FY2013 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Psychology
Fort Hays State University

I. 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 certificate programs in Case Management and Behavioral Health Technician.

A. Departmental Mission and Vision Statements

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.

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.**
   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.**
   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.

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.

C. Department Productivity and Distinctive Accomplishments

*Activities designated for the third year of the department's strategic plan were successfully completed.
*Graduate Council approval was secured for 2 newly developed graduate courses (PSY 812 Advanced Child Psychopathology, 900 Portfolio in School Psychology).
*Through collaboration with CTELT, 9 virtual courses (PSY 334, 400, 830, 840, 845, 880, 881, 981, 984) were developed.
*Three programs (BA/BS in psychology, MS in school psychology, and EdS in school psychology) were offered on-line beginning in fall 2012. The undergraduate program has over 100 students and the graduate programs are at capacity.
*General education offerings through the Virtual College were expanded.
*SCH increased from fall 2011 to fall 2012 by 39% through the VC (an increase of 56% over the past two years).
*SCH increased from spring 2012 to spring 2013 by 48% through the VC (an increase of 88% over the past two years).
*The department is home to *The Journal of Psychological Inquiry*, one of only three undergraduate journals in the country for psychology students.
*Psych Investigators, a psychology living-learning community, started its second year.
*Faculty members received URE and external grants.
*Graduate students were recognized for outstanding theses and teaching assistant duties by the Graduate School.
*Graduate applications for fall 2013 increased 50% compared to fall 2012 (an increase of 79% over the past two years).
*Affinity diagrams for the graduate programs were revised and approved.
*Exceptional student and faculty presentation and attendance rates at psychological conferences.
*High rate of scholarly publications and research endeavors.
*External relations with USD 489 are improving and school psychology graduate students are again welcome to complete practicum experiences within the district.
*Three faculty members were nominated for the Pilot Award in spring 2013.
*Three new faculty members (two tenure-track) were hired to start in fall 2013, including two school psychologists and one cognitive psychologist.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen [20TH DAY FALL SEMESTER, HEADCOUNT]	**30**	**24**	**28**	**29**	**33**
Transfer Students [20TH DAY FALL SEMESTER, HEADCOUNT]	**20**	**13**	**21**	**21**	**72**
Undergraduate (first majors/second majors) [20TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	**167/7**	**163/8**	**163/8**	**170/10**	**265/15**
Graduate Majors [20TH DAY FALL SEMESTER, HEADCOUNT]	**28**	**32**	**46**	**38**	**47**
Psychology (MS,115-2001)	21	25	34	27	34
School Psychology (EDS,115-2099)	7	7	12	11	13
MLS Majors [20TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	**0**	**0**	**1**	**1**	**0**
Major Retention [20TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]	**82.61%**	**63.33%**	**54.55%**	**64.29%**	**68.97%**
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	**6838**	**6034**	**6639**	**7535**	**8431**
Graduate Student Credit Hours [TOTAL GRAD SCH]	**628**	**736**	**788**	**721**	**827**
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	**8**	**7**	**5**	**6**	**5**
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	**1**	**2**	**4**	**3**	**3.5**
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	**38**	**43**	**34**	**32**	**32**
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	**15**	**16**	**12**	**29**	**18**
Psychology (MS,115-2001)	9	10	11	17	8
School Psychology (EDS,115-2099)	6	6	1	12	10

Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.

1. The second year of the department learning community, Psych Investigators, could in part explain the major retention increase from 64.29% to 68.97%.
2. Offering three degree programs through the Virtual College starting in fall 2012 allowed us to serve more undergraduate and graduate students.
3. Efforts to increase SCH (transfer student initiatives, learning community, increased general education offerings, etc) were successful.

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Number of books, book chapters, and **refereed** articles published [TOTAL NUMBER PUBLISHED]	8	8	15	7	7
Percent of faculty publishing **refereed** books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	50%	50%	44%	33%	17%
Number of **non-refereed** articles and presentations [TOTAL NUMBER COMPLETED]	16	16	28	28	21
Percent of faculty publishing **non-refereed** articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	63%	63%	78%	89%	100%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]		8	16	43	33
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]		50%	56%	89%	100%
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	1/12	0	0	1/22%	3/33%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	1/12	0	0	1/22%	1/17%
Total number students successfully completing an undergraduate research/creative project [TOTAL NUMBER OF UNDERGRAD STUDENTS COMPLETING, CONTRIBUTING TO, OR PRESENTING A CREATIVE OR SCHOLARLY PROJECT]				Presenting only: 60 UG 20 GR	Presenting only: 34 UG 20 GR
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. 1. Of the faculty members returning for fall 2013, 100% participated in presentations and creative activities. This was a record percentage of participation. 2. There was a greater focus on external grants, as evidenced by the number of external grants submitted, and more faculty members were involved with these efforts. 3. Updated psychological test kits were purchased to assist faculty members and students in research.					
[NOTE: Each department MUST report 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 Number of majors presenting research and scholarly activities at undergraduate or professional			New outcome developed	60 UG 20 GR	34 UG 20 GR

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
conferences.					
Direct Outcome 2 Number of students participating in and successfully completing application activities (e.g., apprenticeships, applied courses). Group A: Apprenticeships, independent studies Group B: Applied courses including 315, 325, 350, 355, 357, 359, 415, 420, and 670			New outcome developed	A = 24 B = 132 Total 156	A = 22 B = 87 Total 109
Indirect Indicator 1 % of students responding to psychology major exit survey for question regarding providing students with a solid foundation in the field and indicating "strongly agree" or "somewhat agree"			New outcome developed	80%/20% N = 5	63%/25% N = 8
Indirect Indicator 2 [% of students responding to psychology major exit survey for question regarding the development of critical thinking skills and indicating "strongly agree" or "somewhat agree"			New outcome developed	60%/40% N = 5	50%/50% N = 8
Dept senior students' Level of Academic Challenge **[FHSU LAC SCORE, DEPT LAC SCORE]**	54.65 49.40	55.9 57.24	56.4 57.80	56.2 62.65	58.5 59.45
Dept senior students' Active and Collaborative Learning **[FHSU ACL SCORE, DEPT ACL SCORE]**	45.34 46.15	46.1 51.13	43.9 54.90	44.5 55.25	45.1 50.77
Dept senior students' Student-Faculty Interaction **[FHSU SFI SCORE, DEPT SFI SCORE, N, %]**	45.34 44.10	41.0 47.37	38.5 44.44	38.4 62.67	38.6 52.94
Dept senior students' Enriching Educational Experiences **[FHSU EEE SCORE, DEPT EEE SCORE, N, %]**	34.72 32.54	34.0 35.17	32.9 36.19	32.7 39.64	34.0 33.66
Dept senior students' Supportive Campus Environment **[FHSU SCE SCORE, DEPT SCE SCORE, N, %]**	59.57 59.95	60.3 62.04	60.8 63.17	59.8 65.83	61.9 66.41
Number of NSSE participants **[NUMBER OF DEPT SR STUDENTS, PERCENT]**	13 25.5%	19 52.8%	17 44.7%	10 26.31%	18 48.6%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. 1. Faculty members traveled to various student focused conferences to give undergraduate and graduate students opportunities to disseminate findings. 2. Department NSSE scores remain above (academic challenge, active and collaborative learning, student-faculty interaction, supportive environment) or equal to FHSU (enriching experiences) overall scores. 3. New applied courses such as 359 were offered for the first time.					
[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.)]					
Outcome/Indicator 1 Evaluation of research papers from PSY 259 based on scores from multiple raters using common rubric with			New outcome developed	40% scored 3 or higher	50% scored 3 or higher

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
a 5-point scale					
Outcome/Indicator 2 Increase the student perceptions' of level of academic challenge in the program (NSSE 1)	49.40	57.24	57.80	62.65	59.45
Outcome/Indicator 3 *New to 2010-2011* Increase the student perceptions' of enriching educational experiences (NSSE 4)	32.54	35.17	36.19	39.64	33.66

Briefly note 2-3 improvements over the last year prompted from the above indicators.

1. A summer program utilizing social media was started for summer 2013. This will provide students, including new freshmen, the opportunity to interact faculty and peers in 8 structured experiences.
2. Many students enrolled in PSY 259 had completed the newly developed pre-writing course (PSY 201) and this might explain the improvement in scores on the research papers.
3. The learning community continued into a second year to provide students with enriching experiences.

