



AY 2014 – 2015
Program Review

Psychology



Psychology Program Review

Submitted by:

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I. Introduction and Program Overview

a. Program Description

The Psychology program at Colorado Mesa University (CMU) currently offers a Bachelors of Arts (B.A.) in Psychology (PSYC), a Bachelors of Arts (B.A.) in Psychology with a concentration on Counseling Psychology (PSYP) and a minor in Psychology. The degrees prepare students for graduate school and employment in the public and private sectors. 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, Orientation to the Major, Statistics, Research Methods (and lab), Memory and Cognition and History of Psychology. Students taking the counseling psychology concentration have additional core classes that include Social Psychology, Abnormal Psychology, Psychological Testing, Personality, Career Development, Counseling Processes, Group Processes, Psychological Interviewing, a 4 credit practicum community placement course, and either Cross-Cultural Psychology or a Service Learning course. Psychology majors are also required to take at least one class from each of the following areas: developmental, personality/social, and neuropsychology. Counseling psychology majors are required to take at least one class from the developmental and neuropsychological areas. The remainder of credits for both degrees can be from the topical area of their choice and can include structured research or independent study if the student wishes to. The Psychology program is housed in the Department of Social and Behavioral Sciences which offers degrees in criminal justice, history, political science, public administration/public safety, sociology, and social work. For AY 2014-2015 there are 33 full-time faculty.

b. History of the Program

When Colorado Mesa University (then 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 part-time 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 Colorado Mesa University.

The Psychology program was last reviewed AY 2008-2009. As a result of that program review a number of curricular changes were made resulting in a restructuring of both degrees and the minor. In addition, the Psychology program has developed new program goals and a revised assessment plan to measure success.

Since the last program review Dr. Harry Tiemann and Dr. Myra Heinrich retired and Dr. Bruce Bishop resigned. The program now has 8 full-time, tenured and tenure-track faculty: Susan Becker (tenured),

Karen Ford (tenured), Jessica Herrick (tenured), Jake Jones (tenure-track), Kristen Jones (tenure-track), Brian Parry (tenured), Jenny Peil (full-time) and Bethany Weber (tenure-track).

c. Previous External Review Recommendations

1. Review the core courses and provide rationales for the psychology electives. Modify the suggested course sequencing for the major in psychology and psychology with a concentration in counseling. Add more prerequisites for upper division classes so that students must stick to the suggested course sequencing.

Using the suggestions from the external reviewer along with extensive curriculum mapping the psychology faculty restructured the curriculum for both majors. The core classes were changed slightly and the electives were organized into topical areas so that students have to choose classes from each of the areas thereby getting a more well-rounded background in psychology. In addition we created an Orientation to the Major course as a bridge from the lower division courses (General Psychology, Statistics, and Research Methods) to the upper division courses.

We have added statistics and research methods as prerequisites for several of the upper division courses to ensure that students stick to the course sequencing.

2. Develop a psychology based statistics course.

After the last review Psychology faculty along with faculty from Sociology and Criminal Justice worked with the Math Department to develop a statistics for the social sciences course. We currently require our majors to take that statistics course.

3. Develop “mini tracks.”

Instead of developing “mini tracks” for students we decided to structure the electives into topical areas and now require students to take at least one class from each area. Student wishing more exposure to a particular area are free to take as many courses from that area as are available.

4. Develop a “General Psychology for Majors” course.

General Psychology is an Essential Learning course in high demand at CMU. We do not have the faculty to offer a section just for psychology majors.

5. Reassigning advising duties.

Although we cannot reassign advising duties we did add the Orientation to the Major course which has a large advising component.

6. Increase student research opportunities.

The amount of student research done has doubled since the last review (see section III-e).

7. Add courses in cognitive science, behavioral neuroscience, and education or health psychology.

We have added a course in Health Psychology and Human Sexuality.

8. Create a program website.

We have created a program website.

9. Hire additional faculty.

Since the time of the last review we have hired one additional full-time faculty member.

d. Mission Statement and Goals

CMU provides 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.

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. Colorado Mesa University 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.

The Psychology program has student learning outcomes (SLOs) that are in line with CMU's SLO's for all baccalaureate degrees. Psychology program graduates will be able to: a) critically analyze the historical trends in psychology (specialized knowledge); b) compare basic research methodology in psychology (applied learning), c) communicate clearly in written and oral presentations in standard American Psychological Association format (broad integrative knowledge and applied learning); d) apply statistical concepts to decision making and problems solving in areas of psychological application (quantitative fluency); and e) think critically to solve problems in psychological areas of analysis using academic sources of information (critical thinking).

In addition, the Psychology Essential Learning courses (PSYC 150 and PSYC 233) address three of the seven Essential Learning outcomes. The specific outcomes addressed by PSYC 150 and 233 include: a) produce effective arguments and summaries in written English; b) critically examine and evaluate an argument; and c) demonstrate investigative and analytical thinking skills to solve problems.

e. Support of Other Majors, Minors, and General Education Requirements

Psychology serves CMU's Essential Learning curriculum while assisting other academic programs.

Psychology offers two Essential Learning courses: PSYC 150 General Psychology and PSYC 233 Human Growth and Development. During each semester 9-11 sections of General Psychology and 6-8 sections of Human Growth and Development are taught. The majority of the sections are taught by full-time faculty. Both courses are approved by the Colorado Department of Higher Education for statewide guaranteed transfer.

Psychology's service to other academic program across campus includes:

Addiction Studies minor required courses: PSYP 422: Psychological Interviewing and PSYP 424: Group Processes

Criminal Justice B.A. electives: PSYC 320: Social Psychology, PSYC 410: Drugs and Human Behavior and PSYC 425: Forensic Psychology

Kinesiology B.A. concentration: Adapted Physical Education required courses: PSYC 340: Abnormal Psychology

Kinesiology B.A. concentration: Fitness and Health Promotion restricted electives: PSYC 401: Sport Psychology

Liberal Arts A.A. emphasis Social Science social science emphasis requirements: include any PSYC classes.

Nursing B.S.N., R.N. and L.P.N. Social and Behavioral Science Essential Learning Requirement: PSYC 233: Human Growth and Development.

Bachelor of Social Work restricted electives: PSYC 335: Psychology of Women, PSYC 330: Psychology of Adolescence and Emerging Adulthood and PSYC 410: Drugs and Human Behavior

Social Work minor required courses: PSYP 420: Counseling Processes and Techniques and PSYC 233: Human Growth and Development.

Sociology B.A. restricted electives: PSYC 320: Social Psychology, PSYC 335: Psychology of Women and PSYC 370: Cross-Cultural Psychology

Teacher Education all Elementary, Secondary and K-12 degrees Social and Behavioral Science Essential Learning Requirement: PSYC 233: Human Growth and Development.

Women's and Gender Studies minor electives: PSYC 335: Psychology of Women, PSYC 411: Human Sexuality, PSYP 410 Marriage and Family Counseling

f. Locational/Comparative Advantages

CMU's main campus is located in the county seat of Mesa County, Colorado, providing excellent opportunities for the Psychology faculty and students to partner with local agencies for Practicum sites many of which turn into employment for students after graduation.

g. Unique Characteristics of the Program

The psychology program is the largest in the department of Social & Behavioral Science with 8 full-time tenure/tenure track faculty and a large number of majors.

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.

II. Curriculum

Psychology faculty members are committed to offering the best quality undergraduate psychology major possible. Colorado Mesa University 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. We are dedicated to assisting students in achieving their goals and dreams. Students may earn a B.A. in psychology, a B.A. in psychology with a concentration in counseling psychology, or a minor in psychology.

In addition to independent study, structured research, and practica, the psychology program offers 36 different courses, taught by seven full-time (five tenured and two tenure-track) faculty members, one full-time (.8) instructor, and between 3-5 part-time lecturers per semester. The counseling concentration courses are taught by three of the full time faculty members. Twenty or more sections of the General Psychology course (PSYC 150) and 12 or more sections of the Human Growth & Development course (PSYC 233) are offered each year.

The Psychology program has student learning outcomes (SLOs) that are in line with CMU's SLO's for all baccalaureate degrees. Psychology program graduates will be able to: a) critically analyze the historical trends in psychology (specialized knowledge); b) compare basic research methodology in psychology (applied learning), c) communicate clearly in written and oral presentations in standard American Psychological Association format (broad integrative knowledge and applied learning); d) apply statistical concepts to decision making and problems solving in areas of psychological application (quantitative fluency); and e) think critically to solve problems in psychological areas of analysis using academic sources of information (critical thinking). The psychology program works to meet these SLOs by requiring courses (beginning with PSYC 201) in the psychology core that include written and oral presentation work and a lab course with quantitative analysis (PSYC 216L). In addition psychology majors can choose from a variety of electives that highlight an understanding of research methodology (e.g., PSYC 320, PSYC 370, PSYC 435, PSYC 322) and the development of critical thinking skills (e.g., PSYC 216, 216L, PSYC 411, PSYC 420, and PSYC 435). The psychology program engages in ongoing assessment of its SLOs to help maintain a quality program well qualified to meet the college's liberal arts objectives.

The psychology program has several courses that serve other majors and minors. The primary course in this category is 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. A number of upper-division psychology courses (e.g., PSYC 320, 335, 330, 340, 370, 401, 410, 411, PSYP 410, 422, 424) are either required or recommended electives for other majors such as Sociology, Social Work, Criminal Justice, and Kinesiology and the minors in Addiction Studies and Women's and Gender Studies.

The average upper division class size for 2013-2014 was 28.7, compared with 21.5 in 2008-2009. Even with the addition of one full-time instructor in fall 2011, we are still faced with some courses having more demand than there is available space and frustrated students who cannot always get into the courses they need for their major.

a. Breadth, Depth, and Level of the Discipline

The current program provides a solid psychology major with emphasis on theory, research and application of psychological ideas to the problems and challenges faced by society for students who will do no further formal study in psychology, in addition to students who will enter graduate programs in the discipline. All psychology majors take a set of core courses that cover the foundations of the discipline. The core includes an introduction to the discipline, an orientation course to the major, statistics and research methodology courses, a memory and cognition course, and a history of psychology course. The program offers 21 upper-division courses, in addition to the core, and students who choose to complete a psychology major must complete 11 (33 credits) of those upper-division courses (which can include structured research or independent study), with at least one course from each of the following three areas of psychology: developmental, neuropsychology, and personality/social. The counseling psychology program is designed to prepare the student to either work as a paraprofessional or to continue in graduate studies. For students who choose the counseling concentration, the program offers 11 specified courses in addition to the psychology core. These courses are social psychology, abnormal psychology, psychological testing, personality psychology, career development, counseling processes, group processes, psychological interviewing, a 4- credit practicum community placement course, and either multi-cultural service learning or cross-cultural psychology. Counseling majors can also choose among upper division electives and often choose to engage in structured research.

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.

Psychology minors must complete the introductory course in psychology, a course in writing in APA style, the memory and cognition course, two upper-division psychology electives, and at least one course from

each of the developmental, neuropsychology, and personality/social lists of upper-division psychology courses.

In order to remain competitive in our course offerings with other similar sized institutions, the author of our last comprehensive program review recommended that we increase the diversity of upper-division courses offered to students. The report suggested several courses that we could consider adding to our curriculum (i.e., Health Psychology, Human Sexuality, Developmental Psychopathology, Psychology of the Exceptional Child, Service Learning, and Educational Psychology). Of these six courses, we have been able to add three courses (with our existing faculty) to our current course offerings (Health Psychology, Human Sexuality, and Multi-Cultural Service Learning).

Another strength of our previous and current psychology programs is our ability to involve students in research opportunities. Since admission into psychology graduate programs is often dependent upon prior research experience, Abramson (2008) recommended that we sequence courses in the psychology program so students would have the opportunity to conduct psychological research before their senior year. The revised curriculum and course sequencing changes, in addition to tenure-track replacements for retiring psychology faculty, have all increased opportunities for student-research involvement earlier in students' academic endeavors (see section III-e for a description of the increased student research opportunities).

b. Program Currency

The last comprehensive psychology program and external review in 2007-08 (Becker, 2008) spurred the psychology faculty to make a number of revisions to the psychology curriculum and to the major and minor requirements. These changes were implemented for the 2010-11 academic year and beyond. In making changes to the curriculum, the psychology faculty also utilized recommendations of the American Psychological Association (APA) *Guidelines for the Undergraduate Psychology Major* (APA, 2007) (a set of national standards for students graduating from colleges and universities as undergraduate psychology majors), the *APA Task Force Report on Teaching and Learning in a Developmentally Coherent Curriculum* (APA, 2008), and the National Conference on Undergraduate Education in Psychology (Halpern, 2009). The previous program review report (Becker, 2008) and the report of our external reviewer Charles Abramson (2008) of Oklahoma State University, recommended some specific course changes, additional upper-division course offerings, changes in the sequencing of courses, and improvements in the undergraduate research experience.

A major goal of the psychology faculty in addressing the recommendations of the above-mentioned resources was to produce a developmentally coherent curriculum, from the first course in psychology to the bachelor's degree, along with the intermediate outcomes that students should attain en route. We wanted to ensure that our majors sequence courses in ways that are developmentally appropriate to foster the systematic acquisition of essential skills (e.g., critical thinking, effective learning, graduation and career planning, information competence, writing well in APA format). Thus, we made the introductory course and the orientation courses prerequisites for all other courses, followed by course work in statistics and research methods, followed then by the advanced requirements of upper-division courses.

We instituted a program requirement for students to choose at least one course from three sets of choices (i.e., neuropsychological bases of behavior, developmental psychology, and personality/social psychology) in order to ensure appropriate breadth in psychology and to address the recommendation of the *National Conference* (APA, 2009) that coursework in the psychology major include four core perspectives in psychology (neuropsychology, developmental, personality/social, and, learning and cognition). Additionally, Memory and Cognition is now a requirement for all psychology majors and minors.

The external reviewer (Abramson, 2008) noted that our psychology program did not have enough course offerings during the sophomore year, and he speculated that this may lead to problems in retaining majors in our psychology program. To address this recommendation, we added PSYC 201, Orientation to the Psychology Major, to meet this need and to serve as an introduction to the major after the first introductory course (General Psychology), and to address the need for a foundation of basic information competence skills. The orientation course also includes the content of career advisement, APA writing style, descriptive statistical analysis and graphic representation, and the importance of research, and is consistent with the following Goals for psychology majors as put forth by APA (2007): Application of Psychology; Values in Psychology; Information and Technological Literacy; Communication Skills; Personal Development; Career Planning and Development. The inclusion of the orientation course in the psychology curriculum has worked well so far as a bridge between the introductory course and basic statistics and psychological research methods courses, as well as a precursor to most upper division (advanced content) psychology courses.

The *National Conference* (Halpern, 2009) recommended that students should “complete coursework in statistics and research methods as early in each student’s course of study as possible. When students acquire knowledge about the research basis of psychology early in their education, statistics and research topics can be included in subsequent courses throughout the curriculum” (p. 10). Because we did not have the faculty resources to offer our own psychological statistics course, a basic statistics course (STAT 215) with a laboratory component (4 credits) was designed for psychology, sociology, and criminal justice majors. Psychology majors must take STAT 215 prior to taking the basic research methods in psychology courses, PSYC 216 and 216L.

To address the problem of lower MFAT scores of graduating psychology seniors in the area of Memory & Thinking, noted by Becker (2008), and the recommendation of *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline* (Halpern, 2010) that cognitive psychology be one of the core courses that should be taken by all psychology majors, we replaced the Psychology of Learning course in the psychology core with Memory and Cognition, and then also required that each student take at least one course in the additional areas of neuropsychology,, developmental and personality/social psychology.

In order to maintain the integrity of the psychology program with the number of available faculty, we deleted four courses from the curriculum. Much of the content of the deleted courses (Psychology of Learning Laboratory, Experimental Psychology and lab, Methods of Social Research, and Quantitative Research Methods) is addressed in other ways in the orientation course, Statistics for the Social and

Behavioral Sciences, and Research Methods in Psychology and Research Methods in Psychology Laboratory.

c. Program Locations and Format.

At the time of the previous program review (Becker, 2008), only General Psychology and Human Growth and Development were offered online, and only Human Growth and Development was offered in the hybrid format. Now both General Psychology and Human Growth and Development are offered in both the online and hybrid formats. Both courses are also offered at the Montrose campus. Several upper division courses are now offered also offered online during fall and spring semesters or during the summer, specifically Social Psychology, Abnormal Psychology, Drugs & Human Behavior, and History of Psychology.

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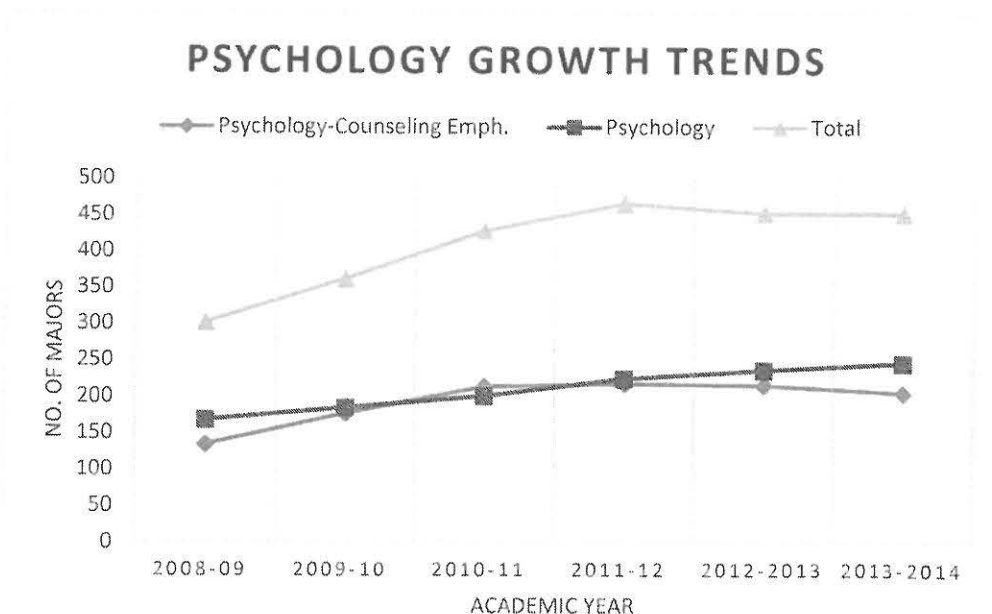
III. Analysis of Student Demand and Success

a. Number of majors and minors.

As indicated by the graph below, the psychology program touts one of the fastest growing and largest majors on campus, which is demonstrated by the 33% growth from academic year 2007-08 to 2013-14. With 453 students matriculated in the psychology and psychology with a counseling emphasis degrees, the psychology program is the second largest in the Social and Behavioral Science department (33 fewer than Criminal Justice). Notable is the significant growth experienced by the psychology counseling emphasis major, which is reflected by the nearly doubling of majors from 134 to 206 over the course of the last six years. On average, the psychology program has experienced annual growth of nearly 6% during this six year period.

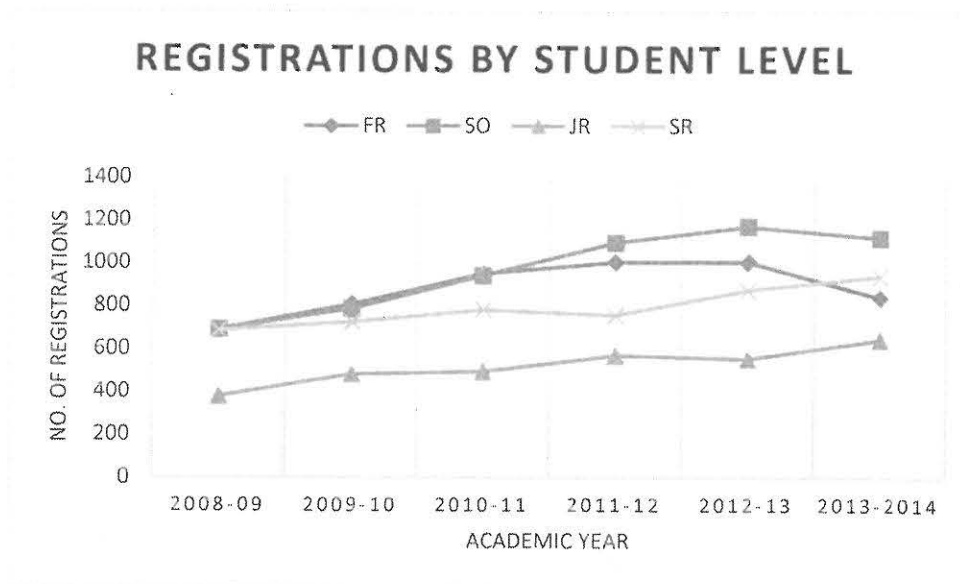
In addition to general growth trends at CMU, the psychology program's hiring of Dr. Brian Parry in 2008, Dr. Jake Jones in 2010, and Drs. Nikki Jones and Jenny Peil in 2011 may have contributed to the increase

in majors. All four of these professors offer robust research opportunities for students to gain experience as well as enthusiasm and acumen in the sub-disciplines in which they teach.



