

	Outcome Goals	Assessment Procedure	2002-2003 Results	2003-2004 Results	2004-2005 Results	Use of Results
Goal 1	Produce graduates who demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends within established areas of Psychology including: Social Psychology, Developmental Psychology, Cognitive Psychology, Biological Psychology, and Personality Psychology.	Ensure that students fulfill objectives as indicated by assessment measurements within each psychology course and across Psychology coursework.	Course assessment was left to the discretion of the individual instructor. Generally, such assessment included tests taken during the term, writing assignments, and other activities related to the particular course content.	Course assessment was left to the discretion of the individual instructor. Generally, such assessment included tests taken during the term, writing assignments, and other activities related to the particular course content.	Course assessment was left to the discretion of the individual instructor. Generally, such assessment included tests taken during the term, writing assignments, and other activities related to the particular course content.	Discussion is underway to develop a set of standardized criteria that will be used across sections of a given class. Additionally, the establishment of core set of classes common to all Psychology majors is being discussed. This common core set of classes will reflect the major areas within Psychology presented in Outcome Goal 1. Assessment across a common Psychology core could involve analysis of content knowledge, critical and analytical thinking, application to a general liberal arts education, etc.
		Monitor the number of students successfully completing Psychology degree coursework (i.e., the number of students graduating with a B.S. degree in Psychology.)	72 students earned a B.S. in Psychology. This is an increase from 34 in 2001 and 26 in 2000.	93 students earned a B.S. degree in Psychology. This is an increase of 29% from 2002.	105 students earned a B.S. degree in Psychology. This figure represents an increase of 13% from 2003.	The increase in students earning a degree in Psychology has motivated an interest in post-graduation tracking of former students. Such assessment will serve to enhance area effectiveness.
Goal 2	Have and maintain well-	Hire additional full-time faculty	4 additional full-time	While no additional	2 additional full-time	Additional psychologists

	<p>trained full-time faculty members within Psychology.</p>	<p>members to meet the increasing demand for Psychology course offerings. Thus, moving closer to the established goal of 60% coverage by full-time Psychology faculty.</p>	<p>(tenure-track) psychology faculty were added during the 2002-2003 academic year. As a result, 30.3% of psychology courses were covered by full-time faculty members.</p>	<p>Psychology faculty were hired during the 2003-2004 academic year, 31.2% of psychology courses were covered by full-time faculty members. This figure represents an increase of .9% from 2002-2003.</p>	<p>(tenure-track) psychology faculty were added during the 2002-2003 academic year. However, with the addition of more course sections (in response to growing demand), 29.2% of psychology courses were covered by full-time faculty members. This figure represents a decrease of 2% from 2003-2004.</p>	<p>were hired based on academic needs within the area.</p>
		<p>Encourage professional development of full-time faculty members.</p>	<p>During the 2002-2003 academic year, Psychology faculty attended professional conferences and workshops within which they presented their current research and furthered their own level of knowledge.</p>	<p>During the 2003-2004 academic year, Psychology faculty attended professional conferences and workshops within which they presented their current research and furthered their own level of knowledge.</p>	<p>During the 2004-2005 academic year, Psychology faculty attended professional conferences and workshops within which they presented their current research and furthered their own level of knowledge.</p>	<p>Additional funds were allocated for travel, conference attendance, and faculty-development. Also, a dedicated research laboratory space has been established for the Psychology faculty.</p>
		<p>Collect course evaluations - both numeric and written - for all Psychology courses, thus providing qualitative as well as quantitative assessment of all Psychology offerings.</p>	<p>Course evaluations, including objective and open-ended items, were distributed at the end of each semester and summer session for all sections taught.</p>	<p>Course evaluations, including objective and open-ended items, were distributed at the end of each semester and summer session for all sections taught. The department chair reviewed summary data</p>	<p>Course evaluations, including objective and open-ended items, were distributed at the end of each semester and summer session for all sections taught. The department chair reviewed summary data</p>	<p>Such evaluation provided additional support for a decision to not re-hire a particular adjunct professor. Course evaluations also provided valuable insight into the effectiveness of newly-</p>

			The department chair reviewed summary data and commentaries for all full-time Psychology faculty; the area coordinator reviewed this documentation for Psychology adjuncts.	and commentaries for all full-time Psychology faculty; the area coordinator reviewed this documentation for Psychology adjuncts.	and commentaries for all full-time Psychology faculty; the area coordinator reviewed this documentation for Psychology adjuncts.	hired adjunct professors.
Goal 3	Maintain adequate Psychology course offerings.	Assess coverage of major areas within Psychology.	The number of Psychology courses offered were monitored to insure accommodation of the degree. The area coordinator reviewed data regarding semester credit hour generation, course completion, and class sizes within Psychology.	The number of Psychology courses offered were monitored to insure accommodation of the degree. The area coordinator reviewed data regarding semester credit hour generation, course completion, and class sizes within Psychology.	The number of Psychology courses offered were monitored to insure accommodation of the degree. The area coordinator reviewed data regarding semester credit hour generation, course completion, and class sizes within Psychology.	Additional sections of popular Psychology courses are now being offered.
		Assess evening and weekend Psychology course offerings.	56 courses were offered at night; 17 weekend sections were offered; and 9 sections were offered at satellite locations.	51 courses were offered at night; 9 weekend sections were offered; and 14 sections were offered at satellite locations.	58 courses were offered at night; 9 weekend sections were offered; and 19 sections were offered at satellite locations.	Additional evening and weekend sections are now being offered. Increased attention is being given to Psychology offerings at satellite locations (in particular, the University Center location.)
		Monitor the number of current	180 students were	194 students were	192 students were	To best serve the large

