

MAR 17 1983

EAST CAROLINA UNIVERSITY  
GREENVILLE, NORTH CAROLINA 27834

DEPARTMENT OF PSYCHOLOGY

March 16, 1983

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To: Dr. Eugene Ryan  
Acting Dean  
College of Arts and Sciences

From: William F. Grossnickle *WFG*  
Chairman of the Psychology Department's Evaluation Committee

On Monday, March 14, 1983, the faculty of the Psychology Department met and voted by secret ballot on the effectiveness of its chairperson, Dr. Rosina Lao.

On the question "In your opinion, is the departmental chairperson an effective one?", 14 responded yes, 3 responded no, no one abstained.

The faculty also voted to accept the four-year evaluation report by a vote of 18 to 0.

Three copies of the report are enclosed.

WFG:pf

Encl



MAR 17 1983

PSYCHOLOGY DEPARTMENT EVALUATION

March, 1983



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## PSYCHOLOGY DEPARTMENT EVALUATION

1983

The following is a report of the Evaluation Committee of the Psychology Department. The report follows the format of the 1979 report and includes five sections: I. Faculty Evaluation of Chairperson; II. Faculty Opinion Concerning Research, Teaching, and Allocation of Funds; III. Faculty and Student Evaluation of the Graduate and Undergraduate Programs; IV. Professional Activities of Faculty Members; V. Departmental Activities; and VI. Conclusions and Recommendations.

### I. Faculty Evaluation of Chairperson

To assess faculty opinion concerning the chairperson's execution of duties and responsibilities, an eleven-item rating form was distributed to each faculty member. Faculty members were asked to rate the chairperson on each of the eleven items according to a four-point scale (strong, satisfactory, weak, undecided). Ratings were made anonymously and returned to the evaluation committee. Of the 29 forms distributed, 21 were returned by the faculty and provide the basis for the following comments.

Generally, the faculty overwhelmingly views the chairperson's overall level of functioning as satisfactory-to-strong in nearly all areas tapped. The strongest areas were: (1) support of departmental interests, (2) congeniality and friendliness, and (3) effort to improve the department. The weakest areas appeared to be: (1) effectiveness in conducting faculty meetings, (2) success in



maintaining morale, and (3) use of faculty input in decision-making.

Table 1 contains the frequency count for each of the response categories for each question. A median of the "strong", "satisfactory", and "weak" categories is provided for each item. ("Undecided" is a non-scale category, so the data within that category were excluded from the measure of central tendency.)

From these data, it follows that the Department as a whole is satisfied with the performance of the chairperson.

## II. Faculty Opinion Concerning Research, Teaching, and Allocation of Funds

Twenty-four faculty members returned the questionnaire concerning these topics.

### Research:

Most faculty members who responded to the questionnaire felt that adequate time is available for research (15 yes, 8 no) and that there is sufficient access to research subjects (18 yes, 5 no). The faculty is divided on whether enough space is at hand (12 yes, 11 no). A majority feels that research efforts are adequately encouraged, supported, and recognized (15 yes, 9 no), although the indication was given that there is "too little" research activity (13) within the department as opposed to an "adequate" amount (9).

The major areas of dissatisfaction among the faculty on this topic are related to funds and equipment. The response was rather decisive that sufficient equipment was not available for research (2 sufficient, 21 not sufficient), and there was essentially an opinion split as to satisfaction with the allocation of available research



## RATINGS\* OF DEPARTMENT CHAIRPERSON

	Responses				
	Strong	Satisfactory	Weak	Undecided	Mdn
1. Fairness in running the department	7	11	2	1	2
2. Use of faculty input in decision making	5	12	3	1	2
3. Effort in improving the department	13	7	1	0	1
4. Support of departmental interest in interacting with administration	18	0	1	2	1
5. Availability to faculty members	10	9	2	0	2
6. Availability to students	6	6	2	7	2
7. Effectiveness in conducting faculty meetings	3	10	8	0	2
8. Success in maintaining morale	5	10	5	1	2
9. Openness and candidness in interacting with faculty and students	12	5	4	0	1
10. Congeniality and friendliness in interacting with faculty and students*	15	6	0	0	1
11. Concern and assistance to faculty members and students	12	8	1	0	1
OVERALL FREQUENCY	106	84	29	12	

\* Strong = 1, Satisfactory = 2, Weak = 3. Lower numbers reflect greater approval.

Table 1.



funds within the department (9 yes, 10 no). It would appear that faculty members tend to feel that enough time and subjects are available for research projects but that a problem continues to exist with regard to funds and equipment. It would seem that the issue of space has tilted slightly in the positive direction since our last evaluation.

#### Teaching and Other Duties:

The faculty feels, generally, that committee work and thesis supervision are adequately encouraged, supported, and recognized within the Department [(16 yes, 7 no), (15 yes, 7 no) respectively], but opinion is mixed on the recognition of student advisement (12 yes, 11 no). Overall, the feeling was favorable regarding the encouragement, support, and recognition of teaching efforts (14 yes, 9 no).

#### Allocation of Funds:

The faculty was asked to rate the allocation of departmental funds with respect to each of eight categories. With regard to the three graduate programs - General, Clinical and School - the distribution was considered to be "about right"/"too little" in the following balance respectively: 13/6; 12/6; 14/5. The imbalances tending in the negative direction were as follows:

<u>Funding Area</u>	<u>Too Much</u>	<u>About Right</u>	<u>Too Little</u>	<u>Uncertain</u>
Teaching supplies	0	3	21	0
Faculty office supplies	0	7	16	0
Departmental office supplies	2	7	14	0
Lab equipment	1	6	10	4
Lab supplies	4	7	6	4



It can be seen from the above responses that greater concern is with deficit areas which receive "too little" funds rather than with concern over "too much" funding being available for different areas. As was found in the 1979 evaluation, the area in which the faculty feels the greatest lack of financial support is in the areas of both undergraduate and graduate teaching supplies and resources.

