Program: Psychology  
Division: Social Sciences  
Chair/Dean: William Wright  
Five-year interval reviewed: 2008-2013  
Date Submitted: September 13, 2013

I. Program

Mission

The Psychology curriculum at Missouri Valley College encourages students to develop an understanding of the complexities regarding human behavior while studying how to facilitate change. Psychology is the scientific study of theories, tools, and methods used to describe, explain, predict, and/or influence behavior and mental processes. The Psychology program strives to balance theoretical and practical dimensions by providing the opportunity for more specialized experiences through classroom instruction, research, independent studies, and internships. The Psychology program promotes basic understanding of human principles, not only to psychology majors, but also to the general student population at Missouri Valley College.

Ways in which the program supports Valley’s mission

The Psychology program supports Valley’s mission of guiding students to succeed through personal instruction and intellectual inquiry by ensuring that courses are designed to expose students to the world of psychology in small classes where individual attention is available; challenge them to question their existing notions of human behavior, affect, and cognition; and to prepare them for a number of potential career opportunities related to psychology.

Goals of the program

The program seeks to assist students in achieving the following goals.

1. Exhibit intrinsic motivation and a life-long dedication to learning about human beings;

2. Gain a greater understanding of human beings through appreciating psychology’s role in a liberal arts education, including psychology’s contributions to other disciplines and the contributions of those disciplines to psychology;

3. Utilize critical thinking skills and communicate effectively about human beings;

4. Recognize and understand the roles of cultural and individual differences and commonalities (e.g. class, gender, ethnicity, and disability);
5. Develop intellectually and ethically;

6. Become good citizens, including sharing and applying knowledge of psychology;

7. Gain knowledge and skills facilitating excellence in careers and graduate/professional study.

**Ways in which the program contributes to General Education**

Our foundational course, Principles of Psychology (PY100) is included in the General Education Curriculum as an option to satisfy the General Education Student Learning Outcome to *engage contemporary and enduring questions of human concern*. This course, which introduces all areas of psychology to students, continually inspires students to evaluate their own and others’ experiences as humans in relation to the theory and research done in the field in psychology.

**Curriculum & Degree Requirements**

**Major requirements:** PY100, PY 225, PY 230, PY 310, PY 345, PY 385, PY 485, MA 200, SC 316, 18 hours of PY electives of which 12 hours must be upper division. (Total 46 hours.)

Minor requirements: 18 hours in psychology above the 100 level, including at least 9 upper division hours, taken in consultation with a Psychology advisor.

Major assessment: Psychology students are required to satisfactorily complete PY 485 (Senior Seminar) that includes an original research paper exploring a psychological concept. Seniors must also take the Educational Test Services Psychology exam.

PY 100. Principles of Psychology - 3 hours. The study of human behavior from a scientific point of view, including research and theory relative to all the major specialty areas within psychology. Fall. Spring.

PY 225. Developmental Psychology - 3 hours. An overview of human growth and development from conception to death. Theoretical explanations and research examining physical, biological, cognitive, an social changes. Prerequisite: PY 100. Fall. Spring.

PY 230. History of Psychology - 3 hours. Antecedents of psychology in philosophy and science prior to 1860; emergence and development as a distinct discipline since that date. Prerequisite: PY 100. Spring.

PY 235. Adult Psychology – 3 hours. Human growth and development as it pertains to the lifespan of the young adult through the elder adult: physical traits, learning, intelligence, social and emotional growth, personality and adjustment. Prerequisite: PY 100. Spring odd years.

PY 245. Theories of Personality - 3 hours. A wide variety of classical and modern theories of personality and the pertinent empirical research are presented and compared. Consideration given to the components of a good theory of personality and to the applications of various personality theories. Prerequisite: PY100. Spring odd years.
PY 270. Child and Adolescent Psychology - 3 hours. Human growth and development from conception through young adult. Students will study traits, learning, intelligence, and social and emotional growth, personality and adjustment. Prerequisite: PY100. Fall. Spring.

PY 305. Grief and Loss - 3 hours. Provides a comprehensive understanding of the issues surrounding grief & loss. Issues to be addressed are losses due to death, endings, natural changes, progression of life, etc. Cultural uniqueness, rituals, ceremonies, fears of change, terminology and societal attitudes will be analyzed. Strongly recommended for psychology majors. Prerequisites: PY 100 or SC 100, Sophomore. Spring odd years.