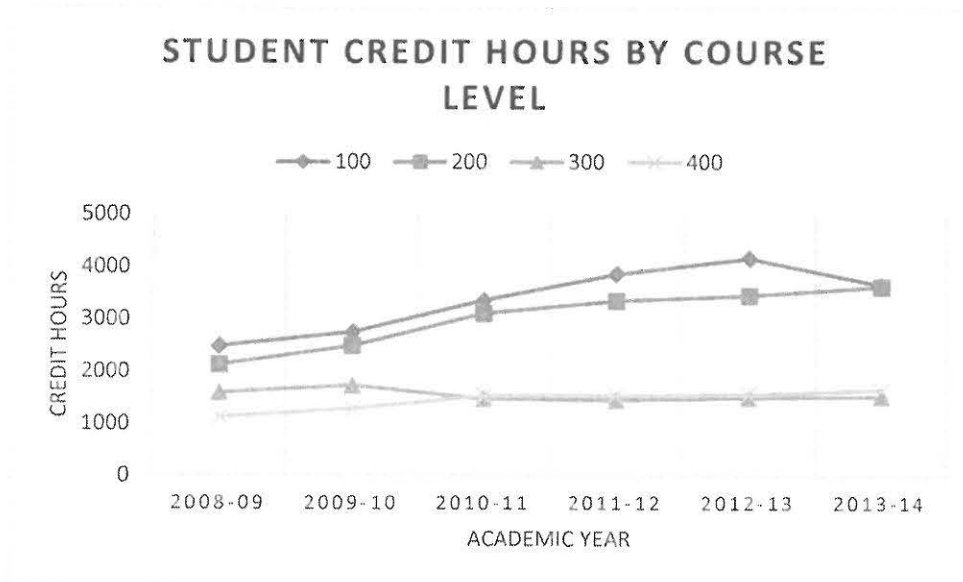
b. Registrations and student credit hours by student level

Following enrollment trends among majors in psychology, registrations and student credit hours have also increased steadily during the past six years. The number of registrations has increased from 2501 in 2008-09 to 3579 in 2013-14, which reflects a 30% increase. Similarly, student credit hours have increased from 7312 to 10439, or a 30% increase. When broken down by class level, the sophomore class has demonstrated the sharpest growth in registrations and student credit hours. One of the reasons for the growth in the sophomore class is due to the addition of the psychology program's new bridge course known as Orientation to the Major. This course is designed to connect those students who have taken one or both of the essential learning offerings of General Psychology and Human Growth and Development and shown an interest in the psychology major to their upper division courses to be taken later. Moreover, the last program review resulted in the approval of a new .8 position, which was filled by Dr. Jenny Piel. She has increased offerings of Human Growth and Development and broadened the curriculum through development of Health Psychology.



c. Registrations and student credit hours subtotaled by course level

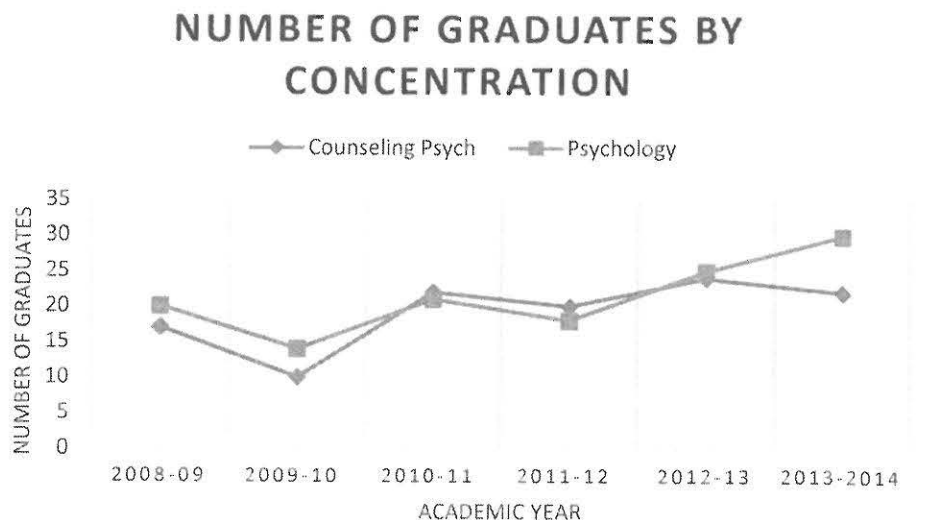
The psychology program offers two general education courses; General Psychology (PSYC 150) and Human Growth and Development (PSYC 233). In addition, PSYC 233 fulfills a service course requirement to other majors such as nursing and education. The multi-functionality of PSYC 150 and PSYC 233 contribute to overall large numbers of registrations and student credit hours at the 100- and 200-level. For example, in 2013-14 there were 2475 registrations and 7273 student credit hours at the 100- and 200-level, representing an increase of 38% in registrations and 37% in student credit hours from six years ago.



Upper division offerings have shown different patterns than those courses at the lower-division level. For example, 300-level courses showed a slight decline in 2010-2011 and leveled off in the two years following. The addition of Orientation to the Major (PSYC 201) and modification of Research Methods (changed from PSYC 312 to PSYC 216) in 2011 pulled significantly more students into the 200-level courses thereby decreasing registrations and student credit hours at the 300- and 400-level. Registrations and student credit hours at the upper division level has remained relatively unchanged for the past four years.

d. Number of graduates.

With an average of 41, the psychology program awarded over one-third of the total degrees in all of the social and behavioral science department. This period has shown a rolling upward trend of degrees with the greatest overall increase found in the counseling concentration degree. More students sought out and graduated from the counseling concentration in psychology because of economic trends in which internship experience and practical skills offered by this degree contributed to finding a more immediate job post-graduation. The most recent three years of data shows a steady increase in the straight psychology emphasis, which may reflect improvement in the state's economy. The latest year reflected a high point with the most graduates (52) in the program's history.



e. Student successes/recognitions

One of the best measures of an academic program's success is its students. Psychology and counseling psychology students have abundant opportunities for structured research, internships, and community service. All counseling psychology students work in the community during their practicum experience, most of whom in a volunteer capacity. These students average over 3500 hours of service to the community per year. 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 students are employed in their field when, or shortly after, they graduate, many at their internship sites. Many community supervisors are former students of the programs take pride in continuing the legacy of community involvement.

The psychology program has also succeeded in enabling students to achieve their goals of being accepted into graduate school. Compared to the 25 students accepted into graduate programs during the previous program review, there were 31 students accepted in graduate school during the past 5 years. Among these students, four of whom were admitted into PhD programs, one into an EdD program, another into a MD school, and one into a JD program. Otherwise, the majority of these students were admitted into masters programs where they typically received training in applied fields such as counseling or social work.

Faculty in the psychology program have also worked closely with many high potential students to produce quality, primary research studies which were accepted to professional, peer-reviewed conferences. For example, the last review cycle yielded a total of 35 students presenting 23 research projects from 2003 to 2008. Conversely, the most recent count shows that 63 students presented 29 research projects over the span of the 2009 to 2014 review cycle. Thirteen of these students received highly competitive student paper awards, including the best paper in the SBS student showcase, the Rocky Mountain Psychological Association Award Winner, and the Rocky Mountain Psychological Association Award Finalist. One of these students was also successful in being a co-author on a paper that was published in an international journal on outdoor recreation. The following is a list of student presentations from 2009 to 2014.

2014 Rocky Mountain Psychological Association, Salt Lake City, UT

1. Roger Claeys, Sarah Hays, & A.J. Meil. *Rocky Mountain High: A study of the Effects of Amendment 64 or the Use of Marijuana and attitudes toward Marijuana*. Faculty Supervisor-Jake Jones.
2. Erin Holl, Sarah Zwetzig, & Brittney Barks. *Engaging in Romantic and Sexual Relationships: Influencing Factors for College Age Adults*. Faculty Supervisor-Nikki Jones.
3. Christy Jersin. *Perfectionism as it Pertains to Relational Variables*. Faculty Supervisor-Nikki Jones.
4. Nellie Hellyer, Selah McMath, & Rita Schenkelberg. *Promoting Leadership Skills through Club and Honor Society Participation*. Faculty Supervisor-Susan Becker.
5. Sarah Zwetzig & Christy Jersin. *The Effect of In-Group and Out-Group Bias on Attitudes toward the Homeless*. Faculty Supervisor-Susan Becker.
6. Sabrina Nelson & Courtney Carver. *Benefits of Outdoor Recreation: An analysis of the Attributes of the Setting*. Faculty Supervisor-Brian Parry.
7. Erika Jordan. *Qualitative Analysis of Sex Offender Registry and Notification Laws*. Faculty Supervisor-Shannell Sanchez

2013 Rocky Mountain Psychological Association, Denver, CO

1. Sarah Witmer. *The Role of Sex Education Type on High Risk Sexual Behaviors of College Students*. Faculty Supervisor-Nikki Jones

2. Sarah Zwetzig, Armond Lorenzana, and Jeremy Farina. *An Exploration of College Age Adult's Motives for Engaging in Various Romantic and Sexual Relationships*. Faculty Supervisor-Jake Jones.
3. Alison Ager, Erin Holl, Tia Wassom-Thornhill. *Mate Retention Behaviors of College Age Adults*. Faculty Supervisor-Jake Jones.
4. Kari Kimbrow, Brittnee Smith, & Michelle Newhall. *Risky Business: Sexual Self-Efficacy and Taking Sexual Risks*. Faculty Supervisor-Susan Becker.
5. Kris Trimble & Denra Taylor. *Triangulation between College Students and Parents in the Empty Nest*. Faculty Supervisor-Susan Becker.
6. Matt Lescroart & Courtney Carver. *The Relation between Outdoor Recreational Settings and the Benefits Sought*. Faculty Supervisor-Brian Parry.

2012 Western Psychological Association, San Francisco, CA

1. Jennifer Frans. *Benefits of Public Land Usage: An Analysis of Outdoor Recreationists*. Faculty Supervisor-Brian Parry.
2. Michelle Newhall & Misske Tjandra. *The Hidden Effects of Exercise on Self-Esteem*. Faculty Supervisor-Jake Jones.
3. Samuel Bierbrauer. *Sticks and Stones: The Unperceived Impact of Cyber Bullying*. Faculty Supervisor-Nikki Jones.

2012 Rocky Mountain Psychological Association, Reno, NV

1. Kris Trimble, Misske Tjandra, Eric Pearson, Erika Jordan, Alex Knoll, & Sarah Witmer. *Psi Chi Leadership Program: Best Practices in Community Service and Outreach*. Faculty Supervisor-Susan Becker.
2. Kim Martin. *Following the Herd or the Lone Maverick: Testing Messages to Increase Recycling Behavior on Campus*. Faculty Supervisor-Susan Becker.
3. Kris Trimble, Eric Pearson, Mathew Lescroart. *The Social Cognitive Influence of Sexualized Television Content*. Faculty Supervisor-Susan Becker.

2011 Rocky Mountain Psychological Association, Salt Lake City, UT

1. Lacie Piland & Caitlen Rode. *Coping with Acculturation: An Investigation of the Effectiveness of Community Center Services on Negative Mental Outcomes Among Migrant Farmworkers*. Faculty Supervisor-Brian Parry.
2. Alexandra Stump & Jennifer Sheetz. *Using Stages of Change to Predict Recidivism Rates for Criminally Involved Substance Abuse Clients*. Faculty Supervisor-Susan Becker.
3. Aimee Dennison-Jones, Kathryn Ledwell, and Misske Tjandra. *Impressions about Psychotherapy in the Comics: A Look at Stereotypes and Expectations*. Faculty Supervisor-Susan Becker.
4. Ashley Rowley. *Correlates of Objectified Body Consciousness*. Faculty Supervisor-Myra Heinrich.

2010 Rocky Mountain Psychological Association, Denver, CO

1. Annette Vallejo, Tattiana Romo, & Whitney Gilbert. *The Effect of Stereotype Threat and Anxiety on Overweight Women's Physical Performance*. Faculty Supervisor-Brian Parry.

2. Ashley Rowley & Catherine Pitts. *Easing the Effects of Acculturative Stress on Migrant Farm Workers: An Analysis of Demographic and Social Predictors*. Faculty Supervisor-Brian Parry.
3. Greg Batchelder. *Qualitative Interviews at a Therapeutic Group Home*. Faculty Supervisor-Jessica Herrick.

2009 Rocky Mountain Psychological Association, Albuquerque, NM

1. Camille Azzam & Billie Hejl. *The Psychotherapy Portal Project: Facilitation of Rapid Referrals*. Faculty Supervisor-Bruce Bishop.
2. Sheri Brittingham, Alissa Plant, & Tattiana Romo. *Becoming Bi-Cultural: An Investigation into the Effects of Acculturation on Native American College Students*. Faculty Supervisor-Brian Parry.
3. Amber Cannon. *The Influence of Novel Stereotype Threat on Performance*. Faculty Supervisor-Susan Becker.

IV. Academic Program Resources

a. Faculty

The psychology department at Colorado Mesa University (CMU) employs 7 full time faculty and 1 instructor. The ratios of full-time equivalent students (FTES) to full time equivalent faculty (FTEF) for the last six years are 28.1 (2008–2009), 33.1 (2009-2010), 35.5 (2010-2011), 34.5 (2011-2012), 33.8 (2012-2013), and 33.5 (2013-2014). For 2012-2013 the psychology department had the highest ratio of FTES to FTEF in the Social and Behavioral Sciences Department. Among majors in the SBS department, psychology has had the highest FTES to FTEF for each of the last six years. In addition, the FTES to FTEF ratio is actually higher than the previous statistic shows. Dr. Jessica Herrick is the Department Head of Social and Behavioral Sciences and instead of teaching four classes as a traditional faculty member would, she teaches three classes (one an overload). Dr. Karen Ford and Dr. Brian Parry also teach overload classes in general psychology to meet the student demand.

In the 2008-2009 and 2009- 2010 school years, full time tenure track faculty taught an average of 88% of student credit hours. Since the 2009-2010 school year the program has increased in full time, non-tenure track and part time faculty teaching courses. In the last three years, an average of 20% of student credit hours were taught by full time non-tenure track employees and 21% by part time employees, which reflects full time, tenured and tenure-track faculty teaching about 59% of student credit hours. During the last five years the psychology program has also seen an upward trend of course credit hours being offered with 197 hours offered in 2008-2009 compared to 235 hours offered in 2013-2014, which is the most in the Social Behavioral Sciences Department at CMU.

Over the last several years the psychology department at CMU has hired 3 tenure track faculty and 1 full time non-tenure track faculty to replace retiring and other faculty members. Brian Parry has a Ph.D. in Applied Social Psychology and was added in 2008. Jacob Jones has a Ph.D. in counseling psychology with an emphasis in abnormal psychology and was hired in 2011. Jenny Peil has a Psy.D. from the Florida Institute of Technology and was hired in 2011 as a full time non tenure track professor. Nikki Jones has

Ph.D. in counseling psychology with a specialization in multiculturalism and was hired in 2011. As a group their diversity of specialties and experiences have brought stability and growth to the psychology department.

1. Research

Because research experience has become more emphasized for admission in psychology graduate programs, the department has focused on providing more research opportunities for students outside of the classroom. Psychology faculty have supervised approximately 63 students as they conducted independent studies and presented their research at regional psychology conferences. This increase in research has expanded CMU's presence on a regional level.

CMU psychology professors have supported student research and published their own research. Dr. Brian Parry collaborated with political science professor Dr. Justin Gollob and psychology student Jennifer Frans to publish an article titled, *Benefits of Public Land Usage: An Analysis of Outdoor Recreationists* in Managing Leisure: An International Journal. Dr. Nikki Jones published an article titled the *Creation and Validation of the Ally Identity Measure* in the Psychology of Sexual Orientation and Gender Diversity. Dr. Jake Jones published an article titled *The Relationship Among Alcohol Use and College Student Athletes* in the Journal of Clinical Sport Psychology. Dr. Susan Becker published an article titled *Building a Strong Officer Team in Eye on Psi Chi* and *Increasing Student Engagement with a Motivational Interviewing Strategy* was published in the e-book Promoting Student Engagement, Volume I: Programs, Techniques and Opportunities.

2. Advising

Professors in the psychology department are also very active in their role as advisors. Dr. Jake Jones and Dr. Susan Becker have held numerous group advising sessions for counseling psychology majors. The psychology department continues to maintain a large amount of contact with advisees, and a high number of advisees (average of 85), which is the second highest average number of advisees in all of the SBS programs.

Dr. Jacob Jones and Dr. Nikki Jones have been instrumental in creating opportunities for students to learn outside of the classroom. Dr. Jacob Jones, in conjunction with CMU students, created the National Alliance on Mental Illness (NAMI) on Campus at CMU. It is the first NAMI on campus in the state of Colorado and has been instrumental in leading a movement on campus towards addressing the stigma associated with mental illness. Dr. Nikki Jones, in collaboration with CMU students, created the Sexual Assault Prevention (SAP) club on campus. These two clubs have led to 12 new leadership opportunities for students on campus as officers in the two clubs. In addition, Dr. Parry serves as the advisor for the International Student Alliance and Dr. Becker is the advisor for Psi Chi (International Honor Society of Psychology) and Psychology Club. Dr. Brian Parry was nominated for club advisor of the year in 2013.

3. Service

The psychology department is active in service to the university, Grand Junction, and regional community. Dr. Jessica Herrick has served as department head for Social and Behavioral Sciences since 2011. Dr. Becker is active on a regional level with Psi Chi as the Grants Committee Chair, the Investment Advisory Committee Chair, and the Scholarship Committee Chair. Dr. Becker is the rocky mountain regional vice president of Psi Chi and a reviewer for the Psi Chi journal of undergraduate research. Dr. Nikki Jones, Dr. Brian Parry and Dr. Jake Jones have served as paper reviewers for the annual RMPA regional conference for multiple years. On campus, the psychology professors are involved in a number of committees including but not limited to distance learning, graduate curriculum, IRB, sabbatical leave, assessment, student showcase, and pre-tenure. In addition, most professors have served on textbook advisory boards and have customized textbooks for General Psychology and Human Growth and Development.

b. Financial Information

1. Total budget revenues and program expenditures

In terms of the total expenditures per student credit hour, it is roughly estimated that average price per credit hour over the last five years is \$299 for the psychology department.

2. External funding

In 2011, Dr. Brian Parry collaborated with Dr. Justin Gollob (Political Science) and received a \$10,000 grant from the Redifer Research Institute to conduct research on the benefits of outdoor recreation. In addition, Dr. Brian Parry, Dr. Tim Casey (Political Science), and Dr. Justin Gollob secured a grant for \$60,000 from the Bureau of Land Management to conduct benefits-based management assessments with community members.

c. Library Assessment

Date of assessment: Fall 2014

Collection under review: Psychology and Counseling

Program level: Certificate Associates ☒ Bachelors Masters

Delivery mode: on-campus and online

Librarian: Anne Bledsoe

1. Current Collection Review

a. Reference Sources:

The library's print and online reference collections provide both range and depth of information for Psychology/Counseling students and practitioners in the field.

Dictionaries:

Dictionary of Theories, Laws, & Concepts in Psychology (1998)

Campbell's Psychiatric Dictionary (2004)

The Counseling Dictionary: Concise Definitions of Frequently Used Terms (2006)
APA Dictionary of Psychology (2007)
Oxford Dictionary of Psychology (2014) (online)

Encyclopedias:

Encyclopedia of Psychology (2000)
The Corsini Encyclopedia of Psychology and Behavioral Science (2001)
Concise Encyclopedia of Pain Psychology (2005)
The ACA Encyclopedia of Counseling (2009)

Handbooks:

Handbook of Social Psychology (1998)
Handbook of Child Psychology (2006)
Handbook of Educational Psychology (2006)
21st Century Psychology: A Reference Handbook (2008)
Handbook of Psychological Assessment (2009)
Handbook of Evidence-Based Practice in Clinical Psychology (2012) (online)
APA Handbook of Ethics in Psychology (2012)
Handbook of Marriage and the Family (2013) (online)
The Handbook of Forensic Psychology (2013) (online)
Handbook on the Neuropsychology of Aging and Dementia (2013) (online)
Bergin and Garfield's Handbook of Psychotherapy and Behavior Change (2013) (online)
Handbook of Race-Ethnicity and Gender in Psychology (2014) (online)
Handbook of Developmental Psychopathology (2014) (online)
The Wiley Blackwell Handbook of Positive Psychological Interventions (2014) (online)
The Handbook of Humanistic Psychology: Theory, Research, and Practice (2015) (online)

Professional Reference Sources:

Diagnostic and Statistical Manual of Mental Disorders: DSM-5 (2013)
Mental Measurements Yearbook (1940-current)
Psych Notes: Clinical Pocket Guide (2014) (online)

Career Guides:

Graduate Study in Psychology (2014)
Career Paths in Psychology: Where Your Degree Can Take You (2007)

b. Monographic Sources:

The library's book collection offers generally strong support for the Psychology and Counseling programs. Library holdings for specific curricular areas are indicated below:

	<u>titles</u>	<u>published since 2000</u>	<u>ebooks</u>
Child Psychology	700	236	61
Developmental Psychology	145	46	29
Adolescence & Emerging Adulthood	489	260	81
Research Methods in Psychology	140	51	12
Ethics in Mental Health	37	19	10
Psychology of Learning	388	167	76
Social Psychology	333	132	46
Psychology of Women	300	94	43
Abnormal Psychology	119	21	15
Cross-cultural Psychology	146	62	43
Comparative Psychology	79	28	15
Sport Psychology	107	62	2
Drugs & Human Behavior	101	44	17
Human Sexuality	210	43	26
Industrial & Organizational Psychology	183	61	31
History of Psychology	45	9	8
Memory	271	180	91
Cognition	767	426	338
Personality	348	102	52
Sensation & Perception	368	139	105
Forensic Psychology	52	27	20
Biopsychology	101	58	37
Counseling	502	159	51
Cross-cultural Counseling	23	14	9
Marriage and Family Counseling	95	42	8
Psychological Interviewing	42	18	1
Group Counseling	80	41	18

The collection could be strengthened by the purchase of more recent materials concerning abnormal psychology (119 titles, only 21 published since 2000), forensic psychology (52 titles, 27 published since 2000) and ethics in counseling and mental health (37 titles, 19 published since 2000). Support for students in the Counseling program would also be bolstered by the purchase of more recent titles concerning cross-cultural counseling and psychological interviewing.

c. Electronic Resources:

Ebooks

As detailed in the table above, the library provides online access to 1245 ebooks relevant for courses in the Psychology and Counseling programs. Among these are 66 Handbooks of Research, reviewing research in the field of Psychology. The library also provides online access to the

Oxford Dictionary of Psychology and the *Oxford Companion to the Mind* through Oxford Reference Online.

Article Databases

The library provides indexing and full text access to periodical literature in the field of Psychology through several article databases: PsychINFO, Psychology & Behavioral Sciences Collection, ScienceDirect, SocIndex, JSTOR, ProjectMuse, Academic Search Complete, and OmniFile Select.

d. Periodicals (online and paper):

Current Subscriptions

The library has current subscriptions to the following journals:

American Journal of Psychology (online & print)
American Journal on Intellectual and Developmental Disabilities (online)
American Psychologist (print)
Counseling Psychologist (online & print)
Developmental Psychology (print)
Families in Society (online)
Journal of Abnormal Psychology (print)
Journal of Applied Psychology (print)
Journal of Consulting and Clinical Psychology (online & print)
Journal of Counseling Psychology (print)
Journal of Educational Psychology (print)
Journal of Experimental Psychology: General (print)
Journal of Experimental Psychology: Learning, Memory & Cognition (print)
Journal of Modern History (online)
Journal of Personality and Social Psychology (print)
Journal of Psychology (online)
Journal of the Experimental Analysis of Behavior (online & print)
Journals of Gerontology (online)
Learning & Behavior (online)
Memory & Cognition (online)
Monitor on Psychology (print)
NAMI Advocate (print)
Omega (online)
Psychological Bulletin (print)
Psychological Review (print)
Signs (online)
Social Work (online)
SZ Magazine (print)

Over 800 additional journals of interest to Psychology and Counseling are available in full text through the library article databases.

