

FY2012 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 second year of the department's strategic plan were successfully completed.
- *Faculty Senate approval was secured for 5 newly developed undergraduate courses (PSY 201, 225, 325, 357, 359).
- *Through collaboration with CTCLT, 7 virtual courses (PSY 101, 201, 250, 259, 330, 685, 810) were developed.
- *Three programs (BA/BS in psychology, MS in school psychology, and EdS in school psychology) were developed to be offered on-line beginning in fall 2012 and marketing campaigns occurred to increase awareness of the programs.
- *General education offerings through the Virtual College were expanded.
- *SCH increased from fall 2010 to fall 2011 by 12% on campus and 17% through the VC.
- *SCH increased from spring 2011 to spring 2012 by 11% on campus and 40% through the VC.
- *The department hosted the Association of Psychological Education and Research in Kansas Annual Convention in October 2011.
- *Psych Investigators, a psychology living-learning community, was introduced in fall 2011.
- *Two faculty members received URE grants and two faculty members received an external grant.
- *A record number of graduate students completed degrees; 17 MS students and 12 EdS students.
- *Graduate students were recognized for outstanding theses and teaching assistant duties by the Graduate School.
- *Graduate applications for fall 2012 increased 29% compared to fall 2011.
- *After revising the affinity diagrams for the undergraduate program, the first year of data collection occurred (results included in attachments).
- *Affinity diagrams for the graduate programs were revised.
- *The clinical and school psychology programs offered the non-thesis track for the first academic year.
- *Exceptional student and faculty presentation and attendance rates at psychological conferences.
- *High rate of scholarly publications and research endeavors.
- *Josh Tanguay was hired to replace Dr. Steve Kitzi in a one year temporary position.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2008	FY2009	FY2010	FY2011	FY2012
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	24	30	24	28	29
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	20	20	13	21	21
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	160/14	167/7	163/8	163/8	170/10
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	35	28	32	46	38
Psychology (MS,115-2001)	25	21	25	34	27
School Psychology (EDS,115-2099)	10	7	7	12	11
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	0	0	0	1	1
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	57.56%	60.90%	60.12%	54.14%	62.26%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	6684	6838	6034	6639	7535
Graduate Student Credit Hours [TOTAL GRAD SCH]	688	628	736	788	721
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	6	8	7	5	6
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	1	2	4	3
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	FTE: 0 Adj: 4 Sec: 19
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	40	38	43	34	32
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	20	15	16	12	29
Psychology (MS,115-2001)	14	9	10	11	17
School Psychology (EDS,115-2099)	6	6	6	1	12
<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 department learning community was established and could, in part, explain the major retention increase from 54.14% to 62.26%. 2. A program was designed to assist straggling graduate students, resulting in the number of graduate degrees awarded increasing by 142%. 3. Efforts to increase SCH (transfer student initiatives, learning community, increased general education offerings, etc) were successful. 					

Key Performance Indicator	FY2008	FY2009	FY2010	FY2011	FY2012
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	7	8	8	15	7
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	43%	50%	50%	44%	33%
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	17	16	16	28	28
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	86%	63%	63%	78%	89%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]			8	16	43
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%
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0	1/12	0	0	1/22%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0	1/12	0	0	1/22%
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
<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"> 1. There was a greater focus on external grants and creative activities such as reviewing and judging by faculty members. 2. There was increased involvement of students in scholarship endeavors resulting in presentations. 3. More departmental resources were allocated to support faculty scholarly endeavors. <p>[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.]</p>					
Direct Outcome 1 Number of majors presenting research and scholarly activities at undergraduate or professional conferences.				New outcome developed	60 UG 20 GR

