

I. Cover Sheet/Title Page

Department of Psychology Program Review

December 15, 2005

II. Description of the Review Process

A. Name and Affiliation of the members.

The review team is composed of four members.

Richard Miller, Ph.D.
Professor and Chair, Department of Psychology
University of Nebraska Kearney

Dr. Leslie Jones, Ed.D
Professor and Chair, Department of Psychology
Southern Utah University

Dr. James Bird, Ph.D.
Professor of Child and Family Studies
Weber State University

Dr. Michelle Heward, JD, Ph.D.
Associate Professor of Criminal Justice
Weber State University

B. Brief description of procedure followed.

The Psychology Department will be reviewed by two independent, external reviewers. Each external reviewer has a good deal of experience with and knowledge about undergraduate Psychology programs in regional universities. Each external reviewer serves as the Chair of the Department of Psychology at their respective universities and each has a strong reputation for excellence in undergraduate education. In addition, two well respected members of the Weber State University faculty will serve as internal reviewers of the Psychology Department.

Each reviewer will be provided with a copy of the self-study prior to the spring semester of 2006. In addition, reviewers will be invited to visit the Department of Psychology web site. Any additional requests for information will be invited and accommodated.

The visit is scheduled for the spring semester of 2006. The visit will be composed of interviews with students in the department, faculty members, the Department Chair, and Administrators. The team will be invited to tour faculty facilities inside and outside the department.

The team will generate a report that itemizes the details about the procedures used to evaluate the department. This report will be shared with the Department Faculty and responsible Administrators. The Department Faculty will formally reply to the report by the fall semester of 2006.

III. Program Description

A. Program Mission Statement

The mission of the Department of Psychology is to facilitate students' career aspirations and academic goals by excellence in training in the science of psychology in the context of an undergraduate, Liberal Arts university.

Psychology first appeared in the curriculum of Weber Academy (which later became Weber State University) in 1892, with its role to enhance the skills of prospective school teachers (May, 1988). Psychology became an autonomous department in the 1950s (May, 1988) and quickly grew in size and popularity, constituting 4% of the total SCHs for the entire institution (Self Study, 1986, 1990). Today, the Psychology Department remains an important part of the academic life of Weber State University and the College of Social and Behavioral Sciences.

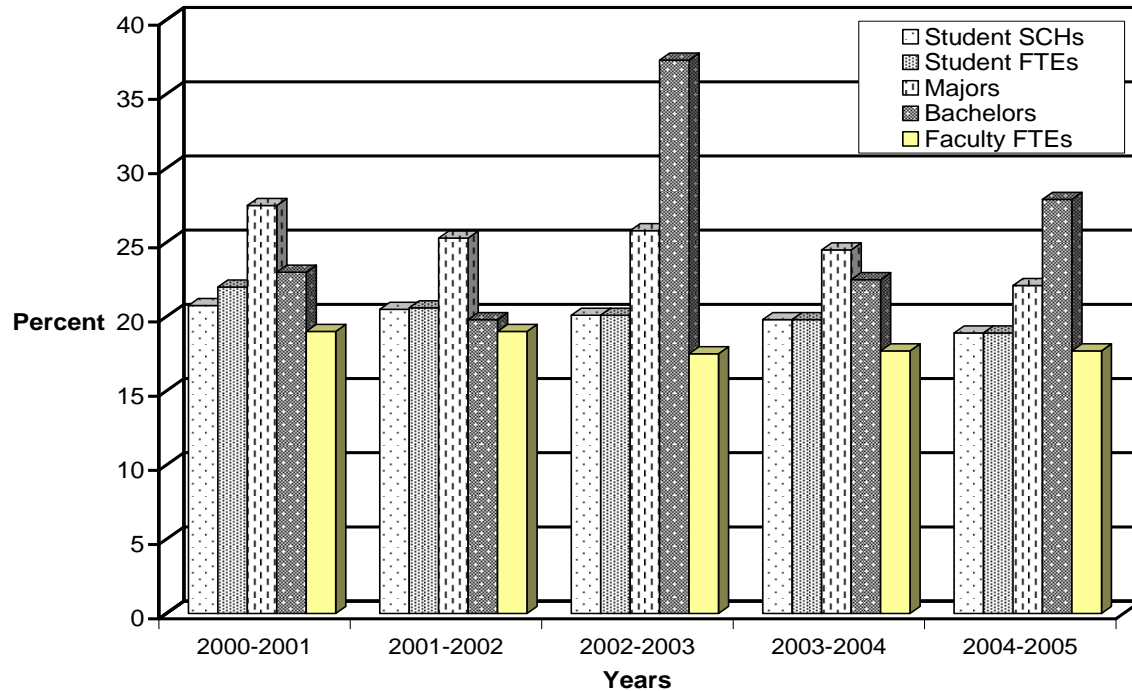
The mission of the Psychology Department is consistent with the department's long tradition of valuing excellence in teaching. The mission statement was most recently reviewed and approved by the department in the spring of 2004. The statement centrally specifies undergraduates generally (not specifically majors) as those served by the Department and excellence in training students as the goal of the program. The word "training" was meant to express an approach to our mission which goes beyond mere classroom teaching to include student engagement in research, supervised practicum, and related activities. In this sense, the department faculty members expect that students acquire not only discipline-specific content knowledge (i.e., definitions, theories, research findings), but also discipline-appropriate ways of thinking (i.e., the scientific attitudes and skills to analyze, interpret, and understand human behavior). Training in discipline-related content and ways of thinking are strongly believed to be effective in promoting students' career aspirations and academic goals, whether or not they continue in the discipline.

B. Enrollment

Over the past five years, enrollment in the Psychology Department as represented by total SCH and FTE rates has shown a general increase in absolute numbers, except for AY 2004-2005 (see Appendix A). Because there are no entrance requirements to major or minor in the Department, the enrollment variability reflects general enrollment patterns in the College and the University. Additionally, some of the variability appears to be related to timing of student graduation in that there was a spike of students graduating in academic year 2004-2005 (when SCH and FTEs dipped). There was a similar spike in graduating students in AY 2002-2003.

The enrollment variability should be seen in light of the department shouldering more than its fair share of the College and University teaching load. As a percentage of College productivity, each measure of student enrollment (SCH, FTE, Majors, and Graduates) is above what would be expected based on the Department's percentage of faculty FTEs (see Figure 1). For example, the department is approximately 17% of the college faculty FTEs, but 24% of the majors and 20% of the SCHs in the college. University-wide, the psychology faculty average about 2.3% of the full-time faculty over the past five years and generate 3.3% of the student SCHs.

Figure 1: Student SCHs, FTEs, Majors, Graduates and Faculty FTEs as a Percentage of the College of Social and Behavioral Sciences.



B. Curriculum

The Department mission, with its dual goals of promoting both discipline-specific content knowledge and discipline-appropriate ways of thinking, has been a foundation for the curriculum. The curriculum is divided into areas reflecting the Basic Requirements (Area 1), Biological Basis of Behavior (Area 2), Cognitive, Affective, and Behavioral Basis of Behavior (Area 3), Abnormal and Therapeutic Basis of Behavior (Area 4), Social and Developmental Basis of Behavior (Area 5), and Support Courses (Area 6).

B.1. Degrees Offered

The Psychology Department prepares students to complete Bachelor degrees (BIS, BA, BS, with or without honors) and a Bachelor degree with a Psychology Teaching Major. Such degree programs require at minimum 36 credit hours, with 10 credit hours from Area 1, 3 credit hours from Area 2, 3 credit hours from Area 3, 6 credit hours from Area 4, and 6 credit hours from Area 5. BIS students are required to take 18 credits after Introductory Psychology (including Statistics and Methods). Teaching Majors are required to take 18 credit hours (including Introductory Psychology and Advanced General Psychology). Honors Psychology students must complete the requirements of the Psychology major and a senior thesis. BIS students are required to take Intro Psychology, Statistics, and Methods other courses relative to their interests. The department also prepares students to minor in Psychology (minors, teaching minors, etc.). Such students are required to take Introductory Psychology and an additional 15 credit hours.