2. Recommendations for additions to the collection:

In collaboration with department faculty, the library has developed core print and online collections to support coursework in the Psychology and Counseling programs. As a result, library resources for these areas are fairly strong.

Selecting new materials in support of the Psychology and Counseling programs should be ongoing. As noted above, the collection could be strengthened by the purchase of more recent materials concerning abnormal psychology, forensic psychology and ethics in counseling and mental health. Support for students in the Counseling program would also be bolstered by the purchase of more recent titles concerning cross-cultural counseling and psychological interviewing. I am confident that the thoughtful selection of library materials by Psychology department faculty will continue.

d. Physical Facilities

All faculty offices for psychology are on the second floor of Houston Hall, except for Dr. Jessica Herrick who is in Lowell Heiny Hall. The counseling psychology department has an observation room in Houston 211. This classroom has a one way mirror that allows for the observation of students while they practice counseling techniques. The room also serves as a storage room for the department and various clubs associated with the department.

e. Instructional Technology and Equipment

The department has access to the basic instructional technology equipment in classrooms at CMU. In addition, the department owns a biofeedback machine that is used in the sport psychology and health psychology class, and for independent research projects. The department also has an online account with Qualtrics, which is an online survey program. Qualtrics is used in Research Methods and Research Methods Lab, and in independent research projects.

f. Efficiencies in the Way the Program is Operated

The program has made efforts to meet the rising number of students by expanding the size of general psychology classes to 65 and human growth and development to around 75 students. The program has also been able to utilize adjuncts to teach a variety of classes as we have 3 adjuncts that teach multiple classes.

g. Other Information

The minor in psychology was recently revised by the department. The requirement of statistics and research methods was removed and more freedom in choosing a wider diversity of classes is now possible in the minor. The changes were made to make the minor more congruent with other majors on campus and to be more appealing to students majoring in other disciplines.

The department has added several classes to our summer and J-term schedule to meet the increase in demand and provide more options for students. Abnormal Psychology, General Psychology, Applied

Suicide Intervention, Human Growth and Development, Drugs and Human Behavior, and Social Psychology are now all offered over the summer. Over J-term we now offer three classes; Applied Ethics, GRE Preparation, and Applied Suicide Intervention.

V. Student Learning Outcomes and Assessments

In 2012 Colorado Mesa University instituted a university-wide change in the procedures for student Learning Outcomes Assessment. The psychology program faculty were able to utilize assessment processes and procedures for a portion of the new assessment system, but most of the outcome data is based on 2 years of assessment efforts. Some data will be discussed that encompass the duration of the time since the previous program review – namely the Major Fields Test (MFAT) data.

a. Curriculum Mapping

A curriculum mapping project was completed for the last program review. This allowed the program to examine the psychology curriculum and 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. Through meetings, psychology faculty identified specific courses and projects that present the skills used in our program outcome assessment, 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. All of these processes resulted in changes to the major since the last program review to present a more logical sequence of courses for students and a clustering of psychology electives to ensure basic exposure to coursework in the diverse areas of psychology that all majors experience. Some of the major improvements made to the psychology programs since the previous program review are reflected in the assessment data.

b. Program Outcomes Assessment

The psychology program has been assessing five Student Learning Outcomes for program assessment. The selected outcomes reflect a list of undergraduate learning objectives for the undergraduate

psychology major provided by APA¹, as well as campus wide assessment program at CMU. The learning outcomes were selected by the faculty members who engaged in discussion and prioritization. The Program Outcome and Assessment Matrix is included in an appendix.

The following is the list of Learning Outcomes assessed by the Psychology Program:

1. Graduates will be able to assess historical trends in psychology (Specialized Knowledge).
2. Graduates will apply basic research methodology in psychology, including research design, data analysis and interpretation (Applied Learning).
3. Graduates will be able to communicate clearly in written and oral presentations in standard American Psychological Association format (Broad Integrative Knowledge and Applied Learning).
4. Graduates will apply statistical concepts to decision making and problem solving in areas of psychological application (Statistical Fluency).
5. Graduates will develop solutions to problems in psychological areas of analysis using academic sources of information (Intellectual Skills).

All five program outcomes are assessed in the required core psychology courses, and a variety upper division electives across the range of difficulty. The Psychology Course Map (Curriculum Map) shows the expected level of learning for the five outcomes across three levels: introductory, developing, and accomplished. All five outcome areas have been assessed at a minimum of one level, and outcomes 2, 3, and 5 have been assessed across the first 3 levels. The additional level of “exemplary” performance was added in the assessment rubrics to encompass outstanding performance by students.

The first Learning Outcome has been assessed at the developing level in our history of Psychology class. One-hundred percent of students attained the developing level of accomplishment, and 75% of the students assessed performed at a more advanced level. Future assessment plans for this outcome may be to assess in a beginning level class or to shift the outcome to a different specialized knowledge area in psychology.

The second Learning Outcome has been assessed across two of the three outcome levels; PSYC 201L (Research Methods Lab) at the beginning level will be assessed this year. The developing level was assessed in PSYC 401 (Sport Psych, an elective), and it was assessed at the advanced level in the SOCI497 (Structured Research - elective) course. The results show that 95% of the students performed in the accomplished range or higher in the PSYC 401 course, impressively surpassing the developing benchmark, and all students in the SOCI 497 course attained a level of exemplary. Given that all four of the students in that course presented their research at a regional conference where their work was reviewed before being accepted, exemplary work is expected.

The third Learning Outcome has been assessed at all three levels: beginning, developing and advanced. At the beginning level, students in PSYC 201 (a core course) were assessed. The benchmark was 90% in

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.

the developing range or better. Results show that 92% of the students assessed met the benchmark of scoring in the developing range or better. Of concern are those students who are still performing at the beginning level at the end of the term in which they are enrolled in PSYC 201. These students (8%) will not be performing at a level that is passing in their upper division courses. In PSYC 400, students were expected to perform in the developing range or better and the benchmark was 90% in the accomplished range or better. The results show that 100% of students met the benchmark with 10% performing in the accomplished range and 90% in the exemplary range. In PSYC 435, an advanced class, 90% of students were expected to score in the accomplished range or better. In this course 20% scored in the accomplished range and 80% scored in the exemplary range, with 100% meeting the benchmark.

The fourth learning outcome, regarding the application of statistical concepts, has been evaluated at the basic and advanced level. The psychology research methods course (required) covers the process of drawing accurate conclusions from statistical results at a basic level. This course was assessed by specific exam questions with a benchmark of 80% of the students obtaining 70% or better performance on those questions. When assessed in the spring 2014 semester, 65% of students met the benchmark. Discussions are currently underway to develop possible actions to improve performance. At the advanced level, students in PSYC 400 were asked to evaluate the worthiness of a psychological measure using statistical criteria for reliability and validity. Performance on a final exam essay question was assessed. One-hundred percent of the students met the performance benchmark of 80% or better on the question. It should be noted that PSYC 400 is an elective course for some students, so the sample may be biased toward success with this learning outcome.

The fifth learning outcome has to do with intellectual skills and problem solving. Psychology graduates should be able to develop solutions to problems in psychological areas of analysis using academic sources of information. This outcome was assessed at the basic (PSYC 216), developing (PSYC 320) and advanced levels (PSYC 424). This outcome was assessed using the critical thinking portion of the writing rubric for psychology papers. For the basic class, the benchmark was set at 90% of students performing in the developing range. As a result, 100% of the students achieved this benchmark. For the developing course (PSYC 320) the benchmark was set at 80% performing in the accomplished range; 93% performed in the accomplished range or better. For the advanced class, the benchmark was set at 90% performance in the accomplished range or better. This course will be assessed in the fall semester of 2014. For a complete overview of the Program Outcome and Assessment Plan see appendix 3.

c. MFAT Psychology Field Test

In addition to the internal assessment of learning outcomes, psychology majors are assessed in their last semester with the MFAT (Major Field Aptitude Test). This assessment allows our program to determine comparative performance of our graduates with other psychology graduates around the country. These outcome data are important to ascertain the currency of our program with the latest research findings and expected learning outcomes in psychological science. MFAT scores are an essential assessment component because they enable 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. We expect our students aggregate scores to be at or above the national average. In addition, we can examine scores in different subfields of psychology.

For the past five years our graduating seniors have almost consistently performed slightly above the national average (50th percentile) on the aggregate MFAT psychology score. The scores have ranged from the 34th percentile (Fall of 2012) to as high as the 59th percentile. In addition, we were successful in increasing scores on many of the assessment indicators of the MFAT, most notably showing improvement from 2008 on the indicators for Learning, Cognition, and Memory.

During the prior program review we noted concerns on the Memory and Thinking indicators probably due to an inability of our program to offer that course due to a shortage of faculty. A key goal for the program in the last five years was to revise the core courses to include Memory and Cognition (Cognitive Science being an up-and-coming field in psychology). We were able to accomplish revisions to the majors with the help of an additional full time adjunct faculty member. The indicator for Clinical and Abnormal and Personality 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.

Table 1. Major Fields Test Aggregate Scores for Psychology

Term	F10	S11	F11	S12	F12	S13	F13	S14
Mean Score	158	158	159	158	149	156	160	157
Percentile	54 th	54 th	57 th	54 th	34 th	51 st	59 th	52 nd

With the exception of one term (Fall 2012) graduating student performance has met our expectations on the Major Fields Test, suggesting that we typically meet or exceed our goal of maintaining current in the field of psychology and holding students to a standard of learning that they might receive at any larger or more expensive university.

d. Alumni Surveys

An alumni survey was conducted in the late spring semester of 2014. We utilized Facebook as well as more traditional methods to improve the response rate of psychology graduates for the survey. Of the approximately 150 graduates over the course of five years, 19 alumni responded to the survey, which is a response rate of 13%. While improved over the response rate from the last program review, this rate is low enough to warrant caution about the results.

Table 2. Satisfaction Results

Satisfaction Level	Psychology Graduates	General CMU Graduates
Very Satisfied	63.2%	57.4%
Generally Satisfied	21.1%	35.3%
Ambivalent	5.3%	2.9%
Generally Dissatisfied	10.5%	4.4%
Very Dissatisfied	0%	0%

From the survey results it can be concluded that psychology has similar results to other disciplines across campus. Since the percentage of generally dissatisfied students was larger than the general campus results, an examination of potential areas of concern is justified. Areas of strength will then be summarized as well.

Respondents identified three areas of preparation that the psychology major did not cover as well as other majors on campus – “appreciate the contributions of literature to our perceptions of the world”, “appreciate the aesthetic spirit of humanity through the arts”, and “possess the knowledge necessary to achieve a healthy lifestyle.” While the first two areas seem to be clearly outside the realm of the psychology major, the third question is relevant to influence that the psychology program could contribute in terms of healthy behavior and mental wellness. The question about encouraging a current high school senior to attend CMU clearly identified that we had 3 respondents to the survey who were dissatisfied with their experience in the psychology major. It seems clear that all three also thought CMU did not prepare them for their current career. Difficulty finding a job in the field that pays more than \$30,000 per year is a concern as is the applicability of a BA in psychology rather than a BS. One of the three complainants suggested more focus on current practice and understanding of psychology as a science. Given that recent program changes that emphasize the science of psychology may have occurred since that respondent attended, it is not clear if this is a current concern. It is also important to remember that the last five years encompass a major recession, where mental health services were all but defunded by the state of Colorado, and competition for higher paying positions was very strong. However, 64% of Psychology alumni reported that their current employment is related to their undergraduate field of study compared to 74% campus wide. This suggests that there may be more we can do in psychology to prepare students for potential careers.

The concern of a more direct link between the psychology major and employment is more relevant for the Psychology degree than the Counseling Psychology concentration. The counseling concentration has a required internship, where the psychology major does not. Strengths identified by the alumni survey include the student outcomes of critical thinking and understanding complexities of social systems, which respondents endorsed highly, as well as the ability to communicate effectively, acquire knowledge on their own, and be an effective leader. Psychology alumni reported higher than general opportunities to have conversations with faculty outside of class and rated the program quality very high overall compared to CMU alumni in general.

The alumni survey also highlighted some strengths of the psychology program in terms of career and continuing education. Fifty-eight percent of Psychology Alumni respondents stated that they have enrolled in a graduate, professional, or other degree/certificate program since graduating from CMU, compared to 40% of CMU alumni across programs. In addition, 73% of the psychology alumni reported that CMU prepared them very well for graduate work compared to 60% campus wide. There were several positive comments about the level of preparedness alumni experienced for graduate training. Since most

psychology related careers require masters level training, this is a good indicator of the quality of our programs.

The suggestions for improving the program section of the survey was not too helpful or constructive – The one alumni who had the most to say recommended an increased focus on psychology as a science but his/her feedback referred to graduating before revisions to the core had taken effect. The constructive comments that seem most helpful have to do with increasing research opportunities for students and developing internship opportunities for the generalist psychology major. There were two additional comments that highlight our efforts to improve research opportunities for students in preparation for further training:

"The Psych professors are second to none. Not only was I more than prepared for research and thinking critically at the graduate level, but I also got to know professors on an individual basis. Now that I am at UW-Madison, I look back with great appreciation for the ability to be more than a number in a classroom."

"I am very pleased with the education I received at CMU. I have been able to utilize the skills I obtained while at CMU, which include writing in APA style, for example, throughout my program, as well as draw upon the various theories, philosophies and research techniques, that have led to my success in graduate school, where I will be graduating in May of this year."

e. Future Assessment Plans

Future assessment plans include assessing the student learning outcomes in a wider sampling of psychology courses, developing additional assessment methods for quantitative fluency in the application of psychology to problem solving. We may also want to look at remediation for Learning Outcome number 3 (clear communication) where 8% of the PSYC 201 students performed below benchmark in the beginning range. While our students met our stated goals of 90% in developing or better, students who do not achieve a developing level of performance in that course will have difficulty passing any other psychology courses that utilize writing assignments. Future assessment plans should also include a new curriculum mapping process in order to assess the new sequence of core classes and to link program outcomes more clearly to course projects across the curriculum.

VI. Future Program Plans

a. Vision for the Program

The psychology program can be improved in a variety of ways. The faculty have identified four broad goals: increasing the variety of upper division psychology elective courses offered to students, creating a psychology research lab, developing a research pool, and increasing the number of faculty members dedicated to teaching in the counseling concentration.

1. The psychology discipline plans to create three new courses: Positive Psychology, the Psychology of Decision Making, and a GRE Prep course. Additionally, Industrial/Organizational Psychology is a

course which has been offered in the past; however, due to departmental demand for other courses, it has not been taught in the recent past. It is hoped that the department will begin offering this course again in the near future. In adding these additional electives, students will have an increased opportunity for students to have a broader knowledge base in psychology.

2. Due to a significant increase in student research projects and student demand, it is proposed that psychology be allotted designated space in Houston Hall for a lab, only open to psychology students to work on research. This lab will also need to have computers with the IBM Statistics program installed in order to conduct statistical analyses on collected data. At present, students often cannot access the computer lab in Houston Hall designated to have IBM Statistics because it is being utilized for other classes. Additionally, there are a limited number of computers in the library with the installed program, but often times those computers are being used by other students. Thus, having a designated space for psychology research students has become imperative in order for them to conduct timely research.
3. Since we do have an ever expanding research program via faculty and student research in the psychology discipline, developing a research pool is also a future goal. A research pool could be comprised of students who are given extra credit in their courses by faculty, or who are required to engage in research as a part of a learning objective for a particular course.
4. As stated earlier, the students majoring in psychology, and psychology with a concentration in counseling, has grown substantially since the last review of the program. In fact, the number of counseling psychology students is comparable to the students majoring in general psychology, but only two faculty members are designated to teach the counseling psychology courses at present. More recently, new sections have been added to existing courses in the counseling psychology concentration to compensate for the growing number of majors. Therefore, it is a goal of the discipline to bring in a third counseling psychologist to meet student demand. Since there is already a counseling psychologist among the faculty members, Dr. Nikki Jones, it is likely that she will shift her role to teaching in the counseling psychology program. When this occurs, her position teaching in the general psychology track will be left open, warranting the hiring of another tenure track faculty member. Since a growing field in psychology is biopsychology/neuropsychology, and this is an area amongst the in which faculty members are not specialized, hiring a new tenure track professor with this specialty will fill a gap that is currently present among offered courses and research possibilities for students.

b. Strengths and Challenges Facing Program.

1. Strengths

- i. The psychology program has a number of students conducting independent research projects each year, and the students present these projects at regional psychology conferences. It is expected that this growing trend in student research will continue in the coming years. With this

increase in research also comes an increase in visibility of the psychology program and Colorado Mesa University at a regional level.

- ii. Currently, there are three student clubs housed out of the psychology program, Psychology Club, NAMI on Campus, and Sexual Assault Prevention Club. Psychology club, advised by Dr. Susan Becker, has been established for many years, and has a known presence on campus for addressing issues related to the field of psychology and engaging in community service projects. Psychology club offers students the opportunity to interact with other psychology majors and offers numerous opportunities for leadership. Since the previous program review, NAMI on Campus and Sexual Assault Prevention Club have been created by two psychology students, and are advised by Dr. Jake Jones and Dr. Nikki Jones. With two new additional clubs, more leadership opportunities are afforded to psychology majors. The majority of officers in these clubs are psychology students. It is expected that these two newer clubs will grow over the coming years and fulfill their mission statements to make a difference on campus in regards to attitudes towards mental health and sexual assault prevention. As such, students will be extended an opportunity to make a difference on campus and engage in outreach activities.
- iii. The psychology program also prepares students in a manner that promotes advanced degree seeking. As previously noted, we have had students accepted into advanced degree programs on a yearly basis. It is expected that this number will continue to increase with the increase in leadership and research opportunities offered to students.

2. Challenges

- i. With the increasing number of majors in both psychology tracks, historically smaller classes have had to increase enrollment. If the number of majors continues to increase, enrollment growth will warrant the need for an additional faculty member to offer more sections of required courses as well as additional opportunities for elective courses.
- ii. With the increase in student and faculty research, there has been an increased need for funding for students and faculty to attend and present at conferences. Often, faculty members may attend a regional conference to present with their students while also attending a national conference to present their own work. Traveling to multiple conferences requires psychology faculty to pay for one of the trips out of their own personal money. Additionally, students have to petition CAB to receive funds for research related travel each year. With the growing number of students attending conferences each year, this resource may exhaust itself. Therefore, more money directed to the psychology department specifically for research purposes is needed.
- iii. In a similar vein, the psychology department uses an electronic survey database (Qualtrics) to conduct a majority of their research. Both faculty, students conducting independent research projects, and students in a required Research Methods in Psychology Lab course use Qualtrics on a weekly basis. Historically, the money used to pay for the account (\$1500 minimum) has been

taken out of either the SBS budget or money specifically earned by the psychology department. Receiving more funding for research could assist in this financial burden placed upon the department.

c. Trends in the discipline that could affect future planning for program

1. A recent update to the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major (2013) included an expectation that psychology departments begin to emphasize the importance of diversity within their programs. Currently, the counseling psychology concentration requires a course in diversity; however, the psychology major does not. Therefore, one option could be to require a diversity course for all psychology majors. If a new course were offered, a new faculty hire would be required in order to teach due to the course load burden on current psychology faculty. Another way to meet the APA's recommendation is to integrate diversity throughout all courses within the program. At present, the majority of courses within the program already incorporate diversity related principles within the course; however, faculty may not fully illustrate diversity on their syllabi. Therefore, faculty members will move to illustrate more explicitly that diversity is a learning objective for their specific courses on their syllabi.
2. Another trend at other universities is to offer specialized or advanced research courses in psychology. However, at present, the psychology program does not have the faculty resources to offer another lab based course. Adding advanced research courses is something that could easily be remedied if a new faculty member is hired.

d. How program review process is being used to improve the program's teaching and learning

The program review has highlighted some of the expectations the APA has regarding diversity within psychology programs. As a consequence, discussions by psychology faculty focusing on what courses are already emphasizing diversity expectations, yet not explicitly noting this on their syllabi, and recognizing what courses may need to begin to include more course content covering diversity related issues has taken place. Psychology faculty have also highlighted how much research in which the psychology program is engaging. Due to these ongoing discussions, the psychology faculty have recognized that there is more of a student demand placed upon conducting research. In order to meet this demand, a designated research lab for psychology students is necessary.

e. Recommended program's challenges and potential resources needed to address them

At present, the main challenge to the psychology program is a lack of resources, both financially and physically. More funding and physical space is needed to support an ever-growing research program of both faculty and students. Additionally, with a growing number of majors and classes at historically high levels, it is expected that a new faculty hire will be needed in the near future.

Appendix 1

Faculty Vitae

Appendix 1: Psychology Faculty Vitas

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, Colorado Mesa University

1100 North Avenue, Grand Junction, CO 81501; (970) 248-1597.

Email: kford@coloradomesa.edu

Academic Record:

B.A. with Special Distinction, Mississippi College, 1974.

M.A. University of Louisiana 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:

Colorado Mesa University, 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
PSYC 122 General Psychology.
PSYC 150 General Psychology.
PSYC 150 General Psychology Online.
PSYC 150 General Psychology hybrid.
PSYC 201 Orientation to the Psychology Major.
PSYC 311 Quantitative Research Methods.
PSYC 314 Psychology of Learning.
PSYC 314L Psychology of Learning Laboratory.

PSYC 322 Motivation.
PSYC 340 Abnormal Psychology.
PSYC 420 Personality.
PSYC 430 Biopsychology.

Belhaven College, Jackson, MS:

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

Courses Taught:

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

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

Courses Taught:

PSYC 302 Elementary Statistics.
PSYC 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.
PSYC 317 Learning Laboratory.

Curriculum Development:

Colorado Mesa University:

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 CMU had 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.

Designed a new 3-hour course in Orientation to the Psychology Major.

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:

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.
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).**
 - 2009 Recipient of MSC Faculty Professional Development Grant.

Sponsorship of College Student Groups:

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

Established the Mesa College (presently Colorado Mesa University) 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, 2006, 2012

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

Member, RMPA Distinguished Service Award Committee, Rocky Mountain Psychological Association, 2010-present.

Institutional Service:

Colorado Mesa University:

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, 1997-2009.

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-Chair, Institutional Animal Care and Use Committee, 2002-2003.

Chair, Developmental Psychology Search Committee, 2003.

General Education Assessment Coordinator for General Psychology, 2006-2011.

Chair, Social Psychology Search Committee, 2007-2008.

