4450, Seminar in Psychology). Initially, we used the Educational Testing Service (ETS) Major Field Test (MFT) in Psychology for this purpose, beginning our use of this test in Spring 2006.

Looking at our students’ scores from 2006-2010, we noted that these scores were consistently within one standard deviation of, though not always above, the national means for both the overall test score as well as the four subscore areas. Additionally, we noticed that two of the MFT subscore areas (Learning, Cognition, Language, Memory, and Thinking; Perception, Sensory, Physiology, Comparative, and Ethology) and two assessment indicators (Memory and Thinking; Sensory and Physiology) included a strong emphasis on psychological science. Therefore, we changed our curriculum so, as previously mentioned, students beginning in Fall 2010 or later were now required to take at least one class grounded in psychological science. We felt that this change would help our students better understand the scientific aspects of psychology as well as content knowledge that could help them on the corresponding areas of the MFT. We also instituted PSYC 4411 (History and Systems of Psychology) as a major requirement starting in Fall 2010, as we felt knowledge of historical events and classic research studies in psychology would enhance our students’ performance on the MFT, particularly in the assessment indicator questions dealing with research methodology.

Tables 2 and 3 display our students’ MFT scores both before and after the curriculum changes. Due to the relatively small number of B.A. students for comparison, we have combined the B.A. and B.S. students’ scores. It should be noted that the MFT changed to a new version in Spring 2011, and we were unable to administer the MFT that semester because the scores would not be available in time to use them for senior grades. This means two things. First, we only had one semester of MFT data (Fall 2010) between the time we instituted our program changes and the time the test went to a new version. Thus, we have chosen to ignore Fall 2010 MFT scores, because they were unlikely to provide useful information. Second, we are slightly limited in our
ability to draw conclusions regarding the performance of the two cohorts of students, since they took slightly different tests. However, we can still use these data to get a general impression of how our students’ performance has changed. The results suggest very little overall change in overall scores, subscore area scores, or assessment indicators following the implementation of our curriculum changes.

When examining these data, we had questions regarding how well the MFT measured our students’ performance. A particular concern is that the MFT is likely to assess content areas in which our students may not have extensive coursework. For example, approximately 20% of the content on the MFT comes from the content areas of Cognition and Physiology/Neuroscience; however, not all of our students will take both of those classes, and examination of course enrollments from 2010 to present indicates that approximately 28% of our students will take neither. Thus, we felt our students’ scores on the MFT may represent course choices more than actual knowledge gained from their coursework, raising questions about the test’s validity for assessing our students.

In an effort to combat this, we changed from the MFT to the Area Concentration Achievement test (ACAT) beginning in the Summer 2013 semester. Unlike the MFT, the ACAT allows institutions to customize their tests so that only certain content areas are covered. We made this change because we felt that we could customize the assessment areas on the ACAT to better reflect our curriculum than we were able to do with the MFT. To date, three classes have taken the ACAT (Summer 2013, Fall 2013, and Spring 2014), for a total of 53 students tested.

The ACAT is constructed so that standard scores range from 200 to 800 with an average of 500 and a standard deviation of 100. Table 4 shows our students’ standard scores and percentile ranks for the 10 areas we assessed on the ACAT. These scores represent all 53 students who have taken the test to date. Because only 2 of those students are B.A. students, we do not feel equipped to compare the B.A. and B.S. students’ performance. Our highest-performing areas were Experimental Design and Human Learning/Cognition. Our lowest-performing areas were Abnormal and Clinical/Counseling.

ACAT reporting data also include information regarding the correlation between content area scores and GPA, as well as the correlation between content area scores and having had coursework in that area. Positive correlations between overall GPA and ACAT content area score were found for the Abnormal (r = .55), Clinical/Counseling (r = .35), Developmental (r = .33), Human Learning/Cognition (r = .48), and Social (r = .42) areas. Additionally, the higher a student’s overall GPA, the higher his or her ACAT score was likely to be (r = .53). Having a higher GPA in one’s major was associated with higher content scores in the Experimental Design and Social areas (r = .30 for both). The only content area in which taking a course focusing on the area was associated with higher ACAT scores in that area was Experimental Design (r = .35). It should be noted that the GPA is student-reported, not determined by evaluation of student academic records.

In general, our ACAT data suggest similar performance as obtained by our students on the MFT, although the percentile rank of our overall score is lower. We feel that compared to the MFT, the ACAT allows us to get a better picture of the relationship between our curriculum and student performance, which we can then use to guide curriculum choices and instructional goals.
Internship Courses

In Spring 2011, we surveyed current and former internship students and onsite supervisors. In general, students reported that they found the internship experience valuable, but would appreciate the opportunity to enhance their experience through activities such as interacting with other interns, meeting regularly with their GSW faculty supervisor, and having their GSW faculty supervisor visit their internship site. In response to these and other concerns that we had observed, we made two changes to our internship course. To produce a more consistent internship experience, we designated one internship coordinator to oversee all of the internship students, rather than having different faculty members handle this responsibility for different students. A second change involved the internship coordinator instituting regular meetings, either in person or online using the “Discussions” tool in GeorgiaVIEW depending on scheduling availability, to increase contact with the faculty supervisor and allow the internship students to interact with and learn from each other. Due to logistical limitations, we have not yet instituted a policy in which the internship coordinator makes on-site visits to the students’ placement sites.

We also surveyed personnel in agencies that had hosted internship students within the last 5 years. In general, respondents reported being satisfied with the quality of the interns and their communication with the GSW faculty, although some expressed a concern that they did not feel adequately appreciated for their internship supervision duties. Given our somewhat limited resources, we are still trying to determine an appropriate yet feasible method for expressing appreciation for our internship sites.

Enrollment in the B.A. Program

As mentioned earlier, we changed the foreign language requirements for the B.A. degree program for students enrolling in or after the Fall 2010 semester, with the goal of encouraging more student enrollment in this degree program. In the 5-year span leading up to the program revision in Fall 2010, our enrollment in the B.A. program ranged from 6-11 students, with an average of roughly 8 students per semester. Since Fall 2010, our enrollment numbers ranged from 18-32, with an average of roughly 26 students per semester. It should be noted that these numbers include students who have been continuously enrolled as well as new students. As of the start of the Fall 2014 semester, 52 students are enrolled in the B.A. program. The extent to which our program changes caused these increases is unknown, and we also do not know the source of the large jump in enrollment for Fall 2014, but we appear to have met our goal of at least increasing enrollment in this degree program.

However, we have not as of yet noticed significant improvement in our graduation rate from the B.A. program. In the 5-year span leading up to the program revision in Fall 2010, 6 students graduated with the B.A. degree. Since Fall 2010, we have had 8 students complete this degree program to date (an additional student will graduate in Fall 2014). It should be noted that this small difference could be because the cohort of freshmen beginning in Fall 2010 are just now reaching graduation status; however, some of the students included in the above numbers were transfer students, who have had sufficient time to graduate.

These figures suggest that the number of students graduating with the B.A. is roughly equivalent to what it was prior to the program change; however, because our overall numbers of
students enrolled in this program are higher, our graduation rate has actually declined. We also experience noteworthy turnover in this program. For example, of the 20 students enrolled in the B.A. program during the Spring 2011 semester, 5 have already graduated with their B.A. degree, and 1 will complete her B.A. degree during the Fall 2014 semester. Of the remaining 14 students, 5 successfully graduated from the B.S. degree program, and 9 did not finish any degree. We do not have the ability to identify the specific reasons for students failing to complete the B.A. degree program, but anecdotal evidence again suggests that the foreign language requirement may represent a barrier at least for some students, particularly those who change from the B.A. to the B.S.

Grades in Foreign Language Classes for B.A. Students

One component of our assessment plan for the B.A. plan involved tracking the grades in foreign language classes as an indicator of our B.A. students’ communication skills. For the students who have graduated from the B.A. program since the inception of our assessment plan in 2010, the grades they have earned in their foreign language classes both at GSW and at other institutions have ranged from F to A, which includes some repeated courses. However, this is somewhat misleading. Because grades of D and F are not passing grades for these foreign language classes, students who successfully completed the B.S. program will by necessity pass the majority of their foreign language classes with a C or better. In contrast, we may have students who initially begin in the B.A. program, earn grades of D or F in their foreign language classes, and then decide to leave the B.A. program in order to avoid the foreign language requirement. However, as stated above, we do not have a good way to track this.

Assessment of Psychological Statistics Course

Two sections of PSYC 3301 were assessed in Fall 2013 using multiple-choice questions from the textbook in a pretest-posttest design. Forty-eight students took the pretest at the start of the term and 31 students took the posttest at the end of the term. We do not have separate data for B.A. and B.S. students for this portion of our assessment activities.

Across the two sections, students answered 53% of the questions correctly on the pretest and 65% of the questions correctly on the posttest. While this difference is statistically significant, \( t(77) = 3.42, p < .001 \) (two-tailed), it is also rather small. This small gain may be partly attributable to individual differences, with some students showing dramatic increases while others showed little or no improvement. A second reason for the small improvement is that some of the test items may have been confusing. For example, over 90% of the students answered the first question incorrectly on both tests.

The PSYC 3301 instructor, who constructed the assessment, reported that a significant number of students had difficulty with questions assessing different measurement scales and how they are classified. This represents a possible area for improvement within this course, and this topic has received more emphasis since these data were collected. Understanding the classification of different measurement scales and the type of data they yield is important not only for this class but for other classes in our curriculum, such as PSYC 4431 (Experimental Psychology, for which PSYC 3301 is a prerequisite) and PSYC 3331 (Introduction to Psychological Testing), so ensuring that our students have a solid foundation in this concept is a worthwhile endeavor.
Assessment of History and Systems of Psychology Course

During the 2013-2014 academic year, 56 students in PSYC 4411 were assessed on their knowledge of 22 names of historical figures in the history of psychology. In order to facilitate discussions of diversity and examine any associations with race and gender, this list of historical figures included two black males, four white females, and two black females, individuals who may not be commonly covered in discussions of the history of psychology. This assessment was done using open-ended questions for which students were asked to record any factual information they knew about the names, using a pretest-posttest timeline similar to that described above. We do not have separate data for B.A. and B.S. students for this portion of our assessment activities.

The results of a dependent-sample \( t \) test indicate that students had an average of 1.93 correct responses at the beginning of the term, and 6.89 correct responses at the end of the term, \( t(55) = 14.16, p < .0001 \), indicating that students’ knowledge significantly improved following instruction. Post-test independent-samples \( t \) tests revealed that black students recalled significantly more factual information about black males \( t(54) = 2.13, p < .043 \), and white women \( t(54) = 2.50, p < .019 \), from the list.

The History and Systems of Psychology course is a good way for students to learn about the contributions of the major historical figures in psychology. It may be that black students are more sensitive to issues involving race and gender, which would account for them having significantly more recall of factual information about black males (Own Race Bias) and white females in the history of psychology. It is important to note that the contributions of the two black females listed are less robust than any other names on the list, which accurately reflects the history of psychology. Thus, all students would be less likely to recall those contributions. These results also indicate that white students seem to lack an understanding of the contributions of black males, black females, and white females to the history of psychology, even after completing the History and Systems of Psychology course.

Critical Thinking

During the 2011-2012 academic year, we asked students in the senior capstone course (PSYC 4450) to rate their perceptions of their own critical thinking skills. A total of 15 students (all B.S. students) completed a brief survey specific assessing their performance of critical thinking skills as identified in the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major. In general, the students rated their own abilities highly (Table 5). None of the students rated their skills lower than “Average”. Again, these responses represent the students’ opinions of their own skills, not objective performance of these skills.

During the 2012-2013 academic year, we wanted to expand our critical thinking assessment activities and collect somewhat more objective data. In the Spring 2013 semester, PSYC 4450 students completed an assignment in which they were required to write a review of a research article. Each essay was scored according to a rubric assessing, on a 5-point scale, the objectives of conceptualization, analysis, synthesis, evaluation, and application. The maximum possible score was 25. The rubric used for our assessment was the same one used in the evaluation of the critical thinking component of the core curriculum assessment. Of the 18 students (all B.S. students) in the class who completed this assignment, the mean score on the
critical thinking assessment rubric was 12.67, with a range from 6-21. It appears that the dimension receiving the lowest scores was synthesis.

Oral Presentation Skills in Senior Capstone Course

During our examination of the grade distribution for PSYC 4450 in the 2010-2011 academic year, we identified a possible source of grade inflation: The students graded each other on oral presentations, and it seemed likely that some of these grades may have been overly charitable. Therefore, for the Spring 2012 semester, the instructor graded these oral presentations to see if this would provide a more accurate measure of student performance on this dimension of the Seminar course and instill a greater challenge for the students in the course. For the Fall 2010 through Fall 2011 semesters, the average peer-rated discussion grade for the Seminar students was 17.84 (out of a possible score of 20). The lowest grade was 14.13 (not including one student who received a zero due to not showing up to lead discussion on her assigned day), and the highest grade was 19.89. One B.A. student was included in these data. The average discussion grade for the Spring 2012 students, who were rated by the instructor, was 18.4, with a range of 15-20. Two B.A. students were included in these data. Overall, this did not represent a significant change.

However, we identified another avenue for change, which involved the grading policy. In most semesters, each student led and was graded on discussion twice. Prior to Spring 2013, the lowest of the two discussion grades was dropped for each student. It was felt that allowing the students to drop their lowest discussion grade caused some students to disregard their second presentation if they were satisfied with their first grade. Therefore, in the Fall 2012 and Spring 2013 semesters, the student-led discussions were rated by peers. In the Spring 2013 semester, the two discussion grades for each student were averaged rather than the lowest grade being dropped. Additionally, the grading criteria were made somewhat stricter to require students to incorporate classic psychology research in their presentations. The student-rated Fall 2012 and Spring 2013 discussion grades were lower than the Spring 2012 grades, which were rated by the instructor; these means were 16.36, 15.44, and 18.36 respectively (out of a maximum possible score of 20). In the Spring 2013 semester, when the two grades for each student were averaged instead of only the highest grade counting, there were fewer incidents of students not showing up to lead one of their scheduled discussion. We feel that averaging the two discussion grades has produced a more valid assessment of student performance and plan to continue this approach.

Assessment Goals for the Future

Our most immediate assessment goals are to continue with the assessment cycle outlined in the table of our student learning outcomes. As some of these outcomes have taken longer or proven to be more difficult to assess than initially anticipated, we feel that we still have work ahead of us in completing our assessment plan. In particular, we would like to find more productive ways of assessing our students’ critical thinking skills. However, thus far we have been unsuccessful in finding a measure of critical thinking that was valid, appropriate for our students, and feasible given our logistical and budgetary constraints.

In addition to continuing with our planned assessment activities, however, we should examine our current assessment plan as it pertains to the revised APA Guidelines for the Undergraduate Psychology Major. Version 2.0 of these Guidelines was published in August
2013. While some of the learning outcomes have remained largely unchanged from the first version upon which our assessment plan was based, there are some significant modifications that would be worthwhile for us to address in our delineation of student learning outcomes and assessment activities. Furthermore, GSW is in the process of revising its mission statement, which we also need to consider when developing our departmental and program goals.

One new goal could involve identifying some more specific outcomes for the B.A. program that are distinct from the assessment outcomes for the B.S. programs. This is potentially challenging because the only two differences between the B.A. and B.S. degree programs are the foreign language and research requirements for the B.A. program. For most of their coursework, B.A. and B.S. students take or have access to the same array of classes. Additionally, B.S. students are not prevented from taking foreign language classes or participating in research; thus, these differences may not significantly distinguish the two degree programs. Furthermore, our relatively low number of students completing the B.A. degree makes it difficult to draw many conclusions about student learning outcomes unique to this program. More consideration of the qualitative differences between the B.A. and B.S. degree programs and how they apply to assessment is needed. Additionally, future assessment activities should more consistently distinguish between B.A. and B.S. students so that better comparisons can be made when examining assessment results.
Table 1. Program assessment table.

**Programs:** B.A. and B.S. in Psychology  
**Academic Unit:** Department of Psychology and Sociology, College of Arts and Sciences

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO)</th>
<th>SLO Measures</th>
<th>Review of SLO Data</th>
<th>Examples of Evidence-Based Program Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td><strong>Direct:</strong> Major Field Test (MFT), Assessment Indicators 1-5* for both B.A. and B.S. students</td>
<td>MFT data will be compiled once per year by the instructor of the Seminar in Psychology class, where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td>Overall MFT scores hovered around 50th percentile, but we were concerned about test content. Changed from MFT to Area Concentration Achievement Test (ACAT) to better assess specific coursework our students had completed (data in report).</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> (a) Graded assignments in required classes (i.e., Seminar in Psychology, History and Systems of Psychology) for both B.A. and B.S. students (b) B.A. students’ grades on independent research projects will also be examined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td><strong>Direct:</strong> MFT, Assessment Indicator 6** for both B.A. and B.S. students</td>
<td>MFT data will be compiled once per year by the instructor of the Seminar in Psychology class, where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td>Pretest-posttest measures in History and Systems class indicated increased knowledge of key figures in the field, particularly female and minority contributors.</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> (a) Graded assignments and projects in required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Evidence-Based Program Changes</th>
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<tr>
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</tr>
<tr>
<td>Pretest-posttest measures in History and Systems class indicated increased knowledge of key figures in the field, particularly female and minority contributors.</td>
</tr>
<tr>
<td>Changed from MFT to Area Concentration Achievement Test (ACAT) to better assess specific coursework our students had completed (data in report).</td>
</tr>
</tbody>
</table>
**Student Learning Outcome (SLO)**

Students will use critical and creative thinking and skeptical inquiry to solve problems related to human behavior and mental processes.

<table>
<thead>
<tr>
<th>SLO Measures</th>
<th>Review of SLO Data</th>
<th>Examples of Evidence-Based Program Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect: (a) Grades on written assignments in required classes (i.e., Seminar in Psychology, History and Systems of Psychology, Experimental Psychology) for both B.A. and B.S. students</td>
<td>Grades on assignments in required classes will be compiled once per year by the respective instructors of these classes and reviewed every two years by departmental faculty.</td>
<td>Early measures of critical thinking indicate that students perceive their critical thinking skills to be at least average or better, but their actual performance may fall short of that. Better measures of critical thinking skills need to be used, along with direct comparisons of perceived and actual performance.</td>
</tr>
<tr>
<td>(b) Exit survey given to graduating seniors in both B.A. and B.S. programs</td>
<td>An exit survey of graduating seniors will be administered by the instructor of the Seminar in Psychology.</td>
<td></td>
</tr>
</tbody>
</table>
Students will communicate effectively in a number of formats (e.g., oral presentations, written assignments, and use of American Psychological Association [APA] format).

**Indirect:** (a) Grades on written assignments in required classes (i.e., Seminar in Psychology, History and Systems of Psychology, Experimental Psychology) for both B.A. and B.S. students

(b) Grades on oral presentations in abovementioned classes for both B.A. and B.S. students

(c) B.A. students’ grades in foreign language classes will also be examined

Grades on assignments in required classes will be compiled once per year by the respective instructors of these classes and reviewed every two years by departmental faculty.

The system for grading oral presentations in the capstone course has been revised several times and appears to function acceptably.

Students who graduate with a B.A. pass their foreign language classes, as expected. If we want to continue to include this as a component of this SLO, we need to assess this in a different way.
### Student Learning Outcome (SLO)

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

### SLO Measures

- **Indirect:** (a) Alumni survey for both B.A. and B.S. students
  - (b) Evaluations completed by students participating in the Internship program for both B.A. and B.S. students

### Review of SLO Data

- An alumni survey will be conducted every five years and reviewed by departmental faculty.
  - Evaluations from Internship students will be compiled annually by the coordinator of the Internship program and reviewed by departmental faculty every two years.

### Examples of Evidence-Based Program Changes

We have increased the consistency of the internship course as well as instituted requirements of regular interaction between internship students as well as interaction with the instructor.

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* These assessment indicators are denoted on the test as (1) Memory and Thinking, (2) Sensory and Physiology, (3) Developmental, (4) Clinical and Abnormal, and (5) Social

** This assessment indicator is denoted on the test as Measurement and Methodology

***Sociological Statistics is commonly substituted for Psychological Statistics due to limited departmental resources
Table 2. GSW students’ performance on the ETS compared to national averages. Includes comparison of the means for the four major subscore areas as well as the overall means.

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Learning, Cognition, Language, Memory, and Thinking</th>
<th>Perception, Sensory, Physiology, Comparative, and Ethology</th>
<th>Clinical, Abnormal, and Personality</th>
<th>Developmental and Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>National mean</td>
<td>156.2</td>
<td>56.0</td>
<td>56.9</td>
<td>55.9</td>
<td>56.1</td>
</tr>
<tr>
<td>GSW students (Spring 2006-Spring 2010)</td>
<td>151</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>GSW students (Fall 2011-Spring 2013)</td>
<td>151</td>
<td>49</td>
<td>49</td>
<td>53</td>
<td>53</td>
</tr>
</tbody>
</table>
Table 3. GSW students’ performance on the MFT assessment indicators, Spring 2006-Fall 2010. Data are represented as the mean percent correct answers in that content area on the MFT.

<table>
<thead>
<tr>
<th></th>
<th>Memory and Thinking</th>
<th>Sensory and Physiological</th>
<th>Developmental</th>
<th>Clinical and Abnormal</th>
<th>Social</th>
<th>Measurement and Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSW students (Spring 2006-Spring 2010)</td>
<td>43</td>
<td>34</td>
<td>43</td>
<td>62</td>
<td>58</td>
<td>47</td>
</tr>
<tr>
<td>GSW students (Fall 2011-Spring 2013)</td>
<td>38</td>
<td>42</td>
<td>49</td>
<td>60</td>
<td>57</td>
<td>52</td>
</tr>
</tbody>
</table>
Table 4. ACAT standard scores and percentile equivalents.

<table>
<thead>
<tr>
<th>Area</th>
<th>Standard Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal</td>
<td>461</td>
<td>35</td>
</tr>
<tr>
<td>Clinical/Counseling</td>
<td>462</td>
<td>35</td>
</tr>
<tr>
<td>Developmental</td>
<td>481</td>
<td>42</td>
</tr>
<tr>
<td>Experimental Design</td>
<td>514</td>
<td>56</td>
</tr>
<tr>
<td>History &amp; Systems</td>
<td>487</td>
<td>45</td>
</tr>
<tr>
<td>Human Learning/Cognition</td>
<td>512</td>
<td>55</td>
</tr>
<tr>
<td>Physiological</td>
<td>500</td>
<td>50</td>
</tr>
<tr>
<td>Sensation &amp; Perception</td>
<td>496</td>
<td>48</td>
</tr>
<tr>
<td>Social</td>
<td>500</td>
<td>50</td>
</tr>
<tr>
<td>Statistics</td>
<td>498</td>
<td>49</td>
</tr>
<tr>
<td><strong>OVERALL PERFORMANCE</strong></td>
<td><strong>467</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>
Table 5. Students’ responses to questions about self-perceived critical thinking skills.

<table>
<thead>
<tr>
<th>Critical thinking skill</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall critical thinking skills</td>
<td>5 (33%)</td>
<td>8 (53%)</td>
<td>2 (13%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Evaluating the quality of information in a source</td>
<td>2 (13%)</td>
<td>6 (40%)</td>
<td>7 (47%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Identifying and evaluating the source, context, and credibility of psychology-related claims</td>
<td>3 (20%)</td>
<td>7 (47%)</td>
<td>5 (33%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Challenging claims that arise from myth, stereotype, or untested assumptions</td>
<td>4 (27%)</td>
<td>7 (47%)</td>
<td>4 (27%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Using scientific principles and evidence to resolve conflicting claims</td>
<td>4 (27%)</td>
<td>9 (60%)</td>
<td>2 (13%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Recognizing and defending against common fallacies in thinking</td>
<td>4 (27%)</td>
<td>8 (53%)</td>
<td>3 (20%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Avoiding being swayed by appeals to emotion or authority</td>
<td>5 (33%)</td>
<td>5 (33%)</td>
<td>5 (33%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Evaluating popular media reports of scientific research</td>
<td>6 (40%)</td>
<td>6 (40%)</td>
<td>3 (20%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Demonstrating an attitude that includes persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement</td>
<td>7 (47%)</td>
<td>8 (53%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Making connections between diverse facts, theories, and observations</td>
<td>5 (33%)</td>
<td>9 (60%)</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
Sociology Program: Assessment Summary

NOTE: This assessment data is from 2014, which is the most recent comprehensive data we have, as the institutional assessment plan has been revised a few times since then.

SUMMARY AND ANALYSIS OF ASSESSMENT RESULTS

A. Summary of Fall 2013 and Spring 2014 Senior Seminar in Sociology ETS Results

For the fall 2013 and spring 2014 semester, the Sociology program had 25 students that completed the required Capstone Seminar in Sociology course for the B.S. in Sociology baccalaureate degree. As one course requirement, all students are required to take the ETS Major Field Test in Sociology. The ETS is a nationally scored and standardized examination covering nine specific modules and two primary subsets of questions. For the semester, 21 out of 25 students (84%) met or exceeded the ETS/Sociology National mean.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013/Sp. 2014</th>
<th>Total (Fall 2008 to Fall 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 25</td>
<td>N = 63</td>
</tr>
<tr>
<td># of Students Who</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scored at the National Mean or Higher</td>
<td>17</td>
<td>42</td>
</tr>
<tr>
<td>% of Students Who</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Scored at the National Mean or Higher</td>
<td></td>
<td>66.7%</td>
</tr>
</tbody>
</table>
B. Summary of Analysis of Assessment Results Using Dept’s SLO’s:

Our Sociology-Specific ETS Standards:

Met ETS Expectations: Within (+/-) 0.5 Standard Deviation Units of National Mean.
Exceeded ETS Expectation: > 0.5 Standard Deviation Units of National Mean.
Did Not Exceed ETS Expectations: < 0.5 Standard Deviation Units of National Mean.