Table 1: Continued

Area	CLASSES	2002-2003			2003-2004			2004-2005			
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	
Area 6	Psy 1050	Careers in Psychology									
	Psy 1540	Psychology of Adjustment									
	Psy 2800/4800	Projects and Research	1 (2)	10 (2)		4 (4)	8 (2)	2 (1)	1 (2)	6 (4)	1 (2)
	Psy 2830	Psychology of Consciousness		30 (1)							
	Psych 2890/4890	Coop Work Experience	5 (1)	11 (1)	4 (1)	7 (1)	17 (1)	3 (1)	13 (1)	15 (1)	3 (1)
	Psy 2920/4920	Short Courses/ Workshops,									
	Psy 3020	Child & Adoles Psychopath					42 (1)		23 (1)		
	Psy 4000	Advanced General	28 (2)	45 (2)	2 (1)	2 (1)	98 (2)	7 (1)	4 (1)	19 (2)	6 (1)
	Psy 4090	History and Systems							7 (1)		
	Psy 4380/4390	Practicum	9 (1)	1 (1)		2 (1)	4 (1)		8 (1)	4 (1)	
	Psy 4830	Directed Reading	5 (2)	13 (2)	3 (2)	3 (2)	15 (2)	6 (2)	20 (2)	7 (2)	3 (2)
	Psy 4900	Selected Topics in Psych	51 (2)	2 (1)		29 (2)	4 (1)		14 (1)	18 (1)	
	Psy 4910	Capstone Research	3 (1)	1 (1)	1 (1)	4 (1)			4 (1)	3 (1)	
	Psy 4990	Seminar									

B.2. Courses

Table 1 specifies the courses associated with each area. Table 1 also provides three-year course rotations. The Table is organized by Area, as course rotations are determined with respect to other courses in the same area. For example in each semester, at least 4 Area 2 courses are taught so that the students have ample opportunities to complete the requirement for that area. These rotation statistics also include on-line, Davis Center, and night courses but not Distance Learning courses, which students can take for almost any course.

Psychology courses also serve other purposes in the University. Both Introductory Psychology (PSYC 1010) and Interpersonal Relationships (PSYC 2000) are designated as General Education (GE) courses. Additionally, Statistics (PSYC 3600) and Research Methods (PSYC 3610) are designated as Scientific Inquiry (SI) courses. Finally, the Psychology of Diversity (PSYC 3110) and Psychology of Women and Gender (PSYC 2100) are designated as Diversity (DV) courses.

B.3. Interactions with Other Departments and Organizations

Students from other Colleges on campus are sometimes required to take Introductory Psychology courses to complete their major. Students from other colleges also complete their Science Inquiry requirement by enrolling in Psychology Statistics and Research Methods courses. Zoology and Biology majors enroll in Biopsychology, Physiological Psychology, and Drugs and Behavior courses as these courses are one of the few on campus which address human neuroscience. Students majoring in departments in the College of Applied Health, Art and Humanities, and Education may be required or encouraged to enroll in such courses as Abnormal Psychology, Child Psychology, Adolescent Psychology, Psychology of Diversity, or Interpersonal Relations to fulfill prerequisites.

Students in the College of Social and Behavioral Science are required or encouraged to enroll in a number of Psychology offerings (e.g., Abnormal, Personality, Adolescent, and Social Psychology) to fulfill their own major requirements. There is also an agreement in the College that students are also able to take Psychology Statistics in fulfillment of any major in the College.

B.4. Curriculum Revision and Unique Aspects

The Psychology Department is constantly examining and updating its curriculum. A good example of the process of curricular revision is how Evolutionary Psychology (PSYC 4050) became instituted in the curriculum. It was originally designated as Comparative Psychology, which was taught without much evolutionary content. The course revision included some of the original Comparative Psychology material (which is largely animal-based) and new material on human evolutionary psychology. The course was developed and is being taught by a faculty member with strong interests but no specific training in the topic. However, the job description of the faculty search now underway specifically requires background to teach Evolutionary Psychology.

The process of course revision also includes new offerings which were initially taught as a Selected Topics (PSYC 4900) course. Over the past three semesters, Department Faculty have taught courses on Prejudice (Garza, Fall 2005), School Psychology (Caldarella, Spring 2005), and Adolescent Risk Taking (Amsel, Fall 2004). On some occasions, Department Faculty may want their special topics course to become a permanent addition to the Department curriculum, which has happened twice in recent years (Consciousness and Developmental Psychopathology).

C. Student Learning Outcomes and Assessment

C.1. Student Learning Outcomes and Assessment Standards

The dual department goals of promoting both students' knowledge of discipline-specific content and discipline-appropriate ways of thinking have been subdivided into more specific learning outcomes, which are listed in Table 2.

Table 2: Student learning outcomes for the Department of Psychology

I. Disciplinary Thinking

1. To develop the knowledge, background, and skills to think like a psychologist.
 - a. Appreciating the multiplicity of theoretical approaches in psychology.
 - b. Understanding, computing, and appropriately using basic statistical techniques.
 - c. Understanding the strengths and weaknesses of various research designs.
2. To behave as a student of psychology following APA ethical guidelines.
3. To learn to appropriately communicate professional information verbally and/or in written form.

II. Disciplinary Content

Students should have a clear understanding of the central issues of each psychology course they take. This is particularly true of the four content areas (designated 2-5 in the catalog). Courses in each of the following content areas should provide students' insight into and appreciation of the following ideas:

1. **Biological Basis:** The nature of biological mechanisms and their influence on behavior.
2. **Cognitive, Affective, and Behavioral Basis:** The nature of psychological processes associated with learning, motivation/emotion, and/or cognitive phenomena.
3. **Abnormal and Therapeutic Basis:** The nature and definition of forms of psychopathology and how various intervention techniques can be helpful in ameliorating abnormal behavior.
4. **Social and Developmental Basis:** The range of social and/or developmental influences on behavior.

Each of these learning goals was assessed by a variety of techniques over the past 5 years. Five general techniques have been used. First, Qualitative Interviews have been used to assess Psychology students' knowledge and skills. These techniques include interviews to evaluate student acceptance of principles of scientific (as opposed to folk) psychology (Amsel et al., 2005; Frost & Amsel, 2005). The interviews have been used with lower-and upper-division students in Psychology and other disciplines as a way of identifying the forms of knowledge uniquely learned by Psychology students. Second, Standardized Tests have been used to assess students' ethical, methodological and statistical knowledge (Amsel and Kay, in preparation) of students. Students' performance on these tests was analyzed to identify the unique contribution of the Psychology Department on students' methodological, statistical, and ethical reasoning. Third, a

Graduating Student Survey has been used to assess the experience of graduating seniors in the Department of Psychology. Over 50 graduating seniors completed this questionnaire when seeking clearance for graduation in the spring of 2004. Fourth, an Alumni Survey was used to assess the undergraduate experiences and post-graduate career trajectories of Alumni of the Department of Psychology. Over 300 alumni of the Psychology Department were contacted and completed a questionnaire. Finally, Psychology Department faculty members completed a Faculty Survey in which they outlined their strategies and techniques for promoting various pedagogical goals in their lower (1000- and 2000-level) and upper- (3000- and 4000-level) division courses.

C.2. Results of Outcome Assessment.

In this section the techniques of and results from assessing the learning goals over the past five years are summarized. The results are documented in more detail on the department web site (<http://departments.weber.edu/psychology/assessment/ASSESSPAGE.htm>).

I 1. To develop the knowledge, background, and skills to think like a psychologist.