Member, SBS Methods Committee, 2008-2010.

Chair, Psychology Program Revision Committee, 2009.

Member, Academic Technology Advisory Committee, 2009-2013.

Member, Counseling Psychology Search Committee, 2010-2011.

Member, Instructor of Psychology Search Committee, 2010-2011.

Chair, Instructor of Psychology Search Committee, 2011-2012.

Chair, Cognitive Psychology Search Committee, 2013-2014.

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 Colorado Mesa University:

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 from Colorado Mesa University web site: <http://home.coloradomesa.edu/~kford/animations>

Herdegen, R.T. & Ford, K.E. (2004). Massed vs. distributed (spaced) practice in motor learning. Retrieved 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.

Ford, K. E. (2009, April). Jeopardy®/Millionaire-Type Quiz Games with PowerPoint and Clickers. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.

Ford, K. E. (2010, April). Test-Enhanced Learning Using Clickers in the Classroom. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Denver, 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.

Ford, K. E., Moderator. (2009, April). *Teaching Issues*. A paper session at the annual meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.

Membership in Professional Organizations:

1980-1992, 2013-present, Member, American Psychological Association

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

1987-Life-Time 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. Jessica Herrick, Department Head, Social & Behavioral Sciences
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501
(970) 248-1932
Email: jherrick@coloradomesa.edu

Dr. Myra D. Heinrich, Professor Emeritus of Psychology
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501
(970) 241-4101.

Dr. Stephen Schulte, Professor of History
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501
(970) 248-1418.
Email: schulte@coloradomesa.edu

CURRICULUM VITAE

Jessica L. Herrick (formerly Miller)

Office Address

Department of Social and Behavioral Sciences
1100 North Ave.
Colorado Mesa University
Grand Junction, CO 81501
(970)248-1932

E-mail: jherrick@coloradomesa.edu

Education

Ph.D. University of Wyoming, 1994 (Developmental Psychology)

M.S. University of Wyoming, 1992 (Psychology)

B.S. University of Wyoming, 1989 (Psychology)

Professional Experience

2011-present Department Head, Social and Behavioral Sciences

1995-present Professor, Colorado Mesa University

1995-present Grant Writing, Research, and Statistical Consultant

2004-2011 Assessment Coordinator, Colorado Mesa University

1994-1995 Assistant Professor and full-time member of Graduate Faculty, Cameron University

1990-1994 Graduate Student and Instructor, University of Wyoming

Publications

Herrick, J.L. (2013). Test Bank for Berger's Invitation to the Lifespan (2nd Ed.) Worth Publishers.

Herrick, J.L., Heinrich, M., Parry, B., & Peil, J. (2013). Workbook for Human Growth and Development. Hayden McNeil.

Herrick, J.L. (2012). Test Bank for Berger's The Developing Person Through The Lifespan (8th Ed.) Worth Publishers.

Herrick, J.L., Heinrich, M., Parry, B., Peil, J. & Park, J. (2011). Workbook for Human Growth and Development. Hayden McNeil.

- Adragna, D. & Herrick J. L. (2009). Influences on Career Choice in Adolescence. Psi Chi Journal of Undergraduate Research, 14, 3-7.
- Herrick, J. L. (2007). Instructor's Resource Manual for Santrock's Adolescence (12th Ed.). McGraw Hill.
- Miller, J. L. (2005). Instructor's Resource Manual for Santrock's Adolescence (11th Ed.). McGraw Hill.
- Miller, J. L. & Murray. S. R. (2004). Wellness and Its Relationship to Self-Concept and Identity Development. CAHPERD Journal, 29, 5-7.
- Cordova, J. C. & Miller, J. L. (2004). College Students' Attitudes Toward Physical Education. CAHPERD Journal, 29, 7-10.
- Miller, J. L. (2003). Instructor's Resource Manual for Kail and Cavanaugh's Human Development: A Lifespan View (3rd Ed.). Wadsworth Publishing.
- Miller, J. L. & Murray. S. R. (2003). Wellness Course Efficacy and Its Relationship to Self-Concept. CAHPERD Journal, 28, 14-19.
- Miller, J. L., & Cordova, J. (2002). Changing attitudes toward people with disabilities. Paleastra, 18(3), 16-22.
- Miller, J. L. & Heinrich, M. (2001) Gender-role conflict and self-concept in middle school female athletes and non-athletes. The Physical Educator, 58(3), 124-134.
- Murray, S. R. & Miller, J. L. (2001). College students' perception of wellness. CAHPERD Journal, 26, 7-9.
- Miller, J. L., Dzindolet, M. T., Weinstein, L., Xie, X., & Stones, C.R. (2001). Faculty and students views of teaching effectiveness in the United States, China, and South Africa. Teaching of Psychology, 28, 138-142.
- Miller, J. L. (2000). Instructor's Resource Manual for Kail and Cavanaugh's Human Development: A Lifespan View (2nd Ed.). Wadsworth Publishing.
- Miller, J. L., Heinrich, M., & Baker, R. (2000). A look at Title IX and women's participation in sport. The Physical Educator, 57, 8-20.
- Murray, S. R. & Miller, J. L. (2000). Birth control and condom usage among college students. CAHPERD Journal, 23, 19-20.
- Cordova, J., Miller, J. L., Leadbetter, G., Trombetta, S., Parks, S., & OHara, R. (1998). Influence of the National Disabled Veterans Winter Sports Clinic on the self-concept and leisure satisfaction of adult veterans with disabilities. Palaestra, 14, 40-43.
- Miller, J. L. (1998). Performance Enhancement. Mesa State College Sports Medicine Newsletter, 1, 2.

Miller, J. L. & Bartsch, K. (1997). The development of biological explanation: Are children vitalists? Developmental Psychology, 33, 156-164.

Miller, J. L. & Levy, G. D. (1996). Differences in gender-role conflict, gender-typed characteristics, self-concepts, and socialization between female athletes and non-athletes. Sex Roles, 35, 111-122.

Presentations

Herrick, J. L. (2014, August). Workshop Series on the Intergenerational Workplace. Webinar.

Herrick, J. L. (2012, March). Assessment Workshop. Cameron University, Lawton OK.

Herrick, J. L. (2011, September). Workshop Series on the Intergenerational Workplace. Montrose, CO, Grand Junction, CO and Webinar.

Herrick, J. L. (2011, January). Assessment Workshop. Colorado Mesa University, Grand Junction, CO.

Batchelder, G. & Herrick, J. L. (2010, April). Qualitative Interviews at a Therapeutic Group Home. Oral presentation at the annual meeting of the of the Rocky Mountain Psychological Association, Denver, CO.

Herrick, J. L. & Heinrich M. (2008, April). Lifespan Development: A comparison of different teaching methods. Oral presentation at the annual meeting of the Telecoop Conference, Breckenridge, CO.

Adragna, D. & Herrick J. L. (2008, April). Influences on Career Choice in Adolescence. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Boise, ID.

Miller, J. L. (2005). Biological Knowledge: Adult Models and Developmental Pathways. Poster presented the annual meeting of the Rocky Mountain Psychological Association, Phoenix, AZ.

Miller, J. L. & Cordova, J. (2005). Are our PETE students prepared to teach in an inclusive classroom? Poster presented the annual meeting of the National Association for Kinesiology and Physical Education in Higher Education, Tucson, AZ.

Miller, J. L. & Murray, S. R. (2004). Wellness and its relationship to self-concept and identity development. Poster presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, New Orleans, LA.

Miller, J. L. & Redifer, J. (2001, April). Welfare-to Work: Is it Working? Poster presented at the bienneal meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

Miller, J. L. & Murray, S. R. (2000, June). Wellness and its Relationship to Self-Efficacy. Poster presented at the annual meeting of the American Psychological Society, Miami, FL.

Miller, J. L. & Redifer, J. (2000, April). Evaluation of the "Colorado Works" Program. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Tucson, AZ.

- Miller, J. L. & Murray, S. R. (2000, March) Birth Control and Condom Usage among College Students. Poster presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Orlando, FL.
- Miller, J. L. & Murray, S. R. (2000, March) Students' Attitudes Toward Wellness. Poster presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Orlando, FL.
- Miller, J. L. & Murray, S. R. (1999, June). Wellness: Course Efficacy, Student Attitudes, and Relationship to Self-Concept. Poster presented at the annual meeting of the American Psychological Society, Denver, CO.
- Miller, J. L. & Heinrich, M. (1999, June). Another Look at Title IX and Men's and Women's Participation in Sport. Poster presented at the annual meeting of the American Psychological Society, Denver, CO.
- Miller, J. L. (1999, April). Developing an Understanding of Physical Abilities. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, N.M.
- Miller, J. L., Redifer, J. Cass, C., Over, C. & Lyles, L. (1999, April). Welfare-to-Work: Is it Working? Paper presentation presented at the annual meeting of the Rocky Mountain Psychological Association, Fort Collins, CO.
- Leadbetter, G. W., Cordova, J., & Miller, J. L. (1999, March). Susceptibility to Acute Mountain Sickness in Spinal Cord Injured and Amputee Populations. Poster presented at the International Hypoxia Symposium, Jasper, Canada.
- Miller, J. L. & Schooner, M. (1998, May). Children's understanding of physical abilities. Poster presented at the 10th Annual convention of the American Psychological Society, Washington, DC.
- Miller, J. L., Heinrich, M., & Baker, R. (1998, April). A look at Title IX and womens participation in sport. Poster presented at the Western Psychological Association-Rocky Mountain Psychological Association Convention, Albuquerque, N.M.
- Miller, J. L. & Schooner, M. (1997, April). Children's understanding of physical and mental abilities and limitations. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.
- Miller, J. L., Heinrich, M., & Cass, C. (1996, June). Gender-role conflict in middle school female athletes and non-athletes. Poster presented at the 8th Annual Convention of the American Psychological Society, San Francisco, CA.
- Miller, J. L., Weinstein, L., Xie, X., & Dzindolet, M. T. (1995, June). Multicultural perceptions of teaching effectiveness. Poster presented at the 7th Annual Convention of the American Psychological Society, New York, NY.

Dzindolet, M. T., Miller, J. L., Oxley, N. L., & Kurzyniec, F. (1995, April). Sex differences in communication with close friends. Poster presented at the Oklahoma Psychological Association/Oklahoma Psychological Society meeting, Oklahoma City, OK.

Miller, J. L. & Bartsch, K. (1995, March). Children as biologists and psychologists: Understanding limitations and change. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.

Weinstein, L., Miller, J. L., Dzindolet, M. T., & Xie, X. (1994, November). Perceptions of a high profile case. Poster presented at the Annual Convention of the Oklahoma Psychological Association, Oklahoma City, OK.

Miller, J. L. & Levy, G. D. (1993, June). Gender role conflict and self-esteem among female athletes and non-athletes and male non-athletes. Poster presented at the 5th Annual Convention of the American Psychological Society, Chicago, IL.

Grants

2008 – Mesa County – Needs Assessment Survey - \$75,000

2007-2008 – El Pomar Grant – Statistical Consultant - \$5,000

2003 – Hilltop – Evaluation of the following programs: Family Steps, YPP, Parent Training Institute, Promoting Safe and Stable Families - \$15,000

2002 - City of Grand Junction - Evaluation of Grand Junction city ordinance No. 3095 regulating tobacco products - \$10,000

2001 – School District 51 – Safe Communities, Safe Schools - \$10,000

1998 – 2006 - Mesa County - Evaluation of the "Colorado Works" Program - \$25,000/year

Professional Society Memberships

Society for Research in Child Development

American Psychological Society

Rocky Mountain Psychological Association

Psi Chi

Phi Kappa Phi

○

CURRICULUM VITAE

Susan E. Becker, Ph.D.

May 2014

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Colorado Mesa University
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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

May, 2012	Statistical Workshop: Integrating Qualitative and Quantitative Methods: Mixed Methods Designs for Psychological Research. Association for Psychological Science, Chicago, IL.
July, 2012	ASIST Training for Trainers, <i>LivingWorks</i> Education, Denver, CO Trainer Status: Active-Full, # of A11 trainings completed: 8
January 2009	National Institute for the Teaching of Psychology Workshops attended on Best Practices in Using Student Response Systems, Assessing General Education Outcomes, and Fostering a Mastery Goal Orientation in the Classroom
February 2008	PRIM&R Training: Institutional Review Board (IRB) 101 and IRB Administrator 101, Las Vegas, Nevada
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

Association for Psychological Science (since 1988)
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
Colorado Mesa University (formerly Mesa State College)
Courses taught:
PSYC 150, General Psychology
PSYC 320, Social Psychology
PSYC 400, Psychological Testing & Assessment
PSYC 496, Topics: Death & Dying
PSYC 496, Topics: Applied Ethics
PSYC 496, Topics: Applied Suicide Intervention Skills Training
PSYP 320, Career Development
PSYP 410, Introduction to Marriage & Family Therapy
PSYP 420, Counseling Processes & Techniques
PSYP 424, Group Processes & Techniques
PSYP 497, Counseling Practicum I
PSYP 499, Counseling Practicum II
SOCI 497, Structured Research
Assist Workshops (5 completed by Jan 2014)

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

PROGRAM EVALUATION

- 2002-2007 Assessment Coordinator, Psychology Major, Mesa State College
Completed 5 year program review Fall 2008.
- 2004-2008 Suicide Prevention Coalition of Mesa County, Program Evaluation Research
Five year Report titled: *A Data Driven Suicide Prevention Planning Model for Mesa County*
- 2007-2009 Assessment Coordinator, Alcohol Free Campus Grant
- 1998 *Main Street Experience Evaluation Project.* Report submitted to the Family Health West Research Group, Fruita Colorado
- 1991-1993 Evaluation of GTA Training in Psychology, Department of Psychology University of Arizona

RESEARCH EXPERIENCE

- 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

- 2011-Present Regional Vice-President: Rocky Mountain Region, Psi Chi, The International Honor Society in Psychology
- 2006-Present Reviewer, Psi Chi Journal of Undergraduate Research
- 2007- 2010 Diversity Program Chair, Rocky Mountain Psychological Association Executive Committee, elected position, 3 year term
- 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)

WORKSHOPS

PRESENTED	Applied Suicide Intervention Training (ASIST)
	Leadership skills Development
	Strengths Based Leadership
	Working with College Students on the Autism Spectrum
	Working with Post Traumatic Stress Disorder in the College Classroom

SERVICE/COLORADO MESA UNIVERSITY

2011/2012	Psychology Search Committee
2011/2012	Social Work Search Committee
2010 – Present	Sabbatical Leave Committee, Chair
2009 - Present	Pre-tenure Review Committee (Campus wide)
2003-Present	Psychology Club/PSI CHI Advisor
2002-Present	Psychology Program Assessment, Chair
2010/2011	Psychology (Counseling) Search Committee, Chair
2003-2009	Institutional Review Board, Chair (Fall 2004-spring 2009)
1998-2003	Graduate Council, Chair 2000/2001 and 2001/2002 academic year)

SERVICE/ REGIONAL/NATIONAL

2011 – Present	Grants Committee, Chair. Psi Chi, the International Honor Society in Psychology
2012 – Present	Investment Advisory Committee, Chair, Psi Chi, the International Honor Society in Psychology
2013-Present	Scholarship Committee, Chair, Psi Chi The International Honor Society in Psychology
2004-2008	Society for the Teaching of Psychology (APA Division II) Recruitment, Public Relations, and Retention Committee
Spring 1998	Host Committee for the Annual Meeting of the SWARM division of American Association for the Advancement of Science, Colorado Mesa University

SERVICE/ COMMUNITY

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

HONORS AND AWARDS

2011	Rocky Mountain Psychological Association Program Committee Service. Received for 10 years of service on the Program Review Committee.
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.

PUBLICATIONS

- Becker, S. E. (2010, Fall). *Building a strong officer team*. Eye on Psi Chi, 14 (4), 23-27
- Becker, S. E., Miller, L. & Bishop, B. A. (2011). Increasing Student Engagement with a Motivational Interviewing Strategy. In R. Miller & R. Rycek (Eds.), *Promoting Student Engagement, Volume I: Programs, Techniques and Opportunities*. APA E-Books: Washington DC.
- 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.

TECHNICAL REPORTS

- Becker, S. E. (2008). *Suicide Prevention Planning Model for Mesa County Colorado*. Four year summary report to the Western Colorado Suicide Prevention Foundation & Mesa County Suicide Prevention Coalition. Available as an internal publication.
- 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.
- Becker, S. E. & Graves, T. (2011). *A Practicum Manual for Undergraduates in Counseling Psychology at Colorado Mesa University*. Available as an internal publication.
- Coolidge, F. & Becker, S.E. (1987). *Introduction to Psychology Laboratory*. Colorado Springs: University of Colorado, Psychology Department.
- 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 (Peer Review)

- Becker, S. E. (April, 2010). *Team Building Group Dynamics Workshop: Practical Ideas and Experiences to Build a Productive Psi Chi Officer Team*. Workshop presented at the annual meeting of the Rocky Mountain Psychological Association, Denver CO.
- Becker, S. E. (April, 2010). *Strengths Based Leadership for Psi Chi*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver CO.
- Becker, S.E., (April, 2010). *Disability Stereotypes and Stereotype Threat*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Denver CO.
- Becker, S.E. (April, 2009). *Life Transitions for GLBTQ Students During College*. Paper presented at the annual meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.
- Becker, S.E. (June, 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. (August, 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. & Bishop, B. A. (June, 2010). *Why Students Don't Read textbooks: A Qualitative Study*. Poster presented at the annual meeting of the Association for Psychological Science, STP Teaching Pre-Conference, Boston, MA.
- Becker, S. E., Bishop, B. A., Miller, L., Vail, R. & Mayer, R. (Jan, 2009). *Increasing student engagement and skill practice through motivational interviewing*. Poster presented at the annual National Institute for the Teaching of Psychology conference, St. Pete's Beach, FL.
- Becker, S. E., Dennison-Jones, A., Ledwell, K., Tjandra, M., & Stiasny, E. (April, 2011). *Impressions about psychotherapy in the comics: A look at stereotypes and expectations*. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- 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. & Jordan, E. (2012). *The Application of Psychological Autopsy Data to Suicide Prevention Planning*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- 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. & Sullivan, R. (April, 2011). *Working with College Students with Autism Spectrum Disorder*. Workshop presented at the annual meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- 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.
- Stump, A. Sheetz, J. & Becker, S. (April, 2011). *Using stages of change to predict recidivism rates for criminally involved substance abuse clients*. Poster presented at the annual meeting of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- 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., (2014). *Promoting Leadership Skills in Psychology Students through Extracurricular Experience*. Psi Chi Symposium presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Becker, S.E., Hall, M.D. & Zlokovich, M.S. (2012). *Developing Leadership Skills through Mentoring Relationships*. Psi Chi Symposium presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Becker, S. E. & Trimble, K. (2012). *Using your personal Strengths to Develop Your Leadership Potential*. Psi Chi Leadership Program, Rocky Mountain Psychological Association, Reno, NV.
- 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.
- Zlokovich, M.S. , Becker, S.E., Corts, D.P. & Koeltzow, T.E. (2012). *Lost Chances and Increasing Opportunities for Faculty and Students in Psi Chi, the International Honor Society in Psychology*. Psi Chi Symposium presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

MANUSCRIPTS IN PREPARATION

- Becker, S. E. Learning the Skills of Empirically Supported Counseling and Therapy: Integrated Text& Workbook. Manuscript and Prospectus in preparation.

Becker, S. E. & Bishop, B. A. *Why don't students read their textbooks; a qualitative analysis*. Data collected 2008- 2009. Manuscript under revision.

Richmond, A.S., Woody, W.D., Becker, S., Fleck, B., Mace, B. Manuel, L. & Kranz, P. (2014). *Following the Yellow Brick Road: A Roadmap from Graduate School to Tenure*. Manuscript submitted for review.

Brian L. Parry, Ph. D.

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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

- Nominee, Club Advisor of the Year, CMU Mav Awards, Grand Junction, CO, 2013.
- Recipient, Supervisor of Best Student Paper in Social Science Category, Paper Presentation at the Third Annual CMU Student Showcase, Grand Junction, CO, 2013
- Recipient, Supervisor of Best Student Paper in Social Science Category, Paper Presentation at the First Annual CMU Student Showcase, Grand Junction, CO, 2010
- Recipient, Supervisor of Student Paper Award, Paper Presentation at the Eightieth Annual Convention of the Rocky Mountain Psychological Association, Denver, CO, 2010
- Honored member, Madison's Who's Who Among Executives and Professionals, 2009
- Selected inclusion, Marquis Who's Who in America, 2009-2010
- 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

Associate Professor of Psychology, Colorado Mesa University, School of Social and Behavioral Sciences, Grand Junction, CO, 2014 to present

- Promoted from Assistant Professor and placed on continuing contract, August 2014.
- Teach 12 credit hour or 4 courses per semester of psychology classes to lower- and upper-division undergraduate students.
- Additional responsibilities included scholarly activities, student advising, and college and community service.

Assistant Professor of Psychology, Colorado Mesa University, School of Social and Behavioral Sciences, Grand Junction, CO, 2008 to 2014

- Taught 12 credit hours or 4 courses per semester of psychology classes to lower- and upper-division undergraduate students.
- Additional responsibilities included scholarly activities, student advising, and college and community service.

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 15 credit hours or 5 courses per semester of psychology classes to lower-division undergraduate students.
- Additional responsibilities include scholarly activities, student advising, and college and community service.

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

- Taught 15 credit hours or 5 courses per semester of psychology classes to lower-division undergraduate students.
- Additional responsibilities include scholarly activities, student advising, and college and community service.

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

- Taught psychology classes to upper-division undergraduate students
- Taught graduate-level counseling psychology classes to master of science seeking 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.
- Graded term papers, exams, and homework, held statistics lab, and tutored students.

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

- Taught human development classes to nursing students.

COURSES TAUGHT

Undergraduate

- General Psychology
- Life Span Development
- Adult Development
- Applied Social Psychology
- Theories of Personality
- Social Psychology
- Cross-Cultural Psychology
- Cognitive Psychology
- Statistics for Psychology
- Research Methods for Behavioral Science
- Graduate Record Examination Preparation

Graduate

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

COURSES DEVELOPED AND INTRODUCED TO CURRICULUM

- Research Seminar
- Learning Community of Introduction to Psychology with English Composition
- Graduate Record Examination Preparation
- Applied Social Psychology

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

Program Evaluator, Mesa County Department of Corrections, Grand Junction, CO, from 5/2010 to 7/2010.