#### General Comments:

At the end of the questionnaire was a section for general comments. Nine faculty members made additional written comments. The only additional comment which appeared more than once (4 responses) was that the lack of funds - not the allocation of funds - lies at the heart of our difficulties.

### III. Faculty and Student Evaluation of the Graduate and Undergraduate Courses

A questionnaire concerning the performance of the Psychology Department was administered between October, 1982 and January, 1983, to faculty members, graduate students, and a sample of undergraduate classes. Three hundred forty-five questionnaires were obtained from majors, minors, and other undergraduates taking psychology courses as cognates or as free electives. Responses were also obtained from 38 graduate students and 14 faculty members. Students were chosen from required courses for psychology majors, courses frequently cognated by other departments, and service courses for teacher education programs. Introductory Psychology classes (Psychology 1050, 1051) were not included as it was believed students would not have acquired enough experience with the Department to give meaningful answers to many of the questions.



This questionnaire is shown in Appendix A. In addition to three items permitting classification of the respondent, the questionnaire contained 12 items relating to instruction, 16 items relating to the curriculum, 7 items on facilities, and 5 items concerning advising.

All items were worded in a positive direction; item #22 was judged to be ambiguous and was dropped from the tabulation of results. The response categories and their values used in analysis were: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

Although most of the items were relevant to each of the five categories of respondent, some concerned only specific groups (such as advisees, graduate students, those who had taken independent study or reading courses, etc.). Thus, the number of responses to a few items was small.

Students participating in the survey also were encouraged to write comments on a separate sheet, and eighty persons did so.

The predominant tendency for most categories of respondent and most categories of item response was approval, with the modal response in most cases being Agree (4). The responses for undergraduate students are shown graphically in Figure 1 for the areas of instruction, curriculum, facilities, and advising. Mean responses to each question (and the number of respondents) by undergraduates, graduate students, and faculty are shown in Table 2. We have chosen for discussion those instances in which the mean responses deviated 0.3 or more from this typical value of 4.0. Combined percentages of Strongly Agree and Agree will also be noted for these items.

Drawing from both the department-developed questionnaire and from the university-wide survey, it appears that from the viewpoint of



SUMMARY OF RESULTS  
for undergraduate respondents

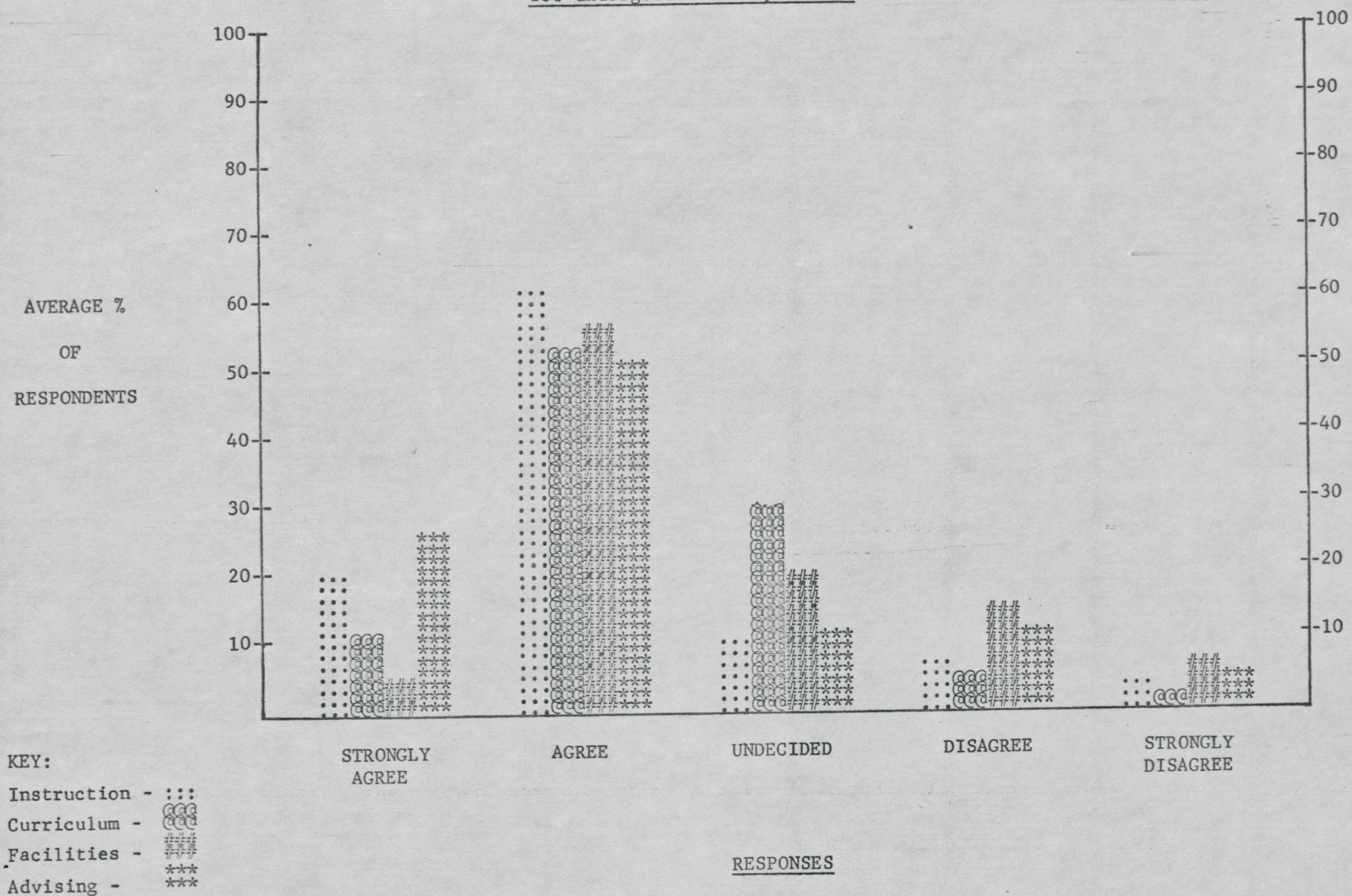


Figure 1. Summary of responses.