<table>
<thead>
<tr>
<th>Fall 2013/Sp. 2014 Sociology SLOs</th>
<th># who met SLOs</th>
<th># who exceeded SLO Expectations</th>
<th># who did NOT meet SLO expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SLO #1:</strong> Students will demonstrate familiarity with the major concepts and theoretical perspectives in Sociology.</td>
<td>ETS (overall): 6</td>
<td>ETS (overall): 11</td>
<td>ETS (overall): 8</td>
</tr>
<tr>
<td></td>
<td>ETS (SS 1): 11</td>
<td>ETS (SS 1): 6</td>
<td>ETS (SS 1): 8</td>
</tr>
<tr>
<td></td>
<td>ETS (AI 1): *</td>
<td>ETS (AI 1): *</td>
<td>ETS (AI 1): *</td>
</tr>
<tr>
<td></td>
<td>Surveys: 14</td>
<td>Surveys: 11</td>
<td>Surveys: 0</td>
</tr>
<tr>
<td><strong>SLO #2:</strong> Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.</td>
<td>ETS (AI 2): *</td>
<td>ETS (AI 2): *</td>
<td>ETS (AI 2): *</td>
</tr>
<tr>
<td></td>
<td>Surveys: 17</td>
<td>Surveys: 8</td>
<td>Surveys: 0</td>
</tr>
<tr>
<td><strong>SLO #3:</strong> Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.</td>
<td>ETS (AI 2): *</td>
<td>ETS (AI 2): *</td>
<td>ETS (AI 2): *</td>
</tr>
<tr>
<td></td>
<td>Surveys: 17</td>
<td>Surveys: 7</td>
<td>Surveys: 1</td>
</tr>
<tr>
<td><strong>SLO #4:</strong> Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.</td>
<td>ETS (SS 2): 11</td>
<td>ETS (SS 2): 7</td>
<td>ETS (SS 2): 7</td>
</tr>
<tr>
<td></td>
<td>Surveys: 9</td>
<td>Surveys: 16</td>
<td>Surveys: 0</td>
</tr>
<tr>
<td><strong>SLO #5:</strong> Students will effectively</td>
<td>Papers (ASA): 13</td>
<td>Papers (ASA): 0</td>
<td></td>
</tr>
</tbody>
</table>
communicate in a variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.

**SLO #6:** The Sociology Program will prepare students for careers and/or graduate school.

<table>
<thead>
<tr>
<th>Subscore</th>
<th>Core Sociology</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 1</td>
<td>SS 2</td>
<td></td>
</tr>
</tbody>
</table>

**For Surveys:** Strongly Dis/Dis = Did NOT Meet Expectations; Neutral/Agree = MET Expectations; Strongly Agree = EXCEEDED Expectations.

### C. Specific Assessment Indicators:

At this time the GSW Sociology Program does not have access to the individual students’ ETS Major Field Test Assessment Indicator (AI 1, AI 2) scores. Unfortunately, this information is not provided in the “free” report made available. Therefore we are unable to provide a student-by-student breakdown of how many students met, exceeded, and did not exceed the national means for each of the specific area indicators. We are hoping that at some point in the near future the university will be able to provide the funding to enable us to access that data and better assess our students’ individual indicators. [However, we are provided with individual student’s Core Sociology (SS 1) and Critical Thinking (SS 2) sub scores; reported above in SLOs #1 & 4.]

Alternatively, we are provided with a (free) cohort summary of the Assessment Indicators. While not nearly as useful, this “Mean Percent Correct” figure tells us what percentage of each specific subject area questions each cohort answered correctly.

<table>
<thead>
<tr>
<th>Mean Percent Correct</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall ‘13/Sp. ‘14</td>
<td>Fall 2010 to Fall 2012</td>
</tr>
</tbody>
</table>

| AI 1: General Theory | 74% | 64% |

{ Indicators for }
<table>
<thead>
<tr>
<th>AI 2: Methodology/Statistics</th>
<th>48%</th>
<th>55%</th>
<th>SLO’s #1, #2, #3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI 3: Deviance/Social Problems</td>
<td>68%</td>
<td>64.5%</td>
<td></td>
</tr>
<tr>
<td>AI 4: Demography/Urban/Rural</td>
<td>63%</td>
<td>57.5%</td>
<td></td>
</tr>
<tr>
<td>AI 5: Multiculturalism</td>
<td>67%</td>
<td>61.5%</td>
<td></td>
</tr>
<tr>
<td>Additional Indicators</td>
<td></td>
<td></td>
<td>that we don’t necessarily measure</td>
</tr>
<tr>
<td>AI 6: Social Institutions</td>
<td>54%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>AI 7: Social Psychology</td>
<td>78%</td>
<td>67.5%</td>
<td></td>
</tr>
<tr>
<td>measure</td>
<td></td>
<td></td>
<td>(or even offer courses</td>
</tr>
<tr>
<td>AI 8: Gender</td>
<td>64%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>AI 9: Globalization</td>
<td>60%</td>
<td>56%</td>
<td></td>
</tr>
</tbody>
</table>

D. Summary and Analysis of Assessment Results Using Department SLO’s: Narrative

SLO #1: Students will demonstrate familiarity with the major concepts and theoretical perspectives in Sociology.

Sociology students have many opportunities to demonstrate familiarity with the discipline’s major concepts and theoretical perspectives. In addition to requiring a ‘C’ grade or higher in the Introduction to Sociology, Sociology of the Family, Social Theory, Research Methodology, Statistics, and Senior Seminar courses, students in Senior Seminar have multiple classroom presentations, in-class exams, the ETS exam, and a term paper. Of the 25 students who took the ETS exam, [overall]: 11 exceeded expectations, 6 met expectations, and 8 did not meet expectations. For those 25 students, when examining the SS 1 (Core Sociology Subsection) 6 exceeded expectations, 11 met expectations, and 8 did not meet expectations. Additionally, when examining the Theory-Specific Assessment Indicators, students from the fall 2013 and spring 2014 answered 74% of their Social Theory questions correctly. Finally, results from the survey administered to Seminar students shows that all 25 students who answered the question indicated that they were familiar with the major concepts and theoretical perspectives in sociology.

Overall, our students do appear to be familiar with the major concepts and theoretical perspectives in sociology.

SLO #2: Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.
In addition to earning at least a ‘C’ in their required Research Methodology course, the fall 2013 and spring 2014 students answered 48% of their Methods/Stats questions correctly. [At this time the ETS exam does not differentiate in their cohort scoring between Research Methods and Statistics.] Results of the Seminar student survey show that all 25 students indicate that they are familiar with basic social research methods.

*Overall, our students do appear to understand basic research methods in Sociology.*

**SLO #3: Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.**

In addition to earning at least a ‘C’ in their required Statistics course, the fall 2013 and spring 2014 students answered 48% of their Methods/Stats questions correctly. [At this time the ETS exam does not differentiate in their cohort scoring between Research Methods and Statistics.] Results of the Seminar student survey show that 24 out of 25 students surveyed indicated that they understand and can apply basic statistical and data management techniques in sociology.

*Overall, our students do appear to understand basic statistical and data management techniques.*

**SLO #4: Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.**

The ETS Major Field Test has an entire sub-section of the exam devoted to Critical Thinking. For the 25 students who took the exam, 7 students exceeded expectations, 11 students met expectations, and 7 students did not meet expectations. Results of the Seminar student survey show that all 25 students indicated that they can demonstrate critical thinking skills in sociology.

*Overall, our students do appear capable of demonstrating critical thinking skills in sociology.*

**SLO #5: Students will effectively communicate in a variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.**

Sociology students are expected to be able to communicate in a variety of formats. In addition to a papers in their Senior Seminar course that requires that they follow the ASA format for in-text citations and references, students are also required to orally present the results of their research or term papers. For the fall 2013 and spring 2014 semesters, 13 students exceeded paper/ASA expectations and 12 students met expectations. Finally,
results of the Seminar students survey show that all 25 students indicated that they feel that they can effectively communicate in a variety of formats including the ASA writing style, etc.

*Overall, our students do appear to be able to effectively communicate in a variety of formats.*

**SLO #6: The Sociology Program will prepare students for careers and/or graduate school.**

The Sociology Program has now completed the construction of the alumni survey. We expect to administer the first round of surveys upon the completion of the spring 2015 semester.

*At this time we are unable to measure SLO #6.*
Table of Contents ............................................................................................................................. Page

Section 1-State of the Organizational Unit.................................................................................... 2
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Section 3-Highlights of Faculty/Staff Activities .......................................................................... 9
Section 4- Unit Changes (including changes in unit responsibilities, academic programs, faculty-staff changes, etc.) ................................................................. 24
SECTION 1
STATE OF THE School/COLLEGE/UNIT

The mission of the Department of Psychology and Sociology is: "Faculty members of the Department of Psychology and Sociology at Georgia Southwestern State University challenge students to think critically about behavioral, mental, and social processes, and to develop the knowledge and skills for a variety of post-baccalaureate alternatives. These objectives are implemented via a rigorous curriculum that focuses on the application of scientific thinking, respect for the diversity of human experiences, and understanding of how psychology and sociology contribute to the improvement of the human condition."

In the fall of 2017, the Department of Psychology and Sociology had 205 majors (124 in psychology; 38 in sociology, and 43 in criminal justice), ten full-time faculty and one half-time staff. We offer four degrees; the B.A. in Psychology, B.S. in Psychology, B.S. in Sociology, and B.S. in Criminal Justice. In addition, the department offers and administers an 18-hour undergraduate Certificate in Criminal Justice. An 18-hour undergraduate Certificate in Social Justice begins in the fall of 2017.

Retention

The 1-Year Retention of First-time freshmen from the fall 2015 semester to the fall 2016 semester (most recent data available) is shown in the table below.

<table>
<thead>
<tr>
<th>Retention</th>
<th>Fall 2015, Total Students Enrolled</th>
<th>Fall 2016, Total Students Retained</th>
<th>Percentage of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>13</td>
<td>11</td>
<td>84.62%</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
</tbody>
</table>
Graduation Rates of Fall 2010 Cohort

The 4-year, 5-year and 6-year graduation rates are shown in the table below. 

NOTE: The rates for the B.S. in Psychology and B.A. in Psychology are combined.

<table>
<thead>
<tr>
<th>Major at Fall 2010</th>
<th>Major at Students’ Last Enrolled Term</th>
<th>4-year Rate</th>
<th>5-year Rate</th>
<th>6-year Rate</th>
<th>Total Graduated in 6 Years</th>
<th>Students who did not graduate in 6 years, but were enrolled at least one term during FA14-FA15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>25</td>
<td>42</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23.81%</td>
<td>19.05%</td>
<td>7.14%</td>
<td>50.00%</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
Use of Budget Resources

The total budget for the department is $690,242.00. As illustrated in the table below, the majority of the budget is for personnel costs. The department received a reduction in budget for the 2015-2016 academic year. Despite an extremely conservative approach to budget expenditures, the department exceeded the budget line for Travel, Operating Supplies & Expenses. Given the increase in faculty size and the requirement for travel and financial resources to support scholarship and teaching, a substantial increase in the departmental budget is warranted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Expended</th>
<th>Remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$627,447.00</td>
<td>$628,103.77</td>
<td>-$656.77</td>
</tr>
<tr>
<td>Operating Supplies &amp; Expenses</td>
<td>$14,797.00</td>
<td>$14,007.72</td>
<td>$789.28</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000.00</td>
<td>$2,278.87</td>
<td>-$278.87</td>
</tr>
<tr>
<td>Total</td>
<td>$644,244.00</td>
<td>$644,390.36</td>
<td>-$146.36</td>
</tr>
</tbody>
</table>
SECTION 2
Annual Assessment Summary

B.A. and B.S. in Psychology Assessment Plan (Year Two, 2017-2018)

Unless otherwise noted, all outcomes are based on the American Psychological Association Guidelines for the Undergraduate Psychology Major (version 2.0, Fall 2013). This assessment plan has been revised to reflect suggestions received from the assessment plan review in Spring 2017.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1. Students will recall and recognize major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Direct: Area Concentration Achievement Test (ACAT) scores will measure content knowledge of the discipline.</td>
<td>ACAT data will be compiled once per year by the instructor of the Seminar in Psychology course (PSYC 4450), where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td>Our target is for 50% of our seniors to score at or above the 50th percentile on the ACAT (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
<tr>
<td>Goal 2. Students will use scientific reasoning, critical thinking, and</td>
<td>Direct: (a) Pre-post measures of statistical and research methodology knowledge given to</td>
<td>Direct: (a) Measures of statistical and research methodology knowledge</td>
<td>Direct: (a) Our target is for our students to show at least 20% improvement in their pre-post performance on in-house</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Outcome Measures</td>
<td>Review of Outcome Data</td>
<td>Outcome Target</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Understanding of research methodology to solve problems.                | students enrolled in PSYC 3301, Psychological Statistics, and PSYC 4431, Experimental Psychology, will assess student knowledge of these content areas as well as how exposure the course material affects this knowledge. | will be developed in-house and administered to students enrolled in PSYC 3301, PSYC 4431, and PSYC 4497. These courses will be assessed in a rotating fashion every third year. Results will be reviewed by departmental faculty during that assessment year. | measures of statistics and research methodology.                                
<p>|                                                                         | (b) ACAT scores on subscales measuring statistics and research methodology will also measure student knowledge of these content areas. | (b) We also aim for 50% of our seniors to score at or above the 50th percentile on the ACAT subscales addressing statistics and research methodology. |
|                                                                         | (c) A critical thinking assessment (method/instrument to be determined) will evaluate students’ critical thinking abilities. | (c) We do not yet have a critical thinking target in mind because we do not yet have an identified measure for assessing this outcome. |
| Indirect: (a) Graded assignments and projects in PSYC 3301 and PSYC      |                                                                                 | (Indirect: Regarding graded assignments and projects, our target is for 80% of our students to score a C or better on the graded assignments/presentations being assessed. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories. |</p>
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4431 will examine how well students have learned and can apply the material presented in these courses.</td>
<td>schedule in mind because we do not yet have an identified measure for assessing this outcome.</td>
<td>Direct: Our target is for 50% of our students to have completed their Windows to the World requirements by the time they earn 60 credit hours.</td>
</tr>
<tr>
<td></td>
<td>(b) B.A. students’ grades on independent research projects in PSYC 4497 (Senior Research I) will also be examined to investigate how well students can write APA-formatted papers describing the methodology and results of research studies.</td>
<td>Indirect: Grades on assignments and projects in PSYC 3301, PSYC 4431, and PSYC 4497 will be compiled during the assessment year by the respective instructors of these courses and reviewed during that same year by departmental faculty.</td>
<td>Direct: We do not currently have a specific method of assessing this participation.</td>
</tr>
<tr>
<td>Goal 3. Students will demonstrate knowledge and application of ethical</td>
<td><strong>Direct:</strong> Measures of student participation in Windows to the World program will assess student engagement in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Outcome Measures</td>
<td>Review of Outcome Data</td>
<td>Outcome Target</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>standards as well as awareness of diversity and global issues</td>
<td>campus programming related to diversity and global issues.</td>
<td>but will consult with appropriate units on campus to devise one.</td>
<td>Indirect: We do not have a specific target in mind because we have not yet formulated a specific method for assessing this issue.</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> Internship supervisors’ responses to at least one specific question regarding ethical behavior on evaluation counted as part of internship grades (PSYC 4492) will assess knowledge of ethical standards relevant to psychology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Indirect:</strong> Internship supervisors’ responses will be reviewed every year by departmental faculty.</td>
<td></td>
</tr>
<tr>
<td>Goal 4. Students will communicate effectively in written, oral, and interpersonal formats.</td>
<td><strong>Indirect:</strong> (a) Graded writing assignments and/or oral presentation grades in courses will assess the quality of student communication.</td>
<td>(a) Each year, a course that includes writing assignments and/or oral presentation will be selected. Grades on assignments and/or presentation in those courses will be compiled during the assessment.</td>
<td>Our target is for 80% of our students to score a C or better on the graded assignments/presentation being assessed. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
<tr>
<td></td>
<td>(b) B.A. students’ grades on independent research projects in PSYC 4497 will also be examined to assess quality of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Outcome Measures</td>
<td>Review of Outcome Data</td>
<td>Outcome Target</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>writing (and possibly other types of communication as appropriate).</td>
<td>year by the respective instructors of these courses and reviewed during that same year by departmental faculty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) PSYC 4497 grades will be assessed during the assessment year determined above (i.e., every third year alternating with PSYC 3301 and 4431).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 5. Students will apply psychological content and skills to career goals and will develop meaningful professional direction for</td>
<td><strong>Indirect:</strong> A survey of seniors and/or recent alumni will determine their perceptions of career and graduate school preparation received during their education.</td>
<td>Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be implemented if we feel we</td>
<td>We do not have a target in mind because our current intention is to gather data for formulating more specific goals.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Outcome Measures</td>
<td>Review of Outcome Data</td>
<td>Outcome Target</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>life after graduation.</td>
<td>need more information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B.S. in Sociology Assessment Plan (Year Two, 2017-2018)**

This assessment plan has been revised to reflect suggestions received from the assessment plan review in Spring 2017.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Students will show familiarity with the major concepts and theoretical perspectives in Sociology.</td>
<td>Direct: ETS Major Field Test in Sociology</td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology course (SOCl 4450), where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td>Our target is for 50% of our students to score at or above the 50th percentile on the ETS (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable...</td>
</tr>
<tr>
<td>Goal 2: Students will understand and apply basic research methods in Sociology, including research design, sampling, and survey construction.</td>
<td><strong>Direct:</strong> Scores on Research Methods and Statistics subsection of the ETS Exam.</td>
<td><strong>Indirect:</strong> Final grades in Methods of Social Research course (SOCI 4440).</td>
<td><strong>ETS data will be compiled once per year by the instructor of the Seminar in Sociology course (SOCI 4450), where this test is administered; data will be reviewed every year by departmental faculty.</strong></td>
</tr>
<tr>
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<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Our target is for 50% of our students to score at or above the 50th percentile on the ETS subscales addressing research methodology and statistics.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Our target is for 80% of our students in the Research Methodology course to score a C or better.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.</strong></td>
</tr>
<tr>
<td>Goal 3: Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and</td>
<td><strong>Direct:</strong> Scores on Research Methods and Statistics subsection of the ETS Exam.</td>
<td><strong>Indirect:</strong> Final grades in Sociological</td>
<td><strong>ETS data will be compiled once per year by the instructor of the Seminar in Sociology course (SOCI 4450), where this test is administered; data will be reviewed every year by</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Our target is for 50% of our students to score at or above the 50th percentile on the ETS subscales addressing research methodology and statistics.</strong></td>
</tr>
<tr>
<td>Goal 4: Students will exhibit critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.</td>
<td>Statistics course (SOCI 3331).</td>
<td>departmental faculty.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Direct:</strong> Scores on the Critical Thinking subsection of the ETS Exam.</td>
<td>Final grades in the Sociological Statistics course (SOCI 3331) will be compiled by the course instructor and evaluated every year by departmental faculty.</td>
<td>Our target is for 80% of our students in the Statistics course to score a C or better. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 5: Students will effectively communicate in a variety of formats including the ASA writing style,</th>
<th>Grades for papers from the Seminar in Sociology course (SOCI 4450)</th>
<th>departmental faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indirect:</strong> (a) Scores on papers from the Seminar in Sociology course (SOCI 4450) that</td>
<td>(a) Grades for papers from the Seminar in Sociology course (SOCI 4450).</td>
<td>Our target is for 80% of our students in the Senior Seminar course to score a C or better on</td>
</tr>
</tbody>
</table>
leading class discussion, and presenting the results of research. requires ASA format. (b) Scores on oral presentations from the Senior Seminar course.

(b) Grades for oral presentations from the Seminar in Sociology course (SOCl 4450).

Grades will be compiled by the instructor of the Seminar in Sociology course (SOCl 4450) and data will be reviewed every year by departmental faculty.

We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.

Goal 6: The Sociology Program will prepare students for careers and/or graduate school. Indirect: Survey of seniors and/or recent alumni to determine their perceptions of career and graduate school preparation

Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be implemented if we feel we need more information.

We do not have a target in mind because our current intention is to gather data for formulating more specific goals.

B.S. in Criminal Justice

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate mastery of the</td>
<td>Indirect: Capstone Portfolio Project</td>
<td>Assessment results reviewed</td>
<td>80% of students score acceptable</td>
</tr>
<tr>
<td>Essential Content of the Criminology Core Curriculum</td>
<td>Incorporating elements from Criminology, Research, and Criminal Justice Courses. Portfolio assessed with rubric.</td>
<td>By program coordinators and faculty annually.</td>
<td>Or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice</td>
<td><strong>Indirect</strong>: Critical Analysis portion of Capstone Portfolio Project assessed by rubric.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of essential elements of academic and professional writing</td>
<td><strong>Indirect</strong>: Capstone Portfolio Project assessed with written communication rubric that emphasizes ability to integrate theory with practical examples, organization, and mechanical-grammatical correctness.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of academic and professional research and scholarship</td>
<td><strong>Indirect</strong>: Research Project in Criminal Justice Research Methodology assessed using rubric emphasizing the understanding of Criminal Justice methodology and conventions of CJ discourse.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of professional and ethical values in the criminal justice field</td>
<td><strong>Indirect:</strong> Ethics Examination in Capstone course.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score at an acceptable level or above on Ethics Examination.</td>
</tr>
</tbody>
</table>
SECTION 3
SUMMARY OF FACULTY-STAFF ACCOMPLISHMENTS
1 July 2016-30 Jun 2017

Marianna Baykina, Ph. D.
Department of Psychology & Sociology
Georgia Southwestern State University
Americus, GA 31709
marianna.baykina@gsu.edu

EDUCATION

Doctorate of Philosophy in Educational Psychology (December 2008)
Texas Tech University – Lubbock, TX

Master’s of Art in Psychology (August 2000)
San José State University – San José, CA

RELEVANT PROFESSIONAL EXPERIENCE

Classes Taught
Abnormal Psychology
Introductory Psychology
Psychology of Personality
Theories & Methods of Counseling
Psychological Testing

Work History
2016 – current     Assistant Professor     Georgia Southwestern State University
2015 – 2016     Visiting Assistant Professor     Eastern Oregon University
2011 – 2015     Program Developer & Manager     Foundation for the Advancement of Sports

             Among Handicapped Children, Russia

Service
2017 – current     Affordable Learning Georgia Grant, Round Ten
2017- current     Committee for Academic Affairs
2017- current Independent Reviewer, Interdisciplinary Journal for Undergraduate Research

2016-2017 Student Affairs Committee, Georgia Southwestern State University

Current Papers

Baykina, M. Global precedence effect within different domains and formation of representational structures. Manuscript in preparation. Poster to be submitted to present at APS meeting, May 2018.

Baykina, M. Field independence and formation of representational structures within different domains. Manuscript in preparation. Poster to be submitted to present at APS meeting, May 2018.

Baykina, M. Using movies as assignments to target critical thinking skills within a context of a specific course. Manuscript in preparation. Poster to be submitted to present at SoTL conference, April 2018.

Membership in Professional Organizations:

The Jean Piaget Society

Joseph A. Comeau

joseph.comeau@gsw.edu

Georgia Southwestern State University

Department of Psychology and Sociology

800 GSW Drive, Americus, Georgia 31709

EDUCATION

2012 Ph.D., Sociology, University of North Texas
2008  M.Ed., Educational Leadership, Northern Arizona University
2006  B.S., Organizational Sociology, Grand Canyon University

EMPLOYMENT AND POSITIONS

2013 – Present  Assistant Professor of Sociology, Department of Psychology and Sociology, Georgia Southwestern State University

PUBLICATIONS


SERVICE AND MENTORING

2017 – Present  Principal investigator, “Attitudes of African Americans toward Back the Blue.” An empirical research project in Americus, Georgia, involving faculty and students from Georgia Southwestern State University.

2017  New faculty mentor for Dr. MC Whitlock, Department of Psychology and Sociology, Georgia Southwestern State University.

2016 – 2017  Member, Search Committee for sociology faculty position, Department of Psychology and Sociology, Georgia Southwestern State University.

2017  Presenter and Panelist for a discussion of the film “Poverty Inc.” A Windows to the World event hosted by the Georgia Southwestern State University chapter of Enactus.

2016 – 2017  Chair, Strategic Planning Subcommittee (a subcommittee of the Institutional Effectiveness Committee), Georgia Southwestern State University.

2016 – Present  Member, Council on Diversity, Georgia Southwestern State University.
2015 – Present  Chair, Panorama Panel Discussion Series Planning Committee, Georgia Southwestern State University.

2015 – Present  Member, Institutional Effectiveness Committee, Georgia Southwestern State University.

2015 – Present  Organizer, Junior Faculty Teaching Circle, Georgia Southwestern State University.

2015 – Present  Member, Strategic Planning Steering Committee, Georgia Southwestern State University.

2015 – 2017  Member, International Programs Advisory Council, Georgia Southwestern State University.

Ellen Margaret Cotter, Ph.D.

Department of Psychology and Sociology
Georgia Southwestern State University
800 GSW State University Drive
Americus, GA 31709-4693
Voice: (229) 931-2267; Fax: (229) 931-2315
E-mail: ellen.cotter@gsw.edu

Professional and Research Experience

2010 – date  Professor, Department of Psychology and Sociology, Georgia Southwestern State University

2003 – 2009  Associate Professor, Department of Psychology and Sociology, Georgia Southwestern State University

1999 – 2003  Assistant Professor, Department of Psychology and Sociology, Georgia Southwestern State University

Courses Taught

PSYC 2103 – Human Growth and Development
PSYC 3308 – Psychosocial Aspects of Aging
PSYC 3320 – Child Psychology
PSYC 4414 – Psychology of Language
PSYC 4395 – Theory and Research in Caregiving
PSYC 4450 – Seminar in Psychology

Committee Memberships
UNIV 1000 – The GSW Experience

Publications


Conference Presentations


Editorial, Review, and Scholarly Activities

2015 - date    Ad Hoc Reviewer, *Journal of Aging Research*
2013 – date    Ad Hoc Reviewer, *Current Psychology*
2011 – date    Ad Hoc Reviewer, *Psi Chi Journal of Undergraduate Research*
2010 – date    Ad Hoc Textbook Reviewer, Pearson
2008 – date    Ad Hoc Reviewer, *Journal of General Psychology*
2005 – date    Reader, Advanced Placement Psychology Exam
2003 – date    Ad Hoc Textbook Reviewer, Wadsworth
2016    Search committee, Care Consultation/Projects Specialist position, Rosalynn Carter Institute
2016        Search committee, Operation Family Caregiver position, Rosalynn Carter Institute

Community Activities

2017 – date  Member, Americus Sumter High School Band Boosters
2014 – 2016  Parent Teacher Organization, Sumter County Middle School
2013 – 2016  Member, Sumter Players Board of Directors
2013 – date  Volunteer, Sumter Players

Professional Organizations

2007 – date  Society for the Teaching of Psychology
1993 – date  Association for Psychological Science (formerly American Psychological Society)

Honors and Awards

2017        Governor’s Teaching Fellows Program

Gary Dale Fisk, Ph.D.