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
BA/BS offered through Virtual College	Completed
MS/EdS in School Psychology offered through Virtual College	Completed
FY2014 Quality Initiatives	**Responsible Party, Resources, and Plan**
Engage in 5 year strategic planning process	RESPONSIBLE PARTY: Department RESOURCES REQUIRED: TBD SPECIFIC MEASUREMENT: Successful development of 5 year plan IMPLEMENTATION PLAN: First year to start fall 2013
Expand social media presence	RESPONSIBLE PARTY: Department RESOURCES REQUIRED: work study SPECIFIC MEASUREMENT: Successful development of social media for department IMPLEMENTATION PLAN: Starting fall 2013

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	Continue to work on transferring psychology general education and look for additional ways to collaborate
Increase Enrollment	Offer additional courses and certificates through VC; continued recruitment efforts
Improve Persistence and Retention	Learning community, summer program
Improve Student Learning	High impact practices (student research, service learning, practicum) available for more students

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

Current Strengths	Current Needs
*Expansion of degree programs through the Virtual College *Stable enrollment in undergraduate programs. *Stable enrollment in clinical and school programs combined. *Many opportunities for student involvement in research and apprenticeships. *High achievement of graduate students, evidence by post-graduation performance. *Good balance between research and applied faculty members. *Host to the *Journal of Psychological Inquiry.* *Faculty expertise in a variety of specialties in the field. *High morale with engaged faculty members.	*Testing materials for graduate programs. The clinical and school graduate programs do not have enough testing materials to offer adequate instruction in some classes. This could make sustaining the programs difficult in the future. *At least two school psychologists with terminal degrees will be needed to accredit the school psychology program. *Funds to support undergraduate research.
Future Opportunities	**Future Threats**
*Three new faculty members will join the department in fall 2013, two on the tenure-track. *The department three year plan has been completed and the department will develop a five year plan in the fall.	*The offering of the major through the Virtual College will increase the number of sections taught by adjuncts. *In the near future, the school psychology program at FHSU will be the only one in the state without accreditation. Resources will be needed to go through the process.

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Accreditation of school psychology program	Faculty line	Ability to remain competitive with other programs in the state as in the near future we will be the only program not accredited
Accreditation of clinical psychology program	Faculty line	Potential to double the number of graduate students in the program

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)
Affinity diagrams contained in Appendix A.

B. Department Staffing Plan
Staffing plan contained in Appendix B.

C. Bibliography of Departmental Scholarly Activity
Contained in Appendix C.

D. Department Program Assessment Results
Contained in Appendix D.

E. Other Departmental Information
Contained in Appendix E.

Appendix A: Department Degree Program Affinity Diagrams

Affinity Diagram for BA/BS in Psychology

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
1. Psychology majors will be *knowledgeable.*	1.1 Majors will characterize the nature of psychology as a discipline.	Core courses: 100, 101, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 330, 425, 450, 683	PSY 300 pre- and post-test: comparison of scores for psychology majors on pre- and post-test for questions regarding characterizing psychology as a discipline (DIRECT)		
	1.2 Majors will interpret psychological phenomena using concepts, language, and major theories.	Core courses: 100, 101, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 330, 425, 450, 683	PSY 300 pre- and post-test: comparison of scores for psychology majors on pre- and post-test for questions regarding using concepts, language, and major theories to account for psychological phenomena (DIRECT)	)	
			Psychology Major Exit Survey: psychology major responses to question on survey regarding solid foundation in the field (INDIRECT)		
	1.3 Majors will illustrate appropriate breadth/depth in content areas.	Core courses: 100, 101, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 330, 425, 450, 683	PSY 100 pre- post-test: comparison for psychology majors on pre- and post-test for breadth questions regarding foundational areas (DIRECT)		
			PSY 100 pre- and post-test: comparison of scores for psychology majors on pre- and post test for depth questions regarding applied areas (DIRECT)		
			Psychology Major Exit Survey: psychology major responses to questions on survey regarding required and elective courses (INDIRECT)		
	1.4 Majors will identify appropriate applications of psychology in solving problems.	Core courses: 100, 101, 300 Foundation & Applied courses: 225, 315, 350, 355, 357, 476, 670	PSY 259 research report: evaluation of APA-style final research report with focus on application section (e.g., appropriate hypotheses, logic, discussion) based on multiple raters using common rubric (DIRECT)		
	1.5 Majors will apply psychological concepts, theories, and research to everyday life.	Core courses: 100, 101, 300 Foundation & Applied course: 225, 315, 350, 355, 357, 476, 670	Application activities: # of majors participating in and successfully completing independent studies, apprenticeships, applied courses (DIRECT)		
			Psychology Major Exit Survey: psychology major responses to question on survey regarding application of material (INDIRECT)		
2. Psychology majors will be	2.1 Majors will design and conduct basic studies to address psychological questions	Core courses: 100, 201, 250, 259, 300, 400	PSY 259 research report: evaluation of APA-style final research report based on scores from multiple raters using common rubric (DIRECT)		

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
analytical.	using appropriate research methods and following APA ethics.	Foundation & Applied courses: 467, 474			
			Research opportunities: number of students presenting research at undergraduate or professional conferences (DIRECT)		
			Psychology Major Exit Survey: psychology major responses to questions on survey regarding understanding of research methods and opportunities for research (INDIRECT)		
			NSSE: psychology major responses to NSSE questions regarding enriching educational experiences (INDIRECT)		
3. Psychology majors will be *communicative.*	3.1 Majors will produce effective written communication and collaborate well with others.	Core courses: 201, 250, 259, Foundation & Applied courses: 225, 467, 474	PSY 201 APA-style paper for written communication: evaluation of APA-style paper for written communication based on multiple raters using common rubric (DIRECT)		
			NSSE: psychology major responses to NSSE questions regarding active and collaborative learning (INDIRECT)		
			Psychology Major Exit Survey: psychology major responses to question on survey regarding self-perceptions of effective writing (INDIRECT)		
	3.2 Majors will utilize appropriate software to produce understandable psychological reports.	Core courses: 201, 250, 259 Foundation & Applied courses: 225, 467, 474	PSY 250 SPSS assignment: performance of students in lab section of statistics course (DIRECT)		
4. Majors will be *critical thinkers*.	4.1 Majors will recognize, develop, defend, and criticize arguments and appeals.	Core courses: 100, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 355,357, 415, 420, 425, 450, 467, 474, 683	PSY 201 debate: evaluation of critical thinking and reasoning skills in debate performance based on multiple raters using common rubric (DIRECT)		
	4.2 Majors will engage in critical thinking and approach problems effectively.	Core courses: 100, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 355,357, 415, 420, 425, 450, 467, 474, 683	PSY 259 research report: evaluation of APA-style final research report with focus on the literature review and discussion sections based on multiple raters using common rubric (DIRECT)		
			Psychology Major Exit Survey: psychology major responses to questions on survey regarding critical thinking skills (INDIRECT)		

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
			NSSE: psychology major responses to NSSE questions regarding academic challenge (INDIRECT)		
5. Majors will be *world-ready*.	5.1 Majors will evaluate scientific evidence for psychological claims.	Core courses: 100, 101, 201, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 350, 355, 415, 420, 425, 450, 670, 683	PSY 201 APA-style paper: performance of students on paper with focus on evaluating previous research based on multiple raters using common rubric (DIRECT)		
	5.2 Majors will relate ethically and sensitively with people of diverse background with respect to civic, social, and global responsibilities.	Core courses: 100, 201, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 350, 355, 415, 420, 425, 450, 670, 683	Community Service Activities: engagement of psychology majors in community service activities through psychology club and Psi Chi activities (DIRECT)		
			Psychology Major Exit Survey: psychology major responses to question on survey regarding human diversity (INDIRECT)		
			University Exit Survey: psychology major responses to questions on survey regarding the quality and availability of services/programming related to cultural diversity and the universities support of students regardless of race/ethnicity (INDIRECT)		
	5.3 Majors will identify the types of academic experiences and skills that will facilitate career development and life-long learning.	Core courses: 100, 101 Foundation & Applied courses: 225, 476	PSY 100 pre- and post-test: comparison of scores for psychology majors on pre- and post-test for questions regarding education needed for career paths (DIRECT)		
			Job placement: % of graduates placed after 6 months of graduation (DIRECT)		
			Psychology Major Exit Survey: psychology major responses to question on survey regarding confidence in job placement or graduate studies (INDIRECT)		
			University Exit Survey: psychology major responses to question on survey regarding experiences motivating life-long learning (INDIRECT)		
	5.4 Majors will describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation and work habits.	Core courses: 100, 101 Foundation & Applied courses: 225, 476	PSY 101 assignment: performance of students on careers assignment (DIRECT)		

