

FY2011 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 a certificate program in Case Management.

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

- *Departmental promotion and tenure criteria were developed and approved.
- *A strategic planning process was undertaken to develop a three year department plan.
- *The undergraduate curriculum was revised in accordance with the American Psychological Association's outcomes for the major. As a result of the curriculum changes, the affinity diagrams were revised and new undergraduate courses were developed and will go through the approval process next year. A two year course schedule was developed and is available on the updated department webpage.
- *A non-thesis track for students in the school and clinical graduate programs was developed and consequently, comprehensive exams were revamped.
- *A learning community for the 2011-2012 academic year was developed. This community, Psych Investigators, is currently at capacity.
- *As part of the three year plan, faculty began working toward putting the undergraduate major on-line by establishing departmental standards for new Virtual College courses.
- *The department's grade appeals policy was aligned with the university's policy.
- *Contact with potential undergraduate students was increased, partnerships to recruit graduate students were made, and the review process of graduate applicants was streamlined.
- *The psychology of teaching was developed in the department through monthly brown bag lunches in the fall semester.
- *Over half of the faculty members in the department were nominated for the Pilot Award or Mortar Board's Top Prof.
- *Exceptional student and faculty presentation and attendance rates at local (Association for Psychological and Educational Research in Kansas), regional (Southwestern Psychological Association, Great Plains Students' Convention), national (Association for Psychological Science) and international (International Conference for Positive Behavior Supports) conferences.
- *High rate of scholarly publications and research endeavors.
- *Three faculty members were awarded Graduate Masters II Status.
- *Four faculty members received URE grants.
- *Dr. April Park was hired to replace Dr. John Raacke.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	24	24	30	24	28
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	18	20	20	13	21
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	175/12	160/14	167/7	163/8	163/8
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	35	35	28	32	46
Psychology (MS,115-2001)	30	25	21	25	34
School Psychology (EDS,115-2099)	5	10	7	7	12
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	0	0	0	0	1
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	62.21%	57.56%	60.90%	60.12%	54.14%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	6080	6684	6838	6034	6639
Graduate Student Credit Hours [TOTAL GRAD SCH]	708	688	628	736	788
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	6	6	8	7	5
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	2	1	2	4
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]				FTE: 2.0 Adj: 5 Sec: 16	FTE: 2.0 Adj: 4 Sec: 16
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	38	40	38	43	34
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	15	20	15	16	12
Psychology (MS,115-2001)	10	14	9	10	11
School Psychology (EDS,115-2099)	5	6	6	6	1
<p>Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.</p> <ol style="list-style-type: none"> 1. A departmental learning community was established to improve retention, increase majors, and generate SCH. 2. Contact with potential undergraduate students (freshmen and transfer) was increased to recruit students. 3. Partnerships with universities granting only undergraduate degrees were established to recruit graduate students. 					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	7	7	8	8	15
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	47%	43%	50%	50%	44%
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	3	17	16	16	28
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	12%	86%	63%	63%	78%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	21	-	-	8	16
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	94%	-	-	50%	56%
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	2/24	0	1/12	0	0
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	1/24	0	1/12	0	0
<p>Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.</p> <ol style="list-style-type: none"> Greater focus on involving undergraduate and graduate students in presentations and publications. More departmental resources allocated to support faculty scholarly endeavors. 					
[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: Research Focus *New for 2011-2012* Number of majors presenting research and scholarly activities at undergraduate or professional conferences.					
Direct Outcome 2: Application Focus *New for 2011-2012* Number of students participating in and successfully completing application activities (e.g.,					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
apprenticeships, applied courses).					
Indirect Indicator 1 *New for 2011-2012* Student responses to psychology major exit interview for question regarding providing students with a solid foundation in the field.					
Indirect Indicator 2 *New for 2011-2012* Student responses to psychology major exit interview for question regarding the development of critical thinking skills.					
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 57.62	53.87 54.23	54.65 49.40	55.9 57.24	56.4 57.80
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 50.70	45.85 42.56	45.34 46.15	46.1 51.13	43.9 54.90
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 60.39	44.73 52.08	45.34 44.10	41.0 47.37	38.5 44.44
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 32.76	34.09 33.17	34.72 32.54	34.0 35.17	32.9 36.19
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06 59.03	57.30 57.14	59.57 59.95	60.3 62.04	60.8 63.17
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	17 30%	16 31.4%	13 25.5%	19 52.8%	17 44.7%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. 1. The Psychology Department revised the affinity diagrams and will be collecting assessment data in the 2011-2012 academic year. 2. The undergraduate curriculum was revised this year and is aligned with the learning/engagement indicators listed above.					
[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 *New to 2011-2012* Evaluation of research papers from PSY 259 based on scores from multiple raters using common rubric					
Outcome/Indicator 2 Increase the student perceptions' of level of academic challenge in the program (NSSE 1)	57.62	54.23	49.40	57.24	57.80
Outcome/Indicator 3 *New to 2010-2011* Increase the student perceptions' of enriching	32.76	33.17	32.54	35.17	36.19