CONTACT INFORMATION
Georgia Southwestern State University
Department of Psychology and Sociology
800 Georgia Southwestern State University Drive
Americus, GA 31709
Phone: 229-931-2296; fax: 229-931-2315; Email: gary.fisk@gsu.edu
POSITIONS HELD

2011 – present  Professor of Psychology
Georgia Southwestern State University

2005 - 2010  Associate Professor of Psychology (with tenure)
Georgia Southwestern State University, Americus, Georgia

2000 - 2004  Assistant Professor of Psychology
Georgia Southwestern State University, Americus, Georgia

1997 - 2000  Assistant Professor of Psychology
Gordon College, Barnesville, Georgia

1995 - 1997  Postdoctoral Research Fellow (fellowship support from NIH)
The University of Alabama at Birmingham

1992 - 1995  Predoctoral Research Fellow (fellowship support from NIMH)
The University of Alabama at Birmingham

1989 - 1992  Research Assistant
The University of Alabama at Birmingham

EDUCATION

Ph.D., University of Alabama at Birmingham (Birmingham, Alabama)
Psychology - Behavioral neuroscience specialization
Cumulative GPA: 3.87

Phi Kappa Phi Honor Society

B.A., Cum Laude, Luther College (Decorah, Iowa)

Majors in Psychology and Anthropology

Dean's List for five semesters

Cumulative GPA: 3.59

PROFESSIONAL ORGANIZATIONS

Psychonomic Society

Phi Kappa Phi Honor Society

AWARDS

Faculty Excellence in Scholarship Award (2017)

TEACHING

Introduction to Psychology

Psychological Statistics

Sensation - Perception

Biopsychology

Human Growth and Development

COLLEGE SERVICE

Instructional Technology Advisory Committee, (2013 – 2014; 2016-present)

IT Steering Committee (2014 - present)
IT Compliance Committee (2014 - present)
Georgia Digital Innovations faculty representative
IT Steering committee (2016 to present)

PUBLICATIONS


PRESENTATIONS


Charles M. Huffman, Ph.D.

Georgia Southwestern State University
Department of Psychology and Sociology
800 Georgia Southwestern State University Drive
Americus, GA 31709
(229) 931-2316
Charles.huffman@gsw.edu

Professional Experience

2011-present Chair, Department of Psychology and Sociology
2012-present Professor of Psychology
2011-present Director, Prior Learning Assessment Program

Teaching

Summer 2016
Mass Media Influences in Psychology
Social Psychology

Fall 2016
Introduction to Psychology
Sport Psychology
History & Systems of Psychology

Spring 2017
Cognitive Psychology
History & Systems of Psychology

Grants

Affordable Learning Georgia Grant, PI, $10,600
Awarded in June, 2016

Service

Director, Prior Learning Assessment Program
President's Council

Athletic Committee

Program Committee, Southeastern Psychological Association

Manuscript Reviewer, Current Psychology

Manuscript Reviewer, Annual Meeting of the Southeastern Psychological Association

Advisor for 38 Psychology Majors

Scholarship

Huffman, C.M. (2017, March). Behavioral economics and student decision making.
Poster presented at the 63rd Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.

Professional Memberships

American Psychological Association—Division Two

Association for Psychological Science

Southeastern Psychological Association

Southern Society of Philosophy and Psychology

Psi Chi, National Honor Society in Psychology

Leigh Laughlin, MA, MS, CPD

GSW Criminal Justice eMajor Liaison
Academic Lead/Advisor
Lecturer in Criminal Justice and Sociology

TEACHING, 2016-17

CRJU 1100: Introduction to Criminal Justice (Summer 2017)
CRJU 2100: Introduction to Law Enforcement (Fall 2016, Summer 2017)
CRJU 3100: Criminal Law (Fall 2016)
CRJU 3110: Criminal Procedure (Spring 2017)
CRJU 3400: Juvenile Delinquency and Justice (Spring 2016, Spring 2017)  
CRJU 3500: Criminal Investigation I (Summer 2016)  
CRJU 3501: Criminal Investigation II (Spring 2017)  
CRJU 4300: Community Corrections (Summer 2017)  
SOCI 2293: Sociology of Family (Spring 2017)  
SOCI 2293: Sociology of Family - Honors (Spring 2017)  
SOCI 3350: Criminology (Fall 2016)  
SOCI 4350: Family Violence (Fall 2016)  
SOCI 4445: Deviant Social Behavior (Spring 2017)

SCHOLARSHIP, 2016-17

Doctor of Philosophy in Criminal Justice, Behavioral Science Concentration (Fall 2016-Present)  
School of Justice and Human Services, Nova Southeastern University

Master of Science in Law Enforcement Intelligence and Analysis (Fall 2016)  
School of Criminal Justice, Michigan State University

CPTED Professional Designation from the National Institute of Crime Prevention (Spring 2017)

Training course “Protecting Human Research Participants” through the National Institute of Health (NIH) Office of Extramural Research (certification no. 2126942) (Fall 2016)

eMajor Certification for Online Instructors with the University System of Georgia (Fall 2016)

Course Development

Subject Matter Expert for development of CRJU 3501: Criminal Investigations II (Fall 2016)  
Subject Matter Expert for development of CRJU 3810: Victimology (Spring 2017)  
Developed Framework for CRJU 4000: Internship in Criminal Justice (Summer 2017)  
Developed Prior Learning Assessment for CRJU 3501: Criminal Investigations II (Fall 2016)  
Developed Prior Learning Assessment for CRJU 3810: Victimology (Spring 2017)

Presentations

Video Game Music  
Dr. Mark Laughlin and Leigh Laughlin  
Conference on Meaningful Living and Learning in a Digital World.  
Augusta, Georgia  
August, 2016
National Training Webinar on Domestic Violence  
Rosalynn Carter Institute for Caregiving  
Americus, Georgia  
May, 2017

**Professional Memberships**  
Member of the American Society of Criminology  
Member of the Humanities Education and Research Association (HERA)  
Associate Member of the ACFE (Association of Certified Fraud Examiners)

**Misc**  
Featured in The Breeze (Volume 4, issue 4, Fall 2016) for work with CPTED

**SERVICE, 2016-17**

Institutional Review Board Member (Fall 2016, Spring 2017)  
Reviewed Study on Undergraduate Students’ Performance on Conceptual and Procedural Problems in the Calculus Sequence (Dr. Kailash Ghimire)  
Reviewed Doctor of Athletic Trainings Clinical Outcomes (Lucas Bianco)  
Reviewed National Survey of Student Engagement (NSSE) (Dr. Lisa Cooper)

New Faculty Training & Orientation Teaching Circle Member (Fall 2016)

Mentor for GSW Women’s Basketball Team (Fall 2016)  
Met with student athlete one hour per week to provide guidance and support

Served as GSW Representative in eMajor Criminal Justice recruitment webinar (Fall 2016)

Conducted 9 supplemental instruction study sessions to assist students (Fall 2016, Spring 2017)

Participated in ‘Use Your Noodle’ food drive (Fall 2016)

**Recruitment**

Crisp County Regional Youth Detention Center (RYDC)  
Curtis Mathis, Director  
Schley County High School  
Melissa Price, Guidance Counselor  
Ft. Benning Education Center  
Kristin Wright, Army Continuing Education System Guidance Counselor
Jamie MacLennan, Ph.D.

Department of Psychology and Sociology  
800 GSW University Dr.  
Americus, GA 31709  
Phone: (229) 931-2314  
Fax: (229) 931-2315  
Jamie.maclennan@gsu.edu

EDUCATION

Ph.D. Sociology, magna cum laude  
Rutgers University, 2005  
Dissertation: Solitude and Sociability: Social Processes among Appalachian Trail Long Distance Hikers  
Qualifying Examination: Environmental Sociology  
Certification: Human Dimensions of Environmental Change

M.A. Sociology, summa cum laude  
Rutgers University, 2002  
Thesis: The Variable Nature of Environmental Concern

B.A. Sociology, magna cum laude  
Rowan University, 1997

TEACHING EXPERIENCE

Associate Professor of Sociology  
Georgia Southwestern State University, (2013- present)

Full responsibility for creating content, developing lectures, administering examinations, and grading. Provided academic advising to 20 students / term. Initiated, designed and conducted Sociology department’s first online course offerings. Taught 4 sections of 25 undergraduates per term. Designed & conducted a Senior Seminar in Sociology for 15 of Sociology majors per year.

Invited Talks

GRANTS

2017 Faculty Instructional Grant $2,500

2016 Affordable Learning Georgia Grant $5,000

SERVICE HIGHLIGHTS

Chair, Psychology and Sociology Search Committee (2010 and 2017)
Assessment Coordinator, B.S. in Sociology program (2010 - present)
Senator, Faculty Senate (2014 - present)
Fellow, Center for Chinese Bie-Modern Studies (2017)
Founder & Faculty Advisor, Alpha Kappa Delta International Sociology Honors Society (2011-present)

Faculty Affairs Committee (2015 - 2017)
Student Affairs Committee (present)

Judy Orton Grissett, Ph.D.

EDUCATION

Ph.D. Educational Psychology, Georgia State University, 2013, with dual-certificates in Quantitative Research in Education and Qualitative Research in Education, Georgia State University, 2013
M.S. Educational Psychology, Georgia State University, 2010
B.S. Psychology (magna cum laude), Georgia Southwestern State University, 2005

PROFESSIONAL CREDENTIALS

Selected Awards and Honors
2016 Professor of the Year, Georgia Southwestern State University
2016 Featured Advocate, University System of Georgia Affordable Learning Georgia

Selected Fellowships and Scholarships
2017-2018 Service Learning Faculty Learning Community, University System of Georgia
2016-2017 Scholarship of Teaching and Learning Fellowship, University System of Georgia
2015-2017 Open Educational Resource Research Fellowship, Open Education Group

External Grant Awards
2017 University System of Georgia Textbook Transformation Grant for Open Educational Resources for Cross-Cultural Psychology course, *Project Lead* ($10,800)

**University Internal Grant Awards**

2017 Georgia Southwestern State University Faculty Development Grant for 2017 GERA conference travel ($250)

2016 Georgia Southwestern State University Faculty Development Grant for NVIVO Qualitative Coding Software ($280)

**Recent Courses Taught**

PSYC 1101-- Introduction to Psychology, 2013-
PSYC 2103 (online)-- Human Growth and Development, 2015-
PSYC 3331-- Introduction to Psychological Testing, 2014-
PSYC 3350 (online)-- Health Psychology, 2015-
PSYC 4431-- Experimental Psychology, 2015-
PSYC 4497-- Senior Research I, 2014-
SOCI 4492-- Sociology Internship, 2014-

**SCHOLARSHIP**

*Italicized name* denotes student author.

**Refereed Articles**

*Vojtech, G., & Orton Grissett, J. (2017). Student perceptions of faculty who use open-educational resources. The International Review of Research in Open and Distributed Learning, 18(4).*


**Articles In-Press**


**Selected Conference Presentations**

*Orton Grissett, J., & Sheu, F. (2017, October). College students’ perceptions of open psychology textbooks. Paper accepted to OpenEd17: The 14th Annual Open Education Conference, Anaheim, CA.*

Orton Grissett, J. (2017, October). *Lessons learned from using open educational resources in an online health psychology course.* Paper accepted to the 42nd Annual Meeting of the Georgia Educational Research Association, Augusta, GA.

Orton Grissett, J. (2017, October). *Open educational resources: A primer and review of implementation at one institution.* Paper accepted to the 42nd Annual Meeting of the Georgia Educational Research Association, Augusta, GA.


Carrion, C., Orton Grissett, J., & rosenstein, d.l. (2016, August). *Experiences for children to learn about nature at a community garden: An ethnographic case study.* In M. D. Renken (Chair) *Conceptualizations of Nature.* Symposium presented at the annual meeting of the American Psychological Association, Denver, CO.

**SERVICE**

2017  
Georgia Educational Research Association, Conference Proposal Reviewer  
2017-  
*Perspectives in Learning,* Journal Reviewer  
2017  
Moderator, Career Services Teaching Circle, Georgia Southwestern State University  
2017  
Moderator, Open Educational Resources Teaching Circle, Georgia Southwestern State University  
2017  
Committee Chair, University and Alumni Affairs Committee, Georgia Southwestern State University
LaVerne G. Worthy, Ph.D.

Professor of Psychology

Teaching

Human Sexuality
Introduction to Psychology
Principles of Behavior Modification
Psychology as a Natural Science
Theories of Learning
Theories of Personal Relationships

Service

Athletics Committee, August 2015 to present.

SECTION 4
UNIT CHANGES

Program Changes: Certificate in Social Justice was approved in May 2017.

Personnel Changes: An Assistant Professor in Sociology position was filled.

Recruiting and Retention: Two Affordable Learning Georgia Textbook Transformation Grants ($16,800 & $14,800) were awarded to departmental faculty members. A reduction in textbook costs is perceived by the department as a recruiting and retention effort.
Appendix F

Georgia Southwestern State University
FY2016 Annual Report

GSW ANNUAL REPORT 2015/2016

Table of Contents .................................................................................................................................. Page

Section 1-State of the Organizational Unit .......................................................................................... 2
Section 2-Annual Assessment Summary .............................................................................................. 4
Section 3-Highlights of Faculty/Staff Activities .................................................................................... 8
Section 4-Unit Changes (including changes in unit responsibilities, academic programs, faculty-staff changes, etc.) ................................................................................................................. 22
SECTION 1
STATE OF THE School/COLLEGE/UNIT

The mission of the Department of Psychology and Sociology is: "Faculty members of the Department of Psychology and Sociology at Georgia Southwestern State University challenge students to think critically about behavioral, mental, and social processes, and to develop the knowledge and skills for a variety of post-baccalaureate alternatives. These objectives are implemented via a rigorous curriculum that focuses on the application of scientific thinking, respect for the diversity of human experiences, and understanding of how psychology and sociology contribute to the improvement of the human condition."

In the fall of 2016, the Department of Psychology and Sociology had 206 majors (151 in psychology; 35 in sociology; and, 30 in criminal justice), nine full-time faculty and one half-time staff. We offer four degrees; the B.A. in Psychology, B.S. in Psychology, B.S. in Sociology, and B.S. in Criminal Justice. In addition, the department offers and administers an 18-hour undergraduate Certificate in Criminal Justice.

Retention

The 1-Year Retention of First-time freshmen from the fall 2015 semester to the fall 2016 semester (most recent data available) is shown in the table below.

<table>
<thead>
<tr>
<th>Retention</th>
<th>Fall 2015, Total Students Enrolled</th>
<th>Fall 2016, Total Students Retained</th>
<th>Percentage of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>13</td>
<td>11</td>
<td>84.62%</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>5</td>
<td>4</td>
<td>80%</td>
</tr>
</tbody>
</table>
Graduation Rates of Fall 2009 Cohort

The 4-year, 5-year and 6-year graduation rates are shown in the table below.

NOTE: The rates for the B.S. in Psychology and B.A. in Psychology are combined.

<table>
<thead>
<tr>
<th>Major</th>
<th>Major at Fall 2009</th>
<th>Major at Students' Last Enrolled Term</th>
<th>4-year Rate</th>
<th>5-year Rate</th>
<th>6-year Rate</th>
<th>Students who did not graduate in 6 years, but were enrolled at least one term during FA14-FA15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>16</td>
<td>38</td>
<td>3</td>
<td>13</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Use of Budget Resources

The total budget for the department is $690,242.00. As illustrated in the table below, the majority of the budget is for personnel costs. The department received a reduction in budget for the 2015-2016 academic year. Despite an extremely conservative approach to budget expenditures, the department exceeded the budget line for Travel, Operating Supplies & Expenses. Given the increase in faculty size and
the requirement for travel and financial resources to support scholarship and teaching, a substantial increase in the departmental budget is warranted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Expended</th>
<th>Remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$673,792.00</td>
<td>$614,006.29</td>
<td>$59,785.71</td>
</tr>
<tr>
<td>Travel, Operating Supplies &amp; Expenses</td>
<td>$16,450.00</td>
<td>$17,839.09</td>
<td>-$1,389.09</td>
</tr>
<tr>
<td>Total</td>
<td>$690,242.00</td>
<td>$631,845.38</td>
<td>$58,396.62</td>
</tr>
</tbody>
</table>

SECTION 2
Annual Assessment Summary

Department of Psychology and Sociology Assessment Plan 2015-2016

B.S. and B.A. in Psychology

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and</td>
<td>Direct: Area Concentration Achievement Test (ACAT) scores</td>
<td>ACAT data will be compiled once per year by the instructor of the Seminar in Psychology class (PSYC 4450), where</td>
<td>Our target is for 50% of our students to score at or above the 50th percentile on the ACAT (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
</tbody>
</table>
historical trends in psychology.

<table>
<thead>
<tr>
<th><strong>Students will demonstrate scientific reasoning and problem solving, including effective research methods and critical thinking.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct:</strong> (a) Pre-post measures of statistical and research methodology knowledge</td>
</tr>
<tr>
<td>(b) ACAT scores on subscales measuring statistics and research methodology</td>
</tr>
<tr>
<td>(c) Critical thinking assessment (method/instrument to be determined)</td>
</tr>
<tr>
<td><strong>Indirect:</strong> (a) Graded assignments and projects in required classes (i.e., PSYC 3301, Psychological Statistics, and PSYC 4431, Experimental Psychology)</td>
</tr>
<tr>
<td><strong>PSYC 3301, PSYC 4431, and PSYC 4497 will be assessed in a rotating fashion every third year.</strong></td>
</tr>
<tr>
<td><strong>Direct:</strong> (a) Measures of statistical and research methodology knowledge will be developed in-house and administered to students. Results will be reviewed by departmental faculty during that assessment year.</td>
</tr>
<tr>
<td>(b) ACAT data will be</td>
</tr>
<tr>
<td><strong>Indirect:</strong> (a) Our target is for our students to show at least 20% improvement in their pre-post performance on in-house measures of statistics and research methodology.</td>
</tr>
<tr>
<td>(b) We also aim for 50% of our students to score at or above the 50th percentile on the ACAT subscales addressing statistics and research methodology.</td>
</tr>
<tr>
<td>(c) We do not yet have a critical thinking target in mind because we do not yet have an identified measure for assessing this outcome.</td>
</tr>
<tr>
<td><strong>Indirect:</strong> Regarding graded assignments and projects, our target is for 80% of our students to score a C or better on the graded assignments/presentation</td>
</tr>
</tbody>
</table>
(b) B.A. students’ grades on independent research projects in PSYC 4497 (Senior Research I) will also be examined reviewed by departmental faculty during that assessment year.

(c) We do not yet have a critical thinking review schedule in mind because we do not yet have an identified measure for assessing this outcome.

Indirect: Grades on assignments and projects will be compiled during the assessment year by the respective instructors of these classes and reviewed during that same year by departmental faculty.

We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.
| Students will demonstrate knowledge and application of ethical standards as well as awareness of diversity and global issues | **Direct:** Measures of student participation in Windows to the World program  
**Indirect:** Internship supervisors’ responses to at least one specific question regarding ethical behavior on evaluation counted as part of internship grades (PSYC 4492) | **Direct:** We do not currently have a specific method of assessing this participation but will consult with appropriate units on campus to devise one.  
**Indirect:** Internship supervisors’ responses will be reviewed every year by departmental faculty. | **Direct:** Our target is for 50% of our students to have completed their Windows to the World requirements by the time they earn 60 credit hours.  
**Indirect:** We do not have a specific target in mind because we have not yet formulated a specific method for assessing this issue. |
|---|---|---|---|
| Students will demonstrate competence in writing and in oral and interpersonal communicatiion skills. | **Indirect:** (a) Graded writing assignments and/or oral presentation grades in classes.  
(b) B.A. students’ grades on independent research projects in PSYC 4497 will also be examined | (a) Each year, a course that includes writing assignments and/or oral presentation s will be selected. Grades on assignments and/or presentation s in those classes will be compiled | Our target is for 80% of our students to score a C or better on the graded assignments/presentation s being assessed. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories. |
During the assessment year by the respective instructors of these classes and reviewed during that same year by departmental faculty.

(b) PSYC 4497 grades will be assessed during the assessment year determined above (i.e., every third year alternating with PSYC 3301 and 4431).

| Students will emerge from the major able to apply psychological content and skills to career goals and will develop meaningful professional direction for | **Indirect:** Survey of seniors and/or recent alumni to determine their perceptions of career and graduate school preparation | Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be implemented if we feel we | We do not have a target in mind because our current intention is to gather data for formulating more specific goals. |
B.S. in Sociology

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate familiarity with the major concepts and theoretical perspectives in Sociology.</td>
<td><strong>Direct:</strong> ETS Subject Exam</td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td>Our target is for 50% of our students to score at or above the 50th percentile on the ETS (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
<tr>
<td>Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.</td>
<td><strong>Direct:</strong> Scores on Research Methods and Statistics subsection of the ETS Exam. <strong>Indirect:</strong> Final grades in Research Methods course</td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every year by departmental faculty.</td>
<td>Our target is for 50% of our students to score at or above the 50th percentile on the ETS subscales addressing research methodology and statistics.</td>
</tr>
<tr>
<td>Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.</td>
<td>Direct: Scores on Research Methods and Statistics subsection of the ETS Exam.</td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every year by departmental faculty.</td>
<td>Our target is for 50% of our students to score at or above the 50th percentile on the ETS subscales addressing research methodology and statistics.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Indirect: Final grades in Statistics course.</td>
<td>Final grades in the Statistics course will be compiled by the course instructor and evaluated every year by departmental faculty.</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.</td>
<td>Direct: Scores on the Critical Thinking subsection of the ETS Exam.</td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every year by departmental faculty.</td>
<td>Our target is for 80% of our students to score at or above the 50th percentile on the ETS subscales addressing critical thinking.</td>
</tr>
</tbody>
</table>
Students will effectively communicate in a variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.

Indirect: (a) Scores on papers from the Senior Seminar course that requires ASA format.
(b) Scores on oral presentations from the Senior Seminar course.

(a) Grades for papers from the Senior Seminar course.
(b) Grades for oral presentations from the Senior Seminar course.

Grades will be compiled by the instructor of the Senior Seminar course and data will be reviewed every year by departmental faculty.

Our target is for 80% of our students in the Senior Seminar course to score a C or better on their papers and oral presentations.

The Sociology Program will prepare students for careers and/or graduate school.

Indirect: Survey of seniors and/or recent alumni to determine their perceptions of career and graduate school preparation

Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be implemented if we feel we need more information.

We do not have a target in mind because our current intention is to gather data for formulating more specific goals.

B.S. in Criminal Justice

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate mastery of the essential content of the criminology core curriculum</td>
<td>Indirect: Capstone Portfolio Project incorporating elements from Criminology, Research, and Criminal Justice Courses. Portfolio assessed with rubric.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>80% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice</td>
<td>Indirect: Critical Analysis portion of Capstone Portfolio Project assessed by rubric.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of essential elements of academic and professional writing</td>
<td>Indirect: Capstone Portfolio Project assessed with written communication rubric that emphasizes ability to integrate theory with practical examples, organization, and mechanical-grammatical correctness.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of academic and professional research and scholarship</td>
<td>Indirect: Research Project in Criminal Justice Research Methodology assessed using rubric emphasizing the understanding of Criminal Justice methodology and</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
</tbody>
</table>
SECTION 3
SUMMARY OF FACULTY-STAFF ACCOMPLISHMENTS
1 July 2015-30 Jun 2016

Joseph A. Comeau, Ph.D.
Assistant Professor of Sociology

TEACHING, 2015-16
Sociology of Religion – Summer 2015
Introduction to Sociology (2 sections)--Fall 2015
Contemporary Social Problems --Fall 2015
Development of Social Theory--Fall 2015
Introduction to Sociology--Spring 2016
Contemporary Social Problems--Spring 2016
Race and Minority Relations--Spring 2016
Sociology of Religion--Spring 2016

SCHOLARSHIP, 2015-2016

Involvement with Professional Association
The Value of Networks session, Southwestern Social Science Association annual meeting, April 2015, Denver, CO (chair)
Audit and Finance Committee, Southwestern Sociological Association (member)
Secretary/Treasurer, Southwestern Sociological Association

Other Scholarly Activities
Ad Hoc Manuscript Reviewer, Sociology of Education.
Faculty Development Grant, GSW ($700).
Presenter and Panelist for “Who Am I? A Look into Cultural Identities.” A panel
discussion hosted by the GSW African Student Association.
Principle Investigator, Textbook Transformation Grant, Affordable Learning Georgia
($16,800).