VARIABLES	LABELS	UNDERGRADUATE STUDENTS		GRADUATE STUDENTS		FACULTY	
		N	M	N	M	N	M
I4	Instructor well prepared for class	345	4.13	38	4.24	13	4.23
I5	Lectures understandable	345	3.95	38	4.08	13	4.15
I6	Instructor has knowledge	345	4.20	38	4.37	13	4.23
I7	Instructor speaks clearly	345	4.06	38	4.16	13	4.23
I8	Opportunity for opinions and questions	345	4.20	38	4.29	13	4.38
I9	Good balance between lecture/discussion	344	3.60	38	3.79	13	3.77
I10	Outside readings effective	341	3.81	38	3.84	13	4.00
I11	Test coverage relates to texts and lecture	345	3.88	38	4.16	13	3.92
I12	Grades reflect learning	343	3.15	38	3.55	13	3.69
I13	Textbooks well chosen	344	3.69	38	3.97	13	4.08
I14	Instructor provides out-of-class help	343	3.99	38	4.05	13	3.92
I15	Required work appropriate for credit hrs.	345	3.86	38	3.61	12	3.75
C16	BA curriculum prepares for graduate work	265	3.35	29	3.02	13	4.15
C17	BA curriculum prepares for Psyc-related work	286	3.65	30	3.30	13	3.62
C18	BA curriculum is comprehensive overview	311	3.87	37	3.86	13	4.31
C19	Adequate variety of courses scheduled	337	3.74	37	3.51	14	4.21
C20	Schedule conflicts minimized	335	3.55	36	3.47	13	4.08
C21	Prerequisites provide adequate preparation	331	3.85	34	3.76	13	3.92
C22	(Question omitted - ambiguous)						
F23	AV equipment well maintained & adaptable	325	3.35	36	2.94	14	2.71
F24	Classroom temperature comfortable	345	3.32	38	2.50	14	2.36
F25	Classroom adequate for class size	345	3.83	38	3.34	14	3.21
F26	Classroom acoustics satisfactory	343	3.78	38	3.50	13	2.92
F27	Lab/research facilities adequate	271	3.46	35	3.51	13	1.69
C28	Cognates provide appropriate material	216	3.94	2	4.00	7	3.86
C29	Independent study useful	90	3.60	9	4.11	10	3.80
C30	Independent study rarely misused	82	3.55	9	3.67	11	2.45
C31	Courses prepared for field experience	24	3.50	13	3.69	10	3.40
C32	Field experience adequately supervised	23	3.65	13	4.08	10	3.30
C33	Field experience workload fair	22	3.41	13	3.69	10	3.50
C34	Field experience appropriate experience	20	3.90	12	4.50	10	3.90
C35	MA curriculum prepares for further education	35	3.91	37	3.86	12	3.67
C36	MA curriculum prepares for employment	33	3.94	37	3.68	10	4.10
F37	Computer facilities accessible	31	3.26	35	3.28	10	2.40
F38	Graduate student office adequate	32	2.97	37	2.73	10	2.80
A39	Advisor knows degree requirements	101	3.76	36	4.00	10	3.90
A40	Advisor available during office hours	101	3.86	36	3.86	10	3.60
A41	Advisor available by appointment	100	4.04	36	3.92	10	3.90
A42	Advisor provides career counseling	98	3.58	36	3.64	10	3.70
A43	Advisor has genuine interest in me	96	3.86	36	3.94	10	3.90

Table 2.



undergraduate students, graduate students and faculty, the Department is doing a good job in the areas of instruction, curriculum, and advising. Undergraduates seem reasonably satisfied with facilities, but graduate students and faculty are not. Graduate students show overall dissatisfaction with audio-visual equipment, classroom temperatures, and graduate student office/workroom space. Faculty are dissatisfied with audio-visual equipment, classroom temperatures, classroom acoustics, computer facilities, office/workroom space for graduate students, and they are very dissatisfied with laboratory and research facilities. Specific analyses and comments are in Appendix B.

#### IV. Professional Activities of Faculty Members

Over the past four years, we have witnessed a substantial increase in the productivity of faculty members in the Department of Psychology. The number of publications, for example, has increased by a factor of three since 1978-79. Approximately \$13,500 in internal grants and \$225,000 in external grants have been obtained by members of the faculty. The number of papers presented at professional meetings has doubled in the past four years. Several faculty members have held offices of chair or president in professional organizations, reviewed articles for scholarly journals, and served as consultants for a wide variety of organizations. In addition, psychology faculty members have been involved in a wide range of campus and community activities, participated in standardization of new psychological tests, improved their knowledge of computer technology and gained new research and clinical skills. Faculty members have received numerous



honors, including mention in various biographical dictionaries, membership in honor fraternities, an Outstanding Service Award from the Pitt County Mental Health Association, an Outstanding Alumnus Award from the Phi Sigma Pi National Honor Fraternity, and an ACE Fellowship in Academic Administration.

From the year-end reports of 1978-79 through 1981-82, we have compiled data on each category of professional activity below. These numbers are based on a total of 29 faculty members. While personnel changes have occurred each year, the number of faculty in the Department has remained almost constant.

