

Executive Summary:

Psychology Department Self-Study for the 2016-2017 5-year Regent Review

The self-study is a descriptive, analytic, and diagnostic assessment of the health of the Psychology Department focusing on how well the department realizes the goals set forth in the mission statements of the department, college, and university; as well as recommendations for how the goals can be more effectively accomplished.

The Mission

The mission of the Psychology department 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 and a department which values teaching and research.*

There are four central program goals that follow from the mission which have been embraced by the department and embodied in the curriculum: *Knowledge*: Students will acquire content knowledge and methodological skills to understand psychology as a scientific discipline; *Application*: Students will be able to critically apply psychological principles and research to themselves, others and society; *Values/Ethics*: Students will share key beliefs, attitudes, and values adopted by scientific psychologists; and *Interpersonal Relations and Communication*: Students will exhibit skills to professionally communicate their understanding of terms, concepts, research, and theories of the discipline to others via written and oral formats. A strength of the department's statement of goals is that they are a consolidation of the statement of goals recommended by the American Psychological Association for undergraduate psychology departments.

The Curriculum

The curriculum of the department has undergone substantial revision since the last program review. These changes were partially in response to issues directly raised in previous program reviews. For example, the inclusion of a diversity course and a capstone requirement to the curriculum are direct issues previous review committees have raised. Other changes made have been in response to research on teaching as well as simply being responsive to student needs. The creation of PSY 3615 and 3616 (Psychological Statistics and Research Methods I & II) was in response to research suggesting that student learning and understanding of statistics was greater when combined and grounded with research methods. Additionally, the creation of Learning and Memory (PSY 2250) and Conditioning, Learning, and Behavior Modification were in response to students' learning outcomes.

Student Learning Outcomes and Assessment

Examination of student learning outcomes shows that by all reasonable metrics students are learning and internalizing the program goals of the department. Examining their understanding of the scientific approach to psychology supports the idea that students are understanding that psychology utilizes a scientific methodology to understand human behavior and cognitions. Additionally, by examining student performance on measures assessing the long-term retention of discipline-specific knowledge (e.g., the ETS MFT in Psychology), it is evident that the department is flourishing in accomplishing its program goals.

Academic Advising

The department has been incredibly proactive in addressing academic and career advising to students. The inclusion of mandatory advising, and a devoted departmental advisor ensures that most students are receiving more consistent advising, and that advising is occurring earlier in the students' academic career.

The Faculty

The department has added two new faculty since the previous program review. The new faculty (McGillivray and Hillhouse) join an already talented department. The department demands excellence in instruction from its faculty, and this can be seen in students' overall positive evaluations of the faculty.

Program Support

The department support staff currently consists of one secretary and multiple work-study students. These resources are similar to those in other departments in the university. Typically, the department also has a student lab manager. The department also receives support from the college and university as a whole.

Community Relationships

During the past five years, faculty in the Psychology Department have been involved in a number of community organizations and activities. This pattern is consistent with previous

trends in the department, we are simply doing more work in the community that in previous review cycles. This focus on utilizing psychology to better assist in the community is expected to only expand as the department continues to increase its focus on application.

Review Team

The review team includes Dr. Christopher Hoagstrom (Associate Professor and Chair, Department of Zoology, Weber State University), Dr. Kenneth D. Keith (Professor Emeritus, Department of Psychology, University of San Diego).

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Self-Study

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Department/Program: Psychology

Semester Submitted: Fall 2016

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Brief Introductory Statement

The self-study provides an opportunity for the Psychology Department to assess its overall health and functioning through fulfilling the mission statement of the department, college, and university. This assessment will rely on multiple indicators including student achievements, teaching evaluations, and EOL evaluation. Another portion of this assessment will be based on an evaluation of the department's responsiveness to student needs through staffing, curricular changes, diverse and novel course offerings, academic and career advising, and mentoring.

The department continues to strive for excellence as is evidenced by developments in the department since the last program review¹. These changes include a major curricular overhaul and the addition of several courses with student learning outcomes in mind (Standard B), changes in the assessment process have been enacted to ensure accurate evaluation of how students are achieving learning outcomes (Standard C), continued focus on student academic and career advising (Standard D), increased expansion of faculty roles within the university and community (Standard E), expansion of research and teaching resources (Standard F), and our continual development of community relations (Standard G). Following a review systematic assessment, it can only be concluded that the psychology department is, by any reasonable metric, thriving. However, it can also be noted that there are areas needing strategic attention.

¹ Landrum, E., Domenech Rodríguez, M., Bird, J., Ollilainen, M. (2011). *Program Review Evaluation Team Narrative Report*. <http://www.weber.edu/wsuiimages/psychology/Docs/Assessment/2011ProgramReview.pdf>.

The changes in the departmental curriculum reflect the department's beliefs about the importance of instilling a scientific approach to the study and understanding of psychology. A large part of scientific is the application of psychological theory and methodologies to better understand and address social issues. In order to achieve this the department wants to focus community engagement to apply psychological principles to real-world problems.

Another area of deficiency within the department, but one we are currently working on correcting is the implementation of better and more efficient assessment protocol. Previously, the department has used a rotating assessment procedure where different course areas were assessed on a rotating schedule. Therefore, some courses that are taught infrequently may not get assessed. In an attempt to ameliorate this problem, as well as obtain better and more accurate assessment data, the department is implementing a policy by which every course taught gets assessed every year. Although this will take a few years to get complete faculty involvement, we feel the data obtained in the long-term will be beneficial.