SERVICE, 2015-2016
Advisor to 15 sociology majors
GSW Council on Diversity (member)
GSW Institutional Effectiveness Committee (member)
GSW Strategic Planning Committee (member)
International Programs Advisory Council (member)
Junior Faculty Teaching Circle (coordinator)
Panorama Series Planning Committee (chair)
Ellen Cotter
Professor of Psychology

TEACHING

PSYC 2103, Human Growth and Development (5 sections, including 1 section in Summer 2015)
PSYC 3320, Child Psychology (Fall 2015)
PSYC 4414, Psychology of Language (Spring 2016)
PSYC 4450, Seminar in Psychology (2 sections)

Supervised two Honors Program students (Spring 2016)

Affordable Learning Georgia grant for PSYC 2103 (Spring 2016)

SCHOLARSHIP

Article review, Journal of Aging Research
Article reviews (3), Current Psychology
Membership in Society for the Teaching of Psychology
Membership in Association for Psychological Science
Attended multiple sessions of Teaching & Learning Teaching Circle
Attended multiple sessions of D2L Teaching Circle

Had abstract accepted for Pecha Kucha presentation at USG Teaching and Learning Conference in April 2016 (Title: Implementing an Open Educational Resource in Human Growth and Development)
McGraw-Hill Higher Education webinar: *Metacognition: Help Your Students Know What They Know... and Don’t Know*

“Attendance” at Affordable Learning Georgia webinars:

*Let the Library “Guide” You: Librarians, LibGuides, and OER*

*Writing and Remixing OER: The Tools of the Trade*

*Copyright and Open Licensing for Affordable and OER Courses*

*Teaching at No-Cost: Perspectives from Textbook Transformation Grantees*

Attendance at Affordable Learning Georgia workshop: *Reimagining the Textbook: Creating and* 

*Using New E- and Open Formats*

**SERVICE**

Member, Institutional Review Board

Member, Psychology/Sociology Department tenure and promotion review committee

Academic advisor to approximately 38 students

Faculty Advisor, Psychology/Sociology Club:

- Helped organize meetings and activities
- Supervised field trip to Phoebe Putney Sleep Disorders Clinic
- Represented club and department at Student Organization Fair and Majors Fair

Led question-and-answer session with parents at Storm Day

Library Faculty Advisory Committee

Member, Psychology/Sociology Department search committee

Reader, Advanced Placement Exam

Coordinated assessment plan activities for Psychology degree programs
Coordinated Faculty/Staff Dinner Club
Member, Sumter Players Board of Directors
Member, Sumter County Middle School Parent-Teacher Organization
Volunteer, Sumter County Middle School Olympic Day
Donated food to student food pantry
Prepared food for International Students Association Thanksgiving dinner
Graduation marshal
Committee for Judy Grissett’s pre-tenure review
Committee for Joseph Comeau’s pre-tenure review

Gary Fisk, Ph.D.
Professor of Psychology

TEACHING
PSYC 1101: Introductory Psychology (two sections; fall and spring)
PSYC 2103: Human Growth and Development (one section; spring)
PSYC 3301: Psychological Statistics (three sections; fall and spring)
PSYC 3365: Biopsychology (one section; fall)
PSYC 3380: Sensation & Perception (one section; spring)
UNIV 1000: Introduction to GSW (one section; fall)

Attended 11 teaching circle meetings for professional development in the fall and the spring
New textbooks used in the PSYC 1101 and PSYC 2103 courses
Participated in OER textbook grants for PSYC 1101 and PSYC 2103
University system webinar on OER textbooks (July 17)
Arranged supplemental instruction tutors to assist struggling students in PSYC 1101 and PSYC 3301

Award: TRiO Faculty/Staff Spotlight of the Year (April, 2015)

SERVICE

Departmental web and social media manager for Psychology/Sociology

GSW academic representative to the Georgia Digital Innovations group

Search committee (April, 2015): On-campus interviews for three job candidates

Search committee (February, 2016): Reviewed nine applications

Storm Day (June 5)

GeorgiaView teaching circle coordinator (eight meetings)

Pre-tenure and post-tenure review committees (Joseph Comeau and LaVerne Worthy)

Faculty Affairs committee:

Reviewed Faculty Development Grants and Faculty Instructional Grants

Smartevals.com course evaluation leader (training, evaluation)

Information Technology:

IT Steering Committee

IT Compliance Committee

Registration/advisement for 41 students (fall) and 33 students (spring)

UNIV 1000 for the Psy/Soc Department (taught as a course overload)

Southwestern Week:

Meetings for Arts & Sciences, Faculty Affairs, and August assembly

Training for advisement, UNIV 1000, Smartevals.com, and Smart Thinking tutoring.

Covered classes for Ellen Cotter and Judy Orton on October 12 (OER meeting in Macon)

Teaching peer observation for Michael Moir (English and Modern Languages)
Statistical consultations with the RCI; Trained of Somnash Malik (data manager) on SPSS.

Community: Sumter Players set construction: Andersonville Trials, Games Afoot, Man of la Mancha.

SCHOLARSHIP

Supervised three independent study research projects

SONA administrator for coordinating PSYC 1101 student participation in research projects

Collected data from approximately 75 Introductory Psychology students

Organized a student trip to the Georgia Undergraduate Research in Psychology meeting (April, 2015)

Peer-reviewed publication in an APA journal:


Conference presentation at the Psychonomic Society meeting in Chicago (November, 2015):

Judy Orton Grissett, Ph.D.
Assistant Professor of Psychology

Teaching

Courses Taught
PSYC 1101-- Introduction to Psychology, Spring 2015, Fall 2015, Spring 2016
PSYC 2103 (online)-- Human Growth and Development, Fall 2015
PSYC 3331-- Introduction to Psychological Testing, Spring 2016
PSYC 3350 (online)-- Health Psychology, Fall 2015
PSYC 4401-- Abnormal Psychology, Spring 2015
PSYC 4422-- Theories of Personality, Spring 2016
PSYC 4431-- Experimental Psychology, Spring 2015, Fall 2015, Spring 2016

Supervised Student Research Projects
Spring 2016 Gabrielle Vojtech, “Implementing OER in the College Classroom”
Fall 2015 Colton Taunton, “College Students’ Religious Beliefs”
Fall 2015 Alayna Sheffield, “Relationship between College Students’ Anxiety, Depression and Perceptions of Substance Use”
Spring 2015 Chelsea Hooks, “Do Age, Gender and Outdoor Activities Influence Adolescents’ Ecological Thinking”

Scholarship

Fellowships, Awards, and Honors
2016- Scholarship of Teaching and Learning Fellowship, University System of Georgia
2015- Open Educational Resource Research Fellowship, Open Education Group
2015 Sigma Alpha Pi Leadership Society Honorary Membership, Georgia Southwestern State University

Grants
2015 University System of Georgia Textbook Transformation Grant for Open Educational Resources for Experimental Methods course, Co-Recipient ($16,800)
2015 University System of Georgia Textbook Transformation Grant for Open Educational Resources for Human Growth and Development course, Co-Recipient ($14,800)
2015 University System of Georgia Textbook Transformation Grant for Open Educational Resources for Introduction to Psychology course, Co-Recipient ($2,718 + i-Pad)

2015 Georgia Southwestern State University Faculty Development Grant for 2016 EERA conference travel ($500)

Articles In Press


Conference Presentations


Conference: Best Practices for Promoting Engaged Student Learning, Athens, GA.

Conferences Attended
2015 November Invited and Attended Open Education Conference, Vancouver, BC

Service

Service to the Profession
2015- Ecopsychology (journal), Reviewer

Service to the Institution
2016 Next Generation Standards Critical Thinking Assessment, Assessor
2015- Sigma Gamma Rho Sorority, Faculty Advisor
2015- Scholarship and Financial Aid Committee, Chair
2014- Scholarship and Financial Aid Committee, Member
2014- Affordable Learning Georgia, Campus Champion
2014- Prior Learning Assessor
2014- Looking Into Fulfillment Everywhere Student Organization, Faculty Advisor

University Presentations
October 2015 iHelp Peer Educators presentation, “Minding Our Minors”
August 2015 Southwestern Week presentation, “Open Source Textbooks and OER”

Service to the Department
November 2015 Area Coordinator, Faculty and Staff Fund Drive
Spring 2015 Beacon Advisor, Department of Psychology and Sociology

Supervised Undergraduate Student Presentations

Advising

Faculty Advisor, N = 29 psychology majors

Charles M. Huffman, Ph.D.
2015-2016

Teaching

Summer 2015

Mass Media Influences in Psychology
Internship in Psychology

Fall 2015

Introduction to Psychology
Introduction to Psychology, eCore
Sport Psychology
Abnormal Psychology
History & Systems of Psychology

Spring 2015

Abnormal Psychology
Social Psychology
Cognitive Psychology
History & Systems of Psychology

Affordable Learning Georgia Grant, co-participant, $10,600
Affordable Learning Georgia Grant, PI, $30,000

Service

Conceptualized and Developed B.S. in Criminal Justice, eMajor
Director, Prior Learning Assessment Program
Go Back Move Ahead, USG Initiative, Point of Contact

Program Committee, Southeastern Psychological Association

Academic Grievance Committee

Manuscript Reviewer, Current Psychology

Advisor for 38 Psychology Majors

**Scholarship**


Jamie MacLennan, Ph.D.

POSITION

Associate Professor of Sociology, Department of Psychology and Sociology

TEACHING, 2015-16

Sociological Statistics (Summer 2015)
Introduction to Sociology online (Summer 2015)
Introduction to Sociology (Fall 2015)
Introduction to Sociology (Fall 2015)
Sociology of Health and Medicine online (Fall 2015)
Environmental Sociology (Fall 2015)
Introduction to Sociology (Spring 2016)
Introduction to Sociology (Spring 2016)
Seminar in Sociology (Spring 2016)
Methods of Social Research (Spring 2016)

SCHOLARLY ACTIVITY, 2015-16

Reviewer for the Journal of Contemporary Ethnography.

SERVICE-RELATED ACTIVITY, 2015-16

7 Advisees
Assessment Coordinator in Sociology
Member, Faculty Senate
Member, Faculty Affairs Committee
Member, Panorama Planning Committee
Member, Calendar Committee
Faculty Advisor, Campus Chapter of Habitat for Humanity
Faculty Advisor, Alpha Kappa Delta International Sociology Honors Society
BOR Sociology Advisory Committee

Courtney McDonald
Associate Professor of Sociology

TEACHING

Teaching Evaluations:

- 1.2 in Spring 2015
• 4.2 or higher in all categories in Fall 2015

Courses Taught:

• SOCI 1101 Introduction to Sociology
• SOCI 2293 Sociology of the Family
• SOCI 3350 Criminology
• SOCI 4350 Family Violence
• SOCI 4440 Methods of Social Research
• SOCI 4445 Deviant Social Behavior
• SOCI 449A: Special Topics: Social Movements
• SOCI 449A: Special Topics: Independent Study
• CRJU 2100: Introduction to Law Enforcement
• CRJU 3100: Criminal Law
• CRJU 3110: Criminal Procedure

SCHOLARSHIP

Refereed Publications:
McDonald, Courtney and Katherine Martinez. “Responses to Physical Sibling Violence: A Descriptive Analysis of Victims’ Retrospective Accounts.” Journal of Family Violence (Published Online, July 2015)

Martinez, Katherine and Courtney McDonald. “By the Hands of Our Brothers: Sibling Violence for Heterosexual and Minority Women.” Journal of GLBT Family Studies (Published Online, October 2015)

Non-Refereed Publications:

Refereed Presentations:


SERVICE
• Committee on Academic Affairs (Chair)
  o General Education Subcommittee
• Faculty Senate
• Scholarship & Financial Aid Committee
  o Interviewer at Scholars Day
• Criminal Justice Certificate Coordinator
• Criminal Justice Director
• Women’s Studies Program
• Faculty Advisor, Queer-Straight Alliance
• Sociology Internship Faculty Supervisor (Summer)
• Music Search Committee Member
• 3 Departmental Tenure/Promotion Review Committees
• Advisor for 43 Sociology and Criminal Justice majors; 18 Criminal Justice minors

LaVerne G. Worthy, Ph.D.

Professor of Psychology

Teaching

  Human Sexuality
  Introduction to Psychology
  Principles of Behavior Modification
  Psychology as a Natural Science
  Theories of Learning
  Theories of Personal Relationships

Service

  Athletics Committee, August 2015 to present.
SECTION 4
UNIT CHANGES

Program Changes: NONE

Personnel Changes: Two faculty positions were filled. An Assistant Professor in Psychology and a Lecturer in Criminal Justice. One faculty resigned to pursue an academic position elsewhere.

Recruiting and Retention: The department concluded a $30,000 Affordable Learning Georgia grant to use free textbooks for the Introduction to Psychology and Introduction to Sociology courses. In addition, two other Affordable Learning Georgia Textbook Transformation Grants ($16,800 & $14,800) were awarded to departmental faculty members. A reduction in textbook costs is perceived by the department as a recruiting and retention effort.
Appendix G
Georgia Southwestern State University
FY2015 Annual Report

Table of Contents ............................................................................................................................. Page

Section 1-State of the Organizational Unit................................................................. 2
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Section 3-Highlights of Faculty/Staff Activities .................................................. 8
Section 4- Unit Changes (including changes in unit responsibilities, academic programs, faculty-staff changes, etc.) .................................................. 18
The mission of the Department of Psychology and Sociology is: "Faculty members of the Department of Psychology and Sociology at Georgia Southwestern State University challenge students to think critically about behavioral, mental, and social processes, and to develop the knowledge and skills for a variety of post-baccalaureate alternatives. These objectives are implemented via a rigorous curriculum that focuses on the application of scientific thinking, respect for the diversity of human experiences, and understanding of how psychology and sociology contribute to the improvement of the human condition."

In the fall of 2015, the Department of Psychology and Sociology had 199 majors (151 in psychology; 32 in sociology; and, 16 in criminal justice), eight full-time faculty, one adjunct faculty, and one half-time staff. We offer four degrees; the B.A. in Psychology, B.S. in Psychology, B.S. in Sociology, and B.S. in Criminal Justice. In addition, the department offers and administers an 18-hour undergraduate Certificate in Criminal Justice.

Retention

The 1-Year Retention of First-time freshmen from the fall 2012 semester to the fall 2013 semester (most recent data available) is shown in the table below.
### Retention

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2012, Total Students Enrolled</th>
<th>Fall 2013, Total Students Retained</th>
<th>Percentage of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>19</td>
<td>16</td>
<td>84.21%</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>18</td>
<td>85.71%</td>
</tr>
</tbody>
</table>

### Graduation Rates of Fall 2007 Cohort

The 4-year, 5-year and 6-year graduation rates are shown in the table below.

NOTE: The rates for the B.S. in Psychology and B.A. in Psychology are combined because there were no freshmen students enrolled in the B.A. in Psychology program in the fall of 2007.

<table>
<thead>
<tr>
<th>Major</th>
<th>Major at Fall 2007</th>
<th>Major at Students’ Last Enrolled Term</th>
<th>4-year Rate</th>
<th>5-year Rate</th>
<th>6-year Rate</th>
<th>Students who did not graduate in 6 years, but were enrolled at least one term in 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>21</td>
<td>41</td>
<td>10</td>
<td>7</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23.26%</td>
<td>16.28%</td>
<td>46.51%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.00%</td>
<td>40.00%</td>
<td>0.00%</td>
<td>20.00%</td>
</tr>
</tbody>
</table>
Use of Budget Resources

The total budget for the department is $678,846.00. As illustrated in the table below, the majority of the budget is for personnel costs. The department adopted a very conservative approach to spending for the 2014-2015 academic year under the assumption that budgets might be reduced in lieu of statewide budget cuts. We deferred making some necessary purchases due to budget uncertainty; therefore, the expenditures for the year do not fully reflect the costs of doing business.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Expended</th>
<th>Remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$660,291.00</td>
<td>$609,631.98</td>
<td>$50,659.02</td>
</tr>
<tr>
<td>Travel, Operating Supplies &amp;</td>
<td>$18,555.00</td>
<td>$12,866.43</td>
<td>$5,688.57</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$678,846.00</td>
<td>$622,498.41</td>
<td>$56,347.59</td>
</tr>
</tbody>
</table>
### SECTION 2
Annual Assessment Summary

**Department of Psychology and Sociology Assessment Plan 2015**

**B.S. and B.A. in Psychology**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td><strong>Direct:</strong> Area Concentration Achievement Test (ACAT) scores</td>
<td>ACAT data will be compiled once per year by the instructor of the Seminar in Psychology class (PSYC 4450), where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td><strong>Our target is for 50% of our students to score at or above the 50th percentile on the ACAT (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories.</strong></td>
</tr>
<tr>
<td>Students will demonstrate scientific reasoning and problem solving, including effective</td>
<td><strong>Direct:</strong> (a) Pre-post measures of statistical and research methodology knowledge</td>
<td>PSYC 3301, PSYC 4431, and PSYC 4497 will be assessed in a rotating</td>
<td><strong>Direct:</strong> (a) Our target is for our students to show at least 20% improvement in their pre-post performance on in-house measures of statistics and research methodology.</td>
</tr>
<tr>
<td>Indirect: (a) Graded assignments and projects in required classes (i.e., PSYC 3301, Psychological Statistics, and PSYC 4431, Experimental Psychology)</td>
<td>fashion every third year.</td>
<td>(b) We also aim for 50% of our students to score at or above the 50th percentile on the ACAT subscales addressing statistics and research methodology.</td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>(b) B.A. students’ grades on independent research projects in PSYC 4497 (Senior Research I) will also be examined</td>
<td>Direct: (a) Measures of statistical and research methodology knowledge will be developed in-house and administered to students. Results will be reviewed by departmental faculty during that assessment year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) We do not yet have a critical thinking review schedule in mind because we</td>
<td>(b) ACAT data will be reviewed by departmental faculty during that assessment year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) We do not yet have a critical thinking target in mind because we do not yet have an identified measure for assessing this outcome.</td>
<td>(c) We do not yet have a critical thinking target in mind because we do not yet have an identified measure for assessing this outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect: Regarding graded assignments and projects, our target is for 80% of our students to score a C or better on the graded assignments/presentation being assessed. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate knowledge and application of ethical standards as well as awareness of diversity and global issues</td>
<td>Direct: Measures of student participation in Windows to the World program</td>
<td>Direct: We do not currently have a specific method of assessing this participation but will consult with appropriate units on campus to devise one.</td>
<td>Direct: Our target is for 50% of our students to have completed their Windows to the World requirements by the time they earn 60 credit hours.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>Indirect: Internship supervisors’ responses to at least one specific question regarding ethical behavior on evaluation counted as part of internship grades (PSYC 4492)</td>
<td>do not yet have an identified measure for assessing this outcome.</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate competence in writing and in oral and interpersonal communicatio n skills.</td>
<td>Indirect: (a) Graded writing assignments and/or oral presentation grades in classes. (b) B.A. students’ grades on independent research projects in PSYC 4497 will also be examined</td>
<td>Indirect: Internship supervisors’ responses will be reviewed every year by departmental faculty. (a) Each year, a course that includes writing assignments and/or oral presentation s will be selected. Grades on assignments and/or presentation s in those classes will be compiled during the assessment year by the respective instructors of these classes and reviewed during that same year by departmental faculty. (b) PSYC 4497 grades will be</td>
<td>Our target is for 80% of our students to score a C or better on the graded assignments/presentation s being assessed. We feel these are reasonable targets to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
<tr>
<td>Students will emerge from the major able to apply psychological content and skills to career goals and will develop meaningful professional direction for life after graduation.</td>
<td><strong>Indirect:</strong> Survey of seniors and/or recent alumni to determine their perceptions of career and graduate school preparation</td>
<td>Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be implemented if we feel we need more information.</td>
<td>We do not have a target in mind because our current intention is to gather data for formulating more specific goals.</td>
</tr>
</tbody>
</table>
## B.S. in Sociology

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate familiarity with the major concepts and theoretical perspectives in Sociology.</td>
<td><strong>Direct:</strong> ETS Subject Exam</td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every two years by departmental faculty.</td>
<td>Our target is for 50% of our students to score at or above the 50th percentile on the ETS (overall score). We feel this is a reasonable target to start with given our limited faculty resources and unpredictable student skills and trajectories.</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> Final grades in Research Methods course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.</td>
<td><strong>Direct:</strong> Scores on Research Methods and Statistics subsection of the ETS Exam.</td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every year by departmental faculty.</td>
<td>Our target is for 50% of our students to score at or above the 50th percentile on the ETS subscales addressing research methodology and statistics.</td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> Final grades in the Research Methodology course</td>
<td>Final grades in the Research Methodology course will be compiled by the course instructor</td>
<td>Our target is for 80% of our students in the Research Methodology course to score a C or better.</td>
</tr>
</tbody>
</table>
Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Direct:</th>
<th>Indirect:</th>
<th>Our target is for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scores on Research Methods and Statistics subsection of the ETS Exam.</td>
<td>Final grades in Statistics course.</td>
<td>50% of our students to score at or above the 50&lt;sup&gt;th&lt;/sup&gt; percentile on the ETS subscales addressing research methodology and statistics.</td>
</tr>
<tr>
<td></td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every year by departmental faculty.</td>
<td>Final grades in the Statistics course will be compiled by the course instructor and evaluated every year by departmental faculty.</td>
<td>80% of our students to score a C or better.</td>
</tr>
</tbody>
</table>

Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Direct:</th>
<th>Indirect:</th>
<th>Our target is for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scores on the Critical Thinking subsection of the ETS Exam.</td>
<td>(a) Grades for papers from the Senior</td>
<td>80% of our students to score at or above the 50&lt;sup&gt;th&lt;/sup&gt; percentile on the ETS subscales addressing critical thinking.</td>
</tr>
<tr>
<td></td>
<td>ETS data will be compiled once per year by the instructor of the Seminar in Sociology class, where this test is administered; data will be reviewed every year by departmental faculty.</td>
<td>(a) Grades for papers from the Senior</td>
<td>80% of our students in the</td>
</tr>
</tbody>
</table>

Students will effectively communicate in a

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Indirect:</th>
<th>Our target is for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Scores on papers from the Senior</td>
<td>80% of our students in the</td>
</tr>
</tbody>
</table>
A variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.

<table>
<thead>
<tr>
<th>Seminar course that requires ASA format.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Scores on oral presentations from the Senior Seminar course.</td>
</tr>
</tbody>
</table>

Senior Seminar course.

(b) Grades for oral presentations from the Senior Seminar course.

Grades will be compiled by the instructor of the Senior Seminar course and data will be reviewed every year by departmental faculty.

The Sociology Program will prepare students for careers and/or graduate school.

Indirect: Survey of seniors and/or recent alumni to determine their perceptions of career and graduate school preparation

Data will be reviewed by departmental faculty after one year of data collection. A second year of data collection may be implemented if we feel we need more information.

We do not have a target in mind because our current intention is to gather data for formulating more specific goals.

**B.S. in Criminal Justice**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outcome Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate mastery of the essential content of</td>
<td><strong>Indirect</strong>: Capstone Portfolio Project incorporating</td>
<td>Assessment results reviewed by program</td>
<td>80% of students score acceptable or above on</td>
</tr>
<tr>
<td>the criminology core curriculum</td>
<td>elements from Criminology, Research, and Criminal Justice Courses. Portfolio assessed with rubric.</td>
<td>coordinators and faculty annually.</td>
<td>assessment rubric for this artifact.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice</td>
<td><strong>Indirect:</strong> Critical Analysis portion of Capstone Portfolio Project assessed by rubric.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of essential elements of academic and professional writing</td>
<td><strong>Indirect:</strong> Capstone Portfolio Project assessed with written communication rubric that emphasizes ability to integrate theory with practical examples, organization, and mechanical-grammatical correctness.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of academic and professional research and scholarship</td>
<td><strong>Indirect:</strong> Research Project in Criminal Justice Research Methodology assessed using rubric emphasizing the understanding of Criminal Justice methodology and conventions of CJ discourse.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score acceptable or above on assessment rubric for this artifact.</td>
</tr>
<tr>
<td>Demonstrate an understanding of professional and ethical values in the criminal justice field</td>
<td><strong>Indirect</strong>: Ethics Examination in Capstone course.</td>
<td>Assessment results reviewed by program coordinators and faculty annually.</td>
<td>70% of students score at an acceptable level or above on Ethics Examination.</td>
</tr>
</tbody>
</table>

SECTION 3
SUMMARY OF FACULTY-STAFF ACCOMPLISHMENTS

**Joseph A. Comeau, M.Ed., Ph.D.**

**TEACHING, 7-1-14 through 6-30-15**

*Fall 2014*
- Introduction to Sociology (2 sections)
- Sociology of Religion
- Development of Social Theory

*Spring 2015*
- Introduction to Sociology
- Contemporary Social Problems
- Race and Minority Relations
- Sociology of Education
- Honors seminar

*Summer 2015*
- Sociology of Religion

**SERVICE-RELATED ACTIVITIES, 7-1-14 through 6-30-15**

- GSW Financial aid and scholarships committee (member)
- GSW Retention committee (member)
- Visiting scholar mentor for Dr. Wendi Wang
- Panorama series planning committee (chair)
- Junior faculty teaching circle (coordinator)
- Honors seminar (instructor)

**SCHOLARLY ACTIVITY, 2014-2015**

*Involvement with Professional Association*
- The Value of Networks session, Southwestern Social Science Association annual meeting, April 2015, Denver, CO (session chair)
- Audit and Finance Committee, Southwestern Sociological Association (member)
Secretary/Treasurer, Southwestern Sociological Association

Conference Presentations

Manuscripts and Book Chapters in Progress


Ellen M. Cotter, Ph.D.

