



AY 2008 – 2009
Program Review

Psychology

**Program Review Narrative
Psychology & Counseling Psychology
2002-2007**

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I. Overview & Brief History

When Mesa State College was authorized to offer baccalaureate degree programs in 1974, a psychology degree was among the first to be implemented. At the time we had four full time psychology faculty members, who were teaching only Introductory Psychology and Human Growth and Development. In order to accommodate the new program's Junior & Senior level courses, we enlarged sections of the introductory courses and hired several part time faculty members. By 1995 the program had grown to offer 28 different courses (not including Topics, Independent Study and Practicum) in two concentrations, taught by seven full-time, tenured and tenure-track faculty, as well as 2-6 adjunct instructors, depending on program needs. Since then the number of courses offered, the number of psychology majors and total college enrollment has grown greatly for Mesa State College.

Today 13 sections of the General Psychology course (PSYC 150) and 11 or more sections of the Human Growth & Development course (PSYC 230) are offered each year. On average 29 different upper division courses are offered each year, in addition to practica, independent study, and structured research options. Students may earn a B.A. in Psychology, a B.A. with a concentration in Counseling Psychology, or a minor in Psychology. The number of majors in psychology during this program review period, across both programs has changed from a starting point of 197 in 2002 to a peak of 279 in 2004 ending with 221 in 2007. In addition to teaching and advising, faculty members are highly active in scholarship and service, with most faculty members attending and presenting at professional meetings every year. During the review period, two faculty members have retired, with the most recent retiring at the end of the spring 2008 semester. Both positions have been filled with doctoral level tenure track faculty.

The two tracks of the psychology degree program give students some choice as to how they wish to organize their upper division courses. All psychology majors take a core set of courses that includes general psychology, statistics, research methods, social psychology, one or two 4 credit lab courses, and a systems & theories capstone course. Psychology majors are also required to take 28 credit hours of upper division psychology electives, in addition to the core courses. These electives can include structured research or independent study if the student wishes to. Students who major in counseling psychology have a specified set of upper division courses that they take to meet the 28 credits. These courses include abnormal psychology, psychological testing, personality psychology, career development, counseling processes, group processes, psychological interviewing, and a 4 credit practicum community placement course. Counseling majors can also choose among upper division electives and often also choose to engage in structured research.

The psychology program also has an award winning chapter of Psi Chi and psychology club that recently celebrated 20 years of highly active community involvement. This club typically has 30-40 active student members and engages in community service, social activities, fundraising, and club sponsored travel to our regional psychological association conference every year.

II. Program Goals & Objectives Related to the Role & Mission of Mesa State College

The psychology faculty work to meet the liberal arts goals addressed in the college mission as established by the Colorado Legislature (Colorado Revised Statutes [C.R.S.] 23-53-101, which states:

There is hereby established a College at Grand Junction, Colorado, to be known as Mesa State College, which shall be a general baccalaureate and specialized graduate institution with moderately selective admissions. Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs." Mesa State College shall also maintain a community college role and mission, including vocational and technical programs. Mesa State College shall receive resident credit for two-year course offerings in its commission-approved service area.

Core Values & Traditions

We provide a broad, liberal arts based curriculum, offering a wide range of degrees and programs in the arts, sciences, humanities and selected professional disciplines. Our role as the regional education provider in western Colorado means that we offer opportunities for graduate and technical education as well. A more recent goal of Mesa State College is to increase on-line options for students who need that flexibility.

Psychology faculty members are committed to offering the best quality undergraduate psychology major possible, with emphasis on theory, research and application of psychological ideas to the problems and challenges faced by society. Mesa State College values teaching, learning and student-faculty interaction. We provide our students with expanded opportunities to participate in research and active hands-on learning as a supplement to the classroom. Mesa State College is dedicated to assisting students in achieving their goals and dreams.

More specifically the courses offered by the psychology program help further the nine objectives of a baccalaureate college identified in the MSC Catalogue. The specific objectives best addressed by the psychology program include: 1) effective communication, 2) mathematical skills, 3) an awareness of the enduring moral, ethical and philosophical questions, 4) knowledge of our own and other cultures, 5) critical thinking skills, and 6) an understanding of the complexities of our social, economic and political environment. The psychology program works to meet these objectives by requiring courses in the psychology core that include written and oral presentation work, lab courses with quantitative analysis (PSYC 312, 314), and a social psychology course (PSYC 320) that emphasizes understanding of social and cultural issues. In addition psychology majors can choose from a variety of electives that highlight the development of critical thinking skills, such as environmental psychology (PSYC 325), cross-cultural psychology (PSYC 370), psychology of women (PSYC 335), and a Topics course on critical thinking. In addition, those students in the counseling concentration take course work that covers ethical and moral issues as well as basic discussions of such philosophical issues as determinism and free will. The psychology program engages in ongoing assessment of their program goals to help maintain a quality program well qualified to meet the college's liberal arts objectives.

III. Analysis of Need for the Program Based on Available Enrollment and Faculty Workload Data

A. General Education support for the College

The psychology program offers two general education courses; General Psychology (PSYC 150) and Human Growth & Development (PSYC 233). For the last three years of the review period we offered 8 sections of PSYC 150 in the fall and 6 sections in the spring semester, with one additional on-line section being offered most semesters (not including the Montrose campus). The average enrollment for these courses is about 65 per section. Two of these sections were offered by adjunct faculty and the on-line course represented an overload for a full time faculty member.

The program offers five sections of PSYC 233 in the fall semester and six in the spring semester, one January Term section, and one internet section per semester, including summer. This reaches a total of 15 sections taught by 2 faculty members and one- two adjunct positions. The average enrollment for these courses is about 80 to 90. During this last year of the review period the faculty members have experimented with a hybrid format, where students attend class two days per week and engage in on-line learning and projects for one class day per week.

Both of Psychology's general education courses serve a large number of students and virtually all sections are at capacity enrollment for the size of the classroom whenever they are offered. Both courses have also received approval to be offered as part of the Colorado guaranteed transfer credits known as the GT pathways.

B. Total Number of Students Served by PSYC and PSYP classes

The psychology program serves a large segment of the campus population, with an average of 2,558 registrations (students enrolled in classes) per academic year over the last five years (AY 2004-2008). AY 07-08 saw a slight drop in registrations, probably due to the retirement of one faculty member (retired spring 2007), who had been teaching ½ time, giving us 7 ½ tenure/tenure track faculty during that peak year.

The psychology program has several service courses to other majors, the primary course in this category being Human Growth & Development (PSYC 233). This course is required for all Nursing and Education majors and so serves a large number of students in other departments. Drugs & Human Behavior (PSYC 410) is an upper division course required in the criminal justice major, and a recommended elective for a number of other programs on campus. Counseling Processes (PSYP 420) and Group Processes (PSYP 424) are both required in the Sociology major concentration in Human Services.

C. Majors

For the five year review period, the average number of majors (251) represents an increase from 2002 (197 majors). The number of graduates from our program has also increased over the last program review time period. AY 2003 saw 23 total graduates, where as the last 4 years have averaged 41 graduates per year. During this review period, 2004 saw the most majors with 279, and those numbers have dropped off to 221 in AY 2007. On average psychology faculty have between 30 and 40 academic advisees each.

Retention rates for the Psychology majors are 57.4% for the psychology major and 63.5% for the counseling concentration. We do not have data to compare these rates to other majors across campus, but we believe we could increase our retention rates for psychology majors, particularly in the sophomore year, by developing a sophomore year schedule of courses for the major. Currently all courses recommended in the sophomore year are offered by other programs or departments.

There may be a number of reasons for the recent slight drop off in number of majors, but faculty experience in the peak years suggests that students were having a hard time finding registration space in classes that were often already over full. We have anecdotal evidence from several students who decided to transfer to other state institutions where they would have an easier time getting the classes they needed and a wider variety of elective options. Another internal trend we believe contributes to the slight decline in majors relates to the increased use of part time adjunct instructors to teach entry level courses. This trend has meant that tenured faculty members have fewer opportunities to recruit students out of those classes for the Psychology major. The impact of adjunct faculty in PSYC 150 is also supported by our General Education Assessment Data summarized later.

Our program's ability to offer courses in fields that are up and coming in psychology has also impacted some of our majors' efforts to attend high quality graduate training. An example of this is with our Memory & Cognition course which is being offered for the first time this semester since the 01-02 AY. Most of our upper division electives in psychology have been on a two or three year rotation, with very few being offered every year.

D. Faculty Workload

The number of FTEF noted in Table 6 suggests that seven full time tenure track faculty members are teaching 8.0 FTEF's worth of work in 2007/2008, not including adjunct faculty. The total tenure and tenure track faculty has remained constant at 7, with the exception of 2006/2007 academic year, when we had a ½ time transitional retirement position. The extra work load comes from faculty teaching overloads, lab classes, January term and offering practicum (PSYP 497) both semesters for one class reduction.

When examining the overall registrations covered by psychology courses we can see a slight, but gradual increase since Academic Year 2004 with the exception being a bump in Academic Year 06-07 and a drop off in academic year 07-08. The bump in 06-07 would be due to having 7.5 faculty members, and so being able to offer more courses.

During the 06-07 academic year Dr. Herrick had ¼ time release, however she also taught on-line PSYC 233 both semesters and so was offering her standard 4-4 load. During the 07-08 academic year she had ½ time release which lead to her offering a 3-3 load; this year she has ¼ time release again, with the on-line overload. This pattern helps to contribute to the explanation for why the 07-08 academic year had fewer registrations compared to previous years. This fall we have one less section of PSYC 150, dropping an experimental section taught by Dr. Becker and

hiring one less adjunct instructor. Overall the data seem to show that total registrations in Psychology seem to fluctuate with our ability to offer course sections.

IV. Narrative Summaries of Resources

i. Unique Characteristics

The psychology program is the largest in the department of Social & Behavioral Science with 7 full time tenure/tenure track faculty and the largest number of majors. In addition, the program has several courses that serve other majors, concentrations and minors. The program was originally designed so students are exposed to all of the major fields in psychology, including developmental, social (including applied social), learning, biopsychology, experimental, cognitive and clinical/counseling. Because psychology majors are allowed to choose their restricted electives, it is possible for majors to avoid any of the above categories (except learning, experimental and social which are in the core). These courses are currently taught by 5 tenured faculty members, 2 tenure track faculty members, and two part time adjunct faculty members. The counseling concentration courses are taught by two of the full time faculty members.

A unique characteristic of the counseling concentration is its practicum requirement. All students in the counseling concentration take practicum which consists of a 180 hour placement in a wide variety of community opportunities. Supervision and mentorship is offered both by professionals at the community sites and by the faculty supervisor who meets with students once per week for peer supervision. Recent practicum placements have been with the school district, Colorado West Mental Health, Mesa County Department of Human Services, Hilltop Community Resources (adolescent long-term inpatient care), The Alzheimer's Association, Community Corrections, Inner Journey Counseling (private contractor) and many others. One of the attractions of the counseling concentration for students is the wide variety of placements available. This is almost entirely the work of Dr. Susan Becker, who spends countless hours fostering relationships with sites and engaging in training and consultation with site supervisors. This course is taught each semester (fall and spring) for a ½ course load offset.

ii. Faculty & Staff

As described above, the psychology faculty consists of 7 full time tenure/tenure track faculty: Dr. Harry Tiemann, Dr. Myra Heinrich, Dr. Karen Ford, Dr. Jessica Herrick, Dr. Susan Becker, Dr. Bruce Bishop (tenure track), and new to the faculty this fall (2008) Dr. Brian Parry (tenure track). Each faculty member brings different and unique resources to the program:

*Dr. Harry Tiemann is in his 48th year at Mesa State College. He teaches courses in Applied Psychology including Forensic, Drugs and Human Behavior, Sensation and Perception, Industrial/Organizational, Environmental Psychology, our Systems & Theories capstone course, as well as two topics courses: Parapsychology and Critical Thinking in Psychology. Dr. Tiemann maintains active involvement in campus committees as well as scholarship, having supervised student research last year on *The Impact of Psychology's Early Heroes on Introductory Texts of Their Own Eras*, which was presented at RMPA (Rocky Mountain Psychological Association).

*Dr. Myra Heinrich is in her 27th year at Mesa State College. She teaches Human Growth & Development, Child Psychology, Experimental Psychology with lab, Psychology of Women, Comparative Psychology, and most recently Memory & Cognition. She served as our campus assessment coordinator from 2002-2006 for which she was nominated for a faculty distinguished service award. Most recently Dr Heinrich received an internal Strategic Planning grant with Dr. Herrick to transform PSYC 233 into a hybrid course (part on-line, part classroom lecture). This project was presented at the Telecommunications Cooperative for Colorado meeting last April.

*Dr. Karen Ford is in her 24th year at Mesa State College. She teaches General Psychology (including the on-line course), Learning with Lab, Quantitative Research Methods and Biopsychology. She established the Mesa State College Psychology Club in 1984 and the Psi Chi chapter in 1988 and she served as advisor from 1984-1992 and then from 1995-1999. She has been awarded RMPA's distinguished service award, The Psi Chi National Faculty Advisor Award, the Mesa State College Distinguished Faculty Award and most recently was elected to president of RMPA (2003-2004). Her most recent scholarship includes presentations on the use of technology in the classroom; *Creating Animations for Teaching: Am I More Like Roadrunner or Wile E. Coyote?*

*Dr. Jessica Herrick (formerly Miller) is in her 14th year at Mesa State College. She teaches Human Growth & Development (including an on-line section), Psychology of Adolescent and Young Adult, Adulthood & Aging, Sport Psychology, and most recently she developed a very popular topics course on Developmental Psychopathology. She is our current campus wide assessment coordinator, and has recently completed work on the Strategic Planning grant to develop a hybrid version of PSYC 233. This work was presented with Dr. Heinrich at a regional technology conference. Dr. Herrick is also actively involved in conducting research (currently working on a Mesa County Needs Assessment grant) and supervising student structured research. She has several recent publications, including the *Instructors Resource Manual for Santrock's Adolescence*, 12th edition. She is also a past recipient of the Distinguished Faculty Service Award.

*Dr. Susan Becker is in her 13th year at Mesa State College. She teaches General Psychology, Psychological Testing, Group Processes & Techniques, Counseling processes and Techniques, Introduction to Marriage & Family Therapy, a topics course on Death & Dying, Social Psychology and the Counseling Practicum. She also offers Structured Research to a few students yearly. She has been serving as the campus wide IRB chair since 2004, Psychology Club/Psi Chi advisor since 2003 and is currently serving on the RMPA executive committee as diversity chair. She is a past recipient of the Mesa State College Distinguished Faculty Award and APA Division-II Research Award. She has recently received three internal strategic planning grant awards; the most recent for work on increasing student motivation with Dr. Bruce Bishop and other faculty across campus.

*Dr. Bruce Bishop is in his 3rd year at Mesa State College. He teaches General Psychology, Abnormal Psychology, Career Development, Psychological Interviewing, Personality, and Applied Suicide Intervention Skills Training, both for undergraduates and post B.A. teachers and other professionals. He is a licensed clinical psychologist with experience who has both teaching, supervision and practice experience. He is currently serving as the departmental

representative on the Curriculum Committee. He has been active in scholarship, working with students on community mental health research which was presented at RMPA and received two internal Strategic Planning Grants on increasing student motivation with Dr. Susan Becker and other faculty across campus.

*Dr. Brian Parry is in his first semester at Mesa State College. He teaches General Psychology, Social Psychology, Cross Cultural Psychology and Experimental Psychology with the Lab.

iii. Physical Facilities

Most psychology courses do not require special teaching facilities. Dr. Karen Ford and Dr. Myra Heinrich received an NSF grant to establish a microcomputer based experimental psychology laboratory on campus which is now in the science building (SL 102).

The psychology lab has eight Pentium 4 computers with headphones running Windows XP that students or student pairs can use to conduct experiments (using CyberRat or other software) and analyze data using SPSS 14.0. These eight computers are connected to one HP Laserjet 4300 DTN printer. The lab also contains two older computers, each of which is interfaced with a Lafayette 80000 operant conditioning chamber enclosed within a sound attenuating chamber. One of the operant chambers has a liquid dispenser and food magazine; the other chamber has only a liquid dispenser. The two operant chambers can be used for running experiments with live rats. Each of the two older computers is connected to an Epson printer. The front of the lab contains an instructor pc (Pentium 4 with WinXP) and VCR connected to a data projector and audio speakers for presenting visual or auditory information to the class as a whole.

The lab is located across the hall from the vivarium where live rats or mice can be housed. Psychology has a rack of 20 metal cages with water bottles for housing individual rats in addition to a few Nalgene cages. Psychology also has an Ohaus triple beam balance scale in the vivarium for weighing rats.

The counseling concentration had, until recently, a classroom space developed for video taping practice sessions, which students could then self-evaluate. While most students don't enjoy being videotaped, they do report the experience as one of the most educational in their college career, and one that helps them decide future professional goals. This space was eliminated as a part of recent remodeling. The last two academic years the Counseling Processes course has used two classrooms during its class period in order to accomplish video taping for the students to self-evaluate. We would like to reduce excess classroom use by developing a room that could be used both for class space and for digital taping of practice sessions which could then be used for multiple courses in the counseling sequence.

iv. Instructional equipment

In addition to the equipment in the Lab facility, the psychology program has a collection of over two hundred video cassette and DVD instructional media, from a variety of sources and covering a wide variety of purposes. In academic year 2003 we were able to order approximately 20 new items which helped to modernize the media examples used in classes (both lower and upper division).

v. Library Resources

This program generally has 200-250 majors at any given time with 45-50 students graduating with the Bachelors degree each year. It offers 2 concentrations for the B.A., Psychology and Counseling Psychology, as well as a Psychology minor. In addition, the College offers both an A.A. and a B.A. in Social Science with students in these programs required to take Psychology courses. The Department is also a popular provider of electives for students in other disciplines. Library resources for this program would include materials on the subjects of psychology, mental health, abnormal psychology, human growth and development, child psychology, social science research methods, experimental psychology, learning psychology, social psychology, environmental psychology, sport psychology, comparative psychology, psychological testing, drugs and human behavior, industrial and organizational psychology, memory and cognition, personality, sensation and perception, forensic psychology, and biopsychology.

a. Reference Support

The Library has an adequate number of Reference print titles in psychology. There are 75 titles on the Reference shelves, 37% are 10 years old or less. In addition, there is good reference coverage of the related subject discipline of sociology (89 titles). The Library maintains and updates a complete set of the Mental Measurement Yearbook.

b. Monographic Sources

The circulating book collection has excellent coverage for the Psychology program. In the subject areas of psychology, mental health, and their related fields, there are just over 4,500 items with over 22% being 10 years old or less. There are also 900+ government publications on the subjects of psychology and mental health.

c. Periodicals

The Library has 31 print periodicals on various aspects of psychology, 13 are open subscriptions and 18 are closed or discontinued. Of the closed titles, 4 have current online availability. Print holdings for Psychological Abstracts date from 1927-2003. Access to online periodical articles is substantial. There are approximately 500 online psychological periodicals available through the Journal Finder. Several Library online databases provide 100% full-text periodical resources for psychology.

d. Electronic Resources

The Library's electronic resources provide excellent coverage in the psychology field. A current subscription to PsycInfo is maintained. This is an American Psychological Association product which is the major index to literature in the field dating back to 1840. The general databases Academic Search Premier and OmniFile Select contain

ample current information on the main subject areas of this program as well as substantial full-text citations. Other online databases the Library licenses that pertain to psychology include: PILOTS (Published International Literature On Traumatic Stress), Project Muse, JSTOR, Contemporary Women's Issues, SocIndex, and Science Direct. All Library databases are available to students 24/7 from any Internet computer. The Library also has substantial visual media available in this field.

The Library currently has good to excellent print resources in the subjects relevant to this degree program. It is extremely strong in electronic resources for an institution of its size and type. There are over 50 academically-oriented psychology videos in the collection that Department faculty makes use of in the classroom. Department faculty also takes a strong interest in recommending materials for the Library to acquire.

Library support of the Psychology program is excellent and should be maintained at this level. Updating of the collection with new print titles and audio-visual media should continue through current budget allocations and faculty recommendations.

vi. Unique sources of revenue and expenditures

PSYC 312L and PSYC 314L assess \$40 per student as lab fees. These fees are used to purchase student copies of CyberRat and other needed supplies each semester. The remaining funds are rolled over each year and are accumulating in an account for the purpose of the next computer upgrade.

Some mention should be made of the fundraising efforts of the psychology club and Psi Chi chapter. During this program review period, the Psi Chi chapter won a regional chapter award of \$1000.00 which the chapter officers chose to spend on a new computer that would be available in the department for student use. This generosity on the part of the student group has made it easier for many subsequent students to conduct structured research projects. The psychology club and Psi Chi chapter also do significant fundraising every academic year, to help support student travel to present their research.

V. Effectiveness

i. Accreditations

None available

ii. Changes since the most recent program review

The previous program review five years ago highlighted 3 key recommendations only one of which was under the direct control of the psychology faculty themselves. The first recommendation was to reduce the number of adjunct faculty being used and increase the number of psychology courses offered by hiring one more full time doctoral level faculty member, either as a .8 or tenure track. Due to the budgetary constraints over the last five years the college has not been able to consider hiring additional faculty in this program.

The second recommendation was to offer a sophomore year set of course options, so that we lose fewer majors during that year when they have no specific psychology courses offered. We have

looked at reorganizing some classes, so that we have more 300 level offerings that would be appropriate for sophomores (Environmental Psychology is an example of this which changed to PSYC 325) Recently we have started discussions with other disciplines in our department, particularly sociology, about restructuring the statistics and research methods requirements so that they could be offered within the department as a year long sophomore sequence.

The third key recommendation was to increase the relevant program assessment activities for the major. This recommendation would include selecting appropriate educational outcome goals for the Psychology graduate and quantifiable assessment indicators. To meet this recommendation psychology faculty made use of the American Psychological Association's *Undergraduate Psychology Major Learning Goals & Outcomes*. We have successfully conducted assessment for the psychology program each of the last five years, with each year adding more to our ability to assess student outcomes. All of the faculty members in psychology have assisted with these assessment efforts and all faculty members engaged in curriculum training and activities to make use of the assessment information.

A fourth recommendation to institute a community advisor board for the psychology program has not been carried out directly. Instead we chose to increase contact between alumni who live and work in the community and our students by sponsoring an alumni career panel with psychology club. The counseling concentration has also requested community supervisor feedback on the preparation of the students who engage in the practicum. This feedback was helpful in enhancing the peer supervision topics covered for that class and in adjusting some topics and skills covered in the counseling specific classes.

iii. Assessment of student achievement

The psychology program has been assessing three student outcome indicators over the last three years. These were selected from a larger list provided by APA¹, by the faculty members who engaged in discussion and prioritization. The first indicator was selected because we have concerns about maintaining knowledge base and rigor as compared with other institutions. The second two indicators were chosen because faculty members felt those to be areas of weakness for our program.

1. Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
2. Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

The first indicator has been assessed by the yearly MFAT (Major Field Aptitude Test) scores that are collected from each graduate. Aggregate scores should be at or above national average to meet criteria. These data are collected every year from all graduating seniors in their last semester. This is an essential assessment component, because it allows our program to compare our graduating students with other institutions of higher education. In this way we can reveal the presence of any lowering standards of performance in our programs.

For the past five years our graduating seniors have consistently performed slightly above the national average on the total MFAT psychology score. The scores have ranged from the 53rd percentile, to as high as the 60th percentile, overall. In addition, we were successful in increasing scores on many of the assessment indicators of the MFAT, most notably showing improvement from 2002 on the indicators for Sensation and Physiology. We have not shown consistent improvement on the Memory and Thinking indicator, other than one aberration in 2006, probably due to an inability of our program to offer that course, due to a shortage of faculty. The indicator for Clinical and Abnormal is consistently one standard deviation or more above the national average, suggesting that performance of our graduates is connected to our ability to offer the relevant coursework.

The second outcome indicator has been assessed both by the MFAT Methodology indicator as well as by using a grading rubric to assess student research reports and proposals. Our graduates consistently have scored above the 50th percentile on this indicator all five years. The range of scores have been from the 53rd percentile to the 70th percentile which suggests we do well at meeting our criteria based on responses to a multiple choice testing format. What is not clear from the MFAT testing is whether our students do well across both methodology and data analysis, or if they are better in one area over another. We have a concern in the area of data analysis, because we consistently see that our students have difficulty with applied statistical

¹ All outcome statements selected directly from the report by the American Psychological Association Task Force on Undergraduate Psychology Major Competencies, *Undergraduate Psychology Major Learning Goals and Outcomes, 2002*.

analysis. This concern is based on anecdotal evidence rather than data, however. Since we do not have control over the content of the statistics course (offered in the math department), we have not been able to integrate it into the relevant psychology courses.

Over the past 5 years about 95% of the students who submitted writing samples (a response rate of 30-50% of graduating seniors) which included research design, data analysis and interpretation, exceeded our criteria. However, not all psychology graduates have the opportunity to conduct an independent project to both refine and demonstrate these skills. Only 3-5 graduates per year have had the opportunity to conduct research, out of 25-40 graduates per year, depending on the year.

The third outcome indicator has to do with students' ability to use a wide variety of technological and computer tools successfully. These skills include: 1) Demonstrate information competence at each stage of the literature review process, 2) Use appropriate software to produce understandable reports of psychological literature, including statistical or qualitative analyses and graphic representations of data, 3) Use information and technology ethically and responsibly, and 4) Demonstrate computer skills such as word processing, database management, data analysis programs and Internet searches for high quality information.

We have assessed this indicator through the use of a rubric to examine student written work. There were several challenges in collecting the written work as we have been. Firstly our average response from graduating seniors has ranged from about 30% to about 50% of the seniors submitting a writing sample. We decided on this approach where they can choose what writing sample to submit, so that they can choose their best effort. While this may have been a good idea, the results have not necessarily represented all our graduates. Future assessment plans will include integrating the assessment into specific writing projects in classes, so students do not have to submit anything.

Over the last five years, the percentage of our graduates who have met our criteria on this assessment indicator ranged from about 45% to about 70% achieving an 80% score on the *Information Competence in a Literature Review* measure

A curriculum mapping process was completed for all three assessment indicators across the psychology curriculum, to understand where improvements could be made. The purpose of a curriculum mapping process is to assess how much exposure to information and/or skills students are experiencing in the courses they take and to examine the level at which the information is being presented in each course. While curriculum mapping does not directly assess a student outcome, it is an essential step in the process of assessment, in order to plan and coordinate changes to courses and programs that will result in higher student achievement.

All seven faculty members have submitted their curriculum maps and identified courses and projects where these skills are presented (see appendix 6 for course maps and a sample curriculum map). Through meetings and email we have identified specific courses and projects that present these skills, so our next step will be to develop assessment efforts that can be used in multiple courses. We will then have a sense of how to use this information in a more systematic curriculum process, from basic, to advanced levels of outcome. Curriculum mapping also gives

faculty members feedback about where adjustments can be made within their own courses which will have a direct impact on student outcome.

There are several examples of positive outcome for our curriculum mapping efforts. The course mapping process has allowed us to see what courses should be taken in sequence in order for students to have basic instruction in information competence before doing more advanced work. This has improved our ability to advise students. Another example has to do with faculty adjustment of course material in order to cover basic processes before moving on to more advanced expectations. Thirdly most faculty members were able to consider the methods of assessing student outcome in their classes and how they match their learning goals. See Appendix 6 for course maps and a sample curriculum map.

PSYC 150 General Education Assessments

Two general education objectives were highlighted by the faculty teaching PSYC 150 as targets for assessment; 1) Students will have knowledge of the natural world and an understanding of the scientific method, and 2) Students will be able to think critically and creatively. Both assessment goals were assessed with embedded questions in exams in all PSYC 150 sections offered on the main campus for the last two academic years. Our target criterion for PSYC 150 students is a 50% pass rate across the research questions and critical thinking questions chosen for assessment. Faculty reported data for each question so that we could identify specific topics where we need more work.

Assessment results suggest that we are close to meeting our criterion for most of the research and critical thinking topics being assessed. The most difficult topics are about correlation, both understanding limits to interpreting (correlation does not imply causation) and understanding the difference between positive and negative correlations. Students performed worst on these items in sections of a retiring faculty member, and in the sections taught by adjunct instructors, both of whom were teaching for us for the first time. Since we have a high turn over rate for adjunct faculty this may continue to be a problem.

iv. Faculty Success

The success of the Psychology faculty in the areas of teaching, advising, scholarship and service have been demonstrated in a variety of ways. Key to understanding the high caliber of the psychology faculty is that three of the seven faculty members (1 retired) are past recipients of the campus wide distinguished faculty award given to one faculty nominee per year for excellence across all evaluation categories. While the faculty rating system guidelines have changed over the five year period covered by this review, psychology faculty members are consistently rated Highly Proficient or Excellent in all categories each year. Performance in each of these areas is summarized below.

1) Teaching

From a quantity standpoint the seven faculty members in Psychology have been doing the work of 8 faculty members over the last five years. Additionally, our class sizes are among the largest across campus, with many over-enrolled sections during many of the years of this previous review. Despite this increase in workload, the psychology faculty has striven to maintain quality instruction with many technological innovations and continuous updating of curriculum and course offerings. Innovations include two on-line general education courses by Dr. Ford and Dr. Herrick. Dr. Herrick also offers one class per semester in the distance education classroom which communicates with our satellite campus. Dr.s Herrick, Ford and Becker have introduced the campus to student response systems and are at the forefront in introducing them into general education classes. Dr. Herrick and Dr. Heinrich have developed a hybrid course for PSYC 233 in an effort to improve student retention and performance.

2) Advising

All seven faculty members are dedicated to offering high quality advising to their students. Given the high number of majors, faculty members often have between 20 and 40 student advisees. The two faculty members responsible for the counseling program have between 40 and 50 advisees. In addition to academic advising, many of the psychology faculty members supervise student independent study and structured research (see summary of student projects below). Six of the seven faculty members have supervised student research more than once during the last five years. Dr. Becker stands out in this area, supervising student structured research yearly, as well as serving as the faculty advisor for the psychology club/Psi Chi chapter.

3) Scholarship

The tremendous emphasis on teaching precludes many at Mesa State College from doing research at a high level or fast pace. That said, all of the psychology faculty engage in scholarly activity every year, often giving conference presentations and by supervising students in structured research (see students success data below). Highlights of the scholarly work include Dr. Herrick's two major revisions of the *Instructor's Manual for Santrock's Adolescence* text, internal strategic planning grants received by Dr.'s Herrick and Heinrich and Dr.'s Becker & Dr. Bishop for instructional enhancement and instructional research. In addition, Dr. Becker completed two technical reports; *Practicum Supervision: A booklet for Supervisors of Undergraduate Counseling Psychology Students* (2006), and a white paper on suicide prevention in Mesa County titled; *Suicide Prevention Planning Model for Mesa County Colorado*, (2008) and submitted a research report for publication this last summer. Both Dr. Herrick and Dr. Becker have engaged in grant evaluation research on several different projects over the five year review period. Specific details on each faculty member's scholarly work can be found on their CV's in appendix viii.

4) Service

Each faculty member has provided a wide array of services to the school and the community. Dr. Heinrich served as campus wide Assessment Coordinator for 4 years building an assessment program from the ground up. Dr. Herrick has now taken on the Assessment Coordinator's job on

campus. Dr. Tiemann has served on the Graduate Council (curriculum and policy committee for graduate programs) for 5 years and as chair for 2 years. He also served on the community Law Enforcement and Victim's Assistance boards. Dr. Becker has served as chair of the campus wide IRB for the past 4 years through an ongoing Federal Assurance process. Dr. Bishop is currently serving as departmental representative on the curriculum committee.

Dr Ford served as President of the Rocky Mountain Psychological Association (RMPA) 2003-2004 which is a three year appointment on the executive committee (president elect, president and past president). Dr. Becker is serving as Diversity Chair on the RMPA executive committee (since 2007). Dr.'s Tiemann and Herrick have both served as reviewers for the RMPA program committee. Dr.'s Becker and Bishop are highly active in the Western Colorado Suicide Prevention foundation and Mesa County Suicide Prevention Coalition, where they bring suicide prevention programming to campus each year, as well as participate in prevention activities county-wide. Dr. Bishop also serves on the Mesa County Mental Health Disaster Preparedness Coalition.

v. Student Success

A program has no greater measure of success than its students. Students who major in psychology and counseling psychology have opportunities for structured research, independent study and community service. All counseling psychology students work in the community during their practicum experience, the majority of them as volunteers. In the last academic year eighteen counseling psychology majors spent more than 3240 hours in service to the community as a part of their education. The mutual relationships developed with community organizations through student practica benefit both the students in their professional development and the organizations in which they serve. The majority of Counseling Psychology majors are employed in their field when, or shortly after, they graduate, many at their internship sites. Many community supervisors are former students of the program who enjoy paying forward the benefit they received as students.

Since the last program review our program has also been successful in assisting those who are interested and qualified to move on to graduate education. More than 25 students have been accepted to graduate programs ranging from MBA programs to doctoral programs. The majority of our students who go on to graduate training gain a masters degree, typically in applied fields such as counseling or social work.

In the past 5 years, 35 students (23 projects) have had their research accepted for presentation at RMPA, with three of them receiving highly competitive student paper awards. One student also presented his research at the national Association for Psychological Science (APS) convention in 2005 and several students have submitted their work to the *Psi Chi Journal of Undergraduate Research*. The following is a list of student presentations at RMPA from 2003 to 2008 and their paper titles:

2003 Denver, Colorado

1. *Hypercorrectivity as a Function of Schematic Memory*; John L. Jackson and Joshua R. Schmidt

2. *The Effect of Tragic Events on Death Anxiety and Charitable Giving*; Stacy L. Gladwell-GUR Student Paper Award Recipient

2004 Reno, Nevada

3. *A Comparison of Male and Female Attitudes About Seeking Psychological Treatment*; Virginia D. Allison
4. *Innate Numerosity and the Development of Numerical Ability: Why Piaget Was Wrong About the Numeric Capabilities of Children*; Rebecca J. Watt and Robin L. Wise Slater
5. *Pet Preferences as a Determinate of Personality Characteristics*; Aaron C. Vogt
6. *The Effects of Defendant Sex and Attractiveness on Sentencing and Perceived Severity of Violence*; Lisa K. Casto and Anna T. Ellis
7. *Distress About Mating Rival Characteristics under Conditions of Same or Opposite Sex Competitors*; Robyn M. Hunt and Suzanne Bell
8. *The Effects of Emotional Expressivity and Level of Violence as a Distracter on Recall*; Sarah Blaine and Rick Becker
9. *Why Do We Gossip? Comparing the Effects of Relevance and Entertainment Value on Recall of Gossip*; Joshua S. Talboom and Robin Slater---RMPA Award Winner
10. *Substance Abuse as a Function of Learned Helplessness*; Lori Orona and Margaret Moorland

2005 Phoenix, Arizona

11. *Cerebral Ventricle and Ventricular Epithelial Abnormalities In Mice Prenatally Exposed*; Joshua S. Talboom and Richard Dujay--- Psi Chi Award Winner
12. *The Cognitive Effects of Peppermint and Ylang Ylang*; Lisa L. Watts and Kristina L. Beam
13. *Extraversion and Its Relationship to Empathy and Reading Displayed Emotions*; Renee J. Haig and Celina Depue

2006 Park City, Utah

14. *Perceived Effort in Maintaining Intimate Relationships*; Andrea M. Stephen and Ashley R. Parko
15. *The Effects of Occupation and Gender on Suicide Attitudes and Perceptions*; Kristina L. Beam and Catherine F. Backes
16. *The Application of a Data-Driven Suicide Prevention Planning Model*; Tamara Toren

2007 Denver, Colorado

17. *Evaluating a Program Designed to Deter Underage Drinking Among College Students*; Jessica Elliott
18. *Minority Students Speak Out*; Jessica Elliott, Mark Adaoag, Lanae Squires
19. *Lying Through Words or Silence: The Effect of Autonomy on Lying Behavior in Emerging Adulthood*; Jennifer Detling and Mark Adaoag

2008 Boise, Idaho

20. *Influences on Career Choice During Adolescence*; Doriann M. Adragna
21. *The Application of Suicide Attempt Data To Community Prevention Planning*; Ryan Mullins

22. *Who Can Help Me? A Snapshot of a Community's Psychological Treatment Resources;* Traci L. Young and Alexandria C. Estes
23. *How We Understand Our Souls and the Effect on Symbolic Immortality;* Heather I. Nelson

VI. Program Strengths

The psychology faculty members, all with doctorates in the discipline, are the foundation for the strengths of the program. Their diversity of background, interests, and experience allows a wide variety of courses to be taught with enthusiasm and authority. The high quality of the faculty in the psychology program is reflected by the number of majors and graduates; in the heavy use of its courses as part of the general education requirements of the college; and as part of other programs and majors on campus. We are also very proud of our ability to help our best students achieve excellence through structured research, which increases their professional development and ability to go on to graduate training if they desire. Excellence can also be seen in the strong positive reputation of our counseling psychology graduates, who are readily employed in a wide variety of agencies in the community upon graduation, many before they complete their practica.