Standard A - Mission Statement

Psychology Mission Statement

Through excellence in training in the science of psychology, the mission of the Department of Psychology at Weber State University is to facilitate students' career aspirations and academic goals in the context of an undergraduate, Liberal Arts University, and a department which values teaching and research.
(Mission Statement, adopted Spring 2008)

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 teachers². Psychology became an autonomous department in the 1950s and quickly grew in size and popularity. 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 department's current mission statement reflects our concentration and focus on excellence in student instruction. This emphasis is consistent not only with the mission of the college, but with the university. The explicit statement of "undergraduate" highlights the departments' role in student education for not only majors. It also makes overt the departments' understanding that its obligation to students extends beyond the department to the university as a whole. The explicit use of "training" conveys an approach to our mission that goes beyond classroom teaching and includes student engagement in research, supervised Practicum, and other related activities designed to increase their overall educational experience. This too is consistent with the APA guidelines for focusing on the implementation of the theories, methods, and ethics of scientific psychology not simply inert factual knowledge. By focusing on application, students learn general discipline-free skills (i.e., scientific attitudes and critical thinking skills). These skills allow students to problem solve and be better and more effective in their career, be that continuing in the discipline or not.

Additionally, the department recognizes its role within the university in providing training in the Liberal Arts tradition. This adds another level of responsibility to prepare

² May, M. J. (1988). From Mormon academy to four-year state college: Psychology at Weber State College. *Journal of the History of the Behavioral Sciences*, 24, 25-32.

students to live in the 21st century as responsible, ethical, and engaged citizens who can synthesize and integrate information, and make informed decisions. The final feature of the mission statement addresses the influences of the departmental focus on teaching and research. This context emphasizes a consensus among the faculty of the value of teaching and research in the training of students. All faculty members are committed to the importance of student experiences inside and outside the classroom, including research, for them to effectively internalize the values and skills of an education in the discipline in the liberal arts tradition and to be well prepared for any career path, whether that is a job, professional school, or graduate school.

Standard B – Curriculum

The department continually strives for success in providing students with the best possible education. As a result, the department is continually assessing the curriculum and making changes as necessary. Since the last regent's review, the Psychology Department has made major revisions to the curriculum. These revisions included expanding the major to 45 credit hours up from 36, adding a capstone requirement for graduation, adding a 2-semester integrated statistics and research methods course as an option for majors to complete the Statistics and Research Methods sequence of the Core General Courses. These changes were instituted to reflect the department's thinking about the overall curricular goals of the major to reflect a greater breadth and synthesis of concepts, and the best way to achieve these goals. This section outlines these changes and how they relate to our overall curricular structure.

B1. Program Goals

PROGRAM GOALS IN PSYCHOLOGY

Knowledge: Students will understand psychology as a scientific discipline.

Essential to this, students will understand a core set of statistical and methodological knowledge regarding how psychologists critically evaluate, creatively test, and scientifically defend psychological claims. They will also understand a core set of content knowledge addressing the biological, cognitive/behavioral, social/personality, and developmental aspects of behavior.

Application: Students will be able to critically apply psychological principles and research to society (e.g., to explain social issues, inform public policy, and/or solve social problems) understand themselves, and achieve career goals.

Values/Ethics: Students will share key beliefs, attitudes, and values adopted by scientific psychologists, which include (but are not limited to) skepticism and intellectual curiosity, respect for evidence, tolerance of ambiguity, respect for human diversity, and humility regarding the limits of their psychological knowledge and skills. Students will also grasp the spirit of the APA Code of Ethics, follow its guidelines, and recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.

Interpersonal Relations and Communication: Students will exhibit skills to professionally communicate their understanding of terms, concepts, research, and theories of the discipline to others via written and oral formats. Students will also have interpersonal skills necessary to effectively collaborative in groups with others who hold diverse opinions, beliefs, and attitudes.

The current program goals were adopted by the department in the 2008-2009 academic year, and were derived from the American Psychological Association (APA) Guidelines for the

Undergraduate Psychology Major³. The APA proposal included 10 overall program goals for teaching of scientific psychology in an undergraduate liberal arts university. These goals are suggested as reasonable outcomes metrics across educational settings.

Using the APA Guidelines as a starting point, the department attempted to create a limited number of integrated goals that were orthogonal to each other, and also reasonable given departmental resources. We arrived at 4 goals. The first goal is student acquisition of content knowledge of the discipline (**Knowledge**), which is largely realized through traditional instructional modes. The second goal reflects students' ability to use their disciplinary knowledge to understand themselves, others, and real- life situations (**Application**). This goal requires reflective thinking in students, with higher levels of student self-disclosure, engagement, and assessments focusing on concrete situations. The third goal of student adoption of scientific and ethical values (**Values/Ethics**) goes beyond mere instructional forms of interaction to faculty socializing students into the discipline by serving as models and mentors/tutors. The fourth goal of developing student skills for interpersonal interactions and communications (**Interpersonal Relations and Communication**) involves faculty serving as supervisors, facilitators, and directors of students who provide feedback, advice, comments, direction, and guidance. This goal is achieved by faculty providing constructive feedback on writing assignments, papers, and projects. Additionally, this goal is served by students having students involved in research and present their results.

³ American Psychological Association. (2007). *APA guidelines for the undergraduate psychology major*. Washington, DC: Author. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>.

