

**FY2008 DEPARTMENTAL ANNUAL REPORT  
OF CONTINUOUS IMPROVEMENT**

**Department of Psychology  
Fort Hays State University**

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## DEPARTMENTAL OVERVIEW

The Department of Psychology offers courses (undergraduate and graduate) that provide a solid foundation in the science of behavior and mental processes. The undergraduate program prepares graduates who can compete effectively in the job market or who can go on to graduate study. The graduate program serves essentially the same purposes, but at an advanced level.

The Department of Psychology offers six different degree programs (B.A. in Psychology, B.S. in Psychology, M.S. in Clinical Psychology, M.S. in School Psychology, Ed.S. in School Psychology, and the M.S. in General Psychology). The department also offers an undergraduate minor program in psychology and a certificate program in Case Management.

### A. Departmental Mission and Vision Statements

#### MISSION STATEMENT

To serve the state of Kansas and Fort Hays State University by:

- I. **Providing high quality education and training in Psychology to undergraduate and graduate students.**
- II. **Engaging in scholarly activities that will contribute to the science and profession of psychology.**
- III. **Providing service to Fort Hays State University, the Hays community, and the discipline of psychology.**

(Complete Mission Statement is included in Appendix A)

### B. Departmental Goals, Objectives, and Strategic Priorities

To serve the state of Kansas and Fort Hays State University by:

- I. **Providing high quality education and training in Psychology to undergraduate and graduate students.**

#### Goals

- A. Recruit, teach and support undergraduate psychology major coursework and research.
- B. Provide courses as required to support other disciplines.
- C. Maintain graduate level programs in school, clinical, and general psychology.
- D. Provide role models as psychologists.

E. Serve as advisors to undergraduate and graduate students.

**II. Engage in scholarly activities that will contribute to the science and profession of psychology.**

Goals

- A. Improve the data base of the discipline of psychology.
- B. Disseminate knowledge to the scientific community.
- C. Enhance the instructional role of the faculty through professional development.

**III. Provide service to Fort Hays State University, the Hays community, and the discipline of psychology.**

Goals

- A. Contribute to the overall governance and operations of the university as a whole.
- B. Contribute to the profession of psychology.
- C. Serve as an informational resource for psychology in Western Kansas and other geographic areas.
- D. Increase awareness and appreciation of the contributions of the Department of Psychology (and the profession of psychology) at Fort Hays State University, and the Western Kansas community.

## I. DEPARTMENTAL HIGHLIGHTS

### A. Department Productivity and Distinctive Accomplishments

[OVERALL PRODUCTIVITY AND SPECIAL DEPARTMENTAL ACCOMPLISHMENTS, FACULTY AWARDS, SPECIAL RESEARCH EFFORTS/GRANTS FOR FY2007]

The 2007-2008 academic year was a year of transition for the Department of Psychology. A new interim chair (Heath Marrs) began service in late summer, a senior faculty member completed a year-long sabbatical (Steve Kitzis), and the School Psychology Graduate Program Director position was vacant due to the late spring resignation of the previous director. Because of these events, faculty took on new course preps and additional responsibilities to ensure the continued functioning of the department. With these new responsibilities a great deal of learning took place, with potential benefits for long-term growth in the department.

Highlights of the past academic year include:

*\*Continued success for School Psychology graduate students.* All 2007 graduates passed the Praxis II School Psychology licensure test at the level required for National Certification (Standard Score of 660; a score of 610 is required for Kansas Licensure as a School Psychologist). In addition, graduates continue to do well on the job market, with a 100% placement rate.

*\*A productive year for faculty scholarly activity (See Appendix C for complete listing of scholarly activity).* Three faculty members published book chapters or peer-reviewed papers during the academic year. In addition, all three faculty members published more than one piece during the year.

*\*A productive year for student scholarly activity.* For the second year in a row, FHSU students won two of the four research awards presented at the Psychological and Educational Research in Kansas (PERK) convention in Wichita, KS. Tara Maneth and Sabrina Schwindt won the award for best undergraduate empirical paper (*The Relationship Between Coping Skills, Self-Esteem, and Gender*) and Brandi Day (School Psychology graduate student) won best graduate Theoretical/Lit Review (*The Importance of Play-Based Assessment*). In addition, a number of students made research presentations at regional and national conferences.

*\*Recognition for outstanding graduate theses.* John Booze (07 EdS School Psychology graduate) was recognized as one of four Outstanding Thesis/Field Study Awards at the graduate school Honors Ceremony and Reception. Steven Duvall (former faculty member) was the thesis advisor. Pamela Trantham (08 MS Clinical Psychology graduate) was recognized as one of four Honorable Mentions. Janett Naylor was the thesis advisor.

\**Recognition for outstanding GTA.* Marleah Augustine (Current MS Clinical Psychology student) was recognized as the outstanding GTA for the College of Arts and Science at the graduate school Honors Ceremony and Reception.

\**Faculty awards for teaching.* Two faculty members (Gina Smith and Kaira Hayes) were nominated for the Pilot Award for outstanding teaching.

\**Successful recruitment of a new Director of School Psychology.* This is a significant accomplishment considering the current lack of available faculty applicants in the area of school psychology. A challenge in the near future will be to support the faculty member as they pursue doctoral training.

\**Upgrades to departmental website and increased marketing efforts.* The departmental website was significantly upgraded, with particular attention focused on presenting information that is useful for graduate recruiting. Meetings with Casey Rackaway and Tim Crowley were conducted with a focus on expanding departmental marketing efforts.

\**Continued and expanded partnership with Larned State Hospital.* A research partnership with Larned State Hospital has been expanded and further developed. Carol Patrick has coordinated these efforts with assistance from Janett Naylor. In addition, Carrie Nassif has served on the Larned State Hospital Ethics Review Committee.

\**Involvement with development of Kansas Academy of Math and Sciences.* Heath Marrs served on the development team for KAMS and served as the chair of the KAMS Evaluation subcommittee. Stephen Kitzi also served on the Evaluation subcommittee. Future involvement with KAMS will be explored (e.g. KAMS psychologist, research opportunities with KAMS students).

## B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
<b>Freshmen</b> [END OF FALL SEMESTER, HEADCOUNT]	16	32	30	24	24
<b>Transfer Students</b> [END OF FALL SEMESTER, HEADCOUNT]	12	17	17	18	20
<b>Majors</b>					
Undergraduate (first majors/second majors) [END OF FALL SEMESTER ONLY, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	137/11	166/11	176/13	175/12	160/14
Graduate majors [END OF FALL SEMESTER ONLY, HEADCOUNT]	37	40	36	35	35
MLS students [END OF FALL SEMESTER ONLY, HEADCOUNT OF	4	5	1	0	0

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
<b>ADVISEES WITH 120-4901]</b>					
<b>Major Retention</b> <b>[PERCENT OF MAJORS RETURNING]</b>	63%	56%	62%	58%	NA
<b>Student Credit Hour</b>					
Undergraduate <b>[TOTAL UNDERGRAD SCH FOR FY2006]</b>	5571	5984	6549	5939	6516
Graduate <b>[TOTAL GRAD SCH FOR FY2007]</b>	873	993	882	708	688
<b>Faculty</b>					
Tenured or Tenure-track Faculty (Headcount) <b>[FTE OCCUPIED FROM POSITION CONTROL FOR FY2008]</b>	7.0	7.5	7.5	7.5	6.5
Non Tenure-Track Faculty (Headcount) <b>[FTE OCCUPIED FROM POSITION CONTROL FOR FY2008]</b>	.5	1.0	1.0	1.0	1.0
Other Faculty (Headcount/Sections Taught) <b>[OTHER FACULTY UNDER CONTRACT (VIRTUAL COLLEGE PART-TIME) AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE TOTAL NUMBER OF FACULTY AND SECTIONS TAUGHT]</b>	7 faculty/ 10 courses	8 faculty/ 13 courses	6 faculty/ 12 courses	5 faculty/ 10 courses	10 faculty/ 26 courses
<b>Degrees</b>					
Undergraduate degrees <b>[TOTAL NUMBER OF UNDERGRAD DEGREES AWARDED IN FY2008]</b>	32	31	29	38	38
Graduate degrees <b>[TOTAL NUMBER OF GRAD DEGREES AWARDED IN FY2008, NOT MLS]</b>	15	10	20	15	15
MLS degrees <b>[TOTAL NUMBER OF MLS DEGREES AWARDED IN FY2008 BASED ON 120-4901 ADVISEES IN DEPT]</b>	1	2	0	0	0 (numbers from cognos report for 2007)
<b>Scholarly Activity (See Section IV for documentation requirement)</b>					
Number of books, book chapters, and <b>refereed</b> articles published <b>[TOTAL NUMBER PUBLISHED FOR FY2008]</b>	2	2	4	7	7
Percent of faculty publishing <b>refereed</b> books, chapters, or articles <b>[PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]</b>	25%	25%	45%	4/47%	3/7 43%
Number of <b>non-refereed</b> articles and presentations <b>[TOTAL NUMBER COMPLETED FOR FY2008]</b>	1	0	2	3	17
Percent of faculty publishing <b>non-refereed</b> articles or presentations <b>[PERCENT OF FACULTY COMPLETING FOR FY2008]</b>	12.5%	0%	22%	1/12%	6/7 86%