Other strengths of the psychology program include the number of courses offered each year. We offer an average of 81 sections of courses (includes multiple sections) in 2008 which is an increase of 16 sections from the previous program review. This increase has come from more offerings available in the January and summer term, sections offered in Montrose and from on-line course sections. This increase in overall course offerings has allowed us to maintain reasonable class sizes in both upper **and** lower division courses to maintain our mission as a teaching college. Our faculty members have worked hard to adjust their schedules to best meet demand with higher enrolled courses being offered for multiple sections (including summer) and lower enrolled courses being offered less often. In addition we have had to make some use of adjunct faculty members. A part of this adjustment process has included feedback from our assessment program and frequent discipline meetings to plan appropriate changes.

Another strength of our program is our ability to involve students in both research and practicum (internship) opportunities. In the past 5 years we have increased the number of students carrying out research projects to where we have between 3-13 (peak year) students presenting research at the Rocky Mountain Psychological Association annual meeting each April. This increase is due, in part, to the strong commitment by faculty members to meet the needs of our more ambitious students, who are looking for more experiences than mere coursework, can offer. The psychology club and Psi Chi chapter is a part of this strength as well, where all students have the opportunity to be more involved in community service and conference travel. The psychology club is available to all psychology majors and minors as an optional activity, but its impact is essential, particularly for some of our best students.

Another unique strength of the psychology program is its concentration in counseling psychology. The two tenure/tenure track faculty whose primary responsibility is that program have worked hard to increase continuity among all the required courses in the concentration, and enhanced advising for the students (since there are now enough advisors in the concentration). Between 1/3rd and 1/2 of the psychology graduates each year are in the counseling concentration. The set of course work required of these graduates gives them both theoretical and applied skills training and adequate preparation to work as paraprofessionals. In particular this program's ability to offer a practicum (internship) gives students the opportunity to engage in a self-directed program of learning and mentoring with agencies in the community. While self-directed, the practicum course also includes weekly peer supervision with the faculty supervisor where issues

such as goal setting, assessment, ethics, professional development and case presentation are discussed.

VII. Areas Needing Strengthening

Administrative Needs

Psychology has seen a decline in enrollment in the last year. This is in part due to an overall decline in enrollments campus wide in the 2007/2008 academic year, but some of the decline in the data can be attributed to our programs' change from 7.5 tenure/tenure track faculty members in 2006/2007 to 7 members in 2007/2008. With this retirement, the number of courses offered and registrations decreased, and our ability to offer a wider variety of courses also decreased. Many of our upper division courses are still very large, for example 45 students are currently enrolled in the Psychology of Learning course and 37 in the Drugs & Human Behavior course. These large classes have lost the small class environment that Mesa State College values so highly. We have had to allow more students into our upper division electives in order to facilitate students graduating in 4 years.

Mesa State College also has a retention pattern in which students will often enroll here for their first two years, completing their general education requirements and then transferring to other institutions. The best way for MSC to retain these students has been to impress them with the educational environment and opportunities for unique educational experiences. Two weaknesses of the psychology programs impact our ability to retain students; 1) we need a stronger sophomore year experience in the major, and 2) we need to be able to offer a wide variety of courses in key areas of psychology (in terms of growth areas in the discipline as well as popularity with students). The number of different course offerings each year has dropped from 45 to 32 since the previous program review. This is due to the need for more sections of the classes we do offer in both upper and lower division, since enrollments have increased. Our ability to offer fewer choices does hurt our ability to retain students. It was notable that during the academic year where we had 7.5 faculty members, we were able to offer two relatively new electives both of which were enrolled beyond capacity.

Improvements Identified by Assessment Data

The psychology faculty remains committed to the goal of information competence for our students. This goal has clear impact on graduates employability and flexibility in changing work environments. This goal includes the ability to search for, read and review, and cite accurately the psychological literature as well as the application of research methodology. We would also like to give our majors more experience with research methods and techniques, statistical analysis and the relevant computer software, as well as presentation skills to communicate their knowledge. This is a goal where we are still dissatisfied both with the student outcomes, and our ability to assess them.

An improvement psychology faculty members would like to address is the need for sophomore year courses in the major. A year long sophomore course sequence devoted to experimental methods and statistical techniques would give a solid groundwork in information competence for

the upper division courses to build upon. We have looked at psychology programs at some comparable institutions and found that they all offer statistics and research methods (either separately or as a combined course) within the psychology program. The comparison institutions are Adams State College, Colorado College, Denver University, Fort Lewis College, Metro State College-Denver, New Mexico Highlands, Southern Utah University, Weber State University (Utah) and Western State College.

We can also improve in the area of student internships. A service learning course offered in the sophomore year would increase student interest and retention in the major and improve students' ability to identify potential jobs and careers using their major. It has been a long standing, unachieved, goal to develop a senior level internship course for psychology majors who are not in the counseling concentration. This course could allow community placement at sites where students research capabilities and organizational skills could be used. Psychology students could then gain a better understanding of the application of their knowledge. These experiences would also produce gains in the information competence goal. This would give students on the straight psychology track some of the same professional experiences that benefit the students in the counseling psychology track.

Our program is in need of updating, so that we can offer students some of the unique electives and service learning experiences that would draw students to stay at Mesa State College and better prepare them for the world of work. Our faculty members are willing to update and add new courses to the program, but it may be at the expense of both number of general elective sections and class quality and pedagogy in general.

H. Vision

i. Proposals for Strengthening the Program

The psychology program could be improved in a number of ways. The faculty has three main goals for improvement in mind: to increase the number of majors who stay with the program through the sophomore year, to increase opportunities for psychology majors to improve their information competence, and to stay competitive in our course offerings with other similar sized institutions. Several possible courses of action could be taken to facilitate these goals; we could change program requirements in order to develop a sophomore year set of courses in order to create more continuity for all psychology majors, we could create a capstone/internship experience for non counseling psychology majors, and we could consider integrating a service learning course into the sophomore year curriculum.

Our program could also be strengthened by a return to smaller sections of upper division courses, where student projects and a discussion based format could then be used. We would also like to increase the diversity of courses offered to students. A look at the catalogues from our comparison institutions suggest several courses that we could consider adding to our curriculum:

- Health Psychology
- Human Sexuality
- Developmental Psychopathology
- Psychology of the Exceptional Child

Service Learning
Educational Psychology

Many undergraduate psychology programs (e.g. Metro State, Fort Lewis College, etc...) also offer discipline specific research methods and statistics courses which focus on research design, methodology, statistical analysis, and scientific writing. Programs such as these often offer a Senior Research Project as well. These courses prepare students for professional employment positions and can make students from smaller institutions (such as ours) more competitive when applying for graduate school as well.

In order to work toward these goals, faculty members will need to meet and discuss the viability of a number of possible options. For example, a departmental committee representing all disciplines in our department is currently meeting to discuss future directions for the research methodology course.

ii. Program Priorities Requiring Additional Resources

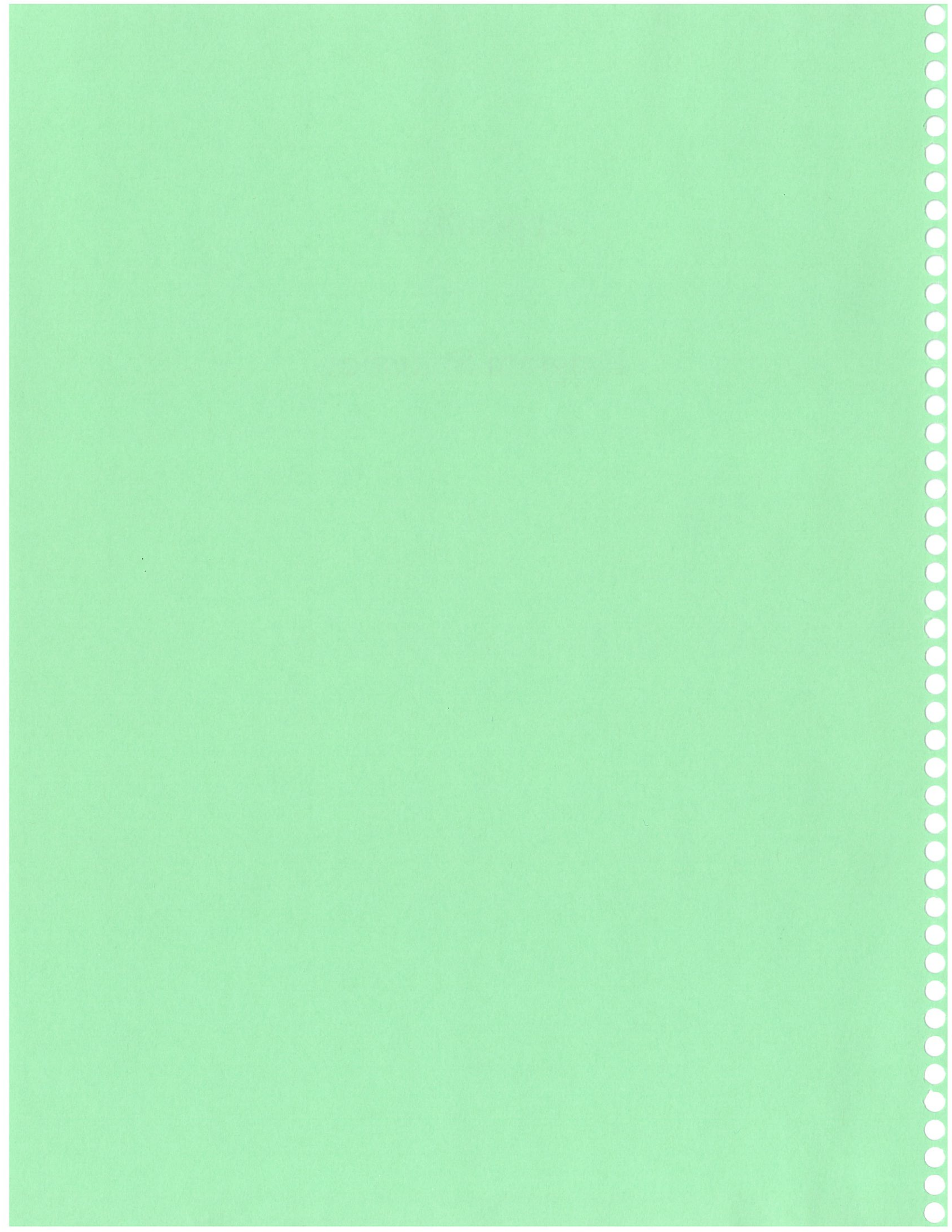
If the above goals are agreed upon by Psychology and by the college administration, then several resources may make reaching those goals more possible. The financial data reported in Appendix 2 suggests that psychology is a very inexpensive program to run, with our general education offerings generating a large amount of income. We have some indication that adding personnel would pay off in our being able to offer more sections of general education courses that routinely enroll at capacity.

A full time .8 adjunct position would give us some stability in instruction for our general education sections, replacing the part time adjunct positions. This should have the resulting improvement in quality of instruction that we would hope to see. A .8 position would also give existing faculty space in their schedules to build the sophomore year stats/methods sequence and potentially to add an internship course for the non counseling majors which would provide students with needed professional development opportunities.

Having a new full time position for psychology would not only help the program develop a sophomore year sequence but we could also increase our diversity of offerings and potentially reduce the advising burden on faculty so that students could receive more individual attention. A full time position could teach sections of PSYC 150 and 233 as well as elective courses in educational psychology, health psychology or service learning.

Appendix A

Program Statistics



**Table 1. Psychology Degrees Awarded by Major Code, Academic Years 2003 - 2007
Mesa State College**

Major Level	Major Code	Program Name	Degree Attainment					
			2003	2004	2005	2006	2007	
Baccalaureate								
BA	3724	Psychology, Counseling Psych	13	13	16	26	16	
	3726	Psychology	10	26	22	23	23	
TOTAL			23	39	38	49	39	

Table 1A Undergraduate Enrollment by Major Code, Summer Terms 2003 - 2007
Mesa State College

Level	Major Code	Program Name	2003	2004	2005	2006	2007
			Baccalaureate	3724	Psychology, Counseling Psych New Majors	3	1
	Sub-Total	Continuing Majors	16	12	14	13	8
			19	13	14	14	9
	3726	Psychology New Majors	2	2	2	4	1
	Sub-Total	Continuing Majors	19	22	19	16	11
			21	24	21	20	12
	All Psychology						
		New Majors	5	3	2	5	2
		Continuing Majors	35	34	33	29	19
	Grand Total		40	37	35	34	21

Table 1A Undergraduate Enrollment by Major Code, Fall Terms 2003 - 2007							
Mesa State College							
Level	Major Code	Program Name	2003	2004	2005	2006	2007
			Baccalaureate	3724	Psychology, Counseling Psych New Majors	37	45
		Continuing Majors	54	57	70	61	50
	Sub-Total		91	102	102	85	70
	3726	Psychology New Majors	77	80	58	59	69
		Continuing Majors	90	97	102	92	82
	Sub-Total		167	177	160	151	151
	All Psychology		114	125	90	83	89
	New Majors		144	154	172	153	132
	Continuing Majors		258	279	262	236	221
	Grand Total						

Table 1A Undergraduate Enrollment by Major Code, Spring Terms 2004 - 2008 Mesa State College							
Level	Major Code	Program Name	2004	2005	2006	2007	2008
			Baccalaureate	3246	Psychology, Counseling Psych New Majors	10	18
	Sub-Total	Continuing Majors	80	82	80	68	57
			90	100	94	81	71
	3247	Psychology New Majors	30	26	29	14	20
	Sub-Total	Continuing Majors	134	135	110	111	105
			164	161	139	125	125
	All Psychology		40	44	43	27	34
	New Majors		214	217	190	179	162
	Continuing Majors		254	261	233	206	196
	Grand Total						

	AY 2004		AY 2005		AY 2006		AY 2007		AY 2008		5 Year Change - Credit Hours	
	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	#	%
Lower - 100	876	2628	867	2601	867	2601	928	2784	912	2736	108	4.11%
Lower - 200	663	1989	713	2139	779	2337	794	2382	757	2271	282	14.18%
Upper - 300	620	1704	648	1759	647	1753	625	1725	556	1536	-168	-9.86%
Upper - 400	342	1026	279	837	306	878	338	970	273	793	-233	-22.71%
Total Undergraduate	2501	7347	2507	7336	2599	7569	2685	7861	2498	7336	-11	-0.15%

**Table 3. ONE-YEAR RETENTION RATE FOR FIRST-TIME PSYCH 2002 - 2006
Mesa State College**

Level	Major Code	Program Name	Retained or Graduated Subsequent Fall		Not Retained Subsequent Fall		Total	
			#	%	#	%	#	%
Baccalaureate	3724	Psychology, Counseling Psych	33	63.5%	19	36.5%	52	22.1%
	3726	Psychology	105	57.4%	78	42.6%	183	77.9%
TOTAL			138	58.7%	97	41.3%	235	100.0%

Table 4. Headcount and Average Cumulative Credit Hours to Degree for PSYC Majors Graduating AY 2003 - 2007

Type of Entry into MSC		Headcount		Average
Baccalaureate				
	Student Type			
	Began at MSC	100	53.2%	138.3
	Transferred in to MSC	88	46.8%	138.3
Total	Subtotal	188	100.0%	138.3

Table 5. PSYC Faculty by Tenure Status, 2006-2008

Mesa State College

		Psychology	2005-2006 FTE		2006-2007 FTE		2007-2008 FTE	
			FTE	%	FTE	%	FTE	%
Status								
		Tenure	8.0	86.0%	7.3	76.0%	7.0	74.5%
		Tenure-Track	0.0	0.0%	1.0	10.4%	1.0	10.6%
		Total Tenure	8.0	86.0%	8.3	86.5%	8.0	85.1%
		FT Instructor	0.0	0.0%	0.0	0.0%	0.0	0.0%
		PT Instructor	1.3	14.0%	1.3	13.5%	1.4	14.9%
TOTAL			9.3	100.0%	9.6	100.0%	9.4	100.0%

Table 6. Psychology WORKLOAD 2007 - 078

Rank	Course	Instructor	Track	Enrollments	Course CH	Student CH	FTEF	FTEF	FTEF/FTEF
1 - T/TT	PSYC 400	Becker	A	21	3,000	63			
1 - T/TT	PSYP 424	Becker	A	8	3,000	24			
1 - T/TT	PSYP 424	Becker	A	14	3,000	42			
1 - T/TT	PSYC 150	Becker	A	41	3,000	123			
1 - T/TT	PSYP 420	Becker	A	19	3,000	57			
1 - T/TT	PSYP 420	Becker	A	15	3,000	45			
1 - T/TT	PSYC 320	Becker	A	23	3,000	69			
1 - T/TT	PSYP 320	Bishop	A	27	3,000	81			
1 - T/TT	PSYC 150	Bishop	A	62	3,000	186			
1 - T/TT	PSYC 340	Bishop	A	25	3,000	75			
1 - T/TT	PSYC 340	Bishop	A	28	3,000	84			
1 - T/TT	PSYC 420	Bishop	A	15	3,000	45			
1 - T/TT	PSYC 420	Bishop	A	24	3,000	72			
1 - T/TT	PSYP 422	Bishop	A	15	3,000	45			
1 - T/TT	PSYC 496	Bishop	A	13	1,000	13			
1 - T/TT	PSYC 340	Bishop	A	36	3,000	108			
1 - T/TT	PSYC 320	Buys	A	30	3,000	90			
1 - T/TT	PSYC 320	Buys	A	38	3,000	114			
1 - T/TT	PSYC 150	Buys	A	72	3,000	216			
1 - T/TT	PSYC 150	Buys	A	66	3,000	198			
1 - T/TT	PSYC 396	Buys	A	20	3,000	60			
1 - T/TT	PSYC 150	Buys	A	66	3,000	198			
1 - T/TT	PSYC 150	Buys	A	71	3,000	213			
1 - T/TT	PSYC 370	Buys	A	34	3,000	102			
1 - T/TT	PSYC 314	Ford	A	34	3,000	102			
1 - T/TT	PSYC 314L	Ford	A	10	1,000	10			
1 - T/TT	PSYC 314L	Ford	A	11	1,000	11			
1 - T/TT	PSYC 150	Ford	A	64	3,000	192			
1 - T/TT	PSYC 150	Ford	A	62	3,000	186			
1 - T/TT	PSYC 314L	Ford	A	12	1,000	12			
1 - T/TT	PSYC 150	Ford	A	36	3,000	108			
1 - T/TT	PSYC 150	Ford	A	61	3,000	183			
1 - T/TT	PSYC 150	Ford	A	64	3,000	192			
1 - T/TT	PSYC 430	Ford	A	4	3,000	12			
1 - T/TT	PSYC 311	Ford	A	11	3,000	33			
1 - T/TT	PSYC 150	Ford	A	38	3,000	114			
1 - T/TT	PSYC 310	Heinrich	A	40	3,000	120			

Table 6. Psychology WORKLOAD 2007 - 078

Rank	Course	Instructor	Track	Enrollments	Course CH	Student CH	FTEF	FTEs	FTEs/FTEF
1 - T/TT	PSYC 233	Heinrich, Myra	A	76	3,000	228			
1 - T/TT	PSYC 233	Heinrich, Myra	A	78	3,000	234			
1 - T/TT	PSYC 310	Heinrich, Myra	A	14	3,000	42			
1 - T/TT	PSYC 312	Heinrich, Myra	A	22	3,000	66			
1 - T/TT	PSYC 312L	Heinrich, Myra	A	14	1,000	14			
1 - T/TT	PSYC 312L	Heinrich, Myra	A	5	1,000	5			
1 - T/TT	PSYC 312	Heinrich, Myra	A	18	3,000	54			
1 - T/TT	PSYC 312L	Heinrich, Myra	A	14	1,000	14			
1 - T/TT	PSYC 335	Heinrich, Myra	A	32	3,000	96			
1 - T/TT	PSYC 233	Herrick, Jessica	A	67	3,000	201			
1 - T/TT	PSYC 330	Herrick, Jessica	A	27	3,000	81			
1 - T/TT	PSYC 330	Herrick, Jessica	A	3	3,000	9			
1 - T/TT	PSYC 233	Herrick, Jessica	A	60	3,000	180			
1 - T/TT	PSYC 233	Herrick, Jessica	A	71	3,000	213			
1 - T/TT	PSYC 233	Herrick, Jessica	A	61	3,000	183			
1 - T/TT	PSYC 233	Herrick, Jessica	A	20	3,000	60			
1 - T/TT	PSYC 360	Herrick, Jessica	A	29	3,000	87			
1 - T/TT	PSYC 414	Tiemann, Harry	A	24	3,000	72			
1 - T/TT	PSYC 410	Tiemann, Harry	A	35	3,000	105			
1 - T/TT	PSYC 412	Tiemann, Harry	A	19	3,000	57			
1 - T/TT	PSYC 325	Tiemann, Harry	A	26	3,000	78			
1 - T/TT	PSYC 414	Tiemann, Harry	A	18	3,000	54			
1 - T/TT	PSYC 422	Tiemann, Harry	A	16	3,000	48			
1 - T/TT	PSYC 425	Tiemann, Harry	A	28	3,000	84			
1 - T/TT	PSYC 496	Tiemann, Harry	A	25	3,000	75			
1 - T/TT	PSYC 410	Tiemann, Harry	A	28	3,000	84			
1 - T/TT	PSYC 414	Tiemann, Harry	A	1	3,000	3			
			A Total	2,061	178,000	6025	7.42	200.83	27.08
1 - T/TT	PSYP 497	Becker, Susan	B	8	4,000	32			
1 - T/TT	PSYC 495	Becker, Susan	B	1	3,000	3			
1 - T/TT	PSYP 497	Becker, Susan	B	12	4,000	48			
1 - T/TT	SOCI 497	Becker, Susan	B	2	3,000	6			
1 - T/TT	SOCI 497	Bishop, Bruce	B	2	3,000	6			
1 - T/TT	SOCI 497	Herrick, Jessica	B	1	3,000	3			
1 - T/TT	SOCI 497	Herrick, Jessica	B	1	3,000	3			
1 - T/TT	PSYC 495	Tiemann, Harry	B	1	3,000	3			
			B Total	28	26,000	104	1.08	3.47	3.20

Table 6. Psychology WORKLOAD 2007 - 078

Rank	Course	Instructor	Track	Enrollments	Course CH	Student CH	FTEF	FTEF	FTEF	FTEF/FTEF
1 - T/TT Total				2,089	204,000	6129	8.50	204.30	24.04	
6 - PT	PSYC 233	Chartowich , Gerard	A	21	3,000	63				
6 - PT	PSYC 150	Chartowich , Gerard	A	15	3,000	45				
6 - PT	PSYC 150	Chartowich , Gerard	A	15	3,000	45				
6 - PT	PSYC 233	Chartowich , Gerard	A	12	3,000	36				
6 - PT	SOCI 310	Mize , Krystal	A	36	3,000	108				
6 - PT	PSYC 150	Mize , Krystal	A	64	3,000	192				
6 - PT	SOCI 310	Mize , Krystal	A	32	3,000	96				
6 - PT	SOCI 310	Mize , Krystal	A	26	3,000	78				
6 - PT	PSYC 233	Landoll-Young , Cheryl	A	84	3,000	252				
6 - PT	PSYC 233	Landoll-Young , Cheryl	A	80	3,000	240				
6 - PT	PSYC 233	Malone , Maurice	A	52	3,000	156				
6 - PT	PSYC 233	Malone , Maurice	A	75	3,000	225				
6 - PT	PSYC 150	McElroy , Erika	A	43	3,000	129				
6 - PT	PSYC 150	McElroy , Erika	A	43	3,000	129				
6 - PT	SOCI 497	Mize , Krystal	A Total	598	42,000	1794				
			B	1	3,000	3				
6 - PT Total			B Total	1	3,000	3	0.13	0.10	0.80	
Grand Total				599	45,000	1797	1.88	59.90	31.95	
				2,688	249,000	7926	10.38	264.20	25.47	

Table 7. COURSES BY COURSE LEVEL BY TERM AY 2008

Level/Course Level	Summer Courses	Fall Courses	Spring Courses	Total Courses
Undergraduate				
Remedial - 000	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Lower - 100	1 50.0%	10 25.6%	7 17.5%	18 22.2%
Lower - 200	1 50.0%	7 17.9%	6 15.0%	14 17.3%
Upper - 300	0 0.0%	14 35.9%	12 30.0%	26 32.1%
Upper - 400	0 0.0%	8 20.5%	15 37.5%	23 28.4%
Subtotal Undergraduates	2 100.0%	39 100.0%	40 100.0%	81 100.0%
Graduate				
Graduate - 500	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Subtotal Graduates	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total	2 100.0%	39 100.0%	40 100.0%	81 100.0%

Appendix B

Finance and Budget

Table 1. Psychology Finance and Budget

FY 04	Dept/Subj	BANNER	CH Total		Faculty Comp	Class Comp	Dept Head Comp	Admin Comp	Academic Support	Stud Svcs Alloc
			F03	S04						
AN TH	LOWER		1,149.0		87,982	1,505	196		14,954	21,543
	UPPER		340.0		27,056	445	58		4,425	6,375
SOC	LOWER		2,324.0		101,593	3,043	395		30,247	43,574
	UPPER		1,304.0		131,674	1,708	222		16,971	24,449
PSY	LOWER		5,188.0		182,725	6,794	883		67,522	97,272
	UPPER		2,167.0		304,327	2,838	369		28,203	40,630

FY 05	CAMPUS/DEPT	ORG	DISC	DIVISION	LEVEL	CH's	Fac FTE	FAC COMP DIR	FAC COMP ALLOC
	MAIN	1280 ANTH		DIVISION	Lower Division	1,059	0.046506521	61398.14	173.3019015
	MAIN	1280 ANTH		DIVISION	Upper Division	375	0.016468315	58964.82	61.36752887
	MAIN	1280 SOCI		DIVISION	Lower Division	27	0.001185719	19700.26	4.418462079
	MAIN	1280 SOCI		DIVISION	Upper Division	343	0.015063019	61851.5	56.13083308
	MAIN	1280 SOCO		DIVISION	Lower Division	2,226	0.097755918	71997.27	364.2776514
	MAIN	1280 SOCO		DIVISION	Upper Division	762	0.033463616	68357.99	124.6988187
	MAIN	1280 PSYC		DIVISION	Lower Division	4,302	0.188924509	135672.16	704.0082912
	MAIN	1280 PSYC		DIVISION	Upper Division	2,491	0.109393527	284681.91	407.6440385
	MAIN	1280 PSYP		DIVISION	Upper Division	527	0.023143472	56830.42	86.24183391

FY 06	Program	Division	Credit Hrs	Fac FTE	Faculty	Alloc	Grad alloc	Total Fac Compt/Variable	VAR/CH
	AN TH	Lower	1,116	0	59,966	359		60,325	54
	AN TH	Upper	315	0	62,097	101		62,198	197
	SOCI	Lower	27	0	10,246	9		10,255	380
	SOCI	Upper	324	0	67,706	104		67,810	209
	SOCO	Lower	2,286	0	62,329	735		63,064	28
	SOCO	Upper	724	0	77,521	233		77,754	107
	PSYC	Lower	4,284	0	122,580	1,378		123,958	29
	PSYC	Upper	2,605	0	319,557	838		320,394	123
	PSYP	Upper	508	0	45,225	163		45,389	89

Table 1. Psychology Finance and Budget

	<u>Instit Supp Alloc</u>	<u>Plant Alloc</u>	<u>OCE</u>	<u>TOTAL COSTS</u>	<u>TOTAL COSTS/CH</u>
FY 04	19,685	26,621	9,200	181,685	158
	5,825	7,877	2,722	54,783	161
	39,815	53,845	18,608	291,119	125
	22,340	30,212	10,441	238,017	183
	88,881	120,201	41,539	605,816	117
	37,125	50,207	17,351	481,049	222

	<u>IL FAC COMP/VAR</u>	<u>VAR/CH</u>	<u>DEPT HEAD</u>	<u>EXEMPT</u>	<u>SUPP STAFF</u>	<u>IL OTH COMP</u>	<u>OTH EXP</u>	<u>CFEES</u>	<u>TL OCE EXP</u>
FY 05	61,571	58	330.6404396	0	1453.965935	1784.606374	1,694	-	1,694
	59,026	157	117.0823086	0	514.8604585	631.9427671	600	-	600
	19,705	730	8.429926222	0	37.06995301	45.49987923	43	-	43
	61,908	180	107.091285	0	470.9256994	578.0169843	549	-	549
	72,362	33	695.0005841	0	3056.211682	3751.212266	3,562	-	3,562
	68,483	90	237.9112512	0	1046.196452	1284.107703	1,219	-	1,219
	136,376	32	1343.168245	0	5906.47918	7249.647424	6,883	285	7,168
	285,090	114	777.7387488	0	3420.046406	4197.785154	3,986	165	4,151
	56,917	108	164.5396711	0	723.5505643	888.0902354	843	35	878

	<u>Classified</u>	<u>Oth Costs</u>	<u>Course Fees</u>	<u>grad costs</u>	<u>TL Oth Costs</u>	<u>Oth Instruction</u>	<u>AS_spec</u>	<u>AS alloc</u>	<u>SS alloc</u>
FY 06	1,647	1,718			1,718	3,557	-	11,097	21,592
	465	485			485	1,004	-	3,132	6,095
	40	42			42	86	-	268	522
	478	499			499	1,033	-	3,222	6,269
	3,374	3,518			3,518	7,285	-	22,730	44,230
	1,068	1,114			1,114	2,307	-	7,199	14,008
	6,322	6,593	1,661		8,254	13,652	-	42,597	82,887
	3,845	4,009	1,010		5,019	8,302	-	25,902	50,402
	750	782	197		979	1,619	-	5,051	9,829

Table 1. Psychology Finance and Budget

FY 04

FY 05	<u>OTH INSTRUCT.</u>	<u>ACADEMIC SUPPORT</u>	<u>STUDENT SERVICES</u>	<u>INSTIT SUPP + SCHOLAR</u>	<u>PLANT</u>	<u>TOTAL FIXED</u>	<u>FIXED/CH</u>
	3,754	11,193	19,489	15,087	21,930	74,932	71
	1,329	3,963	6,901	5,342	7,766	26,534	71
	96	285	497	385	559	1,910	71
	1,216	3,625	6,312	4,887	7,103	24,270	71
	7,891	23,527	40,965	31,713	46,097	157,505	71
	2,701	8,054	14,023	10,856	15,780	53,917	71
	15,250	45,468	79,170	61,288	89,088	304,682	71
	8,830	26,327	45,842	35,488	51,585	176,421	71
	1,868	5,570	9,698	7,508	10,913	37,324	71

41

FY 06	<u>IS alloc</u>	<u>POM spec</u>	<u>POM alloc</u>	<u>Tuit Support</u>	<u>Depreciation</u>	<u>Total Fixed</u>	<u>Fixed/CH</u>
	24,648	-	24,553	12,452	17,756	119,020	107
	6,957	-	6,930	3,515	5,012	33,594	107
	596	-	594	301	430	2,880	107
	7,156	-	7,128	3,615	5,155	34,554	107
	50,489	-	50,295	25,507	36,371	243,798	107
	15,990	-	15,929	8,078	11,519	77,213	107
	94,616	-	94,253	47,801	68,160	458,542	107
	57,534	-	57,313	29,067	41,446	278,829	107
	11,220	-	11,177	5,668	8,082	54,374	107

Table 1. Psychology Finance and Budget

FY 04

FY 05	<u>TOTAL COSTS</u>	<u>BY DEPT TL/CH</u>	<u>LOWER TL/CH</u>	<u>UPPER TL/CH</u>	<u>GRAD TL/CH</u>	<u>BY DISC TL/CH</u>
	136,503	129				
	85,560	228				155
	21,615	801				
	86,177	251				291
	229,867	103				
	122,400	161				118
	441,058	103				
	461,511	185				133
	94,241	179				179

FY 06	<u>TOTAL</u>	<u>TL COSTS/CH</u>	<u>TL/CH</u>	<u>TL/CH</u>	<u>TL/CH</u>	<u>TL/CH</u>	<u>TL/CH</u>
	179,345	161					
	95,792	304					192
	13,134	486					
	102,364	316					329
	305,862	134					
	154,967	214					153
	582,500	136					
	599,223	230					172
	99,763	196					196

Appendix C

Library Assessment

Library Program Assessment
John U. Tomlinson Library
Mesa State College

Date of Assessment: June 30, 2008

Purpose of Assessment: Analysis of Library Resources

Program under review: Psychology

Program Level/s: B. A. with 2 concentrations and a minor

Liaison Signature: Assessment done by Paul Rolland

1. Collection Assessment

This program generally has 200-250 majors at any given time with 45-50 students graduating with the Bachelors degree each year. It offers 2 concentrations for the B.A., Psychology and Counseling Psychology, as well as a Psychology minor. In addition, the College offers both an A.A. and a B.A. in Social Science with students in these programs required to take Psychology courses. The Department is also a popular provider of electives for students in other disciplines. Library resources for this program would include materials on the subjects of psychology, mental health, abnormal psychology, human growth and development, child psychology, social science research methods, experimental psychology, learning psychology, social psychology, environmental psychology, sport psychology, comparative psychology, psychological testing, drugs and human behavior, industrial and organizational psychology, memory and cognition, personality, sensation and perception, forensic psychology, and biopsychology.

a. Reference Support

The Library has an adequate number of Reference print titles in psychology. There are 75 titles on the Reference shelves, 37% are 10 years old or less. In addition, there is good reference coverage of the related subject discipline of sociology (89 titles). The Library maintains and updates a complete set of the Mental Measurement Yearbook

b. Monographic Sources

The circulating book collection has excellent coverage for the Psychology program. In the subject areas of psychology, mental health, and their related fields, there are just over 4,500 items with over 22% being 10 years old or less. There are also 900+ government publications on the subjects of psychology and mental health.

c. Periodicals

The Library has 31 print periodicals on various aspects of psychology, 13 are open subscriptions and 18 are closed or discontinued. Of the closed titles, 4 have current online availability. Print holdings for Psychological Abstracts date from 1927-2003. Access to online periodical articles is substantial. There are approximately 500 online psychological periodicals available through the Journal Finder. Several Library online databases provide 100% full-text periodical resources for psychology.

d. Electronic Resources

The Library's electronic resources provide excellent coverage in the psychology field. A current subscription to PsycInfo is maintained. This is an American Psychological Association product which is the major index to literature in the field dating back to 1840. The general databases Academic Search Premier and OmniFile Select contain ample current information on the main subject areas of this program as well as substantial full-text citations. Other online databases the Library licenses that pertain to psychology include: PILOTS (Published International Literature On Traumatic Stress), Project Muse, JSTOR, Contemporary Women's Issues, SocIndex, and Science Direct. All Library databases are available to students 24/7 from any Internet computer. The Library also has substantial visual media available in this field.