Key Performance Indicator	FY2008	FY2009	FY2010	FY2011	FY2012
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, 350, 355, and 670				New outcome developed	A = 24 B = 132 Total 156
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
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
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	53.87 54.23	54.65 49.40	55.9 57.24	56.4 57.80	56.2 62.65
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	45.85 42.56	45.34 46.15	46.1 51.13	43.9 54.90	44.5 55.25
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.73 52.08	45.34 44.10	41.0 47.37	38.5 44.44	38.4 62.67
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	34.09 33.17	34.72 32.54	34.0 35.17	32.9 36.19	32.7 39.64
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	57.30 57.14	59.57 59.95	60.3 62.04	60.8 63.17	59.8 65.83
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	16 31.4%	13 25.5%	19 52.8%	17 44.7%	10 26.31%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. 1. The department collected the first year of assessment data for the revised undergraduate affinity diagrams, including the major exit survey. 2. Faculty devoted additional time to mentoring students in undergraduate research that resulted in presentations. 3. Sections of applied courses were added to the schedule when possible to accommodate student interest.					
[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 a 5-point scale				New outcome developed	40% scored 3 or higher

Key Performance Indicator	FY2008	FY2009	FY2010	FY2011	FY2012
Outcome/Indicator 2 Increase the student perceptions' of level of academic challenge in the program (NSSE 1)	54.23	49.40	57.24	57.80	62.65
Outcome/Indicator 3 *New to 2010-2011* Increase the student perceptions' of enriching educational experiences (NSSE 4)	33.17	32.54	35.17	36.19	39.64
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.</p> <ol style="list-style-type: none"> 1. The undergraduate committee revised the PSY 259 rubric after first usage to use a 5-point scale rather than a 4-point scale. 2. More opportunities for students to participate in enriching experiences through research and the learning community were provided. 3. Increased communication with students regarding the nature of the questions on the NSSE survey occurred. 					

C. Department Quality Initiatives and Results

FY2012 Quality Initiatives	Results
Development of assessment plan for graduate programs	Completed - Waiting for feedback from university committee
Evaluate undergraduate programs through new assessment measures	Completed – Results in Appendix C Data to be gathered in 2012-2013 for comparison purposes
FY2013 Quality Initiatives	Responsible Party, Resources, and Plan
BA/BS offered through Virtual College	RESPONSIBLE PARTY: Department RESOURCES REQUIRED: Support from CTELT SPECIFIC MEASUREMENT: Successful development and offering of courses IMPLEMENTATION PLAN: First 5 courses to be offered in Fall 2012
MS/EdS in School Psychology offered through Virtual College	RESPONSIBLE PARTY: School Psychology Committee RESOURCES REQUIRED: Support from CTELT SPECIFIC MEASUREMENT: Successful development and offering of courses IMPLEMENTATION PLAN: First 5 courses to be offered in 2012-2013 year

D. Institutional Quality Results

FY2012 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	The department will continue with recruitment and retention plans, including the first year learning community, and a member of our department serves on the search committee to hire the new director of student retention and persistence.
Increase the quantity and quality of K-12 teachers educated	The department collaborates with the 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. Data is being gathered.
Enhance physical wellness of students, faculty, and staff	Members of the department regularly participate in university sponsored wellness activities to enhance physical wellness. In addition, faculty and students jointly participate in wellness initiatives.
Internationalize the campus and curriculum	The graduate affinity diagrams were revised with internationalization in mind and new hires will bring diversity into the department.

III. FY2010 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. *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
<ul style="list-style-type: none"> *The Regents review in 2012-2013 will provide useful information for the department. *FHSU will serve as the host university to the <i>Journal of Psychological Inquiry</i>. *Offering 3 degrees through the VC beginning fall 2012. *Psych Investigators, the learning community, offered for a second year. *With the retirement of Dr. Kitzis, the general experimental graduate program will have a new director and changes to the program to increase numbers will be considered. 	<ul style="list-style-type: none"> *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. 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**
[Contained in Appendix D.](#)