Affinity Diagram for MS in Psychology (Clinical Emphasis)

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Results**	**Action Taken**
Clinical students will be *adaptive*.	1.1 demonstrate a commitment to continued professional growth and development 1.2 have the skills to acquire new information and resources in their field	All courses composing the required 60 hours for completion of the graduate program Psy 685, 810, 820, 845, 850, 877, 890, 892	Number of students who take licensure exam and pass with 60% or better on first attempt and pursue a Ph.D. or Psy. D. after graduation (DIRECT) Exit survey measuring students' intent to continue with professional development activities (INDIRECT) Papers from methods course demonstrating skills in acquiring sources (DIRECT), score based on multiple raters using common rubric with evaluation of sources contained in the reference Rubric on introduction for thesis/scholarly activity (DIRECT), score based on multiple raters using common rubric with emphasis on summarizing and integrating findings and identifying inconsistencies Pre/post semester survey in Community Mental Health Seminar on acquiring new resources (INDIRECT)		
Clinical students will be *professionally skilled*.	2.1 utilize formal and informal methods of psychological assessment of children & adults 2.2 employ both direct (e.g. psychotherapy) and indirect (e.g. consultation) methods of psychological intervention	Psy 830, 840, 855, 877 Psy685, 830, 840, 892	Scores on domain 5 of EPPP dealing with assessment (DIRECT) Written course reports demonstrating formal and informal assessment methods (DIRECT) by use of a rubric measuring students' abilities to interpret results from assessment profiles provided Exit survey of graduating seniors on comfort and preparation with assessment (INDIRECT) Supervisor's ratings during internship (INDIRECT) Scores on domain 6 of EPPP dealing with intervention (DIRECT) Practicum project (DIRECT) requiring students to label a dialogue with client demonstrating micro counseling skills		
Clinical students will be *knowledgeable* and *analytical*.	3.1 understand and implement research methodologies 3.2 have knowledge and a sensitivity to ethical issues in the practice	Psy845, 850, 899 Psy830, 877	Evaluation of research presentation in methods course (DIRECT), score based on multiple raters using common rubric with focus on ability to design studies Rubric on method for either thesis or scholarly activity (DIRECT) Exit survey on attitude toward knowledge of research methods (INDIRECT) Scores on domain 8 of EPPP dealing with ethical and legal issues (DIRECT) and Scores on modules 498 and 490 of the CITI dealing with ethical issues in research (Direct) Supervisor's ratings during internship(INDIRECT)		

Affinity Diagram for MS in Psychology (Experimental Emphasis)

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Results**	**Action Taken**
General/Experimental psychology students will be knowledgeable in the field of psychology and their specific area of expertise	General/Experimental students will… 1.1 Illustrate appropriate graduate level breadth and depth in psychology, as well as their area of expertise	Psy 845, 850, and other courses according to their individualized program of study.	Comprehensive exam questions on breadth (Direct) and depth (Direct) scored by multiple raters on depth of understanding in each individualized content area and ability to apply and integrate information across domains Thesis rubric focusing on introduction section (Direct), with emphasis on ability to summarize and integrate information, and to identify inconsistencies in the literature Graduate Exit Survey: responses to questions regarding breadth (Indirect) and depth preparation (Indirect)		
General/Experimental psychology students will understand and exhibit the steps in the scientific process	2.1 Conduct, interpret, and communicate research findings 2.2 appreciate the strengths and limitations of research 2.3 demonstrate a solid foundation in ethical issues regarding research, including the ability to act in accordance with accepted ethical guidelines	Psy 845, 850, and other courses according to their individualized program of study.	Methods exam grades (Direct) Methods presentation using common rubric (Direct) with emphasis on the evaluation of methodological design, interpretation of results, and communicative skills Graduate Exit Survey: responses to questions regarding conducting research (Indirect) and interpreting and communicating research findings (Indirect) Rubric on the discussion section of the thesis (Direct) with emphasis on ability to summarize and integrate information, and to identify consistencies and inconsistencies between result implications and the literature Graduate Exit Survey: responses to questions regarding limitations (Indirect) and strengths of research (Indirect) Acceptance of IRB packet (Direct) Comprehensive exam questions on research ethics (Direct) scored by multiple raters on depth of understanding and appropriate application of the APA ethics code Graduate Exit Survey: responses to questions regarding research ethics (Indirect)		
General/Experimental psychology students will demonstrate professionalism.	3.1 Communicate effectively in written and oral form	Psy 845, 850, and other courses according to their individualized program of study.	# of peer-reviewed Conference Presentations (Direct) Evaluation of research presentation in methods course (Direct) with emphasis on the evaluation of methodological design, interpretation of results, and communicative skills Graduate Psychology Exit Survey: responses to questions regarding comfort in writing (Indirect) and oral presentation (Indirect)		

Affinity Diagram for MS in Psychology (School Psychology Emphasis)

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Results**	**Action Taken**
Knowledgeable Students will: 1. Understand and utilize formal and informal assessment procedures and be able to communicate the results effectively	The learner will: 1.1 Administer and score assessments, translate results into empirically-based interventions, and evaluate outcomes	PSY 670 (Curriculum Based Measurement) PSY 685 PSY 840	PSY 840 Case study: evaluation of an assessment case study, with focus on correctly administering and scoring assessments; score based on multiple raters using common rubric (Direct) PSY 685 Behavior modification project: evaluation of a student-created behavior modification plan, with focus on creating interventions and assessing outcome success; score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey question on comfort with different assessment procedures (Indirect) Graduate Psychology Exit Survey question on making empirically based decisions (Indirect)		
	1.2 In collaboration with others, produce appropriate cognitive, behavioral, affective, adaptive, social and academic plans	PSY 670 (CBM)	PSY 670 (CBM) Collaborative case study: evaluation of a collaborative case study, with focus on working with fellow students to create an academic plan for a hypothetical at-risk child; score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey question on collaboration (Indirect) Graduate Psychology Exit Survey question on producing goals (Indirect)		
2. Have an understanding of, and responsiveness to, human diversity	2.1 Demonstrate the sensitivity, skills, and knowledge needed to work with those with diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs	PSY 685 PSY 810 PSY 820 PSY 881	Disability awareness projects: Develop projects for K-12 students to personally experience a disability (e.g., what it would be like to be wheelchair-bound), with focus on K-12 students' ratings on a standard Likert scale of the realness of experience provided. Diversity Question on Comps: students read a case study including a person of diversity and discuss the individual characteristics (strengths and needs) and create a plan to optimize the person's educational experience, score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey questions on knowledge base in regards to diversity (Indirect) Graduate Psychology Exit Survey questions on comfort level in providing comprehensive service (Indirect)		
Analytical 3. Be competent in	3.1 Examine research and	PSY 845 PSY 850	Comprehensive exam article evaluation section, with focus on critiquing and		

research methodology in order to make data driven decisions in a school setting	translate research into practice as part of a systematic process resulting in empirically based decisions about service delivery		understanding research, and deciding whether it is worthy to apply in practice; score based on multiple raters using common rubric (Direct)		
Adaptable 4. Have a commitment to continued personal and professional growth	4.1 Understand and utilize applicable ethical, professional, and legal standards for school psychologists	PSY830 PSY880 PSY881	Ethics question on comps: students read a school psychology-related case study and discuss the ethical, professional and legal ramifications of the case; score based on multiple raters using common rubric (Direct) PSY 830 Ethics paper rubric: evaluation of an ethics paper, with focus on knowing the ethical and legal guidelines for school psychology and comparing and contrasting those with the guidelines for two other professions; score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey question on ethics (Indirect) Graduate Psychology Exit Survey question on professionalism (Indirect)		
	4.2 Exhibit involvement in continuing education in the field of school psychology, and exhibit the knowledge and skills to adapt in a changing school psychology environment	PSY 880	Number of hours spent in conferences and other optional professional development sessions (Direct) PSY 880 School Psychology Notebook Project, with portfolio of interviews to understand skills important in the profession, scores based on multiple scorers based on rubric (Direct) Graduate Psychology Exit Survey question on standards (Indirect) Graduate Psychology Exit Survey question on professional development (Indirect)		