2. Evaluation of the total collection

a. Strengths

The Library currently has good to excellent print resources in the subjects relevant to this degree program. It is extremely strong in electronic resources for an institution of its size and type. There are over 50 academically-oriented psychology videos in the collection that Department faculty make use of in the classroom. Department faculty also take a strong interest in recommending materials for the Library to acquire.

b. Weaknesses

No significant weaknesses.

3. Recommendations

Library support of the Psychology program is excellent and should be maintained at this level. Updating of the collection with new print titles and audio-visual media should continue through current budget allocations and faculty recommendations.

Library Director: Elizabeth W. Brodak Date: 7/21/08

Appendix D

Most Recent Program Review Summary

SELF STUDY NARRATIVE

Program Title: Bachelor of Arts in Psychology

Institution: Mesa State College

Person Responsible for the self-study: Susan E. Becker, Ph.D.
Harry Tiemann, Ph.D.

Approximate cost of completing this self-study: _____

Date: February 18, 2003

Submitted: _____

**MESA STATE COLLEGE
Program Review Self-Study Narrative**

B.A. in Psychology (Including Concentration in Counseling Psychology)

I. Program History

When Mesa State College was authorized to offer baccalaureate degree programs in 1974, a psychology degree was among the first to be implemented. At the time we had four full time psychology faculty members, who were teaching only Introductory Psychology and Human Growth and Development. In order to accommodate the new program's Junior & Senior level courses, we enlarged sections of the introductory courses and hired several part time faculty members. The large class size that resulted in our introductory courses bears repeating since by doing this we created a problem that we only recently have been able to address in our program goals.

From this beginning, the psychology program has grown to offer 41 different courses, taught by seven full-time, tenured and tenure-track faculty, and 4-6 part time instructors. Today 12 sections of the General Psychology course (PSYC 150) and 8 or more sections of the Human Growth & development course (PSYC 230) are offered each year. Including all sections, a total of 68 classes was taught in the 2001-2002 academic year. Students may earn a B.A. in psychology, a B.A. with a concentration in counseling psychology, or a minor in psychology. The number of majors has declined since the last program review in 1996-1997; from 397 majors declared in 1996 to 193 declared majors in 2002. There are a number of reasons for this change that will be discussed in the analysis section.

The last self-study narrative analysis concluded with several recommendations for the psychology major. These recommendations were not necessarily addressable by the program as many were outside the program's control:

1. Investigate the development of a statistics course for the social and behavioral sciences.

Response: The Psychology program assessed faculty schedules and course offerings to see if adding a statistics course was feasible with the current number of faculty members. It was found to be not feasible with current personnel, since it would also contradict recommendation # 4 which we believed to be the more pressing issue. The psychology faculty in conjunction with the sociology program did confer with the Statistics faculty in the mathematics department to improve the applicability of the course for our majors, with some success. As it stands currently, many psychology majors still have trouble with the course.

1. Institute an exit survey assessing graduates' satisfaction with their education and utilization of their degree.

Response: The college has instituted an exit survey for graduates that is sent approximately one year after graduation. While this survey yielded some valuable information, the response rate was not good overall (21%).

1. Designate ongoing monies for maintaining and upgrading all facets of the library collections.

Response: While, in general, the condition of Mesa State College's Library budget is not good, Library staff has been very responsive to psychology faculty concerns. Since the last self-assessment psychology faculty members have drastically reduced the number of books we are requesting the library to purchase, instead using those funds for a web-based search engine for the Psychology Abstracts called PSYC FIRST. While this tool will only search the most recent three years of publications in psychology, it has allowed students the ability to search the contents of the psychology journal holdings in the library. This is a vast improvement since the last self-study.

1. Limit enrollment in upper division courses with prerequisites or expansion of the faculty for additional sections.

Response: Several changes made in the Psychology program requirements had the end result of reducing class sizes. In 1993 changes to the program included requiring a C or better in all core courses and in the statistics course. 1998 saw the first possible graduates effected by this changes. The major change noted was a small but significant drop in majors by the junior and senior year, as those students not able to achieve a C or better in Statistics would change to a related major without that requirement. We have also begun to limit enrollment in some upper division courses when possible, offering more sections if necessary (PSYP 420, PSYP 424, and PSYC 320 for example), and reducing the number of sections of lower enrolled courses (PSYC 400 for example). We have been able to reduce the average upper division class size from 28 in the previous self-study to 23 in 2001-2002. Even with these changes we are still faced with some courses with more demand than there is space, and frustrated students (primarily sophomores) who cannot always get the courses they need for their major. At least one additional faculty member is needed if this recommendation is to be met, while still meeting the needs of our general education courses.

1. Analyze the disparities between the number of declared majors and graduates.

Response: Several possible factors are affecting the disparity between the number of declared majors and the number of graduates. The previously mentioned program requirement change for core courses has increased the number of majors who switch in the sophomore and junior year to a related major without this requirement. In addition, Mesa State College's student advising department has instituted a requirement for freshman to select a major before their sophomore year which has increased the number of "temporary" majors (especially since we see approximately 1000 of the freshmen every year in the General Psychology course). Our data sheet shows a slight increase in the number of freshman and

sophomore majors. For Juniors and Seniors we have shown a steady decline in majors since 1998, possibly due to the program requirements and possibly also due to the elimination of the psychology major option for Education students in 1997. Another possible explanation for this reduction in majors and graduates may be due to the challenges students faced in getting into the classes they needed to graduate. Having trouble registering for courses because they are full (an issue for sophomores) may result in changing to another major where registration is less of a problem. This was a serious problem for sophomores in 1997/1998 since we have few sophomore level classes in the major, and those that we recommend would be full by the time the seniors and juniors completed registration. This is an ongoing problem for the program although to a lesser extent as our number of majors has decreased.

1. Develop measurement criteria for the program goals.

Response: Program goals and measurement criteria have been established and will be discussed in section II. This is an ongoing process for the psychology program.

1. Implement a community advisory board for the Counseling Psychology Concentration.

Response: Both the psychology major and the counseling concentration should be included in a community advisory board. Since the faculty responsible for the counseling concentration was not notified of this recommendation, no action has been taken since the last program review. It is expected that this recommendation will be listed for this self-study as well. That said, it is the case that the faculty supervisor for Counseling Psychology majors' internships is in frequent contact with professionals and agencies in the community which includes meetings where feedback is solicited.

II. Program Goals & Objectives

The Psychology program has used the assessment of the following five goals as a means to program improvement and development in the last 5 years:

1. Graduates with a Baccalaureate degree in Psychology and Counseling Psychology will have knowledge of the major areas of study in Psychology that compares favorably with similar institutions.
2. The Psychology discipline will promote growth and development of the programs by attracting highly qualified faculty members and students.
3. Students will acquire skills associated with modern laboratory, research and counseling methods in Psychology that will enhance their post baccalaureate options.
4. Students will have the opportunity to experience practica with local community organizations and/or conduct faculty directed research that results in professional

conference presentation and/or publication. Students will have the opportunity to participate in Psychology Club and PSI CHI (National Honor Society)

5. Course material will be presented using the most modern pedagogical approaches competitive with similar liberal arts' programs in Psychology.

III. Effectiveness of Meeting Goals and Objectives & Relationship to Institutional Mission.

The psychology faculty work to meet the liberal arts goals addressed in the college mission as established by the Colorado Legislature (Colorado Revised Statutes [C.R.S.] 23-53-101, which states "Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs." Psychology faculty members are committed to offering the best quality psychology major possible, with emphasis on theory, research and application of psychological ideas to the problems and challenges faced by society.

More specifically the courses offered by the psychology program help further the nine objectives of a baccalaureate college identified in the MSC Catalogue (2002, p.45). The specific objectives best addressed by the psychology program include: 1) effective communication, 2) mathematical skills, 3) an awareness of the enduring moral, ethical and philosophical questions, 4) knowledge of our own and other cultures, 5) critical thinking skills, and 6) an understanding of the complexities of our social, economic and political environment. The psychology program works to meet these objectives by requiring courses in the psychology core that include written and oral presentation work, lab courses with quantitative analysis (PSYC 312, 314), and a social psychology course (PSYC 320) that emphasizes understanding of social and cultural issues. In addition psychology majors can choose from a variety of electives that highlight the development of critical thinking skills, such as environmental psychology (PSYC 325), cross-cultural psychology (PSYC 370), psychology of women (PSYC 335), and a Topics course on critical thinking. In addition, those students in the counseling concentration take course work that covers ethical and moral issues as well as basic discussions of such philosophical issues as determinism and free will. The psychology program engages in ongoing assessment of their program goals to help maintain a quality program well qualified to meet the college's liberal arts objectives.

Assessment of the previously stated five program goals are as follows:

1. MFAT (Major Fields Aptitude Test) scores are all above the national average in the psychology program. Over the last five years improvements have occurred in the areas of physiological, abnormal and clinical (Educational Testing Service, Major Fields Test Comparative Data Guide and Description of Reports). Data is included at the end of this report.

- 2a College wide, average SAT/ACT scores of new freshman have increased over the last five years. The Psychology program has stabilized the number of majors, with half of the majors taking the Counseling concentration. It was also observed that some majors struggled with the core courses that then affected their ability to be successful in the senior level courses.

- 2b. The psychology program has gained one new tenured faculty member in counseling (1996) and replaced one retirement position (1996). Both new faculty members are highly active professionally. The psychology program also boasts two (out of seven) faculty members who have been awarded MSC's distinguished faculty award since the last program review. The psychology program still relies on a large number of adjunct instructors, most of whom do not have a doctorate level degree (5 in 2001-2002, one of whom has a doctorate).
- 3a. Examination of course evaluations noted student dissatisfaction with the class size of the PSYC 150 course, particularly problems with noise and other pedagogical concerns. Examination of course evaluations in the Counseling concentration revealed that students wanted more consistency between the courses in the program.
- 3b. Summary statistics from the exit survey show that 88.9% (of the 19% returned) of Psychology graduates are placed in jobs or graduate training one year after graduation.
- 4a. Observation of practicum (internship) course evaluations and field supervisor feedback suggested some common problems and challenges that the students were facing including ethical dilemmas, problems with site supervisors, stress, and the challenges of a self-directed learning experience.
- 4b. The number of students involved in independent research has increased as has the number of students presenting that research professionally at regional conferences (averaging 5-6 per year presenting).
- 4c. The psychology club has continued its active membership with yearly community service activities, discipline relevant workshops and public speakers, and yearly attendance to the Rocky Mountain Psychological Association. In 1998 the Psi Chi Chapter won the Ruth Hubbard Cousins National Chapter Award, and the club advisor was awarded the PSI CHI Florence L. Denmark National Faculty Advisor Award.
- 5. 86% of Psychology faculty members attend professional conferences yearly; most to RMPA (regional association) as well as national conferences. Attendance and presentation at national conferences has also increased.

IV. Analysis of the Need for the Program

1) Enrollment

Psychology is a thriving program serving a high number of students, both majors and students meeting their general education or other major requirements (a total of 7,601 student/course units in academic year 2001-2002). While our total number of majors and graduates has been declining since a peak during 1998-99(51 graduates) to 2001-2002 (31 graduates), the program itself has been strengthened. Our student to faculty FTE ratio of 33 (2001-02) is quite high, though the past 3 years were quite a bit lower than 1998-99(43). This change is quite possibly due to three faculty members taking sabbatical leave during the last 3 years with only a portion

of their courses being offered during their time away. This may also be an additional explanation for the reduction in graduates during this time period. In addition, the lower number of graduates was predicted by the last self-study where the option for Education students to major in psychology was removed. This resulted in a loss of an average of 10 graduates per year in our program. While our number of majors and graduates has apparently stabilized at a lower rate (as explained previously), our number of annualized student FTE has increased significantly from 1998-99 (250.17 in 1998-1999, to 263.47 in 2001-2002). Overall the data suggest that the psychology major is somewhat more selective than it used to be, but the total number of students served in our courses continues to increase. See the data summary in the appendix for details.

2)review of program inputs, good practices and program outputs.

This self-study will address the needs of this section in two ways. First it will give an overview of the program courses and activities related to meeting the program goals. Then it will review the responses we have made as a discipline to our program assessment goals.

The following is an overview of program courses and activities:

An average of 207 students per year majored in psychology over the last 4 years. The program must provide a solid psychology baccalaureate for students who will do no further formal study in psychology, and for students who will enter graduate programs in the discipline. In addition, the psychology program must support both uses of the degree by students who earn the B.A. in psychology and students who earn the B.A. in psychology with a counseling concentration (approximately ½ of the graduates every year).

All psychology majors and minors take a set of core courses that cover the foundations of the discipline. The core includes an introduction to the discipline, social psychology, learning and experimental psychology, statistics and research methodology. For students who choose to complete a psychology major, the program offers, in addition to the core, 18 courses from which seven must be selected as psychology electives. For students who choose the counseling concentration, the program offers eight specified courses, including a practicum (internship), designed to prepare the student either to work as a paraprofessional or to continue in graduate studies. All those who major in psychology take the capstone Systems and Theories of Psychology course.

The following is an itemized list of the responses to the assessment we have made of our program goals previously mentioned:

1. The physiological, abnormal, and clinical sub-scale scores were consistently lower on the MFAT, and so were addressed in part by the hiring of a tenure track faculty member to improve the courses in the counseling concentration that were taught by adjunct faculty.
- 2a. An additional grade requirement of C or better in all core and concentration courses for Psychology majors was instituted to prevent students from moving on

- to senior level courses before they were ready.
- 2b. One additional faculty member has been requested in Psychology to help maintain high quality course presentation and reduce the number of Master's level adjuncts teaching core courses.
 - 3a. The faculty who teach PSYC 150 have increased the number of sections offered in order to **reduce class size to 70** (from 100) without reducing the number of students served. (Class size was then increased to 80 by the institution). Faculty in the Counseling Concentration have coordinated the course content and developed a plan for the courses to be taken sequentially. In addition the counseling faculty have undertaken a research project designed to assess student progress in counseling skills.
 - 3b. A low return rate for the college exit survey (21.5%) suggests a need for improvement in response rate. This is a problem throughout the institution.
 - 4a. Counseling Practicum students now have a weekly course meeting with the faculty supervisor to discuss problems and gain feedback from supervisor and peers.
 - 4b. Faculty are working to offer a research practicum course to increase the number of students involved. Ability to do this is limited by the need for a new faculty member. Faculty are working with Psychology Club to increase financial support for students presenting research at regional conference.
 - 5. Continue to request additional funds to support faculty attendance of and presentations at professional conferences and meetings.

V. Strengths

The psychology faculty, all with doctorates in the discipline, are the foundation for the strengths of the program. Their diversity of background, interests, and experience allows a wide variety of courses to be taught with enthusiasm and authority.

Susan E. Becker,	B.A. Reed College, M.A. University of Colorado - Colorado Springs, Ph.D., Clinical Psychology, University of Arizona.
Christian J. Buys	B.A. Hope College, Ph.D., Social Psychology, University of Colorado
Karen Ford	B.A. Mississippi College, M.A. Northeast Louisiana, Ph.D., Experimental Psychology, University of Mississippi, Mesa State College, Distinguished Faculty Member, 1998.
Thomas D. Graves	B.A., M.A., Adams State College, Ed.D. Counseling Psychology, university of Northern Colorado, Mesa State College, Distinguished Faculty Member, 2002
Myra D. Heinrich	B.S., M.A., Ph.D., Experimental Psychology, University of North Dakota - Grand Forks
Jessica Miller	B.A., M.S., Ph.D., Developmental Psychology, University of Wyoming
Harry A. Tiemann	B.A., M.A., University of Colorado, Ph.D., Industrial/Organizational Psychology, Colorado State University

The high quality of the faculty in the psychology program is reflected by the number of majors and graduates; in the heavy use of its courses as part of the general education requirements of the college; as part of other programs and majors on campus; and by the number of non majors taking electives.

Other strengths of the psychology program include the number of different courses offered each year (45) which is an increase from the previous self study. We offer an average of 68 sections of courses (includes multiple sections) per year over the last 4 years, again an increase from the previous self-study. This increase in overall course offerings, while reducing average class sizes in both upper **and** lower division courses is due to several factors. Our faculty have worked hard to adjust their schedules to best meet demand with higher enrolled courses being offered for multiple sections (including summer) and lower enrolled courses being offered less often. In addition we have had to make use of a number of adjunct faculty (see weaknesses).

Another strength of our program is our ability to involve students in both research and practicum (internship) opportunities. In the past 5 years we have increased the number of students carrying out research projects to where we have between 5-10 (peak year) students presenting research at the Rocky Mountain Psychological Association annual meeting each April. This increase is due in part to the excellent advising of the Psychology club and Psi Chi National Honor Society in Psychology that several of our faculty have been involved in. This organization, while voluntary, gives our students the opportunity to become more involved in the discipline, to learn more about potential careers and professions, and to attend the regional conference. The Psychology Club is available to all psychology majors and minors as an optional activity, but its impact is essential, particularly for some of our best students.

Another strength of the psychology program is its concentration in counseling psychology. The addition of a second tenure track position in 1996 has enhanced the program by providing increased continuity among all the required courses in the concentration, and enhanced advising for the students (since there are now enough advisors in the concentration). Approximately ½ of the psychology graduates each year are in the counseling concentration. The set of course work required of these graduates gives them both theoretical and applied skills training and adequate preparation to work as a paraprofessional. In particular this program's ability to offer a practicum (internship) gives students the opportunity to engage in a self-directed program of learning and mentoring with agencies in the community. While self-directed, the practicum course also includes weekly peer supervision with the faculty supervisor where issues such as goal setting, assessment, ethics, professional development and case presentation are discussed.

VI. Weaknesses

While I would not want to detract from the accomplishments of the psychology faculty in reducing class sizes, both in upper and lower division courses, this accomplishment is not without a cost. First and foremost, the number of adjunct faculty teaching courses in psychology has increased to between 4 and 6 per year. Part of this was due to faculty sabbatical leave, but the use of adjunct faculty has also come out of the necessity of offering more sections than we have faculty to cover. Due to the poor pay scale for part time adjunct instructors, there is a high turnover rate. We can rarely keep our doctoral level instructors, so the majority of the

adjuncts are Master's level instructors, often with minimal teaching experience, who often will only teach a given class 2 or 3 times. This can result in course offerings of very mixed quality. The high use of part time adjunct faculty may have contributed to the reduction in psychology majors, and also increased the relative administrative and advising burden on full time faculty compared to the number of students served. Clearly if we wish to increase the quality of the psychology program and the number of majors, at least one more full time instructor or tenure track faculty member is needed.

Another weakness of the psychology program is the lack of courses offered at the sophomore (200) level. The only course regularly offered is Human Growth and Development, which meets a general education requirement in the social sciences and is not required for psychology majors (we prefer that they take the 300 level child, adolescent and adult development courses). The catalogue lists PSYC 200 (Psychology of Human Adjustment), but since it is an elective that does not count toward the major and we lack the faculty to teach the course, it is not currently being offered. During advising a number of sophomore psychology majors have expressed frustration with how difficult it is to register for psychology courses since they are usually full. This difficulty may have, at times, resulted in sophomores changing to a related major with more course availability. Fairly obviously we cannot address this weakness without the support of an additional full time instructor or tenure track faculty member.

Another weakness of the psychology program has been a lack of tracking student data. While we have worked hard to engage in assessment activities as a discipline, we have neglected some areas of assessment. We have not encouraged the Psychology Club to track membership, attendance or presentation at the regional conference, for example. While we can describe what we do, we have very little objective data to back it up. A recent report from the American Psychological Association Task Force on Undergraduate Psychology Major Competencies, *Undergraduate Psychology Major Learning Goals & Outcomes* (APA, 2002) may be very helpful in guiding our efforts to track the progress of our excellent program. The other advantage to using this document is that we can assess how well our program compares to national standards for Psychology majors.

The last weakness to be addressed is the failure of the Psychology program to implement a community advisory board for the Counseling Psychology Concentration. This weakness will be addressed as soon as it is feasible for the program faculty to organize the involvement of such a board.

VII. Recommendations

- 1) Reduce the number of adjunct instructors employed each year by hiring one full time doctoral level faculty member. This would result in a higher quality experience for students, particularly those in our General Education courses.

- 2) Offer at least one or two sophomore electives in the major (and adjust the major requirements accordingly). This is only possible with the accomplishment of recommendation #1 above.

- 3) Increase the relevant program assessment activities for the major. This recommendation would include selecting appropriate educational outcome goals for the

Psychology graduate and quantifiable assessment indicators. This process should make use of the American Psychological Association's *Undergraduate Psychology Major Learning Goals & Outcomes* mentioned previously (please see appendix for 2003's assessment plan). Both financial support and faculty release time from the institutional is required to carry out this recommendation.

4) Institute a community advisory board for both the Psychology and the Concentration in Counseling programs. Support from the institution would again be very helpful in carrying out this recommendation.

VIII. Appendix

- Program Review Forms
- MFAT Summary Data
- Program Assessment Overview
- Program Assessment Plan

Appendix E

Assessment Plan and Results

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology

(Instructional Degree Program)

BA

(Degree Level)

2002-2003

(Assessment Period Covered)

October 4, 2003

Institutional Mission Reference:

Mesa State College's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S.) 23-53-101.

College/University Goal(s) Supported:

"Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs."

Intended Educational (Student) Outcomes*:

1. Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
2. Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

* Note: all outcome statements selected directly from the report by the American Psychological Association Task Force on Undergraduate Psychology Major Competencies, *Undergraduate Psychology Major Learning Goals and Outcomes, 2002*.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology

(Instructional Degree Program)

BA

(Degree Level)

2002-2003

(Assessment Period Covered)

October 4, 2003

Intended Educational (Student) Outcome:

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.

First Means of Assessment

(1.a)Means of Assessment:

MFAT scores will be collected from each graduate. Aggregate scores should be at or above national average to meet criteria.

(1a)Summary of Data Collected:

Our overall average MFAT score for our May 2003 graduates is above the national average for psychology seniors. In addition, three of the four reported subscores are above national average. The second subscore, covering sensation, perception, physiology and comparative psychology/ethology is lower than the national average and so does not meet our criteria.

(1a)Use of Results to Improve Program:

Examination of enrollment and number of graduates who take relevant courses to the sensation perception and physiology subscore will be examined to determine if a change in curriculum needs to take place.

Second Means of Assessment

(1b)Means of Assessment:

The selection of psychology courses taken by each graduate will be counted in order to determine the breadth of psychological content graduates have experienced. At least 80% of graduates should have selected at least one course in each of the major areas of psychology (Learning, Experimental, Social, Physiological, Developmental, and Abnormal/Clinical) to meet criteria. For counseling psychology majors the criteria should be 80% selecting at least one course in 5/6 of the major areas (because of limited electives).

(1b)Summary of Data Collected:

I have explored the possibility of writing a program to show this data with Erin Holmes, but as yet we have not found time to bring this idea to fruition.

(1b)Use of Results to Improve Program:

Results of this measure will help us determine if there is a need to change program requirements to enhance student's breadth of knowledge in Psychology. It will be essential to have this data before taking action on the MFAT results.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2002-2003
(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

First Means of Assessment

(2a)Means of Assessment:

The number of courses where graduates experience the application of research methods will be assessed. All graduates should have passed with a C or better, at least two courses where research methods are applied. Counseling graduates should experience at least one research course and one course where research based program development is applied by the student for this criteria to be met.

(2a)Summary of Data Collected:

At this time we are compiling a complete list of upper division courses where research methods are discussed and applied by the students.

(2a)Use of Results to Improve Program:

Results from this analysis will allow faculty members to target future course curriculum changes to increase students' exposure to research methods and their application. We will be able to better describe the different ways that students are able to use and apply research findings.

Second Means of Assessment

(2b)Means of Assessment:

MFAT scores on assessment indicator # 6 in psychology (measurement and methodology) will be assessed. Aggregate scores for our graduates will be at least at the 50th percentile in order to meet these criteria.

(2b)Summary of Data Collected:

MFAT scores from the May 2003 graduating class show our students at the 50th percentile overall. Our graduates' average number correct on this indicator was 50.4, compared to the national average of 46.7 correct.

(2b) Use of Results to Improve Program:

Results on this means of assessment suggest that our graduates are achieving a basic knowledge of research methodology and assessment. Application of this information is an important component that will be better assessed by means of assessment # 1.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2002-2003
(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

First Means of Assessment

(3a)Means of Assessment:

The number of courses where graduates develop the following learning outcomes will be assessed. These courses should require two or more of the following:

- 1) The demonstration of information competence at each stage in the literature review process.**
- 2) Use appropriate software to produce understandable reports of psychological literature, including statistical or qualitative analyses and graphic representations of data.**
- 3) Use information and technology ethically and responsibly.**
- 4) Demonstrate computer skills such as word processing, database management, data analysis programs and Internet searches for high quality information.**

All Psychology graduates should have passed, with a C or better, at least two courses where information competence is applied.

(3a)Summary of Data Collected:

We are currently in the process of compiling a list of upper division courses where students demonstrate information competence through written work or assignments. Last years' graduating seniors completed at least two courses where information competence was assessed in written work; PSYC 314+ 314L and PSYC 312+312L for psychology majors, counseling majors completed one of the previous lab courses and PSYP 424. These courses are in the required core for these two majors, and have required at least two of the above information competence criteria in student written work. Other upper division psychology electives are currently being assessed in terms of the information competence criteria.

(3a)Use of Results to Improve Program:

When we have a more complete picture of the ways in which our students learn and demonstrate information competence, faculty members may be able to adjust their course curriculum to be more consistent across the discipline. We will also be able to assess if there are areas of information competence that need improvement.

Second Means of Assessment

(3b)Means of Assessment:

Written demonstration of information competence will be assessed. Each graduate will submit one sample of written work that demonstrates information competence. This work can be either a literature review paper or a research report. A committee of psychology faculty will review the papers anonymously to assess the performance of the information competence criteria (listed above). At least 80% of graduates should demonstrate competent search, selection and discussion of academic psychology sources, ethical citation and referencing of sources, and competent use and understanding of psychological data.

(3b)Summary of Data Collected:

We are currently in the process of establishing a specific rating tool that will allow us to examine the presence of the above criteria in a writing sample. For example we will look for APA style referencing and in text citations. Quality of references is another example that we are attempting to define for the rating system. We plan to collect papers from the 2004 graduating class to assess this outcome.

(3b)Use of Results to Improve Program:

The analysis of a writing sample will allow us to examine the information competence criteria in more detail. Results may help faculty members to refine student paper requirements.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2003-2004
(Assessment Period Covered)

October 4, 2004

Institutional Mission Reference:

Mesa State College's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S.) 23-53-101.

College/University Goal(s) Supported:

"Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs."

Intended Educational (Student) Outcomes*:

1. Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
2. Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

* Note: all outcome statements selected directly from the report by the American Psychological Association Task Force on Undergraduate Psychology Major Competencies, *Undergraduate Psychology Major Learning Goals and Outcomes, 2002*. Because of this source we are choosing not to change wording for simplification purposes.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2003-2004
(Assessment Period Covered)

October 4, 2004

Intended Educational (Student) Outcome:

Graduates will demonstrate familiarity with the major concepts, different theoretical perspectives, empirical findings and historical trends in psychology.

First Means of Assessment

(1.a) Means of Assessment:

MFAT scores will be collected from each graduate. Aggregate scores should be at or above national average to meet criteria.

(1a) Summary of Data Collected:

Our overall average MFAT score for our May 2004 graduates is above the national average for psychology seniors. In addition, three of the four reported subscores are above national average. The second subscore, covering sensation, perception, physiology and comparative psychology/ethology is slightly lower than the national average and so does not meet our criteria.

Examination of the Assessment Indicators on the MFAT gives us more information about areas in need of improvement. Indicator # 2 (Sensory and physiology) is the only one indicating below average performance for our May 2004 seniors. This suggests that the relatively poor performance on subscore # 2 may be based in this topic area. Improvement was shown on all assessment indicators and in particular assessment indicator # 6 (Measurement & Methodology) over our 2003 and 2002 graduates.

(1a) Use of Results to Improve Program:

Examination of enrollment and number of graduates who take relevant courses to the sensation perception and physiology subscore will be examined to determine if a change in curriculum needs to take place. In addition psychology faculty may choose to make recommendations to students to round out their curriculum with courses in this area during advising.

Second Means of Assessment

(1b)Means of Assessment:

All psychology graduates will be assessed at the end of the PSYC 414 Systems and Theories capstone course. Graduates should perform at the 70% level or better on a cumulative test of course content in order to meet criteria. This test is not a part of their course grade.

(1b)Summary of Data Collected:

Assessment of this student outcome is still in progress since test development is a time consuming process.

(1b)Use of Results to Improve Program:

This assessment tool could allow adjustment not only to the capstone course but also to courses where different topical historical trends are discussed.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2003-2004
(Assessment Period Covered)

October 4, 2004

Intended Educational (Student) Outcome:

Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

First Means of Assessment

(2a)Means of Assessment:

MFAT scores on assessment indicator # 6 in psychology (measurement and methodology) will be assessed. Aggregate scores for our graduates will be at least at the 50th percentile in order to meet these criteria.

(2a)Summary of Data Collected:

MFAT scores from the May 2004 graduating class show our students at are one standard deviation above the national average with 55.7% correct on average compared to the national average of 46.7 correct. This shows an improvement on this indicator over the last two years of reporting.

(2a)Use of Results to Improve Program:

Continue to offer students the opportunity to conduct research and encourage enrollment in the optional Quantitative Research Methods course.

Second Means of Assessment

(2b)Means of Assessment:

Graduates will demonstrate understanding through the application of research methods in a written writing sample of a research report or proposal. Graduates will submit a writing sample which will be assessed for the application of research design, issues of measurement, data analysis and interpretation of results. A committee of psychology faculty will review the papers anonymously to assess the understanding and application of research methodology. At least 80% of graduates should demonstrate competent application of research design, data analysis and interpretation.

(2b)Summary of Data Collected:

A Primary Trait Analysis rubric (attached) has been developed to assess this indicator in a writing sample. It has not been applied to student work, however.

(2b)Use of Results to Improve Program:

Faculty members in psychology will be asked to experiment with the rubric and make any adjustments or additions to make it more effective. This rubric will then be used to assess writing samples submitted the next year.

ASSESSMENT PLAN FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2003-2004
(Assessment Period Covered)

October 4, 2004

Intended Educational (Student) Outcome:

Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

First Means of Assessment

(3a)Means of Assessment:

Graduates will have demonstrated the following learning outcomes in at least two of their courses:

- 1) The demonstration of information competence at each stage in the literature review process.**
- 2) Use appropriate software to produce understandable reports of psychological literature, including statistical or qualitative analyses and graphic representations of data.**
- 3) Use information and technology ethically and responsibly.**
- 4) Demonstrate computer skills such as word processing, database management, data analysis programs and Internet searches for high quality information.**

At least 80% of psychology graduates should demonstrate the above learning outcomes to meet criteria.

(3a)Summary of Data Collected:

Assessment of this indicator is in progress. So far 4 courses have been identified as including learning outcomes that emphasize information competence. Two are required for psychology majors and three are required for counseling psychology majors. Since this learning outcome is primarily evident in certain types of student written work, not all courses will include information competence as a learning outcome.

(3a)Use of Results to Improve Program:

Faculty members offering these courses will have an opportunity to use the Primary Trait Analysis of this outcome area as a tool to enhance student understanding of the desired level of information competence in their writing.

Second Means of Assessment

(3b) Means of Assessment:

Written demonstration of information competence will be assessed. Each graduate will submit one sample of written work that demonstrates information competence. This work can be either a literature review paper or a research report. A committee of psychology faculty will review the papers anonymously to assess the performance of the information competence criteria (listed above). At least 80% of graduates should demonstrate competent search, selection and discussion of academic psychology sources, ethical citation and referencing of sources, and competent use and understanding of psychological data as defined by an 80% or better score on the writing rubric.

(3b) Summary of Data Collected:

There were several challenges in assessing this student learning outcome. Firstly the response rate was 40% of the seniors submitted a writing sample to be evaluated. All of these included a literature search component, but only seven included a report of data collected. Therefore rubric needed to include two separate components; an information competency component and a component devoted to competence in reporting data.

For the information competency component the average score on the rubric was 12.84 out of 15 possible. A score of 12 or better meets our criteria of competence, and 77% of our sample met that requirement. We therefore did not quite meet the criteria of 80% competence for this learning outcome indicator.

(3b) Use of Results to Improve Program:

The first clear improvement needed is to increase our response rate for submitting writing samples. Changes to a program based on so little data with a virtually untried scoring rubric would be irresponsible. The next step needed to assess this outcome is to involve other faculty members in using and/or shaping the contents of this primary trait analysis.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2004-2005
(Assessment Period Covered)

October 14, 2005

Institutional Mission Reference:

Mesa State College's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S.) 23-53-101.

College/University Goal(s) Supported:

"Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs."

Intended Educational (Student) Outcomes*:

1. Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
2. Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

* Note: all outcome statements selected directly from the report by the American Psychological Association Task Force on Undergraduate Psychology Major Competencies, *Undergraduate Psychology Major Learning Goals and Outcomes, 2002*. Because of this source we are choosing not to change wording for simplification purposes.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2004-2005
(Assessment Period Covered)

October 14, 2005

Intended Educational (Student) Outcome:

Graduates will demonstrate familiarity with the major concepts, different theoretical perspectives, empirical findings and historical trends in psychology.

First Means of Assessment

(1.a) Means of Assessment:

MFAT scores will be collected from each graduate. Aggregate scores should be at or above national average to meet criteria.

(1a) Summary of Data Collected:

Our overall average MFAT score (159.5) for our May 2005 graduates is slightly above the national average (156.4) for psychology seniors. In addition, all four reported sub-scores are slightly above national average. In this way we have met our criteria for the 2004-2005 academic year.

