**Department of Psychology Strategic Plan 2015-2017**

February 25, 2015

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| **Goal 1: Enhance and expand psychology degree programs and delivery** | | | |
| **Objective 1**: Develop accountability and assessment plan for monitoring program quality | | | |
| Action Steps | Accountability | Resources Needed | Operationalized Steps/Outcomes |
| 1. Identify valued undergraduate skills and incorporate skill-related outcomes in assessments. | Assessment Committee; Curriculum Committee; Psychology Program Coordinator; Chair |  | Conduct review of skills valued by employers and graduate school programs. Survey faculty to identify skills valued. Develop plan for assessing skills in undergraduate students. |
| 2. Assess and evaluate student-learning outcomes across courses taught in all modalities. | Assessment Committee; Curriculum Committee; Psychology Program Coordinator; Chair |  | Develop program-level student learning outcomes and identify courses that fulfill outcomes. |
| 3. Establish procedures for gathering data on graduates to assess the long-term impact of the degree (e.g., employment status, activities, and setting; graduate school status and program type; perceived utility of their undergraduate degree, etc.). | Assessment Committee; Faculty | Collaboration with Alumni Affairs. | Complete post-graduation survey (6 months & 36 months). |
| **Objective 2:** Maintain or increase High-Impact Practices in the department. | | | |
| Action Steps | Accountability | Resources Needed | Operationalized Steps/Outcomes |
| 1. Assess the number of students engaging in undergraduate research and, if needed, develop plan to increase participation. | Faculty | Support for faculty (release time and research/funds) to engage in undergraduate research activities. | Assess and establish baseline for student research activity. If needed, develop a plan for increasing participation. |
| 2. Assess study abroad participation for psychology majors and, if needed, develop plan to increase participation. | Faculty | Funding, global partners, | Assess and establish baseline participation. If needed, develop a plan for increasing participation. |
| 3. Assess student participation in service learning and volunteer activities. | Faculty | Community partners, internship/practicum data | Track number of students in internship class annually;  Survey students annually to count volunteer activities and community service work. |
| 4. Continue strong faculty involvement in student oriented activities (e.g., GURP, Psychology Club, Psi Chi). | Faculty |  | Establish baseline participation. If needed, develop a plan for increasing participation. |
| 5. Enhance peer mentoring program. | Peer mentors, Faculty | Funding | Explore possibility of creating a course offering for training and solicit funds from Dean’s office to support activities. |
| 6. Infuse diversity into the non-diversity courses (e.g., Intro Psych, Social, Personality, etc.). | Faculty |  | Survey faculty to gather data on how they are achieving this. |
| **Objective 3:** Provide flexibility in course scheduling to meet the demands of our diverse student population | | | |
| Action Steps | Accountability | Resources Needed | Operationalized Steps/Outcomes |
| 1. Assess the need for increased numbers of online or hybrid courses in General Education and Upper Level courses. | Department and College Distance Learning Coordinators | Plan for assessment of distance learning needs in department | Department DL Coordinator conducts needs assessment among students and survey of faculty interest in increasing present offerings in area. |
| 2. If there is a need, increase the number of online or hybrid course sections offered. | Faculty, Assistant Chair, and Chair | Support for development of online and hybrid courses. | Department DL Coordinator develops plan to increase offerings in conjunction with Chair and Assistant Chair. Presents plan to faculty for feedback. |
| 4. Conduct a needs assessment to determine the adequacy of evening, early morning, and Friday course offerings. | Assistant Chair and Chair | Assessment plan | Assistant Chair conducts study of present and planned offerings in relation to University goals and policy. Reports to Chair and faculty on status. Presents strategy for improvement, if needed. |
| 5. Collect data on summer session courses over the last five years. Modify future course offerings based on demand. | Assistant Chair and Chair | Course enrollment data | Assistant Chair conducts study of summer course offerings. Reports to Chair and faculty on status. Presents strategy for improvement, if needed. |
| **Objective 4:** FacilitatePart-time Faculty preparedness | | | |
| Action Steps | Accountability | Resources Needed | Operationalized Steps/Outcomes |
| 1. Develop mentoring services model for part-time faculty. | Psychology Program Coordinator, Gen Ed Coordinator, Assistant Chair, Part-time Faculty Coordinator, Chair, and CETL’s faculty fellow | Mentoring model/plan | GP Coordinator develops mentoring model for presentation to Chair and Assistant Chair. |
| 2. Create informational manual and/or video for part-time faculty to orient them to teaching in the Department of Psychology. | Psychology Program (GP) Coordinator, Gen Ed Coordinator, Assistant Chair, Chair, and CETL’s faculty fellow | Video software, writing time | GP coordinator working with Assistant Chair and CETL faculty fellow to develop a manual/video for PT faculty orientation. |
| **Objective 5**: Continue development of graduate program. | | | |
| Action Steps | Accountability | Resources Needed | Operationalized Steps/Outcomes |
| 1. Review Applied Ph.D. in Psychology prospectus. | Chair, Assistant Chair, Graduate Program Committee |  | Graduate Program Committee, Chair, and interested faculty review prospectus. Graduate Program Committee makes recommendation to department regarding modifications. |
| 2. Seek support for research from internal and external sources. | Chair, CHSS Grants and Contracts Specialist, Graduate Program Committee, Faculty | Space and equipment to conduct research. Focused writing time. Reassigned time. | Graduate Program Committee, Chair to review space and equipment needs and explore existing and potential funding resources. Explore standards for assigning reassigned time. |