Appendix C: Bibliography of Departmental Scholarly Activity

Books, Book Chapters, and Referred Articles Published

- **Bonds-Raacke, J. M.** (2011). 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* (pp. 125-134). New York, NY: NOVA.
- **Bonds-Raacke, J. M.** (2011). Appetite preferences: Investigating the roles of relationship satisfaction and idealistic thinking in food decision-making strategies of romantic couples. In *Psychology of Satisfaction* (pp. 127-138). New York, NY: NOVA. [Invited cross-publication].
- **Bonds-Raacke, J. M.** (2011). Reflections on the past and explorations of the future: Understanding food consumption in romantic relationships. In *Advances in Psychological Research* (pp. 41-50). New York, NY: NOVA. [Invited cross-publication].
- **Bonds-Raacke, J. M., & Raacke, J. D.** (2012, 2nd quarter). *What you need to know: An insider's look at graduate studies*. NOVA Science.
- **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.
- Lyndon, A., **Bonds-Raacke, J. M.**, & Cratty, A. (2011). College students' Facebook stalking of ex-partners. *Cyberpsychology, Behavior, and Social Networking*, 14, 711-716.
- Raacke, J. D., & **Bonds-Raacke, J. M.** (2011). An investigation of the dimensions of SMS communication use by college students. *Individual Difference Research*, 9, 210-218.

Non-refereed Articles and Presentations

- **Bonds-Raacke, J. M., & Raacke, J. D.** (May 2011). *Speaking about... Research Methods*. Webinar for Pearson Publishing. (50 attendees)
- **Bonds-Raacke, J. M.** (2011). *Reflections on my time at KSU*. Invited banquet presentation. Manhattan, KS.
- Burns, S. R., **Bonds-Raacke, J. M.**, Raacke, J. D., & Williams, C. (2011). *What you need to know about undergraduate research in psychology*. Panel presentation at KSU Department of Psychology's 60 Anniversary, Manhattan, KS.
- **Herrman, L. P., Leeds, B. L., & Smith, G.** (2011). Ethics for mental health professionals in psychology. Presented at Larned State Hospital Annual Conference, Larned, KS.
- **Herrman, L. P., Leeds, B. L., Schmidt, C., & Herrman, K.** (2011). Ethics: The rural school psychologist. Presented at the Kansas Association of School Psychologists Annual Conference, Manhattan, Kansas.
- **Herrman, L. P., & Leeds, B.L.** (2011). Ethics for the school psychologist. Presented at the Kansas Association of School Psychologists Annual Conference, Manhattan, Kansas.
- **Herrman, L. P., & Leeds, B. L.** (2012). Ethics for the mental health professional. Presented at the Kansas Association of Counselors Annual Drive-In Conference, Dodge City, 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.
- **Kitzis, S. N.** (2012). *Kansas Academy of Math & Science Mid-Year Evaluation Report, Fall Semester 2011*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.

- **Kitzis, S. N.** (2011). *Kansas Academy of Math & Science Annual Evaluation Report, 2010/2011*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **Kitzis, S. N.** (2011). *Kansas Academy of Math & Science Mid-Semester Evaluation Report, Spring Semester 2011*. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.
- **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.
- 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.
- **Patrick, C.**, & **Naylor, J. M.** (2012, April). *The effects of social comparison on teacher evaluations*. Poster session presented at the meeting of Southwestern Psychological Association, Oklahoma City, OK.
- Paige, L., & **Naylor, J. M.** (2011, April). *Undergraduate experience-Faculty and Student Panel Discussion*. Research and Creative Activities Week, Hays, KS.
- Raacke, J. D., & **Bonds-Raacke, J. M.** (2011). *Using social networking sites: How Facebook usage is impacting us*. Presented at Science Café, Hays, Ks.
- Raacke, J. D., & **Bonds-Raacke, J. M.** (2011). *Adjusting to college: How social networking sites are impacting students*. Presented at the Association for Psychological Science National Convention, Washington, DC.
- 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.
- **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.
- **Park, J.** & Brase, G. L. (2011, November). *The influence of cognitive effort and justification on post-purchase regret*. Poster presented at the 32nd annual meeting of the Society of Judgment and Decision Making, Seattle, WA.