Examination of the Assessment Indicators on the MFAT gives us more information about areas in need of improvement. Indicator # 1 (Memory & Thinking) is the only one indicating below average performance for our May 2005 seniors. Our average score was 48.9 compared to the national average of 50.6. Given that we do not offer an upper division course in memory and cognition currently, this score makes sense. Improvement was shown on all assessment indicators but the first one. The other 5 assessment indicators showed improvement over the performance of our 2003 and 2002 graduates, particularly assessment indicator number 2 (Sensation and Physiology) which had not passed our criteria last year, and number 4 (Clinical & Abnormal) on which our students performed 3 standard deviations above the national average.

(1a) Use of Results to Improve Program:

Our plan of advising students to take courses in physiological or Sensation & Perception seemed to have been helpful for the May 2005 graduates in that those scores improved over the May 2004 graduates.

Continuing to advise students to increase the breadth of their program will be part of this years plan. In addition our discipline has taken action to offer an upper division Memory & Cognition course (during the 2006-2007 academic year) which should help show improvement on that assessment indicator for the May 2007 graduates

Second Means of Assessment

(1b)Means of Assessment:

All psychology graduates will be assessed at the end of the PSYC 414 Systems and Theories capstone course. Graduates should perform at the 70% level or better on a cumulative test of course content in order to meet criteria. This test is not a part of their course grade.

(1b)Summary of Data Collected:

A multiple choice test was devised for this assessment. The test included demographic questions regarding class standing and previous number of psychology classes taken. Overall the students' results were very poor. The average score was 16.4 out of 38 questions. None of the 20 students who took the assessment met our criteria of 70% correct. Other data collected with the assessment highlight some key problems; 1) the majority of students taking the course are juniors or sophomores (12/20) even though the course is designed as a capstone to the psychology major, 2)the median number of other psychology courses taken by students in the course is 5 (out of the 15 required courses), so many of the concepts covered in the history course are being learned for the first time by the students (not the intention of the course) and, 3) the assessment tool used a different testing format (multiple choice) than the students used in the course (essay).

(1b)Use of Results to Improve Program:

Discussion of this assessment needs to take place with the faculty of the discipline. We could address some changes to our advising, making clear to students that we recommend PSYC 414 as a senior year capstone course. The faculty member responsible for the course is also looking at some changes in student assessment in the course itself (blended multiple choice and essay questions). In addition we may look at restricting enrollment to seniors and juniors only.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology

(Instructional Degree Program)

BA

(Degree Level)

2004-2005

(Assessment Period Covered)

October 14, 2005

Intended Educational (Student) Outcome:

Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

First Means of Assessment

(2a)Means of Assessment:

MFAT scores on assessment indicator # 6 in psychology (measurement and methodology) will be assessed. Aggregate scores for our graduates will be at least at the 50th percentile in order to meet these criteria.

(2a)Summary of Data Collected:

MFAT scores from the May 2005 graduating class show our students at are one standard deviation above the national average with 58.1% correct on average compared to the national average of 46.8 correct. This shows an improvement on this indicator over the last three years of reporting.

(2a)Use of Results to Improve Program:

Continue to offer students the opportunity to conduct research and encourage enrollment in the optional Quantitative Research Methods course.

Second Means of Assessment

(2b)Means of Assessment:

Graduates will demonstrate understanding through the application of research methods in a written writing sample of a research report or proposal. Graduates will submit a writing sample which will be assessed for the application of research design, issues of measurement, data analysis and interpretation of results. A committee of psychology faculty will review the papers anonymously to assess the understanding and application of research methodology. At least 80% of graduates should demonstrate competent application of research design, data analysis and interpretation.

(2b)Summary of Data Collected:

A Primary Trait Analysis rubric (attached) has been developed to assess this indicator in a writing sample. Examining the relevant

students work with the rubric showed that 100% of the students submitting a writing sample that included research design, data analysis, and interpretation met the criteria. There were only three graduates in May 2004 who completed research projects.

(2b)Use of Results to Improve Program:

For students who are engaged in optional structured research we are meeting these criteria in their writing samples. However, the majority of our students graduate without having completed a research project. Faculty members will be informed of the rubric for scoring research competence to give them tools to work with when they have students engaged in structured research.

Our discipline would like to encourage (maybe even require) structured research experiences for more of our graduates, but we lack the human resources to do this.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2003-2004
(Assessment Period Covered)

October 14, 2005

Intended Educational (Student) Outcome:

Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

First Means of Assessment

(3a)Means of Assessment:

Graduates will have demonstrated the following learning outcomes in at least two of their courses:

- 1) The demonstration of information competence at each stage in the literature review process.**
- 2) Use appropriate software to produce understandable reports of psychological literature, including statistical or qualitative analyses and graphic representations of data.**
- 3) Use information and technology ethically and responsibly.**
- 4) Demonstrate computer skills such as word processing, database management, data analysis programs and Internet searches for high quality information.**

At least 80% of psychology graduates should demonstrate the above learning outcomes to meet criteria.

(3a)Summary of Data Collected:

Assessment of this indicator is in progress. So far 4 courses have been identified as including learning outcomes that emphasize information competence. Two are required for psychology majors and three are required for counseling psychology majors (one is outside our discipline). Since this learning outcome is primarily evident in certain types of student written work, not all courses will include information competence as a learning outcome. We have not had the time or resources to move forward on this assessment indicator.

(3a)Use of Results to Improve Program:

Faculty members offering these courses will have an opportunity to use the Primary Trait Analysis of this outcome area as a tool to enhance student understanding of the desired level of information competence in their writing.

Second Means of Assessment

(3b) Means of Assessment:

Written demonstration of information competence will be assessed. Each graduate will submit one sample of written work that demonstrates information competence. This work can be either a literature review paper or a research report. A committee of psychology faculty will review the papers anonymously to assess the performance of the information competence criteria (listed above). At least 80% of graduates should demonstrate competent search, selection and discussion of academic psychology sources, ethical citation and referencing of sources, and competent use and understanding of psychological data as defined by an 80% or better score on the writing rubric.

(3b) Summary of Data Collected:

There were several challenges in assessing this student learning outcome. Firstly, the response rate was 62.5% of the seniors (taking the MFAT) submitted a writing sample to be evaluated. This is an improved response rate over the last year, but not an accurate representation of our graduates. All of these samples included a literature search component, but only two included a report of data collected. Information competence for this writing sample assessment covers only the competence represented in the literature review.

The average score on the information competence rubric was 9 out of 15 possible. A score of 12 or better meets our criteria of competence, and 33% of our sample met that requirement. We therefore did not meet the criteria of 80% competence for this learning outcome indicator.

(3b) Use of Results to Improve Program:

We did improve our response rate for writing samples over last year. We had additional faculty members involved in scoring writing samples and making comments on the rubric, which they liked, but did not all use correctly. The variety of writing samples submitted by students suggests that we need to be clearer about what components their samples should have (a reference page for example).

As a discipline we need to examine the goals outlined in the rubric for information competence and see how we can include them in courses where our students write literature review papers. In order to show improved scores, however, we will need to have more courses where students are asked to review psychological literature in professional journals. To do this may require growth in personnel in the psychology discipline. We will continue to assess this objective and work to increase our response rate from graduates.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2005-2006
(Assessment Period Covered)

October 13, 2006

Institutional Mission Reference:

Mesa State College's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S.) 23-53-101.

College/University Goal(s) Supported:

"Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs."

Intended Educational (Student) Outcomes*:

1. Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
2. Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

* Note: all outcome statements selected directly from the report by the American Psychological Association Task Force on Undergraduate Psychology Major Competencies, *Undergraduate Psychology Major Learning Goals and Outcomes, 2002*. Because of this source we are choosing not to change wording for simplification purposes.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2005-2006
(Assessment Period Covered)

October 13, 2006

Intended Educational (Student) Outcome:

Graduates will demonstrate familiarity with the major concepts, different theoretical perspectives, empirical findings and historical trends in psychology.

First Means of Assessment

(1.a) Means of Assessment:

MFAT scores will be collected from each graduate. Aggregate scores should be at or above national average to meet criteria.

(1a) Summary of Data Collected:

The average of our total MFAT scores was 162 for our May 2006 graduates which is above the national average (156.2) for psychology seniors. Our obtained score is at the 60th percentile. In addition, all four reported sub-scores are slightly above national average. In this way we have met our criteria for this assessment indicator in the 2005-2006 academic year.

Examination of the Assessment Indicators on the MFAT gives us more information about areas where we are successful as well as areas in need of improvement. Indicator # 1 (Memory & Thinking) shows a dramatic improvement in performance for our May 2006 seniors. However we have one outlier score for assessment indicator (one student obtained a perfect score in subtest 1). The MFAT report does not give sufficient information to recalculate assessment indicator # 1 removing that one score. Improvement was maintained on all other assessment indicators and all indicators are higher than the national average, thus meeting our criteria. Most notably our students performed more than one standard deviation above the mean on indicator # 4 (clinical and abnormal) which is maintenance of improvement that has occurred in the last two years.

(1a) Use of Results to Improve Program:

Our plan of advising students to take courses in physiological or Sensation & Perception seems to be maintaining our previous improvements to those areas of the MFAT. Continuing to advise students to increase the breadth of their program will be part of this year's plan. We still have a limitation in our program in not being able to offer a memory/cognition

course. A new hire has been requested, but without the extra personnel, we cannot expect significant changes in performance. To make better use of our resources we are planning a curriculum mapping process, in order to better understand how our understaffed programs can better help students achieve mastery of our assessment objectives.

Second Means of Assessment

(1b)Means of Assessment:

All psychology graduates will be assessed with an embedded essay question at the end of the PSYC 414 Systems and Theories capstone course. Graduates should perform at the 70% level or better on a cumulative test of course content in order to meet criteria. This question is not a part of their exam grade.

(1b)Summary of Data Collected:

After a number of conversations with the faculty member teaching this course, an essay question was devised that encapsulated the goals of a systems and theories course to influence student thinking about the historical context of psychological theories. What follows is the text of that question:

Track the progress of operant learning theory and cognitive theory from Watson's "Behaviorist Manifesto" through the post-Skinnerian cognitive revolution. To do this you need to explain the difference between the operant study of observable behavior and the study of cognition in terms of these historical trends. How did the prevalence of behaviorism change the study of cognition? Please include discussion of Watson, Tolman and Skinner.

Results from this essay question show that students who attempted to answer did well. Out of 18 students, three did not respond to the question. Of the remaining 15 students, 80% received a 7/10 or better, meeting our criteria. Twenty percent of the respondents scored 6/10. When we include the 3 non-responders, our success rate is 66% of the students in the class. While not all of the students taking the exam met our criteria, this does represent a significant improvement over the previous year – both in performance and in functionality of the assessment method.

(1b)Use of Results to Improve Program:

We saw an improvement due to advising, with fewer junior and sophomore level students enrolling in this capstone course so we will continue with this strategy. As a discipline we are also examining the role of a capstone course and having a broader dialogue about what we hope to accomplish with this required course. We will continue with this assessment method next year, to have a better sense of how to use the results.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2005-2006
(Assessment Period Covered)

October 13, 2005

Intended Educational (Student) Outcome:

Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

First Means of Assessment

(2a)Means of Assessment:

MFAT scores on assessment indicator # 6 in psychology (measurement and methodology) will be assessed. Aggregate scores for our graduates will be at least at the 50th percentile in order to meet these criteria.

(2a)Summary of Data Collected:

MFAT scores from the May 2005 graduating class show our students are above the national average with 59 % correct on average compared to the national average of 53% correct. Our average percent correct is at the 70th percentile which meets our criteria.

(2a)Use of Results to Improve Program:

Continue to offer students the opportunity to conduct research and encourage enrollment in the optional Quantitative Research Methods course.

Second Means of Assessment

(2b)Means of Assessment:

Graduates will demonstrate understanding through the application of research methods in a written writing sample of a research report or proposal. Graduates will submit a writing sample which will be assessed for the application of research design, issues of measurement, data analysis and interpretation of results. A committee of psychology faculty will review the papers anonymously to assess the understanding and application of research methodology. At least 80% of graduates should demonstrate competent application of research design, data analysis and interpretation.

(2b)Summary of Data Collected:

A Primary Trait Analysis rubric (attached) has been developed to assess this indicator in a writing sample. Examining the relevant students

work with the rubric showed that 100% of the students submitting a writing sample that included research design, data analysis, and interpretation met the criteria. There were two graduates in May 2006 who completed research projects.

(2b)Use of Results to Improve Program:

For students who are engaged in optional structured research we are meeting these criteria in their writing samples. However, the majority of our students graduate without having completed a research project. Faculty members will be informed of the rubric for scoring research competence to give them tools to work with when they have students engaged in structured research.

Our discipline would like to encourage (maybe even require) structured research experiences for more of our graduates, but we lack the human resources to do this.

Utilizing a curriculum mapping approach to assess the content of our courses in this area, may help to find other ways to incorporate understanding of research processes into student learning and outcome assessment.

ASSESSMENT REPORT FOR

Psychology & Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2005-2006
(Assessment Period Covered)

October 13, 2006

Intended Educational (Student) Outcome:

Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

First Means of Assessment

(3a)Means of Assessment:

Graduates will have demonstrated the following learning outcomes in at least two of their courses:

- 1) The demonstration of information competence at each stage in the literature review process.**
- 2) Use appropriate software to produce understandable reports of psychological literature, including statistical or qualitative analyses and graphic representations of data.**
- 3) Use information and technology ethically and responsibly.**
- 4) Demonstrate computer skills such as word processing, database management, data analysis programs and Internet searches for high quality information.**

At least 80% of psychology graduates should demonstrate the above learning outcomes to meet criteria.

(3a)Summary of Data Collected:

Assessment of this indicator is in progress. So far 4 courses have been identified as including learning outcomes that emphasize information competence. Two are required for psychology majors and three are required for counseling psychology majors (one is outside our discipline). Since this learning outcome is primarily evident in certain types of student written work, not all courses will include information competence as a learning outcome. We have not had the time or resources to move forward on this assessment indicator.

(3a)Use of Results to Improve Program:

Faculty members offering these courses will have an opportunity to use the Primary Trait Analysis of this outcome area as a tool to enhance student understanding of the desired level of information competence in their writing.

Second Means of Assessment

(3b) Means of Assessment:

Written demonstration of information competence will be assessed. Each graduate will submit one sample of written work that demonstrates information competence. This work can be either a literature review paper or a research report. A committee of psychology faculty will review the papers anonymously to assess the performance of the information competence criteria (listed above). At least 80% of graduates should demonstrate competent search, selection and discussion of academic psychology sources, ethical citation and referencing of sources, and competent use and understanding of psychological data as defined by an 80% or better score on the writing rubric.

(3b) Summary of Data Collected:

There were several challenges in assessing this student learning outcome. Firstly, only 32% of the seniors (taking the MFAT) submitted a writing sample to be evaluated. This is a decrease in response from the last year, and not an accurate representation of our graduates. Information competence for this writing sample assessment covers only the competence represented in the selection of literature for review (the selection and quality of references used).

The average score on the Information Competence in Literature Search rubric was 8 out of 12 possible. A score of 9 or better meets our criteria of competence, and 54% of our sample met that requirement. While this is an improvement on this measure over last year, we did not meet the criteria of 80% competence for this learning outcome indicator.

(3b) Use of Results to Improve Program:

As a discipline we need to examine the skills outlined in the rubric for Information Competence in Literature Search and see how we can include them in courses even where our students do not write literature review papers. In order to show improved scores, however, we will need to have more courses where students are asked to research and read psychological literature in professional journals. A first step toward this change would be to include information competence on a curriculum map to identify where these skills are being taught and at what level. To bring about significant change may require growth in personnel in the psychology discipline. We will continue to assess this objective and work to increase our sample size to assess this objective.

PROGRAM ASSESSMENT PROGRESS REPORT

Psychology and Counseling Psychology
(Instructional Degree Program)

BA
(Degree Level)

2002-2007
(Assessment Period Covered)

November 8, 2007
(Date Submitted)

Submitted By: Susan Becker, Professor of Psychology
(Department Head or Faculty Assessment Representative)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission / College Goals Reference:

Institutional Mission Reference:

Mesa State College's mission, established by the Colorado Legislature, is contained in Colorado Revised Statutes (C.R.S.) 23-53-101.

College/University Goal(s) Supported:

"Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs."

Intended Educational (Student) Outcomes:

1. Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
2. Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

* Note: all outcome statements selected directly from the report by the American Psychological Association Task Force on Undergraduate Psychology Major Competencies, *Undergraduate Psychology Major Learning Goals and Outcomes, 2002*. Because of this source we are choosing not to change wording for simplification purposes.

Intended Educational (Student) Outcome #1:

Graduates will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.

First Means of Program Assessment for Outcome #1:

MFAT scores will be collected from each graduate. Aggregate scores should be at or above national average to meet criteria.

1b. Summarize the Progress Made in Collecting Assessment Data:

This data is collected every year from all graduating seniors in their last semester. This is an essential assessment component, because it allows our program to compare our graduating students with other institutions of higher education. In this way we can assess for the presence of any lowering standards of performance in our programs.

Second Means of Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success:

All psychology graduates will be assessed with an embedded essay question at the end of the PSYC 414 Systems and Theories capstone course. Graduates should perform at the 70% level or better on a cumulative test of course content in order to meet criteria. This question is not a part of their exam grade

1b. Summarize the Progress Made in Collecting Assessment Data:

Several assessment methods were tried for this particular goal over the five years. After a number of conversations with the faculty member teaching this course, an essay question was devised that encapsulated the goals of a systems and theories course to influence student thinking about the historical context of psychological theories. What follows is the text of that question:

Track the progress of operant learning theory and cognitive theory from Watson's "Behaviorist Manifesto" through the post-Skinnerian cognitive revolution. To do this you need to explain the difference between the operant study of observable behavior and the study of cognition in terms of these historical trends. How did the prevalence of behaviorism change the study of cognition? Please include discussion of Watson, Tolman and Skinner.

Results from this essay question show that students who attempted to answer did well. Out of 18 students, three did not respond to the question. Of the remaining 15 students, 80% received a 7/10 or better, meeting our criteria. Twenty percent of the respondents scored 6/10. When we include the 3 non-responders, our success rate is 66% of the students in the class. While not all of the students taking the exam met our criteria, this does represent a significant improvement over the previous year – both in performance and in functionality of the assessment method.

Intended Educational (Student) Outcome #2:

Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

First Means of Assessment for Outcome #2:

MFAT scores on assessment indicator # 6 in psychology (measurement and methodology) will be assessed. Aggregate scores for our graduates will be at least at the 50th percentile in order to meet these criteria.

2b. Summarize the Progress Made in Collecting Assessment Data:

Second Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success:

Graduates will demonstrate understanding through the application of research methods in a written writing sample of a research report or proposal. Graduates will submit a writing sample which will be assessed for the application of research design, issues of measurement, data analysis and interpretation of results with a writing rubric. A committee of psychology faculty will review the papers anonymously to assess the understanding and application of research methodology. At least 80% of graduates should demonstrate competent application of research design, data analysis and interpretation.

2b. Summarize the Progress Made in Collecting Assessment Data:

Over the past 5 years __% of the students who submitted writing samples that included research design, data analysis and interpretation that exceeded our criteria. However, not all psychology graduates have the opportunity to conduct an independent project and demonstrate these skills. The number of graduates with this opportunity will increase only with additional faculty positions, to create a more reasonable work load.

Intended Educational (Student) Outcome #3:

Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

First Means of Assessment for Outcome #3:

Graduates will have demonstrated the following learning outcomes in at least two of their courses:

- the
analyses
database
searches for high
- 1) The demonstration of information competence at each stage in literature review process.
 - 2) Use appropriate software to produce understandable reports of psychological literature, including statistical or qualitative and graphic representations of data.
 - 3) Use information and technology ethically and responsibly.
 - 4) Demonstrate computer skills such as word processing, management, data analysis programs and Internet quality information.

At least 80% of psychology graduates should demonstrate the above learning outcomes to meet criteria.

3a. Means of Program Assessment and Criteria for Success:

3a. Summarize the Progress Made in Collecting Assessment Data:

Second Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success:

3b. Summarize the Progress Made in Collecting Assessment Data:

Please summarize progress made in addressing significant issues/problems that came up during the last Program Review.

Greetings and welcome to curriculum mapping

The following is a basic starting plan for curriculum mapping for our psychology programs. I have mapped only our three goals that we have been assessing for the last 4 years or so. Our assessment data has suggested that we tend not to meet all of our outcome criteria. One way to figure out how to improve what we do (esp. under the conditions of limited time and resources) is to carry out a curriculum mapping process. For those of you who know what this is – I have no intention of us becoming obsessive compulsive about this. For those who don't know about curriculum mapping, it is a process that primary and secondary school teachers use to map out curriculum by dates, by assessment rubrics, etc... They can get quite carried away. I am suggesting nothing quite so time consuming. I think we should start with the big picture – mapping out our courses by our assessment outcomes. **We have to decide if we want to map all courses we teach or focus only on required ones. I also think for now we should focus on what we currently do – then we can decide individually and as a group what we want to add or change.**

First – place any course you teach in the relevant places on each of the three course maps (one course map for each goal).

Second - for each course you put on a map you fill in the information on the concept map (you may need to make multiple copies of the concept map)

Third – return the filled out maps to me (electronically or in my box) – I will put together a single course map for each goal that include all courses you've indicated.

Note: On the course map a class may appear in more than one category, both for outcome area and level of outcome which are:

BASIC

Retention and comprehension

This level is introductory; the students are introduced to the concepts and are expected to learn and retain definitions and understand the basic functions of the concepts

DEVELOPING

Analysis and application

This level is intermediate; students are expected to remember previous concepts and to develop an understanding of how to apply concepts to different situations. They should be able to analyze the applicability of concepts to other aspects of the content.

ADVANCED

Evaluation and creation

This level is for advanced undergraduate work; students are expected to create new applications for the concepts and to be able to use them as needed for their own projects. After learning at this level students should be able to evaluate the strengths and weaknesses of the concepts for the particular area they have been applied.

There may be other outcome areas for each goal – please let me know of any you think that we might want to include

Curriculum Mapping: Course Map

Goal 1: Graduates will demonstrate familiarity with the major theoretical perspectives, and historical trends in psychology.

Outcome Area	BASIC <i>retention and comprehension</i>	DEVELOPING <i>analysis and application</i>	ADVANCED <i>evaluation and creation</i>
Understanding why historical context important	PSYC 150		
Understanding of basic philosophical background of psychology	PSYC 150		
Psychology's early founders and labs			
History of Behavioral Perspective			
History of Cognitive Perspective			
History of Social Perspective			
History of Development Perspective			
History of Personality Perspective			
History of Neuroscience Perspective			
History of Clinical Perspective	PSYP 420	PSYP 420	
History of Testing & Assessment		PSYC 400	PSYC 400

Curriculum Mapping: Concept Mapping

Goal 1: Graduates will demonstrate familiarity with the major theoretical perspectives, and historical trends in psychology.

For each course you teach that is relevant to this goal (listed on the course map) you fill in the following information for the relevant outcome areas: 1) at what level is it addressed, 2) How do you address it (lectures, activities, assignments etc...), and 3) how do you assess it (exam, paper, assignment, etc). For the last two, go into sufficient detail that you will know later what assignments, lectures activities etc... you were referring to.

Course: _____

Outcome Area	Learning Outcomes
Understanding why historical context important	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
Understanding of basic philosophical background of psychology	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
Psychology's early founders and labs	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
History of Behavioral Perspective	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
History of Cognitive Perspective	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
History of Social Perspective	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
History of Developmental Perspective	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
History of Personality Perspective	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:
History of Neuroscience Perspective	Addressed: Basic Developing Advanced How Addressed: _____ How Assessed:

History of Clinical Perspective	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
History of Testing & Assessment	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:

Curriculum Mapping: Course Map

Goal 2: Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Outcome Area	BASIC <i>retention and comprehension</i>	DEVELOPING <i>analysis and application</i>	ADVANCED <i>evaluation and creation</i>
Understand Methodology	PSYC 150 PSYC 400	PSYC 400	
Report findings of previous research			PSYP 424 SOC 497
Evaluate methodology of previous research		PSYC 400	PSYP 424 SOC 497
Formulate hypotheses			SOC 497
Apply Methodology to Hypotheses			SOC 497
Ethics	PSYC 150	PSYC 400	SOC 497
Analyze and Report Data			SOC 497
Interpret Data			SOC 497
Generalize Research Conclusions			SOC 497

Curriculum Mapping: Concept Mapping

Goal 2: Graduates will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

For each course you teach that is relevant to this goal (listed on the course map) you fill in the following information for the relevant outcome areas: 1) at what level is it addressed, 2) How do you address it (lectures, activities, assignments etc...), and 3) how do you assess it (exam, paper, assignment, etc). For the last two, go into sufficient detail that you will know later what assignments, lectures activities etc... you were referring to.

Course: _____

Outcome Area	Learning Outcomes
Understand Methodology	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Report findings of previous research	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Evaluate methodology of previous research	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Formulate hypotheses	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Apply Methodology to Hypotheses	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Ethics	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Analyze and Report Data	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Interpret Data	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Generalize Research Conclusions	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:

Curriculum Mapping: Course Map

Goal 3: Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

Outcome Area	BASIC <i>retention and comprehension</i>	DEVELOPING <i>analysis and application</i>	ADVANCED <i>evaluation and creation</i>
Use of PsycInfo			
Ability to distinguish between primary and secondary sources			
Ability to use empirical sources			
Selection of timely sources of information			
Understanding of peer review as a criteria for sources of information			
Ability to accurately use Psych terms and focused topics			
Able to distinguish data from opinion in sources			
Able to identify possible biases in sources			
Able to evaluate conclusions of sources			
Able to use APA format ethically (quotes etc)			
Word Processing competence			
Competent use of statistical software			
Competent graphic representation of data			

Curriculum Mapping: Concept Mapping

Goal 3: Graduates will demonstrate information competence and the ability to use computers and other technology for many purposes.

For each course you teach that is relevant to this goal (listed on the course map) you fill in the following information for the relevant outcome areas: 1) at what level is it addressed, 2) How do you address it (lectures, activities, assignments etc...), and 3) how do you assess it (exam, paper, assignment, etc). For the last two, go into sufficient detail that you will know later what assignments, lectures activities etc... you were referring to.

Course: _____

Outcome Area	Learning Outcomes
Use of PsychInfo	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Ability to distinguish between primary and secondary sources	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Ability to use empirical sources	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Selection of timely sources of information	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Understanding of peer review as a criteria for sources of information	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Ability to accurately use Psych terms and focus topics	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Able to distinguish data from opinion in sources	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Able to identify possible biases in sources	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Able to evaluate conclusions of sources	Addressed: Basic Developing Advanced How Addressed: How Assessed:

Able to use APA format ethically (quotes etc)	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Word Processing competence	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Competent use of statistical software	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
Competent graphic representation of data	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:

Curriculum Mapping: Concept Mapping

Goal 1: Graduates will demonstrate familiarity with the major theoretical perspectives, and historical trends in psychology.

For each course you teach that is relevant to this goal (listed on the course map) you fill in the following information for the relevant outcome areas: 1) at what level is it addressed, 2) How do you address it (lectures, activities, assignments etc...), and 3) how do you assess it (exam, paper, assignment, etc). For the last two, go into sufficient detail that you will know later what assignments, lectures activities etc... you were referring to.

Course: **PSYC 400**

Outcome Area	Learning Outcomes
Understanding why historical context important	Addressed: Basic Developing Advanced How Addressed: How Assessed:
Understanding of basic philosophical background of psychology	Addressed: Basic <u>Developing</u> Advanced How Addressed: Read selected chapters from the <i>Mismeasure of Man</i> , Stephen J. Gould. Guided group discussions in class How Assessed: 1 essay question on exam
Psychology's early founders and labs	Addressed: Basic Developing Advanced How Addressed: How Assessed:
History of Behavioral Perspective	Addressed: Basic Developing Advanced How Addressed: How Assessed:
History of Cognitive Perspective	Addressed: Basic Developing Advanced How Addressed: How Assessed:
History of Social Perspective	Addressed: Basic Developing Advanced How Addressed: How Assessed:
History of Developmental Perspective	Addressed: Basic Developing Advanced How Addressed: How Assessed:
History of Personality Perspective	Addressed: Basic Developing Advanced How Addressed:

	How Assessed:
History of Neuroscience Perspective	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
History of Clinical Perspective	Addressed: Basic Developing Advanced How Addressed: <hr/> How Assessed:
History of Testing & Assessment	Addressed: Basic <u>Developing</u> <u>Advanced</u> How Addressed: 1) historical context of ability testing, early military testing (lecture)2) historical context of IQ testing including early hereditary theories and biased methods of measurement (lecture and class activity, at 3) effects of recent historical legislation (no child left behind act) on school achievement testing (lecture and class discussion) <hr/> How Assessed: essay questions on exams, IQ testing homework, class discussion worksheet

Appendix F

Faculty Vitae

CURRICULUM VITAE

Susan E. Becker, Ph.D.

May 2008

Office: Department of Social & Behavioral Sciences
Mesa State College
1100 North Ave, Grand Junction CO 81501-3122
Phone: (970)248-1085
EMAIL: sbecker@mesastate.edu

Home: 2214 Mesa Ave, Grand Junction, CO 81501
Phone: (970) 257-7562

DOB: November 26, 1961, Seattle, WA (U.S. Citizen)

EDUCATION

1980-1984 Bachelor of Arts, Department of Psychology
Reed College, Portland, Oregon
Major: Psychology
Minor: History

1986-1988 Master of Arts, Department of Psychology
University of Colorado at Colorado Springs
Major: Clinical Psychology
Minor: Social Psychology
Major Professor: Thomas Pyszczynski, Ph.D.

1993-1994 Pre-doctoral Internship, Psychology Service, Tucson Veterans Administration
Medical Center
Director of Training: James Comer, Ph.D.

1989-1997 Doctor of Philosophy, Department of Psychology
University of Arizona
Major: Clinical Psychology
Minor: Social Psychology
Dissertation Title: Persuading Clients to Engage In Treatment: The Effect of One-
sided and Two-sided information on the Likelihood of Treatment Attendance.
Major Professor: Varda Shoham, Ph.D.

OTHER EDUCATIONAL EXPERIENCES

- February 2008 PRIM&R Training: Institutional Review Board (IRB) 101 and
IRB Administrator 101
- July 2006 Online Training for IRB Administrators (3 hours)
- June, 2001 AAHE Conference on Assessment, Denver Colorado
- November, 1992 Evaluating Training Programs workshop (3 1/2 hours)
Presented by Robert Brinkerhoff, Ph.D.
Sponsored by American Evaluation Association
Seattle, Washington
- June, 1993 Wakonse Conference on College Teaching - West
Invited Participant/Presenter
Sponsored by the University Teaching Center
University of Arizona, Tucson Arizona

PROFESSIONAL AFFILIATIONS

American Psychological Society
Rocky Mountain Psychological Association
APA Division II: Society for the Teaching of Psychology

TEACHING EXPERIENCE

- 1996-Present Professor of Psychology
Department of Social & Behavioral Sciences
Mesa State College
- 1989-1995 Graduate Teaching Instructor
Department of Psychology
University of Arizona
- 1987-1988 Lab Supervisor: Experimental Methods
Department of Psychology
University of Colorado at Colorado Springs
- 1986-1988 Instructor: Experimental Methods
Department of Psychology
University of Colorado at Colorado Springs

SUPERVISORY EXPERIENCE

- 1997-Present Supervising Undergraduate Counseling Practicum
Department of Social & Behavioral Sciences
Mesa State College
- 1994-1995 Stress Management Training Therapist Supervision
Department of Psychology
University of Arizona

RESEARCH EXPERIENCE

- 2005-present Suicide Prevention Coalition of Mesa County, Evaluation Research
- 1991-1993 Evaluation of GTA Training in Psychology, Department of Psychology University
of Arizona
- 1988-1989 Research Assistant
Colorado Dept. of Corrections
David Usery, MSW (supervisor)
- 1987-1988 Research Assistant
Psychology Dept. University of CO, Colorado Springs
Thomas Pyszczynski, Ph.D. (supervisor)

OTHER PROFESSIONAL POSITIONS

- 2007- Present Diversity Program Chair, Rocky Mountain Psychological Association Executive
Committee, elected position, 3 year term
- 2006 Reviewer, Psi Chi Journal of Undergraduate Research
- 2003-2005 Reviewer, Worth Publishers, Completed reviews for various aspects of
David Myers, *Exploring Psychology*.
- 2004 Consulting Editor, Society for the Teaching of Psychology, e-book; *Preparing
the New Psychology Professoriate: Helping Graduate Students Become
Competent Teachers*.
- 1994-1996 Guest Trainer, Community Hospice Inc, Volunteer Training, Tucson, AZ.
- 1991-1992 Clinical Extern, Marana Health Center Psychology Service Marana, AZ. Jon
McCaine, Ph.D. (Supervisor)
- 1990-1991 Clinical Extern, La Frontera Inc. Tucson, AZ. Miki Paul, Ph.D.(supervisor)

COMMITTEES

- 2004-Present Society for the Teaching of Psychology (APA Division II) Recruitment, Public Relations, and Retention Committee
- 2003-Present Psychology Club/PSI CHI Advisor
Mesa State College
- 2003-Present Institutional Review Board, Chair
Mesa State College
- 2002-Present Psychology Program Assessment, Chair
Mesa State College Dept. of Social & Behavioral Science
- 2004 -2006 Sociology Search Committee, Department of SBS, MSC
- 1998-2003 Graduate Council
Mesa State College
(Chair 2000/2001 and 2001/2002 academic year)
- Spring 1998 Host Committee for the Annual Meeting of the SWARM division of American Association for the Advancement of Science.
Mesa State College
- 1989-1993 Teaching Advocacy Committee
Psychology Department
University of Arizona
- 1991-1992 Social Psychology Search Committee
Psychology Department
University of Arizona

HONORS AND AWARDS

- 2005 Mesa State College Distinguished Faculty Award
- 2005 Psi Chi Regional Chapter Award – Mesa State College Chapter (Advisor)
- 2001 Society for the Teaching of Psychology (APA-Division II) Research Award for research presented at the 2001 Rocky Mountain Psychological Association Conference, Reno, NV.
- 2001 Rocky Mountain Psychological Association Service Award. Award received for 5 years of service on the Program Review Committee.

COMMUNITY SERVICE

2003-Present	Member, Steering Committee for Mesa County Suicide Prevention Coalition
2001-2003	Mesa County Fair Superintendent, 4-H
2000- 2003	Little Mavericks Board Member
1999-2000	IFC Board Member
1997-2003	Mesa County 4-H Organizational Leader
1997-2003	Visiting Scholars Program, Mesa State College
1993 -1996	Volunteer - Community Hospice, Tucson, AZ
1992-1995	Parent Volunteer - Children's Montessori Center, Tucson, AZ
Fall, 1995	Volunteer - AZ Right to Choose

PUBLICATIONS

Pyszczynski, T., Greenberg, J., Hamilton, J., Becker, S.E. (1991). Self-awareness and well being. In C.R. Snyder & D.R. Forsyth (Eds.), *Handbook of Social and Clinical Psychology*. NY: Pergamon.