POSITION

Professor of Psychology, Department of Psychology and Sociology

TEACHING 2014-2015

PSYC 2103, Human Growth and Development (6 sections, including 1 section in Summer and 3 sections in Fall 2014)
PSYC 3308, Psychosocial Aspects of Aging
PSYC 4395, Theory and Research in Caregiving
PSYC 4450, Seminar in Psychology (2 sections)
SERVICE-RELATED ACTIVITIES 2014-2015

Chair, College of Arts and Sciences Tenure/Promotion Review Committee
Wrote summary of departmental assessment activities for CPR document
Member, Institutional Review Board
Member, Psychology/Sociology Department tenure and promotion review committee
Academic advisor to approximately 35 students
Faculty Advisor, Psychology/Sociology Club
Led question-and-answer session with parents at Storm Day
Library Faculty Advisory Committee
Member, Psychology/Sociology Department search committee
Reader, Advanced Placement Exam
Coordinated assessment plan activities for Psychology degree programs
Reader, Georgia College Honors Council Essay Contest
Attended several training sessions for using Beacon system
Attended training session for using CanesConnect system
Coordinated Faculty/Staff Dinner Club
Member, Sumter Players Board of Directors
Member, Sumter County Middle School Parent-Teacher Organization

SCHOLARLY ACTIVITIES 2014-2015

Article reviews, Current Psychology
Membership in Society for the Teaching of Psychology
Membership in Association for Psychological Science
Submitted manuscript of research article to *Teaching of Psychology* (article title: “Applying Online Structure to an In-Person Class”)

Enrolled in and completed requirements for Dementia Caregiving MOOC at Johns Hopkins University

Collected data for research project examining student interest in aging-related careers

Presented research at Southeastern Conference on the Teaching of Psychology meeting (poster title: “Student Interest in Aging-Related Careers Improves Following Gerontology Course”)

Attended multiple sessions of Teaching & Learning Teaching Circle

Attended multiple sessions of Flipping the Classroom Teaching Circle

Attended multiple sessions of GeorgiaVIEW Teaching Circle

Submitted manuscript of research article to *Journal of Family Studies* (article title: “Characteristics of Sibling Relationships in Families of Children with Different Presentations of ADHD”) (manuscript was rejected and is currently in revision for submission to another journal)

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**Gary D. Fisk, Ph.D.**

**TEACHING**

PSYC 1101 (online): Introductory Psychology (two sections; fall and spring)

PSYC 2103: Human Growth and Development (one section; spring)

PSYC 3365: Biopsychology (one section; fall)

PSYC 3380: Sensation & Perception (one section; spring)

PSYC 3301: Psychological statistics (three sections; fall and spring)
UNIV 1000: Introduction to GSW (one section; fall)

Attended approximately eight teaching circles for professional development in the fall and the spring

New textbooks for the PSYC 1101 (new edition) and PSYC 3301 (new textbook) courses

New course activities for the online PSYC 1101 course

Academic representative to the Georgia Digital Innovations group

SERVICE

Departmental web and social media master for Psychology/Sociology

SONA administrator for overseeing PSYC 1101 student participation in research projects

Advised/registered about 15 walk-in students during the Summer of 2014

Storm Day on June 6 for about a dozen students

Helped Sarah Speir move into her house on July 10

Storm Day lunch with parents on July 18

Helped freshmen students on Move-in Day (August 16)

Chair of the search committee to replace Elizabeth Uhl

Presented the Psychology awards at Honors Night (December 5)

GeorgiaView teaching circle coordinator; Met about eight times

Tenure/promotion review for Courtney McDonald and Jamie MacLennan

Met with the Psy/Soc Club on September 10 to discuss research interests

Faculty Affairs committee: Evaluation of Faculty Development Grants; Student course evaluations

Information Technology Steering Committee member
Attended special Beacon training sessions for promoting student retention

Registration/advisement for about 40 students

Taught a course overload for the department in the fall (UNIV 1000)

Community service: Set construction for Sumter Player productions: No Sex Please, Tartuffe, Anything Goes

Community service: Provided beverages for Café Campesino’s “Tour de Farm” bicycling event

**SCHOLARSHIP**

Supervised three independent study research projects

Set up new research computer and software

IRB approved for new research on congruency effects for the study of unconscious perception

Submitted a book proposal for Jossey-Bass publishers

Wrote four chapters of a book on the use of PowerPoint in education (Summer, 2014)

Organized and supervised a student trip to the Georgia Undergraduate Research in Psychology meeting

Peer-reviewed publications:


Reviewer for three manuscripts:

*Perceptual and Motor Skills*: "An electrophysiological investigation of motor imagery between healthy elderly and young adults."
*Accident Analysis and Prevention*: "Can the Useful Field of View assessment be used as a repeated measure to determine timing of on road assessments in stroke?"

*Consciousness and Cognition*: "Unconscious manipulation of free choice by novel primes"

**Judy Orton Grissett, Ph.D.**

**TEACHING**

**Professional Appointments**

2013 Assistant Professor of Psychology, Georgia Southwestern State University

**Courses Taught**

- PSYC 1101  Introduction to Psychology (Fall 2014, Spring 2015)
- PSYC 4401  Abnormal Psychology (Fall 2014, Spring 2015)
- PSYC 4405  Theories and Techniques of Counseling (Fall 2014)
- PSYC 4431  Experimental Psychology (Spring 2015)
- PSYC 449A  Special Topics in Psychology: Jungian Archetypes (Fall 2014)

**Supervised Student Research Courses**

- Spring 2015  Chelsea Hooks, “Do Age, Gender and Outdoor Activities Influence Adolescents’ Ecological Thinking?”
- Fall 2014  Aniko Horne, “Motivations of College Major Choices Based on Age and Gender”
Supervised Student Research Presentations


Advising Load

Faculty Advisor (N = 39 psychology majors)

Professional Development in College Teaching

October 2014  Attended University System of Georgia’s Affordable Learning Georgia KickOff Meeting, Macon, GA

Fall 2014  Center for Teaching and Learning Book Club, Georgia Southwestern State University, “Make It Stick”

SCHOLARSHIP

Conference Presentations


External Grant Awards

Spring 2015  University System of Georgia Textbook Transformation Grant for Open Educational Resources for Introduction to Psychology course, CoRecipient ($2,550 + iPad)

Fall 2014  University System of Georgia Textbook Transformation Grant for OpenEducational Resources for Introduction to Psychology course, Principal Investigator ($10,800)

Internal Grant Awards

2014 Georgia Southwestern State University Faculty Development Grant for conference travel to American Psychological Association Annual Meeting ($700)

PROFESSIONAL SERVICE

Service to the Profession


2014  Current Psychology (journal), Reviewer
Service to the University

2015  Southwestern Week presentation, “Open Source Textbooks and OER”
2014  Scholarship and Financial Aid Committee, Member
2014  Affordable Learning Georgia, Campus Champion
2014  Prior Learning Assessor
2014  Looking Into Fulfillment Everywhere Student Organization, Georgia Southwestern State University, Faculty Advisor
2014  Southwestern Week presentation, “Designing Effective Assignments”
2014  MoveIn Day, Georgia Southwestern State University, Volunteer

Service to the Department

2015  Area Coordinator, Faculty and Staff Fund Drive, Department of Psychology and Sociology
2015  Beacon Advisor, Department of Psychology and Sociology
2014  Internship Program Coordinator, Department of Psychology and Sociology
2014  UNIV 1000 presentation, “Psychology and Sociology Internships”
2014  Psychology and Sociology Club presentation, “Psychology and Sociology Internships”
Charles M. Huffman, Ph.D.

POSITION

Department Chair and Professor of Psychology
Director, Prior Learning Assessment Program

TEACHING

Fall 2014, Spring 2015, Summer 2015

- PSYC 1101  Introduction to Psychology
- PSYC 3311  Social Psychology
- PSYC 3338  Sport Psychology
- PSYC 3340  Mass Media Influences in Psychology
- PSYC 4410  Cognitive Psychology
- PSYC 4411  History and Systems of Psychology

SERVICE-RELATED ACTIVITIES 2014-2015

- GSW Academic Grievance Committee
- GSW Point of Contact, Go Back Move Ahead Campaign for Adult Learners
- USG, Psychology Action Committee
- USG, Adult Learner Action Committee
- USG, Adult Learning Consortium Summer Institute Program Committee
- USG, Adult Learning Consortium Executive Committee
- Departmental Representative, Preview Days
- Manuscript Reviewer, Current Psychology
- Member, Psychology/Sociology Department Search Committee
- Advisor for 34 Psychology majors

SCHOLARLY ACTIVITIES 2014-2015


Huffman, C.M. (2015, Jan). Own race bias in the history of psychology? Poster
PI, Affordable Learning Georgia Textbook Transformation Grant, $30,000
Co-PI, Affordable Learning Georgia Textbook Transformation Grant, $10,800
PI, U.S. Department of Education, College Access Challenge Grant, Prior Learning Assessment $25,000

Member Society for the Teaching of Psychology
Member Association for Psychological Science
Member Southeastern Psychological Association
Member Association for Heads of Departments of Psychology

Jamie MacLennan, Ph.D.

POSITION

Associate Professor of Sociology, Department of Psychology and Sociology

TEACHING, 2014-15

Introduction to Sociology online (Fall 2014)
Introduction to Sociology (Fall 2014)
Sociology of Health and Medicine online (Fall 2014)
Environmental Sociology (Fall 2014)
Introduction to Sociology online (Spring 2015)
Introduction to Sociology (Spring 2015)
Seminar in Sociology (Spring 2015)
Society and Natural Resources online (Spring 2015)
Sociological Statistics (Summer 2015)
Introduction to Sociology online (Summer 2015)

SERVICE-RELATED ACTIVITY, 2014-15

Assessment Coordinator in Sociology
Chair, Academic Grievances Committee
Member, Panorama Planning Committee
Member, Calendar Committee
Faculty Advisor, Campus Chapter of Habitat for Humanity
Faculty Advisor, Alpha Kappa Delta International Sociology Honors Society
BOR Sociology Advisory Committee

SCHOLARLY ACTIVITY, 2014-15

Reviewer for the *Journal of Contemporary Ethnography*.

In Progress. MacLennan, Jamie. “A Content Analysis of Critiques of Capitalism in Environmental Sociology Texts.”
Courtney McDonald, Ph.D.

POSITION

Assistant Professor of Sociology, Department of Psychology and Sociology

TEACHING Fall 2014-Spring 2015

- SOCI 1101  Introduction to Sociology
- SOCI 2293  Sociology of the Family
- SOCI 3350  Criminology
- SOCI 4350  Family Violence
- SOCI 4440  Methods of Social Research
- SOCI 4445  Deviant Social Behavior
- SOCI 449A: Special Topics: Juvenile Delinquency (online)
- SOCI 449A: Special Topics: Independent Study

SERVICE-RELATED ACTIVITIES 2014-2015

- Committee on Academic Affairs (Chair)
- General Education Subcommittee
- Faculty Senate
- Criminal Justice Certificate Coordinator
- Sociology Assessment Committee
- Women’s Studies Program
- Faculty Advisor, Queer-Straight Alliance
- Sociology Internship Faculty Supervisor (Summer)
- Advisor for 18 Sociology majors

SCHOLARLY ACTIVITIES 2014-2015
Refereed Publications:

McDonald, Courtney and Katherine Martinez. “Responses to Physical Sibling Violence: A Descriptive Analysis of Victims’ Retrospective Accounts.” *Journal of Family Violence*

Martinez, Katherine and Courtney McDonald. “By the Hands of Our Brothers: Sibling Violence for Heterosexual and Minority Women.” *Journal of GLBT Family Studies*

Non-Refereed Publications:


Refereed Presentations:

2015    McDonald, Courtney and Katherine Martinez. “Sibling Sexual Abuse.” Presented at the annual meetings of the *Southern Sociological Society*, March, New Orleans, LA

2014    McDonald, Courtney and Katherine Martinez. "Responses to Physical, Sexual, and Emotional Sibling Abuse." Presented at the annual meetings of the *American Society of Criminology*, November, San Francisco, CA

2014    Martinez, Katherine and Courtney McDonald. "Sibling Violence on the Borders of Sexual Identity." Presented at the annual meetings of the *American Society of Criminology*, November, San Francisco, CA

LaVerne G. Worthy, Ph.D.

Professor of Psychology

Teaching Experience 2014 to 2015

- Human Sexuality
- Introduction to Psychology
- Principles of Behavior Modification
Psychology as a Natural Science

Theories of Learning

Theories of Personal Relationships

Committee Service

Athletics Committee, August 2015 to present.

Academic Grievances Committee, committee member, August 2014 to 2015.

SECTION 4
UNIT CHANGES

Program Changes:

**B.S. in Criminal Justice** added. This degree is an eMajor, online, consortial degree in collaboration with Dalton State University

Personnel Changes: Despite conducting three interviews and making offers to three prospects, the open faculty position in psychology persists. We would like to explore the possibility of developing a B.S. in Caregiving Management as an online degree program; however, a shortage of psychology faculty prevents us from doing so at this time.

Recruiting and Retention: The department received a $30,000 Affordable Learning Georgia grant to use free textbooks for the Introduction to Psychology and Introduction to Sociology courses. A reduction in textbook costs is perceived by the department as a recruiting and retention effort.
Appendix H

Georgia Southwestern State University
FY2013 Annual Report

UNIT: Department of Psychology and Sociology

GSW ANNUAL REPORT 2012-13

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Section 1-State of the Organizational Unit.................................................................................... 2
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UNIT: Department of Psychology and Sociology

SECTION 1
STATE OF THE School/COLLEGE/UNIT

The mission of the Department of Psychology and Sociology is: "Faculty members of the Department of Psychology and Sociology at Georgia Southwestern State University challenge students to think critically about behavioral, mental, and social processes, and to develop the knowledge and skills for a variety of post-baccalaureate alternatives. These objectives are implemented via a rigorous curriculum that focuses on the application of scientific thinking, respect for the diversity of human experiences, and understanding of how psychology and sociology contribute to the improvement of the human condition."

In the Fall Semester of 2012, the Department of Psychology and Sociology had 207 majors (163 in psychology; 44 in sociology), nine full-time faculty, two adjunct faculty, and one half-time staff. One full-time sociology faculty resigned effective December 31, 2012. We offer three degrees; the B.A. in Psychology, B.S. in Psychology, and B.S. in Sociology. In addition, the department offers and administers an 18-hour undergraduate Certificate in Criminal Justice.

Retention

The 1-Year Retention of First-time Freshmen from the Fall 2011 semester to the Fall 2012 semester is shown in the table below.

<table>
<thead>
<tr>
<th>Retention</th>
<th>Fall 2011, Total Students Enrolled</th>
<th>Fall 2012, Total Students Retained</th>
<th>Percentage of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>13</td>
<td>9</td>
<td>69.23%</td>
</tr>
</tbody>
</table>
Graduation Rates of Fall 2006 Cohort

The 4-year, 5-year and 6-year graduation rates are shown in the table below.

NOTE: The rates for the B.S. in Psychology and B.A. in Psychology are combined because there were no freshmen students enrolled in the B.A. in Psychology program in the Fall of 2005.

<table>
<thead>
<tr>
<th>Major</th>
<th>Students at Fall 2006</th>
<th>Students enrolled last term</th>
<th>4-year Rate</th>
<th>5-year Rate</th>
<th>6-year Rate</th>
<th>Total Graduated in 6 years (Official Rate)</th>
<th>Students who did not graduate in 6 years, but were enrolled at least one term in 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>12</td>
<td>19</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>25</td>
<td>36% n=9</td>
<td>24% n=6</td>
<td>16% n=4</td>
<td>76% n=19</td>
<td>8% n=2</td>
</tr>
</tbody>
</table>

Use of Budget Resources

The total budget for the department is $670,631.00. As illustrated in the table below, the majority of the budget is for personnel costs. The department adopted a
very conservative approach to spending for the 2012-2013 academic year under the assumption that budgets might be reduced in lieu of statewide budget cuts. We deferred making some necessary purchases; therefore, the expenditures for the year do not fully reflect the costs of doing business.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Expended</th>
<th>Remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$632,672.00</td>
<td>$620,100.18</td>
<td>$12,571.82</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000.00</td>
<td>$1,241.43</td>
<td>$758.57</td>
</tr>
<tr>
<td>Operating Supplies &amp; Expenses</td>
<td>$35,959.00</td>
<td>$18,543.61</td>
<td>$17,415.39</td>
</tr>
<tr>
<td>Total</td>
<td>$670,631.00</td>
<td>$639,885.22</td>
<td>$30,745.78</td>
</tr>
</tbody>
</table>
UNIT: Department of Psychology and Sociology

SECTION 2

PROGRESS TOWARD STRATEGIC GOALS

The Strategic Plan of the Department of Psychology and Sociology for 2012-2013 was:

1. Explore the development of new programs, while maintaining the integrity of existing programs.
   a. B.S. in Criminal Justice
   b. Graduate Certificate in Caregiving
   c. eMajor
2. Review and Revise Curriculum
   a. Add Psychology Applied to Law course
   b. Discuss possible revisions to degree programs
   c. Drop low demand courses
3. Enhance student advising
   a. Evaluate effectiveness of discipline-specific UNIV 1000 course
      i. Does it lead to higher retention?
   b. Address career and graduate school opportunities in a more structured way.
   c. Develop, update, and clarify departmental website resources for advising.
4. Enhance programmatic assessment
   a. Identify ways to acquire more meaningful data, particularly the measurement of critical thinking.
   b. Use assessment outcomes to invoke meaningful change.
5. Continue the mentoring program for junior faculty
a. Department Chair will meet regularly with junior (untenured) faculty to discuss faculty evaluation, promotion and tenure procedures, best practices for teaching, and other issues related to faculty development.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activity</th>
<th>Status</th>
<th>Evidence</th>
<th>Aligned with GSW Strategic Plan Action Objective#</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Continue the mentoring program for junior faculty</td>
<td>Department Chair met regularly with junior faculty to discuss faculty evaluations, promotion and tenure procedures, best practices for teaching, and other issues related to faculty development.</td>
<td>100% Completed</td>
<td>Meeting Attendance. Notes from Meetings.</td>
<td>Goal Two: Objective 4.</td>
</tr>
</tbody>
</table>
Part One: Summary and Analysis of Assessment Results

During the Fall 2012 semester, the B.S. in Psychology degree program identified five assessment-related activities for the upcoming year. These plans and the results of our assessment endeavors are described below.

1. Continuing our ongoing efforts to enhance the value of the internship course, the internship instructor instituted two changes based on the results of our surveys. First, internship students are now required to have weekly group meetings with both the internship instructor and the other internship students. Students are informed of this requirement, as well as the dates and times of these required meetings, prior to registering for internships, so they will have ample time to ensure that their other commitments do not conflict with these meetings. Both verbal and written comments have indicated that the students find these meetings valuable and productive. Second, the instructor of the course has become more systematic in writing thank-you notes to each site at the end of the academic year. The thank-you notes cover the previous summer, fall, and spring internships and are tailored to each site and based on the students who worked at the site.
2. A second goal involved examining the Educational Testing Service (ETS) Major Field Test in Psychology (MFT) and its utility for measuring the performance of our students. A particular concern is that the MFT is likely to assess content areas in which our students may not have extensive coursework. For example, approximately 20% of the content on the MFT comes from the content areas of Cognition and Physiology/Neuroscience; however, not all of our students will take both of those classes, and examination of course enrollments from 2010 to present indicates that approximately 28% of our students will take neither. Thus, our students’ scores on the MFT may represent course choices more than actual knowledge gained from their coursework, raising questions about the test’s validity for assessing our students.

Unlike the MFT, the Area Concentration Achievement Test in Psychology (ACAT) allows institutions to customize their tests so that only certain content areas are covered. Departments can select 4, 6, 8, or 10 content areas to include on the test. The content areas available for inclusion are: Abnormal, Animal Learning and Motivation, Clinical and Counseling, Developmental, Experimental Design, History and Systems, Human Learning and Cognition, Personality, Physiological, Sensation and Perception, Social, and Statistics.
The bolded content areas represent topics that are currently required for GSW Psychology majors and could therefore be used to construct a 4-area version of the test that is not excessively influenced by course choices. More content areas could be added if we felt we would not be excessively penalizing students for doing so. Another advantage of the ACAT is that data regarding content area performance, as well as other factors such as annual gains from previous scores and correlation with GPA, are provided as part of the standard score report and do not cost extra. Additionally, the procedure for requesting extended time appears to be simpler than it is for the MFT, and the cost of the test is slightly lower. We have decided to use the ACAT for the first time in the Summer 2013 semester. Thus, data from this measure are not yet available.

3. In an effort to ensure that the students develop their oral presentation skills, the criteria and procedure for grading the student-led discussions in the Seminar in Psychology class were revised. Previously, the grading procedure had involved the instructor grading the students and/or the lowest discussion grade being dropped for each student. However, it was felt that having the instructor grade these discussions limited the ability of the other students to provide feedback and think objectively about their own performance in the context of evaluating other people. Additionally, it was felt that allowing the students to drop their lowest discussion grade caused some students to disregard their second presentation if they were satisfied with their first grade. Therefore, in the Fall 2012 and Spring 2013 semesters, the student-led discussions were rated by peers. In the Spring 2013
semester, the two discussion grades for each student were averaged rather than the lowest grade being dropped. Additionally, the grading criteria were made somewhat stricter to require students to incorporate classic psychology research in their presentations. The student-rated Fall 2012 and Spring 2013 discussion grades were lower than the Spring 2012 grades, which were rated by the instructor; these means were 16.36, 15.44, and 18.36 respectively (out of a maximum possible score of 20). In the Spring 2013 semester, when the two grades for each student were averaged instead of only the highest grade counting, there were fewer incidents of students not showing up to lead one of their scheduled discussion. We feel that this has produced a more valid assessment of student performance and plan to continue this approach.

4. We had initially intended to assess the History and Systems course in the Spring 2013 semester, but two major transitions occurred that interfered with that plan. One transition was that a new instructor took over the course. A second, and arguably more disruptive, transition was that our department moved to a new building shortly after the beginning of the term. Due to the move, our materials were packed away and our attention was diverted to the logistical aspects of managing the standard activities of our classes and preparing our students for the move. We will redouble our efforts in this area for the 2013-2014 academic year.
5. Last year, we asked students in the senior capstone course (PSYC 4450) to rate their perceptions of their own critical thinking skills. This year, we wanted to expand on our critical thinking assessment activities and collect somewhat more objective data. In the Spring 2013 semester, students in the senior capstone course completed an assignment in which they were required to write a review of a research article. This assignment was partially intended to mimic the peer review process, which we believed to be useful for our students to learn about, and also to provide a basis for assessing critical thinking skills. Each essay was scored according to a rubric assessing, on a 5-point scale, the objectives of conceptualization, analysis, synthesis, evaluation, and application. The maximum possible score was 25. The rubric used for our assessment was the same one used in the evaluation of the critical thinking component of the core curriculum assessment. Of the 18 B.S. students in the class who completed this assignment, the mean score on the critical thinking assessment rubric was 12.67, with a range from 6-21. It appears that the dimension receiving the lowest scores was synthesis.

Part 2. Action Plans

1. While the two changes we have made to the internship course appear to be productive, both students and internship site supervisors have expressed interest in having the internship instructor come out to the internship site for a visit during the semester. We will explore the feasibility of this activity given the potential time and distance constraints involved.
2. Because we have not yet administered the ACAT, we do not yet have a sense of how to respond based on the data. We hope that the more targeted content of the ACAT will help us evaluate our curriculum and instruction more effectively.

3. We do not feel it necessary to re-evaluate the oral presentation skills of our students at this time, as we have systematically evaluated this component of instruction several times already and identified what we believe to be some crucial elements of its development. We will revisit this topic in a future assessment cycle.

4. We will continue our efforts to assess our History and Systems students.

5. We will continue to explore appropriate ways to assess critical thinking skills in our students. Although this year’s assessment is an improvement over the purely subjective self-ratings from last year’s assessment, we would ideally like to use an objective measure for this purpose. The challenge is finding a measure that is both valid and cost-effective.

**New Action Plans**

1. This year we will assess the Psychological Statistics (PSYC 3301) course. This course is required for all Psychology majors and is considered to be a standard part of the typical Psychology curriculum. We anticipate that this assessment will take the form of a pre/post measure given at the beginning and end of the term. Two sections of the course will be taught in Fall 2013, and one section will be taught in Spring 2014, giving us ample opportunity to collect data. In addition to examining knowledge gains, we also plan to collect some demographic data, particularly
related to the issue of whether or not students are repeating the course and/or have previously taken another statistics course (e.g., MATH 2204).

**Annual Assessment Summary – B.A. in Psychology**

**Part One: Summary and Analysis of Assessment Results**

During the Fall 2012 semester, the B.A. in Psychology degree program identified five assessment-related activities for the upcoming year. These plans and the results of our assessment endeavors are described below.

1. Continuing our ongoing efforts to enhance the value of the internship course, the internship instructor instituted two changes based on the results of our surveys. First, internship students are now required to have weekly group meetings with both the internship instructor and the other internship students. Students are informed of this requirement, as well as the dates and times of these required meetings, prior to registering for internships, so they will have ample time to ensure that their other commitments do not conflict with these meetings. Both verbal and written comments have indicated that the students find these meetings valuable and productive. Second, the instructor of the course has become more systematic in writing thank-you notes to each site at the end of the academic year. The thank-you notes cover the previous summer, fall, and spring internships and are tailored to each site and based on the students who worked at the site.
2. A second goal involved examining the Educational Testing Service (ETS) Major Field Test in Psychology (MFT) and its utility for measuring the performance of our students. A particular concern is that the MFT is likely to assess content areas in which our students may not have extensive coursework. For example, approximately 20% of the content on the MFT comes from the content areas of Cognition and Physiology/Neuroscience; however, not all of our students will take both of those classes, and examination of course enrollments from 2010 to present indicates that approximately 28% of our students will take neither. Thus, our students’ scores on the MFT may represent course choices more than actual knowledge gained from their coursework, raising questions about the test’s validity for assessing our students.

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their presentations. The student-rated Fall 2012 and Spring 2013 discussion grades were lower than the Spring 2012 grades, which were rated by the instructor; these means were 14.89, 17.76, and 19 respectively (out of a maximum possible score of 20). We should note that these figures represent a total of nine students across all three terms. In the Spring 2013 semester, when the two discussion grades for each student were averaged instead of only the highest grade counting, there were fewer incidents of students not showing up to lead one of their scheduled discussion. We feel that this has produced a more valid assessment of student performance and plan to continue this approach.

4. We had initially intended to assess the History and Systems course in the Spring 2013 semester, but two major transitions occurred that interfered with that plan. One transition was that a new instructor took over the course. A second, and arguably more disruptive, transition was that our department moved to a new building shortly after the beginning of the term. Due to the move, our materials were packed away and our attention was diverted to the logistical aspects of managing the standard activities of our classes and preparing our students for the move. We will redouble our efforts in this area for the 2013-2014 academic year.

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Part 2. Action Plans

1. While the two changes we have made to the internship course appear to be productive, both students and internship site supervisors have expressed interest in having the internship instructor come out to the internship site for a visit during the semester. We will explore the feasibility of this activity given the potential time and distance constraints involved.

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Annual Assessment Summary-- B.S. in Sociology

A. Summary of Fall 2012 Senior Seminar in Sociology ETS Results

For the Fall 2012 semester, the Sociology program had 7 students that completed the required Capstone Seminar in Sociology course for the B.S. in Sociology baccalaureate degree. As one course requirement, all students are required to take the ETS Major Field Test in Sociology. The ETS is a nationally scored and standardized examination covering nine specific modules and two primary subsets of questions. For the semester, 4 out of 7 students (57.1%) met or exceeded the ETS/Sociology National mean.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Total (Fall 2008 to Fall 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N = 7</td>
<td>N = 63</td>
</tr>
<tr>
<td># of Students Who</td>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>Scored at the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Mean or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Students Who</td>
<td>57.1%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Scored at the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Mean or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Summary of Analysis of Assessment Results Using Dept's PLO's:

Our Sociology-Specific ETS Standards:

Met ETS Expectations: Within (+/-) 0.5 Standard Deviation Units of National Mean.