Scholarly Performances and Other Creative Activities

Student Sponsored Presentation:

- Beard, C. (2011). *Anger as a disorder*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Herrman**
- Brown, C. S., & Gordon, L. (2012, April). Companion animal bonding scales to measure human-equine bonds. Poster session presented at Emporia State University's Research and Creative Activity Day, Emporia, KS. Student researcher sponsored by **Dr. Naylor**
- Brown, C. S., & Gordon, L. (2012, April). Companion animal bonding scales to measure human-equine bonds. Poster session presented at Fort Hays State University's Scholarly and Creative Activities Week, Hays, KS. Student researcher sponsored by **Dr. Naylor**
- 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., Fieler, M., & Talkington, E. (2011). *Understanding needs for physical activities*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Garner, A. (2011). *Influence of university level direct instruction on educators' use of technology in the classroom*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. (Overall Graduate Student Oral Presentation Award Winner) Student researcher sponsored by **Dr. Bonds-Raacke**
- Luth, C. (2011). *Mortality salience's viability as a construct: An examination of initial findings*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Naylor**
- 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. (2nd place award winner) Student researcher sponsored by **Dr. Bonds-Raacke**
- Maybrey, M., & Whitaker, K. (2011). *Psych investigators: The influence of learning communities on freshman*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Bonds-Raacke**

- 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. (2nd place award winner) Student researcher sponsored by **Dr. Bonds-Raacke**
- Olsen, A. (2011). The great escape. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Herrman**
- Olsen, A., Matthews, J., McDaniel, W., & Johnson, A. (2011). Correlation of self-esteem and sexual behavior among the sexes. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Herrman**
- Ostmeyer, T., Mabrey, M., Schnake, K., Drum, J., & Whitaker K. (2011). *Examining the relationship between Facebook usage and methods of grieving*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Drs. Bonds-Raacke, Park, Raacke, and Herrman**
- Qiao, X. (2011). *Study on dream analysis*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Kitzis**
- Roberts, M., & Onyeador, S. (2012, April). The examination of film preference and attitudinal outlook. Poster session presented at Emporia State University's Research and Creative Activity Day, Emporia, KS. Student researcher sponsored by **Dr. Naylor**
- Schmidt, C. (2011). *The effects of video self-modeling on children with autism spectrum disorder*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Schnake, K. (2011). *The impact of early campus residency on adjustment to college*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. 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**
- Upham, T. (2011). *The differences of personality traits and competitive tendencies between two female populations* Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Upham, T. (2012). *Personality, motivation, and competitiveness: How task domain and athletic status impact variables*. Presented at Emporia State University Research, Emporia, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Upham, T. (2012). *Personality, motivation, and competitiveness: How task domain and athletic status impact variables*. Presented at FHSU Research Day, Hays, KS. Student researcher sponsored by **Dr. Bonds-Raacke**
- Tanguay, J. (2011). *The defining issues test: Adaptation and validation*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Naylor**
- Whitaker, K., Mabrey, M., & Ostmeyer, T. (2011). *The value of first year undergraduate attendance and participation at research conferences*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Bonds-Raacke**

- Vrbas, H. L., Shattuck, N. W., Goering, K. L., & Stottlemeyer, R. (2012). *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**

Other Activities:

- **Bonds-Raacke, J. M.** (2011-2012). Reviewing activities.
- **Bonds-Raacke, J. M.** (2011-2012). Judging activities.
- **Bonds-Raacke, J. M.** (2011-2012). Managing Editor of *JPI* responsibilities.
- **Herrman, L. P.** (2011). President of the Association for Psychological and Educational Research in Kansas.
- **Herrman, L. P., & Leeds, B. L.** (2012). Grant funded through Golden Belt Community Foundation.
- **Kitzis, S.** (2011-2012). Reviewing activities.
- **Kitzis, S.** (2011-2012). Judging activities.
- **Leeds, B. L.** (2011-2012). Reviewing activities.
- **Leeds, B. L.** (2011-2012). Judging activities.
- **Leeds, B. L.** (2011). President of the Kansas Association of School Psychologists.
- **Naylor, J. M.** (2011-2012). Reviewing activities.
- **Naylor, J. M.** (2011-2012). Judging activities.
- **Naylor, J. M.** (2011-2012). Associate Editor of *JPI* responsibilities.
- **Park, J.** (2011-2012). Reviewing activities.
- **Park, J.** (2011-2012). Judging activities.
- **Park, J., Bonds-Raacke, J. M., & Raacke, J. D.** (2011-2012). Grant funded through Graduate School.
- **Patrick, C.** (2011-2012). Reviewing activities.
- **Patrick, C.** (2011-2012). Judging activities.
- **Wallert, K. J.** (2011-2012). Reviewing activities.