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
(FACULTY PUBLISHING/TOTAL FACULTY) Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES FOR FY2008]	6	11	6	21	(new chair, see appendix for documentation)
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP FOR FY2008 (FACULTY PERFORMING CREATIVE ACTIVITY/TOTAL FACULTY)]	75%	75%	45%	8/94%	
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0	2	1	2/24%	0
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0	1	0	1 grant with 2 faculty /24%	0
<b>Service Activity</b> Percent of faculty meeting acceptable standard of service activity [NOTE: this percent includes faculty meeting exceptional standard of service activity.] [PERCENT OF FACULTY MEETING MINIMAL STANDARD DURING MERIT EVALUATION]	100%	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity [PERCENT OF FACULTY MEETING EXCEPTIONAL STANDARD DURING MERIT EVALUATION]	75% met dep crit for considerable merit; 25% for unusual merit	87.5% met dep crit for considerable merit; 12.5% for unusual merit	75% met dep crit for considerable merit; 25% for unusual merit	75% met dep crit for considerable merit; 25% for unusual merit	26% met dep crit for unusual merit
<b>Assurance of Student Learning</b> [NOTE: Each department should pick at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.] Direct Outcome 1 (Undergraduate) Area Concentration Achievement Test (ACAT) in Psychology. This is a standardized achievement test used by over 500 colleges and universities. The ACAT was administered to graduating seniors (See Appendix D for further detail).  ACAT Group Percentile for OVERALL PERFORMANCE (direct comparison to all universities using ACAT)	NA	NA	NA	66 <sup>th</sup> percentile (n = 9)	39 <sup>th</sup> percentile (n = 11)



Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
<p>Direct Outcome 2 (Graduate – School Psychology) Praxis 2 School Psychology licensure exam. This is a standardized exam that is required for school psychology licensure in the state of KS. Students must receive a standard score of 610 for KS Licensure and a score of 660 if they would like to pursue national certification after 1 year of practice.</p> <p>Mean standard score of EdS School Psychology graduates</p> <p>Percent of school psychology graduate students passing licensure exam</p> <p>Indirect Indicator 1 Mean score of National Survey of Student Engagement (NSSE) Level of Academic Challenge Index</p> <p>Indirect Indicator 2 Mean score of National Survey of Student Engagement (NSSE) Active and Collaborative Learning Index</p>	NA	NA	NA	NA	696 (n = 5)
	NA	100%	100%	100%	100%
					57.62 (n = 17)
					50.70 (n = 17)
<p><b>Other Department Key Performance Indicators (up to 3 additional measures, optional)</b> [NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]</p> <p>Outcome/Indicator 1 Number of students involved in research with faculty outside Experimental Lab (counted by semester &amp; project)</p> <p>Outcome/Indicator 2 Mean rating for 6 quality of advising items on the Senior Exit Survey (See Appendix D)</p> <p>Outcome/Indicator 3</p>	NA	22	71	41	NA
	NA	NA	4.55 (n = 8)	4.63 (n = 9)	4.54 (n = 21)
<b>Number of Faculty Visiting Foreign Campuses</b>	XX	XX	XX	XX	0

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	0

**C. Department Quality Initiatives and Results**

FY2008 Quality Initiatives	Results
On-going undergraduate academic audit	<p>A faculty committee met during the academic year to review assessment data (primarily from the Senior Survey) and to process needed curriculum changes that were identified during the year of the department.</p> <p>Accomplishments include:</p> <ol style="list-style-type: none"> <li>1) Processed change in hours for PSY200 Advanced General Psychology (Will now be a 2 hour course).</li> <li>2) Created and proposed a new course (PSY440 Senior Seminar). This course will provide a capstone-like experience for senior psychology majors, with a primary emphasis on career and graduate school planning and preparation. This course should complement well the other senior level course (PSY683 History &amp; Systems), which emphasizes disciplinary content as opposed to career related concerns.</li> <li>3) Second administration of the Area Concentration Achievement Test (See Appendix D) was completed.</li> </ol>
On-going graduate academic audit	<p>A faculty committee met during the academic year to process changes to the graduate curriculum that was proposed during the year of the department. The process was stymied somewhat due the open position of Director of School Psychology. Suggested changes to the School Psychology curriculum will be completed in consultation with the new Director.</p> <p>Accomplishments of this committee include:</p> <ol style="list-style-type: none"> <li>1) Successful development and approval of a new graduate course (PSY860 Couples Therapy).</li> <li>2) Modification of PSY840 Appraisal of Children course to allow specialization for school psychologists. Final development of the new course will be finalized with the new Director of School Psychology.</li> <li>3) Changes in the sequencing of the clinical program to improve first semester experience of students (previously took 16 semester hrs).</li> </ol>
Hispanic recruitment	This initiative was not addressed during the academic year.

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Further Refinement of Undergraduate Assessment Program	<p>RESPONSIBLE PARTY: An undergraduate assessment committee will continue to meet during the 08-09 academic year to review assessment data collected during the first 2-3 years of the formal assessment program (ACAT, NSSE, Senior Survey). The committee will:</p> <ol style="list-style-type: none"> <li>1) Review current assessment data and make recommendations to the faculty and chair for possible improvements (curriculum, teaching/learning processes, and departmental needs).</li> <li>2) Review current assessment plan and identify possible gaps/ needed</li> </ol>

	<p>modifications/additional assessment.</p> <p>3) Facilitate implementation of Senior Seminar and Senior Thesis (development of syllabus, procedures, expectations, assessment, etc.)</p> <p>4) Review current performance in the department in the area of writing.</p> <p>RESOURCES REQUIRED: None</p> <p>SPECIFIC MEASUREMENT: Report submitted to chair at end of academic year.</p> <p>IMPLEMENTATION PLAN: Monthly meetings of committee.</p>
Review of Graduate Assessment Program and Recruiting	<p>RESPONSIBLE PARTY: Graduate assessment and recruiting committee (graduate program directors and department chair). The committee will:</p> <ol style="list-style-type: none"> <li>1) Continue initiatives started in graduate academic audit.</li> <li>2) Further develop assessment system for graduate programs.</li> <li>3) Identify current gaps in graduate recruiting processes.</li> <li>4) Update graduate marketing materials.</li> <li>5) Develop plan for systematic recruiting efforts (i.e. mailings, recruitment at academic conferences, personal contacts).</li> </ol> <p>RESOURCES REQUIRED: Assistance from Grad School and Academic Marketing.</p> <p>SPECIFIC MEASUREMENT: Increased number of graduate applications and graduate enrollments. Report submitted to chair at the end of academic year.</p> <p>IMPLEMENTATION PLAN: Graduate assessment and recruiting committee will meet monthly to pursue goals of the committee.</p>

**D. Institutional Quality Results**

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student's writing abilities	The department reviewed NSSE results related to writing. The undergraduate assessment committee will review departmental performance in the area of writing during the 08-09 academic year.
Develop mobile computing teaching and learning environment	All faculty are currently equipped with tablet computers.
Internationalize the campus and curriculum	The department successfully recruited two international graduate students this year.
Strategically manage new enrollment opportunities	The department website has been updated. A meeting with Casey Rackaway was conducted to assess current marketing efforts. The Dean of the Graduate School has also provided assistance in the area of graduate recruiting.
Improve student learner outcomes in computing	This goal was not addressed by the department during the 07-08 academic year.

