PART I: INDICATORS OF PROGRAM CENTRALITY AND DEMAND

Section A: Mission of Program and Service to the College

1. Provide the mission statement for the program. Discuss how the departmental mission statement supports the School and College missions.

Consistent with the College Strategic Plan, the Psychology Department provides quality instruction to undergraduate students with the goal of preparing them for professional careers or graduate study. Specifically, the Psychology Department strives to foster student learning, scholarship, and achievement by promoting a comprehensive education in theoretical principles and research methodology applied to the scientific study of behavior and mental processes.

2. Summarize the quantity and quality of service to non-majors and General Education.

The Psychology Department contributes to the basic education of undergraduate students at Longwood College by providing courses appropriate for the General Education Program, Goal 8. The department enhances its General Education offerings with an honors course and offers a Psychology minor course of study for students in other academic majors. We regularly offer a developmental psychology class as a service course for the Therapeutic Recreation program and for the Pre-professional programs out of the Natural Sciences Department. <See chart entitled “General Education Distribution”>.

3. Summarize the program’s level of service to Continuing Education or the Graduate Programs.

The Psychology Department provides graduate instruction and program coordination, in cooperation with the Department of Education, Special Education, Social Work, and Communication Disorders, for students seeking a Master’s degree in Community and College Counseling. Approximately one-third of the required courses are offered through the Department of Psychology. Other elective classes are offered on a rotating basis. This program is designed primarily for individuals who intend to practice in the mental health or related field.
Section B: Indicators of Student Demand

1. According to SCHEV standards, calculate the FTES/FTEF ratio for each of the past three years and compare it to the College average.

In 1997-8 the Department of Psychology generated 146.9 FTES. With a faculty of 7 our FTES/FTEF ration is 20.1. This is slightly higher than the College average of 19.1. In 1998-9 the Department generated 137.5 FTES producing a FTES/FTEF ratio of 19.6. In 1999-2000 the Department generated 140.8 FTES producing a FTES/FTEF ratio of 20.1.<See Chart entitled “1997-1998 FTES”>

2. According to SCHEV standards, calculate the SCH/FTEF ratio for each of the past three years and compare it to the College average.

In 1997-8 the Department of Psychology generated 4319 SCH; in 1998-9 we generated 4076 SCH; and in 1999-2000 we generated 4181 SCH. These figures are roughly parallel the data from item #1 above.

3. Summarize the departmental average advising loads for each of the past three years.

In the 1995-1996 academic year, we had 251 psychology majors. With full time faculty of 5 (excluding the Department Chair and one faculty member on ¾ administrative leave) assuming an equal distribution of advisees, each faculty member was responsible for 50 advisees. In the 1996-1997 academic year, we had 186 psychology majors. With a full-time faculty of 5, each faculty member was responsible for 37 advisees. In the 1997-1998 academic year, we had 153 psychology majors. With a full-time faculty of 5, each faculty member was responsible for 31 advisees. In the 1998-1999 academic year, we had 169 majors. With a full-time faculty of 5, each faculty member was responsible for 34 advisees. <See chart entitled “Undergraduate Majors on Record – Fall Semester”>

The Department Chair and Program Coordinator for the graduate program in Community and College Counseling is responsible for the advising activities for all of the graduate students in that program. In 1997-1998 there were 67 students in the program; in 1998-1999 there were 76 students in the program; and in 1999-2000 there were 75 students. <See chart entitled “College and Community Counseling”>

4. Provide a student profile of program by race, sex, residency and age for the past three years. Indicate the percentage of the total institutional enrollment they represent.

According to the 1999 census data, 85% of Psychology majors were white. Seventy six percent of our students were female. Ninety nine percent of the students were Virginia
In the 1995-1996 academic year we had 107 psychology majors who graduated from the College. This represented 17% of all graduates of the College for that year. In the 1996-1997 academic year, we had 69 psychology majors who graduated from the College. This represented 11% of all graduates of the College for that year. In the 1997-1998 academic year, we had 43 psychology majors who graduated from the College. This represented 7% of all graduates of the College for that year. We experienced a steady drop in the number of Psychology majors after the change in the Special Education program eliminating the Psychology major. We have observed a slight decline in the number of Psychology majors graduating from the College but the number of majors has stabilized and efforts are being made to attract and retain the majors we have. The revision of our program curriculum and the planning and construction of the New Science and Psychology building will facilitate these efforts. <See chart entitled “Psychology Majors and Graduates by Year”>.

PART II: INDICATORS OF PROGRAM QUALITY

Section A: Program Goals and Objectives

1. State the program goals and objectives. See Goal Statement below.
2. State the competencies or outcome objectives for students completing the program. See Goal Statement below.
3. Describe how the program goals and student outcome objectives are assessed. See Goal Statement below.

DEPARTMENT OF PSYCHOLOGY – LONGWOOD COLLEGE


(The following Goals are those of Longwood College. Where appropriate, the Department of Psychology has outlined its own contributions to this effort. Such contributions are listed following specific strategies.)