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
educational experiences (NSSE 4)					
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.</p> <ol style="list-style-type: none"> 1. The Psychology Department developed a three year plan and these activities are targeted to specific NSSE questions, including enriching educational experiences and level of academic challenge. 2. The undergraduate committee is developing a common rubric to evaluate the research papers from PSY 259. 					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
Revision of undergraduate curriculum	Completed
Revision of affinity diagrams for undergraduate programs	Revised and assessment will begin in the 2011-2012 academic year.

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Development of assessment plan for graduate programs	<p>RESPONSIBLE PARTY: Graduate program directors</p> <p>RESOURCES REQUIRED: None</p> <p>SPECIFIC MEASUREMENT: Revise affinity diagrams</p> <p>IMPLEMENTATION PLAN: Due September 1, 2011</p>
Evaluate undergraduate programs through new assessment measures	<p>RESPONSIBLE PARTY: Undergraduate committee</p> <p>RESOURCES REQUIRED: none at this time</p> <p>SPECIFIC MEASUREMENT: Follow the newly developed affinity diagrams</p> <p>IMPLEMENTATION PLAN: Develop a plan to gather data on all outcomes in a two-three year cycle.</p>

D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	The department will continue with the standard recruitment and retention plans.
Increase the quantity and quality of K-12 teachers educated	Professor Betsy Leeds works with accrediting body and School of Education to ensure quality in programs and advising of students.
Improve undergraduate students' foundational skills	We revised affinity diagrams to assess foundation skills in the areas of critical thinking and writing.
Enhance physical wellness of students, faculty, and staff	Almost all faculty and staff in the department participated in university sponsored wellness activities to enhance physical wellness.
Internationalize the campus and curriculum	The new curriculum was developed with internationalization in mind. Also, the department's new hire will bring diversity into the department.

III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT**A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats**

Current Strengths	Current Needs
<ul style="list-style-type: none"> *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. *Faculty expertise in a variety of specialties in the field. *High morale with engaged faculty members. 	<ul style="list-style-type: none"> *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. *A second school psychologist will be needed to accredit the school psychology program.
Future Opportunities	Future Threats
<ul style="list-style-type: none"> *The development of the department learning community, Psych Investigators, for the upcoming academic year. *PERK (a state undergraduate research conference) will be hosted on our campus next year. *The department will work towards offering the major virtually. *The Regents review in 2012-2013 will provide useful information for the department. 	<ul style="list-style-type: none"> *The offering of the major through the Virtual College will increase the number of majors and thus advisees for faculty members within the department. *In the near future, the school psychology program at FHSU will be the only one in the state without accreditation. We will need a second school psychologist to continue to offer the program.

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

[Not available at this time. Assessment will begin in 2011-2012 academic year utilizing new affinity diagrams.](#)

Appendix C: Bibliography of Departmental Scholarly Activity

Books, Book Chapters, and Referred Articles Published

- Allen, A., & Patrick, C. (2010). Life satisfaction and self-esteem of parents with behaviorally disordered children: The effects of parental motives. *Individual Differences Research*, 8, 121-131.
- Bonds-Raacke, J. M., & Raacke, J. D. (2011). Examining the relationship between degree of religiousness and attitudes toward elderly sexual activity in undergraduate college students. *College Student Journal*, 45, 134-142.
- Bonds-Raacke, J. M., & Raacke, J. D. (2012). *Research methods: Are you equipped?* Prentice Hall/Pearson. (in circulation for fall 2011 adoption)
- Naylor, J. M. (2011). Aggression. In *Encyclopedia of child behavior and development*. New York: Springer Science and Business Media.
- Naylor, J. M. (2011). Bullying. In *Encyclopedia of child behavior and development*. New York: Springer Science and Business Media.
- Naylor, J. M. (2011). Friendship. In *Encyclopedia of child behavior and development*. New York: Springer Science and Business Media.
- Naylor, J. M. (2011). Peer relationships. In *Encyclopedia of child behavior and development*. New York: Springer Science and Business Media.
- Patrick, C. (2011). (published online in 2010). Student evaluations of teaching: Effects of the big five personality traits, grades and the validity hypothesis. *Assessment and Evaluation in Higher Education*, 36, 239-249.
- Patrick, C. (2010). XO syndrome. *Encyclopedia of Child Behavior and Development*. New York, NY: Springer.
- Patrick, C. (2010). Age of viability. *Encyclopedia of Child Behavior and Development*. New York, NY: Springer.
- Patrick, C. (2010). Age-graded influences: Cohort differences. *Encyclopedia of Child Behavior and Development*. New York, NY: Springer.