## II. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

### A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
<p>*Strong enrollment in undergraduate programs (growing SCH).</p> <p>*Students who are highly satisfied with the psychology education they have received at FHSU (see results of Senior Exit Survey in Appendix D).</p> <p>*Many opportunities for undergraduate research (Larned research partnership, student research participation, collaborative research with faculty).</p> <p>*High achievement of graduate students, as evidenced by licensure exam performance (school psychology) and recognition for research (thesis and research presentation).</p> <p>*Continued emphasis on the scientist-practitioner model of training. The department continues to offer a strong foundation in research methods and statistics for graduate students.</p> <p>*Graduates of the School and Clinical graduate programs are highly sought-after, with many considering multiple offers of employment upon graduation.</p> <p>*Faculty expertise in a variety of specialties in the field of psychology (Clinical, Developmental, Cognitive, Educational, School). Good mix of senior-level and new faculty.</p>	<p>*Additional faculty member would allow us to reduce class sizes, offer more electives, expand expertise of the department, expand undergraduate internship and apprenticeship opportunities, and reduce current thesis supervision and advising loads of current faculty.</p> <p>*Additional faculty member in school psychology would allow program to move towards pursuing national accreditation through the National Association of School Psychologists.</p>
Future Opportunities	Future Threats
<p>*Development of comprehensive assessment program has provided opportunities for feedback on student learning and opportunities to improve the quality of undergraduate and graduate programs.</p> <p>*Continued need for school psychologists in the state of KS and nationally provide an opportunity for growth.</p> <p>*Senior thesis option will provide outstanding students with an important development opportunity.</p> <p>*There may be opportunities for growth in the general</p>	<p>*Addition of Senior Thesis will impose even greater demands on faculty time, as the faculty are already stretched to cover supervision of graduate research (35 graduate students, all grad programs require a thesis).</p> <p>*A high number of entering freshman are taking General Psychology through concurrent enrollment. May affect SCH in General Psychology. May also mean differing levels of preparation for advanced courses in the major.</p> <p>*Growth in Graduate or Undergraduate enrollment will further stretch faculty. Most undergraduate courses in</p>

<p>psychology graduate program by recruiting international students (2 international students have been recruited for Fall 08).</p>	<p>the major are large, with enrollments in the 30's and 40's not uncommon.</p> <p>*Faculty turnover is a continuing threat due to competitiveness of the market in some fields and work conditions, particularly school psychology.</p>
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**B. Opportunities for Improvement**

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
<p>No long-term Strategic Initiatives have been planned this year due to turnover in faculty and transition to new chair.</p>	<p>[BRIEF DISCUSSION OF ALL NECESSARY RESOURCES]</p>	<p>[BRIEF IMPLEMENTATION PLAN INCLUDING EXPECTED OUTCOMES AND SCHEDULE]</p>
<p>[BRIEF DISCUSSION OF OFI]</p>	<p>[BRIEF DISCUSSION OF ALL NECESSARY RESOURCES]</p>	<p>[BRIEF IMPLEMENTATION PLAN INCLUDING EXPECTED OUTCOMES AND SCHEDULE]</p>

### **III. SUPPORTING MATERIALS**

**Appendix A**  
**Department Degree Program Affinity Diagram(s)**

### Affinity Diagram – B. A. and B.S. in Psychology Programs

<i>Characteristics of B.A. Psychology Students</i>	<i>Expected Learning Outcomes</i>	<i>Curriculum</i>	<i>Assessment Approach and Methods</i>	<i>Results</i>	<i>Curricular and/or Pedagogical Changes</i>
<p><b>Knowledgeable:</b> They have a good foundation in psychology as a science and a profession.</p> <p>They have sufficient depth in selected areas of interest to pursue employment and/or graduate school.</p> <p>They know the strengths and limitations of psychology.</p> <p><b>Analytical:</b> They are able to reason well about specific research findings.</p> <p>They are able to generalize appropriately from research findings.</p> <p><b>Adaptive:</b> They are able to further their own education and professional experience by additional self-directed activities.</p> <p>They possess and maintain a life-</p>	The learner will:				
	1) possess/acquire concepts and ideas from a full range of subareas in the discipline of psychology.	Foundation and Core courses	Senior psychology exam (ACAT)	<i>ACAT Results</i> 06-07 66 <sup>th</sup> %ile 07-08 39 <sup>th</sup> %ile	Continued undergraduate academic audit (assessment committee)
	2) develop a firm foundation in scientific methodology, including the proper use of statistics and research design.	PSY250 Applied Statistics PSY259 Experimental Lab Research Experiences	Senior Exit Survey  ACAT  # of students presenting research at conferences  Participation rates in independent research and research groups	<i>Senior Exit Survey Mean rating on global satisfaction:</i> 05-06: 4.43 06-07: 4.56 07-08: 4.43  <i># of students presenting research at conferences:</i> 07-08: 8	Develop of Senior Thesis option to encourage student research  Continue Larned research partnership
	3) Effectively communicate in both oral and written formats.	Advanced General Psychology Experimental Lab Research Papers Oral Presentations	# of students presenting research at conferences  Participation rates in independent research and research groups	<i># of students presenting research at conferences:</i> 07-08: 8	Review of Department writing performance
	4) arrive at or develop specific goals for post graduation endeavors.	Advanced General Psychology Internships Apprenticeships Research Experiences	Senior Exit Survey  Job Placement Rates		Developed PSY440 Senior Seminar – Submitted for approval



long interest in learning and personal growth.	5) recognize ethical issues as they relate to the discipline of psychology.	Foundation and Research courses Internships Apprenticeships Research Experiences	Apprenticeship supervisor ratings of ethics  Successful ethics submissions by undergraduates	To be developed 08-09	
	6) be a critical consumer of psychological information	Foundation and core courses Research experiences	Embedded assessments to be developed 07-08	To be developed 08-09	
	7) Apply psychological knowledge in a research or applied setting	Independent Studies Research Participation Apprenticeships	Apprenticeship supervisor ratings of ethics  Presentations at conferences		

**Department of Psychology**  
**Affinity Diagram for M.S. School Psychology Program**

<b>Characteristics of M.S. School Psychology Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
<p><b>Knowledgeable:</b></p> <p>They will understand and utilize formal and informal assessment procedures and be able to communicate the results effectively.</p> <p>They will have an understanding of, and responsiveness to, human diversity.</p> <p><b>Analytical:</b></p> <p>They will be competent in research methodology in order to make data driven decisions in a school setting.</p> <p><b>Adaptable</b></p> <p>They will have a commitment to continued personal and professional growth.</p>	<p>The learner will</p> <ol style="list-style-type: none"> <li>1) develop an understanding of psychological foundations.</li> <li>2) develop skills in assessment.</li> <li>3) develop competency in statistics and research design.</li> <li>4) develop an understanding of professional school psychology.</li> <li>5) recognize ethical issues as they relate to the discipline of psychology</li> </ol>	<p>PSY685 Behavior Therapy            PSY 810 Developmental Psychology I            PSY820 Advanced Learning and Motivation            PSY 830 Professional Ethics in Psychology            PSY 840 Appraisal of Children            PSY 845 Experimental Methods            PSY 850 Inferential Statistics            PSY 880 Methods in School Psychology            PSY 881 Observation in School Psychology            Electives (To be selected from one of the recommended psychology graduate courses in biological bases of behavior or child/family therapy.</p>	<p><b>Comprehensive Exams:</b>            Students take written exam, covering substantive aspects of school psychology. All faculty are involved in grading and evaluating the tests.</p> <p><b>Ed.S. Continuance:</b>            This MS program is a prelude to the Ed.S. program in school psychology. Successful students continue in graduate school. Success/failure rates are monitored.</p>	<p>07-08: 6 of 6 MS School Psychology students passed MS Comprehensive Exam.</p> <p>07-08: 5 of 6 MS School Psychology students were admitted to EdS program.</p>	<p>Modification of PSY840 Appraisal of Children course and addition of coursework in alternative assessment methods.</p>