GOAL I
To strengthen Longwood’s meaningful learning environment including rigorous academic and high personal expectations for all aspects of the institution.
Strategy I: Examine, define, assess and affirm those aspects of the college experience that foster a meaningful learning environment.

- Promote an understanding among students of the primary importance of classroom learning and individual responsibilities in acquiring a mastery of the fundamental concepts and methodologies in the field of psychology
- Expand experiential learning opportunities for undergraduate students through the use of innovative teaching techniques, laboratory experiences, internships, and independent research experiences.
- Provide out-of-class academic activities that are educational (active involvement in Psi Chi – Psychology Honorary Society, and the Psychology Club)
- Promote an understanding among students of career options relating to psychology.

Strategy II: Promote faculty efforts to stay current in their disciplines and pedagogical approaches.

- Seek financial support from the college for all department faculty to attend relevant regional and national professional conferences, meetings, and workshops relating to: a) the discipline of psychology; and b) the enhancement of college classroom instruction.
- Seek financial support from the college for the purchase of new equipment and technology (e.g., laboratory equipment, computer hardware and software, professional journals)

Strategy III: Encourage research that relates to classroom instruction, program development, the advancement of scholarship in one’s discipline, or community needs.

- Encourage and seek financial support from the college for faculty research: a) in faculty areas of specialization; b) on topics relating to the enhancement of college classroom instruction; c) involving students
- Seek financial support from the college for research time, as well as for the purchase of required research equipment and technology (e.g., laboratory equipment, computer hardware and software, professional journals)

Strategy IV: Create a comprehensive program of personnel development that addresses individual needs for skill acquisition and renewal and that focuses on organizational development needs.

- Encourage all department faculty and staff to attend faculty and staff development workshops and meetings on campus; in particular those relating to the use of instructional technology
- Seek financial support from the college for faculty travel to conferences to enhance teaching and research skills
- Seek financial support from the college for the purchase of equipment and technology (e.g., laboratory equipment, computer hardware and software, professional journals)
Strategy V: Ensure access to sources of information relevant to a meaningful learning environment.
  • Continue to request the purchase of current periodicals, books, videos, and other instructional media by the Longwood College Library
  • Incorporate assignments requiring students to access psychology-related information from the World Wide Web into all courses

Strategy VI: Promote continuing educational interactions with Longwood alumni.
  • Develop and maintain an active database of information on psychology major alumni
  • Regularly provide information to and obtain feedback from psychology alumni through a mail survey and newsletter
  • Incorporate information relevant to psychology alumni into departmental home page

Strategy VII: Offer comprehensive orientation and education programs for Longwood advisory boards to enhance their ability to make informed suggestions and decisions.

GOAL II
To promote a student culture that encourages learning and responsible citizenship.

Strategy I: Ensure that student life programs and practices emphasize learning.
  • Develop a speakers program in Psi Chi to expose students to the ideas of professionals outside of the department
  • Contribute to the development of Longwood Seminar

Strategy II: Implement intentional, systematic connections between classroom learning and other elements of collegiate life.
  • Promote an understanding of the connections between psychology and life experiences
  • Incorporate student life programs and goals into class assignments & activities

Strategy III: Review the honor system and strengthen our commitment to it.
  • Clearly define and enforce the honor system in classes

Strategy IV: Develop services and programs that support student use of information technologies.
  • Incorporate technology into all courses (email, WebPages, etc).

Strategy V: Review and strengthen policies and practices which bear on academic rigor and standards.
  • Increase problem based instruction in courses to facilitate creativity and critical thinking
• Communicate academic expectations to students

Strategy VI: Emphasize lifelong learning as a core value reflected in instruction and campus activities.
  • Help students to develop a value system that emphasizes lifelong learning and personal growth

Strategy VII: Ensure that student life programs and the college curriculum educate students to be citizen leaders who represent the values of civility, responsibility, integrity, and service.
  • Educate students regarding civility, responsibility, integrity and service at both the individual and societal level
  • Promote the understanding of and respect for individual differences
  • Promote the development of interpersonal skills such as effective and assertive communication

GOAL III
To enhance an academically sound curriculum and link classroom learning and the application of knowledge.

Strategy I: Examine the curriculum to provide the most beneficial combination of programs.
  • Continue to examine the appropriateness of courses within the psychology department, including the evaluation and revision of core, concentration and elective courses

Strategy II: Make our teacher preparation programs models for the nation in the rigor of the liberal arts foundation and the strength of practical application opportunities.

Strategy III: Assure that our liberal arts and professional programs meet the highest regional and national standards.
  • Assess performance of Longwood psychology majors in comparison with appropriate normative groups; target the 55th percentile on the Major Field Achievement Test for all psychology majors.

Strategy IV: Review the feasibility of the accreditation of each program for which there is an accrediting body.
  • Explore the feasibility of developing a curriculum that meets state requirements for Licensed Professional Counselors

Strategy V: Strengthen the assessment of the proficiencies and competencies taught through our general education program.