- Conducted interviews with agency leaders.
- Analyzed reports and methodologies for reliability and validity.
- Evaluated data collection capability for an evidence-based decision making framework.
- Wrote evaluation report with recommendations.

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

- Parry, Brian L., Gollob, Justin., & Frans, Jennifer. (2014). Benefits of Public Land Usage: An Analysis of Outdoor Recreationists. *Managing Leisure: An International Journal* (4), 231-244.
- 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.

- 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., Nelson, S., Carver, C., and Dean, C. (2014). Benefits of Outdoor Recreation: An Analysis of the Attributes of the Setting. Paper presented at the Eighty-Fourth Annual Convention of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Parry, B.L., Frans, J., Gollob, J. (April, 2012). Benefits of Public Land Usage: An Analysis of Outdoor Recreationists. Paper presented at the Ninety-Second Annual Convention of the Western Psychological Association, San Francisco, CA.
- Parry, B.L., Rode, C., and Piland, L. (April, 2011). Coping with Acculturation: An Investigation of the Effectiveness of Community Center Services on Negative Mental Outcomes Among Migrant Farmworkers. Paper presented at the Eighty-First Annual Convention of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Rowley, A., Heinrich, M., Parry, B.L., and Ford, K. (April, 2011). Correlates of Objectified Body Consciousness. Paper presented at the Eighty-First Annual Convention of the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Parry, B.L., Pitts, C., and Rowley, A. (April, 2010). Easing the Effects of Acculturative Stress on Migrant Farmworkers: An Analysis of the Relationship Between Demographic and Social Predictors on Acculturative Stress. Paper presented at the Eightieth Annual Convention of the Rocky Mountain Psychological Association, Denver, CO, Winner of Best Student Paper Award.
- Vallejo, A., Romo, T., Gilbert, W., and Parry, B.L. (April, 2010). The Effect of Stereotype Threat and Anxiety on Overweight Women's Physical Performance. Paper presented at the Eightieth Annual Convention of the Rocky Mountain Psychological Association, Denver, Co.
- Parry, B.L., Hartline, H., Bush, J., Dennison-Jones, A., Horn, M., & Stanberry, D. (April, 2009). Cross-Cultural Comparisons of Perceptions of Social Problems Among College Students. Paper presented at the Seventy-Ninth Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, NM.

- Parry, B.L., Plant, A., Romo, T., & Ericksen, A. (April, 2009). Becoming Bi-Cultural: An Investigation into the Effects of Acculturation on Native American College Students. Paper presented at the Seventy-Ninth Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, NM.
- Allison, C., Roesemann, J., Bidtah, C., Ericksen, A., & Parry, B.L. (April, 2009). The Influence of Religiosity on College Students' Perceptions of Social Problems. Paper presented at the Seventy-Ninth Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, NM.
- 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 Montpelier, 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.

- 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., Gollob, J., Lescroart, M., & Carver, C. (April, 2013). The Relation between Outdoor Recreational Settings and the Benefits Sought. Poster presented at the Eighty-Third Annual Convention of the Rocky Mountain Psychological Association, Denver, CO.
- Ericksen, A.J., Mitchell-Nothus, C., Farroba, T., Slavin, J., & Parry, B.L. (April, 2013). Factors Associated with College Students Physical Activity and Weight Status. Poster presented at the Ninety-Second Annual Convention of the Western Psychological Association, San Francisco, CA.
- Charley, N., Yen, T.C., Yazzie, D., Ericksen, A.J., & Parry, B.L. (April, 2009). The Influence of Cultural Identification on Native American College Students' Perceptions of Time. Poster Presented at the Seventy-Ninth Annual Convention of the Rocky Mountain Psychological Association, Albuquerque, NM.
- 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.
- 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

- Faculty Professional Development Grant (2012). Funded by Colorado Mesa University. Principal investigator: B.L. Parry. Award amount = \$1383.
- National Panel Research Grant (2012). Funded by Natural Resources and Land Policy Institute. Principal investigator: B.L. Parry. Grant amount = \$10,000.
- Faculty Professional Development Grant (2011). Funded by Colorado Mesa University. Principal investigator: B.L. Parry. Award amount = \$750.
- Benefits of Outdoor Recreation Grant (2010). Funded by Grand Junction Bureau of Land Management. Principal investigator: J. Redifer. Award amount = \$60,000
- Faculty Professional Development Grant (2010). Funded by Mesa State College. Principal investigator: B.L. Parry. Award amount = \$576.
- Faculty Professional Development Grant (2009). Funded by Mesa State College. Principal investigator: B.L. Parry. Award amount = \$879.
- Faculty Professional Development Grant (2008). Funded by Mesa State College. Principal investigator: B.L. Parry. Award amount = \$600.
- Center for Teaching Excellence grant (2007). Funded by San Juan College. Principal investigator: B.L. Parry. Award amount = \$5000.
- Center for Teaching Excellence grant (2006). Funded by San Juan College. Principal investigator: B.L. Parry. Award amount = \$2500.
- Senior thesis analysis of self-standards among people with narcissistic tendencies (1999). Funded by the University of Utah. Principal investigator: B. L. Parry. Award amount = \$750.

RESEARCH INTERESTS

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

PROFESSIONAL SERVICE

- Textbook Advisory Board Member, 2013, *Psychology. Seventh edition* by Hockenbury & Nolan.

- Reviewer, 2014, Psi Chi Track, 2014 Rocky Mountain Psychological Association, Annual Conference.
- Advisory Board Member, 2014, Psychology by Hockenbury & Nolan, Worth Publishers: New York.
- Panelist, 2013, First Annual Trail Summit, Grand Junction, CO
- Academic Advisory Board Member, 2009 to present, ANNUAL EDITIONS: Psychology
- Consultant, Colorado National Monument committee charged by Senators Udall and Tipton, 2012, Grand Junction, CO.
- Reviewer, 2012, Social Psychology by Sanderson, Wiley Publishing: Hoboken, NJ
- Reviewer, 2012, Psychology by Hockenbury & Hockenbury, Worth Publishers: New York.
- Reviewer, 2012, Invitation to the Lifespan by Berger, Worth Publisher: New York.
- Judge, Distributive Education Clubs of America Regional Competition, 2008-2012, Grand Junction, CO.
- Reviewer, Huffman Video Tutorial Series, Wiley & Sons Publishing, Hoboken, NJ.
- External Consultant, 2010 U.S. Department of Justice, NIJ-NIC Data Capacity Assessment of Mesa County, CO
- Reviewer, Social Psychology Track, 2010 Rocky Mountain Psychology Association, Annual Conference.
- Reviewer, 2010, Psychological Science: Modeling Scientific Literacy by Krause & Corts, Pearson Publishing: Boston, MA.
- Invited interviewee, 2010, Celebrity worshippers open their wallets for a little piece of faux fame, article published in *Daily Sentinel*.
- Invited interviewee, 2010, Defying nature, outliving odds are stories that never get old, article published in *Daily Sentinel*.
- Invited interviewee, 2010, Laughter comes with social, physical benefits, article published in *Daily Sentinel*.
- Invited interviewee, 2010, What's 'reality'? Whatever it is, we're completely fascinated, article published in *Daily Sentinel*.
- Developer, 2009, PowerPoint slides for Social Psychology, 1st edition by Sanderson, Wiley & Sons Publishing, Hoboken, NJ.
- Reviewer, 2009, Social Psychology, 1st edition by Sanderson, Wiley & Sons Publishing, Hoboken, NJ.
- Reviewer, 2009, Cognition: Theory and Practice by Revlin, Worth Publishers, New York.
- Moderator, Emotion Track, 2009 Rocky Mountain Psychology Association, Annual Conference.
- Reviewer, Social Psychology Track, 2009 Rocky Mountain Psychology Association, Annual Conference.
- Invited interviewee, 2008, Investors' fears feed frenzy in markets, article published in *The Salt Lake Tribune*.
- 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

- Hiring Committee, Assistant Professor of Psychology, Colorado Mesa University, 2014.
- Hiring Committee, Assistant Professor of Sociology, Colorado Mesa University, 2014.
- Honors Committee, Colorado Mesa University, 2013 to 2014.
- Affirmative Action Representative, Colorado Mesa University, 2010 to present.
- Scholarship Selection Committee, Department of Social and Behavioral Sciences, Colorado Mesa University, 2010 to 2013.
- Quality Matters Evaluation Committee, Colorado Mesa University, 2011 to 2014.
- Provisional Baccalaureate Committee, Colorado Mesa University, 2013.
- Hiring Committee, Director of Computing and Network Systems, Colorado Mesa University, 2013.
- Hiring Committee, Director of Computing and Network Systems, Colorado Mesa University, 2012.
- Higher Learning Commission Steering Committee (10 year Self-Study), Colorado Mesa University, 2011-2012.
- Customized General Psychology Textbook Committee, Colorado Mesa University, 2012.
- Hiring Committee Chair, Counseling Psychology position, Mesa State College, 2011.
- Annual Evaluation Revision Committee, Department of Social and Behavioral Sciences, Colorado Mesa University, 2011.
- Human Growth and Development Workbook Committee, Colorado Mesa University, 2011.
- Hiring Committee, Criminal Justice and Psychology positions, Mesa State College, 2010.
- Supervisor for PhD candidate's research project, Fielding Graduate University, 2010-2011.
- Psychology Department brochure committee, Colorado Mesa University, 2010.
- Guest Lecturer, Multi-Discipline Learning Community Course on Immigration, Mesa State College, March 9, 2009.
- Guest Speaker, Psi Chi Induction Ceremony, Mesa State College, February 6, 2009.
- Panelist, Psychology Club meeting on how to get into graduate school, Mesa State College, 2008.
- Committee Chair, Online Scheduling Taskforce for San Juan College, 2007 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.
- Committee Member, Honors Committee of 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.

COLLEGE ADVISING

- Psychology Student Advisor, 100+ Psychology Majors, 2008 to present, Colorado Mesa University.
- Club Advisor, International Student Alliance, 2012 to present, Colorado Mesa University.

- Faculty Representative, Mesa Experience Orientation Sessions, 2008 to present, Colorado Mesa University.
- Advisor, New Student Orientation, 2008 to present, Colorado Mesa University.
- Club Advisor, Psychology Club, 2009 to 2012, Colorado Mesa University.
- Chapter Advisor, San Juan College chapter of Psi Beta Honors Society, the National Honor Society in Psychology for Community Colleges, 2005 to 2008.
- Advisor, Continuing Students and New Student Orientations at San Juan College, 2004 to 2008.

PROFESSIONAL AFFILIATIONS

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

PROFESSIONAL DEVELOPMENT

Conferences

- Midwest Political Science Association, Chicago, IL, April 2014.
- Rocky Mountain Psychological Association Annual Conference, Salt Lake, UT, April 2014.
- Rocky Mountain Psychological Association Annual Conference, Denver, CO, April 2013.
- Western Psychological Association, San Francisco, California, April 2012.
- Rocky Mountain Psychological Association Annual Conference, Salt Lake, UT April 2011.
- Rocky Mountain Psychological Association Annual Conference, Denver, CO, April 2010.
- Rocky Mountain Psychological Association Annual Conference, Albuquerque, NM, April 2009.
- 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.
- 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 Strategies and Resources to Integrate Students, Fall 2014.
- Faculty In-service on General Education Revitalization led by Ken Bain, Spring 2013.
- Faculty In-service on General Education Revitalization led by Ken Bain, Fall 2012.
- Faculty In-service on program assessment rubrics, Colorado Mesa University, Spring 2012.
- Faculty In-service on revitalizing general education and program assessment, Mesa State College, Spring 2011.
- Faculty In-service on creating universally designed e-learning materials, Mesa State College, Fall 2010.
- Faculty In-service on finding joy in the classroom, Mesa State College, Spring 2010.
- Faculty In-service on linking classroom assessment techniques to the research on how people learn, Mesa State College, Spring 2009.
- Faculty In-service on how to assist students with serious trauma, San Juan College, Fall 2007.
- Online best practices, San Juan College, 2006-2008.
- Faculty In-service on student assessment, San Juan College, Spring 2006.
- Faculty In-service on research that necessitates IRB review, San Juan College, Fall 2006.
- Certified online instructor, San Juan College, Spring 2005.

REFERENCES

References are made available upon request.

JACOB JONES
530 Oriole Drive
Grand Junction, CO 81507
970-314-5370
jacjones@coloradomesa.edu

EDUCATION

Indiana State University *August 2011*
Ph. D. Counseling Psychology

Radford University *December 2005*
M.S. Counseling Psychology

Bluefield College *May 2003*
B.S. Psychology and Criminal Justice

TEACHING EXPERIENCE

Colorado Mesa University, Assistant Professor of Psychology, Tenure Track
August 2011 – Current

- Counseling Psychology 320 - Career Development
- Psychology 340 - Abnormal Psychology (hybrid, online, & in classroom)
- Counseling Psychology 396 - Applied Ethics in Mental Health
- Psychology 401 - Sport Psychology
- Psychology 420 - Theories of Personality
- Counseling Psychology 440 - Psychological Interviewing
- Counseling Psychology 497 – Counseling Psychology Practicum

Utah State University, Instructor
August 2010 – August 2011

- Psychology 4115- Sport Psychology

- Psychology 6115- Advanced Sport Psychology (graduate course)
- Psychology 7118 - Professional Ph.D. Practicum (graduate course)

Ivy Tech Community College, Adjunct Instructor
January 2008- May 2010

- Psychology 205-Abnormal Psychology
- Psychology 101-Introduction to Psychology (online, hybrid, & in classroom)
- Participated as a mentee in a teacher mentoring program.
- **“Teaching Online” Faculty Certification- IVYC-101-12H**
 - **Completed 8 week certification course for teaching online courses with the BlackBoard operating system.**

Indiana State University, Instructor
Fall 2007 - Summer 2009

- COUN 533- Techniques of Counseling (graduate course)
- COUN 633 - Practicum (graduate course)

Virginia Baptist Children’s Home and Family Services, Counselor/Teacher
May 2003-December 2003

- Instructed high school students on core curriculum.
- GED test preparation.

RESEARCH

- Jones, K., Brewster, M., & Jones, J. (2014). The creation and validation of the LGBT ally identity measure, *Psychology of Sexual Orientation and Gender Diversity*.
- Jones, J. (2014). The relationship among alcohol use and college student athletes. *Journal of Clinical Sport Psychology*.
- Jones, J. & Fass, D. (2011). The effect of methamphetamine use on the psychosocial development of adolescents. In R.J. Levesque (Ed.). *Encyclopedia of Adolescence*. New York, NY: Springer Publishing.
- Indiana State University Graduate Research Assistant: Dr. I. Michael Shuff, January - May 2008
 - Provided personal insight and literature review for in-home counseling chapter of textbook.
 - Collaboration on research ideas concerning community counseling textbook.
 - Conducted several literature reviews for various chapters of the book.

Clinical Experience

Behavioral Clinical Services, Private Practice Group

August 2011 – Current

- Conduct test batteries (psychological, social, intellectual) for the Garfield County Juvenile Court System and community.
- Provide learning disorder and ADHD testing for Colorado Mesa University and community.
- Provide sport psychology services to the local community, including but not limited to Colorado Mesa University and area high school athletic teams.

-

Utah State University Counseling and Psychological Services, APA Accredited Internship

August 2010 – August 2011

- Conducted individual and group psychotherapy with college students.
- Provided behavioral health outreach services on campus
- Provided individual and group supervision.
- Provided crisis intervention.
- Provided LD and ADHD testing services
- Provided sport psychology services to the athletic department

Indiana State University Counseling Center, Predoctoral Counselor/Doctoral Assistantship

January 08 – May 2010

- Conducted individual and psychotherapy with college students
- Worked collaboratively with the university student judicial program to provide individual psychotherapy to college students who violate the student code of conduct.
- Provided campus outreach services
- Provided substance abuse therapy to college students
- Consulted with athletic department on sport psychology services

Indiana State University Psychology Clinic, Floor Supervisor

August 2009 – May 2010

- Live supervision of Mental Health Counseling Master's students.
- Direct and supervise the daily operations of an active community clinic.

Other Supervision Experience

May - August 2009

- Weekly individual supervision of two Mental Health Counseling Master's students.
- Administered weekly group supervision of four Mental Health Counseling Master's students.

Union Hospital Family Medicine Residency, Psychologist in Training

August 2008 - June 2009

- Conducted diagnostic interviews and provided individual therapy for adult and adolescent clients with a wide range of psychological disorders and co-existing medical conditions.
- Participated in telemedicine consults with medical residents to provide rural family medicine centers access to behavioral health care services.
- Participated in Union Family Medicine Center didactic sessions and teaching rounds with medical residents.
- Developed and administered presentations relevant to the training needs of medical residents.
- Provided neurological assessment services
- Participated in crisis consultations in a hospital emergency room.
-

Rose Hulman Institute of Technology, Sports Consultant

August - December 2008

- Worked as a consultant within the athletic department.
- Psychoeducational team services on focus, concentration, mental imagery, and relaxation training.
- Provided individual counseling to college student-athletes on an as needed basis.

New River Valley Community Services, Outpatient Youth Services Clinician
2006-August 2007

May

- Provided individual psychotherapy to children and adolescents in conjunction with a treatment plan on an outpatient basis in a managed care environment.
- Provided family counseling in conjunction with a treatment plan on an outpatient basis in the community.
- Provided individual counseling services at two alternative high schools and a rural county high school.
- Administered a group at an alternative high school on coping and life skills.
- Coordinated services between agencies such as schools, probation offices, social services and primary care physicians.
- Conducted LD and ADHD assessments for children and adolescents

New River Valley Community Services, Intensive In-Home Clinician
January 2005- April 2006

- Completed biopsychosocial assessments and provided a diagnosis and treatment plan in accordance with the assessment results and diagnostic determinations in a managed care setting.
- Provided individual psychotherapy in conjunction with a treatment plan.
- Provided family counseling in conjunction with a treatment plan.

- Provided case management services to individuals and families on an as needed basis.
- Coordinated services between agencies such as schools, probation offices, social services and primary care physicians.
- Conducted LD and ADHD assessments for children and adolescents

Blue Ridge Behavioral Health Care, Emergency Services Clinician
December 2004

August –

- Crisis intervention with individuals who were suspected to be a harm to self or others.
- Conducted pre-screenings to determine what intervention was needed.
- Set up voluntary and involuntary admission to mental health hospitals.
- Set up safety contracts with individuals who were released.

Virginia Baptist Children's Home and Family Services, Counselor/Teacher
May 2003-December 2003

- Provided social, behavioral, vocational, and academic opportunities for learning through a combination of work, counseling, education, wilderness experiences, and spiritual ministering to adolescents in a residential setting.
- Facilitated daily process groups.
- Implemented token economy.
- Led wilderness adventures and recreational activities as a therapeutic tool.

PROFESSIONAL/CONFERENCE PRESENTATIONS

- Jones, J., Claeys, R., Hays, S., & Meil, A (2014). Rocky mountain high: A study of the effects of amendment 64 on the use of marijuana, and attitudes towards marijuana. (Presented at Rocky Mountain Psychological Association Regional Conference)
- Jones, J., Holl, E., Zwetzig, S., & Barks, B. (2014). Engaging in romantic & sexual relationships: Influencing factors for college age adults. (Presented at Rocky Mountain Psychological Association Regional Conference)
- Jones, J., Zwetzig, S., Lorenzana, A., & Farina, J. (2013). An Exploration of College Age Adult's Motives for Engaging in Various Romantic and Sexual Relationships. (Paper presentation at Rocky Mountain Psychological Association Regional Conference)
- Jones, J., Ager, A., Holl, E., & Wassom-Thornhill, T. (2013). The Mate Retention Behaviors of College Students. (Paper presentation at Rocky Mountain Psychological Association Regional Conference)
- Brewster, M., Jones, N., & Jones, J. (2012). Validation of a measure of Ally Development. (Poster presentation at American Psychological Association (APA) National Conference)

- Jones, J. (2012). Drinking Games, Competitiveness, and Athletic Identity's influence on Alcohol Consumption. (Paper presentation at Western Psychological Association Convention)
- Bush, D. & Jones, J. (2010). The implementation of a stepped care approach to providing mental health services on a college campus. (roundtable discussion at Utah University & Counseling Centers Conference).
- Jones J. (2009). The link between motivation and the use of aerobic exercise as an intervention for depression with diverse clients (poster session at APA Great Lakes Regional Conference).
- Jones, J. (2008). The treatment of ADHD in children: A biological and psychosocial perspective (paper presentation at the Union Family Medicine Center).
- Jones, J. (2008). The use of genograms as a diagnostic tool (paper presentation at the Union Family Medicine Center).
- Jones, J. (2005). Treating high risk rural youth and their families (poster session at APA Southeastern regional conference).
- Jones, J. (2005). Moving towards a holistic approach to treating rural families. (poster session at APA Southeastern regional conference).