## Department of Psychology Affinity Diagram for Ed.S. School Psychology Program

Characteristics of Ed.S. School Psychology Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>In addition to the characteristics of the M.S. level school psychologist, the Ed.S. student will be:</p> <p><b>Professionally Skilled</b></p> <p>They are able to foster active inquiry, collaboration, and supportive intervention among individuals involved in schools and the community.</p> <p>They are able to collaborate and consult with school personnel, other professionals, students, and families.</p> <p>They are able to design, implement, and evaluate prevention and intervention strategies in a school and/or community setting.</p> <p><b>Analytical</b></p> <p>They are able to appropriately generalize from and communicate research findings.</p> <p><b>Adaptable</b></p> <p>They are able to self-direct additional personal, educational, and professional development</p>	<p>The Ed.S. degree builds on the M.S. in psychology (school) competencies. In addition to the M.S. competencies, the learner will:</p> <p>1) develop an understanding of educational foundations.</p> <p>2) develop competency in direct and indirect intervention strategies.</p> <p>3) develop a firm foundation in scientific methodology, including the proper use of statistics and research design, and the effective communication of findings to others.</p> <p>4) develop a knowledge of the various models of consultation in the schools.</p>	<p>M.S. degree in Psychology (School) plus:</p> <p>SPED801 Legal/Professional Issues in Special Ed. SPED802 Theories of Exceptionalities SPED811 Characteristics of Early Childhood Sp. Ed. <b>or</b> SPED812 Curriculum/Early Childhood So. Ed PSY981 Psychological Consultation in the Schools PSY890 Practicum in Applied Psychology EAC858 Educational Issues <b>or</b> EAC900 History and Philosophy of Education PSY977 Observation in School Psychology PSY984 Practicum in School Psychology PSY999 Field Study (Thesis)</p> <p>Electives (To be selected from one of the recommended psychology graduate courses in biological bases of behavior or child/family therapy.</p>	<p><b>Practica experiences:</b> Students' performance is judged by external examiners.</p> <p><b>Comprehensive Exams:</b> Written exams covering school psychology and statistical/research methodology. All faculty are involved in grading.</p> <p><b>Research projects &amp; Thesis (Field Study):</b> Students conduct empirical research, integrate this into existing knowledge, and present results in written form and via an oral exam.</p> <p><b>Alumni success:</b> Entry into advanced graduate training and success at finding professional employment is monitored.</p> <p><b>State and National Licensure Test (Praxis):</b> Percent of graduates achieving cutoff score for state licensure will be monitored.</p> <p><b>Consumer Surveys:</b> Periodic surveys of graduates and employers will be undertaken.</p>	<p>07-08: 7 of 7 EdS students successfully passed comprehensive exams</p> <p>07-08: 6 of 7 graduates successfully obtained employment. One student needs to complete Field Study.</p> <p>07-08: 100% obtained minimum score for state (610) and national (660) certification. Mean = 696</p>	<p>No curricular changes at this time</p>

## Department of Psychology Affinity Diagram for Clinical Psychology Program

Characteristics of Clinical Psychology Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p style="text-align: center;"><b>Adaptive</b></p> <p>They have a commitment to continued professional growth and development.</p> <p>They have the skills to acquire new information and resources in their field.</p> <p style="text-align: center;"><b>Professionally Skilled</b></p> <p>They utilize formal and informal methods of psychological assessment of children and adults.</p> <p>They are able to utilize both direct (e.g., psychotherapy) and indirect (e.g., consultation) methods of psychological intervention.</p> <p>They have professional report writing skills.</p> <p style="text-align: center;"><b>Knowledgeable/Analytical</b></p> <p>They understand and are able to appropriately implement research methodologies.</p> <p>They have knowledge and a sensitivity to ethical issues in the practice of psychology.</p> <p>They have an orientation to professional issues in psychology, and are familiar with the organizational structure of mental health agencies.</p>	<p style="text-align: center;"><b>Goals</b></p> <p>The learner will:</p> <p>1) develop an understanding of core psychological disciplines.</p> <p>2) develop skills in psychological assessment.</p> <p>3) acquire competency in statistics and research methodology.</p> <p>4) acquire knowledge of legal and ethical issues in psychological practice.</p> <p>5) develop competency in psychological treatment and intervention.</p> <p>6) develop psychological report writing skills.</p> <p>7) conduct procedures for diagnosis of mental disorders.</p> <p>8) develop the ability to evaluate psychological intervention procedures and their outcomes.</p> <p>9) recognize and define</p>	<p style="text-align: center;"><b>I. Methodology Core</b></p> <p>PSY845 Experimental Methods PSY850 Inferential Statistics PSY899 Thesis</p> <p style="text-align: center;"><b>II. Clinical Core</b></p> <p>PSY685 Behavior Therapy PSY800 Advanced Abnormal Psychology PSY830 Professional Ethics in Psychology PSY840 Appraisal of Children PSY 855 Appraisal of Adults PSY877 Seminar in Community Mental Health PSY890 Practicum in Applied Psychology PSY892 Internship in Clinical Psychology</p> <p style="text-align: center;"><b>III. General Core</b></p> <p>Six graduate credits in substantive areas, (e.g., social developmental, physiological, or learning) of psychology</p>	<p><b>Practica/Internship experiences:</b> Students' performance is judged by external examiners.</p> <p><b>Comprehensive Exams:</b> Written exams covering clinical psychology and statistical/research methodology. All faculty are involved in grading.</p> <p><b>Research projects &amp; Thesis:</b> Students conduct empirical research, integrate this into existing knowledge, and present results in written form and via an oral exam.</p> <p><b>Alumni success:</b> Entry into advanced graduate training and success at finding professional employment is monitored.</p> <p><b>Diagnostic Test of General Knowledge of Psychology:</b> Upon entrance to the program, students will be given a test of general knowledge of psychology. Students will be advised on their areas of deficiencies, with the information that they will need this knowledge to pass licensure exams. Post-tests on exit of the program will be taken to see if deficiencies have been remedied.</p>	<p>07-08: 5 of 5 successfully passed MS Clinical exam.</p> <p>07-08: 3 of 5 students graduated and successfully employed as Clinical Psychologist. Two remain in program.</p>	<p>Curricular changes include the development of PSY860 Couples Therapy, modification of PSY840 Appraisal of Children course, and change in general core electives.</p>

<b>Characteristics of Clinical Psychology Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
	professional issues in psychology.				