#### 1. Publications:

Fourteen faculty members (48%) have published 47 articles and 1 book in the last four years. The number of publications per year shows a three-fold increase since 1978-79.

<u>Year</u>	<u>Articles</u>	<u>Books</u>
1978-79	6	1
1979-80	10	-
1980-81	12	-
1981-82	18	-
since May, 1982 (incomplete data)	2	-



## 2. Grants:

Twelve faculty members (41%) have received a total of 17 University grants totalling \$13,402.40 and 42 external grants totalling \$221,399.60.

Totals by year are as follows:

Year	University grants		External grants	
	Number	\$ amount	Number	\$ amount
1978-79	(data no longer available)		18	\$90,201.00
1979-80	5	\$4297.00	11	\$24,265.60
1980-81	7	\$4968.40	10	\$81,333.00
1981-82	5	\$4137.00	3	\$25,600.00
since May, '82 (incomplete data)	1	unspecified	2	\$3,000.00+

## 3. Paper presentations:

Twenty-six faculty members (90%) have presented papers at professional meetings. The number of papers presented in 1981-82 was more than double the number presented in 1978-79, despite the ever-dwindling travel funds.

Year	Number of papers presented
1978-79	17
1979-80	34
1980-81	26
1981-82	45
since May, 1982 (incomplete data)	11

## 4. Attendance at professional meetings:

In addition to paper presentations, approximately 50% of the faculty have attended at least one professional meeting each year in the past four years.

Year	No. of faculty attended	No. of meetings
1978-79	16	31
1979-80	18	32
1980-81	14	33
1981-82	15	34



## 5. Offices in professional organizations:

The following offices in professional organizations were held by faculty in the department in the past four years:

Chair, Subcommittee on Accreditation, Division 14, American Psychological Association

President, Eastern North Carolina Chapter of American Society for Training and Development

Chair, Program Committee, N. C. Mental Health Association

Chair, Region 2 Consortium School Psychology Committee

Chair, various committees, N. C. School Psychology Association

## 6. Reviews:

A total of 10 faculty members (35%) have reviewed at least 31 books and articles in the past four years. These include reviews of articles for scholarly journals such as The Journal of Personality, and Social Psychology, Journal of Educational Psychology, Developmental Psychology, and Science, as well as papers for a conference sponsored by the National Institute of Education. The number of reviews has increased substantially from none in 1978-79 to eight in 1981-82.

## 7. Consultantships:

Twenty-nine faculty members have served as consultants for a wide variety of local, state, national and international organizations. A partial list of these agencies follows. The number of consultantships has shown a steady increase since 1978-79 as seen below:

### Year

<u>Year</u>	<u>17 faculty held</u>	<u>28 consultantships</u>
1978-79	17	28
1979-80	18	35
1980-81	19	19
1981-82	18	47



The following partial list of consultant organizations indicates the breadth of service our faculty has provided:

- American Guidance Service
- South Carolina Department of Mental Health
- N. C. Department of Corrections
- New Bern-Craven County School District
- Greenville City Schools
- Greenville Psychological Associates
- N. C. Consortium School Psychology Committee
- Eastern N. C. Day Care Associates
- N. C. State Board of Education
- Pitt Community College
- Wilson School for the Deaf
- Virginia Division of Litter Control
- City of Greenville
- Caswell Center
- Edgecombe-Nash Mental Health Center
- Pitt Memorial Hospital
- Tideland Mental Health Center
- Blue Bell, Inc.
- Burroughs Wellcome Company
- Roanoke-Chowan Mental Health Center
- Republic of China
- Wayne County Mental Health Center
- N. C. Mental Health Association
- Tennessee Department of Public Health
- N. C. State Dept. of Public Instruction
- Martin County Board of Education
- E.C.U. Medical School
- N. C. Psychological Association
- NASA
- National Science Teachers Association
- Eastern AHEC
- REAP
- Developmental Evaluation Clinic
- UNC-CH School of Social Work
- DuPont
- Prentice-Hall
- Addison-Wesley
- Holt, Rinehart & Winston
- National Institute of Education
- Lenoir County Mental Health Center
- Jacksonville-Onslow County Mental Health Center
- Halifax County School District
- O'Berry Center
- Cincinnati Public Schools
- Winthrop Publishing Company
- Saunders Publishing Company
- Eaton Corporation



#### 8. Other noteworthy activities:

The faculty have served on innumerable departmental and university-wide committees and task forces, including the search committees for the Chancellor, Vice Chancellors, and Deans. Three faculty members have received permanent tenure in the past four years, five were promoted, and one completed a doctorate. Faculty members have given numerous talks and workshops for campus and community groups, and many have appeared on or organized local television shows. Several faculty members have participated in the collection of standardization data for new intelligence and adaptive behavior scales. Several members have served on boards for local, state, and national agencies, such as the City of Greenville, the Energy Commission of Greenville, Pitt County Council on the Status of Women, Developmental Evaluation Clinic, North Carolina Mental Health Association, the American Psychological Association, and review boards for the National Institute of Mental Health. Others have attended workshops to improve their professional skills in a wide range of areas from the use of computer facilities, leadership and personal growth to neuropsychological assessment.

#### V. Departmental Activities

During the 1978-79 year, the Psychology Department was very active in supporting and working with the local Mental Health Association, providing speakers, resource people, and helping to sponsor various programs. This involvement continues through the present time. Brochures for student recruitment were developed, and faculty members began formal contact with colleagues at other schools



as a recruitment tool. At least a half-dozen different teaching techniques were applied during the year with results made available to the faculty. As usual, the student-faculty ratio was extremely high, over 40 to 1. Psi Chi, the National Honorary Society, was very active as usual, both within the University community as well as working with public agencies (donating books to the Public Library, volunteer work with civic groups, etc.).