ORGANIZATIONS

- American Psychological Association Division 17 Counseling Psychology
- American Psychological Association Division 47 Exercise and Sport Psychology
- American Psychological Association Division 51 Society of Men and Masculinity
- Western Psychological Association
- Rocky Mountain Psychological Association

K. Nicole (Baugher) Jones

CONTACT INFORMATION

Colorado Mesa University	530 Oriole Dr.
1100 North Avenue	Grand Junction, CO 81507
Houston Hall 222D	540.230.5405
Grand Junction, CO 81501	nnjones@coloradomesa.edu
970.248.1637	

EDUCATION & TRAINING

Internship	UNIVERSITY OF UTAH, Salt Lake City, UT	July 2011
	University Counseling Center (APA Accredited)	
Ph.D.	BALL STATE UNIVERSITY, Muncie, Indiana	December 2011
	Counseling Psychology	
	Specialization: Multiculturalism in Psychology	
	Advisor: Dr. Sharon Bowman	
	Dissertation: Psychosocial adjustment of sexual minority youth from rural and non-rural environments	
M.S.	RADFORD UNIVERSITY, Radford, VA	August 2004
	Counseling Psychology	
B.A.	EMORY & HENRY COLLEGE, Emory, VA	May 2002
	Major: Psychology	
	Honors Thesis: Contrast effects of physical attractiveness as measured by self-assessment and relationship satisfaction	

TEACHING EXPERIENCE

APA Style Writing for Psychology Minors

Colorado Mesa University, Grand Junction, CO

Fall 2014

- Responsible for leading one section
- Use of activities and required readings for online learning

Psychology of Women

Colorado Mesa University, Grand Junction, CO

Fall 2014

- Responsible for leading one section
- Integration of lecture, in class activities and media

Multicultural Service Learning

Colorado Mesa University, Grand Junction, CO

Spring 2013

- Responsible for leading one section
- Integration of lecture, in class activities and media
- Coordinate and supervise volunteer requirement

Human Sexuality

Colorado Mesa University, Grand Junction, CO

Fall 2013

- Responsible for leading one section
- Integration of lecture, in class activities, and media

Research Methods in Psychology

Colorado Mesa University, Grand Junction, CO

Fall 2011- Present

- Responsible for leading multiple sections
- Integration of lecture and in-class activities
- Use of hybrid teaching

Research Methods in Psychology Laboratory

Colorado Mesa University, Grand Junction, CO

Fall 2011-Present

- Responsible for leading two to three lab sections
- Use of experiential lab activities to integrate principles learned in lecture class
- Assist students in development of research projects

General Psychology

Colorado Mesa University, Grand Junction, CO

Fall 2011-Present

- Responsible for teaching two section
- Integration of lecture material and in-class activities

Successful Career Planning

University of Utah, Salt Lake City, UT

Spring 2011

- Responsible for teaching one section
- Integration of lecture and experiential based material

Multicultural Issues

University of Utah, Salt Lake City, UT

Fall 2010

- Responsible for teaching one section of seminar style class
- Experiential based course to increase awareness of students awareness of multicultural issues in the United States

Introduction to Cross-Cultural Counseling

Ball State University, Muncie, IN

Spring 2010

- Responsible for teaching one section
- Integration of lecture and in-class activities to increase awareness of multicultural issues present in the counseling process

Techniques of Counseling

Ball State University, Muncie, IN

Fall 2008

- Responsible for teaching one section
- Experiential based course teaching micro skills to counseling minors
- Integrated practice lab component to give students direct feedback

Interpersonal Relationships

Ball State University, Muncie IN

Spring 2008

- Responsible for teaching one section
- Integration of lecture and in-class activities

Research Methods

Emory & Henry College, Emory, VA

Spring 2002

- Supplementary instructor responsible for leading lab activities
- Taught basic statistics, graded exams, assisted students in completing research projects

RESEARCH PRESENTATIONS & PUBLICATIONS

Jones, K. J., & Brewster, M. E. (2014). Activism and advocacy: Reconceptualizing what it means to be a LGBTQ ally. Conversation hour led at the American Psychological Association annual convention; Washington, D.C.

Jones, K. J., Brewster, M. E., Jones, J. A. (2014). The creation and validation of the ally identity measure. *Psychology of Sexual Orientation and Gender Diversity*, 1(2), 181-195. doi: 10.1037/sgd0000033

Jersin, C., & Jones, K. N. (2014). Perfectionism as it relates to relational variables. *Poster presentation at Rocky Mountain Psychological Association annual convention*. Salt Lake City, UT.

Witmer, S., & Jones, K. N. (2013). The role of sex education type on high risk sexual behaviors of college students. Paper presentation at the Rocky Mountain Psychological Association annual convention. Denver, CO.

Jones, K. N., Brewster, M. E., & Jones, J. A. (2013). Construction of the ally development measure: Phase 2. Paper presentation at the 30th annual Winter Round Table. Columbia University, New York, NY.

Jones, K. N., Brewster, M. E., & Jones, J. A. (2012). Construction and validation of the ally development measure. Poster presented at the American Psychological Association annual convention. Orlando, FL.

Jones, K. N. (2012). Sampling sexual minority participants in research: Methodological consideration. Paper presented at the Western Psychological Association annual convention; San Francisco, CA.

Breibrier, S., & Jones, K. N. (2012). Sticks and stones: The unperceived impact of cyber bullying. Poster presentation at the Western Psychological Association annual convention; San Francisco, CA.

Jones, K.N. (2010) Psychosocial Adjustment of sexual minority youth from rural and non-rural areas. Graduate poster presentation at the Utah University Counseling Center Conference; Park City, UT, October 2010.

Jones, K.N. (2010) University counseling centers' role in meeting the needs of international students on campus: A case illustration. Graduate poster presentation at the Utah University Counseling Center Conference; Park City, UT, October 2010.

Jones, K. N., Meteer, J. D. & Bowman, S. L. (2009). Career related parental support: Differences among a college population. Graduate poster presentation at the Great Lakes Regional Conference; Muncie, IN, March 2009.

Hartong, J.M. & Baughner, K.N. (2008). Psychology and torture: Reciprocal influences. Graduate poster presentation at the International Counseling Psychology Conference; Chicago, IL, March 2008.

Baughner, K. N. & Gaia, A. C. (2002). Reactions to physical attractiveness: Gender and the contrast effect. Graduate poster presentation at the annual meeting of the Southeastern Psychological Association; New Orleans, LA, March 2002.

Baughner, K. N. (2001). Contrast effects of physical attractiveness as measured by self- assessment and relationship satisfaction. Senior Thesis, paper presentation at Science Fest, an annual meeting of the Science Departments, Emory and Henry College, April 2002.

Baughner, K. N. (2001). Contrast effects of physical attractiveness as measured by self- Assessment and relationship satisfaction. Senior Thesis, poster presentation at an annual meeting of the Southeastern Psychological Association; Orlando, FL, March 2001;

Bull, S. E. & Baughner, K. N. (2001). Priming of gender stereotypes. Poster presentation at an annual meeting of the Southeastern Psychological Association; Orlando, FL, March 2002.

ADVISING

Academic Advisor 2012-Present

Colorado Mesa University

Grand Junction, CO

- Advise students on course registration
- Advise students about graduate school

Club Advisor 2014-Present

Colorado Mesa University

Grand Junction, CO

- Advisor for Sexual Assault Prevention Club

SERVICE TO THE CAMPUS & COMMUNITY

Institutional Review Board Present

Colorado Mesa University

Grand Junction, CO

- Review of and approval of IRB applications

Who's Who Committee

January 2014- Present

Colorado Mesa University

Grand Junction, CO

- Review of student applications
- Approval of student's to Who's Who
-

International Student Liaison to Department

2013- Present

Colorado Mesa University

Grand Junction, CO

- Liaison between international studies office and Social Behavioral Sciences Department.
- Expedite the registration process for international students requesting classes from the Social and Behavioral Sciences Department

Presentation on Culture Shock

2012-Present

Colorado Mesa University

Grand Junction, CO

- Present triennially on the impact of exposure to a new culture to incoming international students and outgoing U.S. study abroad students

International Education Committee

Present

Colorado Mesa University

Grand Junction, CO

- Participate in committee and subcommittee work aimed at increasing inclusivity of international students on campus

ISEP CommitteeAugust 2012-
December 2013

Colorado Mesa University

Grand Junction, CO

- Participate in committee work focused on student exchange program

Outpatient Psychologist

August 2011- Present

Behavioral Clinical Services

Grand Junction, CO

- Volunteer time to counsel Colorado Mesa University students
- Conduct LD/ADHD evaluation on Colorado Mesa University Students
-

Outreach Coalition Committee Member

August 2010-July 2011

University of Utah Counseling Center

University of Utah, Salt Lake City, UT

- Assessment of the need for outreach programming on the University Campus
- Development of outreach materials and programs
- Development of a bookmark to advertise the University Counseling Center
-

Outreach Presenter

August 2010- July 2011

University of Utah Counseling Center

University of Utah, Salt Lake City, UT

- Co-presenter on the following issues in the classroom and at workshops on campus
 - Education on the MBTI and its use in career development
 - Gatekeeper training: a training to educate individuals on campus to be the first line of defense for suicidal students
 - Stress management for RA's and ROTC students
- Tabling - Depression and Anxiety screenings

GLBT Program Development

Fall 2008–Spring 2010

Ball State University Counseling Center

Ball State University, Muncie, IN

- Created the SAFE ZONE training manual, a GLBT ally program on Ball State's campus
- Developed training sessions and trained SAFE ZONE allies
- Conducted outpatient treatment specifically targeted towards GLBT clients
- Conducted research concerning barriers to GLBT individual's career development
- Co-organizer of a conference focusing on diversity among GLBT college students

Needs Assessment of International Students

Fall 2009 - Spring 2010

Ball State University Counseling Center

Ball State University, Muncie, IN

- Conducted focus groups with international students
- Developed an assessment based on qualitative data gained from focus groups
- Used assessment data to inform outreach programming and recruitment of international students to the University Counseling Center

- Used data to consult with the International Student Center and University Administration to facilitate necessary changes for international students on campus

Diversity Outreach Committee Member

Fall 2008- Spring 2010

Ball State University Counseling Center

Ball State University, Muncie, IN

- Conducted presentations in the classroom in the following areas:
 - GLBT, heterosexism and gender issues
 - White privilege and increasing awareness about diversity issues
- Developed presentations focusing on international student issues
- Conducted presentations to international students including:
 - A series of programs targeting international student's acculturation issues
 - Educating international students on adjusting to being students in the U.S.

Trauma Team Committee Member

Fall 2007- Spring 2009

Ball State University Counseling Center

Ball State University, Muncie, IN

- Conducted presentations in the classroom in the following areas:
 - Suicide Prevention, Grief/Loss and healthy ways to cope
- Responded to traumas on campus and offered support and education to students

Presenter: Adolescent Substance Abuse Prevention

November 2006

New River Valley Community Services

Blacksburg, VA

- Presentation on the behavioral, physiological and psychological effects of substance abuse, warning signs, and treatment approaches when working with adolescents

Presenter: Student Assistance Program

August 2006

New River Valley Community Services

Blacksburg, VA

- Presentation to the Pulaski county juvenile judge, probation officers, and school board regarding the Student Assistant Program (SAP) for first time drug offenders

CLINICAL EXPERIENCE

Outpatient Experience

Predoctoral Intern

August 2010–July 2011

University of Utah Counseling Center

University of Utah, Salt Lake City, UT

- Counsel diverse students and faculty with mental health and career related concerns
- Conduct clinical intakes and assessment to aid in diagnosis and treatment
- Participate on an interdisciplinary clinical team and collaborate with psychiatrists
- Conduct psychological and career assessment
-

University Counseling Center Counselor

Fall 2008-Spring 2010

Ball State University Counseling Center

Ball State University, Muncie, IN

- Counseled and conducted intakes on students with diverse mental health concerns
- Assessed, diagnosed, and conceptualized problems clients experienced
- Used assessment to aid in diagnosis, treatment and referral
- Conducted career assessment and counseling

Community Mental Health Counselor

Fall 2007- Spring 2010

Ball State University, Muncie, IN

- Managed a caseload of 2-3 clients with chronic mental health concerns
- Assessed, diagnosed, and conceptualized client problems
- Developed treatment plans to assist client progress
- Used a variety of assessment tools to measure outcomes for clients

Community Mental Health Assessment Counselor

Fall 2008- Fall 2009

Ball State University, Muncie, IN

- Semi-structured clinical interview of clients
- Administration and interpretation of the MMPI-2
- Integration of clinical interview and results of the MMPI-2 in a psychological report
- Offered test feedback and recommendations to clients based on assessment results

Community Mental Health Intake Counselor

Fall 2007-Spring 2008

Ball State University, Muncie, IN

- Completed intakes on incoming clients
- Assessed and triaged clients in crisis
- Staffed intakes in clinic staff meetings

Outpatient Community Mental Health Counselor

August 2004-July 2007

New River Valley Community Services

Blacksburg, Virginia

- Psychosocial assessment of adolescents with substance abuse/mental health issues
- Individual, group and family therapy with adolescents in the clinic and high school
- Headed a student assistance program (SAP) for first time offenders of a county school systems drug policy
- Collaborated treatment with client's court assigned probation officers, guidance counselors in the public school system, department of social services, and teachers

Group Experience**Predoctoral Intern**

Summer 2011

University of Utah Counseling Center

University of Utah, Salt Lake City, UT

- Co-lead Women's Interpersonal Process Group

Predoctoral Intern

Fall-Spring 2011

University of Utah Counseling Center

University of Utah, Salt Lake City, UT

- Co-lead Anxiety: Mind-Body Approaches Group
-

University Counseling Center Counselor

Spring 2010

Ball State University Counseling Center

Ball State University, Muncie, IN

- Co-led an International Student Support Group
-

Community Mental Health Outpatient Counselor

August 2004- July 2007

New River Valley Community Services

Blacksburg, VA

- Led the following groups in the clinic, high schools, and juvenile detention center
 - Adolescent recovery with a 12-step component
 - Substance abuse group with high-school students and incarcerated youth
 - Cannabis Youth Treatment
 - Skill building for alternative school students
 - Anger management

- Interpersonal process
- Self-esteem groups for teenage girls

Inpatient Mental Health Intern

January – July 2004

Lewis Gale Center for Behavioral Health

Salem, VA

- Led and co-led the following groups in a short stay, inpatient facility
 - Child and adolescent interpersonal process
 - Substance abuse
 - Grief loss
 - Stress management

Community Mental Health Counselor

Summer 2004

Radford University

Radford, VA

- Co-led a stress management group for University students
- Led an interpersonal process group for University students

Community Mental Health Counselor

Fall 2003

Radford University

Radford VA

- Co-led personal growth groups for University students

Crisis Intervention Experience

Predoctoral Intern

August 2010-2011

University of Utah Counseling Center

University of Utah, Salt Lake City, UT

- Crisis Coverage for a University Counseling Center
- Assessment of high risk university students
- Consultation to parents, faculty, and staff regarding students in crisis

Emergency Services: On-Call Clinician

July 2006- July 2007

New River Valley Community Services

Blacksburg, VA

- Crisis intervention with individuals who were a harm to self or others
- Conducted pre-screenings to determine what intervention was needed
- Set up voluntary and involuntary admission to mental health hospitals
- Set up safety contracts with individuals who were released

Trauma Response Counselor

April 2007

New River Valley Community Services

Blacksburg, VA

Virginia Polytechnic Institute (Virginia Tech)

- Collateral contact and collaboration with the police department, university administration, the red cross, and university counseling center psychologists
- Conducted individual counseling with students, friends and family members of shooting victims
- Counseled and acted as a liaison to the university for an international family
- Educated individuals on healthy coping and adaptive functioning following trauma

Crisis Hotline Counselor

Fall 2003

Radford University

Radford, VA

- Answered calls for a crisis hotline (RAFT), and assisted in processing callers emotional distress and referred callers for treatment if needed

Inpatient Treatment Experience**Inpatient Mental Health Intern**

January – July 2004

Lewis Gale Center for Behavioral Health

Salem, VA

- Crisis intervention at a short stay inpatient facility
- Counseled clients and families with diverse/co-occurring mental health concerns
- Case management and psychosocial assessments of children, adolescents and adults
- Led and co-led various child and adolescent groups

- Set up outpatient placements including: residential treatment centers, group homes, substance abuse treatment centers, and community/private outpatient counseling

Inpatient Undergraduate Intern

Fall 2001

Southwest Virginia Mental Health Institute

Marion, VA

- Worked with geriatric, adult long term, adult admissions, and adolescent patients
- Observed psychological testing and assessments to determine insanity plea
- Learned interpersonal techniques in dealing and interacting with the severely mentally ill

CLINICAL SUPERVISION EXPERIENCE

Clinical Supervisor of four doctoral practicum students

August 2010-2011

University of Utah Counseling Center

Salt Lake City, UT

- Clinical supervision of doctoral level students in a counseling psychology program
- Responsibilities include one hour of individual supervision for each supervisee and a one hour weekly supervision seminar

Clinical Supervisor of eight masters practicum students

Spring-Summer 2009

Ball State University

Muncie, IN

- Supervised beginning master's level counseling psychology students
- Responsibilities included one hour of individual supervision for each supervisee and a four-hour weekly practicum, consisting of one hour dedicated to staffing cases and didactic training, two hours of live supervision, one hour of group supervision, and one hour of supervision of supervision weekly

Clinical Supervisor

Summer 2008

Ball State University

Muncie, IN

- Supervised one master's level counseling student
 - Responsibilities included providing one hour of individual supervision per week
 - Participation in weekly supervision of supervision seminar
-

LICENSURE

Licensed Psychologist in the state of Colorado

License #: PSY.0004085

PROFESSIONAL MEMBERSHIPS

- American Psychological Association, student member of:
 - Division 17, Counseling Psychology
 - Division 44, Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues
 - Division 35: Society for the Psychology of Women

Bethany J. Weber

Psychology Department, Colorado Mesa University
1100 North Ave, Grand Junction, CO, 81501

(970) 248-1453 bweber@coloradomesa.edu

EDUCATION

Rutgers University (2000-2005) M.S. in Cognitive Psychology October 2002
Ph.D. in Cognitive Psychology October 2005

Rice University (1994-1998) B.A. in Math and Cognitive Sciences, summa cum laude

PROFESSIONAL EXPERIENCE

Assistant Professor, Psychology Department, Colorado Mesa University	2014-present
Assistant Professor, Psychology Department, Iowa State University	2008-2014
Postdoctoral fellow, Brain Imaging and Analysis Center, Duke University	2005-2008

AWARDS AND FELLOWSHIPS

Iowa State University College of Liberal Arts and Sciences Small Grant - 2009
"Parallels between choice under uncertainty and intertemporal choice." National Science Foundation Graduate Research Fellowship, 9/1/2002 – 9/1/2005.
Rutgers University Graduate Fellowship, 9/1/2000- 9/1/2002.
Certificate in Cognitive Science, Rutgers University Center for Cognitive Science

TEACHING EXPERIENCE

Colorado Mesa University

Psych 150: General Psychology: Fall 2014
Psych 416: Memory and Cognition: Fall 2014
Psych 422: Sensation and Perception: Fall 2014

Iowa State University

Psych 318: Thinking and Decision Making: Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014

Psych 302: Research Methods in Psychology: Spring 2011

Psych 592Q: Seminar in Cognitive Psychology: Thinking and Decision Making: Spring 2010

Psych 490: Independent Study: Two students for a total of 4 credit hours: Fall 2009, Spring 2010

Psych 491: Research Practicum: 19 individual student RAs for a total of 59 credit hours: Fall 2010-Spring 2014

Psych 291: Introductory Research Experience: 8 individual student RAs for a total of 15 credit hours: Spring 2012 – Spring 2014

Duke University

Neuroeconomics journal club (2006-2007). Organized biweekly meetings.

Rutgers University

Cognition Lab (2003). Instructor for undergraduate laboratory course.

Princeton University

The Psychology of Decision Making and Judgment (2003). TA for Dr. Daniel Kahneman and Dr. Eldar Shafir. Lead weekly preceptor sessions.

RESEARCH INTERESTS

Judgment and decision making. Biases in risky choice. Interaction between risk preferences and time preferences. Preference reversals.

PUBLICATIONS

Weber, B.J. & Tan, Wah Pheow. (2012). Ambiguity aversion in a delay analogue of the Ellsberg Paradox. *Judgment and Decision Making*, 7(4), 383-389.

Ziarnowski, K., Brewer, N. T., & Weber, B. (2009). Present choices, future outcomes: Anticipated regret and HPV vaccination. *Preventive Medicine*, 48, 411-414.

Weber, B.J. & Huettel, S.A. (2008). The neural substrates of probabilistic and intertemporal decision making. *Brain Research*, 1234, 104-115

Weber, B.J. (2008) The effects of payout and probability magnitude on the Allais Paradox. *Memory and Cognition*, 36(5), 1013-1023.

Weber, B.J. (2007). The effects of losses and event splitting on the Allais Paradox. *Judgment and Decision Making*, 2(2), 115-125.

Chapman, G.B. & Weber, B.J. (2006). Decision biases in intertemporal choice and choice under uncertainty: Testing a common account. *Memory and Cognition*, 34(3), 589-602

Weber, B.J. & Chapman, G.B. (2005). The combined effects of risk and time on choice: Does uncertainty eliminate the immediacy effect? Does delay eliminate the certainty effect? *Organizational Behavior and Human Decision Processes*, 96 (2), 104-118.

Weber, B.J. & Chapman, G.B. (2005). Playing for peanuts: Why is risk seeking more common for low stakes gambles? *Organizational Behavior and Human Decision Processes*, 97 (1), 31-46.

MANUSCRIPTS IN SUBMISSION

Weber, B.J. & Yeung, K.L. Comparing risk and time preferences in matching and choice, in the lab and on the Internet.

Yeung, K.L. & Weber, B.J. Taking a closer look at the endowment effect: The role of loss aversion, factual ownership and psychological ownership

MANUSCRIPTS IN PREPARATION

Weber, B.J., Yeung, K.L., Pappas, N. & Carpenter, S. Effects of training format and numeracy on Bayesian reasoning

Yeung, K.L. & Weber, B.J. Actions speak louder than appearance: The action of cash payment and not cash appearance inhibits spending.

ENCYCLOPEDIA ENTRIES

Weber, B.J. (2013) Allais Paradox. In Pasher, H. (Ed.) *Encyclopedia of the Mind*. Thousand Oaks, Ca: SAGE Publications, inc.

CONFERENCE PRESENTATIONS

*=graduate student presenter

Weber, B.J. & Yeung, K.L. (2013) Effects of training format and numeracy on Bayesian reasoning. Poster Presented at the November, 2013 meeting of the Society for Judgment and Decision Making, Toronto.

*Yeung, K.L. & Weber, B.J. (2013). Nudging hybrid vehicle purchase by framing. Poster Presented at the November, 2013 meeting of the Society for Judgment and Decision Making, Toronto.

*Yeung, K.L. & Weber, B.J. (2013). Taking a closer look at the endowment effect: The role of loss aversion, factual ownership and psychological ownership. Poster presented at workshop on ownership and decision making, sponsored by Vienna University of Economics and Business, September 2013, Vienna, Austria

*Yeung, K.L. & Weber, B.J. (2012). An implicit approach to object valuation and psychological ownership. Poster Presented at the November, 2012 meeting of the Society for Judgment and Decision Making, Minneapolis.

*Yeung, K.L. & Weber, B.J. (2011). The influence of object interaction on object valuation. Poster Presented at the November, 2011 meeting of the Society for Judgment and Decision Making, Seattle.