Exceeded ETS Expectation: > 0.5 Standard Deviation Units of National Mean.

Did Not Exceed ETS Expectations: < 0.5 Standard Deviation Units of National Mean.

UNIT: Department of Psychology and Sociology
### Fall 2012 Sociology PLOs

<table>
<thead>
<tr>
<th>PLO #1: Students will demonstrate familiarity with the major concepts and theoretical perspectives in Sociology.</th>
</tr>
</thead>
<tbody>
<tr>
<td># who met PLOs</td>
</tr>
<tr>
<td>ETS (overall): 3</td>
</tr>
<tr>
<td>ETS (SS 1): 2</td>
</tr>
</tbody>
</table>

### PLO #2: Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.

| # who met PLOs | # who exceeded PLO Expectations | # who did NOT meet PLO expectations |
| --- |

### PLO #3: Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.

| # who met PLOs | # who exceeded PLO Expectations | # who did NOT meet PLO expectations |
| --- |

### PLO #4: Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.

| # who met PLOs | # who exceeded PLO Expectations | # who did NOT meet PLO expectations |
| --- |
| ETS (SS 2): 1 Surveys: 5 | ETS (SS 2): 3 Surveys: 2 | ETS (SS 2): 3 Surveys: 0 |

### PLO #5: The Sociology Program will prepare students for careers and/or graduate school.

| # who met PLOs | # who exceeded PLO Expectations | # who did NOT meet PLO expectations |
| --- |
| Papers (ASA): 3 Class Discuss: 1 Surveys: 2 | Papers (ASA): 4 Class Discuss: 6 Surveys: 5 | Papers (ASA): 0 Class Discuss: 0 Surveys: 0 |

### PLO #6: The Sociology Program will prepare students for careers and/or graduate school.

| # who met PLOs | # who exceeded PLO Expectations | # who did NOT meet PLO expectations |
| --- |
| Surveys: n/a | Surveys: n/a | Surveys: n/a |

**SS 1 (Subscore #1): Core Sociology**  
**AI 1 (Assessment Indicator #1): General Theory**  
**SS 2 (Subscore #2): Critical Thinking & Stats**  
**AI 2 (Assessment Indicator #2): Methods**

**For Surveys:**  
*Strongly Dis/Dis* = Did NOT Meet Expectations;  
*Neutral/Agree* = MET Expectations;  
*Strongly Agree* = EXCEEDED Expectations.
C. Specific Assessment Indicators:

At this time the GSW Sociology Program does not have access to the individual students’ ETS Major Field Test Assessment Indicator (AI 1, AI 2) scores. Unfortunately, this information is not provided in the “free” report made available. Therefore we are unable to provide a student-by-student breakdown of how many students met, exceeded, and did not exceed the national means for each of the specific area indicators. We are hoping that at some point in the near future the university will be able to provide the funding to enable us to access that data and better assess our students’ individual indicators. [However, we are provided with individual student’s Core Sociology (SS 1) and Critical Thinking (SS 2) sub scores; reported above in PLOs #1 & 4.]

Alternatively, we are provided with a (free) cohort summary of the Assessment Indicators. While not nearly as useful, this “Mean Percent Correct” figure tells us what percentage of each specific subject area questions each cohort answered correctly.

<table>
<thead>
<tr>
<th>Assessment Indicator</th>
<th>Fall 2012</th>
<th>Totals Fall 2010 to Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI 1: General Theory</td>
<td>73%</td>
<td>55%</td>
</tr>
<tr>
<td>AI 2: Methodology/Statistics #3.</td>
<td>47%</td>
<td>63%</td>
</tr>
<tr>
<td>AI 3: Deviance/Social Problems</td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td>AI 4: Demography/Urban/Rural</td>
<td>63%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Indicators for PLO’s #1, #2, #3.
AI 5: Multiculturalism  68%        55%  Additional
AI 6: Social Institutions  50%        68%  that we don’t measure
AI 7: Social Psychology  78%        57%  necessarily
AI 8: Gender  63%        61%  (or even offer courses
AI 9: Globalization  62%        50%  in.)

D.  Summary and Analysis of Assessment Results Using Department PLO’s: Narrative

PLO #1: Students will demonstrate familiarity with the major concepts and theoretical perspectives in Sociology.

Sociology students have many opportunities to demonstrate familiarity with the discipline’s major concepts and theoretical perspectives. In addition to requiring a ‘C’ grade or higher in the Introduction to Sociology, Sociology of the Family, Social Theory, Research Methodology, Statistics, and Senior Seminar courses, students in Senior Seminar have multiple classroom presentations, in-class exams, the ETS exam, and a term paper. Of the 7 students who took the ETS exam, [overall]: 2 exceeded expectations, 3 met expectations, and 2 did not meet expectations. For those 7 students, when examining the SS 1 (Core Sociology Subsection) 3 exceeded expectations, 2 met expectations, and 2 did not meet expectations. Additionally, when examining the Theory-Specific Assessment Indicators, students from the fall 2012 answered 73% of their Social Theory questions correctly. Finally, results from the survey administered to Seminar students shows that all 7 students who answered the question indicated that they were familiar with the major concepts and theoretical perspectives in sociology.
Overall, our students do appear to be familiar with the major concepts and theoretical perspectives in sociology.

**PLO #2: Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.**

In addition to earning at least a ‘C’ in their required Research Methodology course, the fall 2012 students answered 47% of their Methods/Stats questions correctly. [At this time the ETS exam does not differentiate in their cohort scoring between Research Methods and Statistics.] Results of the Seminar student survey show that all 7 students indicate that they are familiar with basic social research methods.

**UNIT: Department of Psychology and Sociology**

*Overall, our students do appear to understand basic research methods in Sociology.*

**PLO #3: Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.**

In addition to earning at least a ‘C’ in their required Statistics course, the fall 2012 students answered 47% of their Methods/Stats questions correctly. [At this time the ETS exam does not differentiate in their cohort scoring between Research Methods and Statistics.] Results of the Seminar student survey show that all 7 students surveyed indicated that they understand and can apply basic statistical and data management techniques in sociology.

*Overall, our students do appear to understand basic statistical and data management techniques.*

**PLO #4: Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.**
The ETS Major Field Test has an entire sub-section of the exam devoted to Critical Thinking. For the 7 students who took the exam, 3 students exceeded expectations, 1 student met expectations, and 3 students did not meet expectations. Results of the Seminar student survey show that all 7 students indicated that they can demonstrate critical thinking skills in sociology.

*Overall, our students do appear capable of demonstrating critical thinking skills in sociology.*

**PLO #5: Students will effectively communicate in a variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.**

Sociology students are expected to be able to communicate in a variety of formats. In addition to a papers in their Senior Seminar course that requires that they follow the ASA format for in-text citations and references, students are also required to orally present the results of their research or term papers. For the fall 2012 semesters, 4 students exceeded paper/ASA expectations and 3 students met expectations. Finally, results of the Seminar students survey show that all 7 students indicated that they feel that they can effectively communicate in a variety of formats including the ASA writing style, etc.

*Overall, our students do appear to be able to effectively communicate in a variety of formats.*

**PLO #6: The Sociology Program will prepare students for careers and/or graduate school.**

The Sociology Program has now completed the construction of the alumni survey. We expect to administer the first round of surveys upon the completion of the fall 2013 semester.
At this time we are unable to measure PLO #6.
UNIT: Department of Psychology and Sociology

SECTION 4
SUMMARY OF FACULTY-STAFF ACCOMPLISHMENTS

Ellen Cotter

Position
Professor of Psychology, Department of Psychology and Sociology

Teaching

PSYC 2103, Human Growth and Development (6 sections)
PSYC 4395, Theory and Research in Caregiving (new online format)
PSYC 4450, Seminar in Psychology (2 sections)

Service

Institutional Review Board
Search Committee (Psychology job search)
Academic advisor to approximately 34 students
Faculty Advisor, Psychology/Sociology Club
Library Faculty Advisory Committee
Mentor to Women’s Basketball Team member
Spearheaded assessment plan activities for Psychology B.S. program
Storm Day
Coordinated Faculty/Staff Dinner Club

Member, Lake Blackshear Regional Library Board of Trustees

Scholarship

Book reviews for Pearson Publishing (2)

Article review, *Journal of General Psychology*

Membership in Society for the Teaching of Psychology

Membership in Association for Psychological Science

Presentation at Southeastern Conference on the Teaching of Psychology

Several ongoing research projects (some to be completed next academic year)
UNIT: Department of Psychology and Sociology

Gary Fisk

Position
Professor of Psychology

Teaching

PSYC 1101 (online): Introductory Psychology (two sections; fall and spring)
PSYC 2103: Human Growth and Development (one section: spring)
PSYC 3365: Biopsychology (one section; fall)
PSYC 3380: Sensation & Perception (one section; spring)
PSYC 3301: Psychological statistics (two sections; fall and spring)

Transitioned online content from the old Blackboard-based system to Desire2Learn
Attended five D2L training sessions in the fall
Attended five D2L teaching circles in the spring
New textbooks in PSYC 1101, PSYC 3380
Met with Writing Center “consultants” to discuss the elements of good science writing
Training: Faculty development session on developing student writing projects (Oct. 29)
FIG application for an Elmo document camera to be used in Psychological Statistics
Donated old teaching videos to the GSW library and Lake Blackshear Regional Library
Service

Moved from the old building to the new building
Web master for Psychology/Sociology.
Distinguished Scholar selection committee.
Search committee member for Clinical/counseling search
Tenure/promotion committee member for Jamie MacLennan
Peer-review of teaching for Ian Brown
Member of the Scholarship/Financial Aid committee
Chair of the SACS Distance Education committee
Registration/advisement for about 35 students
Hosted an open house for the new building during Homecoming.

Scholarship

Supervised five independent study research projects

Finished data collection for one project (subliminal semantic priming) and started a new project (forced-choice exclusion replication of Persaud & McLeod, 2008)


Manuscript on metacontrast masked priming submitted to the American Journal of Psychology.

Manuscript of subliminal semantic priming under preparation. (Anticipated submission: late spring)

Organized a student trip to the Georgia Undergraduate Research in Psychology meeting

Reviewed paper for PLOS ONE on the subliminal priming of advertising logos (PONE-D-12-32030)

UNIT: Department of Psychology and Sociology
Charles M. Huffman

Position
Professor of Psychology
Chair of the Department of Psychology and Sociology
Director, Prior Learning Assessment Program
Military Outreach Coordinator

Teaching
Introduction to Psychology
Experimental Psychology
Cognitive Psychology
Mass Media Influences in Psychology
Senior Research I
Special Topics in Psychology
PLA 2000, Prior Learning Assessment Documentation

Service
Athletic Committee
QEP Selection Committee
Director, Prior Learning Assessment Program
Military Outreach Coordinator
USG Adult Learning Consortium Executive Committee
USG Soldiers 2 Scholars Committee
USG Psychology Action Committee
Scholarship

Invited Addresses

Huffman, C.M. (2013, March). Graduate programs in psychology: Identifying and developing markets related to emerging careers associated with psychology. *59th Annual Meeting of the Southeastern Psychological Association*, Atlanta, GA.


Presentations


Grants

2012  
PI, Department of Education, College Access Challenge Grant (Subaward) Teaching Prior Learning Assessment, $10,323

2012  
Faculty Instructional Grant

Georgia Southwestern State University, $981.92

2012-2013  
PI, Department of Education, College Access Challenge Grant (Subaward) Prior Learning Assessment, $24,986

2012  
PI, University System of Georgia

Soldiers 2 Scholars Grant, $7,926
UNIT: Department of Psychology and Sociology

Jamie MacLennan

Position
Assistant Professor of Sociology

Scholarly Activities


October 2012: Presented a paper at the Georgia Sociological Association conference entitled, "The Romantic and Transcendental Roots of Appalachian Trail Thru-Hiking."

March 2012: Presented a paper at the Southern Sociological Society conference entitled, "Trail Magic and Hiker Boxes: exchanges and social solidarity among Appalachian Trail long-distance hikers."

Service

Chair, Faculty Athletics Committee

Assessment Coordinator for the B.S. in Sociology Program

Calendar Committee

Faculty Advisor for the Pi Kappa Phi fraternity (2010 - present)

Faculty Advisor for the GSW Garden Club (2011 - present)

Member of the GSW campus chapter of Habitat for Humanity (2010 - present)
UNIT: Department of Psychology and Sociology

Courtney McDonald

Position
Assistant Professor of Sociology

TEACHING  Fall 2012-Spring 2013

- SOCI 1101  Introduction to Sociology
- SOCI 1101  Introduction to Sociology (Online)
- SOCI 1160  Social Problems
- SOCI 2293 Sociology of Family
- SOCI 3350  Criminology
- SOCI 4350 Family Violence

SERVICE-RELATED ACTIVITIES 2012-2013

- Sociology Assessment Committee
- Sociology Job Search Committee
- Institutional Review Board
- Women’s Studies Program
- Speaker for Women’s Studies Speakers Series (October 2012)
- Faculty Advisor, Alliance
- Junior Faculty Teaching Circle Coordinator
- Reviewer for three academic journals

SCHOLARLY ACTIVITIES 2012-2013

- Schatz, Enid, Leah Gilbert, and Courtney McDonald. (Under Review). “If the doctors see that they don’t know how to cure the disease, they say it’s AIDS”: How older women in rural South Africa make sense of the HIV/AIDS

- IRB-approval for project “Sibling Abuse.”
- IRB-approval for project “Same-Gender Intimate Partner Abusers.”
UNIT: Department of Psychology and Sociology

Andrea Miller

Position
Assistant Professor of Psychology

TEACHING 2012-2013

Fall 2012 Overall Student Evaluations

= 1.37

Introduction to Psychology
Health Psychology
Abnormal Psychology
Theories and Techniques of Counseling
Senior Research II
Psychology and Sociology Internships

SERVICE-RELATED ACTIVITIES 2012-2013

Internship Coordinator
Athletics committee
Facilitated monthly junior faculty teaching circle for Fall 2012
Weekly support group for international students for Fall 2012
Managed SONA research software for the Psychology and Sociology Department
Presentation on Careers in Counseling and Clinical Psychology at Americus Sumter High School
SCHOLARLY ACTIVITIES 2012-2013

Collected data for two research studies

**Peer Reviewer for Spanish Journal of Psychology**

Peer-Reviewed Journal Article


Invited Peer-Reviewed Chapter

UNIT: Department of Psychology and Sociology

Paul Shapiro

Position
Associate Professor of Sociology

TEACHING 2011-2012

Introduction to Sociology (3 sections)
Psychosocial Aspects of Addiction
Deviant Social Behavior
Sociology of Health and Medicine
Senior Seminar in Sociology (2 sections).

SERVICE-RELATED ACTIVITIES

Chair, University Academic Grievance Committee
Member, Arts and Sciences Promotion and Tenure Committee
Internal Reviewer for the Chemistry’s CPR
Participated in two STORM days.
Participated in one PREVIEW day.
Faculty Advisor (and coach) for the fledgling GSW Table Tennis Club (paperwork submitted.)
SCHOLARLY ACTIVITIES

Presented a conference paper: “Entitled to Cheat: An Examination of Incoming Freshmen at a Small Regional University” at the Georgia Sociological Association’s Annual Meeting.


Conducted original research and wrote a report: “The 2011 FAA Airman Certificate Examination Survey” on behalf of SGTC.
UNIT: Department of Psychology and Sociology

Elizabeth Uhl

Position
Assistant Professor of Psychology

Teaching
Introduction to Psychology
Human Growth and Development
Social Psychology
History and Systems of Psychology
Special Topics – Psychology and Law

Presentations


Funding
2012 Faculty Development Grant, Georgia Southwestern State University
Travel Funding - $700

**Service**

2012-present Advisor, Psi Chi – Georgia Southwestern State University Chapter

2012-present Chair, Student Affairs Committee, Georgia Southwestern State University

2011-2012 Member, Student Affairs Committee, Georgia Southwestern State University

**Professional Development**

2012 Society for the Teaching of Psychology, 19th Annual Teaching Institute

2012 “Class From Hell,” University of Georgia System, Office of Faculty Development
UNIT: Department of Psychology and Sociology

LaVerne Worthy

Position
Professor of Psychology

Teaching
Introduction to Psychology x 3
Human Sexuality x 2
History and Systems in Psychology x2
Theories of Learning
Principles of Behavior Modification
Psychology as a Natural Science
Theories of Personal Relationships

Invited Addresses

Sex Issues in Women’s Health, School of Nursing, September 10, 2012

Honors and Recognitions
2012—Professor of the Year
2012 – Received Certificate of Appreciation in Women of Excellence, awarded by SUAVE and Zeta Phi Beta Sorority.
2012 – Received Most Valuable Professor Award, awarded by the GSW Athletic Department
Service

Institutional Review Board, committee member, Georgia Southwestern State University
August 2007 to present.
UNIT: Department of Psychology and Sociology

SECTION 5
PROGRAM or UNIT CHANGES

The minor in Sociology was revised to include the acceptance of two of the following: SOCI 1101, SOCI 1160, or SOCI 2293. Two professors, one in psychology and one in sociology, resigned. Two new faculty were hired in the Spring of 2013 to begin their duties on 1 August 2013. The department relocated to a new facility.

END OF REPORT.
Appendix I

Georgia Southwestern State University
FY2011-2012 Annual Report
Approved October 2011

SCHOOL/COLLEGE/UNIT: Department of Psychology and Sociology

FOLLOWING IS THE ANNUAL REPORT FORMAT FOR USE BY ALL ACADEMIC & ADMINISTRATIVE UNITS.

Table of Contents ............................................................................................................................. Page

Section 1-State of the Organizational Unit.................................................................................... 2
Section 2-Progress Toward Strategic Goals.................................................................................. 4
Section 3-Annual Assessment Summary ....................................................................................... 7
Section 4-Highlights of Faculty/Staff Activities ....................................................................... 26
Section 5- New Degree Programs, Administrative Units, Program or Unit Changes 32
SECTION 1
STATE OF THE School/COLLEGE/UNIT

The mission of the Department of Psychology and Sociology is: “Faculty members of the Department of Psychology and Sociology at Georgia Southwestern State University challenge students to think critically about behavioral, mental, and social processes, and to develop the knowledge and skills for a variety of post-baccalaureate alternatives. These objectives are implemented via a rigorous curriculum that focuses on the application of scientific thinking, respect for the diversity of human experiences, and understanding of how psychology and sociology contribute to the improvement of the human condition.”

In the Fall of 2011, the Department of Psychology and Sociology had 196 majors (155 in psychology; 41 in sociology), nine full-time faculty, two adjunct faculty, and one half-time staff. We offer three degrees; the B.A. in Psychology, B.S. in Psychology, and B.S. in Sociology. In addition, the department offers and administers an 18-hour undergraduate Certificate in Criminal Justice.
Retention

The 1-Year Retention of First-time Freshmen from the Fall 2010 semester to the Fall 2011 semester is shown in the table below.

<table>
<thead>
<tr>
<th>Retention</th>
<th>Fall 2010, Total Students Enrolled</th>
<th>Fall 2011, Total Students Retained</th>
<th>Percentage of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>25</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>15</td>
<td>57.69%</td>
</tr>
</tbody>
</table>

SCHOOL/COLLEGE/UNIT: Department of Psychology and Sociology

Graduation Rates of Fall 2005 Cohort

The 4-year, 5-year and 6-year graduation rates are shown in the table below. NOTE: The rates for the B.S. in Psychology and B.A. in Psychology are combined because there were no freshmen students enrolled in the B.A. in Psychology program in the Fall of 2005.

<table>
<thead>
<tr>
<th>Major at Fall 2005</th>
<th>Major at Students’ Last Enrolled Term</th>
<th>4-year Rate</th>
<th>5-year Rate</th>
<th>6-year Rate</th>
<th>Students who did not graduate in 6 years, but were enrolled at least one term in 2011-2012</th>
</tr>
</thead>
</table>
Use of Budget Resources

The total budget for the department is $710,682.00. As illustrated in the table below, the majority of the budget is for personnel costs. The department adopted a very conservative approach to spending for the 2011-2012 academic year under the assumption that budgets might be reduced in lieu of statewide budget cuts. We deferred making some necessary purchases; therefore, the expenditures for the year do not fully reflect the costs of doing business.

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Expended</th>
<th>Remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$688,738.00</td>
<td>$659,415.08</td>
<td>$29,322.92</td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000.00</td>
<td>$1,836.66</td>
<td>$163.34</td>
</tr>
<tr>
<td>Operating Supplies &amp; Expenses</td>
<td>$19,944.00</td>
<td>$12,959.43</td>
<td>$6,984.57</td>
</tr>
<tr>
<td>Total</td>
<td>$710,682.00</td>
<td>$674,211.17</td>
<td>$36,470.83</td>
</tr>
</tbody>
</table>
The Strategic Plan of the Department of Psychology and Sociology for 2011-2012 is:

6. Review and Revise Internship Program
   a. Appoint an Internship Coordinator.
   b. Survey former student interns and Internship sites.
   c. Revise Internship literature and departmental website to reduce ambiguity and simplify registration procedures.

7. Review and revise curriculum
   a. Identify courses with average enrollment of less than 10 students per offering, excluding Internship courses and Research courses, for potential removal from the curriculum.
   b. Drop courses that have not been taught in the past 4 years.

8. Enhance student advising
   a. Explore group advising for freshmen and sophomores.
   b. Address career and graduate school opportunities in a more structured way.
   c. Develop additional materials and revise departmental website resources for advising.

9. Enhance programmatic assessment
   a. Identify ways to acquire more meaningful data.
   b. Use assessment outcomes to initiate meaningful change.

10. Develop mentoring program for junior faculty
a. Department Chair will meet regularly with junior (untenured) faculty to discuss faculty evaluation, promotion and tenure procedures, best practices for teaching, and other issues related to faculty development.
<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>Activity</strong></th>
<th><strong>Status</strong></th>
<th><strong>Evidence</strong></th>
</tr>
</thead>
</table>
| 1. Review and Revise Internship Program | Appointed an Internship Coordinator  
Surveyed former student Interns and Internship sites  
Revised Internship literature and departmental website | 100%  
100%  
100% | Dept. Website  
Assessment Summary  
Dept. Website |
| 2. Review and revise curriculum | Identified courses with enrollment of less than 10 students per offering (except Internship, Research, and Seminar courses), and dropped them from the curriculum. | 100% | Minutes of Academic Affairs Meeting.  
Minutes of Faculty Senate Meeting. |
| 3. Enhance student advising | a. Explore group advising for freshmen and sophomores.  
b. Address career and graduate school opportunities in a more structured way.  
c. Develop additional materials and revise departmental website resources for advising. | a. Goal changed after the university adopted discipline-specific UNIV 1000 courses.  
b. Part of UNIV 1000 instruction  
c. Updated and clarified information at the departmental website | 0%  
100%  
100% | None  
Course syllabus  
Dept. Website |
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Enhance programmatic assessment</strong></td>
<td>Identify ways to acquire more meaningful data and initiate change</td>
<td>25%</td>
<td>Assessment Report</td>
</tr>
<tr>
<td><strong>5. Develop mentoring program for junior faculty</strong></td>
<td>Department Chair met regularly with junior faculty to discuss faculty evaluations, promotion and tenure procedures, best practices for teaching, and other issues related to faculty development.</td>
<td>100%</td>
<td>Meeting Attendance Notes from Meetings</td>
</tr>
</tbody>
</table>

The Strategic Plan of the Department of Psychology and Sociology for 2012-2013 is:

6. Explore the development of new programs, while maintaining the integrity of existing programs.
   a. B.S. in Criminal Justice
   b. Graduate Certificate in Caregiving
   c. eMajor

7. Review and Revise Curriculum
   a. Add Psychology Applied to Law course
   b. Discuss possible revisions to degree programs
   c. Drop low demand courses

8. Enhance student advising
   a. Evaluate effectiveness of discipline-specific UNIV 1000 course
      i. Does it lead to higher retention?
   b. Address career and graduate school opportunities in a more structured way.
   c. Develop, update, and clarify departmental website resources for advising.

9. Enhance programmatic assessment
a. Identify ways to acquire more meaningful data, particularly the measurement of critical thinking.

b. Use assessment outcomes to invoke meaningful change.

10. Continue the mentoring program for junior faculty

a. Department Chair will meet regularly with junior ( untenured) faculty to discuss faculty evaluation, promotion and tenure procedures, best practices for teaching, and other issues related to faculty development.

   i. Evaluate effectiveness of the mentoring program via a short survey.
Part One: Summary and Analysis of Assessment Results

During the Fall 2011 semester, the B.S. in Psychology degree program identified five assessment-related “action plans” for the upcoming year. These plans and the results of our assessment endeavors are described below.

1. Survey of the internship course

To date, we have collected data from 27 students and 15 internship supervisors regarding their experiences with and perceptions of the internship course. The results below represent several semesters’ worth of data (i.e., not simply the data collected during the 2011-2012 academic year) in order to give a comprehensive view of our results.

Student Surveys

Beginning in Spring 2011, students who had taken the internship course within the last 5 years were asked to complete a survey regarding their satisfaction with various aspects of the course. Former students were given the option of either answering the survey online or returning it by mail. Administration of these
surveys has become a standard part of the end-of-course assessment for the Internship class. A total of 27 students have submitted surveys.

The students’ responses are reported in Table 1. Questions were answered on a 4-point scale, with lower numbers indicating less satisfaction. For simplified reporting, the responses have been grouped into two categories. Percentages may not sum to 100 due to rounding.