Affinity Diagram for EdS in School Psychology

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Results**	**Action Taken**
Student will be: **Professionally Skilled** 1. Foster active inquiry, collaboration, and supportive intervention among individuals involved in schools and	The learner… 1.1 Has knowledge of various consultation models and methods, their application to particular situations; and uses them to collaborate and consult effectively with others.	SPED801 PSY981	Section IV of the Praxis: Consultation and Collaboration section, measuring models and methods of consultation, school and system organization and policy development, and home/school/community collaborations, percent passing (according to state standards) on first try (Direct) Practicum: Field Experience Standard 2: practicum site supervisor rating of student's consultation skills; percent of students who meet or exceed expectations (Direct) Ed Specialist Exit Survey: question on collaboration (Indirect) Ed Specialist Exit Survey: question on Intervention (Indirect)		
Analytical 2. Appropriately generalize from and communicate research findings, and is able to design, implement, and evaluate prevention and intervention strategies in a school and/or community setting.	2.1 Evaluates research and translates research into practice in order to improve school psychology services.	SPED802 SPED811 **or** SPED812 PSY999	Students complete one of the following culminating projects: 1) Thesis, 2) Scholarly Activities; or 3) Portfolio (Literature Review or Annotated Bibliography section), score based on multiple raters using a common rubric on students' abilities to evaluate research and translate into useful data (Direct) Section II of the Praxis: Research-Based Academic Practices section, measuring effective instruction, issues related to academic success, and academic interventions, percent passing (according to state standards) on first try (Direct) Ed Specialist Exit Survey: question on evaluating research (Indirect) Ed Specialist Exit Survey: question on prevention and intervention (Indirect)		
	2.2 Collaboratively develops and implements goals for students of varying abilities/needs, and assesses efficacy of goal implementation.		Practicum: Field Experience Standard 4: practicum site supervisor rating of student's direct services skills; percent of students who meet or exceed expectations (Direct) Section III on the Praxis: Research-Based Behavioral and Mental Health Practices, measuring prevention strategies, school-based interventions techniques, crisis prevention and intervention, and principles of child and adolescent psychopathology, percent passing (according to state standards) on first try (Direct) Ed Specialist Exit Survey: question on development of goals and Ed Specialist Exit Survey: question on using intervention to achieve goals (Indirect)		
Adaptable 3. Self-direct additional personal, educational, and professional development	3.1 Works effectively with others in the community to promote and provide comprehensive services to children and families, and practices in ways that are consistent with applicable standards, is involved in the profession	PSY984	Practicum:Field Experience Standard 8: measuring written and verbal communication skills with students, parents, and school personnel, percent passing (according to state standards) on first try (Direct) Section VI on the Praxis: Ethical/Legal and Professional Foundations, measuring ethical principles and standards of practice according to applicable professional associations , legal issues related to the practice of school psychology, and foundations of school psychology; percent passing (according to state standards) on first try (Direct) Ed Specialist Exit Survey: question on Ethics and professional development		

Appendix B: Department Staffing Plan

College of Arts and Sciences
Department Staffing Plan and Assignments (Projected)
Department of Psychology
Date: 2/20/13

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Anticipated Department Needs	Faculty Member	Future Faculty Expertise Needed	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above(Below) Peer Average
Experimental	Bonds-Raacke, JM	Experimental	10/18/77	1	Associate	PhD	Tenured	79484				
Clinical	Herrman, LP	Clinical	2/22/49	1	Assistant	PhD	Tenure-track	56317				
Clinical	Smith, GL	Clinical	10/8/67	.5	Instructor	MS	Temporary	25710				
School	Engler, Joe	School		1	Assistant	PhD	Tenure-track	54,500 60966*				
Developmental	Patrick, CL	Developmental/	10/29/62	1	Professor	PhD	Tenured	68450				
Cognitive	Hill, Trey	Cognitive		1	Assistant	PhD	Tenure-track	46000 49749*				
Social	Naylor, JM	Developmental/ Social	11/4/76	1	Assistant	PhD	Tenured	53721				
School	Kitson, Jennifer	School		1	Instructor	MS	Temporary	46000 43767*				
Cognitive	Park, April	Cognitive		1	Assistant	PhD	Tenure-track	47919 47919*				

*Amount in line

Appendix C: Bibliography of Departmental Scholarly Activity

Books, Book Chapters, and Referred Articles Published in 2012

- **Bonds-Raacke, J. M.,** & Raacke, J. D. (2012, 2nd quarter). *What you need to know: An insider's look at graduate studies.* NOVA Science.
- **Bonds-Raacke, J. M.,** & Raacke, J. D. (2012; fall 2011 adoptions). *Research methods: Are you equipped?* Upper Saddle River, NJ: Prentice Hall/Pearson. [Research Methods Textbook]
- Drum, J., Talkington, E., Fieler, M., **& Bonds-Raacke, J. M.** (Faculty sponsor). (2012). Motivational levels and personality traits: Exploring choices in specific types of physical activity. *Journal of Psychological Inquiry, 17*(2), 26-32.
- **Herman, L. P.,** Leeds, B. L., & **Bonds-Raacke, J. M.** (2012). Transitioning from applied settings to academia: How can chairs help faculty succeed? *The Department Chair, 22,* 9-11.
- Horyna, B., & **Bonds-Raacke, J. M.** (2012). Differences in students' motivation to attend college: Large versus small high schools. *Education, 132,* 708-724.
- Long, T., & **Bonds-Raacke, J. M.** (2012). Accelerated Reader: The relation to age of entry into formal education. *Reading Improvement*, *49*, 168-182.
- Raacke, J. D., & **Bonds-Raacke, J. M.** (2013). "The new faculty majority:" Non-tenure track faculty (NTTF) and implications for chairs. *The Department Chair*, *23,* 22-23.

Non-refereed Articles and Presentations in 2012

- **Bonds-Raacke, J.M.,** Raacke, J.D., & Zoller, B. (2012). *Helpful hints for undergraduates and faculty mentors publishing undergraduate research.* Presented at Nebraska Psychological Society and Association for Psychological and Educational Research in Kansas joint conference. Hastings, NE.
- **Bonds-Raacke, J. M.** (2012). *Strong women of Hays invited panelist*. Girl Scouts of Kansas Heartland. Hays, KS.
- Cook-Bejamin, L., & **Bonds-Raacke, J. M.** (2013). *Undergraduate research experience brown bag.* Served as co-leader of brown bag in Hays, KS.
- **Herrman, L.,** Leeds, B., Upham, T., Brown, C. & Geising, W. (2012, August). *DSM 5: Changes and controversies*. Presented at the Larned State Hospital's Ninth Annual Mental Health Conference, Larned, Kansas.
- Horyna, B., & **Bonds-Raacke, J. M.** (2012). *Examining the relationship between school size and motivation to attend college.* Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.
- Leeds, B. & **Herrman, L.** (2012, January). *Professional ethics and the American way of life.* Presented at the Kansas Association of School Psychologists, Manhattan, Kansas.
- Leeds, B., **Herrman, L.,** Upham, T., Brown, C. & Geising, W. (2012, November). *DSM 5: Changes and controversies*. Presented at the Kansas Mental Health Counseling Association Drive-In Conference, Hays, Kansas.
- Long, T., & **Bonds-Raacke, J. M.** (2012). *Accelerated Reader: The relation to age of entry into formal education.* Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.