During the 1979-1980 academic year, there was increased emphasis on interdepartmental cooperative efforts in the areas of teaching and research. Committee memberships and assignments within the Department were to be studied to make them as representative and equitable as possible. A major step was the full accreditation of the School Psychology Program. The Departmental Advisory Committee began a study to set up behavioral criteria for evaluation, merit, promotion, etc. A study was begun to re-evaluate the operation and requirements of the undergraduate program. Plans were established to look at a possible doctoral program. Dr. Charles Mitchell resigned as Chairperson, effective September, 1980, and Dr. Rosina Lao was selected to replace him. Dr. Lao was the recipient of an ACE Administrative Fellowship and worked during this academic year with the Chancellor and the Vice Chancellor for Academic Affairs. Dr. Wilbur Castellow very ably functioned as interim Chairperson this year. The Department continued to work closely with the Cooperative Education Program, placing students in jobs providing direct experience.



During the 1980-81 year, the Department experimented with a large section of Introductory Psychology (over 200 students), and the results were positive. This type of approach enabled us to more effectively utilize our faculty. Five special colloquia were given on various research activities of our faculty. Several faculty were working with other faculty in the Medical School on common research. Innovative teaching methods continued to be used and evaluated. Student evaluations of faculty are very positive, overall, and are being used by the faculty to further improve teaching methods. Emphasis and support for continuing research were increased this year. A Teaching Effectiveness Committee began work to set up procedures to evaluate, encourage, and stimulate better teaching. Closer and more intensive supervision of graduate teaching fellows was begun to enhance the quality of their teaching.

In the Fall Semester of 1981, Dr. Rosina Lao took over as Chairperson. Four new faculty were hired, Dr. Larry Bolen was elected Director of the School Psychology graduate program, Dr. R. S. Tacker was elected as Director of Junior Instructors, and Prof. Myree Hayes was elected the first Director of the Undergraduate Program. The placement of a computer terminal within the Department greatly improved the research capability of our faculty. Over 20 faculty and graduate students participated in 16 hours of training on the use of the terminal. A Faculty Evaluation Committee was formally established to develop criteria for faculty performance. As usual, a number of innovative techniques were introduced into the classroom to improve the learning process. The Department continued to work with community agencies, helping to sponsor programs and to provide resource people. Student evaluations of teaching showed very positive ratings in the



Fall survey. There was continued emphasis on the assignment of faculty to teaching in those areas for which they are most qualified, and this goal continues to be met. Junior Instructors now receive didactic aid with respect to teaching, grading, etc., and each one is evaluated by a senior faculty member sitting in one class at least once each semester. A Word-Processor has been installed in the Department, and this should simplify and speed up much of the required paper work.

Over the past four years, there has been a significant increase in publications and papers. In spite of space and budget restrictions, our faculty will continue to produce. Greater emphasis on quality of teaching has improved instruction, and efforts will continue in this area. As can be seen in Section IV of this report, the Department has increased the amount of grant monies since our last evaluation, and even though there are continuing reductions in federal, state and local budgets, we will seek out as many external sources as we can. Continuing education projects by and for faculty are being encouraged as are our University and community activities. The Department will continue to work with large classes in order to provide courses for students who need them and also to contribute to cost-effectiveness in a time of reduced budgets. Psi Chi, the National Honorary Society in Psychology, now awards two scholarships at the graduate and undergraduate levels. The Department continues to receive the David W. Hardee Scholarship for a graduate student every year from the Mental Health Association in Pitt County, and the Department awards the Patricia Clarke Endrikat Scholarship from an endowed fund.



## VI. Conclusions and Recommendations

The following recommendations take into account the material presented earlier in this report, the 1979 Departmental Evaluation, and the Long-Range Planning Document, 1982-1992.

1. The faculty rated the chairperson's performance as satisfactory to strong in most areas rated. It is, therefore, strongly recommended that the chairperson be retained.
2. Since the last four-year evaluation, research activities and productivity have increased substantially. Publications and professional papers have more than doubled. Over 60% of the faculty believe that research efforts are encouraged and recognized, although 59% of the respondents believe there is still too little research activity. In effect, the Department's activities and results have shown a marked change since the last evaluation. We seem to be working toward the 10-year document statement that the Department "eventually should be in a position to make a plausible claim that it can support a Ph.D. program". It is, therefore, recommended that the chairperson and faculty continue to support and reward research activities.
3. Despite some additional space in Ragsdale, faculty opinion strongly supports the recommendation that we need more research space and facilities. The faculty office situation has improved, but some members are still in space originally allocated for research/skill training or closets. Office-workroom space for graduate students is still marginal



- little or no improvement. Classroom facilities are "acceptable". We therefore recommend that the Department be allocated more office, research, graduate student, and classroom space.

4. The shortage of funds makes research (and teaching) difficult. We recognize that nearly all departments are in a similar position. Yet we feel we should point out that asking faculty members to do research, present papers, etc., without monetary reward from the University, often requiring non-reimbursed personal expense, is likely to affect satisfaction and perhaps productivity. We have no recommendation as we believe the Administration is cognizant of this problem and is doing its best to deal with a difficult situation.

5. We have presented documentation that the Department is doing a fine job of teaching/advising. We recommend that the desire for research not overshadow these efforts. Specifically, we recommend that teaching/advising be equivalent or superior to research in recommendations for tenure, promotion, and merit raises.

The above are our broad, most important, recommendations. Some more specific ones follow:

1. Some faculty expressed a desire for greater input on some major decisions. We recommend more opportunities for faculty involvement concerning major decisions.
2. Approximately 70% of the faculty believe that committee work and thesis supervision is adequately recognized. This is an



improvement over the last four-year evaluation, but we recommend that this support continue to be strongly emphasized so that the remaining faculty become convinced of this. Also, no question was asked of the faculty about recognition for thesis committee work. This is a time-consuming activity; we recommend that thesis committee work also be explicitly supported and rewarded.