This learning outcome was assessed by (1) students' overall performance on the qualitative interview, particularly with regard to their acceptance of Scientific Psychology and rejection of Folk Psychology, and (2) graduating students' and alumni's satisfaction with their academic preparation in Psychology and their assessment of the academic standards of the department.

Figure 2: Acceptance of Folk and Scientific Psychology by Discipline and Status

As a group, Psychology students tended to embrace Scientific Psychology to a greater extent than Folk (everyday) Psychology as a means of understanding human behavior. Indeed, only Psychology students discriminated their preferences for the two forms of understanding. Students in other disciplines generally showed no preferred form of explanation (see Figure 2, from Amsel et al., 2005).

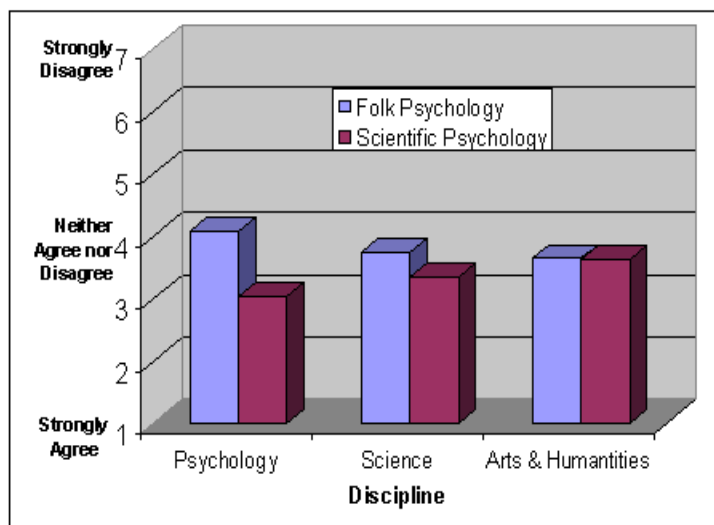
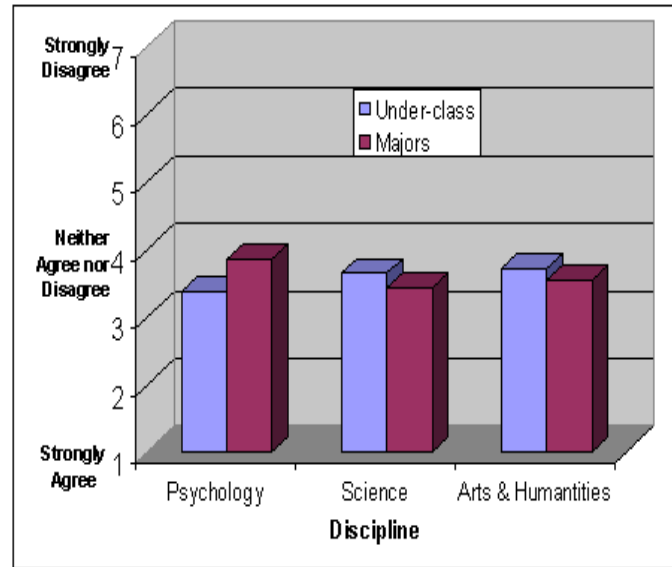


Figure 3: Overall acceptance of Folk and Scientific Psychology by Discipline and Status.

Compared to lower-division students (under-class) who expressed a desire to major in Psychology, Psychology majors were less accepting of either a Folk or Scientific Psychological account of the mind (see Figure 3, from Amsel et al., 2005). This finding held only for Psychology students and suggests greater critical thinking about the discipline only among Psychology students. The above findings suggest that the Psychology curriculum is having a unique impact on Psychology students' thinking about the nature of human behavior and its explanation.



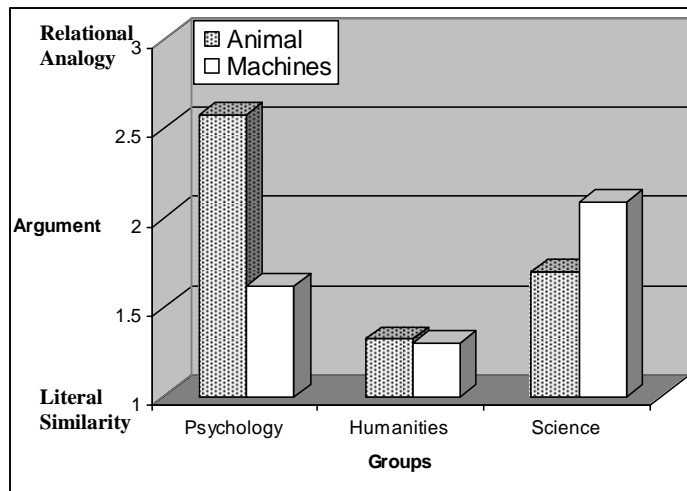
The impact of the curriculum of students' thinking is not lost on the students. All Graduating Students (100%) and a large proportion of Alumni (87%) were at least "Satisfied" with their academic preparation in Psychology, with a vast majority of Graduating Students (98%) and Alumni (94%) evaluating the academic standards of the Department as at least "Average". There was strong direct correlation (independent of Psychology GPA) between the Graduating Students' Satisfaction with their Psychology Education and their assessment of its Academic Quality, $r = .44$, $N=31$, $p < .01$. The same finding was obtained among the Alumni (independently of year of graduation), $r = .45$, $N=321$, $p < .001$). Taken together, these findings validate a departmental assumption that students are satisfied by a program that is committed to high academic standards.

I 1a. Appreciating the multiplicity of theoretical approaches in psychology.

This learning outcome was assessed by (1) comparing Psychology students and other students' understanding of human beings as similar to but different from other animals and machines (arguments based on relational analogies), (2) graduating Psychology students' evaluation of their growth of conceptual skills from experiences in the Psychology Department, and (3) the range of techniques and courses in which faculty promote theoretical diversity.

Figure 4: Justifications by Groups and Entity

Compared to Science and Arts & Humanities students, only Psychology students grasped sophisticated relational analogical arguments that human being are similar to but different than animals (see Figure 4, Frost & Amsel, 2005). Relational arguments were better grasped for machines by Psychology and Science students than Arts & Humanities students.



All Faculty members are committed to promoting theoretical diversity across the curriculum. Faculty promote theoretical diversity in all of their lower-division courses by noting the range of theoretical approaches in Psychology (e.g., psychoanalytic, behavioral, cognitive, humanistic, evolutionary and biological). In their upper-division courses, faculty members promote theoretical diversity by presenting and contrasting additional theories.

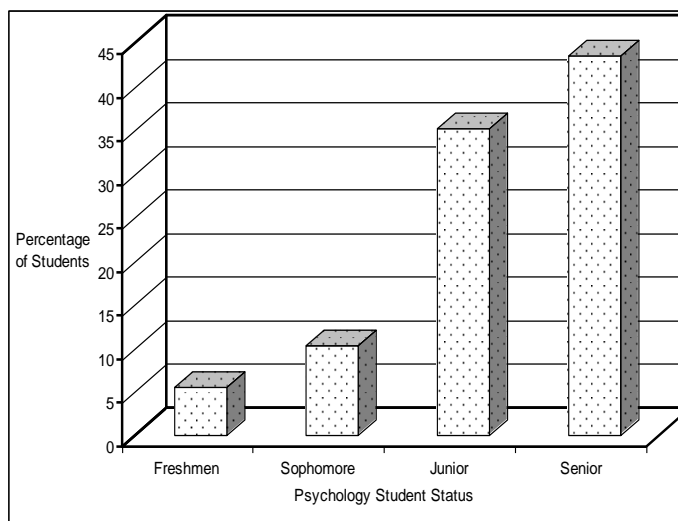
All graduating students were at least somewhat satisfied with their growth of conceptual skills from experiences in the Psychology Department. Moreover, their satisfaction ratings were directly correlated (independent of Psychology GPA) with ratings of the Academic Quality ($r=.37$, $N=31$, $p<.05$) and their Satisfaction with their Psychology Education ($r=.33$, $N=31$, $p=.06$). These findings suggest that students' satisfaction with their education in Psychology and their interpretation of the Department's academic quality is directly influenced by students' perception that they have learned about the variety of theoretical perspectives in Psychology.