Table 1. Student responses to the internship survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Number (%) of students reporting “Somewhat” or “Definitely”</th>
<th>Number (%) of students reporting “Not really” or “Definitely not”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with quality of supervision provided by GSW faculty supervisor</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Satisfaction with amount of supervision provided by GSW faculty supervisor</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Whether or not students got the kind of supervision they wanted from the GSW faculty supervisor</td>
<td>25 (93%)</td>
<td>2 (8%)</td>
</tr>
<tr>
<td>Satisfaction with quality of supervision provided by internship site supervisor</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Satisfaction with amount of supervision provided by internship site supervisor</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Whether or not students got the kind of supervision they wanted from the internship site supervisor</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Question</td>
<td>Number (%) of students reporting “Somewhat” or “Definitely”</td>
<td>Number (%) of students reporting “Not really” or “Definitely not”</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Extent to which internship placement fit students’ needs</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Whether or not students would recommend their internship site to a friend</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Whether or not students would recommend the GSW internship experience to a friend</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Whether or not GSW faculty supervisor effectively resolved any problems encountered during internship</td>
<td>12 (44%)</td>
<td>0 (0%)*</td>
</tr>
<tr>
<td>Internship experience as helpful for career preparation</td>
<td>27 (100%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Overall satisfaction with internship experience</td>
<td>25 (93%)</td>
<td>2 (8%)</td>
</tr>
<tr>
<td>Value of in-person meetings with GSW faculty supervisor**</td>
<td>27 (100%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Value of opportunity to interact with students doing internships at other sites**</td>
<td>20 (74%)</td>
<td>7 (26%)</td>
</tr>
<tr>
<td>Value of on-site visit from GSW faculty supervisor**</td>
<td>20 (74%)</td>
<td>6 (23%)**</td>
</tr>
<tr>
<td>Value of keeping a daily journal of internship activities**</td>
<td>23 (85%)</td>
<td>3 (11%)**</td>
</tr>
</tbody>
</table>
Value of regular reports submitted to GSW faculty supervisor**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25 (93%)</td>
<td>1 (4%)***</td>
</tr>
</tbody>
</table>

* 15 students (55%) reported that they had not experienced any problems that required resolution.

** Students were asked to report either how valuable they had found this aspect or, if they had not experienced it, how valuable they believed it would be.

*** 1 student (4%) left this question blank.

The following qualitative comments were received:

- Dr. Huffman was an excellent internship supervisor and was very easy to work with! The best internship, for sure, and helped a lot.
- I wish there could be more internship selections for my major.
- I enjoyed my internship with Counseling Services. Ms. Keita was great. I do wish there was an opportunity to interact with other students who were also doing internships. It would have been nice to share experiences. Dr. Cotter did a great job as my advisor and internship supervisor.
- Dr. Shapiro was great as faculty supervisor. I met with him weekly and had to give feedback based on journal writings. Really made you think and made me more aware of other things whenever I reported back to the intern site.
- This was a life-changing internship for the betterment of myself as a whole.
- Great program and valuable experience recommended for any student with a desire to attend a graduate program.
- The experience of doing or participating in an internship is a valuable one. Encountering the real-world problems we face as a society makes one appreciate the instruction received at GSW. Though I know it’s a long shot, I would recommend that completing an internship to be part of the Sociology and Psychology major requirements.
• I feel that even though journals felt tedious and redundant at times, they helped, pushed me to continue to look for psychological concepts and principles. The weekly questions also helped in making me go the extra step. The weekly meetings helped me to process many of the workplace issues and gain different perspectives. If I had to make suggestions for future internships, I would suggest having interns write a short paper before beginning on their expectations of the internship, so that they could compare and contrast the expectations with the actual experience. I believe this would give insight on outsider vs. insider perspectives. This was a great experience and I appreciate the opportunity.

• The weekly meetings were very important in helping me connect the psychological concepts with the interactions I’ve had and behavior patterns I’ve observed with my geriatric clients/patients. Dr. Miller was an excellent facilitator of those meetings. I thoroughly enjoyed my internship experience!
In general, the students reported finding the internships and the different course requirements beneficial. The students rated as least beneficial the opportunity to interact with other internship students and an on-site visit from the GSW internship supervisor. However, it should be noted that the students who did not like the idea of interacting with other internship students had not actually done so; those students who have participated in this activity have rated it highly. No students responding to the survey have received on-site visits from the GSW internship supervisor, so these low ratings are “pure” and not affected by experience.

Supervisor Surveys

Beginning in Spring 2011, personnel in agencies that had hosted internship students within the last 5 years were asked to complete a survey regarding their satisfaction with the interns they had managed and the way the internship course was conducted from their point of view. Although initial surveys were sent out and returned by mail, administration of these surveys has become a standard part of the end-of-course assessment for the Internship class. A total of 15 supervisors have submitted surveys.

The site supervisors’ responses are reported in Table 2. Questions were answered on a 4-point scale, with lower numbers indicating less satisfaction. For simplified reporting, the responses have been grouped into two categories. Percentages may not sum to 100 due to rounding.
Table 2. On-site supervisors’ responses to the internship survey.

<table>
<thead>
<tr>
<th>Question</th>
<th>Number (%) of supervisors reporting “Somewhat” or “Definitely”</th>
<th>Number (%) of supervisors reporting “Not really” or “Definitely not”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with quality of communication with GSW faculty supervisor</td>
<td>13 (87%)</td>
<td>1 (7%)*</td>
</tr>
<tr>
<td>Satisfaction with amount of communication with GSW faculty supervisor</td>
<td>13 (87%)</td>
<td>1 (7%)*</td>
</tr>
<tr>
<td>Feeling appreciated in role as internship supervisor</td>
<td>12 (80%)</td>
<td>2 (13%)*</td>
</tr>
<tr>
<td>Satisfaction with quality of interns</td>
<td>14 (93%)</td>
<td>1 (7%)</td>
</tr>
<tr>
<td>Satisfaction with ease of internship approval process</td>
<td>12 (80%)</td>
<td>2 (13%)*</td>
</tr>
<tr>
<td>Whether or not GSW faculty supervisor effectively resolved any problems</td>
<td>4 (27%)</td>
<td>0 (0%)*</td>
</tr>
<tr>
<td>encountered during internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well GSW faculty supervisor responded to feedback provided on intern's</td>
<td>5 (38%)</td>
<td>0 (0%)*</td>
</tr>
<tr>
<td>performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 1 respondent (7%) left this question blank.

** 10 respondents (67%) stated they had not encountered any problems, and 1 respondent (7%) stated that he/she did not contact the GSW faculty supervisor.

*** 9 respondents (60%) indicated that this was not applicable, and 1 respondent (7%) left this blank.

The following qualitative comments were received:
• Before I accept an intern next time, I would probably contact/request reference from GSW supervisor.

• We just need to be more proactive in planning for our interns – ensuring they are trained to act as volunteers before the internship starts. This will ensure they get the most out of the experience.

• We have not had an intern for a long time. The one and only intern we had was excellent and was hired following her graduation. I had little or no contact with her supervisor.

• Students who intern during the summer do not get to facilitate workshops. However, they are able to plan programs and make the appropriate flyers to be used fall semester.

• First, interns need to have basic skills. I don’t have time to teach subject-verb agreement or the basics of eye contact. Second, as much as the intern wants specific experiences (e.g., forensic, child counseling), my caseload varies and I don’t get to pick who shows up. Third, interns should be grateful that they can grace my office and bask in my greatness. You may end up doing psychological scut-work. Get over it.

• There was no communication between GSW staff and this LPC. In the future, the whole Dept. would be willing to engage in regular conversations. This was a combination of unusual circumstances as [the intern] was not assigned to the MH Dept. (Master’s level only can be supervised in the MH Dept.). However, anything that can be done within the confines of DJJ/Sumter YDC would be appreciated. Mental Health Dept. can only provide supervision to Master’s level students approved by our main office and directors of DJJ.

• This was the first intern and I have enjoyed having [her].

In general, the supervisor survey data indicate that on-site internship supervisors are satisfied with the communication between themselves and our
faculty as well as the quality of our interns. Areas for improvement include expressing adequate appreciation to on-site internship supervisors as well as examining the ease of the application process from the on-site supervisors’ perspective.

2. Major Field Test data

As reported last year, the Educational Testing Service (ETS) Major Field Test (MFT) measures student performance on six Assessment Indicators corresponding to specific content areas within Psychology. Our original assessment plan relied on analysis of these Assessment Indicators to provide data regarding student performance. However, with the standard reporting options available through ETS, these Assessment Indicator data are not available for individual students, but are only available at the cohort level. This prevents us from being able to use the Assessment Indicators to track whether students are meeting, exceeding, or not meeting expectations. Last year, we stated that we would like to explore the possibility of purchasing a “Design Your Own Analysis” report that would allow us to obtain and analyze these data. However, to date we have not received any definite information regarding funding sources for such an endeavor.

3. Discussion grades in the Seminar in Psychology course

During our examination of the grade distribution for the Seminar in Psychology course, we identified a possible source of grade inflation: The students grade each other on oral presentations, and it seemed likely that some of these grades may be overly charitable. Therefore, for the Spring 2012 semester, the instructor graded these oral presentations to see if this would provide a more accurate measure of student performance on this dimension of the Seminar course and instill a greater challenge for the students in the course.
Compiling from the Fall 2010 through Fall 2011 semesters, the average discussion grade for the Seminar students was 17.84 (out of a possible score of 20). The lowest grade was 14.13 (not including one student who received a zero due to not showing up to lead discussion on her assigned day), and the highest grade was 19.89.

The average discussion grade for the Spring 2012 students was 18.4, with a range of 15-20.

4. History and Systems of Psychology pre-test and post-test administration

In an attempt to improve the number of students in the History and Systems of Psychology course that met expectations, the instructor of that course agreed to develop a pre-test and post-test asking students to identify key historical figures in psychology. Unfortunately, the instructor of this course was unexpectedly taken ill at the beginning of the semester, and this assessment was not conducted. It is believed that assessing this information at the beginning of the semester will help the instructor identify gaps in the students’ knowledge so that the course material can be more closely targeted to fill in those gaps. Ideally, this strategy will result in more students meeting expectations at the end of the semester and provide a more enriching educational experience for the students. The faculty member who will be teaching this class in Spring 2013 has agreed to institute this pre-test/post-test evaluation, so we will be able to resume our efforts in this area.

5. Critical thinking assessment

Students enrolled in the Seminar in Psychology class (PSYC 4450) in the Spring 2012 semester were asked to complete a brief survey assessing their
perceptions of their critical thinking skills. A total of 15 students enrolled in the B.S. program in Psychology completed the surveys.

The students’ responses to the critical thinking survey questions are listed in Table 3. The specific skills on the survey correspond to the critical thinking skills identified in the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major. Percentages below may not sum to 100% due to rounding.

Table 3. Students’ responses to questions about self-perceived critical thinking skills.

<table>
<thead>
<tr>
<th>Critical thinking skill</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall critical thinking skills</td>
<td>5 (33%)</td>
<td>8 (53%)</td>
<td>2 (13%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating the quality of information in a source</td>
<td>2 (13%)</td>
<td>6 (40%)</td>
<td>7 (47%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying and evaluating the source, context, and credibility of psychology-related claims</td>
<td>3 (20%)</td>
<td>7 (47%)</td>
<td>5 (33%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging claims that arise from myth, stereotype, or untested assumptions</td>
<td>4 (27%)</td>
<td>7 (47%)</td>
<td>4 (27%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Category 1</td>
<td>Category 2</td>
<td>Category 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using scientific principles and evidence to resolve conflicting</td>
<td>4 (27%)</td>
<td>9 (60%)</td>
<td>2 (13%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>claims</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizing and defending against common fallacies in thinking</td>
<td>4 (27%)</td>
<td>8 (53%)</td>
<td>3 (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoiding being swayed by appeals to emotion or authority</td>
<td>5 (33%)</td>
<td>5 (33%)</td>
<td>5 (33%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating popular media reports of scientific research</td>
<td>6 (40%)</td>
<td>6 (40%)</td>
<td>3 (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating an attitude that includes persistence, open-</td>
<td>7 (47%)</td>
<td>8 (53%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mindedness, tolerance for ambiguity, and intellectual engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making connections between diverse facts, theories, and observations</td>
<td>5 (33%)</td>
<td>9 (60%)</td>
<td>1 (7%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In general, the students rate their own abilities highly. None of the students rated their skills lower than “Average”. Again, these responses represent the students’ opinions of their own skills, not objective performance of these skills.

Annual Assessment Summary – B.A. in Psychology

As projected in last year’s assessment, more students are selecting the BA option (n=3).

Last year’s report assessment report included information on the six “assessment indicators”. Those data were represented as the mean percent correct answers in that content area on the MFT. They are not available for individual students or subgroups and we currently do not have the ability to separate them for reporting purposes. This is related to the issue on the assessment report that has to do with obtaining appropriate data (#2 under “Action Plans” on this year’s report).

Table 1 shows the BA students’ responses to questions about self-perceived critical thinking skills. Two of the three BA students enrolled in the Spring 2013 Seminar in Psychology course completed this survey. These data represent the responses of only 2 BA students and therefore are difficult to interpret as general trends.

Table 1

<table>
<thead>
<tr>
<th>Critical thinking skill</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall critical thinking skills</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Evaluating the quality of information in a source</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Identifying and evaluating the source</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>context, and credibility of psychology-related claims</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Challenging claims that arise from myth, stereotype, or untested assumptions</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Using scientific principles and evidence to resolve conflicting claims</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recognizing and defending against common fallacies in thinking</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Avoiding being swayed by appeals to emotion or authority</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrating an attitude that includes persistence, openness, tolerance for ambiguity, and intellectual engagement</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
In general, the students rate their own abilities highly. None of the students rated their skills lower than “Average”. Again, these responses represent the students’ opinions of their own skills, not objective performance of these skills.

**Action Plans, B.S. and B.A. in Psychology**

**Continuation of Previous**

1. Continuing our ongoing efforts to enhance the value of the internship experience, the internship instructor has instituted two changes based on the results of our surveys. First, internship students are now required to have weekly group meetings with both the internship instructor and the other internship students. Students are informed of this requirement, as well as the dates and times of these required meetings, prior to registering for internships, so they will have ample time to ensure that their other commitments do not conflict with these meetings. Second, at least once a year, on-site supervisors will receive some type of tangible show of appreciation from GSW. Whether this will be something simple, like a certificate of appreciation, or more complex, like a thank-you luncheon, will be determined based on funding and other resource availability.

2. We continue to examine the ETS MFT and its utility for measuring the performance of our students. This year we will continue our efforts to obtain funding to access more detailed data for this purpose. We will also explore other
possible options, such as an in-house assessment or a different commercially available instrument such as the Area Concentration Achievement Test.

3. Although drawing conclusions from only one semester's worth of data is potentially questionable, there is no clear evidence that having the instructor rate the students' oral presentations in the Seminar in Psychology class results in more realistic appraisals of student performance. Moreover, this strategy limits the ability of the other students to provide feedback and think objectively about their own performance in the context of evaluating other people. Looking again at the discussion grade distributions, a possible problem was identified. Under the course guidelines that had been in place, each student led discussion twice, and the lower grade was dropped. This policy was initially intended to be charitable in cases of illness, first-time jitters, and other extenuating circumstances. However, some students may be taking advantage of this policy and disregarding their second presentation if they are satisfied with their first grade. Therefore, the instructor of this class has re-instituted the peer evaluation component of the discussion grades, but instead of the lowest discussion grade being dropped, the two discussion grades are averaged. Additionally, the grading criteria have been made somewhat stricter. It is hoped that these changes will allow the students to learn valuable peer review and presentation skills while encouraging active participation and preparation for both presentations.

4. As explained earlier, we have not re-assessed our data regarding the History and Systems class since last year’s report. This year, we will resume our assessment activities relevant to this class. Plans are already in place to implement these assessment activities in the Spring 2013 term.
5. Our assessment of the students' subjective perceptions of their own critical thinking skills gave us a useful starting point, but we acknowledge that we need to collect objective data. This year, we will either identify or develop an instrument we can use for this purpose.

Annual Assessment Summary – B.S. in sociology

PART ONE: SUMMARY AND ANALYSIS OF ASSESSMENT RESULTS

A. Summary of 2011 – 2012 Senior Seminar in Sociology ETS Results

For the Fall 2011 and Spring 2012 semesters, the Sociology program had 3 and 9 students respectively that completed the required Capstone Seminar in Sociology course for the B.S. in Sociology. As one course requirement, all students are required to take the ETS Major Field Test in Sociology. The ETS is a nationally scored and standardized examination covering nine specific modules and two primary subsets of questions. For the 2011-2012 academic year, 10 out of 12 students (83.3%) met or exceeded the ETS/Sociology National mean.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td># of Students Who Scored at the National Mean or Higher</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>% of Students Who Scored at the National Mean or Higher</td>
<td>66.6%</td>
<td>88.9%</td>
<td>83.33%</td>
</tr>
</tbody>
</table>
B. Summary of Analysis of Assessment Results Using Dept’s SLO’s (2011-2012):

Our Sociology-Specific ETS Standards:

Met ETS Expectations: Within (+/-) 0.5 Standard Deviation Units of National Mean.

Exceeded ETS Expectation: > 0.5 Standard Deviation Units of National Mean.

Did Not Exceed ETS Expectations: < 0.5 Standard Deviation Units of National Mean.

<table>
<thead>
<tr>
<th>Fall 2010 – Spring 2011 Sociology SLOs N = 14</th>
<th># who met SLOs</th>
<th># who exceeded SLO Expectations</th>
<th># who did NOT meet SLO expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #2: Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.</td>
<td>ETS (AI 2): * Surveys: 5</td>
<td>ETS (AI 2): * Surveys: 7</td>
<td>ETS (AI 2): * Surveys: 0</td>
</tr>
<tr>
<td>SLO #3: Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate,</td>
<td>ETS (AI 2): * Surveys: 9</td>
<td>ETS (AI 2): * Surveys: 2</td>
<td>ETS (AI 2): * Surveys: 1</td>
</tr>
</tbody>
</table>
and inferential statistical tools.

SLO #4: Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.

<table>
<thead>
<tr>
<th>ETS (SS 2)</th>
<th>ETS (SS 2)</th>
<th>ETS (SS 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Surveys</th>
<th>Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

SLO #5: Students will effectively communicate in a variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.

<table>
<thead>
<tr>
<th>Papers (ASA)</th>
<th>Papers (ASA)</th>
<th>Papers (ASA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Class Discuss</td>
<td>Class Discuss</td>
<td>Class Discuss</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Surveys</td>
<td>Surveys</td>
<td>Surveys</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

SLO #6: The Sociology Program will prepare students for careers and/or graduate school.

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Surveys</th>
<th>Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

SS 1 (Subscore #1): Core Sociology Theory  
SS 2 (Subscore #2): Critical Thinking Stats  
AI 1 (Assessment Indicator #1): General Theory  
AI 2 (Assessment Indicator #2): Methods & Stats

For Surveys: Strongly Dis/Dis = Did NOT Meet Expectations; Neutral/Agree = MET Expectations;  
Strongly Agree = EXCEEDED Expectations.
C. Specific Assessment Indicators:

At this time the GSW Sociology Program does not have access to the individual students’ ETS Major Field Test Assessment Indicator (AI 1, AI 2) scores. Unfortunately, this information is not provided in the “free” report made available. Therefore we are unable to provide a student-by-student breakdown of how many students met, exceeded, and did not exceed the national means for each of the specific area indicators. We are hoping that at some point in the near future the university will be able to provide the funding to enable us to access that data and better assess our students’ individual indicators. [However, we are provided with individual student’s Core Sociology (SS 1) and Critical Thinking (SS 2) sub scores; reported above in SLOs #1 & 4.]

Alternatively, we are provided with a (free) cohort summary of the Assessment Indicators. While not nearly as useful, this “Mean Percent Correct” figure tells us what percentage of each specific subject area questions each cohort answered correctly.

Mean Percent Correct

Fall 2011 & Spring 2012

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI 1: General Theory</td>
<td>53%</td>
</tr>
<tr>
<td>AI 2: Methodology/Statistics</td>
<td>60%</td>
</tr>
</tbody>
</table>

Indicators for SLO’s #1, #2, #3.
S. Summary and Analysis of Assessment Results Using Department SLO's: Narrative

SLO #1: Students will demonstrate familiarity with the major concepts and theoretical perspectives in Sociology.

Sociology students have many opportunities to demonstrate familiarity with the discipline’s major concepts and theoretical perspectives. In addition to requiring a ‘C’ grade or higher in the Introduction to Sociology, Sociology of the Family, Social Theory, Research Methodology, Statistics, and Senior Seminar courses, students in Senior Seminar have multiple classroom presentations, in-class exams, the ETS exam, and a term paper. Of the 12 (2011-2012) students who took the ETS exam, [overall]: 6 exceeded expectations, 5 met expectations, and 1 did not meet expectations. For those 12 students, when examining the SS 1 (Core Sociology Subsection) 3 exceeded expectations, 9 met expectations, and 0 did not meet expectations. Additionally, when examining the Theory-Specific Assessment Indicators, students from the fall 2011 and spring 2012 together answered 53% of their Social Theory questions correctly. Finally, results from the survey administered to Seminar students shows that all 11 students who answered the question indicated that they were familiar with the major concepts and theoretical perspectives in sociology.
Overall, our students do appear to be familiar with the major concepts and theoretical perspectives in sociology.

**SLO #2: Students will understand basic research methods in Sociology, including research design, sampling, and survey construction.**

In addition to earning at least a ‘C’ in their required Research Methodology course, the fall 2011 and spring 2012 students answered 60% of their Methods/Stats questions correctly. [At this time the ETS exam does not differentiate in their cohort scoring between Research Methods and Statistics.] Results of the Seminar student survey show that all 12 students indicate that they are familiar with basic social research methods.

*Overall, our students do appear to understand basic research methods in Sociology.*

**SLO #3: Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools.**

In addition to earning at least a ‘C’ in their required Statistics course, the fall 2011 and spring 2012 students answered 60% of their Methods/Stats questions correctly. [At this time the ETS exam does not differentiate in their cohort scoring between Research Methods and Statistics.] Results of the Seminar student survey
show that 11 out of 12 students surveyed indicated that they understand and can apply basic statistical and data management techniques in sociology.

*Overall, our students do appear to understand basic statistical and data management techniques.*

**SLO #4: Students will demonstrate critical thinking skills in Sociology and the ability to apply the scientific method to social issues and problems.**

The ETS Major Field Test has an entire sub-section of the exam devoted to Critical Thinking. For the 12 students who took the exam, 6 students exceeded expectations, 4 students met expectations, and 2 students did not meet expectations. Results of the Seminar student survey show that all 12 students indicated that they can demonstrate critical thinking skills in sociology.

*Overall, our students do appear capable of demonstrating critical thinking skills in sociology.*

**SLO #5: Students will effectively communicate in a variety of formats including the ASA writing style, leading class discussion, and presenting the results of research.**

Sociology students are expected to be able to communicate in a variety of formats. In addition to a papers in their Senior Seminar course that requires that they
follow the ASA format for in-text citations and references, students are also required to orally present the results of their research or term papers. For the fall 2011 and spring 2012 semesters, 8 students exceeded paper/ASA expectations and 4 students met expectations. For the 12 (spring 2011) students who had their class discussions (and other assignments tracked) 10 exceeded expectations, and 2 student simply met expectations. Finally, results of the Seminar students survey show that all 12 students indicated that they feel that they can effectively communicate in a variety of formats including the ASA writing style, etc.

*Overall, our students do appear to be able to effectively communicate in a variety of formats.*

**SLO #6: The Sociology Program will prepare students for careers and/or graduate school.**

The Sociology Program has now completed the construction of the alumni survey. We expect to administer the first round of surveys upon the completion of the fall 2012 semester.

*At this time we are unable to measure SLO #6.*
PART TWO: ACTION PLAN for the B.S. in Sociology

Previous Action Plans:

1. The previous action plan called for the Seminar in Sociology course to be slightly modified to include additional reviews and at least one refresher assignment to renew the major terms, concepts, and theoretical perspectives, as it was reported that three of fourteen (21.4%) did not meet our expectations with regards to their knowledge of the major concepts and theoretical perspectives in sociology. Results from the 2011/2012 cohort show improvement in this area, with 91.7% of students meeting expectations in this area.

2. The previous action plan called for the completion and pretesting of the “soon-to-be” graduating seniors’ survey and the alumni survey instruments. The graduating senior survey was administered for the first time at the end of the fall 2011 semester and again at the conclusion of the spring 2012 semester. The results pertaining to the assessment of Learning Outcomes are included in the above assessment analysis. We have also finished developing the alumni survey and expect to administer it for the first time at the conclusion of the fall 2012 semester.

New Action Plan(s):

RESULTS OF THE ETS MAJOR FIELD TEST SHOW RELATIVE WEAKNESS IN 3 SUB-AREAS: AI4 (DEMOGRAPHY/URBAN/RURAL), AI5 (MULTICULTURALISM), AND AI9 (GLOBALIZATION). FROM FALL 2010 TO SPRING 2012, STUDENTS HAVE ANSWERED 52%, 55%, AND 50% OF THE QUESTIONS IN THESE AREAS SUCCESSFULLY. AS SUCH, SPECIFIC MATERIALS, ASSIGNMENTS, AND QUIZZES WILL BE ADMINISTERED TO STUDENTS IN THE
SEMINAR IN SOCIOLOGY COURSE IN ORDER TO IMPROVE STUDENTS' ACHIEVEMENT IN THESE AREAS.

CORE AREA ASSESSMENT

IN THE 2012-2013 ACADEMIC YEAR THE DEPARTMENT OF PSYCHOLOGY AND SOCIOLOGY WILL BE ASSISTING IN ASSESSING THE GENERAL EDUCATION CORE AREA E. OUR ACTION PLAN IS TO DEVELOP A WRITING ASSIGNMENT TO ASSESS "STUDENTS WILL BE ABLE TO ARTICULATE FACTUAL AND CONCEPTUAL KNOWLEDGE CONCERNING HISTORICAL AND SOCIETAL DYNAMICS" AND ASSESS A REPRESENTATIVE SAMPLE FROM THE INTRODUCTION TO PSYCHOLOGY AND INTRODUCTION TO SOCIOLOGY COURSES.
Ellen Cotter, Ph.D.