PAPERS SUBMITTED FOR PUBLICATION

Becker, S.E. (2000). *Persuading Clients to Engage in Treatment: The Effect of Using One- and Two- Sided Information on the Likelihood of Treatment Attendance*. (Manuscript under revision).

TECHNICAL REPORTS

Becker, S. E. (2006). *Practicum Supervision: A Booklet for Supervisors of Undergraduate Counseling Psychology Practicum Students at Mesa State College*. Available as an internal publication.

Becker, S.E. (1998). *Mainstreet Experience Evaluation Project*. Report submitted to the Family Health West Research Group, Fruita Colorado.

Coolidge, F. & Becker, S.E. (1987). *Introduction to Psychology Laboratory*. Colorado Springs: University of Colorado, Psychology Department.

Graves, T. & Becker, S.E. (2000). *Practicum Manual for Undergraduates in Counseling Psychology at Mesa State College*. Available as an internal publication - Mesa State Bookstore.

Usery, D. & Becker, S.E. (1989, June). *Reliability and validity of a substance abuse needs assessment*. Available from the Department of Medical and Mental Health, Colorado Department of Corrections).

PRESENTATIONS

Becker, S.E. (2005). *Using Primary Trait Analysis as a Method for Assessing Undergraduate learning Outcomes*. Poster presented at the annual meeting of the American Psychological Society, Las Angeles, CA.

Becker, S.E. (2004). *Guiding independent structured research for undergraduates*. Poster

presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Becker, S.E. (April, 2000). *Persuading Clients to Change: Informed Consent as a Therapeutic Process*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Tucson, AZ.

Becker, S.E. (June, 1999). *The use of persuasive information to increase readiness for change*. Poster presented at the annual meeting of the American Psychological Society, Denver, CO.

Becker, S.E. (May, 1998). *Experiments for Introductory Psychology: Active Learning in Large Classes*. Paper presented at the annual meeting of the American Association for the Advancement of Science- SWARM Division, Grand Junction, CO.

Becker, S.E. (June, 1995). *The impact of readiness to change on strategies for increasing client motivation for treatment*. Poster presented at the annual meeting of the American Psychological Association, New York, NY.

Becker, S.E. & Derby, S. (June, 1995). *The educational role of research participation: Is being a guinea pig educational?* Round table discussion presented at the APS annual Institute on the Teaching of Psychology, New York, NY.

Becker, S. E. & Elliott, J. (2007). *Evaluating a program designed to deter underage drinking among college students*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO

Becker, S.E. & Graves, T.(April, 2002). *Assessing students= acquisition of counseling skills: Inter-rater reliability of standard observation forms*. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Park City, UT.

Becker, S.E. & Graves, T.(April, 2001). *Assessing students= acquisition of counseling skills*. Poster presented at the annual meeting of the American Psychological Association, Chicago Ill.

Becker, S.E. & Graves, T.(April, 2001). *Assessing students= acquisition of counseling skills*. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.

Becker, S.E. & Johnson, G. (May, 1994). *Treatment of adults sexually abused as children: Reports from treatment providers*. Paper presented at the annual meeting of the American Association for the Advancement of Science SWARM-Division, Durango, CO.

Becker, S. E. & Mullins, R. (2008). *The application of suicide attempt data to community prevention planning*. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Boise, ID

Becker, S.E., Routhieaux, B., Uecker, A., Wetzel, M. (1992, May). *Students providing and*

evaluating teaching assistant training in psychology. Paper presented at the meeting of the American Association for the Advancement of Science - SWARM Division, Tucson, AZ.

Becker, S.E. & Senter, P.(June, 1999). *Teaching Psychology Students to Think Critically About Internet Resources.* Poster presented at the annual meeting of the American Psychological Society, Denver, CO.

Becker, S.E., Tiemann, H. & Hunt, R. (2003). *Making your grading better, faster, stronger, able to leap poor grammar in a single bound...* STP workshop at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Becker, S.E. & Toren, T. (April, 2006). *The application of a data-driven suicide prevention planning model.* Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Park City UT.

Becker, S.E., Treadway, R., & Wetzel, M. (1992, Nov.) *Evaluating graduate student instructors: Using a midterm course evaluation to enhance training.* Paper presented at the annual meeting of the American Evaluation Association, Seattle, WA.

Becker, S. E., Vail, R. & Mayer, R. (2008). *How engaging is classroom technology?* Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Boise, ID.

Burris, J. K. & Becker, S.E. (April 2002). *Teaching introductory psychology students to critically assess Internet sources.* Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Park City, UT.

Miller, L. & Becker, S. (2008). *Torture, Interrogation and APA policy.* Roundtable presented at the annual meeting of the Rocky Mountain Psychological Association, Boise, ID

Senter, P. & Becker, S.E. (April, 1999). *Is stage of change important in improving grades for students?* Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Fort Collins, CO.

Senter, P. & Becker, S.E. (May, 1998). *Junk Psychology on the Internet.* Paper presented at the annual meeting of the American Association for the Advancement of Science- SWARM Division, Grand Junction, CO.

Senter, P. & Becker, S.E. (May, 1998). *Does dissatisfaction with grades motivate students to change study habits?* Poster presented at the annual meeting of the American Association for the Advancement of Science- SWARM Division, Grand Junction, CO.

Treadway, R., Becker, S.E. Wetzel, M. (1992, Oct). *Interactive learning: Undergraduate mid-semester evaluation of graduate student instructors.* Poster presented at the annual meeting of the Arizona Psychological Association, Tucson, AZ.

INVITED ADDRESS

Becker, S.E. (April, 2006). *Assessment in a Psychology Department: Changes, Challenges & Champions* (Panelist). Rocky Mountain Psychological Association, Park City UT.

Becker, S.E. (April, 2006). *Turning Freshman into College Students: Problems & Solutions for Introductory Psychology Courses*, (moderator and panelist). Rocky Mountain Psychological Association, Park City UT.

Becker, S.E. (April, 2006). *Service Learning in Psychology: From Conceptualization to Implementation* (Panelist). Rocky Mountain Psychological Association, Park City UT.

Becker, S. E. (March, 2006). *Lessons from the Holocaust: Using Existentialism to Understand Catastrophic Experiences*. Presentation for Holocaust Awareness Weeks, Mesa State College.

Becker S.E. (2005). *Psychology & Service Learning : Opportunities & Benefits to Students*, Panelist. Rocky Mountain Psychological Association, Phoenix, AZ.

Becker, S.E. (2000, April). *Working with the dying: what inspires me about psychology*. Invited address, Psi Chi induction, Mesa State College.

Becker, S.E. (1994, June). *What consumers want to know about psychotherapy*. Invited presentation at the Reed College Annual Psychology Alumni Mini Convention.

Becker, S. (1993, June). *Approaches to evaluating faculty*. Invited presenter, Wakonse Conference on College Teaching - West. Sponsored by the University Teaching Center, University of Arizona, Tucson, AZ.

Becker, S.E. (1992, April). *Adult incest survivors: The etiology of hysteria*. Psi Chi Guest Lecturer, University of Arizona.

MANUSCRIPTS IN PREPARATION

Becker, S.E. *Influencing change in stages of change: the persuasive use of information*. Research conducted 1998-1999 Mesa State College.

Becker, S.E. & Burris, J.K. *Teaching Psychology Students to Think Critically about Internet Sources*. Research conducted 2001-2002, Mesa State College

Becker, S.E. & Graves, T. . *A criterion based approach to establishing students' competence with counseling skills*.

BRUCE ALEXANDER BISHOP

CURRICULUM VITAE

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Dept. Of Social and Behavioral Sciences
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bbishop@mesastate.edu

Colorado Psychologist License No. 2858

EDUCATION

- 1996-2001 Doctor of Philosophy, Psychology
University of Arizona, Tucson AZ
Major: Clinical Psychology
Minor: Social Psychology
Major Professor: Hal Arkowitz, Ph.D.
Dissertation Title: Negative Thoughts about Making Changes: Testing a
 Cognitive-Behavioral Theory of Noncompliance
- Predoctoral Clinical Internship:
Valley Mental Health
Salt Lake City, UT - Sept. 1999 - Sept. 2000
Chief Psychologist/Director of Clinical Training: Craig Brown, Ph.D.
- 1990-1995 Master of Arts, Psychology
University of Arizona, Tucson AZ
Major: Clinical Psychology
Minor: Social Psychology
Major Professor: Hal Arkowitz, Ph.D.
Thesis Title: Ambivalence About Change: The Effects of a Two-Chair
 Intervention on Self-Discrepancies
- 1987-1989 Unclassified Graduate Student / Research Assistant
University of Colorado at Colorado Springs, CO
Major: Psychology
Advisor: Fred Coolidge, Ph.D.
- 1975-1980 Bachelor of Arts, Political Science
Colorado State University, Fort Collins CO

EMPLOYMENT

- Aug. 2006 - Present Assistant Professor, Psychology
Mesa State College, Grand Junction CO
- Nov. 2001 - Aug. 2006 Independent Practice in Psychotherapy, Assessment, Consulting
Grand Junction CO
- March 2003 - Oct 2004 Clinical Psychotherapist
Emily Griffith Center, Western Campus
Rifle CO

TEACHING EXPERIENCE

Mesa State College, Grand Junction CO

- General Psychology
- Human Growth & Development
- Career Development
- Personality Psychology
- Abnormal Psychology
- Psychological Interviewing

Mesa County Suicide Prevention Coalition, Grand Junction CO

- Applied Suicide Intervention Skills Training (ASIST): intensive suicide intervention skills training (two day training)
- SafeTALK: suicide risk identification and referral skills (four hour training)

University of Arizona, Tucson AZ

- Introductory Psychology and associated Lab Sections

GRANTS AND AWARDS

- Mesa State College Strategic Planning Grant - May 2007: "Motivational Interviewing in the Classroom" - Initial trials of an innovative adaptation of an established psychotherapeutic technique, to enhance undergraduate engagement and increase student retention.
Collaboration with Susan Becker, Ph.D., Richard Vale, Ph.D., Leslie Miller, Ph.D., and Robert Mayer, M.A.
- Mesa State College Strategic Planning Grant - May 2008: "Motivational Interviewing in the Classroom" - Extension and continued refinement of the application of Motivational Interviewing techniques to enhance undergraduate engagement and increase student retention.
Collaboration with Susan Becker, Ph.D., Richard Vale, Ph.D., Leslie Miller, Ph.D., and Robert Mayer, M.A.

PROFESSIONAL AFFILIATIONS

- Association for Psychological Science (APS)
- Colorado Psychological Association (CPA)
- Society for the Exploration of Psychotherapy Integration (SEPI)
- Rocky Mountain Psychological Association (RMPA)
- Psi Chi - National Honorary Society in Psychology

PRESENTATIONS

- § “Who Can Help Me?: A Snapshot of a Community's Psychosocial Treatment Resources” (Poster presentation) - Rocky Mountain Psychological Association 2008 Conference, Boise, ID: presented with Traci L. Young and Alexandria C. Estes

PROFESSIONAL VOLUNTEER ACTIVITIES

- 2004 - Mesa County Mental Health Disaster Preparedness Coalition
2008 Coordinator of Independent Practitioner Volunteers
- 2004 - Mesa County Suicide Prevention Coalition
Present Applied Suicide Intervention Skills Training (ASIST) Trainer and SafeTALK Trainer

OTHER CLINICAL AND RELATED TRAINING

- 2007 ICS-100: Introduction to the Incident Command System (8 hours):
FEMA/U.S. Dept. Of Homeland Security
Kimberly Bullen, Mesa County CO Emergency Management Director
- 2005 Motivational Interviewing (20 hours)
Bruce Etringer, Ph.D.
- Functional Family Therapy (20 hours)
Richard Whiting, Ph.D.
- Colorado Mental Health Disaster Response System Training:
· Level 1: Field Response Training (8 hours)
· Level 2: Trauma Therapy and Agency Response (8 hours)
- 2004 Parent Empowerment: Counseling Parents in Positive Child-Rearing Practices (8 hours)
Douglas H. Ruben, Ph.D.

- 2003 Therapeutic Crisis Intervention, 5th Edition ("Cornell Model") (40 hours)
Emily Griffith Center Trainers
- Counseling Couples: What Works, What Doesn't Work (8 hours)
Brenda Dozier, Ph.D.
- Dialectical Behavior Therapy - Advanced Topics (16 hours)
Kate Comtois, Ph.D. & Brad Beach, B.A.
- HIPAA Compliance Workshop for Mental Health Private Practitioners (8 hours)
Laurence B. James, Psy.D., J.D.
- 1995 Group Therapy Workshop (10 hours)
David Engle, Ph.D., Marjorie Holiman, Ph.D. (Directors: Gestalt Institute of Tucson)
- "Issues in Clinical Assessment" Workshop (2 hours)
Howard Tennen, Ph.D. (University of Connecticut Health Center)
- "Integrative Behavioral Couples Therapy" Workshop (2 hours)
Andrew Christensen, Ph.D. (University of California, Los Angeles)
- 1994 "Brief Prescriptive Therapy: The Transtheoretical Approach" (6 hours)
John C. Norcross, Ph.D. (University of Scranton)
- 1993 "Doing Therapy Briefly" - MRI Brief Therapy Workshop (12 hours)
Richard Fisch, M.D. (Mental Research Institute, Palo Alto CA)
- 1992 Experiential Therapy Workshop (6 hours)
Marjorie Holiman, Ph.D. (Gestalt Institute of Tucson)

REFERENCES

Hal Arkowitz, Ph.D. Associate Professor of Psychology, University of Arizona
Advisor, Research Supervisor 312 Psychology Building, University of Arizona,
Tucson AZ 85721
(520) 621-3382
E-mail: arkowitz@u.arizona.edu

Craig Brown, Ph.D. Valley Mental Health, Adult Centralized Evaluation Unit
Internship Training Director 1141 East 3900 South, Ste. A125
and Clinical Supervisor Salt Lake City UT 84124
(801) 264-2300
E-mail: craigb@vmh.com

Ed Christensen, Ph.D. Valley Mental Health, East Valley Unit
Clinical Supervisor - Internship 1141 East 3900 South, Ste. A100
Salt Lake City UT
(801) 264-2315
E-mail: edc@vmh.com

David Engle, Ph.D. Private Practice; Gestalt Institute of Tucson
Clinical Supervisor - Research 6420 N. Avenida Manzana, Tucson AZ 85741
(520) 297-5126
E-mail: dengle6008@aol.com

James D. ("JD") Gill, Ph.D. Valley Mental Health, North Valley Unit
Clinical Supervisor - Internship 145 East 1300 South, Ste. 501
Salt Lake City UT 84115
(801) 539-7000
E-mail: jamesg@vmh.com

Marjorie Holiman, Ph.D. Private Practice; Adjunct Faculty, University of
Arizona, Clinical Psychology; Gestalt Institute of
Tucson
Clinical Supervisor - Practicum 2732 N. Martin Ave., Tucson AZ 85719
(520) 326-8395
E-mail: mholiman@aol.com

Linda Luther-Starbird, Ph.D. Associates in Behavioral Counseling
Clinical Psychologist 518 28 Rd., B209
Post-Doctoral Supervisor Grand Junction CO 81501
(970) 245-3212

John Malouf, Ph.D. Valley Mental Health, East Valley Unit
Clinical Supervisor - Internship 1141 East 3900 South, Ste. A100
Salt Lake City UT
(801) 264-2315
E-mail: malouf@vmh.com

Margaret W. Morris, Ph.D. Clinical Supervisor - Internship	Valley Mental Health, Alcohol and Drug Unit 5965 South 900 East, Ste. 240 Salt Lake City UT 84121 (801) 263-7225 E-mail: margaretm@vmh.com
Richard Muszynski, Ph.D. Clinical Supervisor - Externship	La Frontera East Clinic 2222 Craycroft Rd., Suite #120 Tucson AZ 85712 (520) 296-3296
Janiece Pompa, Ph.D. Clinical Supervisor - Internship (Testing and Assessment)	Private Practice; Adjunct Faculty, University of Utah, Educational Psychology 4505 S. Wasatch Blvd Holladay UT 84124-4709 (801) 273-7555 E-mail: pompa_j@gse.utah.edu
Jim Ricciardi, Psy.D. Clinical Supervisor - Internship	Valley Mental Health, North Valley Unit 145 East 1300 South, Ste. 501 Salt Lake City UT 84115 (801) 539-7000 E-mail: jimr@vmh.com
Cheri Shapiro, Ph.D. Clinical Supervisor - Externship	Chief of Community Psychology: South Carolina Dept. of Juvenile Justice P.O. Box 21069, Columbia SC 29221-1069 (803) 896-8250
Varda Shoham, Ph.D. Director of Clinical Training U. of Arizona Psychology Dept.	Associate Professor of Psychology, University of Arizona 312 Psychology Building, University of Arizona, Tucson AZ 85721 (520) 621-1867 E-mail: varda@u.arizona.edu
Mary Wetzel, Ph.D. Instructional Mentor	Professor Emeritus of Psychology, University of Arizona 312 Psychology Building, University of Arizona, Tucson AZ 85721 (520) 621-7427 E-mail: wetzel@u.arizona.edu

VITA

Karen E. Ford, Ph.D.

Home Address: 165 Desert Vista Ct., Whitewater, CO 81527
(970) 241-5031.
Email: kfordco@msn.com

Work Address: Social & Behavioral Sciences Department, Mesa State College
1100 North Avenue, Grand Junction, CO 81501; (970) 248-1597.
Email: kford@mesastate.edu

Academic Record:

B.A. with Special Distinction, Mississippi College, 1974.
M.A. Louisiana State University at Monroe, 1976.
Ph.D. University of Mississippi, 1980.
Area of specialization: Behavioral Pharmacology.
Dissertation: *Chronic Effects of Neuroleptics Having High or Low Incidence of
Extrapyramidal Side-Effects Upon Force, Duration and Rate of Operant Response in Rats.*

Employment Experience:

Mesa State College, Grand Junction, CO:

Assistant Professor of Psychology, 1984-1987.
Tenured, 1987.
Associate Professor of Psychology, 1987-1992.
Professor of Psychology, 1992-present.

Courses Taught:

PSYC 121 General Psychology.
122 General Psychology.
150 General Psychology.
150 General Psychology Online.
311 Quantitative Research Methods.
314 Psychology of Learning.
314L Psychology of Learning Laboratory.
322 Motivation.
340 Abnormal Psychology.
420 Personality.
430 Biopsychology.

Belhaven College, Jackson, MS:

Assistant Professor of Psychology and Chair, Department of Psychology, 1980-1984.

Courses Taught:

- PSYC 201 General Psychology.
- 241 Developmental Psychology.
- 302 Statistics for the Behavioral Sciences (with microcomputer laboratory).
- 311 Psychological Testing.
- 312 Abnormal Psychology.
- 331 Psychology of Personality.
- 332 Psychology of Learning.
- 341 Experimental Psychology (with laboratory).
- 351 Practicum (Placement and supervision of undergraduates in both clinical and research settings in the Jackson community).
- 352 Social Psychology.
- 361 Physiological Psychology.
- 402 Advanced General Psychology.

University of Mississippi, Oxford, MS: Graduate Instructor, 1976-80.

Courses Taught:

- PSYC 302 Elementary Statistics.
- 304 Laboratory in Experimental Psychology.

Mississippi College, Clinton, MS: Instructor, Summer, 1976.

Courses Taught:

- PSYC 201 Introduction to Psychology.

University of Louisiana at Monroe, Monroe, LA: Graduate Instructor, 1974-76.

Courses Taught:

- PSYC 201 Introduction to Psychology.
- 317 Learning Laboratory.

Curriculum Development:

Mesa State College:

Wrote an NSF grant along with Dr. Myra D. Heinrich and established a general experimental psychology laboratory in the basement of Albers Hall.

Added to the curriculum a 1-credit hour microcomputer-controlled laboratory and designed a series of experiments using live animals for the learning laboratory course, offered in conjunction with the Psychology of Learning lecture course.

Developed and added to the curriculum a 3-hour course in Biopsychology.

Developed and added to the curriculum a 3-hour course in Quantitative Research Methods (advanced Applied statistics) for psychology majors as a follow-up to the introductory statistics course (STAT 200).

Due largely to the efforts of Dr. Myra D. Heinrich and myself, the discipline of psychology at MSC now has animal facilities and dedicated lab space for psychology in the new science building completed fall 1997.

Designed a series of exercises and experiments (using computer software rather than live animals) in the field of learning for the learning laboratory course, beginning fall 2004.

Belhaven College:

Introduced into the curriculum a sophomore-level course in Industrial Psychology.

Added to the curriculum a 1-hour microcomputer laboratory offered in conjunction with the Statistics for the Behavioral Sciences course.

Organized and directed fund-raising efforts for the purchase of laboratory equipment for the Psychology Department.

Established a microcomputer-controlled operant behavior laboratory.

Honors, Grants, and Awards:

- 1969-70 Chosen "Freshman Girl of the Year" by Cap and Gown Society (Mortar Board), Women's Honor Society, Mississippi College.
- 1974 Alpha Chi, National Honor Society.
B.A. with Special Distinction (Summa Cum Laude).
- 1976 Phi Kappa Phi, National Honor Society.
- 1976-77 Graduate Non-Service Fellowship, University of Mississippi.
- 1981 Outstanding Young Women of America.
- 1982-83 Participant, NSF Chataqua-type short course for college teachers entitled "The Search for Human Origins".
- 1986-88 Co-Investigator (with M.D. Heinrich) of NSF sponsored College Science Instrumentation Program Proposal (CSI-8650635) "Establishment of a Microcomputer-Based General Experimental Psychology Laboratory".
- 1986-87 Faculty Enrichment Grant, Colorado Consortium of Higher Education.
- 1987-88 Recipient of the Faculty Link Award, Mesa College, chosen by the Student Body Association.
- 1993 Sabbatical, Fall semester, University of Colorado, Boulder.
- 1994 Nominated for the Mesa State College Distinguished Faculty Award.

- 1996 Academic Enrichment Funds Grant, Campus Visitation Project with Stephen F. Davis for Psychology Majors and Faculty.
- 1996 **Rocky Mountain Psychological Association (RMPA) Distinguished Service Award.**
- 1998 Technology Enhanced Education Grant, \$2400.
- 1998 Office of State Colleges (OSC) Board Goals and Objectives Grant for purchase of MSC campus SPSS software license, \$9412.00.
- 1998 Psi Chi/Florence L. Denmark **National Faculty Advisor Award.**
- 1998 Recipient of the **Mesa State College Distinguished Faculty Award.**
- 1999 OSC Professional Development Grant for travel to Syllabus Conference and graphics software training, \$1573.00
- 2000 OSC Professional Development Grant for additional hands-on graphics software training, \$885.00
- 2000 OSC Board Goals and Objectives Grant for purchase of graphics software and equipment to accomplish sabbatical project, \$1442.00.
- 2001 Sabbatical, Spring Semester, created graphics and animations for use in General Psychology and Biopsychology class presentations.
- 2004 Awarded **Lifetime Membership, Rocky Mountain Psychological Association (RMPA).**

Sponsorship of College Student Groups:

Established the Belhaven College Psychology Club and served as the faculty advisor, 1980-1984.

Established the Mesa College (presently Mesa State College) Psychology Club and served as the faculty advisor 1984-1992, 1995-1999.

Established the Mesa State College Psi Chi Chapter and served as the faculty advisor, 1988-1992, 1995-1999.

Faculty Advisor, Mesa State College PRIDE (People Respecting the Importance of Diversity and Equality) group, 1998-spring 2000.

Professional Service:

Panel Reviewer for National Science Foundation-sponsored College Science Instrumentation Program, Washington D.C., January 14-17, 1987.

Rocky Mountain Regional Coordinator, Council of Teachers of Undergraduate Psychology, 1988-1992. (My duties were to plan and carry out the CTUP portion of the RMPA convention each year.)

Rocky Mountain Regional Vice President of Psi Chi, 1991-1995.

(My duties were to plan and carry out the Psi Chi portion of the Rocky Mountain Psychological Association [RMPA] convention each year. I also served on the 10-member National Council of Psi Chi in making policy and budgetary decisions and in carrying out the Psi Chi programs at the APA and APS conventions each year.)

Psi Chi National Committees:

Chair, Newman Award Committee, 1991.

Member, Student Participation Committee, 1991-

Member, Ruth Cousins Award Committee, 1991-1995.

Member, Liaison from Organizational Affiliations Committee to APAGS, 1991-1992.

Chair, Newman Award Committee, 1993.

Chair, Frederick Howell Lewis Distinguished Lecturer Committee, 1993-1994.

Member, Newman Award Committee, 1994.

Member, Organizational Affiliations Committee, 1994.

Member, Nominations and Election Committee, 1994-1995.

Member, Frederick Howell Lewis Distinguished Lecturer Committee, 1994.

Member, Constitution Committee, 1994-1995.

Chair, Student Travel Awards Committee, 1994-1995.

Chair, National Organizational Structure Committee, 1994-1995.

Member-Judge, 1996 Denmark Award Committee, 1996.

Member, Nominations and Elections Committee, 1996-1997.

Member, Div. 2 of American Psychological Association (APA), Society for the Teaching of Psychology, G. Stanley Hall Lectures Committee, APA , 1996-1998.

Reviewer for RMPA Student Paper Award, Rocky Mountain Psychological Association, 2002.

Executive Committee of the Rocky Mountain Psychological Association, 2003-2005.

President of the Rocky Mountain Psychological Association, 2003-2004.

Reviewer for RMPA Student Paper Award, Rocky Mountain Psychological Association, 2005.

Chair, RMPA Early Career Award Selection Committee, Rocky Mountain Psychological Association, 2005.

Reviewer for RMPA Student Paper Award, Rocky Mountain Psychological Association, 2006.

Institutional Service:

Mesa State College:

- Member, Academic Computing Committee, 1984-85.
- Member, Library Committee, 1985-87.
- Member, Human Subjects Committee, 1985-87.
- Member, Psychology Search Committee, 1986.
- Member, Student Retention Task Force, 1987-89.
- Member, Mathematics and Statistics Search Committee, 1988-89.
- Member, Psychology Search Committee, 1988.
- Member, President's Planning Task Force, Fall 1988.
- Member, Appointment, Promotion, Tenure, & Merit Committee, 1987-89.
- Member, Oasis Advisory Committee, 1989-90.
- Member, President's Task Force on Campus Security, 1990.
- Member, NCA Focused Self-Study Review Committee, 1991-92.
- Member, Faculty Senate, 1989-1993.
- Member, Ad Hoc Faculty Senate Committee to Review Printing Services, 1992.
- Member, Program Analysis Committee, 1993.
- Member, Faculty Salary & Benefits Committee, 1994-95.
- Member, Ad Hoc Faculty Senate Committee on Faculty Performance Evaluation Plan, 1994-95
- Member, Psychology Search Committee, 1995.
- Chair, Counseling Psychology Search Committee, 1995-96.
- Member, Promotion Review Committee, Humanities and Social Sciences, 1996.
- Member, Peer Review Committees, 1997.
- Member, FACT subcommittee on Domestic Partner Benefits, 1997.
- Member, Vice-President of Academic Affairs Search Committee, 1997.
- Member, Humanities and Social Sciences Tenure Committee, 1997.
- Member, Humanities and Social Sciences Promotion Committee, 1998.
- Member, Peer Review Committee, 1998.
- Member, Social & Behavioral Sciences Ad Hoc Committee on Evaluation Standards, 1998.
- Member, Peer Review Committees, 1999.
- Member, Fine Arts Program Self-Study Review Committee, 1999.
- Member, Peer Review Committee, 2000.
- Member, Humanities and Social Sciences Promotion Committee, 2000.
- Member, Humanities and Social Sciences Tenure Committee, 2000.
- Member, Institutional Animal Care and Use Committee, 1997-present.
- Member, Ad Hoc Faculty Senate Committee to examine student evaluation system, 1998-2001.
- Member, Technology Council's Education and Training Subcommittee, 2000-2001.
- Member, International Baccalaureate Program Committee for SBS, 2001.
- Webmaster, Social and Behavioral Sciences Department, 2000-present.
- Vice-Chairperson, Institutional Animal Care and Use Committee, 2002-2003.

Chair, Developmental Psychology Search Committee, 2003.
General Education Assessment Coordinator for General Psychology, 2006-present.
Chair, Social Psychology Search Committee, 2007.

Belhaven College:

Member, Library Committee, 1980-1983.
Chair, Student Life Committee, 1981-82.
Secretary, Faculty Forum, 1981-82.
Vice-President, Faculty Forum, 1982-83.
Member, Student Life Committee, 1982-83.
Member, Athletic Sub-Committee, 1982-83.
Chair, Student Life Committee, 1983-84.
President, Faculty Forum, 1983-84.
Member, Faculty-Staff Benefits Committee, 1983-84.
Member, Faculty Athletic Committee, 1983-84.

Research Experience:

Research conducted with students at Mesa State College:

Deisher, D.M., Skidmore, T.J., & Bernatis, P.D. (1992, April). Effects of various reinforcement schedules upon operant response duration in rats. Paper presented in the Psi Chi Paper Session at the annual meeting of the Rocky Mountain Psychological Association, Boise, ID.

Learned, K., Edgington, N.E., & Ford, K.E. (1995, April). Conditioned responding as a function of auditory and visual conditioned stimuli. Paper presented in the Psi Chi Paper Session at the annual meeting of the Rocky Mountain Psychological Association, Boulder, CO. (This paper won one of three "Best Student Paper Awards" from Psi Chi National.)

McConnell, P. Davis, K., Hull, M., & Ford, K.E. (1996, April). Effects of paternal alcohol exposure on offspring. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Park City, UT. (This paper won received a Regional Research Award from Psi Chi National.)

Research Assistant at University of Mississippi under Dr. Stephen C. Fowler (January 1977-July 1980):

Acute neuroleptic effects on response force, duration and rate during fixed-interval responding in rats.

Chronic effects of haloperidol, clozapine, and chlordiazepoxide on response force, duration and rate during fixed-ratio responding in rats.

Acute effects of major and minor tranquilizers on steadiness of forelimb control in rats.

Chronic effects of haloperidol and clozapine on steadiness of forelimb control in rats.

Acute neuroleptic effects on response force, duration and rate during fixed-ratio responding in rats.

Chronic effects of chlorpromazine and clozapine on response force, duration, and rate during fixed-ratio responding in rats.

Behavioral drug effects upon operant response force, duration and rate in rats responding under a multiple variable-interval fixed-ratio conflict procedure.

Research conducted at University of Louisiana at Monroe under Dr. E.G. Maples (November 1974) and Dr. M.M. Haraway (March 1976):

Effects of number of pellets versus amount of reinforcement on T-maze learning and performance.

The effects of food deprivation upon exploration and approach to food in rats.

Publications:

Ford, K.E., Fowler, S.C., & Nail, G.L. (1979). Effects of clozapine and chlorpromazine upon operant response measures in rats. *Pharmacology, Biochemistry & Behavior*, *11*, 239-241.

Fowler, S.C., Ford, K.E., Gramling, S.E., & Nail, G.L. (1984). Acute and subchronic effects of neuroleptics on quantitative measures of discriminative motor control in rats. *Psychopharmacology*, *84*, 368-373.

Ford, K.E. (1994, Fall). Graduate admissions criteria. *Psi Chi Newsletter*, *20*, 16.

Ford, K.E. (1997). Graduate school admissions criteria. In K. Sexton-Radek & P. Paul (Eds.), *What can I do with my psychology major?* (pp. 63-64). Statesboro, GA: Office of Teaching Resources in Psychology.

Dunn, J., Ford, K., Rewey, K. L., Juve, J. A., Weiser, A., & Davis, S. F. (2001). A modified presubmission checklist for correct APA formatting. *Psi Chi Journal of Undergraduate Research*, *6*, 142-144.

Ford, K.E. (2001). *Welcome to my animations website*. Retrieved September 13, 2006, from Mesa State College web site: <http://home.mesastate.edu/~kford/animations>

Herdegen, R.T. & Ford, K.E. (2004). Massed vs. distributed (spaced) practice in motor learning. Retrieved September 13, 2006, from <http://opl.apa.org/Main.aspx>

Papers Presented:

Ford, K.E., Fowler, S.C., & Nail, G.L. (1979, March). *Behavioral effects in rats of major tranquilizers having high or low incidence of extrapyramidal signs*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, LA.

Ford, K.E., & Fowler, S.C. (1980, March). *Chronic effects of neuroleptics having high or low incidence of extrapyramidal effects upon force, duration and rate of operant response in rats*. Paper presented at the annual meeting of the Southeastern Psychological Association, Washington, D.C.

Ford, K.E. (1983, April). *Amphetamine-induced effects on operant response measures following chronic neuroleptic treatment in rats*. Paper presented at the annual meeting of the Southwestern Psychological Association, San Antonio, TX.

Ford, K.E. (1983, April). *Chronic effects of haloperidol, clozapine and chlordiazepoxide upon operant response force, duration and rate in rats*. Paper presented at the annual meeting of the Southwestern Psychological Association, San Antonio, TX.

Ford, K.E., May, M., Temple, L., & Wozniak, W. (1988, April). *Obtaining NSF funding for laboratory equipment used to enhance undergraduate instruction*. Symposium presented at the annual meeting of the Rocky Mountain Psychological Association, Snowbird, UT.

Ford, K.E. (1990, December). *Biochemical theories of depression*. An invited presentation for the Mesa State College Wellness Series, Grand Junction, CO.

Ford, K.E. (1991, April). *The teaching of psychology: My story*. An invited address presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Ford, K.E. (1991, October). *What Psi Chi can do for you*. An invited address presented at the Mesa State College Psi Chi Induction Ceremony, Grand Junction, CO.

Ford, K.E. (1993, October). *What Psi Chi can do for you*. An invited address presented to the University of Northern Colorado Psi Chi Chapter, Greeley, CO.

Takooshian, H., Skitka, L.J., Ford, K.E., & Newman, S.E. (1994, August). *Getting accepted into graduate programs in psychology and then surviving as a graduate student*. A symposium sponsored by Psi Chi at the annual meeting of the American Psychological Association, Los Angeles, CA.

- Learned, K.J., Edgington, N.E., & Ford, K.E. (1995). *Conditioned responding as a function of auditory and visual conditioned stimuli*. Paper presented in the Psi Chi Paper Session at the annual meeting of the Rocky Mountain Psychological Association, Boulder, CO.
- McConnell, P. Davis, K., Hull, M., & Ford, K.E. (1996, April). *Effects of paternal alcohol exposure on offspring*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Park City, UT.
- Ford, K.E. (1997, April). *Mental illness: Is it a misnomer?* An invited address presented as the Alpha Chi Spring Lecture to the Mesa State College campus, Grand Junction, CO.
- Ford, K.E. (1997, April). *Nuts and bolts of applying*. Paper presented in a symposium at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.
- Ford, K.E. (1997, September). *How to get into graduate school*. An invited presentation as part of a symposium for the Mesa State College Psi Chi Chapter, Grand Junction, CO.
- Ford, K.E. (1998, April). *Teaching about sexual orientation using a panel format*. Paper presented at the joint meeting of the Western Psychological Association/Rocky Mountain Psychological Association, Albuquerque, NM.
- Ford, K.E. (1999, March). *A History of Psi Chi*. An invited presentation as part of the annual spring induction for the Mesa State College Psi Chi Chapter, Grand Junction, CO.
- Ford, K.E. (1999, April). *Nuts and bolts of applying*. Paper presented in a symposium at the annual meeting of the Rocky Mountain Psychological Association, Fort Collins, CO.
- Ford, K.E. (1999, June). *Nuts and bolts of applying*. Paper presented in a symposium at the annual meeting of the American Psychological Association, Denver, CO.
- Ford, K.E. (2002, April). *Teaching with computer animation*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Park City, UT.
- Ford, K.E. (2004, April). *Creating animations for teaching: Am I more like Roadrunner or Wile E. Coyote?* Paper presented in the President's Symposium at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.
- Ford, K.E. (2005, April). *Tales out of School: Past President's Roundtable*. Panelist in the roundtable discussion presented at the annual meeting of the Rocky Mountain Psychological Association, Phoenix, AZ.
- Ford, K. E. (2006, April). *Developing the Introductory Psychology Online Course with WebCT*. Paper presented in the Teaching Psychology Online Workshop at the annual meeting of the Rocky Mountain Psychological Association, Park City, UT.