- Luth, C., & **Naylor, J. M**. (2012, April). *Long range effects of divorce on child development of moral reasoning.* Paper session presented at the meeting of Southwestern Psychological Association, Oklahoma City, OK.
- McKune, J., **Bonds-Raacke, J. M.,** Hines, H., Kough, D., Kramer, J., McKennon, D., Ostmeyer, T., & Woodyard, M. (2012). *Mode of communication and depiction of alcohol on first impressions and higherability.* Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.
- **Naylor, J.,** & **Bonds-Raacke, J. M.** (2012*). Voice Thread: Using collaborative technology in teaching and research.* Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.
- **Naylor, J. M.,** & Kelsh, J. (2012, April). *The benefits of undergraduate research experiences at primary undergraduate institutions.* Paper session presented at the meeting of Southwestern Psychological Association, Oklahoma City, OK.
- **Park, J. A.,** Ali, H., & Paige, L. (2012, August). Growing undergraduate research at FHSU - the next step. TigerTalk e-Newsletter
- **Park, J.,** & Shepard, H. (2012, April). *Use your cognitive resources: Benefits of violating the cognitive effort minimization goal.* Poster scheduled to present at the 57th annual meeting of the Southwestern Psychological Association, Oklahoma City, OK.
- **Patrick, C.,** & **Naylor, J.** (2012, April). *The effects of social comparison on teacher evaluation*. Presented at the Annual Conference of the Southwestern Psychological Association, Oklahoma City, OK.
- **Patrick, C., Smith, G.,** Krier, A., Chapman, M., & Parker, M. (2013, May). A*nxiety and teaching evaluation: Factors that reduce state anxiety*. Presented at the Annual Conference of the Midwestern Psychological Association, Chicago, IL.
- Raacke, J.D., & **Bonds-Raacke, J. M.** (2012). *Dual career couples.* Invited presentation at APA workshop on dual career couples. Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.
- Raacke, J. D., **Bonds-Raacke, J. M.,** Mabrey, M., Whitaker, K., Drum, J., & Ostmeyer, T. (2012). *Exploring aggressive communication styles and Facebook usage.* Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.
- Tanguay, J., & **Naylor, J. M.** (2012, April). *Societal and spiritual orientations: How general adherence affects situational endorsement.* Poster session presented at the meeting of Southwestern Psychological Association, Oklahoma City, OK.
- Tanguay, J., & **Naylor, J. M.** (2012, April). *Societal and spiritual orientations: Orientation as a predictor of impulsivity.* Poster session presented at the meeting of Southwestern Psychological Association, Oklahoma City, OK.
- Upham, T., & **Bonds-Raacke, J. M.** (2012). *Personality, motivation, and competitiveness: How task domain and athletic status impact variables.* Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.

Scholarly Performances and Other Creative Activities

Student Sponsored Presentation:

- Brown, D., Enriquez, A., Jeffrey, K., Jia, Q., Ma, Y., & Nava, B. (2012). *Self-perception of healthy behaviors.* Presented at Nebraska Psychological Society and Association for Psychological and Educational Research in Kansas joint conference. Hastings, NE. Student researcher sponsored by **Dr. Bonds-Raacke**
- Drum, J., Bieberle, B., Contreras, L., Dress, S., Linenberger, C., Staats, B., & Wortley, A. (2012). *Verbal and emotional responses of athletes participating in contact and non-contact sports.* Presented at Great Plains Student Psychology Convention, Maryville, MO. Student researcher sponsored by **Dr. Bonds-Raacke**
- Drum, J. L., Talkington, E. L., & Ostmeyer, T. L. (2012). *Benefits of being a teaching assistant: The view of undergraduate students.* Presented at Nebraska Psychological Society and Association for Psychological and Educational Research in Kansas joint conference. Hastings, NE. Student researcher sponsored by **Dr. Bonds-Raacke**
- Kubalik, E. (2012, November). *Mental health issues among survivors of childhood sexual abuse*. Presented at the Nebraska Psychological Society/ Association of Psychological Education and Research In Kansas 2012 Joint Conference, Hastings, NE. **Herrman**
- Kuhl, N. (2012, November). *Attention restoration theory and the effect it has on procedural memory and learning in college students.* Poster session presented at Psychological and Education Research in Kansas, Hastings, NE. Student researcher sponsored by **Dr. Naylor**
- Luth, C. (2012, November). *Dying well: Combining positive living strategies with end of life education.* Presented at the Nebraska Psychological Society/ Association of Psychological Education and Research In Kansas 2012 Joint Conference, Hastings, NE. **Herrman**
- Mabrey, M., Black, J., Bullard, A., Courkamp, A., & Kuhn, K. (2013). Examining the relationship between Facebook wall posts and romantic relationships. Presented at *Kansas Undergraduate Research Day at the Capitol,* Topeka, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Mabrey, M., Broadfoot, K., Johnson, J. Keller, C., Loomis, P., Ostmeyer, T., & Watts, C. (2012). *Perceived stress from social involvement and its impact on motivation in college students.* Presented at Great Plains Student Psychology Convention, Maryville, MO. Student researcher sponsored by **Dr. Bonds-Raacke**
- Mabrey, M., Ostmeyer, T., & Talkington, E. (2012, November). *Exploring gender differences in online shopping practices in rural college students.* Poster presented at the 31st annual meeting of the Psychological and Educational Research in Kansas, Hastings, NE. Student researcher sponsored by **Dr. Park**
- Muirhead, A., Bose, R., Garcia, D., Hughes, J., Orona, R., Pflughoeft, T., & Tippin, K. (2012). *Pluralistic ignorance: Cheating in romantic relationships*. Presented at Great Plains Student Psychology Convention, Maryville, MO. Student researcher sponsored by **Dr. Bonds-Raacke**
- Schnake, K. (2012). *Adjustment to college: The role of early residency programs and social support systems.* Presented at Great Plains Student Psychology Convention, Maryville, MO. Student researcher sponsored by **Dr. Bonds-Raacke**
- Sloan-Brown, C. , & Gordon, L. (2012, April). *Companion animal bonding scales to measure human-equine bonds.* Poster session presented at Scholarly and Creative Activities Week at Fort Hays State University, Hays, KS. Student researcher sponsored by **Dr. Naylor**

- Sloan-Brown, C., & Gordon, L. (2012, April). *Psychometric evaluation of companion animal bonding surveys to quantify human-equine bonds.* Poster session presented at Emporia State University Research Days, Emporia, KS. Student researcher sponsored by **Dr. Naylor**
- Upham, T. (2012). *Personality, motivation, and competitiveness: How task domain and athletic status impact variables.* Presented at Emporia State University Research and Creativity Day and FHSU Research Day. Student researcher sponsored by **Dr. Bonds-Raacke**
- Vrbas, H. L., & Goering, K. L. (2012, November). *Technology in the classroom: Is it doing the job? A literature review.* Poster presented at the 31st annual meeting of the Psychological and Educational Research in Kansas, Hastings, NE. Student researcher sponsored by **Dr. Park**
- Vrbas, H. L., Shattuck, N. W., Goering, K. L., & Stottlemyer, R. (2012, March). *Cell phones and cell phone policies.* Oral presentation presented at the 32nd annual meeting of the Great Plains Students' Psychology Convention, Maryville, MO. Student researcher sponsored by **Dr. Park**
- Whitaker, K., Watson, A., Parker, M., & Shepard, I. (2012, November). *Food and perception of romantic relationships: The effects of comfort foods.* Poster presented at the 31st annual meeting of the Psychological and Educational Research in Kansas, Hastings, NE. Student researcher sponsored by **Dr. Park**

Other Activities:

- **Bonds-Raacke, J. M.** (2012). Reviewing activities.
- **Bonds-Raacke, J. M.** (2012). Judging activities.
- **Bonds-Raacke, J. M.** (2012). Managing Editor of *JPI* responsibilities.
- **Bonds-Raacke, J. M.** (2012). President Elect of the Southwestern Psychological Association.
- **Herrman, L. P.,** & Leeds, B. L. (2012). Grant funded through Golden Belt Community Foundation.
- **Herrman, L. P.** (2012). Grant funded for St. Francis DSM 5 Training
- **Herrman, L. P.** (2012). Reviewing activities.
- **Naylor, J. M.** (2012). Reviewing activities.
- **Naylor, J. M.** (2012). Judging activities.
- **Naylor, J. M.** (2012). Associate Editor of *JPI* responsibilities.
- **Naylor, J. M.** (2012). Grant funded through Graduate School.
- **Park, J.** (2012). Reviewing activities.
- **Park, J.** (2012). Judging activities.
- **Patrick, C.** (2012). Reviewing activities.
- **Patrick, C.** (2012). Judging activities.
- **Smith, G.** (2012). Reviewing activities.