B2. Curriculum Structure and Courses

The Psychology Department prepares students to graduate with a Bachelor's of Science degree, with or without honors and/or a teacher training certification. The BS degree program is highly structured, requiring a minimum of 45 credit hours, with 11 credit hours from select core general courses, 18 credit hours from a small range of core content courses, 4 credit hours from the capstone courses, and 12 elective hours from a wide range of core, elective, and individualized instruction/experiential courses. Teaching majors are additionally required to take the Advanced General Psychology (PSY 4000) course. Students completing a BS degree can also complete requirements for Departmental Honors. Honors students must be accepted into the honors program (with a 3.5 GPA requirements) and complete a senior thesis as part of the Psychology major and one additional honors course.

Students are also able to partially complete a Bachelor of Integrated Studies through the psychology department. This degree program enables students to create an interdisciplinary curriculum. BIS students who include psychology in their interdisciplinary curriculum are required to take 20 credit hours, including all 11 credit hours defined by core general courses and 9 elective credit hours. They also complete a final senior project that integrates the disciplines represented in the student's curriculum.

The department also offers a minor in Psychology. To complete the minor, students are required to take Introductory Psychology and an additional 15 credit hours.

B2. A Curriculum Revisions since the last Regents Review

Since the previous Regents' Review, the Psychology Department has made substantial revisions to the curriculum. These changes were made to reflect departmental beliefs students are better served by having a greater breadth of content information, with one course directly focusing on diversity that is integrated via a culminating senior capstone course. Specifically, the department created a new Core Content category Area F. This area explicitly centers on diversity and the differences in the human experience across age, culture, ethnicity, and gender.

In addition to creating Area F, we also created a Capstone Requirement. This requirement consists of two parts; a 1 credit hour required course (PSY 4950 Capstone Experience: Promoting Psychological Literacy), and a 3 credit capstone course. The capstone experience course is to be taken during their last semester and focuses on synthesis of the major through reflection. During this course, students are also required to take the ETS® Major Field Test (MFT) in Psychology⁴. The Major Field Test consists of 140 multiple-choice questions from commonly covered courses in psychology curricula. By using the MFT we can compare our students' performance to those of numerous schools across the nation. Because the questions provides performance measures across different

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content areas, as well as overall measures, we can obtain better diagnostic information about the strengths and weaknesses of our students' knowledge.

Included in the Capstone requirement is a 3 hour capstone course. The goal of the capstone course is to synthesize and integrate the coursework of the major. That is, through theory or application students make connections between the different ideas, systems, and methodologies in scientific psychology.

Related to the changes, the department has increased the overall number of credits required for the major to 45. This increase reflects the demands imposed by new course requirements. We feel that the new coursework strengthens and increases the overall quality and functionality of the psychology major.

B2. B Course Additions since the last Regents Review

Since the last program review, the department has also made substantial revisions to the curriculum in the form of course additions. The additions were made to expand the breadth of coverage students receive,

One set of courses added to the curriculum were added to the Psychology Statistics and Research Methods sequence. Previously, students completed this sequence via taking Statistics, Statistics lab, and Research Methods. This sequence is the standard seen at most universities. However, research suggests that students' performance and understanding is increased when statistics is integrated within a methodological grounding. As such, we developed a year-

long stats-methods course sequence. The courses PSY 3615 (Psychological Statistics & Methods I) and PSY 3616 (Psychological Statistics & Methods II) provides students not only with an integrated approach to understanding statistics and research methods, it provides students with the opportunity to take a much more developed approach to a research project. Specifically, because the course sequence is two semesters, students have the opportunity to develop and perform better research studies than is possible in a one-semester research methods course. This class sequence began in the 2015-2016 academic year, so we have no comparative assessment data yet with which to evaluate the effectiveness of these courses on student learning.

In addition to make changes to the Statistics and Research Methods sequence, we also made substantial changes to Area D of the Core Content Courses. Previously, students could fulfill this requirement by completing either PSY 3250 (Conditioning and Learning) or PSY 3500 (Cognition). However assessment data suggested students were having difficulty with these two courses. Specifically in PSY 3250, students reported feeling the information didn't have real-world application. In an attempt to get students to see the natural application of the principles of conditioning and learning, we integrated this class with Behavior Modification. The new course PSY 3255 (Conditioning, Learning, and Behavior Modification) not only introduces the theory and methods of conditioning and learning, but also grounds these concepts in hands-

on application. Students also seemed to be having difficulties in PSY 3500 in understanding higher or advanced cognitive modeling. In an attempt to better prepare students for these higher-order ideas, we developed a lower division Learning & Memory (PSY 2250) course. This course provides a basic overview of the principles associated with learning and memory, but does not require students to comprehend advanced models as in cognition. Students can complete the area D requirement via completing the lower division course. However, those students that have graduate school aspirations are strongly encouraged to take PSY 3500 Cognition.

As required by our changes in curriculum with the institution of a capstone requirement, we developed PSY 4950 (Capstone Experience: Promoting Psychological Literacy). This course serves multiple purposes for the department overall. First, in this course, students are required to do a series of writings designed to get them to integrate and synthesize the material and knowledge from previous courses. Also as part of this course, students are required to complete the ETS® Major Field Test (MFT) in Psychology. As discussed in Standard B, the use of the MFT allows us to evaluate our students' with psychology students across the nation. By examining these results, we can evaluate the effectiveness of our program in training our students.

There have also been course additions that highlight the expertise of our faculty. Specifically, PSY 3850 (Forensic Psychology) and PSY 4575 (Psychology of

Criminal Behavior), and PSY 3450 (Psychology of Language) were developed based on faculty desire to provide these classes. These classes provide students with the opportunity to receive training in novel content areas for the department.