**Appendix B**  
**Department Staffing Plan**

Fort Hays State University - College of Arts and Sciences  
 Department Staffing Plan and Assignments  
 Department of Psychology  
 Proposed AY 08-09

	1	2	3	4	5	6	7	8	9 <sup>B</sup>	10 <sup>C</sup>	11
Position #	Anticipated Department Needs	Faculty Member	Faculty Expertise	Retirement (birthdate)	Assigned Instructional FTE	Current Rank	Degree Completed	Track	Current Salary in Line	Nat'l Average for Discipline/Rank	%Above(Bel Avera
116641	2	BioPsychology	Smith, G. New	Clinical	10/8/1965	1	Instructor	MS 1992	Renewable	\$42,632.00	
	10	General/Applied	Faculty	Clinical/General/Neuro		1	Assistant	Ph.D.	Tenure	\$45,884.00	
	3	General/Social	Naylor, J. New	Developmental/Social	11/4/1976	1	Instructor	2006	Tenure	\$46,126.00	
	9	School	Faculty	School		1	Assistant	Ph.D.	Tenure	\$50,771.00	
	1	Developmental	Patrick, C.	Developmental/Social	10/29/1962	1	Associate	1997	Tenured	\$54,557.00	
	7	Learning	Kitzis, S.	Cognitive	6/6/1952	1	Associate	1993	Tenured	\$56,096.00	
	4	Clinical <sup>G</sup>	Nassif, C. <sup>D</sup>	Clinical	8/16/1971	0.5	Assistant	2004	Tenure	\$51,629.00	
									PSY: 25,814.50, KC 25,814.50		
	6	Clinical	Olson	Clinical	10/8/1951	1	Professor	1978	Tenured	\$72,955.00	
	8	Experimental	Marrs	Educational	9/22/1971	1	Assistant	2005	Tenure	\$64,059.00 E	

**A** Mean salary for assist profs with less than 3 years exp in MS Psych Dep was \$49,171 in 06-07 (source, American Psychological Association, Jan 08)

**B** Column 9 - Current "Annual Base Salary" (AY 2007-2008)

**C** Column 10 - Average 9 month salary (2005-2006) for full time faculty in departments of psychology which offer MS degrees, by rank and by years in rank. (Source: APA, March 06)

- D** Joint Assignment .5/.5 with the Kelly Center
- E** Chair: Salary line represents 12 month chair salary
- F** Average 12 month Chair Salary in Departments that offer MS degrees. Converted from 9 mo. Mean of \$67,769. (Source: APA, Feb. 03.)
- G** This is a clinical service delivery position. Person must be licensed for practice in Kansas.
- H** Salary is well above usual academic levels to compete with what is available in the non-academic marketplace.
- I** This amount represents the average for instructors in Master's level psychology program, without respect to number of years of service. Gina has had 7 years of meritorius service at FHSU.



**Appendix C**  
**Bibliography of Departmental Scholarly Activity**

## Department of Psychology Scholarly Activity

### Books, book chapters, and refereed articles published

Faculty Name	Publication
Heath Marrs	<p><b>Marrs, H.</b>, Barb, M.R., &amp; Ruggiero, J.C. (2007). Self-reported influences on psychology major choice and personality. <i>Individual Differences Research</i>, 5(4), 289-299.</p> <p><b>Marrs, H.</b>, Hemmert, E., &amp; Jansen, J. (2007). Trouble in a small school: Perceptions of at-risk students in a rural high school. <i>Journal of At-Risk Issues</i>, 13(2), 29-35.</p>
Carrie Nassif	<p>Schulenberg, S. E., Johnson-Jimenez, E. K., <b>Nassif, C.</b>, &amp; Kaster, J. (2008). Personality evaluation. In Hersen, M. &amp; Gross, A. M. (Eds.) <i>Handbook of Clinical Psychology, Vol. II: Children and Adolescents</i>. Hoboken, NJ: John Wiley &amp; Sons.</p> <p><b>Nassif, C.</b> &amp; Quevillon, R. (2008). The Development of a Preliminary Creativity Scale for the MMPI-2: The C Scale. <i>Journal of Creativity Research</i>.</p> <p>Miller, J., Skillman, G., Benedetto, J., Holtz, A., <b>Nassif, C.</b>, &amp; Weber, A. (2007). Pilot testing of a three-dimensional haptic matrix test of nonverbal reasoning: Convergent-divergent validity and qualitative analysis. <i>Journal of Visual Impairment &amp; Blindness</i>, 101, 557-570.</p>
Ken Olson	<p><b>Olson, K.R.</b> &amp; Chapin, C. (2007). Relations of fundamental motives and psychological needs to well-being and intrinsic motivation. In Zelick, P. (Ed.), <i>Issues in the Psychology of Motivation</i>. Hauppauge, NY: Nova Science Publishers.</p> <p><b>Olson, K.R.</b> (2007). Why do geographic differences exist in the worldwide distribution of extraversion and openness to experience? The history of human emigration as an explanation. <i>Individual Differences Research</i>, 5(4), 275-288.</p>

## Department of Psychology Scholarly Activity

### Non-refereed articles and refereed and non-referred presentations

Faculty Name	Publication
Kaira Hayes	<p><b>Hayes, K.</b> (in press). Self-care: Children home alone – Information for parents. A. Carter, L. Paige &amp; S. Shaw (Eds.) <i>Helping Children at Home and School, 3<sup>rd</sup> ed.</i> National Association of School Psychologists.</p> <p><b>Hayes, K.</b> (2008, April). <i>Positive psychology and mental health.</i> Workshop presented at the Kansas Association of Masters in Psychology, Salina, KS.</p>
Heath Marrs	<p><b>Marrs, H., Barb, M. &amp; Ruggiero, J.</b> (2007, August). <i>Self-reported influences on psychology major choice and personality.</i> Poster presented at the American Psychological Association Annual Convention, San Francisco, CA.</p> <p><b>Marrs, H., Barb, M. &amp; Ruggiero, J.</b> (2007, November). <i>Gender differences in reasons for majoring in psychology.</i> Paper presented at the Association for Psychological and Educational Research Convention, Wichita, KS.</p> <p><b>Marrs, H.</b> (in press). Fostering independence: Tips for parents. In A. Cantor, L. Paige, &amp; S. Shaw (Eds.), <i>Helping children at home and school: Handouts for families and educators.</i> Bethesda, MD: National Association of School Psychologists.</p>
Carrie Nassif	<p><b>Nassif, C.</b> (in press). Enhancing creativity in children and teens. A. Carter, L. Paige &amp; S. Shaw (Eds.) <i>Helping Children at Home and School, 3<sup>rd</sup> ed.</i> National Association of School Psychologists.</p> <p><b>Nassif, C.</b> (2007). <i>The Ethical Decision Making Process.</i> Oral presentation for professional workshop and training for Horizons Mental Health Center, Hutchinson, Kansas.</p> <p><b>Nassif, C.</b> (2007). <i>Making a Successful Diversity Program.</i> Paper presented to the Diversity Awareness Committee for the Regents Diversity Conference, Wichita, KS.</p> <p><b>Nassif, C.</b> (2007) <i>Logotherapy and Clinical Supervision : A Primer for Mental Health Professionals.</i> Paper presented at the World Congress Conference on Logotherapy, Dallas, TX.</p> <p><b>Nassif, C.</b> (2007). <i>Incorporating Logotherapy into the Supervisory Relationship: Clinical and Educational Implications.</i> Colloquium moderator and main presenter at the World Congress Conference on Logotherapy: Dallas, TX.</p> <p><b>Nassif, C.</b> (2007). <i>Diversity Awareness Profession</i> workshop and staff training at Larned State Hospital: Larned, KS</p>

Faculty Name	Publication
Janett Naylor	<p data-bbox="402 233 1328 359"><b>Naylor, J.M., Leahy, T., &amp; Nassif, C .</b> (2007, November). <i>The staggering epidemic of American Indian suicide rates: Causes and consequences.</i> Paper presented at the Association for Psychological and Educational Research in Kansas, Wichita, KS.</p> <p data-bbox="402 405 1377 499">Leahy, T, <b>Naylor, J.,</b> &amp; Nassif, C. (2008, March) <i>The causes and consequences of American Indian Suicide on the Great Plains.</i> Paper presented at the Missouri Valley History Conference, Omaha, NE.</p> <p data-bbox="402 537 1365 604"><b>Naylor, J.</b> (2008, April). <i>Gender Composition of Friendships and Support.</i> Poster presented at SWPA, Kansas City, MO.</p> <p data-bbox="402 642 1385 737"><b>Naylor, J.,</b> Leahy, T., &amp; Nassif, C. (2008, April). <i>Impact of Contextual Differences on American Indian Suicide Rates.</i> Poster presented at SWPA, Kansas City, MO.</p>
Ken Olson	<p data-bbox="402 774 1360 869"><b>Olson, K.</b> (2007, November). <i>Personality engagement and social mood.</i> Invited faculty address for the Association for Psychological and Educational Research in Kansas, Wichita, Kansas.</p>
Gina Smith	<p data-bbox="402 911 1344 1008"><b>Smith, G.</b> (2008, March). <i>Psychopathology and diagnosis: Counseling children and adolescents.</i> Workshop presented at the Kansas Conference for Counselors, Topeka, KS.</p>

**Appendix D**  
**Department Program Assessment Results**

## Report on Department of Psychology Indirect Measure of Student Learning

### Senior Exit Survey

#### Summer 2008 Department Annual Report

#### Submitted by Heath Marrs, Interim Chair

This report presents results from the first three years of the administration of the Senior Exit Survey. Each semester, graduating seniors have been sent an e-mail invitation to participate in the survey which is housed on the FHSU web survey system. Student response to the survey has varied from year to year; thus the differences in response rates. However, in 2008 twenty-one seniors (out of a potential pool of about 35) responded to the survey.