Accepted for Publication

- Bonds-Raacke, J. M. (accepted for publication). Appetite preferences: Investigating the roles of relationship satisfaction and idealistic thinking in food decision-making strategies of romantic couples. In *Appetite: Regulation, role in disease and control*.
- King, B., Bonds-Raacke, J. M., & Saylor, C. (accepted, anticipated publication of summer, 2011). Do it but don't do it alone: The importance of, and resources for, successful strategic planning. *The Department Chair: A Resource for Academic Administrators*.
- Lyndon, A., Bonds-Raacke, J. M., & Cratty, A. (accepted). College students' Facebook stalking of ex-partners. *Cyberpsychology, Behavior, and Social Networking*.
- Raacke, J. D., & Bonds-Raacke, J. M. (accepted, anticipated publication 2012). An investigation of the dimensions of SMS communication use by college students. *Individual Difference Research*.

Non-refereed Articles and Presentations

- **Bonds-Raacke, J. M.** (2010). *New regional residents benefit from SWPA initiative*. Column featured in Southwestern Psychological Association November newsletter. (http://www.swpsych.org/SWPA_Newsletter_Autumn_2010.pdf)
- **Bonds-Raacke, J. M.** (2010). *Living-learning communities: A recruitment and retention tool for psychology departments*. Presented at 30th Annual Convention of the Association for Psychological and Educational Research in Kansas, Emporia, KS (invited talk).
- **Bonds-Raacke, J. M., & Peters, J.** (October, 2010). *Exploring issues in honors: Student recruitment and success*. Presented at National Collegiate Honors Council Conference, Kansas City, MO.
- **Bonds-Raacke, J. M., & Raacke, J. D.** (2010). *What we know about social networking sites: Half a decade in review*. Presented at 30th Annual Convention of the Association for Psychological and Educational Research in Kansas, Emporia, KS (invited talk).
- **Bonds-Raacke, J. M., & Raacke, J. D.** (2011). *Social networking: Privacy concerns, disclosure of personal information, and changes in usage*. Presented at Southwestern Psychological Association Annual Convention, San Antonio, TX.
- **Herrman, L. P.** (2010). *Pseudoscience - One man's journey into the twilight zone*. Presented at Association for Psychological and Educational Research in Kansas and Nebraska Psychological Society Joint Convention: Emporia, Kansas.
- **Herrman, L. P., & Leeds, B. L.** (2011). *Ethics and the American way of life*. Presented at the 57th Convention of the South West Psychological Association. San Antonio, Texas.
- **Herrman, L. P. & Leeds, B. L.** (2011). *Are you in trouble with a client?* Poster Presentation at International Conference for Positive Behavior Supports, Denver, CO.
- **Herrman, L. P., Leeds, B. L., Nilson, J., & Fossum, B.** (2010). *DSM-IV-TR*. Presented at the Kansas Mental Health Counseling Association Annual Conference, Salina, Kansas 2010.
- **Herrman, L. P., Leeds, B. L., & William, A.** (2010). *Ethical boundaries for mental health professionals in psychology*. Presented at Larned State Hospital Annual Conference, Larned, KS.
- **Hockman, B., Marrs, H. & Leeds, B. L.** (2011). *Early childhood assessment of school psychologists in Kansas*. Presented at the National Association of School Psychologists Convention, San Francisco, CA
- **King, B., Bonds-Raacke, J. M., & Saylor, C.** (2011). *The importance of, and resources for, successful strategic planning*. Presented at 28th Annual Academic Chairpersons Conference, Orlando, FL.
- **King, B., Bonds-Raacke, J. M., & Saylor, C.** (2011). *Do it but don't do it alone: The importance of, and resources for, successful strategic planning*. In 28th Annual Academic Chairpersons Conference Proceedings: Transforming Higher Education: The Department Chair's Role.
- **Kitzis, S. N.** (2011). *Kansas Academy of Math & Science Mid-Year Evaluation Report, Fall Semester 2010*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **Kitzis, S. N.** (2010). *Kansas Academy of Math & Science Interim Evaluation Report, Mid-Fall Semester 2010*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **Paige, L., Kitzis, S., Ray, M., & Wolfe, J.** (2010). *Eudora Safe Schools/Healthy Students Project, Year 2 July 2010 Data Analysis Interim Report*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.