PY 310. Experimental Psychology - 4 hours. Course will consist of a 3-hour lecture and 1-hour lab per week. Lecture session will include behavioral science methodology, research design, measurement, and data collection in psychological studies. Laboratory experience in designing and conducting psychological experiments. Prerequisites: PY 100. Spring.

PY 322. Physiological Psychology - 3 hours. Neurological and endocrinological basis of behavior; anatomy and physiology of sensorimotor pathways, brain and glands; information integration and response; homeostatic regulating systems; arousal, sleeping, dreaming, thirst, eating, sexual behavior, stress, psychopathology and reflexes; mechanisms of learning, memory and emotions. Prerequisites: PY 100, plus 3 additional hours of psychology. Fall odd years.

PY 331. Social Psychology - 3 hours. Social behavior of the individual and the group; culture and personality; social interaction, dynamics of social groups; social phenomena. This course will count as a sociology major elective. Prerequisites: PY 100. Fall odd years.

PY 335. Cognitive Psychology – 3 hours. Course in the theoretical interpretations, research methods, and empirical findings regarding mental processes; thinking, intelligence, problem-solving, reasoning, language, learning, sensation and perception. (Formerly titled Psychology of Learning)prerequisites: PY 100. Fall odd years.

PY 341. Human Sexuality - 3 hours. The course will deal primarily with the psycho-social aspects of sexuality, and to a lesser degree, with the physiological aspects. Topics include: varieties of sexual behavior, procreation and contraception, creating healthy relationships, sexual health and gender roles. This course will also count as an ALDS major elective. Prerequisite: PY 100. Fall even years.

PY 342. Health Psychology – 3 hours. This class provides an overview of the field of health psychology, one of the specialty areas of the discipline of psychology. Health psychology focuses on the roles of behavior and lifestyle, stress and coping, and psychosocial factors on health, illness, and chronic disease. Students will learn the history of health psychology, major theories in the field, and learn methods of applying health psychology knowledge to promote health and prevent diseases. Particular attention will be given to the reading and discussion of leading research in health psychology. Prerequisites: PY 100,PY 225. Fall even years.

PY 345. Abnormal Psychology - 3 hours. Begins with a systematic study of positive mental health. Survey of mental disorders of childhood and adulthood with a focus on the diathesis-thesis paradigm, treatment and prevention issues. The topical questions of genetic vulnerability, resilience, treatment, medications and prevention are discussed. Prerequisite: PY 100.Fall.
PY 149/249/349/449. Special Topics in Psychology - 1-6 hours. This course may include (1) topics of special interest offered by the faculty, (2) special readings or laboratory investigations under the supervision of the faculty. Prerequisite: Permission of instructor.

PY 350. Forensic Psychology – 3 hours. This course introduces the students to the field of forensic psychology and the ways psychology and the law interacts; the psychology of police and policing, corrections, probation and parole, victim services, addiction services, family services and the full range of activities related to law enforcement and the evaluation and treatment of offenders. Strongly recommended for Alcohol & Drug Studies majors. Prerequisite: PY 100. Spring even years.

PY 358. Addictions – 3 hours. This course will provide: (1) an overview of the major substances of abuse; (2) a review of the various psychological approaches to understanding substance use, abuse, and addiction as informed by the cognitive behavioral, psychodynamic, and behavioral traditions; (3) an in depth exploration of the major forms of addiction treatment; and(4) an application of this knowledge to the non-substance or behavioral addictions such as pathological gambling and addictive sexuality. Prerequisites: PY 100, PY 345. Spring odd years.

PY 365. Psychological Measurements - 3 hours. Focuses on the assessment of individuals by using psychometric instruments. Included the theory, design, administration, interpretation and ethical use of psychological testing. Prerequisite: PY 100. Spring even years.

PY 372. Group Therapy Techniques – 3 hours. To provide a foundation of knowledge about facilitating group therapy to clients in a clinical setting. Students will learn specific techniques, roleplay, group dynamics, and comprehend group therapy theory. Prerequisites: 2nd semester Juniors and Seniors only and permission of instructor. Spring even years.

PY 385. Ethics in Psychology – 3 hours. This course provides general and specific guidance for ethical conduct in the science and practice of psychology. Topics covered include legal issues, clinical welfare, professional competencies, supervision, personal wellness, and issues in practicing psychological research with human and animal subjects. Prerequisite: PY 100. Fall.