Included below are tables containing data from the 2006 to 2008 administrations. Discussion of the results is included below each of the tables.

*Table 1: Characteristics of Senior Exit Survey Sample*

	2006	2007	2008	2009
<b>Characteristics of sample</b>				
<i># of seniors participating</i>	8	9	21	
<i>Female</i>	7	7	16	
<i>Male</i>	1	2	5	
<i>Under 25 yrs</i>	6	8	16	
<i>25+ yrs</i>	1	1	5	
<i>Psychology GPA</i>	3.52	3.70	3.59	
<i>Overall GPA</i>	3.43	3.62	3.45	

The response rate was much better in 2008 compared to the 2006 and 2007 administrations. It appears that high achievers (as represented by GPA) are more likely to respond than other students. Increasing the response rate will be important in future years in order to increase the representativeness of the sample.

Table 2: Career Planning Questions

	2006	2007	2008	2009
<b>As for your career plans after college, you hope to:</b>				
<i>Attend graduate or professional school next year</i>	5 (63%)	5 (56%)	11 (52%)	
<i>Work for awhile, then go to graduate or professional school</i>	1 (13%)	2 (22%)	4 (19%)	
<i>Get a job in a "helping" profession</i>	1 (13%)	0	1 (5%)	
<i>Get a job in business</i>	0	0	2 (10%)	
<i>Don't know yet</i>	1 (13%)	1 (11%)	1 (5%)	
<b>Have you applied to graduate or professional school?</b>				
<i>Yes</i>	4 (50%)	6 (67%)	11 (61%)	
<i>No</i>	4 (50%)	3 (33%)	7 (39%)	
<b>What is your intended field of study in your post Bachelor's program?</b>				
<b>Please rate how confident you are that you will: (1 = Not at all confident, 5 = very confident).</b>				
<i>Find a job in a psychology related career</i>	4.00	3.00	3.56	
<i>Find a job that requires a Bachelor's degree</i>	5.00	4.33	4.22	

A slight majority of the students responding indicate that they are planning to attend graduate school, either immediately following graduation or after attending for a few years. Further assessment could focus on evaluating the success of our graduates in graduate school admissions and other indicators of the quality of their preparation. Students are also fairly confident that they will be able to find a job that requires a Bachelor's degree (ratings ranged from 4.22 to 5.00 on a 5-point Likert scale). As with many undergraduate programs, the FHSU psychology program needs to work towards preparing students to both enter the workforce as well as be prepared for advanced study. Students with differing career goals may need different preparation opportunities.

Table 3: Ratings of Department Curriculum

<b>Please rate how strongly you agree or disagree with each statement (1 = strongly disagree, 2 = somewhat disagree, 3 = neutral, 4 = somewhat agree, 5 = strongly agree)</b>				
	2006 (n = 8)	2007 (n = 9)	2008 (n = 21)	2009
<i>My major program was too difficult academically.</i>	1.71	2.22	2.00	
<i>Required courses were offered with reasonable frequency.</i>	3.86	4.00	4.19	
<i>Class sizes were appropriate for learning and interaction.</i>	4.86	4.78	4.76	
<i>Course content was up-to-date information in the field.</i>	4.86	4.78	4.57	
<i>I was satisfied with the variety of psychology electives offered.</i>	4.29	4.56	4.38	
<i>I was satisfied with the quality of courses in psychology.</i>	4.71	4.67	4.52	
<i>I was satisfied with the opportunities for apprenticeships.</i>	2.71	3.22	3.19	
<i>I was satisfied with the opportunities for research.</i>	3.86	4.67	4.24	
<i>My psychology courses provided me with a solid foundation in the field of psychology.</i>	4.57	4.78	4.43	
<i>My psychology courses helped me understand human diversity.</i>	4.83	4.78	4.52	
<i>My psychology courses helped me apply psychological principles to real-world situations.</i>	4.71	4.67	4.48	
<i>My psychology courses taught me to be a critical thinker.</i>	4.57	4.56	4.38	
<i>My psychology courses helped me understand research methods.</i>	4.29	4.67	4.43	
<i>My psychology courses helped me learn to write effectively.</i>	3.71	4.56	4.38	

In general, students expressed a fairly high level of satisfaction with various aspects of the curriculum. There were no significant differences between years on any of the items at the  $p < .05$  level of significance. One item that has consistently been rated somewhat lower than others is “I was satisfied with the opportunities for apprenticeships.” Further emphasis on educating students about apprenticeship opportunities may be helpful.



Table 4: Ratings of Quality of Advising

<b>Please rate how strongly you agree or disagree with each statement (1 = strongly disagree, 2 = somewhat disagree, 3 = neutral, 4 = somewhat agree, 5 = strongly agree)</b>				
<b>My Advisor:</b>	2006 (n = 8)	2007 (n = 9)	2008 (n = 21)	2009
<i>Was available when I needed him or her.</i>	4.71	4.56	4.57	
<i>Helped me with career goals.</i>	4.14	4.33	4.29	
<i>Took an interest in me and my goals.</i>	4.57	4.63	4.50	
<i>Was knowledgeable about the psychology program.</i>	4.86	4.78	4.76	
<i>Was knowledgeable about general education requirements.</i>	4.57	4.89	4.71	
<i>Helped me understand what a psychologist does.</i>	4.43	4.56	4.38	
<b>Mean rating for six advising items</b>	4.55	4.63	4.54	

Although academic advising evaluations are administered by the university, response rate seems to be a continual problem. In order gain additional feedback on the quality of advising in the department, six items related to academic advising have been included on the Senior Exit Survey. In general, students have reported a fairly high level of satisfaction, with average ratings in the 4.5 to 4.6 range for all items. There were no significant differences between years on any of the items at the  $p < .05$  level of significance. Two items that have been rated somewhat lower than average (although still greater than 4) are item 2 (*Helped me with career goals*) and item 6 (*helped me understand what a psychologist does*). Both items seem to be related to individual career planning as opposed to quality of interaction with the advisor and quality of academic advising (courses, program requirements, etc.).

Greater faculty emphasis on career related issues during the advising process may be helpful for some students. On the curriculum level, a new senior seminar course with a specific focus on career related concerns and grad school preparation has been developed and will be offered in the near future. These initiatives will hopefully lead to greater satisfaction in the area of individual career development in the future.

Table 5: Impressions of Faculty

<b>The next set of statements pertain to your impression of the psychology faculty. Please rate how strongly you agree or disagree with each statement (1 = strongly disagree, 2 = somewhat disagree, 3 = neutral, 4 = somewhat agree, 5 = strongly agree).</b>				
<b>In general, the faculty of the Psychology Department:</b>	2006 (n = 8)	2007 (n = 9)	2008 (n = 21)	2009
<i>Are friendly.</i>	5.00	4.89	4.86	
<i>Were willing to discuss issues or concerns with me.</i>	5.00	4.78	4.81	
<i>Had an "open-door" policy.</i>	5.00	4.44	4.67	

<i>Held accessible office hours.</i>	4.71	4.33	4.48	
--------------------------------------	------	------	------	--

In general, graduating seniors have a very positive impression of the faculty in the psychology department. Faculty are viewed as being friendly and accessible to students. Ratings for office hours have been somewhat lower than other rating, although they remain very high (between 4 and 5 on a 5 point scale).

