Meeting convened at 8:30 am

Attendees:

Jane Wong – Armstrong Atlantic State University

Donna Mantooth – GA Highlands State College

Mike Nielson – GA Southern University

Steve Lloyd – University of North GA

James Collins – Middle GA State College

Etta Lee – ABAC

Jeff Knighton – Gordon State College

Vickie Williams – GA Gwinett College

Mark Griffin – GA Perimeter College

Carla Bluhm – RAC Chair, College of Coastal GA

Diana Riser- Columbus State University

1: Welcome & Introduction (& Discussion of Goals of RAC/Future plans) – Carla Bluhm

– RAC meetings: Nursing and Philosophy do the best

   What do we want our RAC to be? Stay as it is, or get more advanced?

- Suggestion: 1/x semester meeting (one online)

– Suggested psych facebook page across USG and at each campus

– Suggested using media to help advising students

– CCGA facebook page has worked well

   -thinking of ways to get students to communicate with one another

   -creating more formal space

   -facebook – social media

– some found out about this meeting late, suggested: USG should appoint someone to ensure information about the meetings is passed on to new faculty/chairs

– organization of committee/chairing role discussed

   Suggested: "pushier" about getting people here and meeting needs to be beneficial

– keeping up with contact list has been difficult

- Fall - meet via Blackboard collaborate

–Suggested future spring meeting piggybacked with SETOP (and could work with Kennesaw State on this)

- Suggested to bring BOR person to our RAC meeting for a half-day or a couple of hours
- either intrinsic value to meeting needs to be clear and/or have to have "teeth" in it (the meeting/feedback on proposals)

2: Association of Heads of Departments of Psychology- Carla Blumh for Donna McCartney (absent - ill)

– likes AHDP - helpful to chair job; how chairs function at very different schools

– lands at a busy time in the semester, good meetings, been helpful re student outcomes assessment

– very useful in building community and contacts

Meeting designed for chairs or soon-to-be chairs

3. Proposed Program- Masters of Industrial-Organizational Psychology (Gwinnett campus)

– proposal reviewed/ but representative of school must be there for a meaningful discussion – online or in person; UGA – Gwinnett should have a representative here (no representative was present)

-Size and status of school plays a role in attendance and interest in suggestions of committee

– USG sends to Deans

　　　RAC has given great feedback with representative present in past

– RE: current proposal - seems to be enough faculty to support the program and doesn't hurt undergraduates

– want to ensure that the quality of program are not eroded and that a high standard is maintained for all GA psych students

– Suggested: 2 year follow up should happen with new programs to see how they are progressing

– Suggested: at minimum a representative of the new program should be available to speak to us via phone at follow-up

4. Illuminations on campus consolidations- James Collins, Steven Lloyd

– may create more layers/hierarchy rather than less

– very little time to prepare for consolidation

- maintaining identity with distance between campuses will be difficult

　　different across schools merged: admissions, students, enrollment, tuition policies

– goal of consolidation was to save money and create more access for students. However, increased

enrollments and more hierarchy, but no new faculty came about

- "– blending multi-campus, very distinct groups is difficult

- Lots of decisions to make quickly, but lots of confusion about how to make those decisions, e.g., Problems with which letterhead, logo, etc… to use ends up slowing down daily operations.

– difficult to have to hunt down people; chain of command is confusing

– consolidation: getting by but now everyone teaching 7 classes (an overload)

– some 5/5 and some 4/4 at another consolidated school

- Did it as quickly as possible compressed courses
- How to deal with consolidation: Course design issues with larger classes: "think quick" make language become normal and natural. Take the stuff that's important and make it normal -- need to set the tone

– Suggested: meet with directors of e learning and work on developing hybrid courses

– Consolidation issues with multiple banner systems, split summer budget

– can't schedule overload but have been operating on overload for 1 ½ years

   $66/head for overload

– more consolidation coming?; Honors students project showed → consolidations don't work

– consolidations: won't get a lot of notice. Can't anticipate, creates tensions, all caught off guard

– have to avoid "us vs. them" attitude between merged schools

– suggested: why can't you have T and P options? Either professional or community service, differs across consolidated schools as well (what T & P focus was)

 – Boyer model of different types of scholarship for T and P may be useful

– 4 presidents are gone through mergers

– more money going in? Suggested to have students involved in new logo, colors, etc… to help with identity issues

5. Assessing student learning outcomes in the major and in the general education core curriculum

Discussion of how different schools measure (& whether to share results):

– pre/post 10 item – broad then 5 items on critical thinking

– 12 item

– abandoned it → not working assessment quiz online on theory

– "demonstrate that you know these" outcomes works well but hard to grade

- Multiple Choice to assess not working

– critical AC test (standardized Tenn Tech); Scored by a group of raters (Gen Ed)

- Course – based common assessments → no one is happy with instruments (25g) and what to do with results issue -- cost?

– how do we assess program level outcomes? Not course level

– ACAT → exit exam

– outcomes "carry out experiment"; Random sample of papers; Downside: takes time

– rubric built into RM paper * all have to agree on rubric

– why can't grades be tied? To assessing outcomes

– ETS Exam → part of class "capstone"

- How do we meaningfully digest the results? We don't appreciate the results

– ex: need to offer Social Psyc more often (if low on Social) or need more rigorous standards

– working to raise % on outcomes talk to students about planning etc…

– have to prevent "teaching to the test" have writing assignment instead

– suggested: have faculty sit around and go through student evals together to evaluate it – encourage student comments especially good quality informative comments

– APA has suggested assessments

6. People's experience with fully online and hybrid courses

 "e core" affiliate → big retention focus (91%) ecore training

– faculty may be frowned on for teaching outside

– can put almost entire AS PSYC online with ecore

– some faculty over-committing to ecore because of pay and oversight

– chair has to give permission taught as extra, funneled through institution

Ecore standardized template and 1 proctored exam place

– in some online classes: high retention, no proctored exams, lots of attn, discussions, rubric, follow-up, writing assignments, capped at 35

– research needs to be done on if they can perform in real world (online students)

-    Ft Valley has all online BA

– suggested: videos of her talking by fire about the text; wks 3-5 is when they fail online (according to research)

-    m-f 24 hr (policy at many places) response to email vs. 48 hr response

- suggested: teach them how to email

7. The value of a psychology degree- Carla Bluhm

- value of psych degree- suggested that we draft such a document?

- document given for a philosophy dept version "value of a philosophy major"

– could use psych career website as a guide (psywww.com)

Meeting CLOSED 1:56