I 1b. Understanding, computing, and appropriately using basic statistical techniques.

This learning outcome was assessed by (1) performance on a standardized measure of statistical and methodological reasoning, (2) the range of techniques and courses in which faculty promote statistical competence, and (3) Graduating and Alumni students' evaluation of Department Statistics courses and their assessment of their growth of technical skills from experiences in the Psychology Department.

Figure 5: Percentage of Psychology Students Scoring in the Top Third on the TIPS Test by Student Status.

Psychology students (undeclared but leaning toward Psychology and Psychology majors or minors) were found to increase in their TIPS score by student status. TIPS (or the Test of Integrative Processing Skills) assesses statistical and research design skills. Figure 5 shows the percentage of students scoring in the top third of the sample (from Amsel & Kay, in preparation).



All faculty members report promoting statistical competence in both lower- and upper-division courses. In lower-division courses, teaching centers on fundamental concepts (e.g., normal distribution, descriptive statistics). In more advanced upper-division courses, students are taught how to interpret statistics, particularly valid interpretations of correlation coefficients, and often are expected to comprehend original research papers which include statistical presentations of results. In the required Statistics (PSYC 3600) and Research Methods (PSYC 3610) courses, there is a good deal of sustained attention on promoting statistical competence. These required courses are often taken in the junior or senior years, corresponding to the growth of performance competence on the TIPS test.

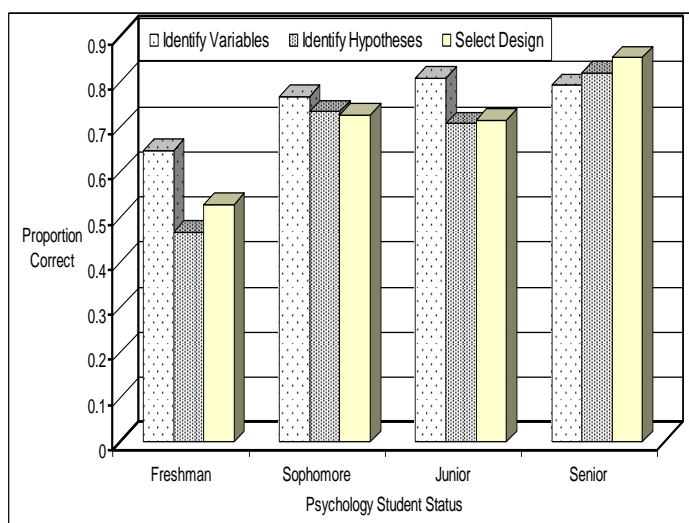
Most Graduating Students (89%) were at least somewhat satisfied with their growth of technical skills (including statistical competence) from experiences in the Psychology Department. Their satisfaction ratings were directly, albeit weakly, correlated (independent of Psychology GPA) with ratings of the Academic Quality of ($r=.31$, $N=31$, $p=.08$), but not with their ratings of Satisfaction with their Psychology Education ($r=.07$, ns). These results suggest that gaining statistical competence, while not enjoyable, contributes to students' perceptions of a rigorous program, which they value.

I 1c. Understanding the strengths and weaknesses of various research designs.

This learning outcome was assessed by (1) performance on a standardized measure of statistical and methodological reasoning, (2) the range of techniques and courses in which faculty promote critical thinking about research, and (3) Graduating students' evaluation of their growth of critical thinking/reading comprehension skills from experiences in the Psychology Department.

Figure 6: Average Percent Correct of Psychology Students on Selective TIPS Subtests, by Student Status.

Three methodological reasoning subtests of the TIPS (Identifying Variables, Identify Hypotheses, and Select Designs) showed increases by student status among Psychology students (undeclared leaning toward Psychology and Psychology majors or minors). Figure 6 presents the average percentage correct on each subtest by student status (from Amsel & Kay, in preparation).



All faculty members discuss research design issues in lower-division and upper-division courses. In lower-division courses, attention is paid to differences between empirical and non-empirical knowledge and the nature of the scientific method. In more advanced, upper-division courses, students are taught the strengths and weaknesses of various designs relevant to course content. Students are expected to understand how to critique research results on the basis of characteristics of the research design adopted. In Research Methods (PSYC 3610), a broad range of different research designs are compared, contrasted, and critiqued in great depth.

Arguably students' most frequently use research design knowledge when attempting to understand and critically evaluate published articles. To assess their sense of development of such knowledge, we evaluated their growth of reading comprehension skills from experiences in the Psychology Department. Virtually all Graduating Students (96%) were at least somewhat satisfied with their growth of reading comprehension skills from experiences in the Psychology Department. Students' satisfaction ratings were directly correlated (independent of Psychology GPA) with ratings of the Academic Quality of ($r=.51$, $N=31$, $p<.001$), but not with their ratings of Satisfaction with their Psychology Education ($r=.18$, ns). Again, these findings speak to students' recognition of the academic value of acquiring such skills, although it is not what makes the program enjoyable to them.

I.2. To behave as a student of Psychology following American Psychological Association (APA) ethical guidelines.

This learning objective was assessed by (1) performance on a measure of ethical reasoning, (2) the range of techniques and courses in which faculty members promote ethical reasoning and behavior, and (3) the students' completion rate of the NIH "Informed Consent" training.

A 10-item Ethics Test, tapping such APA ethical principles as dual role relationships, was distributed to students in a variety of lower- and upper-division Psychology courses. There was no relation between performance on the Ethics Test by student status, $F(3, 312)=2.02$, *ns.* However, Freshmen ($M=7.0$ out of 10) had significantly lower Ethics scores than did Seniors ($M=7.54$), $t(309)=56.36$, $p<.001$. Because the change of performance could not be attributed to the number of Psychology courses taken, it seems that students' experience in Psychology was not a source of change in students' ethics reasoning.

The lack of change in ethics reasoning is not due to faculty members' failure to regularly address ethical issues in a variety of ways in all of their courses. Faculty members discuss ethics in lower-division courses as it relates to general psychology, therapy, animal research, and human research. Additionally, many faculty members warn students about violating the Student and APA Ethical Code with regard to cheating or plagiarizing. In upper-division courses, the ethical responsibilities of Psychologists are discussed in all bio- and psychotherapy oriented courses. Students in other upper-division courses learn in greater detail of the ethics associated with research, particularly the ethics of working with children in Child and Adolescent Psychology classes and of deception in Social Psychology classes. Students in Research Methods learn the APA ethics code with regard to treatment of research participant. Furthermore, all students working on a research project, either inside or outside of the Research Methods class, complete NIH certification in Informed Consent before being allowed to submit IRB proposals. Evidence suggests a 100% compliance rate.

I 3. To learn to appropriately communicate professional information verbally and/or in written form.

This learning outcome was assessed by (1) the range of techniques and courses in which faculty members promote professional communication, and (2) Graduating students' assessment of their growth of oral and written communication from experiences in the Psychology Department.

According to faculty members' reports, students engage in written and/or oral reports/presentations in most, but not all, courses. Some faculty members report having no required written or oral presentation in their courses, but other faculty members who teach the same courses have such requirements. In lower-division courses, some faculty members include written assignments in the form of essay or short answer questions on exams, research papers, posters, or oral presentations.

In more advanced, upper-division courses, the topic and means of communication (written or oral) vary by course and instructor. The range extends from students presenting posters on topics of personal interest, working in groups to present psychological theories, or writing a structured paper in response to specific questions about a reading.