Ford, K.E. (2004, Jan.). *Psi Chi*. An invited presentation as part of the annual spring induction for the Mesa State College Psi Chi Chapter, Grand Junction, CO.

Papers Chaired or Moderated:

Ford, K.E., & Haslam, W.B., Chairs. (1991, April). *CTUP teaching activities exchange paper session*. A paper session held at the meeting of the Rocky Mountain Psychological Association, Denver, CO.

Ford, K.E., Chair. Huffman, K. (1991, April). *Active learning: How to make critical thinking a reality in the introductory psychology course*. A workshop sponsored by CTUP at the meeting of the Rocky Mountain Psychological Association, Denver, CO.

Ford, K.E., Chair. Bohan, J., & Davis, J. (1991, April). *A new model for psychology: Introducing constructionism and human science research into undergraduate courses*. A workshop sponsored by CTUP at the meeting of the Rocky Mountain Psychological Association, Denver, CO.

Wertheimer, M., & Ford, K.E., Participants. (1991, April). *What can Psi Chi do for you? A discussion section presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.*

Ford, K.E., Chair. McReynolds, P. (1991, August). *Great psychologists resurrected: Lightner Witmer*. An invited address presented at the meeting of the American Psychological Association, San Francisco, CA.

Dutch, S.E., Wertheimer, M., & Ford, K.E., Participants. (1992, April). *Psi Chi social hour and information exchange*. A discussion session presented at the annual meeting of the Rocky Mountain Psychological Association, Boise, ID.

Ford, K.E., Chair. Bromley, S.P. (1992, April). *Enhancement of student research and writing skills in any course*. A workshop sponsored by CTUP at the meeting of the Rocky Mountain Psychological Association, Boise, ID.

Ford, K.E., Chair. Dutch, S.E. (1992, April). *The enchantments of being a psychologist: Is it really worth it?* An invited address presented at the meeting of the Rocky Mountain Psychological Association, Boise, ID.

Ford, K.E., Chair. (1992, April). *Psi Chi Paper Session I*. Presented at the meeting of the Rocky Mountain Psychological Association, Boise, ID.

Ford, K.E., Chair. (1992, April). *Psi Chi Paper Session II*. Presented at the meeting of the Rocky Mountain Psychological Association, Boise, ID.

- Ford, K.E., & Haslam, W.B., Chairs. (1992, April). *CTUP social hour*. Held at the meeting of the Rocky Mountain Psychological Association, Boise, ID.
- Ford, K.E., Chair. (1992, August). *Student Paper Session I*. Presented at the meeting of the American Psychological Association, Washington, DC.
- Ford, K.E., Chair. (1993, April). Braun, J. (1993, April). *So, you wanna be a psychologist?* An invited address presented at the joint meeting of the Rocky Mountain and Western Psychological Associations, Phoenix, AZ.
- Ford, K.E., Chair. Horvat, Jr., J.J. (1993, April). *How to get into graduate school: Some do's and don'ts*. A workshop sponsored by Psi Chi at the joint meeting of the Rocky Mountain and Western Psychological Associations, Phoenix, AZ.
- Ford, K.E., Chair. Williams-Rice, B., Hofer, R. Long, R., and Zemirah, N. (1993, August). *Graduate student perspectives: Applying to and succeeding in graduate school*. A symposium sponsored by Psi Chi at the annual meeting of the American Psychological Association, Toronto, Ontario.
- Ford, K.E., & Karlin, N.J., Co-Chairs. (1994, April). *Psi Chi Poster Session*. A poster session sponsored by Psi Chi at the annual meeting of the Rocky Mountain Psychological Association, Boulder, Colorado.
- Ford, K.E., Chair. Herek, G.M. (1994, August). *Prejudice, public policy and sexual orientation: A psychologist's perspective*. The Psi Chi/ Frederick Howell Lewis Distinguished Lecturer at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Ford, K.E., & Davis, S.F., Co-Chairs. (1994, August). *Psi Chi conversation/social hour with Gregory M. Herek, Ph.D.* A social hour sponsored by Psi Chi at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Ford, K.E., Chair. Horvat, Jr., J.J., Davis, S.F., & Lubin, B. (1994, August). *Getting into graduate school*. A symposium sponsored by Psi Chi at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Ford, K.E., Chair. Davis, S.F. (1995, April). *Collaborative scholarship with students: A path to the promised land?* An invited address sponsored by Psi Chi at the annual meeting of the Rocky Mountain Psychological Association, Boulder, CO.
- Ford, K.E., Chair. (1995, April). *Psi Chi paper session*. A paper session sponsored by Psi Chi at the annual meeting of the Rocky Mountain Psychological Association, Boulder, CO.

- Ford, K.E., Chair. Horvat, J.J., Davis, S.F., Wertheimer, M., & King, D.B. (1995, April). *Psi Chi chapter information exchange*. A discussion session presented at the annual meeting of the Rocky Mountain Psychological Association, Boulder, CO.
- Ford, K.E., Chair. (1995, April). *Psi Chi lunch hospitality hour and awards*. A social hour sponsored by Psi Chi at the annual meeting of the Rocky Mountain Psychological Association, Boulder, CO.
- Ford, K.E., Chair. Horvat, J.J., Brewer, C.L., Davis, S.F., & Busch, C. (1995, April). *Getting into and succeeding at graduate school in psychology*. A symposium sponsored by Psi Chi at the annual meeting of the Rocky Mountain Psychological Association, Boulder, CO.
- Takooshian, H., Ford, K.E., & Giordano, P.J., Co-chairs. Webb, B., Staub, J., Schipull, J., Farber, J., Pesanelli, S., Chrisler, J.C., Lisagor, M., & Kierniesky, N.C. (1995). *Psychology research journals*. A symposium sponsored by Psi Chi at the annual meeting of the American Psychological Society, New York.
- Ford, K.E., Newman, S., Jackson, K., Amato, S., Frederick, S., & Karlin, N.J., Participants. (1997, April). *Psi Chi chapter information exchange*. A discussion session presented at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.
- Ford, K.E., Moderator. Bodamer, M. (2003, April). *Cultivating reverence for life through chimpanzee studies: Discovery, empathy and action*. The Garner Memorial lecture at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Ford, K.E., Moderator. Handelsman, M. (2003, April). *The ethical acculturation of psychologists: "You are so beautiful" or "I've gotta be me"?* RMPA President's Address at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Ford, K.E., Chair. (2003, April). *RMPA Executive Committee Meeting* at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.
- Ford, K.E., Chair. (2004, April). *RMPA Executive Committee meeting* at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.
- Ford, K.E., Moderator. Hodge, G. (2004, April). *Enhancing PowerPoint presentations with QuickTime movies and animation effects*. Invited Address at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.
- Ford, K.E., Moderator. Hill, B. (2004, April). *Making ends meet: Strategies and resources for enhancing your teaching in an era of declining resources*. STP Invited Lecture at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.
- Ford, K.E., Moderator. (2004, April). *Computers and the teaching of psychology*. President's

Symposium at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.

Ford, K.E., Chair. (2004, April). *RMPA awards ceremony and business meeting* at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV.

Ford, K.E., Moderator. Brainerd, C. J. (2005, April). *Law's memory and memory's laws*. APS William James Distinguished Lecture at the annual meeting of the Rocky Mountain Psychological Association, Phoenix, AZ.

Ford, K.E., Moderator. Nadel, L. (2005, April). *The hippocampus and memory*. Battig Memorial Lecture at the annual meeting of the Rocky Mountain Psychological Association, Phoenix, AZ.

Ford, K.E., Moderator. (2007, April). *The capstone course in psychology*. A paper session at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Ford, K.E., Moderator. (2007, April). *Animal / comparative psychology*. A paper session at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO.

Membership in Professional Organizations:

1980-1992, Member, American Psychological Association

1992-present, Associate Member, Division 2, Society for the Teaching of Psychology

1987-life, Member, Rocky Mountain Psychological Association (RMPA)

Member, Council of Teachers of Undergraduate Psychology (CTUP)

Textbook Reviews:

Psychology Software of Simulations and Demonstrations by Roger Harnish to accompany

Weiten, *Psychology: Themes and Variations*. Brooks/Cole Publishing. Fall 1991.

Chapters 1-3, Questions of Learning. Wadsworth Publishing. Summer 1991.

2nd edition of Weiten's *Psychology: Themes and Variations* for Brooks/Cole Publishing Co., Summer 1993.

Three chapters of Barlow et al., *Abnormal Psychology, Brief Edition* for Brooks/Cole Publishing Co., Summer 1995.

3rd edition of Jaccard & Becker's *Statistics for the Behavioral Sciences* for Brooks/Cole Publishing Co., Fall 1995.

Three chapters of the 2nd edition of Davis & Palladino's *Psychology* for Prentice-Hall, Fall 1995.

The learning chapter of Myers' *Psychology*, 7th edition, 2002 for Worth Publishers.

References:

Dr. John Redifer, Department Head, Social & Behavioral Sciences
Mesa State College
1100 North Avenue
Grand Junction, CO 81501
(970) 248-1510.
Email: jredifer@mesastate.edu

Dr. Myra D. Heinrich, Professor of Psychology
Mesa State College
1100 North Avenue
Grand Junction, CO 81501
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Dr. Stephen Schulte, Professor of History
Mesa State College
1100 North Avenue
Grand Junction, CO 81501
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Dr. Stephen C. Fowler, Professor
Department of Pharmacology and Toxicology
University of Kansas
1251 Wescoe Hall Drive, 5036 Malott
Lawrence, KS 66045
(785) 864-0715
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Thomas D. Graves

Occupation: Professor of Counseling and Psychology - Mesa State College (1966). In 2002: Voted Distinguished Professor of the year in teaching, research, service and student advising.

Academic

Degrees: Ed.D., University of Northern Colorado (1974)
Psychology, Counseling, and Career Development
Dissertation: "A Study of Vocational Maturity and College Students' Certainty and Commitment to Career Choice"

M.A., Adams State College (1966)
Cultural Relations
Thesis: "Career Office Management"

B.A., Adams State College (1965)
Management and Economics

Specializations:

General, Personality, and Abnormal Psychology
Psychological Assessment and Testing
Individual and Group Counseling
Psychological Interviewing
Career Development Theory and Counseling
Organizational Development Consulting

Additional Experience:

Personnel Coordinator, Martin-Marietta Corporation, responsible for all hourly and salary personnel and union relations for several manufacturing divisions totaling over 1000 people and the Industrial Relations division (1958-1964). Consulting with Dixson's Inc., Occidental Petroleum, Job Corps, Unocal, School District #51, and local psychologists (1975-present)

Received a Kellogg Rural Communities Program grant with Dr. Dan Arosteguy to research and document justification for approval and construction of the Colorado State Administrative Office Complex building now in Grand Junction (1981).

Received a Kellogg Rural Communities Program Grant to finance, staff, and coordinate neighborhood centers to foster basic educational opportunities for socially and economically disadvantaged (1968-70).

Licenses: +Nationally Certified Counselor (NCC) # 14855 by the National Board for Certified Counselors
+Licensed Professional Counselor (LPC) #197 in Colorado

VITA

Myra D. Heinrich

Department of Psychology
Mesa State College
Grand Junction, CO 81501
(970) 248-1454
heinrich@mesastate.edu

Education

University of North Dakota, Grand Forks, ND.
May, 1980, Ph.D. in Experimental Psychology.
Title of Dissertation was "The Effect of Prenatal and Postnatal Zinc Deficiency on Development of Long Term Memory in the Rat."

UND, August, 1975, M.A. in Psychology with minor in related fields of Clinical Psychology and Biochemistry. Title of thesis was "Effect of Shock Type and Intensity on Shuttle Box Avoidance Learning in the Rat."

UND, December, 1971, B.S. in Psychology with minor in Biology.

University of Washington, Seattle, WA.
September, 1967 to June, 1970.

Professional and Academic Employment

Mesa State College, Grand Junction, CO.
Department of Psychology, August, 1982 to present.
Professor of Psychology. Classes include Human Growth and Development, Child Psychology, Psychology of Women, Memory and Cognition, Comparative Psychology, and Experimental Psychology with lab.

Flagstaff, AZ. December, 1978 to May, 1982.
Worked on a contractual basis for the Special Education Diagnostic Services headquartered in Flagstaff. Traveled to Bureau of Indian Affairs schools on the Hopi, Apache, and Navajo reservations to administer a battery of tests to students from Kindergarten through Grade 12.

University of North Dakota, Department of Psychology, September, 1975 to May, 1977.
Research Associate for the USDA Human Nutrition Laboratory, Agricultural Research Service, Grand Forks, ND. Worked on several research projects involving behavioral effects of zinc deficiency in rats.

In Summer, 1976, instructed Developmental Psychology, PSY 251.

University of North Dakota, September, 1972 to May, 1975.
Graduate Teaching Assistant, assigned two labs of Experimental Psychology each semester. National Science Foundation Graduate Trainee. Graduate Research Assistant for the Man-in-the-Sea Project, in connection with the Department of Navy. Assisted with research involving hyperbaric environments and the effects of a cold environment on rat behavior and learning.

Publications/Presentations

Jens, D.P., & Heinrich, M.D. (1997). The relationship between academic major and perception of psychology as a science. Paper presented at Rocky Mountain Psychological Association meeting in Reno, NV. (Submitted to the *Psi Chi Journal of Undergraduate Research*, 1998).

Miller, J.L., Heinrich, M.D., & Baker, R. (1998, April). A look at Title IX and women's participation in sport. Poster session presented at joint meeting of Western Psychological Association and Rocky Mountain Psychological Association meeting in Albuquerque, NM.

Miller, J.L., Heinrich, M.D., & Baker, R. (2000, Winter). A look at Title IX and women's participation in sport. *The Physical Educator*, 8-13.

Herrick, J. L., & Heinrich, M. D. (2008, April). Human Growth and Development as a hybrid course: A comparison to previous methods. Presented at the Telecommunications Cooperative for Colorado meeting in Breckenridge, CO.

Memberships

American Psychological Association – Division of Teaching of Psychology
Association for Psychological Science
Rocky Mountain Psychological Association
Council for the Teachers of Undergraduate Psychology (CTUP)
Psi Chi, Psychology Honor Society
Alpha Lambda Delta, Freshman Honor Society

Committee Work

Who's Who Selection Committee, 1987 to present.
Selected for Participation in the Academic Management Institute, sponsored by the Colorado Women in Higher Education Administration, 1989-1990.
Selection Committees for Mathematics, 1996-1998.
Selection Committee for the Dean of NSM, 1999.
Selection Committee for the Registrar, 2001
Selection Committee for Psychology, 2008
Assessment Coordinator, 2002-2006

Curriculum Vitae

Brian L. Parry, Ph. D.

2811 Village Park Dr.

Grand Junction, CO 81506

Office: 970-248-1569 • FAX: 970-248-1934

Email: bparry@mesastate.edu

D.O.B.: September 20, 1974

PROFESSIONAL PROFILE

- Accomplished psychology professor with substantial academic and some applied psychology experience.
- Proficient researcher who is passionate about the application and understanding of psychology.
- Innovative teacher devoted to the educational and human needs of students and community members alike.

EDUCATION

- **Ph.D. in Applied Social Psychology**, Brigham Young University, Provo, UT, 2004
MINOR: Business Management
DISSERTATION: *Evaluation and Assessment of the Effects of Adversity on Organizational Leadership*
- **M.S. in Applied Social Psychology**, Brigham Young University, Provo, UT, 2003
THESIS: *Consumer Grudgeholding: It's Application to the Frustration-Aggression Hypothesis*
- **B.A. in Psychology**, University of Utah, Salt Lake City, UT, 2000

ACADEMIC HONORS AND AWARDS

- Selected inclusion, *Who's Who in America 2009*
- Recipient, Sharing Talent and Raising Standards award, San Juan College, 2005
- Recipient, Student Paper Award, Paper Presentation at the Seventy Fourth Annual Convention of the Rocky Mountain Psychological Association, Reno, Nevada, 2004
- Recipient, Certificate of High Academic Achievement, Department of Behavioral Sciences, Utah Valley State College, 1998

ACADEMIC/TEACHING EXPERIENCE

Assistant Professor of Psychology, Mesa State College, School of Social and Behavioral Sciences, Grand Junction, CO, 2008 to present.

- Teach psychology classes to lower- and upper-division undergraduate students.

Associate Professor of Psychology, San Juan College, School of Humanities, Farmington, NM, 2007 to 2008

- Promoted from Assistant Professor and placed on continuing contract, September 2007.
- Taught psychology classes to lower-division undergraduate students.

Assistant Professor of Psychology, San Juan College, School of Humanities, Farmington, NM, 2004 to 2007.

- Taught psychology classes to lower-division undergraduate students.

Adjunct Professor, New Mexico Highlands University, Department of Psychology, Farmington, NM, 2006 to 2008

- Taught psychology classes to upper-division undergraduate students and counseling classes to graduate students.

Graduate Teaching Assistant, Brigham Young University, Department of Psychology, Provo, UT, 2000 to 2004.

- Taught psychology classes to lower- and upper-division undergraduate students.

Instructor, Ivy Hall Academy of Nursing, Orem, UT, 2002 to 2004

- Taught human development classes to nursing students.

COURSES TAUGHT

Undergraduate

- Introduction to Psychology
- Life Span Development
- Adult Development
- Theories of Personality
- Social Psychology
- Cross-Cultural Psychology
- Cognitive Psychology
- Statistics for Psychology
- Research Methods for Behavioral Science

Graduate

- Career Counseling
- Theories and Principles of Individual Counseling
- Family Counseling

COURSES DEVELOPED AND INTRODUCED

- Research Seminar
- Learning Community of Introduction to Psychology with Freshman Composition

TEACHING EVALUATIONS

- Consistently “very high” quantitative scores, which nearly always exceed 4 on a 5-point scale in which 5 is top score.
- See *Teaching Evaluation Supplement to CV*, with detailed quantitative and qualitative teaching evaluations, available upon request.

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Research Analyst, The Thomson Corporation, Stamford, CT, from 5/2003 to 10/2003

- Coded qualitative executive profile variables
- Analyzed data of executive management profiles (360 feedback, potentiality, promotability, development needs, etc.).
- Created and managed executive profile data.
- Developed final reports for market group CEOs.

Research Analyst, The Corporation of the Church of Jesus Christ of Latter Day Saints, Salt Lake City, UT, from 5/2002 to 5/2003

- Created questionnaires using scale development methodologies and theoretical practices.
- Analyzed quantitative and qualitative data.
- Wrote up summary reports and presented research findings to group managers and supervisors
- Assisted in development of new marketing scheme for LDS Family Services adoption agency.

SCHOLARY CONTRIBUTIONS

Refereed Journal Publications

- Otto, Sean D., Payne, Collin R., Parry, Brian L., and Hunt, H. Keith. (2005). “Complimenting Behavior—The Complimenter’s Perspective.” *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior* (18), 5-15.
- Otto, Sean D., Parry, Brian L., Payne, Collin R., Huefner, Jonathan C., and Hunt, H. Keith. (2004). “When Consumers Get Upset: Modeling the Cost of Store Avoidance.” *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior* (17), 42-53.

Refereed Journal Publications *cont'd*

- Huefner, Jonathan C., Parry, Brian L., Payne, Collin R., Otto, Sean D., Huff, Steven C., Swenson, Michael J., and Hunt, H. Keith. (2002) "Consumer Retaliation: Confirmation and Extension." *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior* (15), 114-127.
- Payne, Collin R., Parry, Brian L., Huff, Steven C., Otto, Sean D., and Hunt, H. Keith. (2002). "Consumer Complimenting Behavior: Exploration and Elaboration" *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior* (15), 114-127.

Refereed Conference Presentations

- Parry, B.L., Turman, E., Sanchez, A., Lample, C., Kabasan, J., & Parry, M. (April 2007). "The Effects of Cultural Traditionalism on Body Image." Paper presented at the Seventy Seventh Annual Convention of the Rocky Mountain Psychological Association, Denver, CO.
- Turman, E., Potter, K., Hinojosa, E., & Parry, B.L. (April, 2006). "An Evaluation of Adversity: Can Leadership Characteristics and Perceived Benefits Derive from Adverse Events?" Paper presented at the Seventy Sixth Annual Convention of the Rocky Mountain Psychological Association, Park City, UT.
- Wade, C.J., & Parry, B.L. (April, 2005). "Predicting the Effects of Environmentally Conscious Behavior on Support and Interest in a Bio-Gas Digester." Paper presented at the Seventy Fifth Annual Convention of the Rocky Mountain Psychological Association, Phoenix, AZ.
- Parry, B.L., Payne, C.R. (April, 2004). "Personal Involvement as an Indicator of Entrepreneurship: An Evaluation of Potential and Actual Underserved Entrepreneurs." Paper presented at the Seventy Fourth Annual Convention of the Rocky Mountain Psychological Association, Reno, Nevada.
- Parry, B.L. (April, 2004). "What Makes a Good City Space: Comparing and Contrasting Two Public Spaces in Salt Lake City, Utah and Montpellier, France by Using Whyte's Criteria." Paper presented at the Seventy Fourth Annual Convention of the Rocky Mountain Psychological Association, Reno, Nevada, Winner of Best Student Paper Award.
- Parry, B.L., Otto, S.D., Franklin, J., Sellers, C., Smith, C., Butler IV, J., & Hellewell, D. (April, 2004). "Market Trading Behavior: An Evaluation of the Intraday Trader." Paper presented at the Convention of the Western Social Science Association, Salt Lake City, Utah.
- Parry, B.L. (June, 2003). "Grudgeholding: It's Application to the Frustration-Aggression Hypothesis." Paper presented at the Seventh Bi-annual Convention of the Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior, Provo, Utah.

Refereed Conference Presentations *cont'd*

- Payne, C.L., Parry, B.L., Huff, S.C., Otto, S.D., & Hunt, H.K. (June, 2003). "Consumer Complimenting Behavior: Exploration and Elaboration." Paper presented at the Seventh Bi-annual Convention of the Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior, Provo, Utah.
- Huefner, J.C., Parry, B.L., Payne, C.R., Otto, S.D., Huff, S.C., Swenson, S.J., & Hunt, H.K. (June 2003). "Consumer Retaliation: Confirmation and Extension." Paper presented at the Seventh Bi-annual Convention of the Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior, Provo, UT.

Refereed Poster Presentations

- Parry, B.L., Manuelito, L., Ashley, D., Caryl, R., & Ericksen, A.J. (April, 2008). "The Effects of Native American Cultural Identification on Self-Esteem. Poster presented at the Eighty-Eighth Annual Convention of the Western Psychological Association, Irvine, California.
- Parry, B.L., Charley, N., Blevins, C., & Ericksen, A.J. (April, 2008). "The Effect of Cultural Identification on Educational Achievement Among Native American College Students." Poster presented at the Eighty-Eighth Annual Convention of the Western Psychological Association, Irvine, California.
- Parry, B.L., Charley, N., Blevins, C., & Ericksen, A.J. (April, 2008). "The Effect of Religiosity on Native American Culture and Education." Poster presented at the Eighty-Eighth Annual Convention of the Western Psychological Association, Irvine, California.
- Jackson, A.P., Smith, S.A., Parry, B.L., Bush, C., & Elder, J. (March, 2008). "Cultural Identity and Academic Achievement among Native American College Students." Poster presented at the International Counseling Psychology Conference, Chicago, Illinois.
- Jackson, A.P., Smith, S.A., Parry, B.L., Hill, C., Miller, C., & Peck, C. (August, 2007). "Cultural Identity and Academic Achievement among Native American College Students." Poster presented in Division 17 (Counseling) at the One-Hundred and Fifteenth Annual Convention of the American Psychological Association, San Francisco, California.
- Parry, B.L. (April 2005). "Evaluation and Assessment of the Effects of Adversity on Organizational Leaders." Poster presented at the 2005 Conference of the Society for Industrial and Organizational Psychology, Los Angeles, California.
- Parry, B.L., Otto, S.D., & Brown, B.L. (August, 2004). "Evaluation and Categorization of Leadership Literature in I-O Psychology." Poster presented in Division 14 (SIOP) at the One-Hundred and Twelfth Annual Convention of the American Psychological Association, Honolulu, Hawaii.

Refereed Poster Presentations *cont'd*

- Otto, S.D., Parry, B.L., Wing, C., Cahoon, N.E., Prince, C.D., Sackett, R.L., & Brown, B.L. (August, 2004). "Quality and Methodology of the Emerging Literature on Trading Behavior." Poster presented in Division 14 (SIOP) at the One-Hundred and Twelfth Annual Convention of the American Psychological Association, Honolulu, Hawaii.
- Otto, S.D., Parry, B.L., Cummings, L., Boren, L., Call, J. (August, 2004). "Quality and Methodology: Evaluating Most Quoted Papers from I/O Textbooks." Poster presented in Division 14 (SIOP) at the One-Hundred and Twelfth Annual Convention of the American Psychological Association, Honolulu, Hawaii.
- Parry, B.L., Otto, S.D., Payne, C.R., Smith, S.M., & Hunt, H.K. (May, 2004). "Comparing Print and Online Survey Responses: A Repeated Measures Design." Poster presented at the Conference of the American Marketing Association, Salt Lake City, Utah.
- Parry, B.L., Otto, S.D., & Brown, B.L. (April, 2004). "New Methodologies and Insight into I-O Psychology Program Ranking." Poster presented at the 2004 Conference of the Society for Industrial and Organizational Psychology, Chicago, Illinois.
- Parry, B.L. (April, 2003). "Unrealistic Self-Standards Among People High in Narcissism." Poster Presented at the Seventy Third Annual Convention of the Rocky Mountain Psychological Association, Denver, Colorado.

Symposia/Forum

- Parry, B.L., Gerstner, Janet, & Carillo, Aundrea. (November, 2007). "Instructor Ethos in the Online Classroom: What Do Students Expect and Perceive?" Symposium Session. League for Innovation Conference on Information Technology, Nashville, Tennessee.
- Hatch, D., Parry, B.L., Otto, S.D. (August, 2004). "Experienced-Based Development: From Concept to Implementation." Symposium: New Directions in Organizational Measurement. Division 13 of the One-Hundred and Twelfth Annual Convention of the American Psychological Association, Honolulu, Hawaii.

RESEARCH GRANTS

- Center for Teaching Excellence grant (2007). Funded by San Juan College. Principal investigator: B.L. Parry.
- Center for Teaching Excellence grant (2006). Funded by San Juan College. Principal investigator: B.L. Parry.
- Senior thesis analysis of self-standards among people with narcissistic tendencies (1999). Funded by the University of Utah. Principal investigator: B. L. Parry.

RESEARCH INTERESTS

- Research interests are directed primarily toward applied and pedagogical research in a variety of interrelated areas:
 - Decision-making in the stock market
 - Consumer satisfaction and dissatisfaction
 - Organizational leadership development
 - Industrial/organizational typology
- Other areas of interest include:
 - Cross-cultural investigation of cultural identification and ethnic minority issues

PROFESSIONAL SERVICE

- Reviewer, Social Psychology Track, 2007 Rocky Mountain Psychology Association, Annual Conference.
- Moderator, Social Psychology Track, 2006 Rocky Mountain Psychology Association, Annual Conference.
- Reviewer, Industrial/Organizational Psychology Track, 2006 Rocky Mountain Psychology Association, Annual Conference.
- Reviewer (ad hoc), *Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior*, 2003 to 2004.
- Facilitator, 2003 Consumer Satisfaction, Dissatisfaction, and Complaining Behavior, Bi-Annual Conference.
- Pro-Bono Market Researcher, Pete Suazo Entrepreneurship Center (non-profit business development center serving Hispanic minorities to develop their businesses).

COLLEGE SERVICE

- Committee Chair, Online Scheduling Taskforce for San Juan College, 2007 to 2008.
- Chapter Advisor, San Juan College chapter of Psi Beta Honors Society, the National Honor Society in Psychology for Community Colleges, 2005 to 2008.
- Chair, Internal Review Board of San Juan College, 2007 to 2008.
- Committee Member, Internal Review Board of San Juan College, 2004 to 2008.

College Service *cont'd*

- Committee Member, Honors Committee of San Juan College, 2004 to 2008.
- Advisor, Continuing Students and New Student Orientations at San Juan College, 2004 to 2008.
- Online Consultant, San Juan College Humanities Department, 2005 to 2006.
- Committee Member, Online Advisory Committee at San Juan College, 2004 to 2006.
- Time Keeper/Reader, Phi Theta Kappa Knowledge Bowl, 2005 to 2006.
- Research Assistant, Senior Practicum at Brigham Young University, 2003-2004.

PROFESSIONAL AFFILIATIONS

- Phi Kappa Phi
- Golden Key
- Psi Chi
- Psi Beta
- Rocky Mountain Psychological Association
- Western Psychological Association
- League for Innovation

PROFESSIONAL DEVELOPMENT

Conferences

- Western Psychological Association, Irvine, California, April 2008.
- League for Innovation Annual Conference on Information Technology, Nashville, Nov. 2007.
- Mountain States Teaching of Psychological Annual Conference, Durango, CO, Oct. 2007.
- Rocky Mountain Psychological Association Annual Conference, Denver, April 2007.
- Academic Impressions Online Retention Conference, Vail, CO, Oct. 2006.
- Rocky Mountain Psychological Association Annual Conference, Park City, UT, April 2006.
- Conference of the Society for Industrial and Organizational Psychology Annual Conference, Los Angeles, April 2005.
- Convention of the American Psychological Association Annual Conference, Honolulu, Hawaii, August 2004
- Conference of the American Marketing Association Annual Conference, Salt Lake City, May 2004.
- Rocky Mountain Psychological Association Annual Conference, Reno, NV, April 2004.

Conferences *cont'd*

- Conference of the Society for Industrial and Organizational Psychology Annual Conference, Chicago, April 2004.
- Convention of the Western Social Science Association Annual Conference, Salt Lake City, April 2004.
- Convention of the Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior Bi-Annual Conference, Provo, Utah, June 2003.
- Rocky Mountain Psychological Association Annual Conference, Denver, April 2003.

Classes and Workshops

- Faculty In-service on how to assist students with serious trauma, Fall 2007.
- Online best practices, 2006-2008.
- Faculty In-service on student assessment, Spring 2006.
- Faculty In-service on research that necessitates IRB review, Fall 2006.
- Certified online instructor, San Juan College, Spring 2005.

REFERENCES

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Present Position:

Professor of Psychology, Department of Social and
Behavioral Sciences, Mesa State College, Grand Junction,
CO 81502

Academic Degrees, all in Psychology:

Ph.D., Colorado State University (1973)
M.A., University of Colorado (1965)
B.A., University of Colorado (1958)

Courses taught:

Drugs in Society
Environmental Psychology
Forensic Psychology
Industrial/Organizational Psychology
Sensation and Perception
Systems and Theories of Psychology
Topics in Psychology:
Parapsychology
Critical Thinking in Psychology

Reports and Publications:

For Colorado West Mental Health:
Evaluation Report for The Family Support Project,
1991
Final Report for The Family Support Project, 1992

For Salem Press:

McGill's Survey of Social Science: Psychology
Ability Tests: Uses and Misuses, 1993
Industrial and Organizational Psychology, 1993
Instinct Theory, 1993

Archival Data, 1993
Stressors, 1993

McGill's Survey of Social Science: Sociology

The Authoritarian Personality Theory of Racism,
1994

The Frustration-Aggression Theory of Racism,
1994

For Harcourt College Publishers, all with co-author Mara Merlino

Study Guide for McAdams's The Person, submitted 1994,
abandoned by publisher

Test Bank for Rathus's Psychology in the New Millennium,
6th edition, 1995

Test Bank for CD ROM to accompany Rathus's Psychology in
the New Millennium, 6th edition, 1995

Test Bank for Rathus's Essentials of Psychology, 5th
edition, 1997

Presentations:

Tiemann, H.A. and Campbell, K. (2008). The Impact of
Psychology's Early Heroes on Introductory Texts of Their Own
Eras. Paper presented at the annual meeting of the Rocky
Mountain Psychological Association, Boise, ID, April.

Tiemann, H.A. (2007). The Capstone Course in Psychology.
Member of a panel presented at the annual meeting of the Rocky
Mountain Psychological Association, Denver, CO, April.

Tiemann, H.A. (2006). Psychology and Psychologists in TIME
Magazine. Poster presented at the annual meeting of the Rocky
Mountain Psychological Association, Park City, UT, April.

Tiemann, H.A. (2005). A Biographical Appreciation of George
T. Avery, the 4th President of RMPA . Paper presented at the
annual meeting of the Rocky Mountain Psychological
Association, Phoenix, AZ, April.

Tiemann, H.A. (2004). Reflective/Projective Theory:
Supporting Visual Emissions While Explaining Range Enhancement
of Remotes. Poster presented at the annual meeting of the

Rocky Mountain Psychological Association, Reno, NV, April.

Tiemann, H.A. (2003). Making Your Grading Better, Faster, Stronger, Able to leap poor grammar in a single bound... Member of a panel presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, CO, April.

Merlino, M.L., & Tiemann, H.A. (2000) Sex Role Stereotypes and Severity of Sentence for Male vs. Female Defendants. Paper presented at the annual meeting of the Pacific Sociological Association, San Diego, CA., March.

Merlino, M.L., & Tiemann, H.A. (2000). "Self-Defensiveness" and Gender Characteristics: The Impact of Masculine or Feminine Classification of Self Concept. Poster presented at Toward a Science of Consciousness "Tucson 2000." Tucson, AZ, April.

Tiemann, H.A., & Merlino, M.L. (2000). Factors Influencing Voting on Colorado's 1998 Medical Marijuana Amendment. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Tucson, AZ, April.

Tiemann, H.A. (1997). Spooks, Scoundrels, and Simple Minds as Teaching Assistants. Poster presented at the annual meeting of the Western Psychological Association, Seattle, WA, April.

Tiemann, H.A., & Merlino, M.L. (1997). Presentation Order of Aggravating and Mitigating Circumstances and Sentence Severity. Poster presented at the annual meeting of the Western Psychological Association, Seattle, WA, April.

Tiemann, H.A., Freeman, C.A., & Merlino, M.L. (1997). Birth control Method as a Predictor of Condom Use Attitude. Poster presented at the annual meeting of the Western Psychological Association, Seattle, WA, April.