- *Yeung, K.L. & Weber, B.J. (2011). Payment methods affect online purchase spending. Poster presented at the May, 2011 meeting of the Midwestern Psychological Association, Chicago.
- Weber, B.J. & Tan, Wah Pheow (2011). Ambiguity aversion in risk and delay. Talk presented at the May, 2011 meeting of the Midwestern Psychological Association, Chicago.
- *Yeung, K.L. & Weber, B.J. (2010). Payment methods affect online purchase spending. Poster presented at the November, 2010 meeting of the Society for Judgment and Decision Making, St. Louis.
- Weber, B.J. & Tan, W.P. (2009). Ambiguity aversion in risk and delay. Poster Presented at the November, 2009 meeting of the Society for Judgment and Decision Making, Boston.
- Weber, B.J. & Huettel, S.A. (2007). The neural substrates of probabilistic and intertemporal decision making. Poster presented at the September, 2007 meeting of the Society for Neuroeconomics, Hull, MA.
- Weber, B.J. & Huettel, S.A. (2007). Neuroimaging of risky and intertemporal choice. Poster presented at the November, 2007 meeting of the Society for Judgment and Decision Making, Long Beach.
- Weber, B.J. & Huettel, S.A. (2006). The neural relations between risky and intertemporal choices in decision making. Poster presented at the October, 2006 meeting of the Society for Neuroscience, Atlanta.
- Weber, B.J. & Huettel, S.A. (2006). Differences in brain activation in decisions involving risk and delay. Talk presented at the November, 2006 meeting of the Society for Judgment and Decision Making, Houston.
- Weber, B.J. & Huettel, S.A. (2006). The neural substrates of probabilistic and intertemporal decision making. Talk presented at the August, 2007 meeting of the European Association of Decision Making, Warsaw.
- Weber, B.J. (2005). Variations on the Allais Paradox. Talk presented at the August, 2005 meeting of the European Association for Decision Making, Stockholm.
- Weber, B.J. (2005). Variations on the Allais Paradox: Losses and event splitting. Poster presented at the November, 2005 meeting of the Society for Judgment and Decision Making, Toronto.
- Weber, B.J. & Chapman, G.B. (2004). Playing for peanuts: Why is risk seeking more common for low stakes gambles? Talk presented to the Rutgers Psychology Department, April 9, 2004.
- Weber, B.J. & Chapman, G.B. (2004). Affect and the Allais Paradox. Poster presented at the November, 2004 meeting of the Society for Judgment and Decision Making, Minneapolis.

- Weber, B.J. & Chapman, G.B. (2003). Playing for peanuts: Why is risk seeking more common for low stakes gambles? Talk presented at the August, 2003 meeting of the European Association for Decision Making, Zurich.
- Weber, B.J., Marks, M. & Chapman, G.B. (2003). Variants on the Allais paradox: Testing the certainty effect account. Poster presented at the November, 2003 meeting of the Society for Judgment and Decision Making, Vancouver.
- Weber, B.J. & Chapman, G.B. (2003). Theoretical explanations of the Allais paradox: an overview. Poster presented at the November, 2003 meeting of the Society for Judgment and Decision Making, Vancouver.
- Weber, B.J. & Chapman, G.B. (2002). Playing for peanuts: Risk seeking is more common for low stakes gambles. Poster presented at the November, 2002 meeting of the Society for Judgment and Decision Making, Kansas City.
- Weber, B.J. & Chapman, G.B. (2001). Interactions between risk and time: A failure to replicate Keren and Roelfsma (1995). Poster presented at the November, 2001 meeting of the Society for Judgment and Decision Making, Orlando.
- Weber, B.J. (2000). Racial politics fail to produce base rate neglect. Poster presented at the November, 2000 meeting of the Society for Judgment and Decision Making, New Orleans.

PROFESSIONAL ACTIVITIES AND ORGANIZATIONS

Member, Society for Judgment and Decision Making

Jenny L. Peil, Psy. D.
585 Ford St.
Grand Junction, CO 81504
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JennyLPeil@gmail.com

Education

Florida Institute of Technology, Melbourne, Florida (APA Accredited)
Doctorate of Clinical Psychology: September 2006
Master's of Science in Psychology: March 2005

Colorado State University; Fort Collins, Colorado
Bachelors of Science - Major in Psychology: December 1998

Academic Teaching Experience

Colorado Mesa University (formerly Mesa State College)
Instructor in Psychology – teaching load of 12 credit hours
August 2011 – current

- Human Growth and Development -Psyc 233 (two sections concurrent)
- Drugs and Human Behavior –Psyc 410
- Sensation and Perception – Psyc 422
- Health Psychology – Psyc 300
- Forensic Psychology – Psyc 425

Spring 2012

- Environmental Psychology - Psyc 325

Lecturer in Psychology – teaching load of 9 credit hours
Feb 2011 – May 2011

- Sensation and Perception -Psyc 422
- Drugs and Human Behavior -Psyc 410
- Forensic Psychology -Psyc 425

Florida Institute of Technology

Teaching Assistant - Facilitated practice sessions, in class support, assisted in lab demonstrations, and training of the administration and scoring of assessments.
August 2004 – December 2004

- Neuropsychological Assessment

Other Teaching Experience

Colorado Mesa University- Psychology Club – Presentation to undergraduate psychology students

- *Drugs: a brief history, a very short legal lesson, and why people act like that*

Colorado West Regional Mental Health - Didactics – Presentation to Pre-doctoral Internship Students

- *Diversity.* 2008, 2009
- *Brain Injury.* 2008, 2009
- *Program Evaluation.* 2008, 2009

Denver Health Medical Center - Presentation to medical students, medical residents, and staff physicians.

- *Behavioral Health Assessment Instruments.* 2006
- *Psychology in Pain Management.* 2005

Supervision of Graduate Level Extern and Post Doctoral Interns

Denver Health Medical Center Psychiatric Inpatient Unit - 2006

Colorado West Regional Mental Health Center – 2008 - 2009

Psychometrist Trainer

East Central Florida Memory Disorder Clinic –January 2004 – May 2005

Trained doctoral students entering the clinic on the screening process, and assisted in orientation to clinic policy and procedure, assessed for competencies on screening tools, protocol, and basic data interpretation.

Caregiver Educator

East Central Florida Memory Clinic, Melbourne, Florida – April 2004, August 2004

Co-facilitated two six-hour Caregiver Education classes, presented to medical personnel and caregivers of Alzheimer's Disease and patients with dementing illnesses for CE credits.

Post Doctoral Work Experience

Colorado West Regional Mental Health Center, Inc.

May 2007 – December 2009

Community Mental Health Center providing quality mental health and substance abuse treatment for 10 counties in Western Colorado

- Program Director – Adult Outpatient Clinical Programs –Urban Region
- Clinician - Adult Outpatient
- Emergency Services Clinician –Urban Region

Supervised Clinical Experience

APA Accredited Pre-doctoral Internship - Denver Health Medical Center

August 2005 - August 2006

Director of Training: Chris Sheldon, Ph.D.

General Hospital providing inpatient and outpatient mental health services to diverse populations

- Primary Care Psychology

- Neuropsychology
- Psychiatric Emergency Department
- Adult Inpatient Psychiatric Unit
- Child/Adolescent Outpatient Behavioral Health

Other Leadership Experience

Co-Advisor Colorado Mesa University Psychology Club Fall 2012 – Spring 2014

Grand Valley Leadership Academy – Multidisciplinary seminars on topics related to community leadership. Attended monthly October 2008 - June 2009

Graduate Student Senator

School of Psychology – Florida Institute of Technology – September 2002 - May 2005

L.E.A.R.N. (Leaders Educating About Rape and Non-Violence) Task Force

Ocala, Florida - May 1999 – October 2001

Professional Organizations and Committees

Department Cohesion Initiative for the Social and Behavioral Sciences Department at Colorado Mesa University

August 2011 - current

Diversity Committee of Florida Institute of Technology, School of Psychology
Spring 2003 – Summer 2005

American Psychological Association

January 2003 – 2007 (Student Affiliate) 2011- current (member)

Florida Psychological Association –Student Affiliate

February 2004 – 2005

References

Available on Request

Appendix 2

MFAT Scores & Percentiles

Appendix 2: MFAT Total and Subscale Scores and Percentiles

Term	Overall Mean	%tile	1 Score	1 %tile	2 Score	2 %tile	3 Score	3 %tile	4 Score	4 %tile
F10	158	54 th	58	57 th	55	46 th	60	57 th	56	52 nd
S11	158	54 th	57	57 th	56	55 th	61	57 th	57	52 nd
F11	159	57 th	62	65 th	51	37 th	63	66 th	58	52 nd
s12	158	54 th	55	50 th	52	37 th	63	66 th	57	52 nd
F12	149	34 th	46	27 th	48	28 th	48	31 st	53	45 th
S13	156	51 st	54	50 th	52	37 th	60	57 th	55	45 th
F13	160	59 th	57	57 th	62	64 th	61	57 th	58	52 nd
S14	157	52 nd	55	50 th	52	37 th	63	66 th	57	52 nd
Average	157	52 nd	55	50 th	53	46 th	60	57 th	56	52 nd

Subscale 1: Learning, Cognition & Memory

Subscale 2: Perception, Sensation & Physiology

Subscale 3: Clinical, Abnormal & Personality

Subscale 4: Developmental & Social

Appendix 3

Psychology Assessment Outcomes

Appendix 3: Psychology Assessment Outcome

COLORADO MESA UNIVERSITY

Program Outcome and Assessment Plan Template

Program Name: Psychology & Counseling Psychology

Date: March 8, 2013

Program Outcomes	Courses/Educational Strategies Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)	Assessment Method(s)	Time of Data Collection/ Person Responsible	Desired Level of Accomplishment/ Benchmark	Results of Assessment	Actions Taken
Outcome #1 Graduates be able to assess historical trends in psychology (specialized knowledge)	PSYC 414 (D)	What: List key failures & Successes assignment How: (Discussion Work-sheet)	Who: Jessica Herrick When: Spring 2013	90% able to list key failures and successes for each major school of thought At least 70% able to explain depth of understanding about schools of thought	Results: 100% of the students in class were able to list a key failure and success of each of the major schools of thought in psychology we discussed during the semester. 75% of the students went into the degree of depth with their answers that would suggest a thorough understanding of each school of thought. Key Findings: Conclusions: Students in the History of Psychology class develop a sufficient understanding of the major developments in the field of psychology.	Action: Re-evaluation Date:
Outcome #2 Graduates will apply basic research	PSYC 216 L (B)	What: Final Manuscript How: Scoring Rubric for	Who: N. Jones	90% of students will score in the developing range	Results: Key Findings:	Action: Re-evaluation Date:

methodology in psychology, including research design, data analysis and interpretation (applied learning)	PSYC 401 (D)	<p>methodology content</p> <p>Range of performance: Beginning, Developing, Accomplished, Exemplary</p> <p>What: Social Reinforcement Observation Assignment</p> <p>How: Scoring Rubric for qualitative methodology content</p>	<p>When: Fall 2014/spring 2015</p> <p>Who: J. Jones</p> <p>When: Spring 2014</p>	<p>of accomplishment.</p> <p>PSYC 401: 90% of students will score in the accomplished range or better</p>	<p>Conclusions:</p> <p>PSYC 401:</p> <p>Results: 21(95.3%) out of 22 students scored in the accomplished range or higher for qualitative data collection and interpretation.</p> <p>Key Findings: 61.9 % scored exemplary, 33.4% accomplished, while one student was in the developing (4.7%) category.</p> <p>Conclusions: The vast majority of students showed a high level of understanding how to collect and analyze qualitative research data.</p>	
	SOCI 497 (A)	<p>Range of performance: Beginning, Developing, Accomplished, Exemplary</p> <p>What: Final Presentation</p> <p>How: Scoring rubric for methodology content</p>	<p>Who: All relevant faculty</p> <p>When: Spring 2014</p>	<p>SOCI 497:</p> <p>100% of these students should score in the Exemplary range.</p>	<p>SOCI 497</p> <p>Results:</p> <p><u>Becker (2 students) Exemplary</u> – students in charge of majority of research design, data analysis and interpretation. Final presentations and paper, in the exemplary range of scoring.</p> <p>SOCI 497</p> <p>Results:</p> <p><u>Parry (2 students) Exemplary</u>—students conducted research project starting with a literature review, recruiting participants, and ending with data analysis and conclusions. Final presentation scored exemplary.</p>	

Outcome #3 Graduates will be communicate clearly in written and oral presentations in standard American Psychological Association format (Broad Integrative Knowledge and Applied Learning)	PSYC 201 (B)	What: Career paper assignment How: Scoring on Discipline writing rubric (Range of performance: Beginning, Developing, Accomplished , Exemplary)	Who: Karen Ford When: Spring 2013	PSYC 201 – 90% of students will score in the developing range or better	PSYC 201 Results: 8% of students performed in the Beginning range, 44% in the Developing range, 37.5% in the Accomplished range, and 10.5% in the Exemplary range. Key Findings: 92% of students met the benchmark of scoring in the developing range or better. Conclusions: While the benchmark was met, students who are not yet in the developing range at this stage of PSYC 201 are of concern.	Action: Re-evaluation Date:
	PSYC 400 (D)			PSYC 400 - 90% of students will score in the accomplished range or better	PSYC 400 Results: 10% of students performed in the Accomplished range, 90% performed in the Exemplary range. Key Findings: 100% of students met benchmark Conclusions: Meeting goals for clear writing in applied learning assignments.	
	PSYC 435 (A) (Advanced Social Psyc)	What: Assessment Review Paper How: Scoring on Discipline writing rubric	Who: Susan Becker When: Fall 2013	PSYC 425- 100% of students will score in the accomplished range or better	PSYC 435 Results: 20% of students performed in the Accomplished range and 80% performed in the Exemplary range. Key Findings: 100% of students met the benchmark. Conclusions: Students have successfully developed writing skills in APA format.	

		<p>What: Applied lit review/research paper</p> <p>How: Scoring on Discipline writing rubric</p>	<p>Who: Brian Parry</p> <p>When: Spring 2014</p>			
<p>Outcome #4</p> <p>Graduates will apply statistical concepts to decision making and problem solving in areas of psychological application (quantitative fluency)</p>	<p>PSYC 216 (B)</p> <p>PSYC 400 (A)</p>	<p>What: Drawing accurate conclusions from statistical results.</p> <p>How: Exam question asking students what conclusions can be drawn from the methodology used and statistical results.</p> <p>What: (PSYC 400) Evaluating the worthiness of a measure using statistical criteria for reliability and validity, including</p>	<p>Who: N. Jones</p> <p>When: Spring 2014</p> <p>Who: Susan Becker</p> <p>When: Fall Semester, 2013</p>	<p>80% obtain 70% or better score</p> <p>80% obtain 80% or better score (8/10)</p>	<p>PSYC 216</p> <p>Results: 12.5% (5) of students scored perfectly on the two exam questions, 27.5% (11) scored an 87.5%, 25% (10) scored a 75%, <1 % (3) scored a 62.5%, 15% (6) scored a 50%, <1% (1) scored a 37.5%, <1% (3) scored a 12.5%, and one student scored a 0.</p> <p>Key Findings: 65% of students met the benchmark</p> <p>Conclusions: Students need more instruction, practice and feedback on drawing conclusions from methodology and statistical results in research studies.</p> <p>PSYC 400</p> <p>Results: 59.5% of students scored perfectly on the two exam questions, 28% scored 9/10 and 12.5% scored 8/10.</p> <p>Key Findings: 100% of students met the benchmark.</p> <p>Conclusions: Students receive sufficient instruction and practice with feedback on this quantitative and applied decision making task in this course.</p>	<p>Action:</p> <p>Re-evaluation Date:</p>

	PSYP 424 (A)	<p>Final section of Group TX lit review – apply conclusions to treatment plan</p> <p>How: same measure. Psychology majors only</p>	<p>Who: Becker</p> <p>When: Fall 2014</p>	80% will score in the accomplished range or better		
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Degree Program:	Psychology
College:	Colorado Mesa University
External Reviewer:	Dr. Eric Amsel
Review Date:	February 27, 2015
Report Date:	March 13, 2015/ Updated March 27, 2015

Executive Summary

The Psychology program faculty produced a strong self-study (see review element 1) which documents its many strengths. It is a program with goals that are aligned with the mission and core values of the institution (see review elements 2 and 3). It has a coherent curriculum which compares quite favorably to benchmarks of *effective* (see review elements 4 and 5). The program is a highly productive unit of the institution (see review element 6) with a teaching/learning environment (i.e., the program climate or culture) that is positive and appears to be effective (see review element 7). The talented faculty members (see review element 8) engage in scholarship at levels that seem appropriate for the institution and service and advising (specifically individualized supervision of students) which are above expectations (see review element 9). The program makes good use of the facilities available (see review elements 10-14) and is considered an institutional model of effective team assessment and continuous improvement (see review elements 15-16). Although the articulation of strengths and challenges is thoughtful (see review elements 17), it is recommended the program faculty members work together to develop a program mission and vision statement. Such statements would be a basis for a broad strategic planning process which would focus on a) better articulating program goals, b) critically evaluating the curriculum, c) more effectively allocating faculty/financial resources, d) sensibly managing growth, e) assessing faculty work-loads and f) strategically justifying requests for new resources.

Review Element 1: The program's self-study is a realistic and accurate appraisal of the program.

The Psychology program faculty produced a detailed, thorough, and thoughtful self-study which presents a description of a program which has undergone a number changes. Since the last review 6 years ago, there have been new faculty members hired, substantial revision of the curriculum, and an increase in majors and graduates. Any one of these changes would be enough to challenge any program, but together the changes seem overwhelming. The self-study provides a clear and realistic account of the changes that the department has already undergone and addresses challenges it continues to deal with because of those changes.

I am pleased to report that the self-study account of a program effectively coping with the changes it is facing was confirmed by my visit and discussions with the faculty, students, administration, and support staff. In many ways the report is designed to help the program marshal its talents and resources to manage and direct these changes. That is, I see myself as not just evaluating the program but helping the faculty and administration to consider the strengths, weaknesses, opportunities, and threats (SWOT) that the program is facing going forward.

The self-study makes clear that the department lost a number of faculty members to retirement and resignation. Program searches have successfully replaced old or added new (temporary) job lines. The majority of the program's 7.8 FTEs are junior faculty (Drs. J. Jones, K. Jones, Weber, and Peil) or recently tenured (Dr. Parry), leaving a minority who are more senior (Drs. Ford, Herrick, and Becker). The self-study realistically recognizes the challenges facing the program in funding the new faculty for research and professional travel to ensure their success in the tenure process. In my interviews with them, the junior faculty members seemed

pleased with opportunities for their next steps to success and are eager to take on more of the program administration.

The self-study also documents a number of curricular changes since the last review, largely at the urging of the outside reviewer who recommended “significant changes to courses, sequencing of courses, and the undergraduate research experiences.”¹ These recommendations were based on resource documents from the American Psychological Association (APA) for structuring the undergraduate curriculum. But these documents are always careful to note that one size does not fit all when it comes to curriculum and their recommendations should be treated as aspirational.² I have understood that caution to mean that APA undergraduate curricular recommendations must be considered in light of the cultural, institutional, financial, and social context of the program. The self-study details the thoughtful ways in which the department faculty considered and acted upon the reviewer’s suggestions (pp. 3-4) in light of the context of the program, and how they continue to work collaboratively to improve the curriculum.

Finally, the self-study describes the ways in which the program grew in the past 6 years, including in student FTEs, majors, graduates, classes, and in the number of students engaging in and presenting research. As will be discussed more thoroughly in element 6, the change seems to reflect the increases associated with the institution itself and not uniquely the program or the

¹ Abramson, C. (2008). *Undergraduate curriculum review, Mesa State College Dept. of Psychology*. Retrieved from http://www.coloradomesa.edu/assessment/documents/Program%20Review_Psychology_AY0809.pdf, p. 155

² See American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major: Version 2.0*. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx> p. 4

department. The self-study documents that growth has been well managed by the program faculty and the department chair, although future growth may be in question.

Review Element 2: The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.

Although the program is without a mission statement *per se*, the program seems well aligned with the mission and core values of the university. The institution's mission³ highlights exceptional teaching and a dynamic learning environment which creates opportunities for student growth and encourages diversity, critical thinking, and social responsibility. This mission seems to be completely embraced by the program as reflected by the goals of the curriculum (pp. 6-7). The values of the university² are also embraced by the program: It provides a high-quality student-focused education in a range of classes to enable choice which they have tried to keep reasonably sized to create the rich learning environment, which includes applied learning. Notably, the program faculty members try hard to give students opportunities to engage in high-quality and authentic applied learning experiences through practicum and undergraduate research, each of which is identified as a hallmark of the program. However, this institutional value is being carried, at least in the case of undergraduate research, above and beyond the faculty's regular teaching loads.⁴ Although the practicum is considered in-load teaching, the faculty can hardly keep up with the demand for it.

Although satisfying this review element, I recommended that the faculty work on program mission and vision statements. A mission statement is being proposed to assure both

³ See <http://www.coloradomesa.edu/about/values.html>

⁴ Dr. Herrick clarified teaching loads for research and practicum in an email exchange on February 24, 2015

an explicitly shared narrative among faculty about the core purpose of the program and as strong alignment between the program and the institutional mission. A vision statement is being proposed to begin a discussion among faculty about the aspirations of the program in light of all the changes discussed above. The articulation of a shared vision will help the faculty manage the direction of changes in the program's faculty, curriculum, and growth.

Review Element 3: The program's goals are being met.

The program goals as represented by student learning outcomes (SLOs) are well articulated and aligned to disciplinary (see p. 24 footnote 1) and institutional SLOs (see p. 6). The focus on specialized knowledge, applied learning, broad integrative knowledge, and quantitative fluency seem to be cornerstones of a strong undergraduate curriculum. The department has carefully and precisely defined these outcomes in easily measurable terms. For example, specialized knowledge is defined as *critically analyze historical trends in psychology* and applied learning is defined as *compare basic research methodology in psychology, including research design, data analysis and interpretation*.

Although satisfying this review element, it is recommended that the faculty further discuss the program goals, specifically the embodiment of those goals in the SLOs. The recommendation is based on better articulating program goals (and the SLOs they represent) so that they align better to both the new shared mission and vision statements (review element 2) and the new national recommendations for student learning outcomes in undergraduate psychology. With regard to the new shared vision and mission statements, faculty discussions leading to those statements may touch on shared but presently national discussions suggesting

that graduating psychology students should demonstrate *psychological literacy*,⁵ which seems to go beyond a specific set of abilities identified in the program SLOs. Bringing up the concept of psychological literacy is not meant to challenge the present program goals and SLOs, but rather serves as a springboard for program faculty members' discussions about the attributes of CMU graduating seniors. This discussion may help in identifying a set of curricular goals that better reflect the values of the program faculty than the goals implicit in the present SLOs.

It is also recommended that the program goals be further discussed by the program faculty in light of new APA standards⁶ which highlight SLOs of knowledge, ethical and social responsibility, professional development, and scientific inquiry/critical thinking. At first blush there seem to be many points of overlap between APA and program SLOs, but a discussion of how best to align the APA standards and program SLOs should take place among the program faculty members.

Review Element 4: The curriculum is appropriate to the breadth, depth, and level of the discipline.