PY 401. Internship in Psychology – 1-6 hours. Practical experience under supervision of psychology faculty and cooperating facility; student will establish a contractual agreement with the facility, the facility supervisor and the college stating academic goals which will enable application of psychological theories in order to synthesize and integrate academic knowledge. Prerequisite: Senior standing and permission of division dean and Chief Academic Officer.

PY 460. Theory and Practice of Counseling – 3 hours. Basic concepts, client/therapist relationship, and introduction to the therapeutic process, techniques and procedure of the major approaches to individual and group counseling. Strongly recommended for psychology majors. Prerequisite: PY 100. Fall even years.

PY 376/476. Independent Study - 1-3 hours. Reading or research at a greater depth than is permitted in a normal class. Permission of the instructor, division dean and Chief Academic Officer.

PY 485. Seminar in Psychology - 3 hours. Student completion of research project. The student's final thesis will reflect in-depth investigation of a topic of interest in current psychological
research. WI Prerequisites: SC 316, MA 200, Psychology major, Senior standing. Course fee $25. Fall. Spring.

Status of the Discipline

Psychology continues to be a popular course and a popular major, not only at Missouri Valley College, but across the nation. The number of psychology majors continues to grow on a national level, however the receipt of these majors into the working field is somewhat unclear. While the American Psychological Association (APA) has recently reported that it is a good time to be a psychologist, other reports from agencies such as the U.S. Census Bureau have prompted some experts to label psychology as one of the most “unemployable” majors in the country at this point.

The discrepancy between the reports may be in the specific subfields of psychology, some of which are thriving and others that are not. It is also the case that at regional levels, some areas of psychology continue to grow while others do not. For example, at a regional level, there is high demand for mental health professionals here in the rural Midwest, although this is not necessarily a national trend. At a national level, the fields of clinical, industrial/organizational, and educational psychology have been recently noted as ranking relatively high on unemployment lists. Alternatively, the APA has compiled a list of careers that have been termed “growth careers” in the field, meaning that the job prospects are good in the areas of program evaluation, aiding soldiers/veterans and their families, and courtroom expertise (to name a few).

Most students that major in psychology will not further their education at a master’s or doctoral level. There are many career opportunities for individuals with a bachelor’s degree in psychology, most are housed within human-service fields such as mental health and government work. The knowledge and skills acquired in an education in psychology are valuable to a range of applications within various workplaces.

II. Faculty/Student Information

Full-time faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
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<tbody>
<tr>
<td>Jennifer Livengood</td>
<td>Social Science</td>
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<tr>
<td>Marilyn Milovich</td>
<td>Math &amp; Science</td>
</tr>
<tr>
<td>Katherine Adams</td>
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<tr>
<td>Erich Mueller</td>
<td>Math &amp; Science</td>
</tr>
<tr>
<td>Sharon Weiser</td>
<td>VPAA</td>
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</table>
**Current adjunct faculty**

Number of adjunct: _______7__________

**Faculty professional development activities**

**Jennifer Livengood:**

1. Continues to work on completion of the requirements for her Ph.D. through Kansas State University
3. Completed Phases 1-3 of the VETA training offered for online instruction in 2013

**Marilyn M. Milovich:**

1. Member of the Society for the Teaching of Psychology.
2. Participated in VETA Phase I training for Moodle 2.
3. **Online Continuing Education Webinars attended:**
   - Getting Students Engaged in Critical Thinking
   - Understanding Motivation to Learn

**Katherine Adams:**

1. Continued membership in MAA, AMS, and AWS, corresponded with other mathematicians, and read mathematics journals.
2. In addition to attending the fall workshops, I attended some of DR Marilyn Belwood’s and Virginia Zank’s workshops on teaching and assessment.
3. I read articles that DR Belwood sends me on teaching college mathematics.

**Erich Mueller:**

1. After getting the developmental courses set up, I hope to be able to go to more conferences to see how I can continue to improve the program.

**Student information this past year**

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</table>
Number of graduates over last five years: 89 total graduates (2008-2013)

Summarize relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.: The psychology program currently does not have any licensure/certification exams to administer, nor do we employ any alumni or employer surveys within the program. According to informal student surveys, approximately 50% of our graduates in Spring 2013 were either enrolled in or planning to enroll in graduate school in psychology or a related field, or were already employed.