		Psychology majors per academic year.	declared majors in Psychology. This is an increase from 158 in 2001 and 103 in 2000.	declared majors in Psychology. This figure represents an increase of 7% from 2002.	declared Psychology majors. This figure represents a decrease of 1% from 2003.	number of Psychology majors, increased attention is being given to issues of course offering and classroom scheduling (including day and time.)
		Develop new Psychology course offerings. The addition of new Psychology course offerings will add needed depth to the area. The determination of courses to add will follow evaluation of academic needs within the area.	N/A	One new Psychology course was introduced in the 2003-2004 academic year: Psychology and the Law.	One new Psychology course was introduced during the 2004-2005 academic year: Health Psychology; Two additional psychology courses were introduced as Special Topics within Psychology: Psychology of Drug Behavior and Stereotyping, Prejudice, and Discrimination. Coordinating board approval has been given for Sensation and Perception which will be offered in the upcoming academic year.	The nature of the Psychology degree is currently being examined. Discussion involves the possible movement toward a core set of classes for all psychology majors with specialized emphases being offered beyond such a common core. Possible "track" emphases include: Developmental Psychology, Psychological Science, Counseling/Clinical Psychology, and Applied Psychology.
		Ensure that an adequate number of Psychology courses are offered according to the needs of the Department of Social Sciences and general needs of the university (e.g., SCH production.)	Full-time Psychology faculty covered Statistics, Research Methods, and Human Sexuality courses within the Department of Social Sciences. Additionally,	Full-time Psychology faculty covered Statistics, Research Methods, and Human Sexuality courses within the Department of Social Sciences. Additionally, Psychology course offerings (e.g., Child Psychology and Educational Psychology)	Full-time Psychology faculty covered Statistics, Research Methods, and Human Sexuality courses within the Department of Social Sciences. Additionally, Psychology course offerings (e.g., Child Psychology and	Additional ties with other non-psychology courses are being examined. The possibility of class-pairings is being discussed.

			Psychology course offerings (e.g., Child Psychology and Educational Psychology) serve as requirements for other departments and the Psychology minor is available.	serve as requirements for other departments and the Psychology minor is available.	Educational Psychology) serve as requirements for other departments and the Psychology minor is available.	
Goal 4	Produce graduates who have developed skills in critical and analytical thinking.	Assess the effectiveness of internships / field experiences.	Students demonstrate effective communication and critical thinking skills in internship/field experience positions. Internship supervisors submitted evaluations of the work done by student interns to the internship coordinator who, in turn, distributed them to the department chair.	Students demonstrate effective communication and critical thinking skills in internship/field experience positions. Internship supervisors submitted evaluations of the work done by student interns to the internship coordinator who, in turn, distributed them to the department chair.	Students demonstrate effective communication and critical thinking skills in internship/field experience positions. Internship supervisors submitted evaluations of the work done by student interns to the internship coordinator who, in turn, distributed them to the department chair.	A full-time Psychology faculty member, Dr. Elizabeth Walden, will be coordinating the internships starting Fall of 2005.
		Assess the effectiveness of special projects / directed studies.	During the 2002-2003 academic year, several students worked directly under the supervision of a full-time Psychology faculty member. As a result of this	During the 2003-2004 academic year, several students worked directly under the supervision of a full-time Psychology faculty member. As a result of this mentorship / learning experience, student researchers were	During the 2004-2005 academic year, several students worked directly under the supervision of a full-time Psychology faculty member. As a result of this mentorship / learning experience, student researchers	Talks have begun regarding how to best maintain the academic benefit of the special projects / directed studies while the ratio of Psychology majors to full-time Psychology faculty is still large.

			mentorship / learning experience, student researchers were able to present their work at various regional and national Psychology conferences.	able to present their work at various regional and national Psychology conferences.	were able to present their work at various regional and national Psychology conferences.	
		Assess enrollment in the UHD chapter of PSI CHI, the national honor society for undergraduate psychology.	A number of Psychology students were members in the UH-Downtown chapter of PSI CHI.	A number of Psychology students were members in the UH-Downtown chapter of PSI CHI.	A number of Psychology students were members in the UH-Downtown chapter of PSI CHI.	Dr. Holly Lewis will be providing faculty oversight of the PSI CHI chapter starting in the 2005 Fall semester.