Most Graduating Students (96% or over) were at least somewhat satisfied with their growth of written and oral communication skills from experiences in the Psychology Department. Students' Written Communication satisfaction ratings were directly correlated (independent of Psychology GPA) with ratings of the Academic Quality of ($r=.49$, $N=31$, $p<.01$), but not with their ratings of Satisfaction with their Psychology Education ($r=-.01$, ns). Their ratings of satisfaction with Oral Communication was correlated with both Academic Quality of ($r=.39$, $N=31$, $p<.05$) and Satisfaction with their Psychology Education ($r=.30$, $N=31$, $p=.089$). Again, these findings speak to students' recognition of the academic value of acquiring communication skills, although their acquisition only modestly contributes (in the case of oral presentations) to the program being enjoyable to students.

II 4. Knowledge of the biological basis of behavior: The nature of biological mechanisms and their influence on behavior.

This learning outcome was assessed by the graduating students' and alumni's evaluation of the value of courses meeting this learning outcome.

Graduating students were asked to evaluate the value of each Area 2 course they took on a 5-point scale (from Low =1 to High =5). Graduating students took on average 1.22 courses in Area 2 (they were required to take one course) with most students (93%) rating an Area 2 course to be at least *Average* (3 to 5) in value. Alumni were asked to identify courses they found especially valuable from a list of all WSU Psychology courses currently available. A total of 48% of the Alumni identified at least one Area 2 course as valuable and this percentage was not correlated with year of graduation. These data suggest that Area 2 courses have value to most Graduating Students, a perception which is sustained by many Alumni after graduation.

II 5. Knowledge of the cognitive, affective, and behavioral basis of behavior: The nature of psychological processes associated with cognitive, motivation/emotional, and/or learning phenomena.

This learning outcome was assessed by the graduating students' and alumni's evaluation of the value of courses meeting this learning outcome.

Graduating students took on average 1.13 courses in Area 3 (they were required to take one course) with most (86%) students rating an Area 3 course to be at least *Average* in value. A total of 50% of the Alumni identified at least one Area 3 course as valuable and this percentage was not correlated with year of graduation. A majority of Graduating students seem to value their Area 3 coursework and many continue to hold that judgment after graduation.

II 6. Knowledge of abnormal and therapeutic processes: The nature and definition of forms of psychopathology and how various intervention techniques can be helpful in ameliorating abnormal behavior.

This learning outcome was assessed by the Graduating Students' and Alumni's evaluation of the value of courses meeting this learning outcome.

Graduating students took on average 2.98 courses in Area 4, which averages to be one more course than the two courses required of Psychology majors. Most (98%) Graduating

Students rated at least one Area 4 course to be at least *Average* (3 - 5) in value. Most (84%) Alumni identified at least one Area 4 course as valuable and this percentage was not correlated with year of graduation. An overwhelming majority of Graduating Students seem to value their Area 4 courses and continue to hold that judgment after graduation.

II 7. Knowledge of the social and developmental basis of behavior: The range of social and/or developmental influences on behavior.

This learning outcome was assessed by the Graduating Students' and Alumni's evaluation of the value of courses meeting this learning outcome.

Graduating Students took on average 2.63 courses in Area 5 with most (98%) students rating at least one course in Area 5 to be at least *Average* (3-5) in value. Similarly, most (81%) Alumni identified at least one Area 5 course as valuable and this percentage was not correlated with year of graduation. An overwhelming majority of Graduating students seem to value their Area 4 courses and continue to hold that judgment after graduation.

C.3. Conclusions

The data reviewed suggest that Psychology Students are acquiring discipline-specific content knowledge and discipline-appropriate ways of thinking. With regard to discipline-appropriate ways of thinking, students are uniquely demonstrating the ability to think like scientific psychologists with appropriate conceptual, methodological, and statistical skills. With regard to discipline-specific content knowledge, the data suggest that students value courses within and across curricular areas. Although not a direct indicator of learning, it is reasonable to assume that a negative indicator of the learning outcomes would have revealed that students did not value courses within or across areas. It is clear that a further assessment needs to be completed which addresses whether students successfully acquire discipline-specific content knowledge in each of these areas.

D. Academic Advising

D.1 Major advising

Psychology Department faculty members engage in multiple forms of advising of majors and minors, including academic advising (course selection) and career advising (graduate school or job advising). Such activities are considered a Departmental activity so that no one faculty member is responsible for advising and no one faculty member receives any additional compensation for performing such a service.

The Psychology Department handles major advising in a way similar to how the institution handles pre-major advising. Notably, despite the well acknowledged importance of advising, there has been a tradition of not requiring advising at Weber State University. Incoming freshmen at the institution are not required to attend advising sessions, but are given a good deal of information and support should they request it. Similarly, major or minor advising in the Psychology Department is not required, but is strongly recommended. The Department

has five mechanisms for Psychology majors and minors to receive academic and career advising, beyond the information detailed in the catalog.

1. Upon completing their registration as a major, students are assigned an advisor, provided with their advisor's contact information, and strongly encouraged to immediately contact their advisor. The arbitrary assignment of an advisor has been fairly successful. During the early summer and fall of 2005, a total of 44 students were processed as new Psychology majors. Fourteen of these new majors were contacted by phone or email and 11 (79%) said they knew who their advisor was and they had either already met with their advisor or were planning to meet with their advisor. Of the three (21%) new majors who did not know their advisor, one mentioned communicating with another Psychology faculty member about major requirements, a second mentioned communicating with the Department Secretary about major requirements, and the third had consulted only the catalog.
2. Each fall semester, the Department prepares a newsletter (see Appendix E) which details information relevant for academic and career advising. The information in the newsletter also is available on the Department of Psychology web site.
3. Students interested in majoring in Psychology and Psychology majors themselves are regularly invited to a group advisement session run by the College Advisor (Jennifer Allison) and Psychology Department faculty. These sessions are well advertised across the College and the University. The Psychology Department also regularly hosts a booth at the Major Fest in the Fall, which provides motivated undergraduate and high school students with information about the Department and the major. This year, faculty members were joined by many students in Phi Chi, the National Honorary for Psychology.
4. The Psychology Department hosts a social session (with pizza and soft drinks) each semester, during which the faculty members are introduced and questions about academic and career issues are addressed.
5. Each fall and spring semester, Psi Chi, the National Honorary for Psychology, hosts a lecture by faculty about getting into graduate school. A more senior and a more junior faculty member prepare a lecture, with handouts, discussing the various issues surrounding graduate school preparation, application, and success. When possible, Weber State University graduates who have gone on to graduate school are invited to be part of the discussion.

In the past, the department has been criticized for a lack of formal system for advising (May 1990, Review Report). This is reflected in Alumni data, with only 61% of Alumni reporting that they were satisfied with the quality of their advising. However, by instituting the 5 procedures outlined above, satisfaction with the quality of academic advisement has improved notably. A survey of 2004 graduating students revealed that 86% of graduating students were at least satisfied with their advising.

D.2 Other Advising

BIS students initially make contact with the Department Chair who informs the candidate of the requirements for completing a BIS degree in Psychology. Then, students must find a faculty member to advise them in their program of study and their capstone thesis.

E. Faculty

E.1 Faculty Background

The Psychology Department boasts faculty members who are among the most engaged and productive on campus. As already noted, on average the Psychology Department faculty teaches many more student SCHs than expected from their FTEs both in the college and the university. This teaching load is performed with a great deal of competence as recognized not only by the results of the curriculum evaluation but also by awards showered upon the faculty. The Psychology faculty includes two Crystal Crest award winners (the student-based teaching award), a Lowe Award for Innovative Teaching winner (administration-based teaching award), an Endowed Professor (an overall outstanding faculty award from the college), and a Hinckley Award winner (an overall outstanding faculty award from the university) which have been awarded to 4 different faculty members (1/3 of the faculty). Four faculty members have won outstanding teaching presentations at regional conferences (Utah Arts, Letters, & Science and RMPA). Last year 6 departmental faculty members were nominated for the Crystal Crest award. The teaching expertise of the department has been tapped in a variety of ways, including invitations to give presentations to other faculty in and outside the university, the university trustees, and the university advisory council on such topics as the process of student learning, undergraduate research, student cheating behavior, and administering psychological tests.