*Table 6: Global Ratings of Satisfaction*

	2006 (n = 8)	2007 (n = 9)	2008 (n = 21)	2009
<b><i>How useful has your experience in the Psychology Department at FHSU at preparing you for life in general? (1 = no use at all, 2 = a tiny bit useful, 3 = somewhat useful, 4 = very useful, 5 = extremely useful).</i></b>	4.00	4.22	4.14	
<b><i>Overall, how satisfied are you with the psychology program at FHSU? (1 = very dissatisfied, 2 = dissatisfied, 3 = neither, 4 = satisfied, 5 = very satisfied)</i></b>	4.43	4.56	4.43	

In general, graduating seniors report that the experience in the psychology department has been useful for life preparation and that they are satisfied to very satisfied with the program. There were no significant differences between years on these items ( $p < .05$ ).

*Table 7: Open-Ended Responses (2006-2008)*

Is there anything that you would like to clarify about your responses or anything additional you would like to comment on? If so, please do so in the space provided.

I think that for a midwestern university program, the Psych department at FHSU is outstanding. The professors are helpful and go out of their way to help if they know there is a problem. I have had a great experience as a Psych student at FHSU, and I'm sure I'm not the only one.

I really enjoyed my time at FHSU in the psychology department. Dr. Marrs' class were especially interesting though somewhat difficult. Kaira also was a great teacher, and I learned a lot from her courses.

I have really enjoyed being a psychology major here at FHSU. I think that FHSU's psychology department has an appropriate variety of electives, and I very much like the faculty!!!

Need greater diversity in class options. More emphasis on methodology and research.

I really enjoyed the psychology program at Fort Hays. I felt that some teachers were a little

hard to reach as far as office hours but overall I felt they were accessible and willing to help students outside of the classroom.

Although I responded positively to many of the questions, my answers would be very difficult if I was a typical undergraduate student. I took advantage of opportunities that many other students usually don't, such as helping professors with research. Had I not spent this additional, optional time trying to learn, I feel I would not have gained nearly as much from the program. I think the undergraduate psychology course should be more intensive and specific to various fields within psychology.

I loved most of the faculty in the psychology department! My advisor was the only one I found hard to talk to.

The Fort Hays State University Psychology Department, with all things considered, did a really great job of giving the students the basic knowledge and the concepts of psychology needed for the basic foundation to build on in the future. As diverse and complex as our society is today, it would be impossible for the Department to cover all the angles needed for a person to go out there and have all the answers, because there are none. Everyone and every situation can be as different as the days of the week. We can only acquire through further education and experience in the outside world the tools we will need to do our jobs as professionals. I will miss going to classes with the Psychology Department and I thank you for your time, consideration and understanding you have projected throughout my time spent here. It is hard for me to leave, because I have never been around such kind people before. Thanks again.

## Summary

Over the first three years of administration, the Senior Exit Survey has provided generally positive feedback about the performance of the department. Students have been generally satisfied with the curriculum, the quality of advising, and the availability of faculty. Over the course of the three years of administration, there have been no significant differences in the responses of students.

In general, students have been satisfied with their experiences in the psychology department at FHSU. One limitation is the sampling, as participation in the first two years was sparse. In future administrations, efforts to increase the response rate will be important to increase the generalizability of results. In addition, the department may consider administering the survey to students one or two years after graduation, in order to provide feedback regarding job demands and quality of preparation for graduate training.

## **Report on Department of Psychology Direct Measure of Student Learning**

### **Area Concentration Achievement Test (ACAT)**

#### **Summer 2008 Department Annual Report**

#### **Submitted by Heath Marrs, Interim Chair**

The Area Concentration Achievement (ACAT) is a standardized multiple-choice test of psychological knowledge specifically designed to measure achievement in the academic major ([www.collegeoutcomes.com](http://www.collegeoutcomes.com)). The ACAT is used by over 500 colleges and universities and it allows us to assess how FHSU psychology majors compare to psychology majors at other universities across the country in terms of content-area knowledge. The ACAT was first administered in the department during the 2006-2007 academic years. We plan to continue administering the ACAT on an annual basis.

Based on the first two years of the ACAT administration, I offer a few observations:

#### **Sampling Issues**

One of the challenges we have faced as a department is developing a system for ensuring that an adequate sample of seniors takes the ACAT. As you can see in Table 1 below, the response rate has been about 30%. We have been inviting seniors to testing sessions and offered a number of incentives (door prizes), but have still struggled with participation rate.

In order to address these issues we will embed the ACAT testing into the senior-level capstone course. Although this may result in some students taking the exam a semester or two prior to graduation, it should help improve the participation and give us a more accurate picture of student performance.

#### **Student Performance**

Student performance has varied dramatically across the two years of administration, ranging from the 66<sup>th</sup> percentile in 2007 to the 39<sup>th</sup> percentile in 2008. This is likely related to the sampling issues, as there appear to be differences in the characteristics of students who took the exam in each year (e.g. in 2007 a greater proportion of the students tested were planning graduate studies). Improving the sampling process in future years should give us a better indication of where we actually stand compared to other universities.

At the very least, we know there are opportunities for improvement. Future administrations of the ACAT will help us monitor the effects of various interventions and target areas of our curriculum that may need to be addressed.

#### **Transfer Students**

A high percentage of students who took the exam in 07 and 08 indicated they were transfer students (56% and 64%). Although many transfer students take the majority of their psychology coursework from FHSU, some foundation courses are likely transferred in to another institution. At this time we do not know how much of a factor this situation is, but it is a potential confound.

*Table 1: Longitudinal Performance of FHSU Majors on the ACAT*

	2007	2008	2009	2010
<b>Characteristics of sample</b>				
<i># of seniors participating</i>	9/38 seniors	11/35 seniors		
<i>Female</i>	78%	54%		
<i>Male</i>	22%	46%		
<i>Transfer Student</i>	56%	64%		
<i>Planning Grad Studies</i>	67%	27%		
<b>Areas (Percentile)</b>				
<i>Abnormal</i>	48	33		
<i>Experimental Design</i>	68	43		
<i>History &amp; Systems</i>	59	40		
<i>Statistics</i>	71	48		
<b>OVERALL PERFORMANCE</b>	66	39		

*Note.* Percentile refers to the score below which a specified percentage of scores in the distribution fall. For example, in 2007 the percentile for overall performance was 66. This means that FHSU students scored better than 65% of the students in the norm sample (other colleges and universities).

**Appendix E**  
**Department Mission Statement**

## DEPARTMENT OF PSYCHOLOGY

### MISSION STATEMENT

To serve the state of Kansas and Fort Hays State University by

#### **I. Providing high quality education and training in Psychology to undergraduate and graduate students.**

##### Goals

- A. Recruit, teach and support undergraduate psychology majors' coursework and research.
1. In recruiting, we currently:
    - a. provide information on Tiger Friends and Family Day
    - b. provide scholarships for incoming freshmen
    - c. maintain a liaison with Admissions Counseling
    - d. use a coordinating system of contact and follow-up for potential undergraduate students
    - e. attend Scholarship Recognition Programs
    - f. maintain an undergraduate major population
    - g. provide an orientation to the undergraduate program through Psychology 200 and to the field of psychology through Psychology 100
  2. In recruiting, we should attempt to:
    - a. increase contact with community colleges
    - b. increase contact with area high schools
  3. In teaching, we currently:
    - a. provide a structured major with breadth of exposure to traditional and current areas and principles of psychology
    - b. provide lab research courses to psychology students so they can experience, hands-on, the scientific method
    - c. integrate technology into the learning process, including introducing students to advance statistical packages
    - d. provide a flexible major to meet students' needs and goals
    - e. use a learning assessment program that provides and will provide both cross-sectional and longitudinal data on effectiveness of the program
    - f. provide opportunities for advanced research experience through independent studies and collaborative research with faculty
    - g. provide distance learning courses

4. In teaching, we should attempt to:
  - a. integrate computer controlled experiments in lab classes
  - b. develop a coordinated system of internship or practica for psychology majors
  - c. integrate a diversity component for all offered courses
  - d. provide general education courses via distance learning with appropriate personnel
  
5. In support, we currently:
  - a. advise and plan programs of study for students
  - b. provide suggested programs of study that are described in orientation brochures
  - c. assist in career preparation and attainment of career goals
  - d. maintain office hours so faculty are accessible to students
  - e. provide awards fro Outstanding Junior and Outstanding Senior; Homer B. Reed (undergraduate) scholarships; and James E. Ryabik (graduate) scholarships
  - f. provide an orientation to the psychology department and the psychology program
  - g. support Psychology Club and Psi Chi groups that are active and provide a source of social support, a sense of community, and a sense of the discipline
  - h. maintain an informative departmental website
  - i. provide letters of reference for students
  
- B. Provide courses as required to support other disciplines
  1. We currently:
    - a. provide service courses in General Education
    - b. provide a structured minor to interface with other disciplines
    - c. provide courses as required
    - d. support courses for other disciplines
    - e. provide special interest workshop courses
    - f. provide courses of general interest for summer terms
  
  2. We should attempt to:
    - a. develop additional courses with interdisciplinary appeal
    - b. broaden the interface between psychology and other majors
  
- C. Maintain graduate level programs in school, clinical, and general psychology.