Strategy VI: Encourage and support international opportunities for all students.
  • Explore possible opportunities for students to study abroad.
Strategy VII: Make internships and field experiences available to all academic programs.
- Increase enrollment in Psychology 490 (Independent Research in Psychology) and Psychology 492 (Internship in Psychology).

Strategy VIII: Integrate career planning and preparation into all programs.
- Educate students about the diverse career options available to psychology graduates

Strategy IX: Secure private/public funds for the promotion of curriculum development and teaching excellence.

Strategy X: Provide a curriculum that incorporates diverse perspectives and realities.
- Promote the understanding of diversity through learning experiences and student assignments

Strategy XI: Strengthen the honors program.
- Develop sections of Introduction to Psychology courses for the Honors Program.

Strategy XII: Provide interdisciplinary instruction and learning opportunities.

GOAL IV
To increase undergraduate and graduate student enrollment while enhancing the academic quality and character of Longwood College.

Strategy I: Improve the college’s image by conducting a comprehensive revision of the college’s marketing and public relations programs.

Strategy II: Increase the effectiveness of student recruitment activities and expand into new markets.
- Develop and revise psychology department world wide web pages that are designed to attract students to Longwood College
- Continue to improve the psychology department’s presentation at Preview sessions

Strategy III: Develop and pursue initiatives designed to build scholarship support for deserving students.

Strategy IV: Improve the recruitment potential from outside groups who use our campus.

Strategy V: Implement enrollment management monitoring and evaluation systems to promote effective recruitment and retention strategies.
Strategy VI: Communicate the best of Longwood’s proud traditions and history to students, faculty, staff, alumni and other constituencies.

Strategy VII: Maintain or increase the proportion of E&G (Education and General) budget devoted to academic instruction so as to continue Longwood’s tradition of quality, personalized teaching.

Strategy VIII: Strive to make Longwood more competitive in its efforts to attract and retain outstanding faculty.

GOAL V
To create a more diverse college community with a collegial environment where individuals respect varied perspectives and opinions.

Strategy I: Promote a civil, inclusive campus environment.
- In applicable classes, educate students regarding the appropriate expression of individual perspectives and opinions

Strategy II: Create, promote and support collegial dialogue among all members of the campus community.

Strategy III: Continue to recruit an increasingly diverse faculty, staff and student body.

Strategy IV: Develop and embrace strategies of faculty, staff, and student recruitment which improve opportunities for enhancing diversity among all campus constituencies.

Strategy V: Seek ways to connect the surrounding community and the college in meaningful learning experiences that promote and celebrate diversity.
- Continue to accept invitations to participate in community groups and programs

GOAL VI
To improve the stewardship of human, fiscal, physical, and environmental resources incorporating the most effective principles, models, and practices.

Strategy I: Adopt benchmarks for continuous quality improvement throughout the college so that sound management information is available for critical decision-making.

Strategy II: Prepare the college for a major funding drive to increase private support.
Strategy III: Provide support and assistance with grant writing.

Strategy IV: Increase availability and use of technology for instructional and administrative purposes.
- Incorporate computer applications in all classes including the use of statistical, word processing, and presentation software, as well as internet applications

Strategy V: Assess the degree to which our physical facilities support student learning, and make modifications where needed.
- Continue to lobby the college for adequate space and support of integrated laboratory facilities for human and animal research
- Design and propose a functional integrated learning laboratory that could be used by all faculty members in teaching and research within their various domains of psychology

Strategy VI: Maintain and improve the physical and architectural integrity and beauty of the campus making it the most aesthetically dynamic campus in the Commonwealth.

Strategy VII: Create the safest, most secure campus in the Commonwealth.

Strategy VIII: Improve the effective use of on and off-campus facilities.

Strategy IX: Develop a quick response emergency protocol to effectively respond to a broad variety of potential campus emergencies.

Strategy X: Develop a plan to conduct an environmental audit of all aspects of campus life, and develop a plan to increase responsible environmental behaviors and practices as an integral part of college activities.

Strategy XI: Refine the budgeting process so that it is driven by and explicitly demonstrates the relationship between the allocation of resources and the goals, strategies, and objectives derived from the college’s mission and vision statement.

Strategy XII: Evaluate the need for and develop support systems to reflect the college’s sensitivity to the personal needs of the campus community.

GOAL VII
To enhance outreach and public service efforts devoted to local, regional, national, and global advancement.

Strategy I: Assess the needs (demand, resources, facilities, and staffing) for credit-based off-and on-campus continuing education offerings.

Strategy II: Increase the effectiveness of credit-based off-and on-campus continuing education offerings.
- Continue to provide course offerings for the College and Community Counseling Program in South Boston, whenever possible.

**Strategy III: Strengthen non-credit offerings for professional and community interests.**

**Strategy IV: Develop and strengthen program-based community partnerships.**
- Assess the educational needs of the citizens in the South Boston Continuing Education center (CEC) market area and restructure the governance of the CEC to more closely resemble a consortium of Longwood College, Southside Virginia Community College, Danville Community College, and Averett College in the first tier and other service providers in the second tier.
- Strengthen connections with schools.