Merlino, M.L., & Tiemann, H.A. (1997). Violations of Human and Civil Rights of People Labeled Mentally Retarded. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV, April.

Merlino, M.L., Tiemann, H.A., & Graves, T.D. (1997). Predicting Jury Behavior: The Art and Science of Jury Selection. Panel discussion at the annual meeting of the Rocky Mountain Psychological Association, Reno, NV, April.

For Rocky Mountain Psychological Association:

Member of Program committee 2008,2006,2004,2003
Panel Moderator, 2006

Meetings & Conferences attended:

American Society of Trial Consultants, 2001, 2000, 1999, 1998
Law & Society, 1997
American Association for the Advancement of Science, 1996

**Undergraduate Curriculum Review
Mesa State College
Department of Psychology**

Site Visit
September 11-13, 2008

External Reviewer
Charles I. Abramson, PhD
Oklahoma State University
Stillwater, OK

Executive Summary

As part of an evaluation of academic programs at Mesa State College the Psychology Program is undergoing a comprehensive analysis of existing curriculum. The goal of the analysis is to determine whether the psychology program is offering courses and experiences consistent with current national standards. Although the curriculum has not been reviewed externally in the recent past, an internal review has been prepared. Psychology Program faculty are committed to revising the program to meet current standards and to provide students with a strong undergraduate foundation in psychology necessary to compete for graduate school admissions and to successfully enter the job market. In addition to committed faculty, strengths of the program include a unique track in counseling psychology, a nationally recognized Psi Chi advisor (the national honor society in psychology), continuing development of student assessment, a commitment to offering students research experiences both in the form of presenting research at scientific meetings and conducting research, and an impressive range of course offerings. In regard to the latter, there are few institutes of higher education that offer their students courses in comparative psychology and have a laboratory section associated with a psychology of learning course.

I am recommending what might be considered significant changes to courses, sequencing of courses, and the undergraduate research experience. These recommendations are guided by several resource documents from the American Psychological Association (APA) including the *APA Guidelines for the Undergraduate Psychology Major*, the *APA Task Force Report on Teaching and Learning in a Developmentally Coherent Curriculum*, pedagogical literature, and relevant data provided by the APA. If the program is provided with the resources to make the changes recommended in this report, the program will be able to meet the current challenges and provide an outstanding undergraduate experience for students majoring in psychology.

Context

The Assistant Vice President of Academic Affairs, Dr. Cathy A. Barkley contacted me on April 28, 2008 requesting an external review of the psychology undergraduate curriculum. My name was forwarded to Dr. Barkley from the psychology program with

the expectation of conducting the review during the Fall 2008 semester. This external review is part of an ongoing administrative initiative to ensure that all academic programs at Mesa State College are providing quality educational experiences. Dr. Barkley coordinated my travel arrangements with the assistance of Ms. JoAnne Reis, Administrative Assistant. Dr. Susan Becker provided support documents, an overview of the program and hosted the site visit. Documentation included syllabi, a listing of course offerings, faculty vitae, course descriptions, degree planning documents, the undergraduate outcomes assessment plan with data, and the internal psychology program review. The internal 2008 review included evaluative information on the undergraduate psychology program. This document is informative and it may be useful to consider updating this report in the future. The undergraduate student handbook was also provided and is available via the web at: <http://www.mesastate.edu/schools/shss/sbs/psy/fac.htm>

Site Visit Schedule

During the two day site visit I met with students, faculty, alumni, library personnel, computer technical support personnel, grant support personnel, and college administrators. In addition I toured the campus, surveyed classrooms and library facilities, the psychology program student laboratory space and vivarium. The Biology program was also visited to obtain some comparative impressions. Alumni and undergraduate students were well prepared, candid, and offered feedback about their experiences at Mesa State College and their psychology training. Individual faculty provided information about their perceived role in the program and offered many valuable suggestions and insights. Administrators provided essential information about college resources and constraints.

Undergraduate Curriculum Resource Material

As the psychology program undertakes to evaluate its curriculum, the mission and specific learning outcomes should explicitly inform the process. Useful general resources include the *St. Mary's Conference Report* (McGovern, 1993) and the *Guidelines for the Undergraduate Major* (Halonon, Appleby, Brewer, Buskist, Gillem, & Halpern, 2007). Both have shaped the psychology curriculum over the course of the past two decades. These reports recommend that the psychology curriculum be grounded in the scientific foundations of the discipline, value active and experiential learning, develop co-curricular activities such as advising that enhance student learning, and have high expectations for student performance.

Additional course-specific resources include *Profiles of Undergraduate Programs in Psychology* (Stoloff, Sanders, & McCarthy, 2005), *The Structure of the Undergraduate Curriculum* (Perlman & McCann, 1999a), and *The Most Frequently Listed Courses in the Undergraduate Curriculum* (Perlman & McCann, 1999b).

Areas for Consideration

- a. Review the core courses and provide rationales for the psychology electives
- b. Modify the Suggested Course Sequencing For a Major in Psychology
- c. Modify the Suggested Course Sequencing For a Major in Psychology – Counseling Psychology
- d. Consider the notion of “mini tracks”
- e. Develop a general psychology for majors course
- f. Reassign advising duties
- g. Increase student research opportunities
- h. Consider a psychology focused statistics course
- i. Add courses in cognitive science, behavioral neuroscience, educational and/or health psychology
- j. Define expectations on faculty rate of peer reviewed publications and extramural funding
- k. Create a program website
- l. Hire additional faculty

1. Overview and Brief History of the Program:

Was the history and background of the program presented in enough detail for you to understand its current context?

In preparation for my site visit I received several documents. The Program Review Narrative prepared by Dr. Susan Becker provided ample information about the history of the program and how the program meets the mission of Mesa State College. I also received degree sheets, course catalog, and faculty information among other documents. During my visit I was able to meet with program faculty, college administrators, students, alumni, Chair of the Behavioral Sciences Division, and the educational assessment coordinators. All documents were well written and candid. The interviews with students, alumni, faculty, and administrators were informative and also candid. In addition to documents and interviews I also obtained information from the Mesa State College websites. The materials provided what I believe to be accurate information about the history and background of the program. I would suggest that the program consider developing a website to highlight its history, the accomplishments of faculty, students, and alumni and its programs. An example can be found at: <http://psychology.okstate.edu/>.

2. Program Goals and Objectives:

Is the program consistent with the role and mission of Mesa State College? Are the educational goals (desired student outcomes or competencies) that the program has for its students clear and reasonable? Do the goals fit with the role and mission?

Mesa State College is a liberal arts college serving western Colorado. It offers baccalaureate and specialized graduate degrees in a wide variety of subjects. The college prides itself as a predominately teaching institution and values the quality of student-faculty interaction. The college seeks to instill in its graduates a set of broad based skills

and experiences consistent with its liberal arts mission and to maintain vocational and technical programs.

In my opinion the psychology program is consistent with the role and mission of Mesa State College in three ways. First, the program offers Mesa State College undergraduates 29 different courses ranging from introductory courses to advanced research experience courses where a student has the opportunity to conduct research with a faculty mentor. Especially impressive is the variety of courses. Very few colleges, for example, offer their students the possibility of using animals in psychology and less still offer a course in comparative psychology. The course catalog describes a good mixture of what might be considered the more natural science based courses (examples: Quantitative Research Methods, Experimental Psychology, Psychology of Learning, Drugs and Human Behavior, Comparative Psychology, Sensation and Perception, and Biopsychology) with the traditional social science based courses (examples: Psychology of Human Adjustment, Psychology of Adolescents and Young Adults, Personality, Social Psychology, Psychology of Women, Cross-Cultural Psychology). The variety of courses is especially impressive considering that the program only has 7 faculty members. As a point of comparison, Oklahoma State University (a comprehensive land grant university) with 20 psychology department faculty members list 30 courses in their catalog.

Second, the psychology program meets the role and mission of Mesa State College by offering the Mesa State community General Psychology and Human Growth and Development as general education courses. In addition to these courses, four courses (including Human Growth and Development) are required by other majors. These are: Nursing and Education majors (Human Growth and Development), Criminal Justice major (Drugs and Human Behavior), and the sociology major concentration in Human Services (Counseling Processes, Group Processes).

Third, the psychology program meets the role and mission of Mesa State College in offering a concentration in Counseling. This concentration is certainly unique in my experience as is its associated undergraduate internship. Here is a program whose graduates directly impact the mental health of the community served by Mesa State College.

In regards to the questions as to whether the educational goals maintain by the psychology program are consistent with the role and mission of Mesa State College and whether the educational goals that the program has for its students are clear and reasonable the answer is yes. The 2008-2009 Mesa State College Catalog lists 10 goals (page 43). The psychology program attempts to meet these goals through a combination of core courses, electives, and laboratory experiences. These courses and experiences require students to write and evaluate research reports, possess some quantitative ability, design experiments, and become acquainted with the various fields of psychology. Table 1 provides the Mesa State College goals and the psychology program coursework that meets these goals (only the course numbers are provided).

Table 1: College goals and psychology program coursework

<i>Mesa State College Goals</i>	<i>Psychology Program Courses</i>
Communicate Effectively	PSYC 312, 314
Mathematical Thought	PSYC 311 (STAT 200 – required)
Moral, Ethical Issues	PSYC 312, 340, 370
Diversity	PSYC 150, 335, 370, 420
Critical Thinking, Creativity	PSYC 312, 314, 416, 400, 414
Understanding of Social Systems	PSYC 330, 332, 370, 380, 414
Scientific Methods	PSYC 312, 380, 422, 425
Contribution of Literature	PSYC 414
Appreciate of the Arts	PSYC 370, 422
Knowledge of Healthy Lifestyle	PSYC 200, PSYC 410

Another way to illustrate how the psychology program meets the larger goals of Mesa State College and whether the educational goals are clear and reasonable is in terms of what makes a psychology graduate distinctive. Hayes (1996) describes several skills that a psychology student should possess upon graduation. Students from other disciplines may have similar skills but what distinguishes the psychology graduate from other undergraduate science majors is the number and variety of such skills. These skills are: 1) Literacy, 2) Numeracy, 3) Computer literacy, 4) Information-finding skills, 5) Research skills, 6) Measurement skills, 7) Environmental awareness, 8) Interpersonal awareness, 9) Problem-solving skills, 10) Critical evaluation, 11) Perspectives, 12) Higher-order analysis, and 13) Pragmatism.

Based on my conversations with program faculty, students and alumni, and a study of the assessment reports, I am of the opinion that successful graduates from the psychology program at Mesa State University possess many, if not all, of the 13 skills outlined by Hayes (1996). The laboratory based courses combined with the research methods/statistics course and independent study ensures that graduates will be able to interpret data summaries and be familiar with a large range of statistical tests. They will also be able to design a wide range of experiments and be familiar with the standard psychology statistics package (SPSS). In addition to the use of computers for data analysis, psychology students gain computer experience working with software in the experimental psychology laboratory and the psychology of learning laboratory. Psychology students will also acquire information-finding skills by searching through various databases such as PsychInfo, journals, and book collections. Of particular interest is that the course offerings in the psychology program foster environmental and interpersonal awareness. Indeed the psychology program offers a course in environmental psychology and has several others such as the Psychology of Women, Cross-cultural psychology, Social psychology that directly address Mesa State College's goals of ethics, diversity, and lifestyle.

In conclusion the data indicates that the psychology program is consistent with the role and mission of Mesa State College. The educational goals that the psychology program has for its students are clear and reasonable and fit within the role and mission of Mesa State College.

3. Curriculum:

a. Is the core curriculum appropriate? Why or why not? If applicable, what changes would you recommend?

Table 2 presents the psychology core curriculum. Please refer to this table during the subsequent discussion.

Table 2: Psychology Core

PSYC 150	General Psychology
PSYC 320	Social Psychology
PSYC 414	Systems and Theories of Psychology
SOCI 310	Methods of Social Research
STAT 200	Probability and Statistics
PSYC 312/312L	Experimental Psychology with laboratory (or)
PSYCH 314/314L	Psychology of Learning with laboratory

Credit Hour Requirements

The American Psychological Association (APA) has shown that the average number of psychology credit hours necessary for a degree in psychology is approximately 38 (APA, 2005). The Mesa State College Department of Psychology lists the number of Major requirements as 47 which is consistent with national data.

Lab Courses

The psychology program offers laboratory sections for Experimental Psychology (PSYC 312L) and the Psychology of Learning (PSYC 314L). A laboratory experience is consistent with national curricular trends and students are provided with the necessary access to a statistical software program and CyberRat.

If resources permit, it might be useful to consider offering additional traditional laboratory courses that provide students with opportunities to conduct and experience the research process. A laboratory section can be developed for the Biopsychology class (PSYC 430) and the Personality class (PSYC 420). I would also suggest that the General Psychology course also have some type of laboratory component. I will comment on this in the Special Consideration section.

Commonly Offered Courses

I compared the reported national listing of courses (APA, 2005) to those offered by the Mesa State College psychology program. Many of the courses offered by the psychology program were consistent with the most commonly offered courses listed by APA and these courses are identified in bold in Table 3 below. A complete listing of the most frequently offered courses can be found in Appendix.

Table 3: Common Course Offerings

PSYC 150	Introductory Psychology
PSYC 200	Psychology of human adjustment
PSYC 296	Topics
PSYC 310	Child psychology
PSYC 311	Quantitative research methods
PSYC 312/L	Experimental psychology with laboratory
PSYC 314	Psychology of learning
PSYC 314L	Psychology of learning laboratory
PSYC 320	Social psychology
PSYC 325	Environmental psychology
PSYC 330	Psychology of adolescents and young adults
PSYC 332	Individual and group differences
PSYC 335	Psychology of women
PSYC 340	Abnormal psychology
PSYC 350	Psychology of adulthood
PSYC 360	Sport psychology
PSYC 370	Cross-cultural psychology
PSYC 380	Comparative psychology
PSYC 395	Independent study
PSYC 396	Topics
PSYC 400	Psychological testing
PSYC 410	Drugs and human behavior
PSYC 412	Industrial and organizational psychology
PSYC 414	Systems and theories of psychology
PSYC 416	Memory and cognition
PSYC 420	Personality
PSYC 422	Sensation and perception
PSYC 425	Forensic psychology
PSYC 430	Biopsychology
PSYC 495	Independent study
PSYC 496	Topics

The courses listed in Table 4 represent unusual offerings. In some instances these courses may serve as an innovative curricular option. For example, Biopsychology (PSYC 430) is not offered at other schools and it appears to be a scientifically grounded innovative

course offering. It is important to note that although biological bases of behavior is cited as a critical content area as specified by the *APA Guidelines*, the department does not offer a course that is specifically titled as Biological Psychology or Physiological Psychology. It may be that the Biopsychology serves this function. The laboratory course associated with the Psychology of Learning class is another interesting offering and the program should be commended for having it. Of special interest are the courses associated with the counseling concentration. In my experience such an undergraduate program is quite innovative and unique.

Table 4: Unusual Course Offerings

PSYC 200	Psychology of human adjustment
PSYC 314L	Psychology of learning laboratory
PSYC 325	Environmental psychology
PSYC 360	Sport psychology
PSYC 370	Cross-cultural psychology
PSYC 410	Drugs and human behavior
PSYC 425	Forensic psychology
PSYC 430	Biopsychology
PSYP 320	Career Development
PSYP 324	Career counseling
PSYP 410	Introduction to marriage and family counseling
PSYP 420	Counseling processes and techniques
PSYP 422	Psychological interviewing
PSYP 424	Group processes
PSYP 497	Practicum I
PSYP 499	Practicum II

Missing Courses

In addition to examining courses that are common and those that are unusual, I reviewed the course offerings for possible omissions. I would strongly encourage the psychology program to consider adding courses in Health Psychology, Educational Psychology, Behavioral Neuroscience, Capstone, and a Senior thesis option. I understand that adding courses is often beyond program and administrative resources. Nevertheless, some dialog regarding adding these courses should begin especially in the context of faculty retirements and/or additions.

Table 5: Missing Courses

Educational psychology
Human sexuality
Specific integrative capstone course in psychology
Motivation and emotion
Health Psychology
Senior thesis

Sequence of core courses and psychology electives

McGovern (1993) made specific recommendations regarding required courses and sequencing of courses. He recommended that students begin with an introductory course, followed by a series of required methods courses, advanced content courses and a capstone experience. The Mesa State College undergraduate curriculum is consistent with the McGovern recommendations in that General Psychology (PSYC 150) is required as part of the core curriculum for psychology students. The core also contains courses related to psychological methods. However, there is no specific capstone course (the Systems and Theories of Psychology course serves this function) and only one advanced content course is required (Social Psychology). In addition to the core, psychology majors are required to take 28 credit hours of psychology electives. Those students who opt to major in counseling psychology have a specific set of courses to meet the required 28 credit hours.

In reviewing the core courses, psychology electives, and the suggested course sequencing program sheet, I would like to note several areas that the program and administration might wish to address:

1. There is no mission statement and/or rationale as to why a particular course is included among the core. Why, for example, is Social Psychology considered a core course and not Comparative Psychology (PSYC 380) or Cross-Cultural Psychology? Memory and Cognition (PSYC 416) and Biopsychology (PSYC 430) are better choices than Social Psychology because cognitive psychology and physiological psychology are core areas as determined by the APA. A mission statement/rationale can easily be added to the proposed program website and provide much needed information about why the psychology program faculty make the choices they do. For example, what is the rationale for suggesting psychology majors enroll in a health and wellness class during their freshman year (KINE 100)?
2. A psychology based statistics course should be offered and this course should have a laboratory component. The psychology program is to be commended for requiring two quantitative courses out of the core requirement of seven. The psychology program recognizes that psychology is becoming increasingly quantitative. Psychology graduates must be familiar with a wide range of statistical tests, understand probability statements, interpret data summaries and conduct various statistical procedures. A psychology student without significant quantitative training is at a disadvantage in applying to

graduate school and for securing jobs in the private sector such as marketing, business psychology and counseling. In regards to the latter, counseling psychologists must be able to evaluate the results of any number of psychological tests such as those associated with personality inventories. The assessment data suggests that the area that needs the greatest attention is quantitative.

I would strongly recommend that the psychology program, or at least the Behavioral Sciences Department, have their own statistics course. The statistical training in psychology focuses on application while those in a course taught by a statistics department focuses on theory. A psychology based course would concentrate on the design and evaluation of research in psychology including scales of measurement, basic research design including designs associated with naturalistic observation and case studies, and quantitative procedures for data analysis with an emphasis on problems encountered in psychological research. The laboratory component is also crucial. Students will learn how to enter psychological based data, run the appropriate tests, construct graphs, and interpret the results. A laboratory experience is consistent with national curricular trends and students are provided with the necessary access to a statistical software program such as SPSS. The STAT 200 course (Probability and Statistics) description mentions that an introduction to statistical software will only be included if time permits (page 173, Mesa State College 2008-2009 Catalog).

In discussions with program faculty members and the Chairperson of the Behavioral Sciences Department it was mentioned that such a course might be developed or an existing course modified. I would like to note that the psychology program already has a research methods course but it does not contain a laboratory component (PSYC 311, Quantitative Research Methods). If a new course cannot be developed, one recommendation is to increase the credit hours of PSYC 311 from three to four by adding a statistical laboratory component. It also might be possible to offer students an on-line statistics course. One such course is Cyberstats (Cengage Learning, ISBN Product# 0495014125, phone: 800.874-2383; ext: 5875, \$35.00). Another recommendation is to modify the General Psychology course to include laboratory components for majors with one or more of these components dedicated to statistics. I will discuss the General Psychology course later in this section.

3. The document "Suggested Course Sequencing for a Major in Psychology" should be closely reviewed and modified. In my opinion the course sequence for psychology majors is very weak, especially so when compared to psychology majors who opt for the counseling track. I believe the course sequencing directly contributes to the problems the psychology program has in retaining majors. Simply stated there are not enough course offerings during the freshman and sophomore years. If students, for example, become interested in psychology because of the excellent instruction they receive in General Psychology (PSYC 150) such interest cannot be maintained because there is a lack of 200 level sophomore courses. Those students interested in continuing psychology are in some ways forced to look at course offerings at competing institutions. I would suggest that the psychology program and college administration consider:

a. What is the rationale behind majors taking only one psychology course in their freshman year? For majors, General Psychology (PSYC 150) is recommended in the fall semester yet for those in the counseling track General Psychology is recommended in the spring semester. The freshman year contains many general education courses, some of which might be best taken in later semesters.

b. Why is only one psychology course recommended during the entire sophomore year for students majoring in psychology (Experimental Psychology with laboratory – PSYC 312/312L) and no psychology course recommended during the sophomore year for those in the Counseling track? This is certainly an odd situation.

c. Why is it recommended that the majority of the psychology core courses be taken during the junior year? Unfortunately, these courses are often being taken simultaneously with upper division psychology electives. For example, students majoring in psychology in their first semester junior year are advised to take two core courses (PSYC 314/314L, PSYC 320) and three upper division psychology electives. In the spring semester of their junior year they are advised to take the Quantitative Research Methods class (PSYC 311) and two upper division psychology electives. An understanding of quantitative research methods is fundamental to psychology and one might expect to see this course earlier in the sequence.

d. Can a capstone course be developed? Earlier I noted McGovern's (1993) recommendations regarding sequencing of courses. I have addressed the need for introductory courses, methods courses, and advanced content courses. The final recommendation offered by McGovern was for a capstone course.

The Systems and Theories course (PSYC 414) is considered the capstone experience. For Mesa State College psychology majors it is offered during the fall semester of the student's senior year, while for students in the counseling track it is offered during the spring semester. In my opinion the history course should be offered earlier in the sequence – perhaps as early as the second semester of the sophomore year. The history of psychology is one of the more fascinating in science and is fundamental to all psychology courses. Students, for example, in the counseling track must surely be interested in the history of clinical psychology. I suspect that the only reason students must wait until their senior year is because the history course is forced to be a capstone experience as well.

To be consistent with the recommendations for curricular structure and sequence, a capstone course would not only be offered, but required for students majoring in psychology. The capstone course would also be ideal to administer the Major Field Assessment Test (MFAT) and other assessment tools. It would also be useful to specify a final product that would reflect the culmination of the students' academic career. Specification of this product would be consistent with the learning outcomes based model referenced earlier. However, offering such a course may have significant implications for course scheduling, especially with the unusually small number of faculty relative to the number of students served.

e. Can a senior thesis course be developed? I was a bit surprised that a senior thesis course was not among the psychology program course offerings. Such a course would give promising students an ability to study a topic in detail. This topic can be an analytical review of the literature or perhaps an experiment. The biology program offers such a course (BIOL 483).

Suggested Course Sequence:

Table 6 suggests a new core course sequence for psychology majors. I have not addressed the counseling track because there is already in place a prescribed sequence of courses. Moreover, I have not addressed a capstone experience. The rationale behind the sequence is to have students complete the core and obtain as much quantitative experience as soon as possible. I believe the quantitative experience is especially important because students will be able to take better advantage of their independent studies courses (PSYC 395, PSYC 495) in which they conduct faculty directed research. By conducting research as early as their spring semester sophomore year, or first semester junior year, students have more opportunity to conduct meaningful research and see the results of their research in presentation and publication form. Students will have more opportunity to experience psychology rather than simply read about it. As outlined below, students will complete all but one core course by the spring semester of their sophomore year. The only core course to be taken is the History and Systems course (PSYC 414) which serves as a capstone experience. If a true capstone course is created I would suggest that PSYC 414 be taken during the Spring Semester of the sophomore year. In this way all of the core courses are completed and students can concentrate on upper division courses, or “mini tracks.”

A unique aspect of the suggested sequence is the notion of creating tracts or “mini” areas of specialization for those majoring in psychology. The idea for this approach comes from the wide diversity of courses offered by the Mesa State College psychology program. I view this diversity as one of the strengths of the program. The counseling track is an excellent example of how such diversity can be beneficial to the Mesa State College community. If the idea of mini specializations is appealing I suggest that psychology program contact faculty in other programs to decide what courses should be taken for such a track. Moreover, these mini tracks can be placed on the proposed psychology program website to further increase the interest in psychology and reduce the number of psychology majors leaving Mesa State College. The administration might consider adding these tracks on the student’s diploma. Such distinction will not only serve as a measure of accomplishment but serve to highlight the distinctiveness of Mesa State College as a unique college experience. My suggestions on changing the course sequence and the notion of tracks I hope will serve as a basis of discussion within the psychology program and administration.

Table 6: Suggested psychology course sequence for psychology core

Freshman Year: Fall Semester

PSYC 150 General Psychology
STAT 200 Probability and Statistics

Freshman Year: Spring Semester

SOCI 310 Methods of Social Research or PSYC 311 Quantitative Research methods
PSYC 370 Cross-cultural psychology

Sophomore Year: Fall Semester

PSYC 312 Experimental Psychology with Laboratory
PSYC 320 Social Psychology

Sophomore Year: Spring Semester

PSYC 314 Psychology of Learning with Laboratory

Suggested Mini tracks

1. Quantitative track

Undergraduate psychology students with backgrounds in quantitative analysis are rare and in high demand. Students with quantitative ability are not only better able to compete for graduate school positions but are of value to the business community. The course sequence outlined in Table 6 will provide psychology majors with four courses requiring quantitative ability. Starting with the Spring semester of the sophomore year additional courses in the statistics program and business program can be taken. Students on this track can be encouraged to take such upper division psychology courses as:

PSYC 400 Psychological testing
PSYC 412 Industrial and organizational psychology
PSYC 416 Memory and cognition
PSYC 422 Sensation and perception

2. Comparative Psychology track

Comparative psychology is not as popular as it once was and I was pleased to see it offered at Mesa State College. The diversity of the psychology program is such that offering a mini track in the “Comparative Analysis of Behavior” will be unique. While comparative psychology is closely associated with animal behavior this was not true historically. Developmental psychology, for example, is comparative as is cross-cultural psychology. The comparative analysis of behavior is especially important in contemporary society where cultural clashes can have profound consequences. The psychology program offers many courses that can be made part of a comparative track once the majority of the core course requirements are met. These courses include:

PSYC 311	Child psychology
PSYC 325	Environmental psychology
PSYC 332	Individual and group differences
PSYC 335	Psychology of women
PSYC 370	Cross-cultural psychology
PSYC 380	Comparative psychology
PSYC 430	Biopsychology

In addition to course offerings in the psychology program, the biology program also offers relevant courses such as wildlife field techniques (BIOL 418I) and fundamentals of ecology and evolution (BIOL 208) that could be considered in a comparative analysis of behavior track. Anthropology courses such as Cultural Anthropology (ANTH 201), Ethnographic Methods (ANTH 310) and Ethnopsychology (ANTH 340) are also useful for a comparative behavior track.

3. Forensic Psychology track

Forensic psychology is one of the more popular areas in psychology. There are several courses that can be used to support a Forensic psychology tract. These include:

PSYC 325	Environmental psychology
PSYC 332	Individual and group differences
PSYC 400	Psychological testing
PSYC 410	Drugs and human behavior
PSYC 420	Personality
PSYC 430	Biopsychology
PSYC 425	Forensic psychology

In addition to psychology courses, students can be encourage to take courses in the Forensics program located within the Department of Biological Sciences. The courses in Criminalistics (BIOL 337) and Forensic Molecular Biology (BIOL 344) would provide some excellent training.

4. The majority of psychology courses do not require any prerequisites beyond General psychology. The only courses that require prerequisites are the quantitative/laboratory based courses and some of the counseling based courses. The lack of prerequisites gives the impression that course sequence does not really matter beyond the core courses. In my opinion it is necessary to review all courses and evaluate the need for prior knowledge and skills. For example, it might be beneficial for students to have an understanding of the psychology of learning prior to taking a course in comparative psychology. As another example, some type of quantitative course often serves as a prerequisite for a course in sensation and perception. There is also something to be said for sequencing the developmental based courses. Students should have a background in child psychology before undertaking a course on the psychology of adolescents and young adults.

In general, the structure of the psychology program does not promote a developmental approach to learning. For example, in most instances, the course descriptions do not explicitly list prerequisites that facilitate progress of students through a deliberate and sequenced set of courses. Core requirements for the major include Experimental Psychology (PSYC 312) and Psychology of Learning (PSYC 314). Both courses require General Psychology and Probability and Statistics as prerequisites and this is a useful first step in sequencing of the major. This emphasis on scientific skills is a strength of the Mesa State College psychology program.

McCarthy and colleagues (Stoloff et al., 2008) analyzed the curricular structure and sequencing of courses in 374 undergraduate programs. They divided the sample into minimally structured, moderately structured, highly structured, and fully structured groups. Most programs were found to be moderately or highly structured. Minimally structured programs had 50% or fewer mandated courses. Thirty-two schools (9%) had minimally structured programs and the Mesa State College psychology program falls into the minimally structured group. (I am indebted to Dr. Maureen McCarthy for the data in this section. It is from an unpublished manuscript.) To ensure that students are familiar with fundamental knowledge in psychology, the *Guidelines for the Undergraduate Major* suggests that students have sufficient knowledge of learning and cognition, individual differences, biological bases of behavior, and development. The program's current course requirements as reflected in the psychology core, electives, and suggested courses do not ensure that students are taking courses from key areas of the discipline. I would suggest that the psychology program discuss how the psychology curriculum can be cast into the four areas mentioned above.

The 2008 Undergraduate Conference in Psychology will probably recommend Cognitive Psychology as one of the core courses that should be taken by all students. If this course does not become part of the core requirements (or part of a mini track) the psychology program runs the risk of a student graduating without taking a course in this key area of psychology as defined by the *Undergraduate Guidelines*. A similar situation exists for students not required to take the Biopsychology course (PSYC 430). I would suggest that the psychology program give serious consideration to reviewing the psychology electives and how they fit into the core requirements. One suggestion is to replace Social Psychology (PSYC 320) as a core course with either Memory and Cognition (PSYC 416) or Biopsychology (PSYC 430). Table 7 provides some suggestions.

Table 7: Core content areas in relationship to courses offered by the Psychology Program

a. Learning and Cognition:

PSYC 314	Psychology of learning
PSYC 380	Comparative psychology
PSYC 416	Memory and cognition

b. Individual differences:

PSYC 332	Individual and group differences
PSYC 335	Psychology of women
PSYC 340	Abnormal psychology
PSYC 370	Cross-cultural psychology
PSYC 420	Personality
PSYC 400	Psychological testing

c. Biological basis of behavior

PSYC 410	Drugs and human behavior
PSYC 430	Biopsychology

d. Development

PSYC 310	Child psychology
PSYC 330	Psychology of adolescents and young adults
PSYC 350	Psychology of adulthood

5. Special issues related to the curriculum

In this section I will comment on issues that I believe to be important but do not fall readily into the categories I have been asked to evaluate.

a. General Psychology (PSYC 150)

General Psychology not only serves as an introduction to psychology for majors but is also a service course that meets the general education requirements for non-majors. This dual-purpose course presents challenges to faculty members who are expected by the administration to conduct peer reviewed publishable research, obtain at least some grant funding, and offer quality undergraduate instruction at the upper division level. Given the large number of students served and the small number of psychology faculty this task is quite daunting.

Although the course is required for majors, a large percentage of students enrolled in this course are non-majors. By offering a large number of small sections the psychology program devotes an unusual and significant amount of resources to this course. Thirteen sections of General Psychology are offered each year along with eleven sections of Human Growth and Development. The Human Growth and Development course is also a general education course. In other words, the psychology program offers at least 24 sections of only two courses – one of which is not required to be taken by psychology

students. In my opinion this structure helps the non-majors at the expense of those students majoring in psychology. Perhaps the strongest support for such a statement is readily found in the Suggested Course Sequencing document discussed earlier.

For students majoring in psychology the suggested course sequence recommends only one psychology course in the entire sophomore year (PSYC 312/312L – Experimental Psychology with Laboratory). The situation for the counseling psychology concentration is similar. For students following the counseling track, no psychology courses are recommended for the sophomore year. Moreover, for both the major and the counseling track only PSYC 150 (general psychology) is recommended for the entire freshman year. As it now stands a student who might be interested in pursuing a major in psychology will not be able to experience the discipline and actively engage in research until their junior year. Moreover, students who may be interested in pursuing the major will find a better range of sophomore courses at other universities.

The psychology program has attempted to address this issue by the use of adjunct faculty. While the use of adjunct faculty is a common short term solution, the psychology program of Mesa State College, despite laudable efforts, finds it difficult to hire quality adjuncts. Simply stated the available adjunct pool is generally poor and the ability to attract highly trained and experienced adjunct professors is limited by the poor compensation. I might add that the use of adjuncts is counter to the core values and traditions of Mesa State College in so far as students are to be instructed by highly trained faculty.

I have several suggestions that can be used as discussion points. I recognize that these suggestions are constrained by administration and departmental resources and context. The most obvious suggestion is to hire at least one additional full-time faculty member. The Program Review Narrative prepared by Dr. Susan Becker indicates that when the program was founded in 1974 there were four full time faculty teaching only General Psychology and Human Growth and Development. In 1995 there were seven full time faculty teaching 28 different courses. The number of faculty has not increased in 13 years although the number of majors, and faculty responsibilities has.

1. Creating a separate General Psychology course for majors

One suggestion to reduce faculty pressure for teaching general psychology is to create a separate general psychology class for majors. Such a course addresses the career needs of the largest percentage of students completing an undergraduate degree in psychology – those students who will be seeking employment while simultaneously providing a strong introductory foundation for students considering graduate school. A course focusing on majors (which can also be available to students seriously considering psychology as a career) provides not only in-depth coverage of psychological topics but can also contain formal or informal laboratories devoted to careers in psychology, APA writing style, rudimentary experimental design, and basic data analysis. An unfortunate result of this suggestion is that the class sizes for non-majors (i.e. the service course function) must be increased. An alternative to a separate general psychology course that might better fit

administrative and program realities is to offer psychology majors who are in the general psychology class access to a separate formal laboratory experience or discussion section. This experience can include the activities suggested earlier.

b. Reassigning advising duties

Based on my conversations with students and alumni I am of the impression that the psychology faculty is doing an outstanding job advising their students. Unfortunately, the large advisor/student ratio (30-40 to 1) takes away time and effort that could perhaps be better spent teaching sophomore level courses and/or conducting research. I suggest that one mechanism for reducing the advising load on faculty is to offer an orientation to the major, or careers in psychology course. Such a course might easily fit into the sophomore topics class (PSYC 296, Topics) and include discussions on the various opportunities in the field of psychology, and the importance of research. If such a course cannot be developed it might be incorporated into a general psychology course for majors (or as part of a laboratory course in general psychology) that was discussed in the previous paragraph.