III. PROGRAM ASSESSMENT AND PLANNING

Student learning outcomes

Upon completion of the program, students will:

1. Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology

2. Understand and apply basic research methods, including research design, data analysis, and interpretation

3. Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach

4. Understand and apply psychological principles to personal, social, and organizational issues

5. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values underpinning psychology

6. Recognize, understand, and respect the complexity of sociocultural and international diversity

7. Show insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement

8. Emerge from the major with realistic ideas about how to use psychological knowledge, skills, and values in various occupations and in graduate or professional school

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IV. Course map

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<th>PSYCHOLOGY COURSE MAP</th>
<th>Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology</th>
<th>Understand and apply basic research methods, including research design, data analysis, and interpretation</th>
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<th>Emerge from the major with realistic ideas about how to use psychological knowledge, skills, &amp; values in various occupations &amp; in graduate/professional school</th>
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Means of assessing student learning outcomes

Student learning outcomes are assessed both by whole courses and in individual assignments given in courses in the psychology program, and also through students’ scores on the Educational Testing Service’s (ETS) Major Field Test for Psychology (this is taken in PY485).

Level of achievement of student learning outcomes

1. Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Most psychology courses incorporate these concepts into the curriculum, but this is particularly evident in PY100 and PY230 (History of Psychology), in which students learn about the progression and development of psychology as a field. This broad learning objective is assessed in PY230 through exams, quizzes, and assignments.

2. Understand and apply basic research methods, including research design, data analysis, and interpretation. Both SC316 (Research Methods and Statistics) and PY485 (Senior Seminar) require students to utilize course information to engage in research design and data analysis/interpretation in creating an original research paper for each course. Assessment methods for these specific outcomes are measured within exams, quizzes, assignments in SC316, and in the final thesis project and paper in PY485.

3. Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach. This learning outcome is satisfied in most psychology courses, but especially in PY-485. PY-485 requires that students critically evaluate a specific area of psychological research, identify a unique research question relevant to that area, and progress through the research process to answer that question. This culminates in their final original research thesis and presentation, in which all of these concepts are graded components.

4. Understand and apply psychological principles to personal, social, and organizational issues. Practical application of constructs is stressed in all psychology courses; ETS scores indicate that students’ understanding of developmental and social processes is below average. Students taking the ETS MFT scored an average score of 44 (the range of the scores is 20-120), which is below the average score in this particular subtest, which is a 55.

5. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values underpinning psychology. Students must evaluate the values, ethics, and ambiguity of psychology in PY385 (Ethics of Psychology). In the course essay final, students are given ethical case dilemmas for which they must identify all potential ethical issues, reflect upon the standards in our field, and posit potential ethical solutions to the issues raised.

6. Recognize, understand, and respect the complexity of sociocultural and international diversity. Students are exposed to information about diversity in most psychology courses (specifically PY331/Social Psychology and PY225/Developmental Psychology), and this is assessed on the ETS scores, which indicate that students’ understanding of these issues is below average (as stated above; see #4).

7. Show insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement. Personal application and
reflection is encouraged in most psychology courses, especially those courses with a concentration in counseling/therapy, and our core course of Abnormal Psychology. In this class, students write reflective papers concentrating on their beliefs regarding mental illness and how those beliefs have changed because of the information gained about the subject during the course.

8. Emerge from the major with realistic ideas about how to use psychological knowledge, skills, and values in various occupations and in graduate or professional school. An overview of the field of psychology is given in PY-100, and students have the opportunity to get direct experience with related careers if enrolled in an internship (PY-401). Opportunities for graduate school and ideas for careers are also covered in PY-485, as students are finishing their education with us at the undergraduate level.

Effectiveness of assessment methods used

Some of our evaluation methods are very specific and relevant, including the research paper and thesis in SC316 and PY485, respectively. These assignments show students’ grasps of some of our learning outcomes, particularly those related to research, measurement, and critical thinking. The ETS MFT also gives us a very accurate idea of our students’ levels of knowledge of theory and research related to the specific subdisciplines of psychology (e.g., Development, Social Psychology), as well as some insight into their knowledge in the other subfields of the discipline.

Some of our learning outcomes, however, are not so specifically measured, such as showing insight to personal behavior and emerging from the major with realistic ideas about how to use psychological knowledge. These outcomes need to be addressed specifically in one or more courses with relevant and applicable measurement tools so that we can be sure our majors are completing these outcomes that we have set forth for them.