B3. Curriculum Map

The curriculum map is an accounting of how program goals are instantiated in the curriculum. Pairs of faculty members teaching each course compared and contrasted their classes in light of the program goals, the number of assessments dedicated to each program goal, and the weighting or importance of assessments in the calculation of final grade in the course. They then rated each course on a 1 (low) to 4 (high) scale, which indexes the emphasis given to each program goal in the class.

Curriculum Map

Core Courses in Department/Program		Department/Program Learning Outcomes			
		Knowledge	Application	Values/Ethics	Communication
Core General Courses					
Number	Title	Knowledge	Application	Ethics/Values	Communication
PSY 1010	Introductory Psychology	4	3.3	2.5	1.4
PSY 3600	Statistics in Psychology	4	3.8	2	2.5

Core Courses in Department/Program			Department/Program Learning Outcomes			
			Knowledge	Application	Values/Ethics	Communication
PSY 3605	Psychology Statistics Lab		4	3.5	2.5	2.5
PSY 3610	Research Methods in Psychology		4	4	3	4
PSY 3615	Psychological Statistics & Methods I		4	4	3.5	4
PSY 3616	Psychological Statistics & Methods II		4	4	3.5	4
Core Content Courses						
	Number	Title	Knowledge	Application	Ethics/Values	Communication
Area A	PSY 3730	Biopsychology	4	4	3	4
	NEUR 2050	Introduction to Neuroscience	4	4	3	4
Area B	PSY 3000	Child Psychology	3.8	3.6	3	3.2
	PSY 31440	Adolescent Psychology	4	3.3	2.3	2.7
Area C	PSY 3010	Abnormal Psychology	4	2.5	3	1.5
Area D	PSY 2250	Learning and Memory	4	2	2	2
	PSY 3500	Cognition	4	3.3	2	2
Area E	PSY 3460	Social Psychology	4	3.5	1.5	2.5
	PSY 3430	Theories of Personality	4	1	2	1
Area F	PSY 2000	The Psychology of Human Relationships	4	3	3	3

Core Courses in Department/Program			Department/Program Learning Outcomes			
			Knowledge	Application	Values/Ethics	Communication
PSY 2370	Psychology of Women and Gender		4	3	2	2
PSY 3100	Psychology of Diversity		4	3	2	2
Capstone Courses						
Number	Title		Knowledge	Application	Ethics/Values	Communication
PSY 4950	Capstone Experience:					
PSY 4000	Advanced General		4	3	3	4
PSY 4050	Evolutionary Psychology		4	2	2	2
PSY 4090	History and Systems of Psychology		4	2	4	3
PSY 4310	Introduction to Counseling Theories					
PSY 4760	Tests and Measurements		4	3	3	3
Elective Group A: Area Specialization Courses						
Number	Title		Knowledge	Application	Ethics/Values	Communication
PSY 2010	Science & Profession of Psychology		4	4	4	4
PSY 3020	Child & Adolescent Psychopathology		4	3	3	3
PSY 3200	Psychology of Sport, Injury, & Rehabilitation					
PSY 3240	The Psychology of Drug Use and Abuse					

Core Courses in Department/Program		Department/Program Learning Outcomes			
		Knowledge	Application	Values/Ethics	Communication
PSY 3255	Conditioning, Learning, and Behavior Modification	4	4	3	3
PSY 3270	Motivation and Emotion	4	3	2	1
PSY 3450	Psychology of Language	4	2	1	3
PSY 3550	Psychology of Consciousness	4	2	2	2
PSY 3560	Group Dynamics & Counseling				
PSY 3730	Perception	4	3	1	2
PSY 3740	Neuropsychopharmacology	4	4	4	4
PSY 3850	Forensic Psychology	4	2	2	2
PSY 4340	Skills & Techniques of Counseling				
PSY 4510	Industrial & Organizational Behavior				
PSY 4575	Psychology of Criminal Behavior	4	2	2	2
PSY 4900	Selected Topics in Psychology				
PSY 4990	Seminar (Variable Topics)				
Electives Group B: Individualized Instruction and Experiential Courses					
Number	Title	Knowledge	Application	Ethics/Values	Communication
PSY 1540	Psychology of Adjustment and Growth				
PSY 2800	Projects and Research	2	4	4	2

Core Courses in Department/Program		Department/Program Learning Outcomes			
		Knowledge	Application	Values/Ethics	Communication
PSY 2830	Directed Readings	4	3.5	3	3.5
PSY 2890	Cooperative Work Experience	4	3.5	3	3.5
PSY 4380	Practicum	2	4	4	2
PSY 4800	Projects and Research	4	3.5	3	3.5
PSY 4830	Directed Readings	4	3.5	3	3.5
PSY 4890	Cooperative Work Experience	4	3.5	3	3.5
PSY 4920	Workshops, Institutes , and Special Programs				

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns may be transposed as required to meet the needs of each individual department

Summary Information (as needed)

As the department has started trying to be more systematic about course offering there should be in the long run fewer courses that are infrequently taught. However, it will take some time to implement this change in course scheduling. As such, there are at this point several gaps in curricular map. However, as our scheduling becomes more consistent, we expect to see the number of missing data points get smaller.

Standard C - Student Learning Outcomes and Assessment

Associated with each of the 10 APA recommended program goals were a series of recommended program learning outcomes. Just as the program goals were condensed for use in the department, so were the learning outcomes. Two condensed learning outcomes were defined for each program goal on the basis of the APA document. The program goals, measureable learning outcomes, measurement devices which have (and will be) used for assessment, the relevant findings and their interpretation, and the resulting actions are outlined below and summarized on the department's Assessment Web Site^{5*}.