A psychology orientation/careers experience provides students with an introduction to the major and is consistent with Goal 10 of the *Undergraduate Guidelines – Career Planning and Development* (Halonen, Appleby, Brewer, Buskist, Gillem, & Halpern, 2007). Suggestions for the structure of this course are offered by Ware (1993) and specific recommendations for advising undergraduate students and components of advising might be included in such an experience thereby reducing at least some of the faculty advising time. Content of the experience or course may also include department specific advisement, career advisement for students who are not planning to attend graduate school, and academic planning for those students pursuing graduate admissions. As an alternative to such an experience, the college administration might consider requiring students to be advised solely through the Mesa State College Advising and Career Center. Presently the center only serves undeclared majors. Once a major is declared students must meet with a faculty advisor. By transferring all the advising duties to the Advising and Career Center, faculty will have at least some additional time to conduct student centered research and can better serve their students by focusing on student career issues rather than on the minutia associated with course selection and requirements. It is my opinion that such issues as graduation checks be left to the professionals – those at the Advising and Career Center. A faculty member should not have 30 to 40 advisees.

c. Student Research Opportunities

During my interview with students and alumni one of the consistent themes, although not shared by everyone, was that more research opportunities are needed. I have emphasized several times in this evaluation that research experience in psychology is important for psychology students at Mesa State College. Research and quantitative ability form the core of a wide range of skills that are unique to a psychology undergraduate. One of the assessment criteria used by psychology program faculty is the evaluation of research reports. The Program Assessment Progress Report submitted by Dr. Susan Becker

indicates that only 3-5 graduates per year (2002-2007) out of 25-40 graduates per year have had the opportunity to conduct an independent research project. I believe that most would agree that this low number is unacceptable.

The benefits of having undergraduate research opportunities are well documented. Students with research experience have an increased understanding of research methods, present at conferences and, in rare cases become co-authors on published work. In addition, students with a strong research base are admitted into more research-orientated graduate schools. Students also believe that their research experiences influence their choice of careers and increase confidence in their ability to solve problems and think creatively (Kardash, 2000; Kremer & Bringle, 1990).

The present course sequencing prevents students from considering the possibility of conducting and/or participating in psychological research until their junior year, and most likely, until the second semester of their junior year. By the time it takes to design experiments, have protocols approved by the institutional review board (IRB), make necessary changes in response to the IRB, students will not be able to conduct the experiment until their senior year. Moreover, even if they are able to collect data in the first semester of their senior year, results still have to be analyzed and the experiment prepare for presentation and/or publication. I have several suggestions to increase research opportunities for Mesa State undergraduate psychology students. These are:

1. Encourage students to consider conducting research as early as possible. I would suggest that such encouragement begin in the general psychology course and at Psychology Club and Psi Chi meetings. If my suggestion for a laboratory component or a separate general psychology course is adapted students will obtain the necessary encouragement.
2. Consider changing the title of one of the special topics courses (PSYC 296, 396, 496) to include the term "Research." If the title cannot be changed at least a course description can be added. The same situation exists for the two independent study courses (PSYC 395, PSYC 495). Without a course description or a change in the title a student does not have a clear understanding that this course can be a research experience course.
3. A database can be prepared of research opportunities sponsored by the National Science Foundation Research Experience for Undergraduates (NSF-REU). Students from Mesa State University (not only psychology students) are ideal candidates for this program because the goal of the program is to provide research opportunities for students who come from predominately teaching institutions. Although graduating seniors are not eligible, sophomores and juniors are. The NSF-REU program provides excellent research experience (Page, Abramson, & Jacobs-Lawson, 2004). The proposed database can be posted on the program website, and discussed during Psychology Club and Psi Chi meetings.
4. Program faculty members seek collaborators from other colleges and universities. Although I come from a research based university one of the strengths of my research

program is the ability to form collaborations. I have collaborators not only in the United States but in several countries. I believe that this can also be done by the psychology program faculty. Many of the faculty already have contacts with other universities and have served in leadership roles with the Rocky Mountain Psychological Association. Most psychologists hope to increase the ecological validity of their studies and they can certainly do this by collaborating with faculty and students from Mesa State College. I also suggest that faculty attempt to seek collaborators from foreign universities. It is my experience that many universities would enjoy collaborating with a U.S. based institution. Such collaborations may be focused on obtaining cross-cultural data and/or student exchanges. I have sent, for example, several students to foreign countries where they have obtained research experience and course credit. Such collaborations may also lead to Fulbright opportunities. The Fulbright program has an undergraduate section which is often not fully exploited. Having served on the Fulbright committee at Oklahoma State University I can easily envision similar opportunities for Mesa State University psychology undergraduates.

d. Use of the animal laboratory and vivarium

One of the unique aspects of the Mesa State College undergraduate program is the use of animals. Very few schools are providing students with animal based experiences. The psychology department at Oklahoma State University, for example, does not offer our students a rat-based experience. During my visit the animal program was not in operation and was replaced with a computer program (CyberRat). I would strongly encourage the program faculty and administration to decide on the future of the facility.

If rats can no longer be used invertebrates offers a good alternative. I have successfully used invertebrates for a number of years. In addition to their low cost, benefits of using invertebrates include the option of performing original experiments that can often be published, students can replicate some of the classic experiments in psychology such as the ability to transfer learning from one animal to another (i.e., the planarian experiments of the 1950s-1960s), and perform experiments in comparative psychology and environmental psychology. I should also add that invertebrates can easily be used for many of the courses offered by the psychology program. In a comparative psychology course, for example, the sensory abilities of honey bees to sucrose can easily be compared to that of a human, and the effect of agrochemicals on the Pavlovian conditioning of planarians can be used in environmental psychology class. There are many options for using invertebrates in the psychology classroom (Abramson 1990; Abramson, Onstott, Edwards, & Bove, 1996; Abramson, Kirkpatrick, Bollinger, Odde, & Lambert, 1999; Abramson, Mixson, Cakmak, & Wells, 2007). The psychology program faculty might also consider using pet stores as animal behavior research centers (Abramson, Huss, Wallisch, & Payne, 1999). The use of pet stores can easily be incorporated into a general psychology laboratory experience.

Curriculum: General Issues:

The previous section concentrated on what I believe to be the major needs and modifications necessary for the psychology program. In this section I will briefly comment on ancillary issues related to the curriculum.

1. For those service courses that exist within the program, what evidence indicates that they meet the needs of the intended audience?

The psychology program offers two service courses. General Psychology (PSYC 150) and Human Growth and Development (PSYC 233) (necessary for Nursing and Education majors) contain the largest enrollments. In addition, the Criminal Justice major requires their students to take Drugs and Human Behavior (PSYC 410), and the sociology major concentration in Human Services requires their students to take courses in Counseling Processes (PSYP 420), and Group Processes (PSYP 424). During my visit I did not have the opportunity to speak with students outside of psychology nor did I speak with faculty from the Nursing, Education, Criminal Justice, and Human Services department or programs. What I can say is that given the large number of sections devoted to General psychology (13 sections) and Human Growth and Development (at least 11 sections) these courses must be accomplishing their goals. I would also add that these courses are taught by some of the most experienced teachers in the psychology program. I find the course in Human Growth and Development especially interesting since this course appears specifically designed for nursing and education majors. The course guide states that this course is not intended for behavioral sciences majors yet a significant amount of psychology faculty time and resources goes into teaching such a course at, I might add, the expense of the psychology students.

2. Are the elective courses current and useful?

The issue of upper division psychology electives has been discussed earlier. I have suggested changes to the course sequences and proposed the idea of mini tracks to take advantage of the diversity of courses offered by the psychology department.

In regards to electives outside of the major I certainly agree with the goals and mission of Mesa State College for supporting a broad based liberal arts education. Students should be required to take courses in English, humanities, and the sciences. I especially like how the psychology program encourages their majors to pursue a degree distinction by mastering a foreign language. What I do not understand is why psychology students are encouraged to take a class in Kinesiology (KINE 100: Health and Wellness) and Kinesiology: Activity (KINE 101-179). From what I can gather it appears that a Kinesiology activity is a college requirement. I would urge the college administration and psychology program to reconsider this requirement. Three credit hours are essentially wasted on activities such as Beginning Golf, Water Polo, Flag Football, and Beginning Bowling. Does a student really need to spend a credit hour learning how to hike? I may not be voicing a popular opinion but a healthy lifestyle is a choice and should not be

legislated. I would encourage the administration and psychology program to gather data from their students to empirically determine whether students want to see three credit hours devoted to such courses. The gathering of such data would be a fine faculty/student research project.

3. Are there area of emphasis that should be developed by the program to meet future needs?

The course offering by the psychology program are quite broad and in my view exciting. I have commented earlier on the uniqueness of some of the courses. For example, it is rare for a college to offer a course on comparative psychology and especially rare to offer students an animal behavior experience. Especially novel is the counseling track. I have mentioned to some program faculty that an article be written describing this track. It might serve as a model for other colleges and universities.

One area of emphasis that the program should consider is in the area of physiological/biological psychology. As mentioned previously behavioral neuroscience is an important field and the program offers only one course in this area and it is a senior level course (PSYC 430- Biopsychology). Behavioral genetics is also an area that should be developed. A genetics course is offered by the biology program (BIOL 301-Principles of Genetics) but no psychological topics appear in the course description. I would also like to continue to stress that an area of emphasis be on research.

In addition to behavioral neuroscience a second area that should be considered is cognition and memory. Cognition (i.e., cognitive science) will most likely be considered a core area in psychology. The psychology program currently lists one cognitive psychology class (Memory and Cognition, PSYC 416). While this course is now being taught once a year it is my understanding that it was not taught for several years previously.

A third area that should be given emphasis is in the area of health psychology. Health psychology is a relatively new field that can trace its early development to clinical psychology. Health psychology is interdisciplinary and is concerned with how health and illness is influenced by behavior, biology, and social context. The program currently offers no courses in this area.

4. Should certain areas of emphasis be given low priority or discontinued? Explain why. Is there any overlap or duplication of courses that exists between departments, disciplines and programs? If so, can these be explained or justified, through collaborative efforts or other means?

I have combined these two questions into one. At the outset I do not believe that certain areas of emphasis be given low priority or discontinued. Having said this I wish to point out the obvious that the psychology program emphasizes courses that focus on data and issues in psychology. Psychology as a fundamental science naturally has links with other sciences such as sociology, and biology. As such the general answer to this question is

yes, there are overlaps in some basic material but the overall emphasis is different. For example, the comparative psychology course (PSYC 380) discusses animal behavior as does the course in Ethology (BIOL 416) offered by the biology program. The comparative psychology courses focuses on psychology and the ethology course on biology. Another example is the forensic psychology course (PSYC 425) which covers some of the same material found in the criminal justice program. Perhaps the greatest area of overlap is the STAT 200 (Probability and Statistics), SOCI 310 (Methods of Social Research) and PSYC 311 (Quantitative Research Methods) courses. The course descriptions suggest considerable overlap yet the orientation of all three are profoundly different. The orientations of the courses are so different that I suggested the psychology program or the Behavioral Sciences Division create their own course. Table 8 provides a partial listing of Mesa State College courses that provide some overlap with psychology courses.

I wish to emphasize that the overlap is only based on some shared content -- not the perspective in which the content is presented to students. If overlap is considered a problem I suggest that the relevant programs meet to try and modify or develop a course that can be used by several departments. I would suspect that such a solution would increase class sizes yet have the benefit of freeing up faculty to teach more upper division courses. For example, the comparative psychology and ethology courses can easily be combined to create a course "Comparative Psychology and Ethology." If this proposed integrative course also contains some human comparative psychology and ethology (as many do) than material from the Cross-Cultural psychology course can also be included (PSYC 370). This will eliminate the Comparative Psychology and Cross-Cultural Psychology courses as individual entities.

Table 8: A partial list of overlapping course offerings.

Psychology and Biology	
Comparative psychology	(PSYC 380)
Ethology	(BIOL 416)
Psychology and Statistics	
Quantitative Research Methods	(PSYC 311)
Probability and Statistics	(STAT 200)
Psychology and Sociology	
Quantitative Research Methods	(PSYC 311)
Methods of Research	(SOCL 310)
Psychology and Education (EDEC)	
Child Psychology	(PSYC 310)
Early Childhood Development	(EDEC 238)

Table 8: A partial list of overlapping course offerings continued.

Psychology and Criminalistics	
Forensic Psychology	(PSYC 425)
Criminalistics	(BIOL 337)
Psychology and Anthropology	
Cross-Cultural Psychology	(PSYC 370)
Cultural Anthropology	(ANTH 201)
Ethnopsychology	(ANTH 340)

5. Are courses scheduled at times, locations, and frequencies that are consistent with the institutions?

The course schedule times and locations seem appropriate for the population of students enrolled at Mesa State College. The course schedule allows students to graduate in four years. In regards to the frequency of course offering many of the upper division specialty courses are only offered once every two years and some courses such as Environmental Psychology sometime after 2010. I was surprised to see so few psychology courses offered during the summer. The only courses that are available to summer students are special topic courses. The administration might consider offering a wider range of summer courses – especially those that offer general education credit. The course cycle document on the Mesa State College website lists courses and schedule times from 2008-2010. I did not have access to data previous to 2008.

6. Are appropriate assessments in place to provide a cycle of continuous improvement for the program?

One of the strengths of the psychology program is how much attention the faculty devotes to ensuring they are producing competent and well trained students. Their assessment guidelines are based on the APA Task Force on Undergraduate Psychology Major Competencies. The program expects their graduates to know major concepts and positions in psychology, evaluate and interpret data, design experiments, understand research concepts, use a variety of instrumentation, and be familiar with historical trends in psychology. The program faculty takes the assessment process very seriously and assessment issues are discussed regularly. A psychology faculty committee reads research reports and evaluates their scientific merit in terms of research design, analysis, and interpretation.

The department uses a variety of measures. One is the Major Field Assessment Test (MFAT) developed by the Educational Testing Service. The data compiled by the psychology program assessment coordinator indicates that Mesa State College graduating seniors perform consistently above the national average. When Mesa State College psychology students fall short on an indicator the data suggests it is because a necessary

course was not offered. In addition to the MFAT, assessment data is obtained from the Systems and Theories course (PSYC 414) on historical trends in psychology, writing samples obtained from research reports are also evaluated for scientific merit. In addition, psychology seniors are assessed for their ability to conduct competent reviews of the psychology literature, know their way around psychology related software, and use information technology efficiently and ethically.

One suggestion is to develop a plan for collecting information about alumni placements in employment and graduate training. The alumni can also serve as a source for contributions to the psychology program. A newsletter can be established and published by the psychology club (or on-line) describing the contributions of distinguished alumni. The Psi Chi chapter or Psychology Club might also consider establishing an "Alumni Award" to be given out annually at the awards banquet. These clubs might also consider establishing an: 1) Outstanding psychology senior award, and 2) Outstanding psychology faculty award. Such awards are readily established and certificates printed easily and inexpensively. Ideas for psychology club activities are available in Satterfield and Abramson (1998).

7. Students and Student Satisfaction

Based on data provided, consider the program's effectiveness when evaluated with respect to the 1) number of degrees awarded, 2) number of courses offered, 3) FTE student enrollments, 4) credit hours generated, 5) average class size by level of course, 6) number of degree recipients who continue their formal education (masters, doctorate, professional degree, 7) number of degree recipients working in their major field, 8) does the assessment plan provided by the program faculty have the potential for effectively determining if students have achieved the desired competencies, 9) does a review of the assessment results indicate that students have obtained those competencies, 10) are program faculty making effective use of the information gained from assessment activities, 11) what changes, if any, should be made in the assessment plan, 12) do students seem satisfied, 13) do students perceive that they were prepared for graduate or professional school, and 14) obtain suitable employment.

As discussed earlier the number of psychology majors is decreasing at Mesa State College and therefore the number of degrees awarded. This decrease is cause for concern. The factors contributing to this decrease center around an inability to offer students psychology courses in the freshman and sophomore year. I believe most will agree that it is unacceptable for students to wait until their junior year to take psychology courses when they declared the major years earlier. Why stay committed to Mesa State College when more frequent course offerings are available at other colleges. The lack of research opportunities is another contributing factor as is the large number of service course sections taught by psychology faculty. In my discussion with students the majority clearly stated that they want more frequent course offerings earlier in their academic career and especially research experience.

Issues related to FTE student enrollments, credit hours generated, and average class size are difficult to access because in many ways the data are contaminated because of the large number of sections devoted to general education courses such as General Psychology and Human Growth and Development. The numbers clearly show that the program is generating high FTEs especially with some class sizes approaching 65 per section and as high as 80 to 90 per section. When combined with other psychology courses the program has averaged 2,558 enrollments per year. The total enrollment of Mesa State College is approximately 5,800 students. Clearly, psychology courses are quite popular. Another way of looking at the issues of FTEs and credit hours is to look at the number of majors across Mesa State College baccalaureate programs. Of 28 baccalaureate programs, the psychology program has the third most majors trailing only Liberal Arts and the Biological Sciences.

The psychology program has been successful in placing students in graduate school averaging about 5 per year in a program that averages 40 graduates per year over the past 5 years. The majority of graduate students are in Masters degree programs. I have no data on the number of students who have applied to graduate programs nor do I have data on the type of graduate school or professional school students applied to. One suggestion is to keep data on how many students applied to graduate school, the number and type of graduate school (or professional school) applied to, and how many succeeded in obtaining admittance. The names of students who have successfully competed for graduate school slots can be placed on the proposed psychology program website.

I would suspect that students who have little or no experience in research and have not taken courses in cognitive psychology or behavioral neuroscience would be at a disadvantage when applying to research-based doctoral level programs. It is clear, however, based on the assessment data and my own observations that Mesa State College psychology graduates are in general well prepared. This is especially true of students who are in the counseling track. The practicum experience they receive is invaluable when applying to graduate school or entering the health care profession with only a baccalaureate degree and it appears that the majority of students graduating on this track are employed in the public service sector. As I commented earlier, this counseling track is a model program and one that should be more widely known. While the focus on the counseling track is right and proper given program resources and its demonstrated success, it should be said that it is at the expense of those students who might wish to compete for admission to research-based doctoral programs.

In the previous paragraph I have commented on the assessment. I believe the level of assessment is exemplary and the program faculty are responsive to student feedback. I have no data concerning the student course evaluations. I have seen the evaluation form and suggest that it should be modified to include what are commonly known as subject variables. For example: 1) How often does the student attend class, 2) Does the student take advantage of office hours, 3) What grade does the student expect to receive in class,

4) How many hours are devoted to studying class material? Without such subject variables it is impossible to scientifically evaluate student comments. Published data on course evaluations often suggest that students evaluate a professor based on attraction and humor with little effort directed toward the course material and presentation.

As mentioned earlier, the students and alumni I have spoken with are satisfied with the quality of the faculty and their training. The exception was the lack of research experience, there was also some discussion about the need for a psychology based statistics course. Those who graduated from the counseling track had very high praise for their faculty and for the quality of their training.

8. Faculty

a. Are the areas of faculty specialization and competence appropriate for the program? Are other specialties needed?

The psychology faculty is composed of 5 tenured professors and two assistant professors. The specializations of the faculty include clinical, physiological, social, and experimental. Obviously it is not possible to cover the entire spectrum of psychology with only 7 faculty members. If the psychology program is to remain current additional faculty members should be hired in the area of cognition, behavioral neuroscience, educational psychology and/or health psychology.

b. Are part-time faculty appropriately credentialed?

I have no data on adjunct professors such as course evaluations or vitae. I would assume that all hold doctoral degrees and have relevant teaching experience. Given the high quality and professional standards of the full time faculty I am confident that they would select the best part-time faculty available. I have been told, however, by program faculty that it is often difficult to find suitable adjunct professors.

c. Faculty interest in curriculum revision.

The interest in curriculum revision is outstanding. Much of what I have written has already been considered by the faculty. The faculty are dedicated to providing the students of Mesa State College with the best education possible. I believe much of this dedication stems directly from their scholarship and faculty development in support of teaching and learning

d. Faculty professional development and scholarship including research in support of teaching and learning.

As a group the psychology faculty is highly accomplished. Frankly, I was a bit surprised given the length of service of some of the faculty members and the fact that their primary duties involve teaching. At an age when many faculty experience "burnout" and reduce

their workload as retirement nears the psychology faculty of Mesa State College remains productive. The entire faculty supervises some form of student based research; much of which is presented at national and regional scientific meetings including the American Association for the Advancement of Science, American Psychological Society, and the American Psychological Association. The majority attend scientific meetings which allow them to keep current on new trends in psychology. Several faculty serve as reviewers for student centered journals such as the *Psi Chi Journal of Undergraduate Research*, consult for textbook publishers, create course guides, write technical reports in support of teaching, and develop new courses. Three of the five tenured faculty and one recently retired member have earned the Mesa State College Distinguished Faculty Award (Dr. Thomas Graves, Dr. Karen Ford, Dr. Jessica Herrick, and Dr. Susan Becker), and another was nominated for the distinguished service award (Dr. Myra Heinrich). Such a record of accomplish by a single program is very impressive. One of faculty members is a licensed psychologist (Dr. Bruce Bishop). The presence of licensed clinical practitioner attests to the quality of the counseling track.

I was surprised to be asked to comment on research productivity. According to the Mesa State College website one of the five reasons to attend is that students receive a quality education from faculty focused on teaching not research. In speaking with faculty and administrators I gained the impression that Mesa State College is in a transition period. Originally a junior college expanded to offer baccalaureate degrees in 1974 it appears that the college is entering another period of expansion. During my campus tour I noticed new construction and new classroom facilities. The library facilities have been upgraded as have the technical support services. Does the administration now plan to expand into research and to compete for research dollars? If so, this must be communicated to the psychology faculty and reasonable publication and grant seeking guidelines established.

The psychology faculty has an excellent record of presentations. Peer reviewed publications are poor. I believe that several of the faculty presentations can be turned into high quality publications and it is not unreasonable to expect one peer reviewed publication every three years. As previously noted, an article describing the counseling program should be written. Such a paper has the potential to serve as a model for many undergraduate programs. Dr. Tieman's and Campbell's (2008) presentation on psychology's early professors is another example. As I mentioned earlier in the context of student focused research, I suggest that the faculty seek to establish research collaborations with professors from other departments, institutions, and foreign universities.

If more peer reviewed publishable research is to be expected from psychology faculty they must be given the laboratory facilities and a reduced teaching load. I was surprised to learn, for example, that a research space used by the counseling program to tape and analyze the interview techniques of counseling students was taken away with little notification. It is my understanding that the space was taken away temporarily because of new construction but suitable space has yet to be found. The counseling track in psychology is one of the unique programs at Mesa State College and should be supported by the administration. As another example, Dr. Karen Ford has published and/or

presented several papers on the effect of drugs on behavior. Two of these papers have appeared in the leading journals of the field. If she or other faculty members wish to continue research in behavioral pharmacology where is this research to be performed? Several faculty members are close to retirement are they to be replaced with professors who will be required to conduct peer reviewed research and pursue extramural funding? Unless faculty are given research space and some type of release time psychology faculty should not be expected to compete for research dollars. Moreover, they should be encouraged to restrict their grant seeking behavior to teaching related projects.

e. Faculty service to Mesa State University and other professionally-related public service.

The faculty have an enviable record of service to Mesa State College and to the public. Faculty members regularly serve on university committees such as the Institutional Review Board, Campus Assessment Committee, Curriculum Committee, Graduate Council, and the institutional Animal Care and Use Committee. Dr. Ford established the Mesa State Psychology Club and the Mesa State College Psi Chi Chapter (the national honor society in psychology). Her commitment to Mesa State College's Psi Chi students was such that she was recognized nationally as a recipient of the Psi Chi National Faculty Advisor Award. Equally impressive is the commitment to public service. In 2007, eighteen counseling psychology students spent over 3,000 hours in community service. The psychology club under the supervision of a faculty advisor regularly engages in public service activities related to mental health. For example, in September the psychology club put on a workshop for suicide prevention titled "Question, Persuade, Refer: Training for Suicide Prevention." Mesa State College faculty members are also actively engaged in public service such as serving on the steering committee for the Mesa County Suicide Prevention Coalition, Mesa County Mental Health Disaster Preparedness Coalition,

f. Their participation in professional organizations.

All program faculty are members of professional organizations. Many of the faculty have served in leadership roles, served on program, executive and competition committees and participated as session chairs. Dr. Ford, for example, has served as president of the Rocky Mountain Psychological Association (RMPA) and awarded the RMPA Distinguished Service Award for her many contributions. Dr. Becker also received the RMPA Distinguished Service Award for her contributions.

g. The distribution of their effort related to instruction, professional development, and service.

The majority of their effort is related to instruction. With a four-four load there seems to be time to do little else. I find it quite impressive that program faculty still have time for community and professional service while continuing to develop professionally.

h. Grant proposals submitted, received, and the funding amount.

As expected from a predominately teaching institution the number of grants and amounts are small. Nevertheless there have been some notable successes such as the National Science Foundation grant to create a general experimental laboratory and the grants from the Office of State Colleges to support the teaching laboratory and professional development. Program faculty have also been active in securing intramural funding in the form of Mesa State University Planning Grants. Can the number of extramural proposals be increased? Certainly, but, in my opinion, only in the area of teaching - not research. In order to obtain significant research grants there must be peer reviewed publications and the psychology faculty do not have the numbers. There also must be a commitment on the part of the administration in terms of research space. If grant writing is a significant issue for the administration I would suggest that a grant specialist be assigned to the department to help program members seek out and write the grants. It is not uncommon for a grant specialist to actually write the majority of the proposal with the assistance of the PI and co-PI. Another option is to hold grant writing workshops or provide faculty members with the opportunity to travel to locations that provide such workshops.

i. Diversity of academic backgrounds.

Of the seven faculty, two are clinically trained and two are trained as experimental psychologists. Of the remaining three faculty one is a developmental psychologist and another a social psychologist. The training of the seventh faculty member could not be determined from his résumé. Clearly the academic backgrounds do not represent the entire range of psychology and this is not the fault of the program. The psychology program does not have faculty explicitly trained in behavioral neuroscience, cognitive psychology, behavioral genetics, industrial/organizational, cross-cultural psychology, health psychology or educational psychology. What the faculty does have collectively is over years 130 years of teaching various psychology courses. As impressive as this is such experience does not replace highly trained experts.

I was surprised that I was not asked to comment on the cultural diversity of the faculty. While gender is not an issue in the program the lack of underrepresented groups should be considered in any new faculty hire. During my interviews with the administration and alumni recruiting minority students is becoming a priority. I was particularly impressed with the efforts of the Mesa State College Cultural Diversity Board. I would hope that such sensitivity to the needs of minority students would extend to the recruiting of minority faculty members.

9. Resources/Institutional Support:

Are the resources adequate for achieving the goals and objectives of the program? Consider the facilities, capital equipment, operating expenses, offices, laboratories, classrooms, additional instructional spaces, library, number of faculty and support staff, etc; Does the review indicate that the program should be expanded, sustained at the same

level, or reduced; Are there initiatives and improvements that faculty/administrators should be making to sustain the program and work toward recommendations for the future?

As difficult it is for me to say write this my opinion is that the program is not being given the resources it needs to obtain its goals and objectives. The psychology major is one of the largest on campus with approximately 2,558 enrollments per year and over 200 majors. Despite the size they have not had a significant increase in faculty positions in many years. At least one faculty position is needed and needed soon. The data suggests that the number of majors is declining because of the lack of sophomore level courses. Why should a student – at least a promising student – stay at Mesa State when they can obtain the necessary courses at another college? I have suggested the concept of “mini tracks,” restructuring the course sequence and eliminating or consolidating some courses with other programs. The best solution is to hire at least one more faculty member. The contributions of the psychology program and the recognition at the national and college level of several of its faculty members indicates to me that they have earned the extra position when one becomes available. Many of the program faculty have been nationally recognized for their achievements, conduct significant amount of college and community service, and still find the time and energy to conduct some research and obtain grant funding. The counseling tract is quite unique and it is unfortunate that it is not known nationally – I hope that changes. The psychology program is, and should be, a source of pride to Mesa State College.

The teaching laboratory facilities appear adequate but I some concern about the age of of the equipment. The computers have not been upgraded in several years. The operant chambers show wear and do not seem to have been used in quit some time. Some decision must be made on the use of animals for the learning course. In my view CyberRat does not replace a “wet lab” experience anymore than a computer animation of a dissection replaces the actual experience. I would suggest that the student evaluation be extended to include data on the laboratory facilities and equipment.

A decision must also be made on whether Mesa State College wants the psychology program to seek external funding for research projects. If the answer is yes the program must have access to laboratory space. I view it as unfortunate that the counseling program which is such a source of pride to Mesa State College and, I might add, a potential source of extramural funding, lost the only space they had for teaching students how to properly conduct clinically related interviews. New space should be found.

In regards to library facilities and classroom space I believe they are fine. Faculty and students have what they need. I especially liked the new state of the art classrooms in the business school and hope that the psychology program will have access to similar facilities. The new classrooms are first rate and the administration should be commended for securing the necessary funding.

Given the number of faculty I believe that it is inadvisable to increase the size of the course offerings or add additional features other than what has already been discussed.

The program and administration should discuss modifying the course sequence (and related forms and course numbers), the general psychology course, diminishing the advising commitment, the notion of mini tracks (and the possibility of eliminating some psychology courses), and offering more laboratory experiences. Once these issues are resolved the program and administration will be in a better position to discuss new course offerings and potential hire or hires.

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RATINGS SUMMARY

The perceived quality of the curriculum: I would rather not rate the quality of the curriculum based on the rubric Substantially below average, Below average, Average, Above average, Substantially above average.

Rationale: The psychology program has some excellent features. Among them are the counseling track and the dedication and accomplishments of the faculty. Based on the assessment data the students have the ability of graduating with some excellent skills. On the other hand the program is in real danger of becoming less than optimal if new courses are not offered in the area of health psychology, educational psychology, cognitive science, and/or neuroscience. The danger is that students can graduate without being exposed to areas that the APA deem important.

The perceived quality of the facilities (laboratories, library collection, computers, etc): Average

Rationale: Some of the computers need to be upgraded and the Skinner boxes look a bit worn. Of critical importance is that a decision must be made on the use of animals in the classroom. The library facilities are good as is the technical support.

The perceived quality of the program faculty: Substantially above average

Rationale: The faculty are highly accomplished professionals. Several have received national and college awards. The dedication to their students is obvious as is their commitment to the goals and ideals of Mesa State College. As a group their level of scholarship is impressive although it would be better if faculty would direct some of their efforts to producing peer reviewed publications. Frankly, I would be proud to collaborate with any of them.

The importance of the program to general education: Above average

Rationale: Knowledge of psychology is important to many fields. It allows an individual to have a better understanding of the world around them and their place in it. Understanding psychological research is especially important because it sharpens critical thinking skills.

The importance of the program as a support for, or as an integral part of, other programs offered by MSC: Above average

Rationale: The nature of psychology is such that it forms part of the knowledge base for many disciplines. An awareness of psychological principles and data are important for students entering applied service fields such as education and nursing. More specialized fields such as forensic science must also have a knowledge of psychology.

The importance of the program to the region, the state, or the western slope:
Substantially above average

Rationale: The importance of the counseling track cannot be underestimated. Students on this track become vital to the mental health of the entire region. Graduates go on to become mental health professionals. Those on the psychology track perhaps less so because they cannot contribute to the state or region with research contributions.

The future potential of the program: Above average

Rationale: The potential for this program is above average if not substantially above average. The idea of mini tracks is unique and if adopted would be a fine complement to the counseling track. An emphasis on research would also increase the future potential and increase the skill base of graduates. The potential of the program will not be realized, however, if contemporary areas of psychology are not incorporated into the curriculum.

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Appendix

Course Offerings (APA, 2005) <http://www.apa.org/ed/pcuc/offerings.html>

Course	All	All 4-Year Programs	Doctoral	Masters	Bachelors	Community College
Introduction to Psychology	98	98	99	99	97	98
Abnormal Psychology	93	96	94	97	97	78
Social Psychology	90	93	92	92	94	72
Psychology of Personality	78	86	86	86	85	33
Statistical Methods	75	85	88	92	79	19
Cognitive Psychology	71	83	90	79	80	6
Physiological Psychology	71	82	82	85	81	11
History and Systems of Psychology	68	80	78	87	78	0
Research Methods	67	76	79	71	77	20
Practicum or Field Experience	60	70	68	72	70	5
Developmental Psychology	57	58	72	59	49	55
Psychology of Learning	59	70	70	76	66	3
Industrial/Organizational Psychology	57	65	62	79	58	19
Child Psychology	59	59	56	72	54	58
Principles of Psychological Testing	55	65	59	67	68	2
Adolescent Psychology	51	55	52	64	52	28
Sensation/Perception	52	62	82	64	47	0
Honors Theses or Equivalent	51	60	80	57	49	3
Lifespan Development Psychology	46	44	32	53	46	59
Human Sexuality	43	44	44	53	38	38
Health Psychology	43	49	62	45	43	9
Adult Psychology	39	43	34	58	39	19
Psychology of Women	32	36	44	38	29	14
Specific Integrative Capstone Course in Psychology	35	41	26	47	47	3
Educational Psychology	31	28	23	34	29	45
Experimental Psychology	32	37	36	46	33	3
Motivation and Emotion	25	29	44	32	19	0
Psychology of Gender	28	31	34	34	28	8
Psychology of Adjustment	25	24	21	30	22	33
Comparative Psychology	25	29	40	32	21	2
Cross Cultural Psychology	24	26	35	21	22	13

Forensic Psychology	21	25	28	34	18	3
Careers in Psychology	16	18	15	26	14	8
Death and Dying	18	17	18	25	11	23
Memory	18	21	36	17	13	0
Human Factors in Psychology	10	11	26	7	4	3
Multi-Cultural Psychology	13	15	23	15	10	2
Orientation to Psychology	10	11	12	14	9	3
Sleep and Dreaming	4	5	11	2	3	0
Psychology of Men	2	2	2	5	0	2

MEMORANDUM

To: Cathy Barkley, Assistant Vice-President – Academic Affairs
From: John Redifer, Department Head – Social and Behavioral Science
Subject: Rejoinder to Psychology External Review
Date: February 5, 2009

Regarding factual errors in Dr. Abramson's report on the psychology program:

- 1) Dr. Abramson has misunderstood both course numbering and course sequencing, (page 10.) Since the beginning of four-year programming, course numbering has been based on professors' judgment about the difficulty of their courses. There has never been an insistence that lower-numbered courses be completed before higher, or that, for example, 300-level courses are intended for juniors and 400-level ones for seniors.
- 2) Students who have completed PSYC 150 are qualified to take at least a dozen higher-level courses. Those who have, further, completed STAT 200 are qualified to take the remainder. Having completed General Psychology, students do not need to delay taking higher-numbered courses for three semesters. In a related misunderstanding, students do not need to wait until "sometime after 2010" (page 24) to take the Environmental Psychology class. It's offered each fall semester.
- 3) On page 20, Dr. Abramson praises the use of animals in the learning course, and seems to believe that that use will return. His worry about the condition of our lab's operant conditioning chambers suggests that he believes they will again be used with live rats. There are no current plans to use live rats in the lab.
- 4) On page 27, Dr. Abramson states "I would assume that all [adjuncts] hold doctoral degrees and have relevant teaching experience." Adjuncts may hold a Master's Degree and teach Psychology at Mesa State College
- 5) Dr. Abramson indicates a need for a Behavioral Neuroscience Class. The Biopsychology course is the same course with a different name.
- 6) PSYC 332, Individual and Group Difference has not been taught for thirteen years and was not included in the program review documents.
- 7) On page 27, developmental should be included as a specialization of the faculty.
- 8) On page 29, Dr. Becker was also elected to the RMPA Executive Committee as Diversity Chair. She did not receive a Distinguished Service Award.