Appendix D: Department Program Assessment Results

Affinity Diagram for BA/BS in Psychology

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
1. Psychology majors will be *knowledgeable.*	1.1 Majors will characterize the nature of psychology as a discipline.	Core courses: 100, 101, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 330, 425, 450, 683	PSY 300 pre- and post-test: comparison of scores for psychology majors on pre- and post-test for questions regarding characterizing psychology as a discipline (DIRECT)	***2011-2012*** # correct out of 16 t (117) = 4.68, p <.01 Pre-test: (M=7.18, SD=2.25) Post-test: (M=8.25, SD=2.46) ***2012-2013*** # correct out of 16 t (15) = 5.80, p <.01 Pre-test: (M=7.13, SD=2.66) Post-test: (M=12.19, SD=2.61)	
	1.2 Majors will interpret psychological phenomena using concepts, language, and major theories.	Core courses: 100, 101, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 330, 425, 450, 683	PSY 300 pre- and post-test: comparison of scores for psychology majors on pre- and post-test for questions regarding using concepts, language, and major theories to account for psychological phenomena (DIRECT)	***2011-2012*** # correct out of 34 t (117) = 8.20, p <.01 Pre-test : (M= 17.03, SD= 3.60) Post-test: (M=19.78, SD= 4.11) ***2012-2013*** # correct out of 34 t (15) = 5.92, p <.01 Pre-test : (M= 17.31, SD= 4.25) Post-test: (M=26.19, SD= 4.74)	
			Psychology Major Exit Survey: psychology major responses to question on survey regarding solid foundation in the field (INDIRECT)	***2011-2012*** 80% Strongly Agree, 20% Somewhat Agree that a solid foundation in the field was provided N = 5 ***2012-2013*** 63% Strongly Agree, 25% Somewhat Agree, 12% Neutral that a solid foundation in the field was provided N = 8	
	1.3 Majors will illustrate appropriate breadth/depth in content areas.	Core courses: 100, 101, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 330, 425, 450, 683	PSY 100 pre- post-test: comparison for psychology majors on pre- and post-test for breadth questions regarding foundational areas (DIRECT)	***2012-2013*** # correct out of 24 t (3) = 7.91, p <.01 Pre-test: (M=12.00, SD=3.56) Post-test: (M=18.75, SD=2.50)	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
			PSY 100 pre- and post-test: comparison of scores for psychology majors on pre- and post test for depth questions regarding applied areas (DIRECT)	***2012-2013*** # correct out of 24 t (3) = 4.35, p <.05 Pre-test: (M=12.25, SD=1.71) Post-test: (M=18.50, SD=1.91)	
			Psychology Major Exit Survey: psychology major responses to questions on survey regarding required and elective courses (INDIRECT)	***2011-2012*** 20% Strongly agree, 60% Somewhat agree, 20% Somewhat disagree that required courses were offered with reasonable frequency N = 5 80% Strongly agree, 20% Somewhat agree they were satisfied with the variety of electives N = 5 ***2012-2013*** 25% Strongly agree, 37% Somewhat agree, 37% Neutral that required courses were offered with reasonable frequency N = 8 25% Strongly agree, 75% Somewhat agree they were satisfied with the variety of electives N = 8	
	1.4 Majors will identify appropriate applications of psychology in solving problems.	Core courses: 100, 101, 300 Foundation & Applied courses: 225, 315, 350, 355, 357, 476, 670	PSY 259 research report: evaluation of APA-style final research report with focus on application section (e.g., appropriate hypotheses, logic, discussion) based on multiple raters using common rubric (DIRECT)	***2011-2012*** 40% of students scored a 3 or higher on a rubric with a 5-point rating scale N = 10 ***2012-2013*** 50% of students scored a 3 or higher on a rubric with a 5-point rating scale N = 8	
	1.5 Majors will apply psychological concepts, theories, and research to everyday life.	Core courses: 100, 101, 300 Foundation & Applied course: 225, 315, 350, 355, 357, 476, 670	Application activities: # of majors participating in and successfully completing independent studies, apprenticeships, applied courses (DIRECT)	***2011-2012*** 156 students total ***2012-2013*** 91 students total	
			Psychology Major Exit Survey: psychology major responses to question on survey regarding application of material	***2011-2012*** 60% Strongly agree, 40% Somewhat agree they would be able to	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
			(INDIRECT)	apply material learned in class *N* = 5 ***2012-2013*** 63% Strongly agree, 12% Somewhat agree, 25% Neutral they would be able to apply material learned in class *N* = 8	
2. Psychology majors will be *analytical*.	2.1 Majors will design and conduct basic studies to address psychological questions using appropriate research methods and following APA ethics.	Core courses: 100, 201, 250, 259, 300, 400 Foundation & Applied courses: 467, 474	PSY 259 research report: evaluation of APA- style final research report based on scores from multiple raters using common rubric (DIRECT)	***2011-2012*** 40% of students scored a 3 or higher on a rubric with a 5-point rating scale *N* = 10 ***2012-2013*** 50% of students scored a 3 or higher on a rubric with a 5-point rating scale *N* = 8	
			Research opportunities: number of students presenting research at undergraduate or professional conferences (DIRECT)	***2011-2012*** 60 undergraduate students presented research at conferences ***2012-2013*** 34 undergraduate students presented research at conferences	
			Psychology Major Exit Survey: psychology major responses to questions on survey regarding understanding of research methods and opportunities for research (INDIRECT)	***2011-2012*** 60% Strongly agree, 40% Somewhat agree that they gained understanding of research methods *N* = 5 40% Strongly agree, 40% Somewhat agree, 20% Neutral in regards to satisfaction with research opportunities *N* = 5 ***2012-2013*** 88% Strongly agree, 12% Somewhat agree that they gained understanding of research methods *N* = 8 38% Strongly agree, 50% Somewhat agree, 12% Neutral in regards to satisfaction with research opportunities *N* = 8	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
			NSSE: psychology major responses to NSSE questions regarding enriching educational experiences (INDIRECT)	***2011-2012*** PSY 39.64 FHSU 32.7 ***2012-2013*** PSY = 33.66 FHSU = 34.00	
3. Psychology majors will be *communicative.*	3.1 Majors will produce effective written communication and collaborate well with others.	Core courses: 201, 250, 259, Foundation & Applied courses: 225, 467, 474	PSY 201 APA-style paper for written communication: evaluation of APA-style paper for written communication based on multiple raters using common rubric (DIRECT)	***2011-2012*** 20% of students scored a 3 or higher on a rubric with a 5-point rating scale *N* = 10 ***2012-2013*** 42% of students scored a 3 or higher on a rubric with a 4-point rating scale *N* = 12	
			NSSE: psychology major responses to NSSE questions regarding active and collaborative learning (INDIRECT)	***2011-2012*** PSY = 55.25 FHSU = 44.5 ***2012-2013*** PSY = 50.77 FHSU = 45.10	
			Psychology Major Exit Survey: psychology major responses to question on survey regarding self-perceptions of effective writing (INDIRECT)	***2011-2012*** 60% Strongly agree, 20% Somewhat agree, 20% Somewhat disagree that courses taught them to be effective writers *N* = 5 ***2012-2013*** 63% Strongly agree, 37% Somewhat agree, that courses taught them to be effective writers *N* = 8	
	3.2 Majors will utilize appropriate software to produce understandable psychological reports.	Core courses: 201, 250, 259 Foundation & Applied courses: 225, 467, 474	PSY 250 SPSS assignment: performance of students in lab section of statistics course (DIRECT)	***2011-2012*** 67% of students scored a 3 or higher on a rubric with a 4-point rating scale *N* = 9 ***2012-2013*** 33% of students scored a 3 or higher *N* = 9	
4. Majors will be *critical thinkers*.	4.1 Majors will recognize, develop, defend, and criticize arguments and appeals.	Core courses: 100, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 355,357, 415, 420, 425, 450, 467, 474, 683	PSY 201 debate: evaluation of critical thinking and reasoning skills in debate performance based on multiple raters using common rubric (DIRECT)	***2012-2013*** 80% of students scored a 3 or higher on a rubric with a 4 point ratings scale *N = 10*	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
	4.2 Majors will engage in critical thinking and approach problems effectively.	Core courses: 100, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 355,357, 415, 420, 425, 450, 467, 474, 683	PSY 259 research report: evaluation of APA-style final research report with focus on the literature review and discussion sections based on multiple raters using common rubric (DIRECT)	***2011-2012*** 40% of students scored a 3 or higher on a rubric with a 5 point ratings scale *N = 10* ***2012-2013*** 38% of students scored a 3 or higher on a rubric with a 5 point ratings scale *N = 8*	
			Psychology Major Exit Survey: psychology major responses to questions on survey regarding critical thinking skills (INDIRECT)	***2011-2012*** 60% Strongly agree, 40% Somewhat agree that their courses taught them to be a critical thinker *N* = 5 ***2012-2013*** 50% Strongly agree, 50% Somewhat agree that their courses taught them to be a critical thinker *N* = 8	
			NSSE: psychology major responses to NSSE questions regarding academic challenge (INDIRECT)	***2011-2012*** PSY = 62.65 FHSU = 56.2 ***2012-2013*** PSY = 59.45 FHSU = 58.50	
5. Majors will be *world-ready*.	5.1 Majors will evaluate scientific evidence for psychological claims.	Core courses: 100, 101, 201, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 350, 355, 415, 420, 425, 450, 670, 683	PSY 201 APA-style paper: performance of students on paper with focus on evaluating previous research based on multiple raters using common rubric (DIRECT)	***2011-2012*** 20% of students scored a 3 or higher on a rubric with a 5-point rating scale *N = 10* ***2012-2013*** 50% of students scored a 3 or higher on a rubric *N = 12*	
	5.2 Majors will relate ethically and sensitively with people of diverse background with respect to civic, social, and global responsibilities.	Core courses: 100, 201, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 225, 315, 330, 350, 355, 415, 420, 425, 450, 670, 683	Community Service Activities: engagement of psychology majors in community service activities through psychology club and Psi Chi activities (DIRECT)	***2012-2013*** 17.5 hours	
			Psychology Major Exit Survey: psychology major responses to question on survey regarding human diversity (INDIRECT)	***2011-2012*** 40% Strongly agree, 60% Somewhat agree courses helped them understand human diversity *N = 5*	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
				2012-2013 50% Strongly agree, 50% Somewhat agree that courses helped them understand human diversity *N = 8*	
			University Exit Survey: psychology major responses to questions on survey regarding the quality and availability of services/programming related to cultural diversity and the universities support of students regardless of race/ethnicity (INDIRECT)	***2012*** NSSE Senior Data Conversations with students of a different race or ethnicity FHSU=2.33/Peers=2.65 Contact among students from different economic, social, and racial or ethnic backgrounds FHSU=2.72/Peers=2.60	
	5.3 Majors will identify the types of academic experiences and skills that will facilitate career development and life-long learning.	Core courses: 100, 101 Foundation & Applied courses: 225, 476	PSY 100 pre- and post-test: comparison of scores for psychology majors on pre- and post-test for questions regarding education needed for career paths (DIRECT)	***2012-2013*** # correct out of 2 t (3) = 3.00, p <.05 Pre-test: M=1.00, SD=0 Post-test:M=1.75, SD=.5	
			Job placement: % of graduates placed after 6 months of graduation (DIRECT)	***2012-2013*** 90% of graduates were employed at 6 months and 100% at 8 months *N* = 17	
			Psychology Major Exit Survey: psychology major responses to question on survey regarding confidence in job placement or graduate studies (INDIRECT)	***2011-2012*** 67% of students wanting to further their education had already been accepted to a graduate program and 100% of students felt very confident in finding a job related to psychology that requires a bachelor's degree ***2012-2013*** 37% Very Confident 37% Somewhat 25% Neutral In job placement	
			University Exit Survey: psychology major responses to question on survey regarding experiences motivating life-long learning (INDIRECT)	***2012*** NSSE Senior Data Activities that promote life-long learning: Practicum (FHSU = .33/Peers=.49); learning communities (FHSU.19/Peers=.28); research (FHSU=.10/Peers=.18)	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
	5.4 Majors will describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation and work habits.	Core courses: 100, 101 Foundation & Applied courses: 225, 476	PSY 101 assignment: performance of students on careers assignment (DIRECT)	***2012-2013*** 50% of students scored a 3 or higher on a rubric with a 4 point ratings scale *N = 6*	