⁵ See the following papers:

Amsel, E., Allen, L., Bauer, R. (2014, August). *Psychological literacy: Its nature, acquisition, and application*.

Presentation at the 6th International Conference on Psychology Education (ICOPE), Flagstaff, AZ.

Boneau, C.A. (1990). Psychological literacy: A first approximation. *American Psychologist*, 45, 891-900.

Cranney, J., & Dunn, D. (Eds.) (2011). *The psychologically literate citizen: foundations and global perspectives*. New York: Oxford University Press.

McGovern, T. V., Corey, L. A., Cranney, J., Dixon, Jr., W. E., Holmes, J. D., Kuebli, J. E., Ritchey, K., Smith, R. A., & Walker, S. (2010). Psychologically literate citizens. In D. Halpern (Ed.). *Undergraduate education in psychology: Blueprint for the discipline's future* (pp. 9-27). Washington, D.C.: American Psychological Association.

⁶ American Psychological Association. (2013). *APA guidelines for the undergraduate psychology major: Version 2.0*. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>

For this and the next element, let me begin by noting that the curriculum compares quite favorably to benchmarks of *effectiveness*⁷ which represent a curriculum that makes an “adequate, appropriate, and positive contribution to student learning.” This reflects the hard work of the program faculty in addressing a number of curricular challenges identified in the earlier review, including the variety, sequencing, and research focus of courses, among other issues. A review of the curriculum against the benchmarking standards reveals that the curriculum 6 years ago may have been deemed only as marginally adequate with the label of *developing*.

Although again satisfying this review element, I recommended that the faculty engage in a critical review of the curriculum. This recommendation is based on the potential need to align the curriculum to new program goals (review element 3) and to become benchmarked as *distinguished*. New program goals (and SLOs) which are aligned to a shared mission and vision of the program may motivate a critical reflection on the adequacy of the curriculum in fulfilling those goals. A curriculum is a mirror reflecting many forces, including history, faculty interests, and local resources among others. Often hiring is done to fill curricular needs without reflection on the adequacy or effectiveness of the curriculum itself. To their credit, the program faculty members have a track record of critically reviewing the curriculum, so it does not seem like a big step for them to evaluate the alignment of the curriculum to newly created mission, vision, and goals.

Although improved alignment is one goal for the curriculum discussion I am proposing, another is to promote the program faculty to aspire to have a curriculum benchmarked as *distinguished*. A distinguished curriculum makes an exceptional contribution to how well

⁷ Dunn, D. S., McCarthy, M. A., Baker, S., Halonen, J. S., & Hill IV, G. W. (2007). Quality benchmarks in undergraduate psychology programs. *American Psychologist*, 62(7), 650-670. (see Table 1)

students learn about the science of psychology. Key features of a distinguished curriculum (see footnote 7) which I believe are within grasp of the program includes courses that expose all students to a) core disciplinary ethical and scientific foundations, b) the breadth of perspectives in the field, c) diversity, and d) practical applications in the form of service learning that are sequentially organized and which students grasp as promoting integration.

Review Element 5: The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.

The curriculum does follow the best practices and adheres to professional standards, but as noted by the previous reviewer, the concentration in *Counseling Psychology* is a unique feature of the program. The reviewer saw this feature as a positive for the program, “whose graduates directly impact the mental health of the community served by Mesa State College.”⁸ I agree, but this unique feature of the program comes at a price, which is worthy of a department-wide discussion.

In my experience few other psychology department or programs the size of CMU have such a concentration and those who do are substantially larger than CMU. For example, Boston College (with 25 full time faculty members, although with approximately the same number of undergraduates as CMU) has such an emphasis.⁹ Lacking the faculty resources of the larger program, the counseling emphasis at CMU is difficult to sustain, especially as the demand for it

⁸ Abramson, C. (2008). *Undergraduate curriculum review, Mesa State College Dept. of Psychology*. Retrieved from http://www.coloradomesa.edu/assessment/documents/Program%20Review_Psychology_AY0809.pdf, p. 158

⁹ See http://www.bc.edu/offices/stserv/academic/univcat/undergrad_catalog/arts_and_sciences/cas_psych.html

grows. There are a number of issues around the counseling emphasis in the CMU psychology program that I think need to be addressed by the program faculty:

- Should only those students in the counseling program have access to the highly desirable practicum which may lead to front-line helping professions jobs?¹⁰
- Is it the best use of program resources to require a sequence of 5 counseling courses¹¹ for the counseling program?
- Is the counseling emphasis truly distinct from the general psychology program--needing distinct sets of SLOs--or would one set of SLOs suffice?
- Is there a message being sent to students that a clinical career requires a counseling emphasis, when in fact undergraduate research (not required in the counseling emphasis) may be the single most important factor for students' acceptance to a graduate program?¹²

I adopt no particular position on these issues. On the one hand, I would readily understand if the program faculty decided that the net value of the emphasis is justified relative to the mission, vision, goals, and curriculum of the program. On the other hand, I would equally understand if the program faculty would prefer to offer a single emphasis major in which practicum and undergraduate research are seen as equivalent forms of authentic experiences for senior

¹⁰ One General Psychology student I talked to would have loved to be in the counseling emphasis to take advantage of the practicum, but could not because the prerequisite counseling courses were given at times she could not attend.

¹¹ PSYP 320 (Career Development, 3 credits), PSYP 420 (Counseling Processes & Tech., 3 credits), PSYP 422 Psychological Interviewing, 3 credits), PSYP 424 (Group Processes, 3 credits), and PSYP 497 (Practicum, 4 credits) are all required for the counseling emphasis in psychology.

¹² The two counseling emphasis students I talked to did believe that two emphases were different and that students in the counseling emphasis are more motivated and professionally-oriented. The students particularly enjoyed the required counselling courses and the practicum. They were also savvy enough who understand that they also need undergraduate research to be competitive for graduate school.

psychology students, with other counseling courses being treated as electives. **So again, although satisfying the review element, it is recommended that a discussion be initiated (as part of the broader discussion of the curriculum) to reflect on and justify the resource allocation demanded by the dual program emphases.**

Review Element 6: Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.

The psychology program at CMU is a very productive unit at the institution, with the most recent data from CMU IR (2013-2014) demonstrating that psychology is 3%¹³ of the full-time faculty at the institution but teach 5% of the student majors¹⁴ and produce 6% of bachelor's degrees awarded.¹⁵ This is not so unusual, as most psychology programs or departments are cash cows of institutions of higher education, enrolling many students as majors or minors, performing service teaching, and costing very little, relative to other departments. Moreover, the ratio of majors has remained fairly stable over the past several years, suggesting that its documented growth (see review element 1) is a product of the university growth.

Within the department, psychology represented 27% of full-time faculty (8/30), 28% of the majors (406/1473), and 27% of SBS degrees (52/192) in 2013-14.¹⁶ The psychology

¹³ 8 full-time Psychology faculty out of 250 in the institution
(<http://www.coloradomesa.edu/ir/documents/CDS2013-2014.pdf>)

¹⁴ 313 psychology majors out of 6389
(http://www.coloradomesa.edu/ir/documents/EnrollmentsbyDegrees_Fall10-14.pdf)

¹⁵ 54 graduating psychology majors out of 834 students graduating with a bachelor degree
(http://www.coloradomesa.edu/ir/documents/Degrees_FY10-14.pdf)

¹⁶ Data from Heather McKim in an email response to Jessica Herrick, February 26, 2015.

program's productivity in the department is above average; some other programs (e.g., CJ) have substantially more majors and graduates relative to their faculty numbers but most other programs are less productive.

These data affirm that psychology is a popular degree with demand/enrollment at expected levels. **Although satisfying this review element, the psychology program may want to begin a strategic planning to process to look at growing the program.** I appreciate that the department faculty members are presently doing everything they can to manage the size of the program. So the suggestion that the program seek ways to grow may seem odd. But the suggestion reflects a potential consequence of the critical curriculum review process (review element 5) and may be necessary for the program to retain its status as highly productive. The critical curriculum review (see review elements 4 and 5) is designed to assess the allocation of resources to the curriculum and may result in a leaner program (perhaps with fewer requirements and emphases) which can then allocate more resources to increasing student FTEs, majors and graduates rather than to servicing the students it has now. Moreover, as noted above, the growth in the program documented in the self-study (see review element 1) likely reflects overall growth in the institution over the past 6 years rather than being program-specific. However, institutional growth is slowing and perhaps reversing¹⁷ with such trends potentially affecting the department's status as highly productive and representing a potential threat to program success.

The decision to grow the program should be made as an outcome of a strategic planning process which would highlight potential growth strategies as reasonable steps that would achieve

¹⁷ Noted by Provost Carol Futhey, February 27, 2015.

program mission, vision and goals. Below are suggested ways to grow the program, some of which were discussed in various meetings:

- Create a single-emphasis program that will provide additional faculty resources to offer more sections of required classes which would boost student FTEs.
- Add a graduate program which may increase majors when students realize that a psychology career is possible without having to leave the immediate area.
- Establish an Associate's degree in psychology (as distinct from social sciences) to prepare students for some front-line helping profession jobs.
- Partner with other programs in the department or other departments in the university in creating new interdisciplinary minors (e.g., Human Services, Forensic Psychology), which may increase student FTE and potentially the number of majors or minors through greater exposure of psychology courses to more students.
- Expand the number of service courses the program is teaching for students in other programs, thereby again increasing student FTEs and again the potential number of majors or minors through greater exposure of psychology courses.

Review Element 7: The program's teaching/learning environment fosters success of the program's students.

Discussions with faculty and students made clear that the environment (i.e., the program climate or culture) is positive and can be benchmarked as *effective* and in many places as *distinguished*.¹⁸ The assessment of program climate measures, among other things, the program's level of ethical practices, collegiality, leadership, relations with the broader institutional and

local communities, and respect for differences. The relations between these measures and student success are likely indirect but very significant. A poor program climate shifts focus from students and their educational success to petty politics, undermining student outcomes. As an index of the positive program climate, I understand that the self-study was truly a collaborative effort reflecting a consensus of the program faculty¹⁹ about the history, strengths, and challenges of the department. This is not my experience of how these documents are typically written. The collaboration among and shared program understanding of the faculty that resulted in the self-study gives me confidence that they are prepared to seriously and successfully engage in the recommended discussions about mission, vision, goals, curriculum, and strategic planning.

Again the program satisfies this review element, but there remain some aspects of the climate which could be made stronger. A distinguished benchmark in climate involves a program engaging in leadership planning, becoming purposely heterogeneous, and treating conflicts as opportunities. The many recommendations in the report for department discussions and decision-making will require all these characteristics for the program to successfully manage and direct the forms of change with which it is presently dealing.

Review Element 8: Program faculty members are appropriately credentialed.

The program is full of talented faculty²⁰ with a good mix of very engaged senior faculty and energetic junior faculty. All have terminal degrees appropriate to the discipline (doctorates) from excellent universities. **The program satisfies this review element.**

¹⁹ Bethany Weber who was hired 2014-2015 and was not listed as an author and Jenny Peil is a full time non-tenure-track and likely not contractually obligated to do perform service like writing self-studies.

²⁰ I believed I noticed three faculty members (Drs. Ford, Herrick and Becker) who have been recognized as distinguished faculty in the picture gallery outside the Provost office.

Review Element 9: Program faculty members actively contribute to scholarship, service and advising.

The program satisfies this review element very successfully. Faculty scholarship levels seem appropriate for the institution in form, quantity, and quality. In the tenure and promotion document,²¹ it is acknowledged that scholarship may take a number of different forms, including traditional scholarly products like peer reviewed publications, conference presentations, and grantsmanship, as well as more innovative scholarly products such as those related to the scholarship of teaching and learning (SOTL) and community-based scholarship (reports, etc.). Both traditional and innovative products are seen in the vitae of the faculty. I was particularly impressed with the level of faculty supervision of students' research which was document to increase substantially over the past 6 years.²² I was also impressed with faculty continuing SOTL activities. The innovative workbooks for Introductory Psychology and Life Span involving many of the faculty in collaboration are really interesting, and the fact that sales of them support the program and the department makes the collaboration that much more valuable. It is an idea I am taking back to my department!

Advising a large group major is a burden with 6 faculty members²³ sharing over 300 majors. The burden is particularly heavy for those teaching in the clinical emphasis, as there are only two of them for approximately half the majors. There are probably only a handful of other programs on campus that have a higher advising burden than psychology. The advising burden

²¹ <http://www.coloradomesa.edu/academics/documents/TenureandPromotionDocumentation.pdf>

²² As this work is not considered in-load teaching, I will also treat it as service faculty members do for the program.

²³ This count excludes the department chair/program coordinator Dr. Jessica Herrick and the term contract faculty member, Dr. Jenny Peil

was made much easier by the innovative solution of creating the required Introduction to the Major class, where students are expected to complete their petition/program sheet. It is importantly presented as a “truth in advertising” course, as students come into the major with many misconceptions about the discipline and the career opportunities in it. The course seems effective in orienting students to the rigors and challenges of the discipline and providing them opportunities to learn key skills (APA study, preparatory background in statistics/design, and critical reading and review).

Finally, service seems extraordinarily high among the program faculty. The senior faculty members each have a strong commitment to and have long been involved in all manners of service to the program/department, university, discipline, and community. Notably, they serve as excellent role models for and mentors to the junior faculty members who have also engaged in numerous different forms of service. Senior and junior faculty alike pitch in to supervise increasingly more student research as the program has grown, suggesting that it is not just their own scholarly work they are performing, but an import element of service to the program to ensure that as many students as possible have authentic applied learning experiences. The self-study acknowledges Drs. Jacob and Nikki Jones’ service for launching the new student clubs including *NAMI on Campus* and the *Sexual Assault Prevention Club*, which provide students with community service opportunities in professionally relevant ways for students. These clubs add to the *Psychology Club*, advised by Dr. Susan Becker, a student organization which also provides students with professionally authentic service opportunities.

The high level of scholarship, advising, and service of the psychology program faculty raises concerns about sustainability in the long term. It would not be in anyone’s interest if the faculty burn themselves out, and I raise the issue as a threat to the program which I will discuss

more fully in review element 17. **The recommended broad strategic planning proposed (review element 6) should include an assessment for the work-load of faculty members.**

Faculty members deserve in-load teaching credit for the supervision of student research just as they get credit for the supervision of practicum to ensure that such work continues well into the future.

Review Elements 10-13: Campus Facilities (10), Equipment (11), Instructional Technology (12), and Library Resources (13) meet program needs.

I have grouped together the next four program review elements as they address a common set of support issues. Concerns do exist as expressed in the self-study and in interviews that seem to cut across some of these elements. As a whole, the campus facilities, equipment, technology, and library resources available to the department seem to be sufficient. **As a result, I rate these review elements as satisfied.** In meeting with Gillian McKnight-Tutein (AVPAA, Director Distance Education), it became clear that the department has additional resources to offer more online courses (either more different courses or more sections of the courses it now offers) if it chooses. Increasing online courses/sections was identified as a growth opportunity for the program (see review element 7). However, a decision to grow through more online course offerings should be justified within the strategic plan as consistent with the program mission, vision, and goals.

My meeting with Sylvia Rael (Library Director) and Jeff Grossman (Reference Librarian) made clear that the critical department needs for library resources are well handled. As Psychology tends to be a journal- rather than a book-oriented discipline, it was impressive to

learn about the RIPID interlibrary loan system which delivers most requested articles in 12 hours.

It was with Jeremy Brown (IT) that I had the most sustained discussion. The program had requested additional space in Houston Hall for a computer lab exclusively for psychology students to work on research. Although they requested computers, the problem was in limited availability of computers to students and faculty that had the IBM statistics package (which used to be called SPSS). There was also a request for the package to be made available off-campus. Jeremy was clear that the IBM package at CMU is now covered by a campus license so can be placed on more computers. He also explained that a block of licenses remain available for faculty to work from home and/or from a personal computer.

Review Element 14: Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.

As mentioned earlier (see review element 3), the program student learning outcomes (SLOs) are well articulated and structurally aligned to the institutional SLOs of specialized knowledge, applied learning, broad integrative knowledge, and quantitative fluency that seem to be cornerstones of a strong undergraduate curriculum. The program has carefully and precisely defined these outcomes in easily measurable terms which were aligned to disciplinary outcomes. **Although satisfying this review element, it is recommended that the faculty further discuss and perhaps refine the SLOs.** This recommendation is based on better articulating program SLOs to both shared mission and vision statements (element 2) and the new national recommendations for student learning outcomes in undergraduate psychology. The department used 2002 SLOs but the most recent report highlights 5, not 10, SLOs including knowledge,

ethical and social responsibility, professional development, and scientific inquiry/critical thinking. At first blush there seem to be many points of overlap between the newer APA and program SLOs. But a discussion of how best to align the APA standards and program SLOs should take place among the program faculty members.

Review Elements 15-16: Program faculty members are involved in on-going assessment efforts and analyze student learning outcome data and program effectiveness to foster continuous improvement.

These two elements were combined as they tap the same critical group process of assessment. **In poring over the self-study account of assessment (pp. 23-28) and reviewing discussions with the faculty and administrators, it seems that these program elements are well satisfied!** All faculty members seem to have been involved in all aspects of the assessment process, from curriculum mapping to specific class assessments of particular SLOs and then reviewing all the data (including the ETS Major Field Test and alumni surveys) to refine the curriculum. Moreover, examples abound of how program curriculum decisions were data driven:

- The renewed emphasis on undergraduate research came from concerns expressed in alumni surveys and comments from the outside reviewer
- The decision to make *Memory and Cognition* a core requirement for the major was based on poor MFT test performance.
- The below-threshold finding in 2014 on the SLO *application of statistical concepts* is a topic of faculty discussion about improvements in the class.

Overall, the program assessment process is exceptionally well executed and many aspects are benchmarked as *distinguished*.²⁴ This benchmark highlights the program's commitment to a planned, collaborative, multi-method assessment process which is used for continuous self-improvement and program promotion.

Review Element 17: The program's articulation of its strengths and challenges is accurate/appropriate and integral to its future planning.

Finally, the articulation of strengths and challenges of the program in the self-study is thoughtful. The strengths (pp. 29-30) highlight the program's responsiveness to students' needs and commitment to their success by emphasizing the growth in undergraduate research, the involvement of new faculty in the expansion students clubs, and more students' next step success in graduate school. The challenges (pp. 30-31) address managing the growth of majors and the needs of new faculty (and their students) for travel and research funding. The program also recognizes the requirements of the new APA SLOs that may have to be accommodated by the program (p. 31) which was addressed in review elements 3 and 13.

In the context of articulating their strengths and weaknesses, the program articulated a number of needs, notably for a new faculty line and more resources for the growing program and new faculty. Although well deserved, these resources may be more strongly justified if the new position were to be tied to the strategic planning process which aligns the resource requests to the program's mission, vision, goals and curriculum. **It is recommended that the broad strategic planning process should additionally be used to justify resource requests.**

²⁴ Dunn, D. S., McCarthy, M. A., Baker, S., Halonen, J. S., & Hill IV, G. W. (2007). Quality benchmarks in undergraduate psychology programs. *American Psychologist*, 62(7), 650-670. (see Table 2)

Finally, by way of summary, I provide a prioritized list of recommendations for the program based on its strengths and weaknesses (see Table 1).

1. The program faculty members should develop a program mission and vision statement.

The program faculty members are a talented and committed group who seem to work well together. However, there is no mission and vision statement, creating difficulties in making decisions on the basis of an explicit and widely-accepted narrative about the program's core principles.

2. The program faculty should engage in a broad strategic planning process which would focus on:

a) Better articulating program goals

Department student learning outcomes are effective and well-articulated but may not do justice to the broader goals of faculty have for their graduates. In light of shared mission and vision statements, the department may decide on a broader set of goals for their graduates as part of a strategic planning process which will set the agenda for subsequent decision-making.

b) Critically evaluating the curriculum

The curriculum was benchmarked as effective according to widely accepted disciplinary standards, but there may be a need to align the curriculum to new program goals and specific SLOs and to an aspirational standard of "distinguished."

c) More effectively allocating faculty/financial resources

The counseling emphasis is an asset of the department, one which gives it a unique identity in the department, university, and discipline. But it is a feature which requires a good deal of resources from a resource-thin program. A critical eye should be focused on the costs and benefits of the dual emphasis structure to justify their resource allocations in light of articulated mission, vision, and goal statements.

d) Sensibly managing growth

Student enrollments and graduates have been rising over the past several years largely as part of the broader increases at the institution. But that trend is slowing and may be reversing, creating a threat to the department as a highly productive one. If the curriculum is trimmed and faculty/financial resources loosened up, the program can begin to look for new ways to increase enrollments and graduates.

e) Assessing faculty work-loads

The faculty members are an impressive group whose work-load is high. However, discussion is needed to ensure that faculty work-load is sustainable (so that present students are not robbing future ones of the talents of the faculty) and that valued activities are being fully supported (e.g., course reductions for research and for practicum).

f) Strategically justifying requests for new resources

The program has made some well-articulated requests for new resources. A strategic plan will provide a stronger justification for such requests by aligning them to the program's mission, vision, goals and curriculum.

Executive Summary of External Reviewer's Evaluation of the Psychology Program

Program Review Element	Check the appropriate selection				Recommendations
	Agree	Not Agree	Unable to Evaluate	Not Applicable	
The program's self-study is a realistic and accurate appraisal of the program.	X				
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	X				There is no explicit mission or vision statement which is recommended
The program's goals are being met.	X				Goals and SLOs should be review given new mission and vision statements.
The curriculum is appropriate to the breadth, depth, and level of the discipline.	X				The curriculum should be aligned to new mission, vision, and goal statements.
The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.	X				Although current, faculty members should reflect on and justify the resource allocation of the dual program emphases.
Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.	X				New areas of growth in student FTEs, majors, and graduates could be discussed as part of a strategic planning process.
The program's teaching-learning environment fosters success of the program's students.	X				Although the environment is positive, there remain some aspects which could be made stronger.
Program faculty members are appropriately credentialed.	X				
Program faculty members actively contribute to scholarship, service and advising.	X				Discussion should address high faculty work-loads and ensure that valued activities are fully support.
Campus facilities meet the program's needs.	X				
Equipment meets the program's needs.	X				
Instructional technology meets the program's needs.	X				
Current library resources meet the program's needs.	X				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.	X				Program SLOs should be reviewed and aligned to new APA ones.
Program faculty members are involved in on-going assessment efforts.	X				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.	X				
The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.	X				Resource requests should be justified in a strategic planning process which aligns them to the program's mission, vision, goals, and curriculum