3. We recommend that the Department and the Administration try to develop increased support and rewards for advising activities.

4. The number of grants has increased. Although we are not as convinced as is the Planning Commission of the availability of grant money in our areas of concern, we recommend that faculty members increase their efforts in this area. It should also be noted that many organizations, instead of giving training grants to the Department, place students directly on the organization's payroll. Over the past four years the Department has, in effect, received considerably more training grants than appear in annual reports.

5. The 10-year Planning Document recommended that the Department consider student mental health needs and try to develop ties with the Regional Development Institute.

Faculty members have met with representatives of the RDI, and we are actively seeking projects of mutual interest. Certain faculty members are now actively considering the feasibility of some mechanism to assist in areas of student mental health. We recommend these efforts be intensified.



6. The 10-year Planning Document recommended that greater attention be paid to lower division courses in terms of resource allotment. We have instituted a freshman honors course, a 2000-level course in Selected Topics in Psychology, elected a Director of Junior Instructors to enhance the quality of teaching in introductory psychology, have assigned more full-time faculty to the teaching of introductory psychology because of the increased demand for PSYC 1051, and we are considering the feasibility of a three-hour introductory course. We believe we have shown progress toward the Planning Commission's proposed goals, and we recommend these efforts be continued and, if necessary, be increased.

7. In an effort to improve instruction and advising of our undergraduates, a Director of the Undergraduate Program has been elected. In particular, we believe that this position has contributed to better coordination and advising of undergraduates.
8. We have obtained a word processing device and two computer terminals. Our recommendation is to increase such data processing capabilities, with the realization that any increase is dependent on sufficient funding.
9. The Unit Code has been approved by the Chancellor, and the Appendix to bring it in line with Appendix C has been approved by the Senate's ad hoc Code Committee. We believe we have met the Planning Commission's recommendation and no further action is necessary.



In summary, since the last four-year evaluation and the publication of the Planning Document, we believe that we have maintained the quality of teaching, service, and advising, and that we have markedly improved research efforts. We are cognizant of areas which need improvement or change, and we will work to achieve them. Our major concern is that the level of funding available may not permit us to achieve the levels of performance which we desire, or may even cause retrogression.



APPENDIX A

Department-Developed  
Student Questionnaire



The Psychology Department, along with other units in the University, is conducting an evaluation of its operations. The Department wants your opinions on various topics. We want you to consider ALL of the psychology courses you have taken or are taking in the Department - this is NOT an evaluation of just this course or this instructor.

Since this information will be used by the Department to improve its courses and programs, please answer thoughtfully and carefully.

Your name is not requested, so your responses will be anonymous. Some questions do not apply to all of you - these are clearly marked. There are spaces for you to make additional comments at the end of the questionnaire if you wish.

In the questions that follow:

- (A) = Strongly Agree
- (B) = Agree
- (C) = Undecided
- (D) = Disagree
- (E) = Strongly Disagree

Please indicate your choice by filling in the appropriate circle on the answer sheet. If the question does not apply to you, do not fill in any circle for that question.

1. This course is:

- (A) in my major; (B) in my minor; (C) a required cognate (required by another department);
- (D) a General Education requirement; (E) an elective.

2. I am a:

- (A) Freshman; (B) Sophomore; (C) Junior; (D) Senior; (E) Graduate Student.

3. If you are a Graduate Student, please fill in the circle for the appropriate program:

- (A) General; (B) Clinical; (C) School; (D) another Department.

\*Thank you for your cooperation in completing this questionnaire. Do you have any questions?

4. My Psychology instructors have been well prepared for class.

5. In Psychology classes, instructors make lectures understandable and adequately explain concepts.

6. The instructors in the Psychology Department have a thorough knowledge of the subject.

7. In Psychology courses, instructors speak clearly and distinctly.

8. There is adequate opportunity for students to express opinions and ask questions in class.



- (A) = Strongly Agree  
 (B) = Agree  
 (C) = Undecided  
 (D) = Disagree  
 (E) = Strongly Disagree

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9. In Psychology courses, there is a good balance between lecture and class participation.
10. The outside reading assignments effectively supplement the lecture material.
11. The tests relate directly to the material stressed in lectures and in the textbooks.
12. In Psychology courses, I feel that grades reflect how much is learned.
13. Textbooks are well chosen and add to the understanding of the course.
14. Instructors are available for out-of-class assistance.
15. In the Psychology courses I have taken, the amount of work required has been appropriate for the credit hours assigned to the course.
16. The Psychology curriculum for undergraduate majors prepares one well for Master's or Doctoral programs in Psychology.
17. The Psychology curriculum for undergraduate majors prepares one well for employment in fields where a good general understanding of psychology is important.
18. The graduate/undergraduate curriculum (includes all courses offered) provides a comprehensive overview of psychology.
19. The schedule of courses offered each year is adequate with respect to the variety of courses offered.
20. The schedule of courses offered each year is adequate with respect to minimizing scheduling conflicts.
21. Prerequisites provide adequate preparation for the corresponding upper level psychology courses. (If you disagree, you may comment in the space provided at the end of the questionnaire.)
22. The undergraduate curriculum in psychology is useful only for those interested in graduate study or in the very general goal of obtaining an arts and sciences undergraduate degree.
23. Audio-visual equipment is well maintained and adaptable to each classroom.
24. Classrooms are generally maintained at a comfortable temperature.
25. Classrooms are adequate to accommodate the number of students.
26. Classroom acoustics are satisfactory.
27. Laboratory and research facilities are adequate for my needs.