Affinity Diagram for MS in Psychology (Clinical Emphasis)

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Assessment Results**	**Action Taken**
Clinical students will be *adaptive*.	Clinical students will… 1.1 demonstrate a commitment to continued professional growth and development	All courses composing the required 60 hours for completion of the graduate program	Number of students who take licensure exam and pass with 60% or better on first attempt (DIRECT) and pursue a Ph.D. or Psy. D. after graduation (DIRECT)	***2012-2013*** 1 out of 1 (100%) passed exam; 3 out of 7 pursued advanced degree	
			Exit survey measuring students' intent to continue with professional development activities (INDIRECT)	To be collected 2013-2014	
	1.2 have the skills to acquire new information and resources in their field	Psy 685, 810, 820, 845, 850, 877, 890, 892	Papers from methods course demonstrating skills in acquiring sources (DIRECT), score based on multiple raters using common rubric with evaluation of sources contained in the reference section	To be collected 2013-2014	
			Rubric on introduction for thesis/scholarly activity (DIRECT), score based on multiple raters using common rubric with emphasis on summarizing and integrating findings and identifying inconsistencies	To be collected 2013-2014	
			Pre/post semester survey in Community Mental Health Seminar on acquiring new resources (INDIRECT)	To be collected 2013-2014	
Clinical students will be *professionally skilled*.	2.1 utilize formal and informal methods of psychological assessment of children & adults	Psy 830, 840, 855, 877	Scores on domain 5 of EPPP dealing with assessment (DIRECT)	***2012-2013*** 72%	
			Written course reports demonstrating formal and informal assessment methods (DIRECT) by use of a rubric measuring students' abilities to interpret results from assessment profiles provided	To be collected 2013-2014	
			Exit survey of graduating seniors on comfort and preparation with assessment (INDIRECT)	To be collected 2013-2014	

			Supervisor's ratings during internship (INDIRECT)	***2012-2013*** 100% satisfaction	
	2.2 employ both direct (e.g. psychotherapy) and indirect (e.g. consultation) methods of psychological intervention	Psy685, 830, 840, 892	Scores on domain 6 of EPPP dealing with intervention (DIRECT) Practicum project (DIRECT) requiring students to label a dialogue with client demonstrating micro counseling skills	***2012-2013*** 76% To be collected 2013-2014	
Clinical students will be *knowledgeable* and *analytical.*	3.1 understand and implement research methodologies	Psy845, 850, 899	Evaluation of research presentation in methods course (DIRECT), score based on multiple raters using common rubric with focus on ability to design studies Rubric on method for either thesis or scholarly activity (DIRECT) Exit survey on attitude toward knowledge of research methods (INDIRECT)	To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014	
	3.2 have knowledge and a sensitivity to ethical issues in the practice of psychology	Psy830, 877	Scores on domain 8 of EPPP dealing with ethical and legal issues (DIRECT) Scores on modules 498 and 490 of the CITI dealing with ethical issues in research (Direct) Supervisor's ratings during internship(INDIRECT)	***2012-2013*** 84% To be collected 2013-2014 ***2012-2013*** 100% satisfaction	

Affinity Diagram for MS in Psychology (Experimental Emphasis)

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Assessment Results**	**Action Taken**
General/Experimental psychology students will be knowledgeable in the field of psychology and their specific area of expertise	General/Experimental students will… 1.1 Illustrate appropriate graduate level breadth and depth in psychology, as well as their area of expertise	Psy 845, 850, and other courses according to their individualized program of study.	Comprehensive exam questions on breadth (Direct) and depth (Direct) scored by multiple raters on depth of understanding in each individualized content area and ability to apply and integrate information across domains Thesis rubric focusing on introduction section (Direct), with emphasis on ability to summarize and integrate information, and to identify inconsistencies in the literature Graduate Exit Survey: responses to questions regarding breadth (Indirect) and depth preparation (Indirect)	To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014	
General/Experimental psychology students will understand and exhibit the steps in the scientific process	2.1 Conduct, interpret, and communicate research findings 2.2 appreciate the strengths and limitations of research 2.3 demonstrate a solid foundation in ethical issues regarding research, including the ability to act in	Psy 845, 850, and other courses according to their individualized program of study.	Methods exam grades (Direct) Methods presentation using common rubric (Direct) with emphasis on the evaluation of methodological design, interpretation of results, and communicative skills Graduate Exit Survey: responses to questions regarding conducting research (Indirect) and interpreting and communicating research findings (Indirect) Rubric on the discussion section of the thesis (Direct) with emphasis on ability to summarize and integrate information, and to identify consistencies and inconsistencies between result implications and the literature Graduate Exit Survey: responses to questions regarding limitations (Indirect) and strengths of research (Indirect) Acceptance of IRB packet (Direct) Comprehensive exam questions on research ethics (Direct) scored by multiple raters on depth of understanding and appropriate	To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014 ***2012-2013*** 1 out 1 (100%) To be collected 2013-2014	

	accordance with accepted ethical guidelines		application of the APA ethics code Graduate Exit Survey: responses to questions regarding research ethics (Indirect)	To be collected 2013-2014	
General/Experimental psychology students will demonstrate professionalism.	3.1 Communicate effectively in written and oral form	Psy 845, 850, and other courses according to their individualized program of study.	# of peer-reviewed Conference Presentations (Direct) Evaluation of research presentation in methods course (Direct) with emphasis on the evaluation of methodological design, interpretation of results, and communicative skills Graduate Psychology Exit Survey: responses to questions regarding comfort in writing (Indirect) and oral presentation (Indirect)	To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014	