1. In recruiting, we currently:
  - a. send letters, complete with brochures, program descriptions and application materials to prospective students
  - b. are visible at PERK, KASP, KAMP, Great Plains Students Psychology Conference, and other conferences attended throughout the year
  - c. maintain a graduate student population of approximately 15-20 new students per year
  - d. respond to all inquiries generated through internet sites
2. In recruiting we should attempt to:
  - a. make personal contact with Psychology Department chairs and BGS advisors in a five state area
  - b. increase contacts with FHSU psychology alumni (both graduate and undergraduate)
  - c. maintain a graduate student population of approximately 20 new students per year, with the following suggested distribution: Clinical - 8-10 new students; School - 5-6 new students; General - 5-6 new students
  - d. when attending conferences go prepared with printed material and application materials for prospective students
3. In teaching, we currently:
  - a. provide students with a solid foundation in the subject matter of psychology
  - b. provide students with experiences to permit them to develop specialized knowledge and skills
  - c. provide students with experiences to enable them to critically interpret information, and provide knowledge and experience in the application of analytical and research skills.
  - d. provide a limited number of colloquia for students
  - e. support GASP as an active student organization
  - f. give continued attention to coordination of graduate programs with state and federal guidelines concerning certification and licensing (e.g., Title 19)
  - g. encourage professional behavior through regular assessment
4. In teaching, we should attempt to:
  - a. develop a learning assessment program at the graduate level
  - b. increase the number of colloquia offered each year in order to broaden students' exposure to information regarding psychology
5. In support, we currently:
  - a. fund as many students by providing a great deal of assistantship support
  - b. provide close advising of students
  - c. provide career planning and enhancement, either for work position and/or doctoral programs (e.g., job advertisements, program brochures, references)
  - d. provide a handbook for graduate students and a Thesis Guide
  - e. provide orientation to the graduate program at FHSU

- f. provide limited support for professional development (e.g., travel to conventions, facilities, staff support)
6. In support we should attempt to:
- a. develop an organized colloquia program
  - b. develop a career and graduate information colloquium
  - c. explore opportunities for external financial support
- D. Provide role models as psychologists.
1. We currently:
- a. are actively engaged in teaching, scholarly activities, and service
  - b. encourage student attendance at conventions, professional meetings, colloquia, etc. where other psychologists are present
  - c. engage in collaborative activities of a professional nature with other colleagues
2. We should attempt to:
- a. encourage, amongst students, collaborative activities which contribute to a professional identity
  - b. encourage students' voluntary participation in professional related service and research activities
  - c. become more demonstrative about our passions for professional and scholarly issues
- E. Serve as advisors to undergraduate and graduate students.
1. We currently:
- a. advise approximately 150 undergraduate and 40 graduate majors in psychology
  - b. advise numerous students with minors in psychology
  - c. advise new and prospective psychology majors
  - d. provide pamphlets that outline the requirements of the undergraduate major and minor, as well as the graduate programs
  - e. provide information in PSY 200 regarding the psychology curriculum and faculty members (the classes they teach and their research interests), as well as advice on finding work after graduation and/or getting into graduate school
2. We should attempt to:
- a. Devise an equitable system of distributing the advising load for faculty
  - b. Assess our advising system to determine its effectiveness and potential for change
  - c. Discuss career goals with each individual undergraduate student in order to create distinct plans of study to better prepare them to enter the world of work or get into graduate school after graduation from FHSU

F. With respect to diversity

1. We currently:

- a. integrate issues of diversity in coursework
- b. anticipate service activities related to diversity issues
- c. enhance our students' understanding of the experiences of diverse people by integrating such material in coursework when relevant

2. We should attempt to:

- a. indicate our general appreciation and support for diversity through our attitudes of openness and acceptance, role modeling, and with appropriate inclusive language usage and visuals.
- b. increase our students' sensitivity to issues of diversity by introducing these topics in classes
- c. proactively recruit and support diverse students in our major and/or graduate programs

**II. Engaging in scholarly activities that will contribute to the science and profession of psychology.**

Goals

A. Improve the data base of the discipline of psychology

1. We currently:

- a. conduct basic and applied empirical research
- b. review journal articles
- c. write book chapters
- d. write books
- e. seek internal funding for research
- f. seek external funding for research
- g. involve undergraduate and graduate students in research
- h. encourage and mentor undergraduate and graduate students in their own research projects.

2. We should attempt to:

- a. increase internal and external funding for all research
- b. increase the number of students conducting research projects
- c. increase the number of students presenting at research conferences

B. Disseminate knowledge to the scientific community

1. We currently:

- a. publish empirical articles, integrative reviews, and books
- b. present papers, posters, and demonstrations at scholarly conventions

- c. participate in symposia
  - d. participate as Editors or Reviewers of scholarly journals and/or books
  - e. chair scholarly symposia at conventions
  - f. involve students (undergraduate and graduate) in scholarly activities
2. We should attempt to:
- a. develop a long range systematic program of research
- C. Enhance the instructional role of the faculty through professional development.
1. We currently:
- a. publish in scholarly journals
  - b. engage in research activities and provide opportunities for student involvement in research
  - c. keep current and knowledgeable about the field of psychology
  - d. read, attend scholarly meetings, attend and present workshops, attend continuing education sessions
  - e. engage in professional networking
  - f. are involved in grant writing activity related in instruction
  - g. use computers in instruction
2. We should attempt to:
- a. strive to publish in the top scholarly journals of the discipline
  - b. increase opportunities for student contribution to the discipline
  - c. increase grant writing activity related to instruction

### **III. Providing service to Fort Hays State University, the Hays community, and the discipline of psychology.**

#### Goals

- A. Contribute to the overall governance and operations of the university as a whole.
1. We currently:
- a. participate in departmental, college/school, and university committees
  - b. participate at the executive level in Faculty Senate
2. We should attempt to:
- a. increase active participation (e.g., serve as chair, propose new plans) in college/school and university committees
- B. Contribute to the profession of psychology.
1. We currently:
- a. remain actively involved in professional organizations at the local, state, and national level

- b. present at invited colloquia, symposia, and other professional meetings
- 2. We should attempt to:
  - a. increase leadership roles in professional organizations
- C. Serve as an informational resource for psychology in Western Kansas and other geographic areas.
  - 1. We currently:
    - a. make public presentations and workshops
    - b. consult with university and non-university individuals and agencies
  - 2. We should attempt to:
    - a. increase the previously mentioned activities, if possible and necessary.
- D. Increase awareness and appreciation of the contributions of the Department of Psychology (and the profession of psychology) at Fort Hays State University, and the Western Kansas community.

**General Parameters**

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

**Annual Timeline for Department Annual Report**

February 15	Draft Template distributed to Deans.
April 1	Final Template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 <sup>th</sup> day counts) distributed to Chairs and Deans.
June 1	Student system information (graduates, SCH) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College/Unit Annual Report due to Assistant Provost for Quality Management and Provost.