Improvements made based on the results of the assessment

Psychology faculty are currently working on a course proposal for a seminar-style course to cover information related to potential careers in psychology. This would include those available with a bachelor’s degree, master’s degree, and doctoral degree, and would include information about preparing for both work and graduate study in the field. This course would specifically address our last learning outcome regarding our goal for students to graduate with specific ideas about their next step in the field. In addition, faculty are discussing the addition of a formal, in-house assessment tool that would directly measure several learning outcomes.

Brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses

There are no known courses in the psychology program that have a high failure or withdrawal rate.

IV. FACILITIES AND RESOURCES: Address adequacy of resources and support systems (for example, library, laboratories, equipment, space, personnel) for meeting program goals.

PERSONNEL:
The Psychology Department currently has **2 full time faculty** (teaching a total of 8 undergraduate courses), **plus a 1/2 time faculty member** who teaches 2 undergraduate courses in Psychology (cross-disciplinary with Math & Science Division). **One adjunct** teaches 1 undergraduate course (PY 270 Child and Adolescent Psychology).

**Faculty to Student Ratio:** 2.5 faculty for 68 Psychology majors

**MVC Online Program:** offers online courses in Psychology. Face to face campus students are only permitted to take one online course per semester.

### Summer 2013 online courses:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Start Date</th>
<th>Instructor</th>
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</thead>
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<td>PY100</td>
<td>Principles of Psychology</td>
<td>8 weeks</td>
<td>6/3</td>
<td>Crystal Beckham</td>
</tr>
<tr>
<td>PY225</td>
<td>Developmental Psychology</td>
<td>8 weeks</td>
<td>6/3</td>
<td>Charlotte Neville</td>
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<td>PY341</td>
<td>Human Sexuality</td>
<td>8 weeks</td>
<td>6/3</td>
<td>Rachel Mayfield</td>
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<td>SC316</td>
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<td>8 weeks</td>
<td>6/3</td>
<td>Jen Livengood</td>
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</table>

### Fall 2013 online courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Duration</th>
<th>Start Date</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY100</td>
<td>Principles of Psychology</td>
<td>16 weeks</td>
<td>8/19</td>
<td>Crystal Beckham</td>
</tr>
<tr>
<td>PY225</td>
<td>Developmental Psychology</td>
<td>16 weeks</td>
<td>8/19</td>
<td>Charlotte Neville</td>
</tr>
<tr>
<td>PY230</td>
<td>History of Psychology</td>
<td>16 weeks</td>
<td>8/19</td>
<td>Jennifer Livengood</td>
</tr>
<tr>
<td>PY331</td>
<td>Social Psychology</td>
<td>16 weeks</td>
<td>8/19</td>
<td>Rachel Mayfield</td>
</tr>
<tr>
<td>PY335</td>
<td>Cognitive Psychology</td>
<td>16 weeks</td>
<td>8/19</td>
<td>Charlotte Neville</td>
</tr>
</tbody>
</table>

**CLASSROOMS & EQUIPMENT:**

All of the psychology courses take place in either Baity Hall or occasionally in the Technology Center. The ground floor of Baity Hall consists of six classroom spaces of various sizes, the second floor of Baity Hall has three classrooms, and the third floor of Baity Hall has five classrooms. Classrooms have been upgraded over the past several years but there is still room for improvement in managing the heat and the lighting in the rooms. Additionally the desk/chairs need to be replaced in some classrooms due to cracked plastic seats. The boiler heating system is difficult to regulate and it doesn’t maintain a constant comfortable temperature in the classrooms. Frequently the classrooms are either extremely hot or extremely cold. Physical classrooms could be redesigned to facilitate activities and class discussions. Some whiteboards in the classrooms need to be replaced due to the inability to clean the surfaces due to surface deterioration (age).

**LIBRARY RESOURCES:**

- 236 Online Psychology Journals
• 509 Psychology titles including both online resources and books are listed in the Quest library catalog

• 96 MOBIUS resources for Psychology available at other MOBIUS consortium libraries.

• The Interlibrary Loan Program (ILL) is an extension of the reference service offered at MVC, which provides materials not owned by MVC for purposes of research and academic study. Murrell Memorial Library borrows these materials from other libraries, usually at no charge to students or faculty.

TECHNOLOGY:

Computers for the professor and ceiling mounted projectors have been installed in the front of most classrooms utilized by Psychology. Most classrooms also include audiovisual and sound system equipment. These improvements allow faculty to utilize technology in the classroom and provide a learning environment that improves teaching methodologies in the classroom.