Affinity Diagram for MS in Psychology (School Psychology Emphasis)

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Assessment Results**	**Action Taken**
Knowledgeable Students will: 1. Understand and utilize formal and informal assessment procedures and be able to communicate the results effectively	The learner will: 1.1 Administer and score assessments, translate results into empirically-based interventions, and evaluate outcomes	PSY 670 (Curriculum Based Measurement) PSY 685 PSY 840	PSY 840 Case study: evaluation of an assessment case study, with focus on correctly administering and scoring assessments; score based on multiple raters using common rubric (Direct) PSY 685 Behavior modification project: evaluation of a student-created behavior modification plan, with focus on creating interventions and assessing outcome success; score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey question on comfort with different assessment procedures (Indirect) Graduate Psychology Exit Survey question on making empirically based decisions (Indirect)	To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014	
	1.2 In collaboration with others, produce appropriate cognitive, behavioral, affective, adaptive, social and academic plans	PSY 670 (CBM)	PSY 670 (CBM) Collaborative case study: evaluation of a collaborative case study, with focus on working with fellow students to create an academic plan for a hypothetical at-risk child; score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey question on collaboration (Indirect) Graduate Psychology Exit Survey question on producing goals (Indirect)	To be collected 2013-2014 To be collected 2013-2014	
2. Have an understanding of, and responsiveness to, human diversity	2.1 Demonstrate the sensitivity, skills, and knowledge needed to work with those with diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs	PSY 685 PSY 810 PSY 820 PSY 881	Disability awareness projects: Develop projects for K-12 students to personally experience a disability (e.g., what it would be like to be wheelchair-bound), with focus on K-12 students' ratings on a standard Likert scale of the realness of experience provided. Diversity Question on Comps: students read a case study including a person of diversity and discuss the individual characteristics (strengths and needs) and create a plan to optimize the person's educational experience, score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey questions on knowledge base in	To be collected 2013-2014 To be collected 2013-2014 To be collected	

			regards to diversity (Indirect) Graduate Psychology Exit Survey questions on comfort level in providing comprehensive service (Indirect)	2013-2014	
Analytical 3. Be competent in research methodology in order to make data driven decisions in a school setting	3.1 Examine research and translate research into practice as part of a systematic process resulting in empirically based decisions about service delivery	PSY 845 PSY 850	Comprehensive exam article evaluation section, with focus on critiquing and understanding research, and deciding whether it is worthy to apply in practice; score based on multiple raters using common rubric (Direct)	To be collected 2013-2014	
Adaptable 4. Have a commitment to continued personal and professional growth	4.1 Understand and utilize applicable ethical, professional, and legal standards for school psychologists	PSY830 PSY880 PSY881	Ethics question on comps: students read a school psychology-related case study and discuss the ethical, professional and legal ramifications of the case; score based on multiple raters using common rubric (Direct) PSY 830 Ethics paper rubric: evaluation of an ethics paper, with focus on knowing the ethical and legal guidelines for school psychology and comparing and contrasting those with the guidelines for two other professions; score based on multiple raters using common rubric (Direct) Graduate Psychology Exit Survey question on ethics (Indirect) Graduate Psychology Exit Survey question on professionalism (Indirect)	To be collected 2013-2014	
	4.2 Exhibit involvement in continuing education in the field of school psychology, and exhibit the knowledge and skills to adapt in a changing school psychology environment	PSY 880	Number of hours spent in conferences and other optional professional development sessions (Direct) PSY 880 School Psychology Notebook Project, with portfolio of interviews to understand skills important in the profession, scores based on multiple scorers based on rubric (Direct) Graduate Psychology Exit Survey question on standards (Indirect) Graduate Psychology Exit Survey question on professional development (Indirect)	To be collected 2013-2014	

Affinity Diagram for EdS in School Psychology

A	B	C	D	E	F
Characteristics	**Learner Outcomes**	**Curriculum**	**Assessment Methods**	**Selected Assessment Results**	**Action Taken**
Student will be: **Professionally Skilled** 1. Foster active inquiry, collaboration, and supportive intervention among individuals involved in schools and	The learner… 1.1 Has knowledge of various consultation models and methods, their application to particular situations; and uses them to collaborate and consult effectively with others.	SPED801 PSY981	Section IV of the Praxis: Consultation and Collaboration section, measuring models and methods of consultation, school and system organization and policy development, and home/school/community collaborations, percent passing (according to state standards) on first try (Direct) Practicum: Field Experience Standard 2: practicum site supervisor rating of student's consultation skills; percent of students who meet or exceed expectations (Direct) Ed Specialist Exit Survey: question on collaboration (Indirect) Ed Specialist Exit Survey: question on Intervention (Indirect)	***2012-2013*** 5/5 100% passed To be collected 2013-2014 To be collected 2013-2014 To be collected 2013-2014	
Analytical 2. Appropriately generalize from and communicate research findings, and is able to design, implement, and evaluate prevention and intervention strategies in a school and/or community setting.	2.1 Evaluates research and translates research into practice in order to improve school psychology services.	SPED802 SPED811 **<u>or</u>** SPED812 PSY999	Students complete one of the following culminating projects: 1) Thesis, 2) Scholarly Activities; or 3) Portfolio (Literature Review or Annotated Bibliography section), score based on multiple raters using a common rubric on students' abilities to evaluate research and translate into useful data (Direct) Section II of the Praxis: Research-Based Academic Practices section, measuring effective instruction, issues related to academic success, and academic interventions, percent passing (according to state standards) on first try (Direct) Ed Specialist Exit Survey: question on evaluating research (Indirect) Ed Specialist Exit Survey: question on prevention and intervention (Indirect)	To be collected 2013-2014 ***2012-2013*** 5/5 100% passed To be collected 2013-2014 To be collected 2013-2014	
	2.2 Collaboratively develops and implements goals for students of varying abilities/needs, and		Practicum: Field Experience Standard 4: practicum site supervisor rating of student's direct services skills; percent of students who meet or exceed expectations (Direct)	To be collected 2013-2014	

	assesses efficacy of goal implementation.		Section III on the Praxis: Research-Based Behavioral and Mental Health Practices, measuring prevention strategies, school-based interventions techniques, crisis prevention and intervention, and principles of child and adolescent psychopathology, percent passing (according to state standards) on first try (Direct) Ed Specialist Exit Survey: question on development of goals (Indirect) Ed Specialist Exit Survey: question on using intervention to achieve goals (Indirect)	***2012-2013*** 5/5 100% passed To be collected 2013-2014 To be collected 2013-2014	
Adaptable 3. Self-direct additional personal, educational, and professional development	3.1 Works effectively with others in the community to promote and provide comprehensive services to children and families, and practices in ways that are consistent with applicable standards, is involved in the profession,	PSY984	Practicum :Field Experience Standard 8: measuring written and verbal communication skills with students, parents, and school personnel, percent passing (according to state standards) on first try (Direct) (Direct) Section VI on the Praxis: Ethical/Legal and Professional Foundations, measuring ethical principles and standards of practice according to applicable professional associations , legal issues related to the practice of school psychology, and foundations of school psychology; percent passing (according to state standards) on first try (Direct) Ed Specialist Exit Survey: question on Ethics Ed Specialist Exit Survey: question on continued professional development	To be collected 2013-2014 ***2012-2013*** 5/5 100% passed To be collected 2013-2014 To be collected 2013-2014	

Appendix E
Recruitment Efforts

During the 2012-2013 year, the department developed videos to aid in recruitment efforts. The video for the undergraduate programs can be viewed at: http://www.fhsu.edu/psych/ The video for the graduate programs can be viewed at: http://www.fhsu.edu/psych/graduate-studies/