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| **Goal 2: Improve retention, progression, and graduation (RPG) rates** | | | |
| **Objective 1**: Develop policies, programs, and strategies to address RPG-related issues | | | |
| Action Steps | Accountability | Resources Needed | Operationalized Steps/Outcomes |
| 1. Create a checklist and send out reminders about advising changes/updates and program degree requirements. | Lab Coordinator, Career Coordinator, Assistant Chair, and Chair |  | Each Fall and Spring semesters, the Lab Coordinator will send email to Psychology majors with degree checklist, advising dates, and any updates or changes. |
| 2. Determine the characteristics/circumstances that place students at high risk and create a mechanism to identify them. | Program Coordinator, Sequence Committee, Faculty, Assistant Chair, and Chair, College and University Student Support Programs |  | The Program Coordinator, in consultation with the faculty, will create a mechanism to identify high risk students and design outreach mechanism to contact and support these students. |
| 3. Investigate establishment of entrance requirements (gated entry) for psychology majors, including the possibility of minimum GPA or entrance exam. | Sequence Committee, Faculty, Psychology Program Coordinator. Chair | Student data, discover requirements for other degree programs at KSU and other psychology degree programs in Georgia. | Psychology Program Coordinator in conjunction with the faculty will conduct assessment of data and present to faculty. Faculty will discuss plan at Faculty meeting and vote if no consensus is achieved. If changes are adopted, Curriculum Committee will submit paperwork to UPCC. |
| 4. Assess our Psychology Academic Advisement Center Model. | Chair, Assistant Chair, Lab Coordinator |  | Provide yearly advisor training/refresher for faculty. Lab coordinator will send out checklist and any changes and updated information to faculty prior to advising sessions. Lab coordinator will submit report to chair indicating number of students who were advised each semester. |

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| **Goal 3: Expand partnerships and enhance campus infrastructure** | | | |
| **Objective 1**: Build partnerships and relationships with potential external and internal stakeholders | | | |
| Action Steps | Accountability | Resources Needed | Operationalized Steps/Outcomes |
| 1. Increase resources for strategic marketing (e.g., recruiting at high schools, distribution of newsletter to alumni, community organizations such as internship/practicum sites, AP psychology teachers, and guidance counselors). | Psychology, Art Design, Marketing Students, Faculty | Create committee to solicit ideas and volunteers, funding for paper and online marketing materials. | Form committee. Committee will create plan and budget for action steps. |
| 2. Foster teaching and research collaborations with faculty inside and outside the Department of Psychology. | Chair, Faculty | Networking functions | Host at least one networking function each semester inviting interested faculty from other departments. |