**Strategy V: Increase the Longwood Small Business Development Center’s effectiveness in generating economic growth.**

**Strategy VI: Establish research initiatives as catalysts for community improvement.**

**Strategy VII: Maintain and expand, as appropriate, the activities of the Longwood Center for the Visual Arts.**

**Strategy VIII: Develop a faculty/staff speaker’s bureau and a list of faculty experts that can be used by the media.**
- Provide personal/professional biographies of psychology department faculty, when requested

**Strategy IX: Improve community service efforts and linkages that emphasize the connection between volunteer activities and learning outcomes.**

**Strategy X: Assess the feasibility of expanding the Longwood Pre-School program and explore support services for senior citizens.**

**Section B: Curriculum/Instruction and Program Structure**

1. *Describe the degrees, specializations, joint-degree or cooperative programs, and certification opportunities offered by the program and their relationship to the goals and outcome objectives for the department.*

The Department of Psychology offers a degree in Psychology (B.S. degree) with concentrations in Developmental Psychology, General Experimental Psychology, Industrial and Organizational Psychology, Pre-Clinical and Counseling Psychology and Social Psychology. We also offer a minor in Psychology. We continue to work cooperatively with the Department of Education, Special Education, Social Work and
Communication Disorders to offer courses for the Community and College Counseling master’s degree.

The Department undertook a major review and revision of the curriculum. The revised curriculum has four concentrations: Developmental, General Experimental, Industrial/Organizational/Social, and Pre-Clinical/Counseling. Students will be required to take one class from each concentration to increase the breadth of their exposure to the diverse areas of psychology. They will be encouraged to complete all of the classes in one concentration to increase the depth of their exposure to one area of the field. <See “Revised Curriculum: Department of Psychology”>

2. Are course demand and course availability equal? Describe any situations in which students are prevented from timely progress toward a degree. Note the frequency with which directed studies are arranged due to course unavailability or scheduling conflicts.

Courses are offered in a way that insures that students progress in a timely fashion toward the completion of their degree. Sections of courses are added to address unanticipated needs. Directed studies are rarely arranged to meet needs due to course unavailability or scheduling conflicts.

3. Summarize the kinds of credit-earning departmental opportunities for fieldwork or other practical work experience including practica, internships and externships and provide the number of students within the program who have participated in each for each of the past three years.

The Department of Psychology offers a variable credit internship opportunity for any students who wish to elect to take the class. In the 1995-1996 academic year, 68% of the students elected to participate in the internship opportunity. In the 1996-1997 academic year, 62.3% of the students elected to participate in the internship opportunity. In the 1997-1998 academic year, 28% of the students elected to participate in the internship opportunity. These data may be influenced by data from Special Education students who, prior to 1995, were enrolled as Psychology majors.

The Department of Psychology has undertaken a major review and revision of the curriculum. One element of the revised curriculum is to require at least one credit of internship experience for all students. Internship opportunities will be defined as “research internships” which entail extensive independent research with a departmental faculty member (beyond the independent research already required of all students in the Senior Seminar class) and “applied internships” which entail the application of psychological methods and theories in an office or agency. <See chart entitled “Percent of Graduates Who Participated in Internships”>.

4. Describe all opportunities for curricular enrichment and provide the number of students within the program who have participated for each of the past three years.
The Department of Psychology offers independent research opportunities for any students who elect to engage in research with a faculty member. In the academic years from 1995 to 1998, only one student is recorded as having participated in independent research for academic credit. This does not seem to reflect the true number of students participating in research with faculty members. Other participation must have been without academic credit. The Department of Psychology also allows students to study abroad. In the academic years from 1995 to 1998, no students from our department studied abroad.

In our revision of the curriculum we have made independent research a requirement in the senior capstone course (Senior Seminar). All students must design, conduct, analyze and report their own individual empirical research projects. We are also encouraging independent research with faculty members as an internship experience.

In our revision of the curriculum we also introduced a new course “Cross-Cultural Psychology” which will focus on intra-cultural differences in the understanding of psychological phenomena. One of our faculty members, Dr. Bjornsen, led a summer class and international experience that included lecture and discussion opportunities with faculty and students in other countries. He will provide a similar experience this summer in other countries. <See charts entitled “Percent of Graduates who Participated in Study Abroad By Major By Year” and “Percent of Graduates who Participated in Independent Research By Major By Year”>.

5. **Describe any new program initiatives related to instructional technology, accelerated degree offerings, curricular/administrative streamlining, competency-based crediting, and/or new approaches to teaching and learning.**

The faculty in the Department of Psychology actively use instructional technology as a means of enhancing the learning environment. Four of the 5 full-time tenure-track faculty members use text and graphic presentations in most of their class meetings. One other faculty member uses text and graphic presentations from time to time.