The teaching demands on the faculty have not stopped them from engaging students one-on-one in a variety of learning experiences outside the classroom. Over the past three years, well over 220 students have enrolled in courses which are designed to provide students with one-to-one instruction and supervision. With about 12 full-time faculty members at or above the rank of lecturer over the past 3 years, that averages out to about 6 students per faculty member per year. These courses include practicum, directed readings, research, co-op work experience, and senior thesis. What is notable about each of these courses is that until very recently, this activity was performed above and beyond the faculty members' regular teaching load. There was no additional compensation in teaching load or pay for faculty members engaged in one-on-one instruction.

The work of the faculty members supervising student research should be highlighted in particular. Faculty members who supervised students did a remarkable job, not only for the number of students they supervised but the quality of that supervision as well. For example, 14 students were primary or junior authors on oral and poster presentations at last year's Rocky Mountain Psychological Association meeting (the regional conference of the American Psychological Society). Over the past year, five WSU psychology students were authors on published papers, with another five as authors on papers which are under review, and two others who were acknowledged on published papers for the data they collected.

These accomplishments have been achieved despite critical changes occurring in the faculty. Since the last (1990) review, the department has also grown from 11 to the present constitution of 12 full-time faculty, with only 3 faculty (Bancroft, Grow, and Horvat) currently remaining full-time in the department. The change in the department from 1990 to the present was the inevitable result of retirements of an aging faculty. A total of 10 of the 11 faculty members were tenured in 1990 (date of the last review) whereas only 5 of the 12 faculty are presently tenured.

Over the last 5 years, there was a loss of two faculty members to resignation or retirement (Atkinson and McVaugh), as well as the imminent loss of two other faculty members (Arbuckle and Caldarella). One tenure-track faculty position was replaced (Shaw) and a new full time lecturer (Gardiner) position was created for courses offered at the new WSU-Davis campus. The department is now actively hiring two new faculty members and is planning a search for the third. Over the past five years, the resignation or retirements of full-time faculty have been balanced out by the addition of new faculty. This is revealed most clearly in Appendix B, which shows that the FTEs of the full-time (contract) faculty have remained constant, varying from 12.1 to 12.61, rather than fluctuating wildly. The stability in FTE production reflects the careful planning and close work of the department chair and the dean over the years

It is also important to notice that the full-time faculty FTE rates are above the total number of faculty (12) in the program. There are two reasons for this. First, the full-time faculty FTE rates are as high as they are because of the growth of on-line course offerings. Faculty members have been paid for their training in the WebCT software and their development of new on-line courses. Over the past five years, four new psychology courses have been developed and taught on-line (Introductory Psychology, Biopsychology, Child Psychology, and Adolescent Psychology). The college policy is that no on-line course can count for load, so they must be taught as over-load but added into the full-time faculty FTE rates.

Second, full-time faculty members' FTEs are high because of the college policy that allows overload courses to be "banked" for later in-load reductions. This policy has been exercised most often by faculty members "banking" four extra over-load courses in order to take a semester's maternity leave. Again, the FTE accounting system identifies such "banked" courses as adjunct FTEs, despite the fact that they are taught by full-time faculty members.

E.2. Adjunct Faculty

Appendix B also shows a notable growth in adjunct FTEs over the past 5 years. There are three reasons for the growth of adjunct faculty FTEs. First, the growth of adjunct FTEs reflects the need to cover courses of faculty members who were on sabbatical, retired or resigned. Sabbaticals necessitated the hiring of additional adjuncts in 2002-2003 and university-wide budget cuts required a postponement of hiring over the previous two years. Second, the growth in adjunct courses reflects the greater number of night courses being offered by department faculty members. Continuing Education compensates the department for such courses with funds to pay for additional daytime adjuncts. This arrangement has allowed faculty members to teach many more smaller seminar courses (increasing faculty FTEs) without substantially altering the department's overall student SCH production. Third, is the growing number of sites which

requests that psychology courses be taught (SLCC, Roy Campus, Davis Campus, Davis High School etc.).

Most of the adjunct faculty members have had a great deal of experience teaching for the department. In a number of cases, the adjuncts are our own emeritus faculty members (Haslam, McVaugh), clinicians in the counseling center (Baird, Oreshnick), or long-time adjuncts (Mundt, Owen). When we have hired new adjunct faculty members (Beckert, Hicks, and Smith), they are selected after an assessment by the Credentials Committee, which reviews the candidates' vita and course evaluations. Preference is given to hire adjuncts who have taught courses for which they are being hired and for whom course evaluations exist. Once hired, adjuncts may receive visits by the chair and/or the members of the Credential Committee and are expected to have student course evaluations collected in each of their classes.

E.3. Faculty Teaching Standards and Pedagogies

Weber State University students have come to expect a high standard of teaching from their Psychology courses. While each faculty member has his or her own unique teaching strategy reflecting individual strengths and talents, there are a number of shared pedagogical values. One central shared pedagogical value is that a faculty member will challenge students' everyday experience, opinions and beliefs about human nature with those based on scientific psychology. There is a shared value among the members of the department that psychology is a scientific discipline that is based on empirical evidence, the uses of which are relevant to addressing theoretical, applied, and therapeutic questions and issues. This represents both a pedagogical value and a conceptual attitude adopted by faculty which informs all their teaching and research activities with students.

The shared value of the scientific nature of the discipline translates into pedagogically-relevant expectations for all faculty members. It is expected that empirical evidence will inform all aspects of the course content and presentation, including course goals (learning about the evidence relevant to the topic), lectures (appealing to evidence justifying claims made in class), and textbooks (selection of reading material which emphasizes the importance of evidence). It is additionally expected that faculty members will transmit the value of the scientific approach to the discipline-related questions in the context of supervising of students in research or practicum.

One other shared pedagogical value is that faculty members promote student success by designing courses which will maximize student learning and achievement. For example there is the widely held assumption that more (rather than fewer) assessments is in the students' academic interest. In lieu of standard assessments in psychology courses (midterm and final exams and a term paper), all department faculty members have more exams and assignments and incorporate other forms of assessments (quizzes, on-line discussions, service projects, etc.). New faculty members are informed quickly about these standards by receiving past syllabi for the courses they will be teaching, which embody this value.

To a person, each department member has a rationale for how he or she teaches which will touch on both the core pedagogical values of promoting scientific reasoning and student success. However, that is not to deny that faculty members differ widely in how these values are

instantiated in their classes. Such variability is not simply defended on the basis of academic freedom, a right strongly protected in the department, but is itself embraced by all department members. The diversity of approaches to teaching and supervising students is espoused in the departmental policy that each class in the curriculum will be taught by at least two faculty members. This is to increase the likelihood that members of our student body will be taught by a faculty member with a pedagogical style that is compatible with their learning style.

E.4. Faculty Development

1. New Faculty.

New faculty members (including full-time and adjunct faculty) are mentored and provided with professional development opportunities. New full-time and adjunct faculty members are encouraged to select one or more mentors with whom to collaborate in all aspects of their professional development. The mentors may be selected in discussion with the chair so that the mentor would be a seasoned faculty member whose background will be relevant to the new faculty member. In addition, the department chair has periodic discussions with new faculty members regarding their progress, needs and ways of facilitating their professional development. Additionally, the results of evaluations (described in the next section) are used in the chair-new faculty discussions to identify faculty strengths and weaknesses and to guide mentoring of the faculty. Where possible, new faculty members are provided with equipment and facilities to establish their ability to develop and contribute professionally and are guided in the process of obtaining intramural and extramural grants to facilitate their early development.