C1. Measurable Learning Outcomes

C1.a. Student Learning Outcomes and Evidence of Learning for Knowledge

Over the past six years, the psychology department has used multiple assessments as students' evidence of learning for knowledge. One of the indicators used has been student's performance on the Psychology as a Science questionnaire (PAS: Friedrich, 1996) and the Test of the Integrated Science Process Skills (TIPS: Dillashaw & Okey, 1980). The Psychology as a science questionnaire assess beliefs, values and attitudes associated with adopting scientific psychology. The TIPS is a standardized assessment of statistical and research design skills. Based on these measures, psychology majors have a better understanding of Psychology as a scientific discipline than either minors or neither a major or minor in Psychology. These results suggest that the department is

⁵ To see the summary go to <http://www.weber.edu/psychology/DepartmentalAssessment.html> and click on Evidence of Student Learning: Program

excelling in getting psychology major to recognize psychology as a scientific approach to understanding human behavior and mental functioning. See Figures 1 and 2.

Figure 1: PAS Scores by Year in School and Major Status

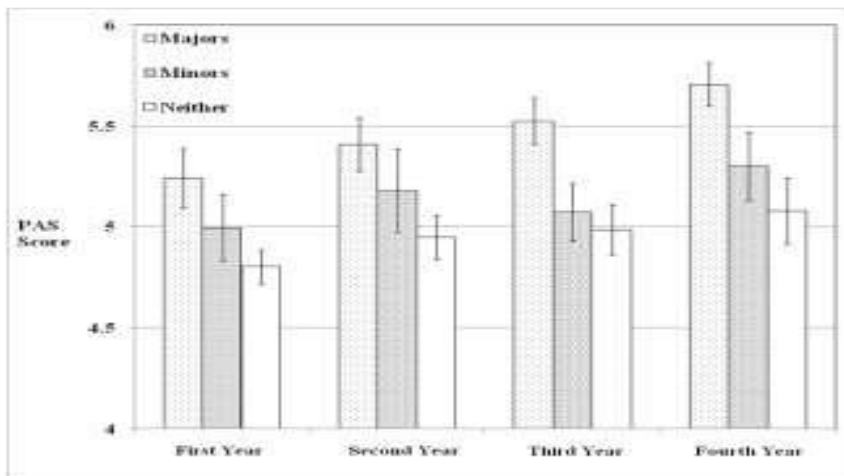
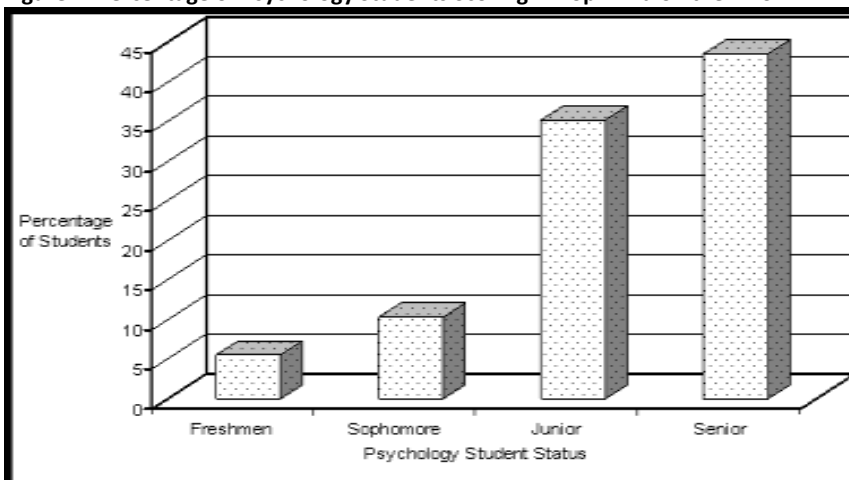
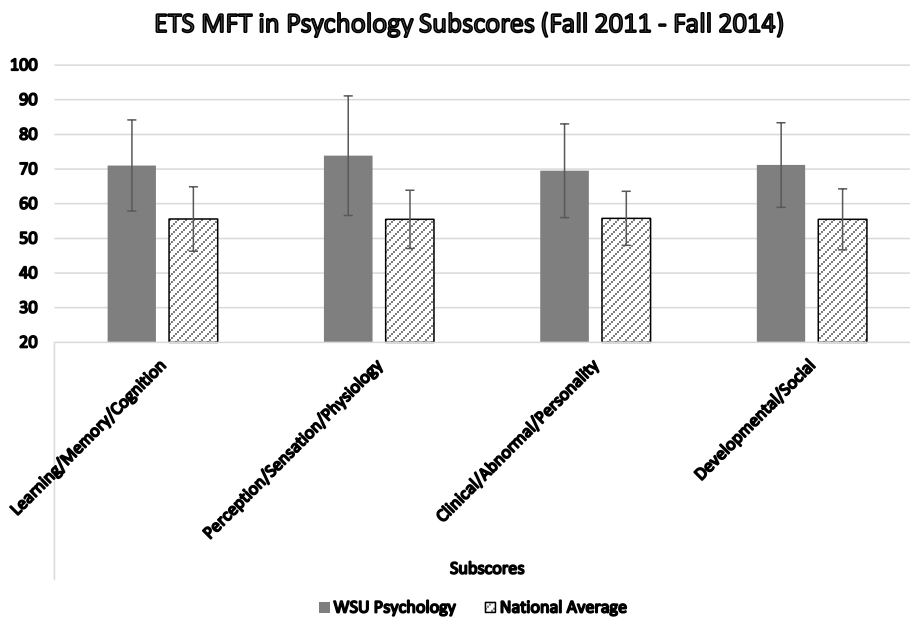