TEACHING

PSYC 2103, Human Growth and Development (5 sections)
PSYC 3308, Psychosocial Aspects of Aging
PSYC 4414, Psychology of Language
PSYC 4450, Seminar in Psychology (2 sections)

SERVICE

Institutional Review Board (Chair)
Faculty Senate (Secretary)
Search Committee (Director of Student Support Services)
Faculty Advisor, Psychology/Sociology Club
Faculty Advisor, Psi Chi
Library Faculty Advisory Committee
Coordinated course outline updating and SLO matrix for Psychology B.S. program
Spearheaded assessment plan activities for Psychology B.S. program
Storm Day
Supervised internship students
Member, Lake Blackshear Regional Library Board of Trustees
**SCHOLARSHIP**

*Article review for Journal of General Psychology*

Membership in Society for the Teaching of Psychology

Membership in Association for Psychological Science

Presentation at Southeastern Conference on the Teaching of Psychology

Presentation at CASA conference

Conducted Webinar for Rosalynn Carter Institute

Several ongoing research projects (some to be completed next academic year)

**Gary Fisk**

**TEACHING**

PSYC 1101 (traditional): Introductory Psychology (two sections; fall and spring)

PSYC 1101 (online): Introductory Psychology (two sections; fall and spring)

PSYC 3365: Biopsychology (one section; fall)

PSYC 3380: Sensation & Perception (one section; spring)

PSYC 3301: Psychological statistics (two sections; fall and spring)

Gained experience in online teaching

MVP (Most Valuable Professor) award from the Athletic Department

**SERVICE**

Training: Learned the new Percussion web CMS

Web master for Psychology/Sociology and the College of Arts & Sciences
Editor for the Arts & Sciences newsletter
Member of the Scholarship/Financial Aid committee
Chair of the SACS Distance Education committee
Member of the SACS/COC preparation group
Registration/advisement for about 35 students

SCHOLARSHIP

Collected data in the fall and spring for a research project
Supervised four independent study research projects
Presented at the Psychonomic Society Meeting in Seattle, WA
Organized a student trip to the Georgia Undergraduate Research in Psychology meeting

Publications


Charles M. Huffman

TEACHING
Introduction to Psychology
Experimental Psychology
Cognitive Psychology
Mass Media Influences in Psychology
Sport Psychology
Senior Research I
Senior Research II
Special Topics in Psychology
PLA 2000, Prior Learning Assessment Documentation

SERVICE

Athletic Committee
Complete College Georgia Committee
QEP Selection Committee
Director, Prior Learning Assessment
Director, Military Outreach
USG Adult Learning Consortium Executive Committee
USG Soldiers 2 Scholars Committee
USG Psychology Action Committee

SCHOLARSHIP

Invited Addresses

Huffman, C.M. (2012, Aug). Prior learning assessment in Georgia. August Meeting of the

**Presentations**

Huffman, C.M. (2012, June). Teaching the prior learning assessment course. *Summer Institute, Adult Learning Consortium*. Savannah, GA.


Huffman, C.M. (2011, Dec). Prior learning assessment at GSW. *Winter Institute, Adult Learning Consortium*. Atlanta, GA.


**Jamie MacLennan**

**TEACHING**

Introduction to Sociology (Fall 2011 and Spring 2012, Summer 2012; 5 sections total)

Development of Social Theory (Fall 2011)

Environmental Sociology (Fall 2011)

Methods of Social Research (Spring 2012)

Society and Natural Resources (Spring 2012)
SERVICE

Member, Institutional Review Board
Assessment Coordinator in Sociology
Spoke at Magnolia dorm on the global food crisis
Faculty Advisor, GSW Garden Club
Faculty Advisor, Pi Kappa Phi Fraternity
Faculty Advisor, Ultimate Frisbee Club
Member, Campus Chapter of Habitat for Humanity
Member, Calendar Committee

SCHOLARSHIP

Presented at the 2011 Georgia Sociological Association meetings the paper entitled, “What Were They Thinking: factors influencing success among prospective Appalachian Trail thru-hikers.”
For the above conference, I assisted one of my undergraduate students in researching and preparing a paper, which she presented.
Presented at the 2012 Southern Sociological Society conference the paper entitled, “Trail Magic and Hiker Boxes: exchanges and social solidarity among Appalachian Trail long-distance hikers.”
Publication: MacLennan, Jamie and Roger Moore. 2011. “Conflict Between Recreation Subworlds: the Case of Appalachian Trail Long-Distance Hikers.” 
Submitted the manuscript: “Processes of Collective Identification and Categorization Within an Outdoor Recreation Social World: the Case of Appalachian Trail Long-Distance Hikers” to the Journal of Contemporary Ethnography.

Courtney McDonald
TEACHING

- SOCI 1101 Introduction to Sociology
- SOCI 1101 Introduction to Sociology (Online)
- SOCI 1160 Social Problems
- SOCI 2293 Sociology of Family
- SOCI 3350 Criminology
- SOCI 4350 Family Violence
- SOCI 4417 Women in Society

SERVICE

- Sociology Assessment Committee
- Institutional Review Board
- Women’s Studies Program
- Speaker for Women’s Studies Speakers Series (October 2012)
- Faculty Advisor, Alliance
- Reviewer for three academic journals

SCHOLARSHIP


Andrea Miller

TEACHING

Introduction to Psychology
Abnormal Psychology
Theories and Techniques of Counseling
Introduction to Psychological Testing
Theories of Personality
Senior Research I
Psychology Internships

Received faculty instructional grant of $1,700 to foster student learning in Introduction to Psychology Students

SERVICE

Internship Coordinator
Facilitated monthly junior faculty teaching circle
Instructional Technology Advisory Committee
Weekly support group for international students
Managed SONA research software for the Psychology and Sociology Department
Presentation for Zeta Tau Alpha Sorority on the topic of stress management
Presentation for Women’s Studies Convocation about LGBT community
Preview Day
STORM Day

SCHOLARSHIP

Collected data for two research studies
Presented two presentations at the Working with Victims Conference held at GSW

Paul Shapiro

TEACHING

Introduction to Sociology (3 sections)
Psychosocial Aspects of Addiction
Deviant Social Behavior
Sociology of Health and Medicine
Senior Seminar in Sociology (2 sections)

SERVICE

Chair, University Academic Grievance Committee
Member, Arts and Sciences Promotion and Tenure Committee
Member, Board of Regents Academic Advisory Council
Chair, Sociology Program Assessment Committee
Internal Reviewer for the Chemistry's CPR
Participated in two STORM days.
Participated in one PREVIEW day.
Faculty Advisor (and coach) for the fledgling GSW Table Tennis Club (paperwork submitted.)

SCHOLARSHIP


Presented a conference paper: “Entitled to Cheat: An Examination of Incoming Freshmen at a Small Regional University” at the Georgia Sociological Association’s Annual Meeting.

Conducted original research and wrote a report: “The 2011 FAA Airman Certificate Examination Survey” on behalf of the FAA and SGTC.

Peer-reviewed an article for the *Journal of Public and Professional Sociology*.

Received a Faculty Development Grant.

**LaVerne Worthy**

**TEACHING**

- Introduction to Psychology x 3
- Human Sexuality x 2
- History and Systems in Psychology x 2
- Theories of Learning
- Principles of Behavior Modification
- Psychology as a Natural Science
- Theories of Personal Relationships

**SERVICE**

Institutional Review Board

Storm Day
SCHOLARSHIP

Invited Addresses

Sex Issues in Women’s Health, School of Nursing, September 10, 2012

Working with Abused Child Victims in School, Sowega CASA Victims Training, April 24, 2011.

Honors and Recognitions

2012 – Received Certificate of Appreciation in Women of Excellence, awarded by SUAVE and Zeta Phi Beta Sorority.

2012 – Received Most Valuable Professor Award, awarded by the GSW Athletic Department
SCHOOL/ COLLEGE/ UNIT: Department of Psychology and Sociology

SECTION 5
NEW DEGREE PROGRAMS, ADMINISTRATIVE UNITS, PROGRAM or UNIT CHANGES

The most notable change in departmental activities is that the UNIV 1000 course is now a discipline-specific course taught by the Chair of the department. The impact this may have upon retention rates will be examined in next year’s annual report.

END OF REPORT
Appendix J

Georgia Southwestern State University
FY2011 Annual Report

SCHOOL/COLLEGE/UNIT: Department of Psychology and Sociology

FOLLOWING ARE THE 2011 ANNUAL REPORT TABLES FOR USE BY DEANS AND DIRECTORS.

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The 2010-2011 academic year was a busy one for the Department of Psychology/Sociology. A number of different academic proposals, including new courses, curriculum changes, and degree requirements were submitted and approved by the Academic Affairs committee and subsequently ratified by the Faculty Senate and/or the General Faculty. The proposed changes to the BA and BS programs in Psychology and the BS program in Sociology should all increase the efficiency and effectiveness of these degree programs.

Examples of these changes which went into effect this year include the requirement of a minor for the BS psychology majors, the addition of a research project for the BA majors, and the de-emphasis of anthropology as a required core area of study for both the psychology and sociology programs.

The psychology and sociology programs formerly required anthropology in our Area F. But, over the past decade, the university has been unwilling to hire a fulltime, tenure-track anthropologist. As such, all of our anthropology courses have been taught by an MA trained adjunct who can only teach in the evenings. Therefore, all anthropology courses were completely dependent on an adjunct instructor, who passed away unexpectedly a few weeks ago. Given the difficulty of finding a qualified anthropology instructor in this geographic area, we will probably have to rethink the offering of anthropology at GSW.

This year the Department of Psychology/Sociology was tasked with creating a number of plans to incorporate the Bainbridge College Associate’s Degree students who may wish to matriculate to GSW. The major difficulty was that the plans required us to provide the courses at Bainbridge College. Their students would not be coming to GSW to take their
courses. So, we would be responsible for hiring, supervising, and administering a program with adjuncts or part-timers over 100 miles away. Initially the plan was to offer the BS in Sociology with a certificate in Criminal Justice. Recently the plan was adjusted to instead offer the BS in Psychology with the CRJ certificate. Recent communications with the VPAA’s office suggests that the entire Bainbridge collaboration may be delayed or abandoned.

At the conclusion of the spring 2011 semester, Dr. Tom Johnson will be retiring after 35 years at GSW. The GSW administration has decided not to hire a fourth sociology faculty; however, we did hire a much needed sixth Psychology faculty member. Dr. Elizabeth Uhl, will be joining us in the fall of 2011.

Last year the Department of Psychology/Sociology was tasked with creating a possible Criminal Justice Major. When that was deemed too financially prohibitive, we were instructed to create a BS in Sociology degree with a Criminal Justice Concentration. Without the addition of new faculty there will not be the necessary faculty available to expand the criminal justice footprint on campus. As such some structural changes were made the existing CRJ Certificate Program to make it more student friendly and viable.

Department faculty were extremely busy this past year serving on nearly every major University and/or College committee, including: the Faculty Senate, Chair of the Academic Grievance Committee, and Director of the Prior Learning Assessment Program. Additionally, Psychology/Sociology faculty published papers in peer-reviewed journals, book chapters, and presented numerous academic papers at scholarly conferences. Faculty received grants, faculty development prizes, and distinguished faculty awards. Psychology/Sociology faculty also conducted a wide range of research. The accomplishments of faculty in the areas of teaching, service, and research are listed in the following table.

### Summary of Faculty Accomplishments, 2010-2011

**Teaching**
- The department taught a total of 80 courses in FY 2010-2011
- PSYC 1101, Introduction to Psychology now has an online section
- PSYC 2103, Human Growth and Development now has an online section
- We restructured our Internship Program and appointed a new coordinator
- We expanded our offerings of PSYC 4497, Senior Research
- Restructured the Criminal Justice Certificate Program

**Service**
- Faculty Senate Member
- Search Committee for Dean of Arts & Sciences
- Director, Prior Learning Assessment Program
Institutional Review Board Member
Psychology Advisory Board Member (BOR)
Review Board for RFP for Adult Learning Consortium (BOR)
Executive Committee, University System of Georgia Adult Learning Consortium
Chair, Instructional Technology Committee
Chair, Grievance Committee
Webmaster for Arts & Sciences
Faculty Advisor, Psi Chi, The National Honor Society in Psychology
Faculty Advisor, Pi Kappa Phi Fraternity
Women’s Studies Program Consultant
Student Affairs Committee Member
Faculty-Student Judiciary Committee Member
Support Group for International Students
Created a New Monthly Teaching Circle for New Faculty
College of Arts & Sciences Core Revision Committee Members
Search Committee for RCI Director
Advisor for Alpha Lambda Delta

Scholarship

• Article Reviews for the Journal of General Psychology
• Multiple Memberships in the Society for the Teaching of Psychology
• Multiple Memberships in the Association for Psychological Science
• Attendance at the Annual Meeting of the Psychonomic Society
• Attendance at the Society for the Teaching of Psychology Best Practices Conference
• Invited Address at the Southeastern Teaching of Psychology Conference
• Presentation at the International Council of Adult & Experiential Learning Conference
• Multiple presentations at the Georgia Conference for College Teaching and Learning
• Presentation at the Southeastern Teaching of Psychology Conference
• Presentation at the Teaching Matters Conference
• Multiple presentations at the Georgia Sociological Society Meeting
- Multiple Attendees at the Georgia Undergraduate Research in Psychology Conference
- Publication in *Consciousness and Cognition*
- Publication in *The Psychology of Religion and Spirituality for Clinicians: Using Research in Your Practice*
- Publication in *Advances in Workplace Spirituality: Theory, Research and Application*
- Publication in *Spiritually Oriented Interventions for Counseling and Psychotherapy*
- Advanced work on a series of children's books about the brain
- Multiple Manuscripts Submitted for Publication

**Summary of Student Accomplishments, 2010-2011**
- The Psychology/Sociology Club visited the Sleep Center of Phoebe Putney Memorial Hospital.
- The Psychology/Sociology Club organized a display in the library for Mental Illness Awareness week.
- Two sociology students gave presentations at the Annual Meeting of the Georgia Sociological Society.
- Twelve members of the Psychology/Sociology Club attended the Georgia Undergraduate Research in Psychology Conference.
- A psychology student received 3rd place in the paper competition at the Georgia Undergraduate Research in Psychology Conference.
- A psychology student presented a poster at the Georgia Undergraduate Research in Psychology Conference.

The department reviewed and revised our assessment model. We developed some new learning outcomes and strategies for enhanced assessment of the curriculum.

All of the above listed activities occurred as the department continues to face increased budget cuts. Also, we are still housed in a temporary building that is insufficient to meet the needs of our students and faculty.
Prepare a table indicating graduation rates for all programs within the unit. Comparison with previous semesters/years is useful and welcome.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
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<th>2009</th>
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<tr>
<td>Psychology Majors</td>
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<td>133</td>
<td>119</td>
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<tr>
<td>Sociology Majors</td>
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<td>49</td>
<td>40</td>
<td>43</td>
<td>39</td>
<td>37</td>
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<tr>
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<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
TABLE 3
Progress Toward STRATEGIC Goals

Please list activities initiated and/or completed during the year to address Strategic Goals, either those of the institution or those of the unit. Under Status, indicate percent of activity completed. Under Evidence, list the documents that will provide evidence of progress.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activity</th>
<th>Status</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GSW Goal One: Cultivating Enrollment Growth</strong></td>
<td>Offer PSYC 1101, Introduction to Psychology and PSYC 2103, Human Growth and Development On-line</td>
<td>100%</td>
<td>Fall 2011 course schedule</td>
</tr>
</tbody>
</table>
GSW Goal Two: Cultivating Excellence in Undergraduate Learning and Teaching
Objective 2: Enhance Existing Academic Programs

Revision of the Internship Program for Psychology and Sociology

75% Policies and Procedures for the Internship are being reviewed and revised. New Internship Director appointed.
TABLE 4
SUMMARY OF FACULTY ACCOMPLISHMENTS

Department of Psychology and Sociology, Faculty Accomplishments, 2010-2011

Ellen Cotter

TEACHING 2010-2011
PSYC 2103, Human Growth and Development (4 sections)
PSYC 3320, Child Psychology
PSYC 4395, Theory and Research in Caregiving
PSYC 4450, Seminar in Psychology (2 sections)

SERVICE-RELATED ACTIVITIES 2010-2011
Institutional Review Board
Faculty Senate
Search Committee (Dean of Arts & Sciences)
Faculty Advisor, Psychology/Sociology Club
Faculty Advisor, Psi Chi
Library Faculty Advisory Committee
Coordinated course outline updating and SLO matrix for Psychology program
Spearheaded assessment plan activities for Psychology program

Preview Day

Participated in Psychology position job search

Member, Lake Blackshear Regional Library Board of Trustees

SCHOLARLY ACTIVITIES 2010-2011

Article review for *Journal of General Psychology*

Membership in Society for the Teaching of Psychology

Membership in Association for Psychological Science

Attendance at Best Practices conference

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**Gary Fisk**

TEACHING 2010-2011

PSYC 1101: Introductory Psychology (two sections; fall and spring)
PSYC 1101 - Online: Introductory Psychology (two sections; fall and spring)
PSYC 2103: Human Growth and Development (one section; fall)
PSYC 3365: Biopsychology (one section; fall)
PSYC 3380: Sensation & Perception (one section; spring)
PSYC 4431: Experimental Psychology (two sections; fall and spring)

Gained experience in online teaching.

SERVICE-RELATED ACTIVITIES 2010-2011

Psychology Advisory Board member (BOR committee)
Web master for three departments (Psychology/Sociology, History and Political Science, Arts & Sciences) and the Arts & Sciences newsletter
Chaired a search committee for a new faculty member in psychology
Search committee member for a new web developer
Departmental technology troubleshooter
Registration/advisement for about 35 students

SCHOLARLY ACTIVITIES 2010-2011

Collected data in the fall and spring for a research project
Supervised three independent study research projects
Attended the Psychonomic Society Meeting in November
Attended the Georgia Undergraduate Research in Psychology meeting in April
PUBLICATIONS

Charles Huffman

TEACHING 2010-2011
Introduction to Psychology
Social Psychology
Sport Psychology
Cognitive Psychology
Senior Research I
Most Valuable Professor Award from the GSW Athletic Department.

SERVICE-RELATED ACTIVITIES 2010-2011
Chair, Instructional Technology Committee
Director, Prior Learning Assessment Program
USG Executive Committee, Adult Learning Consortium
USG Review Board, Adult Learning Consortium
USG Resource Bank Subcommittee, Adult Learning Consortium
College of Arts & Sciences Core-Revision Committee
Psychology Assessment Committee

SCHOLARLY ACTIVITIES 2010-2011
"Everybody's Gone Surfin', Surfin' PLA: Institutional Collaboration to Create a Network of PLA Assessors" at the International Conference of the Council of Adult and Experiential Learning (CAEL) on Nov. 12th in San Diego, CA.
"Prior Learning Assessment at GSW" at the quarterly meeting of the USG Adult Learning Consortium in Valdosta, GA.
"Transliteracy: Literacy Across the Media" at the Georgia Conference on College Teaching and Learning in Kennesaw, GA.
"Prior Learning Assessment in Georgia: Catch the Wave" at the Georgia Conference on College Teaching and Learning in Kennesaw, GA.
Invited Address
"Teaching Social Psychology: Challenges and Solutions" at the 23rd annual Southeastern Teaching of Psychology conference. Atlanta, GA.

Jamie MacLennan

TEACHING, 2010-2011

Introduction to Sociology (Fall 2010 and Spring 2011, 3 sections total)
Contemporary Social Problems (Fall 2010)
Environmental Sociology (Fall 2010)
Society and Natural Resources (Spring 2011)
Sociological Statistics (Summer 2010, Fall 2010, Spring 2011)

SERVICE-RELATED ACTIVITIES 2010-2011

Member, Institutional Review Board
Faculty Advisor, Pi Kappa Phi Fraternity
Faculty Advisor, Ultimate Frisbee Club
Member, Campus Chapter of Habitat for Humanity
SCHOLARLY ACTIVITIES 2010-2011

Presented at the 2010 Georgia Sociological Association meetings the paper entitled, “The Relocalization Movement: addressing the challenges of climate change, peak oil, and economic decline.”
For the above conference, assisted one of my undergraduate students in researching and preparing a paper, which she presented.
Submitted and resubmitted the manuscript: “Conflict Between Recreation Subworlds: the Case of Appalachian Trail Long-Distance Hikers.”
In progress: “Processes of Collective Identification and Categorization Within an Outdoor Recreation Social World: the Case of Appalachian Trail Long-Distance Hikers.”

Thomas Johnson (retiring at the end of the 2010-2011 academic year)

TEACHING 2010-2011
SOCI 1101
SOCI 2293
SOCI 3318
SOCI 4411
SOCI 4420
SOCI 4450
SOCI 4492 Sociology Internship
PSYC 4492 Psychology Internship

SERVICE-RELATED ACTIVITIES 2010-2011
Student Affairs Committee

SCHOLARLY ACTIVITIES 2010-2011

None
Courtney McDonald

TEACHING 2010-2011

SOCI 1101  Introduction to Sociology
SOCI 3350  Criminology
SOCI 4417  Women in Society
SOCI 1160  Social Problems
SOCI 449A  Special Topics (Family Violence)

SERVICE 2010-2011

- Fall 2010-Spring 2011 Sociology Assessment Committee
- Fall 2010-Spring 2011 Institutional Review Board
- Fall 2010-Spring 2011 Women’s Studies Program
- Spring 2011 Speaker for Women’s Studies Speakers Series
- Spring 2011 Presented for Psych/Soc Club

SCHOLARLY ACTIVITIES 2010-2011


"Risk Factors for Woman-to-Woman Intimate Partner Abuse." Presented at the annual meetings of the American Society of Criminology, November, 2010. San Francisco, CA

Panel Chair, “Comparative Perspectives on Domestic and Intimate Partner Violence.”

American Society of Criminology, November, 2010. San Francisco, CA
2010  Faculty Development Grant, $675, awarded by Faculty Affairs Committee, Georgia Southwestern State University

Andrea Miller

TEACHING 2010-2011

Introduction to Psychology
Abnormal Psychology
Theories and Techniques of Counseling
Introduction to Psychological Testing

SERVICE 2010-2011

Member of Student Affairs Committee
Member of Faculty-Student Judiciary Committee
Continued weekly Support Group for International Students
Created and facilitated a new monthly teaching circle for junior faculty
Spoke at the Psychology and Sociology club
2 Preview days
1 Storm day
Contributor to Vintage Magazine

SCHOLARLY ACTIVITIES 2010-2011

Received faculty development grant to enhance student learning of psychological assessment
Received faculty development grant for research support to streamline data collection for 1 year
Continued data collection for a current research project examining personality and career in college students
Started collecting data with for a new research project on gender, forgiveness, and scale construction

Three peer reviewed chapters


One empirical article under review


One empirical article in preparation


Paul Shapiro

TEACHING 2010-2011

Introduction to Sociology (3 sections)
Psycho-Social Aspects of Addiction
Deviant Social Behavior
Research Methodology
Senior Seminar in Sociology
Sociology of Health and Medicine (This new course was added to the permanent curriculum.)
The Sex Industry in America (Honors College Course)

SERVICE-RELATED ACTIVITIES 2010-2011

Chair, Academic Grievance Committee
Chair, Criminal Justice Certificate Program
Chair, Sociology Program Assessment Committee
Member, College of Arts and Science Core Revision Committee
Member, Board of Regents Advisory Council.
Tasked with getting approval for revisions to the Criminal Justice Certificate Program.
Represented GSW at Darton College’s Transfer Student Recruitment Day.
Participated in two STORM days. Participated in one Preview day.

SCHOLARLY ACTIVITIES 2010-2011


Submitted One Manuscript for Publication: “Entitled to Cheat: An Examination of Incoming Freshmen at a Small Regional University.” (Not yet accepted.)

LaVerne Worthy
TEACHING 2010-2011
Introduction to Psychology
Human Sexuality
Theories of Learning
Behavior Modification
Psychology as a Natural Science
Theories of Personal Relationships

SERVICE-RELATED ACTIVITIES 2010-2011
Advisor for Alpha Lambda Delta
Coordinator for BA Psychology Assessment Committee
Participation in 2 Preview Days
Member Psychology Position Search Committee
Member Director of RCI Search Committee

SCHOLARLY ACTIVITIES 2010-2011
Advanced work on a series of children’s books on the brain.
TABLE 5
USE OF INSTITUTIONAL DATA FOR CHANGE

During the year, data are generated regarding the status and effectiveness of programs, services, and departments/units. Please provide one specific example of how your school/college/unit has used institutional information to improve your program or service effectiveness. Please provide one additional example not necessarily related to institutional data (e.g., student evaluations of instruction).

1. ACTION TAKEN TO IMPROVE EFFECTIVENESS:

The goals and learning outcomes of all courses were reviewed and revised.

INFORMATION SOURCE SUPPORTING THE NEED FOR THE ACTION:

SACS 5-YEAR REPORT

2. ACTION TAKEN TO IMPROVE EFFECTIVENESS:

The Criminal Justice Certificate Program was revised.

BASIS FOR ACTION:

MEET THE GOALS OF THE GSW STRATEGIC PLAN
TABLE 6
Example of an Improvement
(student learning and unit effectiveness)

1. Describe one significant change made in your unit during the year to improve student learning and to enhance unit effectiveness. The change in learning may be related to courses required, content, methods, student achievement, student satisfaction, out-of-class activities, or any other change aimed at improving student learning. The improvement in unit effectiveness may be related to organizational change, procedural changes, etc.

At the beginning of the Fall 2010 semester, the requirements for the B.S. and B.A. degree in Psychology were enhanced.

2. What information prompted the department to make the change described above? Describe the data source (student, faculty, employer, etc.) and type (survey, interview, report, etc.) of data.

Recommendations from the American Psychological Association
TABLE 7  
NEW DEGREE PROGRAMS, ADMINISTRATIVE UNITS, PROGRAM CHANGES

**List New Degree or Certificate Programs Added**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Program Title</th>
</tr>
</thead>
</table>

**List Programs Deleted or Merged**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Program Title</th>
</tr>
</thead>
</table>

**List New Institutes, Centers or Divisions Approved by the Board**

**List Special Activities in Teaching, Scholarship, and Service**
This was listed in Table 1 and again in Table 4

List Major Program Reviews and Accreditation Outcomes

List Important Activities Intended to Enhance Minority Recruitment and Retention
SCHOOL/COLLEGE/UNIT: DEPARTMENT OF PSYCHOLOGY AND SOCIOLOGY

TABLE 8
SUGGESTED IMPROVEMENTS
Several of the tables request redundant information. For example, special accomplishments of the faculty appear in Table 1 and again in Table 4. It appears again as an item in Table 7.

There is no category for suggested improvements to the program.

There is no category for goals of the unit. Goals are very useful when making plans.

There is nothing about the departmental budget.