Appendix D: Department Program Assessment Results

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
1. Psychology majors will be <i>knowledgeable</i> .	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)	# correct out of 16 $t(117) = 4.68, p < .01$ Pre-test: ($M=7.18, SD=2.25$) Post-test: ($M=8.25, SD=2.46$)	
	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)	# correct out of 34 $t(117) = 8.20, p < .01$ Pre-test : ($M= 17.03, SD= 3.60$) Post-test: ($M=19.78, SD= 4.11$)	
			Psychology Major Exit Survey: psychology major responses to question on survey regarding solid foundation in the field (INDIRECT)	80% Strongly Agree, 20% Somewhat Agree that a solid foundation in the field was provided $N = 5$	
	1.3 Majors will illustrate appropriate breadth and depth in selected content areas of psychology.	Core courses: 100, 101, 201, 250, 259, 300, 334, 340, 400, 668 Foundation & Applied courses: 330, 425, 450, 683	PSY 100 pre- and post-test: comparison of scores for psychology majors on pre- and post-test for breadth questions regarding foundational areas (DIRECT)	To be collected in 2012-2013	
			PSY 100 pre- and post-test: comparison of scores for psychology majors on pre- and post test for depth questions regarding applied areas (DIRECT)	To be collected in 2012-2013	
			Psychology Major Exit Survey: psychology major responses to questions on survey regarding required and elective courses (INDIRECT)	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 $N = 5$	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
2. Psychology majors will be <i>analytical</i> .	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)	40% of students scored a 3 or higher on a rubric with a 5-point rating scale $N = 10$	
	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: number of psychology majors participating in and successfully completing independent studies, apprenticeships, and applied courses (DIRECT) Psychology Major Exit Survey: psychology major responses to question on survey regarding application of material (INDIRECT)	156 students total PSY 315 Ind. Psych: 9 PSY 350 Cur. Issues: 79 PSY 355 Drugs/Behv. 37 PSY 474 Ind. Studies: 17 PSY 476 Apprntship.: 7 PSY 670 Workshop : 7 60% Strongly agree, 40% Somewhat agree they would be able to apply material learned in class $N = 5$	
	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) 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)	40% of students scored a 3 or higher on a rubric with a 5-point rating scale $N = 10$ 60 undergraduate students presented research at conferences 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 $N = 5$ PSY 39.64 FHSU 32.7	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
3. Psychology majors will be <i>communicative</i> .	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)	20% of students scored a 3 or higher on a rubric with a 5-point rating scale $N = 10$ PSY = 55.25 FHSU = 44.5 60% Strongly agree, 20% Somewhat agree, 20% Somewhat disagree that courses taught them to be effective writers $N = 5$	
	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)	67% of students scored a 3 or higher on a rubric with a 4-point rating scale $N = 9$	
4. Majors will be <i>critical thinkers</i> .	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)	To be collected in 2012-2013	
	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)	40% of students scored a 3 or higher on a rubric with a 5 point ratings scale $N = 10$ 60% Strongly agree, 40% Somewhat agree that their courses taught them to be a critical thinker $N = 5$	

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
5. Majors will be <i>world-ready</i> .	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	NSSE: psychology major responses to NSSE questions regarding academic challenge (INDIRECT) PSY 201 APA-style paper: performance of students on paper with focus on evaluating previous research based on multiple raters using common rubric (DIRECT)	PSY = 62.65 FHSU = 56.2 20% of students scored a 3 or higher on a rubric with a 5-point rating scale $N = 10$	
	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)	To be collected in 2012-2013 40% Strongly agree, 60% Somewhat agree that courses helped them understand human diversity $N = 5$ Waiting on #s from university	
	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)	To be collected in 2012-2013 To be collected in 2012-2013	

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	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) PSY 101 assignment: performance of students on careers assignment (DIRECT)	67% of students (2/3 students) wanting to further their education had already been accepted to a graduate program and 100% of students (2/2 students) felt very confident in finding a job related to psychology that requires a bachelor's degree Waiting on #s from university To be collected in 2012-2013	