Figure 2: Percentage of Psychology Students Scoring in Top Third on the TIPS



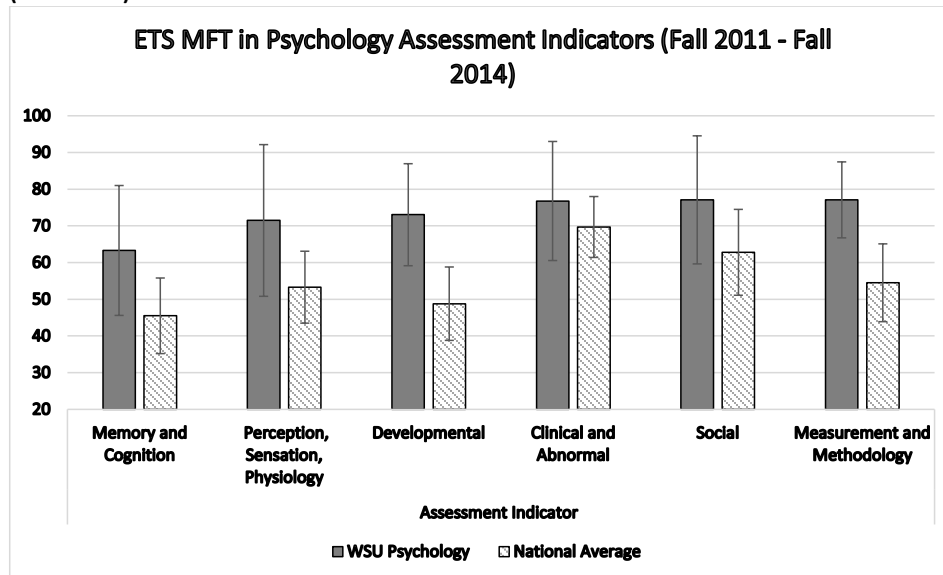
Although these measures provide exceptional evidence for students understanding of Psychology as a scientific discipline they don't provide an accurate assessment of students' knowledge of specific theories and concepts within the discipline as a whole. In order to better assess student's long-term retention of knowledge in Psychology, we utilized the ETS Major Field Test in Psychology (see section B.2). The department began using the MFT in the Fall 2011 semester and continued administering it every semester on a volunteer basis through Fall 2014. As can be seen in Figure 3, majors in the psychology department have scored higher MFT sub scores than the average of all institutions.

Figure 3: MFT Sub scores WSU Psychology Majors and National Averages (2011-2014)



Additionally examination of Figure 4 presents a comparison of students' performance on the assessment indicators of the MFT. The assessment indicators are probably a more accurate representation of students' knowledge of psychology as a whole, because the questions are grouped around sub domains/content areas. As can be seen in Figure 4, majors in the psychology department scored higher than the national averages overall.

Figure 4: MFT Assessment Indicator scores of WSU Psychology Majors and National Averages (2011-2014)



Although the sample size of these data ($n=23$) is small, the data are direct evidence suggesting that students in the psychology department are gaining the appropriate discipline-specific knowledge associated with program goal 1.

C1.b. Student Learning Outcomes and Evidence of Learning for Application

Much as with knowledge, there are multiple potential indicators of students' ability to apply their understanding of theory and methodologies in psychology. One question asked of recent (2010-2011) graduating seniors in the graduating senior questionnaire concerned whether they believed that their experiences in the Psychology Department promoted an ability to apply psychological knowledge, defined as the ability to find real world relevance of theory and research. Students' average ratings were high ($M = 3.92$) on a scale from not at all (1) to a lot (5).

These findings were interpreted as evidence that students value learning how to apply psychological theory and research to real world social issues. Further evidence of student outcomes for this goal address *how* students have used psychological theory to understand and improve society in their classes or other departmental activities. This evidence comes from student participation in Practicum and research related endeavors. As is highlighted in Appendices J and K, students in the department are heavily involved in the application of their knowledge be it in community related activities or in research. Based on an examination of these data, it is apparent that students in the psychology department are readily able to apply what they've learned in a variety of different ways.

C1.c. Student Learning Outcomes and Evidence of Learning for Values/Ethics

Students understanding of values and ethics reflects their overall enculturation into the values and ethics associate with scientific psychology. This includes not only

students' understanding of ethical principles, but also the values associated with research and using scientific methodologies and theories to better understand and solve societal problems.

One piece of evidence supporting students' learning the values and ethics of scientific psychology is their belief about their on ability to reason through ethical dilemmas and behave in a professional and appropriate manner. Students answered a question on the graduation survey addressing how the psychology department has facilitated their ability to reason about ethical issues. On a 5-point scales, the mean response score with 3.86. These data suggest that students feel that through instruction in the psychology department, they have become a more professional and ethical person.

The role of faculty as mentors and tutors goes beyond their classroom activities to include individualized instruction of students outside the classroom in all manners of contexts. Psychology faculty members have been encouraged and supported over the past several years to mentor and tutor students in individualized instruction classes. In these classes, faculty members supervise students in professionally related activities such as Projects and Research, Directed Readings, or Practicum. If faculty members can serve as intellectual role models when acting as classroom instructors, it is a good bet that they can be more effective in the role of a mentor/tutor. This individualized instruction and supervision provides a greater introduction to the values and ethics of the discipline. The department are highly active in servings as mentors on these

projects. As can be seen in Table 5, the department had over 900 student contact hours over the past six year.