Beginning Spring, 1999 all psychology majors were required to develop web-based portfolios as a component of the Senior Seminar class. The portfolios were submitted to the instructor on a diskette. In the Fall semester of 2000, students will be required to initiate the construction of their portfolios during the Longwood Seminar class. The Longwood Seminar is a one-credit graded class required of all first-time freshmen. The classes are organized by disciplines and usually taught by faculty from the discipline. The portfolios will be revised each year culminating in the presentation of the portfolio to the Senior Seminar instructor at the end of the students’ college experience.

One aim of the curriculum review completed this academic year was to identify ways to streamline our curricular offerings. The Department has combined three pairs of classes (six classes combined to make three classes: Industrial Psychology and Organizational Psychology combined into Industrial and Organizational Psychology; The
Psychopharmacology of Alcohol and Drugs and the Psychopharmacology of Prescription Medications combined into Psychopharmacology; and Introduction to Psychology with a Social Focus and Introduction to Psychology with a Biological Focus combined into Introduction to Psychology). There was overlap in the content of these courses and it was felt that the subject matter could be more effectively taught in fewer contact hours allowing us to shift our resources to other areas to better meet student needs.

6. Provide the percentage of lower level courses taught by adjunct and graduate assistants for the past three years.

The percentage of lower level (100 and 200 level) courses taught by adjunct and graduate assistants for the past three years has steadily decreased. During the 1996 academic year, 35% of the lower level classes were taught by adjuncts. During the 1997 academic year, 20% of the lower level classes were taught by adjuncts. During the 1998 academic year, only 11% of the lower level classes were taught by adjuncts.

With one faculty member on continuing ¾ time administrative leave from the department and one faculty member on ¼ time administrative leave from the department (exclusive of the department chairmanship) we will need to continue to use adjunct instructors on a limited basis to meet student needs.

7. Describe how your curricular offerings promote diversity and ethical thinking.

As a result of the curriculum review and revision, the Department of Psychology has introduced a new class on Cross-Cultural Psychology that is aimed at understanding and promoting cultural diversity within the field of psychology. In this course students will study the manner in which basic issues in psychology are interpreted and utilized in various cultures. The issues include human development, counseling and therapy, industrial psychology, environmental psychology, and health psychology. The field of cross-cultural psychology addresses the manner in which culture is a formative aspect of human development, contributing to the developmental experiences, cognitive growth, social skills, aggression and prosocial behavior, cultural norms and institutions, and the emergence and treatment of emotional, cognitive, and behavioral dysfunction and treatment thereof.

Ethical issues in psychology are addressed in several classes, particularly the classes in the research sequence (Research Methods, the laboratory classes and Senior Seminar which requires independent research projects).

8. Provide a single disk containing current syllabi for each course taught within the most recent three semesters.
Accompanying this document is a disk containing current syllabi from each course taught within the most recent three semesters.

Section C: Evidence of Student Outcomes and Student/Alumni Satisfaction

1. Provide evidence of student and alumni satisfaction with course availability, instruction, advising, and academic support services. Further evidence of alumni satisfaction with their level of preparation for work, graduate study, and their ability to serve as a responsible citizen should be included.

According to data available from the Assessment Office, 65% of the respondents to the 1993-1997 Alumni Survey indicated that they were very satisfied with their Longwood College education. Thirty four percent indicated that they were somewhat satisfied. Less than 1% (1 respondent) indicated dissatisfaction. <see table entitled “Longwood College Department of Psychology Alumni Survey – 1998 (graduates from 1993-1997 surveyed)” >

2. Document the employment and graduate school status of recent alumni from the past three years noting the number and percentage of alumni who are employed or enrolled in program-related fields of work or study.

According to data available from the Assessment Office, only one respondent (.8%) to the 1993-1997 Alumni Survey indicated that he or she was not employed but seeking employment. All others were employed full-time (88.4%), part-time (7.4%) or not seeking employment (3.3%). Eighty one percent of the respondents indicated that their psychology major was related to their current job (Very much or somewhat). Eighty eight percent indicated that their psychology major helps them to perform on their job. <see table entitled “Longwood College Department of Psychology Alumni Survey – 1998 (graduates from 1993-1997 surveyed)” >

3. Provide evidence of employer satisfaction with the quality of program graduates and their level of preparation

No data available.

4. Provide summary information from the past three years regarding student performance on standardized measures of learning and summarize the degree to which students have indicated mastery of the expected outcome objectives. Describe what has been done in response to student performance that has not met department standards.