- (A) = Strongly Agree  
 (B) = Agree  
 (C) = Undecided  
 (D) = Disagree  
 (E) = Strongly Disagree

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28. FOR NON-PSYCHOLOGY MAJORS ONLY: The cognate courses in psychology which are required for my major provide appropriate parallel study. (If you disagree, you may comment in the space provided at the end of the questionnaire.)

COMPLETE THE FOLLOWING TWO QUESTIONS ONLY IF YOU HAVE HAD OR ARE TAKING A DIRECTED READINGS AND/OR INDEPENDENT STUDY COURSE IN PSYCHOLOGY.

29. Directed readings in Psychology and/or independent study options in Psychology have been useful in planning my course of study.
30. Directed readings in Psychology and/or independent study options in Psychology are rarely misused.

COMPLETE THE FOLLOWING FOUR QUESTIONS ONLY IF YOU HAVE HAD OR ARE TAKING AN INTERNSHIP/FIELD PLACEMENT COURSE IN PSYCHOLOGY.

31. Course work, and other learning experiences provided by the Psychology Department, prepared me well for my internship/field placement.
32. I have received adequate supervision while on my Psychology internship/field placement.
33. The amount of work required of me on my Psychology internship/field placement has been fair.
34. My Psychology internship experience was appropriate; it was related in a practical way to the work I expect to do after completing my degree.
35. FOR PSYCHOLOGY GRADUATE STUDENTS ONLY: From what I have heard, the psychology graduate curriculum including the three specialty areas (general, clinical, and school), prepares one well for continued postgraduate work in psychology or allied fields.
36. FOR PSYCHOLOGY GRADUATE STUDENTS ONLY: From what I have heard, the psychology graduate curriculum, including the three specialty areas (general, clinical, and school), prepares one well for employment immediately following graduation.
37. FOR PSYCHOLOGY GRADUATE STUDENTS ONLY: Computer facilities are sufficiently accessible.
38. FOR PSYCHOLOGY GRADUATE STUDENTS ONLY: The graduate office provides an adequate and comfortable work space.

(continued on next page)



- (A) = Strongly Agree  
 (B) = Agree  
 (C) = Undecided  
 (D) = Disagree  
 (E) = Strongly Disagree

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**FOR PSYCHOLOGY MAJORS AND PSYCHOLOGY GRADUATE STUDENTS ONLY:**

39. My advisor provides adequate knowledge of degree/program requirements.
40. My advisor is available during posted office hours.
41. My advisor is available by appointment if his/her office hours conflict with my schedule.
42. My advisor provides relevant and adequate counseling regarding my career goals (graduate study, career choices, course selection).
43. My advisor is genuinely interested in me as a student.

(continued on next page)



APPENDIX B

Analyses and Comments on  
Student Responses to Opinion Surveys



The following comments are from the

department-developed questionnaire.

Majors (3.45), minors (3.45), and cognates (3.69) showed only moderate agreement with item #9 concerning a good balance between lecture and class participation, although 84% of all undergraduates gave favorable responses.

Undergraduates were close to undecided (majors, 3.12; minors, 3.28; cognates, 3.03) as to whether grades reflect how much is learned; the graduate students (3.55) and faculty (3.69) showed less uncertainty (item #12). Only 46% of all undergraduate respondents gave favorable responses.

Some of the majors (3.61) and cognates (3.62) did not agree with item #13, "Textbooks are well chosen and add to the understanding of the course", although 71% of all undergraduate respondents gave favorable responses.

Only some of the graduate students (3.61) failed to agree that the amount of work required has been appropriate for the credit hours assigned to the course (item #15).

All four categories of students tended toward the Undecided category for item #16 dealing with whether the psychology curriculum for undergraduate majors prepares one well for master's or doctoral programs in psychology (majors, 3.39; minors, 3.48; cognates, 3.12; and graduate students, 3.02). The faculty, however, were much more positive with a rating of 4.15. Since 44% of the undergraduates used the undecided category and 23% omitted an answer, it may be that they did not feel they had sufficient information to answer this question.

To a somewhat lesser degree, majors (3.56), minors (3.68), graduate students (3.30), and faculty (3.62) showed some uncertainty



as to whether the psychology curriculum for undergraduate majors prepares one well for employment in fields where a good general understanding of psychology is important (item #17). A lack of information may have also had a heavy influence in this answer as 45% used the undecided category or omitted the question.

All categories of respondents except cognates (3.65) and graduate students (3.51) indicated on item #19 that the variety of courses offered each year is adequate. Overall, 72% of undergraduates gave favorable responses.

However, all categories of students in response to item #20 showed some desire for greater flexibility in scheduling courses to minimize conflicts (majors, 3.41; minors, 3.62; cognates, 3.57; and graduate students, 3.47).

The survey contained nine items relating to specialized aspects of the curriculum (items #28-#36). One must keep in mind in evaluating responses to these items that in most cases the number of persons answering was quite small.

Concerning whether directed readings and independent study options in psychology are rarely misused (item #30), the minors (3.57), cognates (3.38) and graduate students (3.67) expressed some uncertainty, and the faculty (2.45) some disagreement. However, 76% of all undergraduates omitted the question and only 7 students (2%) disagreed with the statement.

With regards to internships and field placements, the graduate students (3.69) and faculty (3.40) responding to item #31 voiced some dissatisfaction with the effectiveness of course work as preparation for these experiences. The faculty (item #32, 3.30) showed some uncertainty respecting the adequacy of supervision. There was less than perfect agreement on item #33 (majors, 3.67; graduate students,



3.69; and faculty, 3.50) concerning the fairness of the amount of work required in these settings.

In answering item #36, some graduate students were unsure (3.68) that the psychology graduate curriculum prepares one well for employment immediately following graduation. Most of them agreed or strongly agreed (4.50) with item #34, indicating a highly positive judgment of the appropriateness and practicality of their internship experiences.