Table 1: Student Enrollment in High Impact Classes

Year	Directed Readings	Projects and Research	Practicum	Coop Work Experience	Honor's Thesis
2011	21	17	16	17	24
2012	41	41	35	19	15
2013	28	28	27	19	6
2014	31	50	31	19	42
2015	57	57	54	28	33
2016	53	26	53	25	33

We interpret the present data as evidence of the importance of individualized instruction courses to students. Future assessments will explore more carefully the impact of individualized instruction on students' adopting the beliefs, attitudes, and values of scientific psychology.

C1.d. Student Learning Outcomes and Evidence of Learning for Communication

Effective communication is one of the hallmarks of education. The psychology department prides itself on instructing students to be effective communicators be it oral or written.

Although forms of professional communication are required in core content courses, many of these skills are honed in Research Methods (PSY 3610), which requires a formal APA style write up as a substantial part of the grade. This ensures that each graduating senior learns the discipline-appropriate ways of communicating in written and visual forms. Oral communication in the form of presentations is required in many required

courses. Additionally, many of our students in Projects and Research, Directed Readings, Practicum, and Capstone Research Project are required to share their work in a quasi (departmental) or actual (conference) professional setting.

Graduating seniors rated the extent to which their experiences in the psychology department promoted their written and oral communication skills. Students rated them positively (M Oral = 3.92, M Written = 3.90) on the 1 (not at all) to 5 (a lot) scale. The two ratings were positively correlated to each other ($r = .69, p < .01$). We interpret these data as evidence of student learning, which will be documented more systematically in class-related assessments of APA-style presentations and papers in Research Methods and related classes.

However, communication is not the only aspect of program goal 4. Part of this program goal is also interpersonal relations. Interpersonal relations skills are taught directly in a general education elective class (Interpersonal Relationships, PSY 2000), but student groups are common in classes throughout the curriculum. Faculty student collaborations, often forgotten as a critical experience to form professional interpersonal relationship skills, is central in individual instruction courses.

Graduating seniors rated the extent to which their experiences in the Psychology Department promoted their interpersonal relationships skills. Student ratings were positive ($M = 3.83$) on a 1 (not at all) to 5 (a lot) scale. The data are interpreted as partial evidence of students improving their skills to work with others. The students' own

perceptions need to be confirmed by additional evidence of successful learning from the students' learning outcome data in classes that promote interpersonal relations.

Five-year Assessment Summary

The evidence over the past five years shows the department is more than effectively training students to achieve the overall program goals of the major. The institution of new assessment procedures within the department should ensure cleaner and more accurate assessment data. However, all data suggest the department is meeting its assessment goals.

Standard D - Academic Advising

The Psychology Department moved to a devoted advisor position in 2008. This change was made in response to a previous Regent's Review that commented the advising process should be more proactive. As a direct result of the

Graduating seniors over the past 6 years rated their experience with their advising experience on a 1 to 5 scale. Students rated their advising experience moderately positively ($M = 3.96$) on the 1 (not at all) to 5 (a lot) scale and their ratings correlated positively with the composite Educational Quality variable ($r = .25, N = 71, p < .05$), independently of Gender, University GPA, and Psychology GPA. We interpret these data as evidence that the quality of advising matters for students' experience of a quality education but that the scores, while positive, were not particularly high.

D1. Advising Strategy and Process

Upon formally registering as a Psychology major or minor, students see an unchecked box next to the Psychology Program Declaration requirements in CatTracks, the university's student record program. Students are told when they declare psychology as a major or minor that to fulfill the requirement they must meet for 15 minutes with the Department Advisor. The Department Advisor is a faculty member who receives a course reduction each semester to meet with students and to answer questions via email and phone. During the advising meeting, majors and minors learn about psychology requirements, discuss their career interests as they related to class section, and work with the advisor to plan their course sequence. With the advisor's help, the course sequence is entered as a plan into CatTracks, which, for some students, is the first time they learn about the functionality of the student records software.

The departmental advisor is also responsible to create and regularly update the new Advisement Handbook⁶ which replaces the newsletter which was prepared each year. Additionally, the advisor is responsible to direct updates of the all advising information on the web site. The department advisor also chairs the department Advising Committee in setting policies. Finally, the Departmental Advisor works with the College Advisor to ensure that students are on track to fulfill all department and university requirements for graduation.

D2. Effectiveness of Advising

⁶ Available on the departmental web site (<http://weber.edu/psychology>)

Although difficult to identify the direct effectiveness of advising on student success one metrics available for evaluation is student satisfaction. Included in our graduating senior's questionnaire were asked 5 questions concerning their satisfaction with their academic advising. Participants answered each question on a 1 (not at all) to 5 (a lot) scale. The questions and mean ratings are in Table 2 and the data were interpreted as student satisfaction with the advising process.

Table 2: Mean Responses of 2011-2016 Graduating Senior's (N = 51) Satisfaction with their Advising Experience.

Questions		Mean
1	The Psychology Advisor helped me understand the graduation requirements for a Psychology Major/Minor.	3.82
2	The Psychology Advisor showed me useful resources in CatTracks.	3.63
3	The Psychology Advisor treated me with respect.	3.76
4	The Psychology Advisor answered my questions.	3.76
5	The Psychology Advisor directed me to those who could offer me career and graduate school advice.	3.41
Note: Rating were made on a 1-5 scale.		