The Department of Psychology has administered the Major Field Test to senior psychology majors every year since 1990. The highest student scores were achieved in 1992 when the Longwood College senior psychology majors scored as well as or better
than 73% of students taking the Major Field Achievement Test in Psychology that year. Unfortunately, the students from 1997 to 1999 scored in the 39th, 44th and 18th percentile, respectively. The decline in the scores was very troubling to the Department. In response to this (and as part of the Curriculum review and revision) the Department has elected to place fewer resources in the introductory level classes where students are less sure of their intent to major in psychology. We did this by combining the two part introductory course into one Introduction to Psychology, which is to serve as an overview of the field and an invitation to learn more. We introduced a new course, Introduction to Biopsychology, intended to give majors a more comprehensive grounding in the biological and physiological basis of behavior. We re-introduced the Advanced General class to give the students an upper-level summary of the major concepts in psychology. Finally, we changed the core curriculum to require students to take one class from each of the major subdivisions of the field of psychology thereby increasing their breadth of exposure and all of the classes from one of the subdivisions of the field to increase their depth of exposure. We will monitor future Major Field Achievement Test scores and make further adjustments as indicated. <see tables entitled “Major Field Achievement Test, Psychology”>

### Section D: Characteristics of the Faculty

1. Provide a current faculty profile by tenure status, rank, gender and years at Longwood.

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<th>Demographics of Faculty Currently Teaching</th>
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2. Are all aspects of current curriculum adequately supported by faculty expertise?
All aspects of the current curriculum are adequately supported by faculty expertise.

3. Based on evidence collected during the annual faculty performance evaluations, is the level of faculty scholarly, service and teaching activities appropriate to the mission of the department? Demonstrate how these activities have affected faculty teaching and student learning. Describe all departmentally based faculty development that has been initiated in response to these findings.

The faculty in the Department of Psychology are actively involved in scholarly activities appropriate to their discipline. Faculty have included students in their research endeavors as collaborators on research teams that have resulted in professional presentations for the teams. They are also engaged in research on the teaching of psychology. The College has supported faculty research to the extent possible. The Fund for Student Research and Internships has provided substantial support for the faculty/student research teams.

The faculty also remain active in the area of Service to the Department, School, College and professional community.

4. Provide a single disk containing a current curriculum vitae from each faculty teaching within the academic year.

A hard copy of the current curriculum vitae from each tenure track faculty member teaching in 1999 is attached. <see Curriculum Vitae section>

Part III: INDICATORS OF PROGRAM RESOURCES AND COSTS

Section A: Program Resources and Equipment

1. Describe the adequacy of library holdings and information access.

Description of the adequacy of library support for Psychology Department curriculum (supplied by Pat Howe, Psychology Department Liaison from the Longwood College Library).

A. The Longwood College Library, completed in the Spring of 1991, is a vital part of education at Longwood and provides state-of-the-art technology for information retrieval from within the library and libraries and databases throughout the world, as well as world-wide satellite reception. The library, with its books, periodicals, audio-visual materials, printed and electronic indexes exists for the informational needs of the students and faculty.

Seating capacity in the library provides 777 seats for open reading and studying. There are 5 group-reading rooms each with seating capacity for six. There are 26 individual study rooms, most equipped with audio-visual equipment. The library also has 6 large classrooms accommodating 25 people each with audio-visual equipment, satellite and
teleconferencing capability. The library instruction classes are equipped with an instructor's computer and projector.

Reference services include individual reference service, bibliographic instruction to meet general and specific class needs, electronic resources utilization, and online bibliographic searching upon request. Seminars are conducted from time to time on specialized areas of the library. Subject bibliographies are available for the users. Reserve materials include those requested by the faculty, non-print materials, and some materials that are in high demand. Each academic department on campus has a professional librarian as its liaison who works with faculty in collection development, update of resources, library instruction for classes, and any other library-related need. Complete list of liaison responsibilities is available on the library's web page:
http://web.lwc.edu/administrative/library/liais.htm

The library houses a collection of 1,027,964 print and non-print materials and subscribes to 1848 print periodicals to support the academic programs at Longwood. Electronic full text journal articles are detailed more in the "electronic access" section. The library subscribes to international, national and local newspapers, which are available in the Reference/Periodicals area for all users. Current microform editions of the New York Times from 1852, Wall Street Journal from 1982, The Richmond Times-Dispatch from 1858, Washington Post from 1977, and USA Today from 1978 to the present are housed in the library.

The total collection is represented in the online catalog. The library utilizes the VTLS integrated automation system, which supports cataloging, the OPAC (online public access catalog), serials, circulation and reserves and has been operational at Longwood since 1983. Access to the catalog is available from terminals and networked computers housed throughout the library; microcomputers connected to campus telecommunications (faculty offices, residential rooms, and microcomputer labs), dial-in access from remote computers and Internet browsers.

Interlibrary Loan service is offered to all faculty, graduate and undergraduate students, and staff. It provides materials not available in the Longwood Library. Requests may be submitted via the library home page. With the capabilities of online technology and telefacsimile machines, materials are received within 24 hours to 2 weeks depending on the type of material and the location of the lending institution. There is an agreement among Virginia academic libraries to strive for a 24-48-hour turn-around for journal articles. Requests are sent electronically and most articles are scanned at the lending institution and sent over the Internet to the requesting institution.

B. Electronic access: The Library subscribes to several electronic resources, such as:

2. NewsBank, which includes over 700,000 actual newspaper articles on microfiche since 1985 and full text online since 1994 from over 500 regional, national and
international newspapers and newswire sources on select topics that include contemporary issues, current events, business information, people in the news, art, and literature.