All undergraduates (majors, 3.65; minors, 3.48; and cognates, 3.32) and even more so the graduate students (2.94) and the faculty (2.71) expressed some dissatisfaction with the condition and adaptability of audio-visual equipment in answering item #23.

Many persons in each category were concerned about maintaining the classrooms at a comfortable temperature (item #24), the strongest feeling being expressed by graduate students and faculty (majors, 3.37; minors, 3.16; cognates, 3.39; graduate students, 2.50; and faculty, 2.36).

In response to item #25 the graduate students (3.50) and the faculty (2.92) were somewhat unsure about the adequacy of the classrooms to accommodate the number of students. Similarly, graduate students (3.50) and faculty (2.92) answering item #26 felt something lacking in the adequacy of classroom acoustics. All categories of undergraduates, however, expressed substantial satisfaction concerning these two topics.

All respondents except minors in response to item #27 expressed some uncertainty as to the adequacy of laboratory and research facilities, with many of the faculty registering disagreement or strong disagreement (majors, 3.33; cognates, 3.43; graduate students, 3.51; and faculty, 1.69).



Graduate students and faculty showed uncertainty or disagreement concerning the accessibility of computer facilities in item #37 (graduate students, 3.28; faculty, 2.40) and in item #38 for the adequacy and comfort of the graduate office (graduate students, 2.73; faculty, 2.80).

Evaluations in the area of advising were generally positive. Some majors responding to item #39, however, were uncertain with respect to the provision by their advisors of adequate knowledge of degree/program requirements (3.68), although 72% of those answering the question gave favorable responses; also, both majors (3.56) and graduate students (3.64) indicated some lack of satisfaction with advisement related to career goals (item #42), and only 64% of the undergraduates answering this question gave favorable responses.

Students participating in this evaluation were encouraged to add additional comments and suggestions for improvement. The graduate students expressed a need for more office space and equipment such as duplicating machines and an electric typewriter. They also wished for better computer facilities and more clinical internships in the Greenville area for married students whose spouses are employed here.

Most of the other suggestions concerned the desire for additional course offerings, either more advanced work in areas already included in the curriculum (e.g., advanced contingency management in the classroom, advanced physiological, advanced experimental), or relatively low demand areas which probably would not deserve a place in our standard course offerings (e.g., parapsychology, dream analysis, criminal psychology, hypnosis). It is the opinion of our Department that although we might consider developing standard courses in some of these limited areas, we should try to meet the demand for them through our course PSYC 2250, Selected Topics in Psychology, and



through the various directed readings and independent study courses already among our offerings.

Further information pertaining to an evaluation of the Psychology Department comes from the Survey of Student Opinion of Instruction which was administered during the Fall Semester, 1982, in all classes in the University. The data from this survey are valuable for the purposes of our self-study in that they represent all Psychology classes meeting during the Fall Semester and also because a different set of items was used.

A comparison of ratings made in Psychology classes with those made in all University classes combined may be achieved by combining the percentages of students giving favorable responses to each item (strongly agree and agree in the case of positively worded items, and strongly disagree and disagree in the case of negatively worded items).

When this is done for the twenty required items answered by all students, the Psychology Department is rated more favorably than the University at large on 17 out of the 20 items (two items were equal). On five items the superiority of the Department amounts to five or more percentage points. On only one item was the Department inferior to the overall University percentage by five or more percentage points.

In the following comparisons, the first figure represents the percentage of favorable responses for the Psychology Department, and the second figure the percentage for the University overall.

Item #3. "The requirements of the course (projects, papers, exams, etc.) were explained adequately." 90, 84.

Item #4. "The instructor's presentation often causes me to think in depth about this subject." 72, 65.



Item #6. "The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable." 83, 78.

Item #13. "During the semester, I looked forward to attending this class." 59, 52.

Item #14. "The effort I put into this course is as much as in other courses." 79, 74.

On one item the Department was rated more poorly than the University at large: item #19. "If I needed help outside of class, the instructor has given help to me." 33, 43; however, 65% of our students felt outside help was not needed, compared to 54% of the university-wide respondents.

The two questionnaires lead to different conclusions about the relationship between grades and learning. From the university-wide questionnaire, 83% of the respondents indicated satisfaction with methods of evaluation (5% higher than the university-wide results), 78% feel out instructors have adequate means of evaluating learning, 79% were satisfied with the effort required compared with other courses. On the departmental questionnaire, however, only 46% of the undergraduates agreed that grades reflect learning. The Department should investigate this different pattern of responses and take appropriate action, if it is necessary.

The faculty should investigate further why the graduate students have very mixed feelings or are undecided on whether the undergraduate curriculum prepares one well for graduate programs.

The responses to scheduling conflicts is also difficult to interpret. Only 63% of undergraduate respondents gave favorable responses. All required courses for majors and the heavily cognated courses are offered each semester, and there are usually multiple sections offered at different times. The responses may reflect



conflicts with schedules in other departments and to the fact that not all of the University's courses can be offered between 9-11:00.

The responses did not reflect the desired level of student satisfaction with the way courses prepared them for field experiences and the amount of work required in these experiences. Yet 65% of those who answered the question were satisfied with the appropriateness of their field experiences (the remaining 35% were undecided - no respondent felt dissatisfied). Perhaps supervisors of these field experiences need to communicate more clearly the relationship between course work and field experiences. There may also be an indication that students are not taking the appropriate courses before the field experience.

Finally, although advising received high ratings, advisors should attempt more career counseling. Perhaps professors should also build some of this into lecture content. At a time when "non-vocational" degrees are questioned, perhaps career advising should be emphasized more in all departments in the College of Arts and Sciences.