2. Continuing Faculty.

Faculty development for continuing full time and adjunct faculty is handled at the university level through the Teaching Learning & Assessment committee. However, the department has cultivated a number of informal procedures for its own faculty development. Regular meetings have been held addressing *techniques and challenges in teaching Introductory Psychology* and *ethics in teaching*. Sessions are held informally but regularly addressing department teaching technologies and WebCT.

E.5. Faculty Review

Faculty members are reviewed using a number of methodologies with different time horizons. Annually, all faculty members (full- and part-time) must have student course evaluations completed in all courses taught in at least one semester of each year. The results are reported by the chair to each faculty member and discussed with them. These data are used as part of the merit, promotion and tenure documents for full-time faculty. They are also used for guidance and mentoring of adjunct faculty and for making decisions about retaining adjunct faculty.

Biennially, all full-time faculty members are reviewed for “merit.” The faculty members are required to document contributions in all aspects of their academic responsibilities including teaching, service, and scholarship. These are submitted to the chair with whom faculty members

discuss goals for the following biennial period. The merit document may coincide with chair visits to faculty members' classes to assess performance. Such visits are a basis for informal discussions held between the chair and faculty member regarding teaching and related issues.

More formal college and university reviews of faculty members occur in their third and sixth years for promotion and tenure. These reviews require that a "Peer Review" committee (typically composed of senior faculty) review each candidate's classroom teaching and teaching documentation (syllabi, exams, etc.) that has been prepared in a teaching portfolio. These Peer Review reports are then sent directly to the candidate and to the Departmental Rank and Tenure Committee.

F. Support Staff, Administration, Facilities, Equipment and Library.

The support for the program is discussed in terms of staff, Facilities & Equipment, Library, and Budget.

F.1. Staff

Like most other departments in the college and university, the Psychology Department employs one full-time secretary and (typically) one part-time work-study staff member. The secretary receives a standard compensation package with benefits that include lower priced tuition (which extend to family members) and other amenities of college life (gym and library access). Nonetheless the financial compensation is low.

The Department Chair works closely with the secretary regarding responsibilities and how to meet them. The full time secretary/office manager also utilizes WSU training opportunities for professional development to acquire relevant skills. One of the major responsibilities of the secretary/office manager is to supervise the part-time work-study student (s). A work-study student works approximately 20 hours a week and serves as a support for more menial jobs, freeing the secretary/office manager to handle more difficult projects, including monitoring the budget, serving as the p-card checker, and managing schedules.

Full-time staff is formally evaluated using a strategy adopted by the provost called PREP, which assesses a number of performance areas and establishes goals for future development. While the primary responsibility of the chair, the evaluation of the secretary includes feedback solicited from department faculty regarding areas that could profit from mentoring and appropriate assistance is given. Work-study students are informally evaluated by the secretary/office manager through the mentoring process described above as well as through her informal consultation with the faculty regarding performance.

F.2. Facilities and Equipment

There are a host of specialized facilities, equipment, and institutional support resources (computers, software, university networks, labs, etc) used by the department. The institutional support is very strong and includes the campus learning/testing centers which are used for electronic and paper-pencil test administration and for student tutoring and student writing assistance. Also included are WebCT and WSU online facilities and staff for the development of, maintenance and improvement of multimedia course work. Additionally, the C.A.T.S. center is

used by our faculty for the development of non-web-based multimedia materials for courses and for research.

The department has three multimedia equipped classrooms and three portable multimedia units for classroom use, in addition to other standard equipment (Photocopier, Risograph, Scantron reader). Although the multimedia equipment was secured by internal grants, their maintenance and replacement (like the other equipment) requires departmental funds.

The department also has a physiological laboratory, a computer laboratory, four small psychological testing cubicles with psychological testing equipment and materials, and a series of rooms used for developmental, cognitive and social psychology research. Each faculty member has a personal computer linked to the internet, for which the College provides a three-year replacement schedule. All other equipment (TVs, VCRs, class demos, etc.) is the responsibility of the department.

F.3. Library

Individual faculty members use the book collections, the media collections and journals to maintain their currency in their specialties, prepare course materials and pursue research and professional contributions. They also utilize the various interlibrary loan facilities provided by the library for journal article and scholarly book access. Students use the library and the resources it provides to conduct literature searches and obtain documents used for assigned papers and presentations, and to assist them in designing and implementing research projects, directed readings, to further explore areas of study of their own interest, to select potential graduate schools and to prepare for graduate school and careers. Although book and media collections are easily added to, the journal offerings are inadequate; however this is well-compensated by the effective and quick interlibrary loan service.

F.4. Budget

Excluding faculty and full-time staff salary, the general operating budget the department receives is approximately \$31,400. After support for research, scholarly and creative activity, approximately one dollar (\$1.00) per student credit hour in all of the classes is left for all other department needs, including part-time staff, equipment, maintenance, paper, laboratory supplies, telephone services etc. We also receive approximately \$150-\$200 per year in student course fees and \$400 to \$700 per year in private donations designated for scholarships only. The college has offered funds to set up the computer lab and other projects of the department. Other monies are received for funded research projects, but the amount varies depending on year.

G. Relationships with External Communities

The Psychology Department is proud of its community involvement. Two community projects completed over last five years are notable for their scope and impact. The Hall Project was a collaborative effort of many department faculty members to provide social skill and mathematics training to inner city elementary school students. The project was funded by the Hall and Hemingway grants and involved more than 200 children over the 18 months of its existence. Over the course of the project, over 25 WSU college students were trained as tutors

and they also collected data about the effectiveness of the intervention. The evidence suggested a powerful impact of the training.

Another community project began as a service learning project in a Drugs and Behavior course in which students were to provide education to the community about the dangers of drug abuse. Some students continued to work on the project developing a questionnaire assessing the impact of the drug intervention *Tip-A-Cop* program. A number of WSU psychology students worked on the project which involved them sampling the community for their knowledge and approval of the *Tip-A-Cop* program. The results have been used to promote more efficient advertising and dissemination of the program in the community.

These projects reflect a commitment of faculty to be involved in community activities by engaging in activities outside the confines of the university and community relations by bringing community members to the campus.

G.1. Community Activities

Community activities included professional activities performed in the community by faculty members in the department using their background and training in psychology. For example, a number of faculty members have been formally involved as psychologists offering consulting to federal agencies (Social Security, Vocational Rehabilitation), state agencies (Mental Health, Education, etc.), serving on the board of directors of community agencies (Ogden-Weber Community Action Partnerships, Weber Human Services, Head Start, Boys and Girls Club, Foster Grandparents, Treehouse Children's Museum) or otherwise volunteering their expertise in reviewing IRB protocols at the local hospital, offering diversity trainings to businesses, collaborating with Air Force research, consulting and training of staff at Youth Impact, and helping to organize and present lectures in the Governor's Family Initiative. A number of faculty members have engaged in community research including not only the aforementioned projects (Hall and *Tip-A-Cop* programs) but also assessing the success of federal (Weed and Seed), state (Diversity), and community (Boys and Girls Club and Treehouse) programs. Additionally, more specific forms of community involvement performed by the members of the psychology faculty include giving lectures to alumni, presentations to school science clubs, commentary on psychological issues to community organizations, and being a media resource. Finally, some faculty members require civic engagement as a component of their classes where students as required to work in the community as part of their grade for the course.

G.2. Community Relations.

Community relations include bringing members of community to students in the department as either guest lecturers in classes or out of classes. Students have had a chance in interact with Elderly, Gay, Minority, and Native American community members in various classes including Introductory Psychology, Diversity and The Psychology of Women and Gender. Department lectures for students have included presentations by local psychiatrists, counselors, forensic psychologists, and marketing researchers. Alumni from the department are also asked to give lectures on their experience in graduate school or other psychology-related activities.