**Electronic resources available through the VIVA Consortium**, although broad in coverage, include information on psychology and related fields. These would include the following:

1. *PsycINFO* database, produced by The American Psychological Association, covers the professional and academic literature in psychology and related disciplines including medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, and other areas from 1887 - present, updated monthly. Coverage is worldwide, and includes references and abstracts to over 1400 journals and dissertations in more than 30 languages, and to book chapters and books in the English language. Over 50,000 references are added annually. Popular literature is excluded.

2. *ERIC*, a national education database sponsored by the U.S. Department of Education, Office of Educational Research and Improvement (OERI) is presently the largest education database in the world, containing over one million citations covering research documents, journal articles, technical reports, program descriptions and evaluations, and curricular materials in the field of education from 1966 - present. A key source for education information used by researchers, teachers, policymakers, librarians, journalists, students, parents, and the general public. In addition to ERIC subject descriptors and extensive abstracts, citations include detailed source, geographic, institutional, and availability information. Coverage is updated monthly.

3. *Health Reference Center -- Academic* provides health information as well as consumer health research. It combines indexing for 205 health and medicine journals and magazines, full text for 150 of these health and medicine journals and magazines, and for each of the six reference books and the 500 pamphlets included, plus selective indexing for articles in approximately 1500 additional general interest journals and magazines; the six reference titles are: *Mosby's Medical, Nursing, and Allied Health Dictionary*, *The Columbia University Complete Home Medical Guide*, *The People's Books of Medical Tests*, *The Consumer Health Information Source Book*, *USP-DI Vol. II: Advice for the Patient*, *Drug Information in Lay Language*, *The Complete Directory for People with Chronic Illness*.

4. *Social Sciences Abstracts*, produced by the H.W. Wilson Company, provides accurate, up-to-date coverage of the social sciences. Abstracts cover more than 350 international, English-language periodicals. Its records describe feature articles, biographical sketches, interviews, obituaries, scholarly replies, and book reviews longer than one-half page. Each record contains a bibliographic citation and library holdings for the journal. Subjects include: anthropology, international relations, psychiatry, business, law and criminology, psychology, community health, medical care, public welfare, economics, political science, social work, foreign affairs, politics, sociology, and geography. Coverage is from February 1983 to the present with abstracts starting in January 1994 and new records are added monthly.
5. **Expanded Academic Index**: indexing for 1,896 scholarly and general interest journal titles including New York Times (last 6 months) also full text for over 900 of the 1,896 titles. Includes titles such as, *Adolescence*, *American Journal of Community Psychology*, *American Journal of Psychology*, *Journal of Psychology*, *Journal of Social Psychology*, and *Journal of Youth & Adolescence*.

6. **Readers’ Guide Abstracts**, indexes and abstracts a core list of popular periodicals published in the United States and Canada; it also cites book reviews, each record contains a bibliographic citation for a journal article and library holdings for the journal title, many records include an abstract and subjects include business, fine arts, current events, fashion, and sports.

The Library includes other electronic resources under "Psychology on the WEB--a Guide to Sites and Sources" at http://web.lwc.edu/administrative/library/psych.htm

Other resources, such as *Search Uncover*, are available without a subscription; full text journals from the IDEAL database, such as *Journal of Experimental Child Psychology, Learning and Motivation*, *Journal of Experimental Child Psychology, Journal of Experimental Social Psychology*, and *Neurobiology of Learning and Memory*, and journals from HighWire Press can also be accessed via the library's web page.

The audio-visual collection in the library provides Longwood's students the opportunity to gain familiarity with a wide range of media representative of many subject areas and with appeal to various age levels. The library houses over 4500 video titles with approximately 9% relating to Psychology. The list of videotapes and videodiscs is available on the Library's home page in alphabetical and call number order. In addition to audio-visual software, the library houses the equipment necessary to utilize the software.

**C. Faculty Liaison**: Each academic department on campus has a librarian liaison who is familiar with the instructional programs and faculty areas of interest and/or research in the assigned departments. The librarian notifies the department of the liaison's role and maintains contact with the department or its representative at least once per semester; meets with new faculty as close to their arrival on campus as possible to introduce oneself, the library, and its services; contacts individual faculty as needed; is aware of developing programs and current faculty research and anticipates future needs; responds to faculty or departmental concerns, questions, comments and relays that information to library staff and/or director for comment and/or action; keeps the assigned departments informed of new services and developments within the library; is available to faculty to solve problems users might be having with the library; may collaborate with faculty on developing course proposals, syllabus revision, grant proposals, etc. requiring library resources; participates in library educational programs, e.g., tours or bibliographic instruction; prepares and offers orientation and instruction programs in subject area(s); assists assigned departments with library portion of accreditation reviews, self-studies, etc. as needed.
The Library liaison also participates in selection and collection management of assigned subject areas for the library.
D. A collection development statement exists for Longwood College Library and is reviewed approximately every two years for revisions to reflect changing conditions. The purpose of the statement is to clarify, for all those involved in building the collection or interested in its development, the policies which govern its growth. The complete policy is available on the Library's web page: http://web.lwc.edu/administrative/library/collpol.htm

Library materials are acquired in accordance with the following priorities:

1. Materials to support the current instructional programs of the College, the primary educational objective of which is "to provide a baccalaureate curriculum distinguished by academic excellence." In order to provide the support that faculty and students rightly expect, the library must receive early and accurate information about new courses, forthcoming certification and degree programs, and other changes in the curriculum; only with open channels of communication between curriculum planners and librarians can sufficient lead-time be guaranteed for budgeting and obtaining materials to support new curricular offerings.