In the last six years Wi-Fi Internet access has been added to Baity Hall, and this has improved the classroom capabilities in that it allows students to bring their laptops to class and access Moodle website for course materials.

SPSS software: SPSS software for psychological statistical analyses is extremely limited and this affects the faculty’s ability to train students in the use of SPSS and interpretation of analyses for required courses. SPSS Faculty Packs have been purchased to allow faculty to train students to use SPSS software but some campus computers need to have SPSS software for student access.

The College has licenses for a very old version of SPSS software (v.11.5), whereas the most current version of SPSS is v. 21. The licenses are installed on only 7 student-accessible campus computers, and the v.11.5 software will be incompatible with the new Windows 7 operating system upgrade in late April 2014. Adding additional licenses for v. 21 SPSS software is very expensive, but access to SPSS software is mandatory for those students required to use it in Psychology (and Criminal Justice) courses.

SPSS Student SPSS CDs can be added to the book order for courses (only available from one publisher: Cengage), but students would need a personal computer or access to a family/friend’s computer on which they have permission to install software. Based on a recent survey of current Social Sciences students, 13 % of students do not have access to any computer, except for the campus computers. It is essential that the academic institution be able to provide our students access to campus computers with SPSS statistical software install[1].
Computer resources:

The Learning Center and Library computers are the only campus computers that are available to all students. The Learning Center has limited hours from 7:30 a.m. to 4:30 PM, Monday through Friday only, while the library does have extended evening hours both during the week and on the weekend. One classroom, Tech Center 204, has 30 computers for students to use during class time, but access is limited due to the number of non-Psychology classes scheduled in the classroom. The room is locked when no classes are scheduled.

V. STRENGTHS, WEAKNESSES, OPPORTUNITIES & THREATS (SWOT)

Strengths, weaknesses, opportunities, and threats that support or impede achievement of program goals:

1) STRENGTHS:

   a. Faculty is dedicated to helping students achieve their academic goals and hold them to high standards of achievement in the program.

   b. Faculty strives to improve their own skill levels through professional development activities.

   c. One full time faculty has a PhD and one full time faculty is a PhD candidate who will soon complete her PhD. The half-time and adjunct faculty members both have a Masters degree in Psychology and one also has a current LPC license.

   d. Faculty collaborates and maintains good collegial relationships both within and outside of the Department.

   e. The Psychology program prepares students well for graduate school programs and provides a solid foundation in psychology and statistical analysis.

2) WEAKNESSES:

   a. Lack of sufficient SPSS software licenses to adequately train students to use the application for research analyses, and lack of a computer lab or campus computer licenses for SPSS training. Psychology programs need to use the same statistics software that is used by graduate programs and agencies/businesses that hire employees to perform statistical analyses; the primary software program used is SPSS.

   b. Relatively large class sizes for Missouri Valley College (35 to 40). Other divisions have smaller class sizes.
c. Psychology faculty members are shared by other programs and are not solely teaching in the undergraduate program.

d. High faculty/advisee ratio. Faculty frequently has 25 to 35 advisees each semester and it is challenging to provide students with ongoing and necessary academic guidance. Prior to meeting with each advisee, the faculty must spend time reviewing/evaluating the transcripts and planning recommended coursework. Then, the faculty frequently spends between 30 and 40 minutes meeting with each student to set up their schedule for registration. This does not include time spent working with students who receive Academic Alerts.

e. Elective courses are currently offered on a 2-year rotation; students would benefit from more frequent offerings which would allow more flexibility in planning their 4-year graduation plan. However, additional faculty would be needed to resolve this weakness.

3) OPPORTUNITIES:

a. Create a Psychology major brochure to educate potential psych majors and inform them about possible career paths.

b. Look for opportunities to connect with students in the major and answer questions about post-graduation opportunities for continued academic achievement or job opportunities. Consider collaborating with the Career Planning Coordinator on a job fair that includes more Psychology-related job opportunities or workshops by presenters working in different psychology fields.

c. Develop opportunities for students to prepare for Senior year assessments.

d. Encourage Psychology majors to participate in the resume building and interviewing workshops, as well as etiquette workshops for working professionals offered at the college.

e. Evaluate ways in which the undergraduate students can interact and collaborate with graduate students in the Masters in Community Counseling program.