- Paige, L., **Kitzis, S.**, Ray, M., & Wolfe, J. (2010), *Eudora Safe Schools/Healthy Students Project, Year 2 Analysis Evaluation Report*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **Kitzis, S. N.** (2010). *Kansas Academy of Math & Science Annual Evaluation Report, 2009/2010*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **Kitzis, S. N.**, & Brinker G. D. (2010). *Kansas Academy of Mathematics and Science (KAMS) Mid-Semester Evaluation Report, Spring 2010 Semester*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **Naylor, J, Patrick, C.** et al. (2010, April). *The consistency of aggression ratings between staff and female patients in a forensic unit*. Presented at the Annual Conference of the Rocky Mountain Psychological Association, Denver, CO.
- **Naylor, J. M.**, et al. (2010). *Do romantic relationships matter? Gender differences in body esteem, self esteem, life satisfaction, and depressive symptoms*. Presented at American Psychological Association, San Diego, CA.
- **Naylor, J. M.**, et al. (2010). *Thinness and muscularity: Are men and women's motivations different?* Presented at American Psychological Association, San Diego, CA.
- **Naylor, J. M., Patrick, C.**, Bolyard, L., Dinkel, L., & Misegadis, T. (2011). *Are self-reported aggression and crime severity in female forensic patients linked?* Presented at Southwestern Psychological Association, San Antonio, TX.
- **Naylor, J. M., Patrick, C.**, Costello, A., & Weed, L. (2011). *Self esteem's relation to reported aggression in female forensic patients*. Presented at Southwestern Psychological Association, San Antonio, TX.
- **Naylor, J. M., Patrick, C.**, Costello, A., & Weed, L. (2011). *An analysis of aggression and perceived environmental safety in female forensic patients*. Presented at Southwestern Psychological Association, San Antonio, TX.
- Paige, L., **Kitzis, S.**, Ray, M., & Wolfe, J. (2010), *Eudora Safe Schools/Healthy Students Project, Annual Project Evaluation Report*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **Raacke, J. D.** (2010). *IRB: Reflections of a chair*. Presented at 30th Annual Convention of the Association for Psychological and Educational Research in Kansas, Emporia, KS (invited talk).
- **Raacke, J. D.**, & **Bonds-Raacke, J. M.** (2011). *Adjusting to college: How social networking sites are impacting students*. Presented at Association for Psychological Science National Convention, Washington, DC.

Scholarly Performances and Other Creative Activities

- Horyna, B. (2011). *Differences in students' motivation to attend college: Large versus small high schools*. Presented at 31st Annual Great Plains Students' Psychology Convention, Topeka, KS. (1st place award winner) Student researcher sponsored by **Dr. Bonds-Raacke**
- McAtee, V. (2011). *Popular psychology myths revealed*. Presented at 31st Annual Great Plains Students' Psychology Convention, Topeka, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Nilson, J. (2011). *Challenges associated with higher-level psychology courses offered as general education classes*. Presented at 31st Annual Great Plains Students' Psychology Convention, Topeka, KS. Student researcher sponsored by **Dr. Bonds-Raacke**

- Voth, R. A., Weigel, J., Lobmeyer, B., Fuhrken, B., & Thimgan, N. (2011). *Maximizing or satisfying in mate selection*. Presented at 31st Annual Great Plains Students' Psychology Convention, Topeka, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Wells, S. (2011). *Can you tell if I'm lying?: Teaching students about the polygraph test*. Presented at 31st Annual Great Plains Students' Psychology Convention, Topeka, KS. (2nd place award winner) Student researcher sponsored by **Dr. Bonds-Raacke**
- **Bonds-Raacke, J. M.** (2011). *Instructor's manual: Research methods: Are you equipped?* Prentice Hall/Pearson.
- **Bonds-Raacke, J. M.** (2010-2011). Reviewing activities.
- **Bonds-Raacke, J. M., & Raacke, J. D.** (2011). *Test bank: Research methods: Are you equipped?* Prentice Hall/Pearson.
- **Patrick, C., & Naylor, J. M.** (2011). Grant funded from Graduate School.
- **Patrick, C.** (2010-2011). Reviewing activities.
- **Raacke, J. D., & Bonds-Raacke, J. M.** (2011). *MyPsych lab: Student assessment*. Prentice Hall/Pearson.
- **Raacke, J. D., & Bonds-Raacke, J. M.** (2011). "Establishing the TRIADS lab at FHSU" Grant funded from Graduate School (\$4,100)
- Yager, S. (2011). *The influence of a server on volunteer gratuity*. Presented at 31st Annual Great Plains Students' Psychology Convention, Topeka, KS. (2nd place award winner) Student researcher sponsored by **Dr. Raacke**
- **Raacke, J. D.** (2010-2011). Reviewing activities.
- **Raacke, J. D.** (2011). *PowerPoint Slides: Research methods: Are you equipped?* Prentice Hall/Pearson.
- **Wallert, K. J.** (2010-2011). Reviewing activities.