2. General reference and informational works.

3. Materials to support the research needs of the faculty, with consideration of the potential usefulness to undergraduate and graduate students, either of the materials themselves or of the faculty members' researches. For the more expensive and more narrowly specialized requests, faculty members must expect to utilize interlibrary loan, online literature searches, and the more comprehensive collections of nearby universities.

4. Materials that meet the recreational needs of the clientele. Here the coverage is limited.

The teaching faculty and the professional library staff share responsibility for selection. Faculty members are largely responsible for recommending the acquisition of materials in their subject fields. There are no rigid quotas for expenditures by departments, nor are specific funds earmarked for the support of the graduate program. While encouraging faculty members to participate in the selection process, the library requests that they designate priorities, so that the most urgently needed materials can be identified. The library endeavors to provide special support for new degree programs, new course offerings, and the needs of new faculty members.

Since the librarians are in the best position to observe the overall quality and balance of the collection and are daily faced with the demands and needs of the clientele, the librarians select materials in all subject areas. Each librarian, however, concentrates primarily upon certain specified areas of the collection and are influenced in large measure by the reviews in standard review media. Student requests are considered and are checked against Longwood's holdings.
E. Expenditures for psychology library acquisitions: a breakdown with expenditures (a) the year before last, (b) last year, and (c) budgeted for this year in the following categories: books, periodicals, audiotapes/records, videotapes, microfilm/microfiche, and electronic access with a total for each year.

Expenditures below reflect the Psychology Department. There are other departments such as Education that may relate to Psychology, but are not reflected in these figures. Allocation is based on previous years' spending, but is always subject to change. Audio-visuals are not broken down by specific format, but most likely are videotapes. The CD-ROM costs were for PsycLIT, which was not renewed for next year since the full PsycINFO is available through VIVA.

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<tr>
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<tbody>
<tr>
<td>Books</td>
<td>$9,481</td>
<td>$4,484</td>
<td>$4,159</td>
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<td>Periodicals</td>
<td>$16,033</td>
<td>$19,212</td>
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<td>Audio-visuals</td>
<td>$0</td>
<td>$388</td>
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<td>CD-ROM</td>
<td>$8,291</td>
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<tr>
<td>Microforms</td>
<td>$363</td>
<td>$1,017</td>
<td>$1,035</td>
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<tr>
<td>Total:</td>
<td>$25,877</td>
<td>$33,392</td>
<td>$34,017</td>
</tr>
<tr>
<td>Percent of total budget</td>
<td>4.08%</td>
<td>5.47%</td>
<td>5.48%</td>
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2. Describe the adequacy of facilities and equipment.

The department was fortunate to receive $750,000 in Equipment Trust Fund money to equip a psychology laboratory. With it, we purchased equipment for human and animal (rat and pigeon) research.

We are currently in a temporary facility in the Wynne Building which we are working to make adequate. We are very excited about the New Science Building which will house the Departments of Natural Science and Psychology. The projected completion date is fall 2002. We are currently participating in the planning phase of the new building which will contain state-of-the-art classroom and laboratory facilities.

3. List any externally funded sources of revenue from the past three years.
There were no externally funded sources of revenue during the past three years.

Section B: Program Costs

1. *Summarize direct program costs per student credit hours for the past three years.*

The ratio of total operating costs to FTES for 1997 is $326,861/146.9 = $2,225., and for 1998 is $379,179/137.5 = $2,758. The ratio of total operating costs to full-time faculty for 1997 $326,861./7 = $46,694. and for 1998 is $379,179./7 = $54, 168. <See chart entitled, “Adjunct, Operational and Total Budget”>

2. *Itemize the program costs for faculty, graduate assistants, classified staff, travel and other basic operating expenses for the past three years.*

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<tr>
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<tbody>
<tr>
<td>Faculty</td>
<td>$294,470.</td>
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<td>$320,985.</td>
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<td>Adjunct</td>
<td>$31,600.</td>
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<td>$11,717.</td>
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<td>Grad. Assistant</td>
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<tr>
<td>From EDUC</td>
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<tr>
<td>Classified Staff</td>
<td>$25,325.</td>
<td>$26,768.</td>
<td>$27,204.</td>
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<td>Travel</td>
<td>$2,916.</td>
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<tr>
<td>Other Operating</td>
<td>$19,995.</td>
<td>$19,607.</td>
<td>$16,224.</td>
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<tr>
<td>Expenses</td>
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