f. Consider offering a course in Industrial/Organizational Psychology (I/O) because APA Division 14 (Society for I/O Psychology) reports that psychologists in this field who have a strong foundation in statistics are in high demand by businesses for data management and analysis positions in manufacturing, commercial enterprises, labor unions, and public agencies. American Psychological Association ( http://www.apa.org/about/division/div14.aspx )
4) THREATS:

   a. The Psychology Department has a high faculty/advisee ratio: each faculty member typically has 25 to 35 advisees each semester and it is challenging to provide students with ongoing and necessary academic guidance.

   b. There is an overall impression that site Psychology majors can't get jobs after graduation. The department needs to evaluate ways in which Psychology faculty can guide, interact with, and educate students about job opportunities for Psychology majors after graduation.

   c. Faculty carry a 5-course load and this poses a challenge to completing educational goals for Psych majors.

   d. Additional faculty are required to offer elective Psychology courses more frequently than every 2 years; this would allow students more flexibility in planning their 4-year graduation plan.

   e. Need for additional online Psychology course offerings during the summer and intersession if we continue to only offer some face-to-face Psychology courses on a 2-year rotation schedule due to the lack of faculty.

   f. Need for financial aid to assist face-to-face students who wish to take online courses during the summer or intersession.

VI. Conclusion and Vision

Status of program

In terms of number of majors, the psychology program seems to be slightly declining in the past 5 years. However, we believe that this is the case because of an increase in rigor of the courses, which is a positive attribute of the program in general. In any case, psychology remains a popular and utilized major at MVC.

Major strengths/accomplishments of the program over the last five years

- The restructuring of the psychology curriculum in 2011 now provides majors with the opportunity to get a solid foundation in the field while tailoring their upper-level courses to suit their specific needs.

- Increased online offerings because of the new online Psychology degree have made courses more accessible to our majors.

- Students in PY485 now present their thesis work for public viewing which has been well-attended by other students in the discipline.
- A new full-time psychology professor was hired to begin in the Fall of 2013

**Vision statement of what the program members would like the program to be in five years (improvement goals)**

We see the major as developing at this point. In five years, our goal is to increase our student’s awareness of the different aspects of psychology and to respect the importance of the research in the field. We hope to incorporate an undergraduate research program and to take student work to undergraduate conferences in the area.

We also plan to continually improve and critique our assessment of our majors, and have begun discussion of how to do that throughout the program, possibly by incorporating an in-house assessment at some point. This may take some restructuring, and is something we are still exploring at this point.

In addition, we hope to offer more psychology classes for our undergraduates, including more sections of currently offered courses and new topical courses that students can take as well. Because psychology is so popular and useful, we want every student that is interested in the field to have the opportunity to take a course reflecting those interests.

**Strategies and resources required for achieving the program vision**

Psychology faculty has put a stronger emphasis on research in the field in the last five years, and will continue to do so in courses and in discussion with students. The program now has two full-time instructors that are dedicated to exposing undergraduates to psychological research, and are discussing beginning that process by taking students to local conferences. This may require support/resources at the college level, perhaps including transportation, excusing students while attending the conference, etc.

In regard to assessment, psychology faculty will meet to discuss the development of an in-house assessment as well as how we will incorporate and prepare students for such an assessment. This may require additional support at the college level through approval of the assessment and the program change.

The final improvement goal we have of increasing course offerings can be supported by the hiring of an additional full-time faculty member. In reference to our current faculty course loads of our psychology faculty, we have one position that teaches a 5-course load per semester, one that teaches a 3-course load, and one that teaches a 2-course load. This requires that 1) we rely heavily on adjunct instructors and 2) we only offer some courses every two years. Both of these points create issues within the program.
Although we have had good experiences with some of our adjunct instructors, their positions are obviously somewhat transitory and this creates some instability within our program. In the past two years we have had some problems securing adjunct instructors and this creates scheduling issues and stress on our current faculty and administration.

The current 2-year course rotation also presents problems. Although it was created so that our schedule of courses would be feasible for two full-time instructors, it has not met the needs of our students. In the past two years, since the establishment of the 2-year rotation, the courses on that rotation have been overloaded when they are offered, and some students have not been able to take them because of this. This negates the idea that we had when the rotation was established.

With over 80 current majors, more than 20 minors, and several disciplines that require psychology courses as a part of their program (e.g., education, nursing), it is clear that another full-time instructor would help us meet the needs not only of our majors, but also of the college as a whole.

VII. List of individuals who assisted in the completion of this report

This report was prepared by Jennifer Livengood and Marilyn Milovich.