Our relation with our alumni has been valuable, particularly the more than 300 who completed alumni questionnaires.

H. Results of Previous Program Review and Future Directions

H.1. Findings of and Actions from Previous Program Reviews

Previous reviews were performed in 1986 and 1990. Both reviews concluded with many similar recommendations, which included:

1. Hiring female faculty (all were male at both review periods)
2. Developing a more coherent curriculum (the curriculum was not divided into Areas at the 1986 review, but it was so divided by the 1990 review)
3. Articulating a strategic plan which would address the range of expertise in the Department and prioritize hiring goals (in 1986 and 1990, 50% of the faculty had background in counseling, clinical or special education)
4. Addressing the general space and laboratory needs of the Department (there were no observation rooms, histology rooms, or computer rooms in the 1986 review and this was seen as improving by the time of the 1990 review).
5. Changes to student advisement practices were recommended to address the needs of first- and second-year students in addition to those of graduating seniors

In each case, the Department has attempted to address the recommendations.

1. The gender distribution of Department faculty members is now equal (50% female, 50% male).
2. The creation of Areas has proven to be a successful basis for implementing the Department's curriculum goals. There is now hope we can better regularize course offerings by identifying particular courses in each Area as highly recommended (e.g., Biopsychology in Area 2).
3. The strategic plan has long included expanding the expertise in the Department and the exploration of a 5th-year graduate or certificate program. The moratorium of the last few years in proposing graduate programs has effectively put an end to such discussion in the Department at least for the short-term.
4. Space issues have long been and continue to be a problem. Although Department members are increasingly committed to more undergraduate research, the space allocated for such research has not grown in size. Although the Department has created a new dedicated computer lab, space limitations continue to present challenges for faculty performing animal and human neuroscience research.

5. New advisement practices have been successful in addressing the needs of first- and second-year students in addition to those of graduating seniors.

H.2. Proposed directions for the program

The Department is near the end of a decade-long transition from being a Department composed of male, tenured, full professors (in 1986, 100% of the faculty were male and 90% were tenured, full professors) to a younger and more diverse department. More than half of the department members are untenured and have been at WSU for 6 years or less (See Appendix C). This year, we are searching for two new faculty members (one in Neuroscience and one in General Experimental), and additional searches are planned for the years to come. One challenge facing the department is to attract and retain good faculty. The department has been extraordinarily lucky in the past in always being able to hire our first choice. In the future this may be more challenging if the compensation package does not stay competitive and the demands and expectations of the job increases.

More generally, the transition in which the Department finds itself makes it difficult to propose any new goals or directions. The addition of new faculty members demands that we wait until they are aboard to discuss and commit to new priorities. Perhaps the central mission of the next 5 years is for Department members to work together to determine the priorities to which the faculty members want to commit themselves.

One priority that is central to the mission of the Psychology Department and widely embraced by Department members is research and practicum activities for undergraduate students. All jobs advertised over the last decade have included the expectation that successful candidates will engage students in research. Moreover, there is the growing expectation that faculty will also supervise students in practicum as well. The commitment to expanding the undergraduate research and practicum supervision activities in the Department will involve many diverse challenges. There are three particular issues which need to be addressed for the department to grow in its commitment to undergraduate supervision

The Department will have to find new funding for equipment. As the forms of research performed in the department expands there be demands for new equipment. The department can not afford basic software to run psychological experiments (e.g., Superlab), make some basic physiological measurements (e.g., Biopac), or even equipment for observational recording. Requiring faculty to write grants for this equipment seems unduly burdensome especially since the equipment would be used department-wide.

The Department will have to explore new avenues for space. While there are some dedicated research rooms available for research, we continue to struggle with space as the number of faculty and students doing research continues to increase. For example, one small dedicated bank of computers may not be sufficient to run studies for the growing numbers of active experimental researchers and research studies. Space to house new equipment and run subjects will become available by reorganizing available space and/or acquiring new space, if not

in the building then elsewhere on campus. Administrative funds for reorganizing and refurbishing space would likely be required.

The Department will have to seek new means to support faculty supervisory activities. Research in the service undergraduate education is a very time consuming activity. Working with a handful of students on research may require the same commitment of time and energy as teaching another course. Similarly, supervising a handful of students in practicum has its own difficulties and challenges. In the past research and practicum activity with students were not formally rewarded in terms of in-load compensation. Faculty members are now receiving in-load compensation (as per PPM 4.6 A 4). But as the number of faculty who become eligible for such compensation grows, additional adjuncts may be required to keep SCH production at its current level (which I remind the reader is above expectation from the number of Faculty FTEs generated). Perhaps the most important challenge facing the college is to find funding to support the department as it seeks not only to generate many SCHs but insure a quality education through student practicum and research.

IV. Appendices

Appendix A

Student Statistical Summary
(NOTE: data provided by Institutional Research)

	2000-01	2001-02	2002-03	2003-04	2004-05
Student Credit Hours (% of college)	13,983 (20.8%)	14,341 (20.5%)	15,070 (20.1%)	15,418 (19.8%)	14,087 (18.9%)
Student FTE (% of College)	310.73 (22%)	318.69 (20.6%)	334.89 (20.1%)	342.62 (19.8%)	313.04 (18.9%)
Student Majors (% of College)	427 (27.5%)	419 (25.3%)	479 (25.9%)	507 (22.5%)	424 (22.6%)
Bachelor Degrees (% of College)	79 (23%)	62 (19.8%)	103 (37.3%)	87 (22.5%)	109 (27.9%)
Female	293	287	323	356	276
Male	134	132	156	151	148

Appendix B

Faculty Statistical Summary
(NOTE: data provided by Institutional Research)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Adjunct FTE	3.3	2.79	5.77	7.16	7.02
Full Time (Contract, Tenure Track, & Tenure) FTE	12.1	12.54	12.61	12.10	12.49
Total FTE (percent of college)	15.4 (19.0%)	15.33 (19.0%)	18.31 (17.5%)	19.26 (17.7%)	19.51 (17.7%)

Appendix C

Contract/Adjunct Faculty Profile

(NOTE: data provided by Institutional Research)

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching			Areas of Expertise
						WSU	Other	Total	
Edward Gardiner	Male	White	Instructor	Not Tenured	Ph.D.	6	0	6	General Psych
Maria Parrilla	Female	Hispanic	Lecturer	Not Tenured	M.A.	14	0	14	Social Develop
Leigh Shaw	Female	White	Assistant Professor	Not Tenured	Ph.D.	3	0	3	Moral Develop
Azenett Garza	Female	Hispanic	Assistant Professor	Not Tenured	Ph.D.	3	0	3	Social Psychology
Teri Kay	Female	White	Assistant Professor	Not Tenured	Ph.D.	4	0	4	Clinical Psychology
Paul Caldarella	Male	White	Associate Professor	Not Tenured	Ph.D.	5	2	7	Clinical Psychology
Lauren Fowler	Female	White	Associate Professor	Not Tenured	Ph.D.	6	0	6	Neuro-science
Eric Amsel	Male	White	Professor	Tenured	Ph.D.	9	9	18	Cognitive Develop
Julianne Arbuckle	Female	White	Professor	Tenured	Ph.D.	15	0	15	Counseling Psychology
Joseph Horvat	Male	Native American	Professor	Tenured	Ph.D.	23	0	23	Personality Psychology
Richard Grow	Male	White	Professor	Tenured	Ed.D.	29	0	29	Counseling Psychology
Norris Bancroft	Male	White	Professor	Tenured	Ph.D.	36	0	36	Human Factors

Appendix D

Contract Staff Profile

(NOTE: data provided by Institutional Research)

Name	Gender	Ethnicity	Job Title	Years of Employment			Areas of Expertise
				WSU	Other	Total	
Becky Barlow	Female	White	Secretary I	4			