D3. Past Changes and Future Recommendations

The move to standardized advising within the department represents a substantial advancement over the idiosyncratic decentralized advising of the past. However, we can still increase the value of this approach by collecting more accurate information about the proportion of students receiving advising and the influence on their academic success.

Standard E – Career Advising

Although the Departmental Advisor does not perform career advising, question 5 shows that students were largely satisfied that the advisor directed them to resources to get such help. These resources include faculty members in and out of the department and university, departmental career-advising events, and university services.

As part of their mentoring and tutoring roles, Psychology faculty members often offer students career advice. Students get one-on-one help in all aspects of their job and graduate school applications from faculty who they know the best and who may have personal and professional contacts. For example, a number of students have found full-time jobs through their work in Practicum, or graduate school acceptance at schools from where faculty members have graduated or have colleagues. Faculty help with all aspects of students' career planning and preparation, from offering them a range of academic and professional career possibilities, giving them advice on their vitas or resumes, editing their personal statements or letters to employers, and writing letters of recommendation, among other things. Sometimes psychology department faculty will send students to other faculty in the university, or in other universities, who may be better suited to offer advice.

Many Psychology classes address career planning, but few specifically focus on it. One exception is PSY 2010, Psychology as a Science and Profession, in which students learn a great deal about career paths in the discipline, including the many ways to enter the helping professions. Discipline-related jobs are also a topic class, with a resume writing and interview session hosted by the university's Career Services office.

The department also engages in a range of activities and hosts a variety of events for students to prepare for careers.

1. Department prepares a Handbook which details information relevant for career advising. The information in the Handbook also is available on the Department of Psychology web site.
2. The Psychology Department hosts a social session (with pizza and soft drinks) yearly during which faculty members are introduced and questions about academic and career issues are addressed. The event attracts about 30 students.
3. Each year, Psi Chi, the Honor Society in Psychology, with support of the Psychology Department, hosts a lecture by faculty about getting into graduate school. Faculty members 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. These events attract approximately 30 students each semester.

Standard F - Faculty

F1 Faculty Demographic Information

As documented in Appendix H, the full-time psychology faculty represented a diverse group of 13 full time faculty members. Of these, 4 faculty members are Full Professors, 3 are Associate Professors, 2 are Assistant Professors, 2 are Lecturers, and 2 are temporary (1 year) Instructor positions. Of the 13 faculty members, 7 are tenured and 6 are untenured.

The average years of service is over a decade ($M = 12.08$ years), with a high standard deviation ($sd = 8.45$ years) reflecting a healthy distribution of experience and age among the faculty. It should be noted, of the 13 full time faculty members, one (Todd Hillhouse) was hired July 2016. Searches for the two tenure track faculty positions currently being filled with one-year Instructors are currently being conducted, and it is anticipated they will be filled July 2017. Additionally, gender is well balanced with 7 women and 6 men among department faculty, and there are a number of faculty members who are members of recognized minority groups. The faculty members reflect a broad cross-section of training in the discipline, with 2 Clinicians, 1 Developmental Psychologists, 3 Neuroscientists, 2 Social Psychologists, 2 Cognitive/Experimental Psychologist, 2 Cross-Cultural/Developmental Psychologist, and a School Psychologist.

F2. Programmatic/Departmental Teaching Standards

Although there are no formal departmental teaching standards⁷, there is long tradition and culture of teaching excellence in the department. Moreover, there is now a strong departmental consensus regarding the nature of quality teaching. Years of informal and formal discussions have resulted in broad acceptance of three shared pedagogical values⁸. The first is the value is to challenge students in rigorous courses, which highlights the scientific nature of the discipline. Having rigorous scientific content is implicated as faculty

⁷ Of course there are college (tenure-related teaching standards) and university (promotion-related teaching standards) to which psychology faculty must conform.

⁸ Section B.2 above documents the process of working through the curriculum out of which these pedagogical values emerged.

members set course goals (learning about the evidence relevant to the topic), prepare and revise lectures (appealing to evidence justifying claims made in class), and select textbooks (selection of reading material which emphasizes the importance of evidence), and develop assessments (tests which highlight the scientific nature of the discipline).

The second shared pedagogical value is the expectation that faculty will serve as mentors and tutors to students. Faculty members serve formally as mentors and tutors to students by working one-on-one with them in supervised instruction classes, including Directed Readings, Projects and Research, Capstone Research Project, and Practicum. Over the past 6 years (Fall 2011-Fall 2016), all psychology faculty members have supervised students in research or practicum courses, generating 1721 student credit hours. As is documented in Standard E6, faculty work extensively mentoring students in research generating over 90 student presentations and publications (Appendix I), and more than 55 undergraduate grants (Appendix J).

Faculty members also serve informally as mentors and tutors by being available to students during office hours, after class, and through all manners of new technologies. For those students that desire to continue in the discipline, faculty provide support by reviewing application materials and writing letters of recommendation. For the most part, faculty members make themselves available to students and the students feel extraordinarily connected to faculty members, as documented by the number of faculty students identify as helpful to them.

The third shared pedagogical value is that faculty members are focused on student academic success and achievement. Faculty members hold high standards for student achievement and treat students as capable of accomplishing more than what the students themselves generally believe for themselves. For example, it is widely established that students perform best and are most successful when they are thoroughly assessed. In lieu of standard assessments in psychology courses (midterm and final exams and a term paper), faculty members tend to assess students using a variety of assessments including exams, assignments, and other forms (quizzes, discussions, service projects, presentations, etc.).

These shared pedagogical values of creating a rigorous curriculum, serving as mentors and tutors, and promoting student success and achievements function as departmental teaching standards as they inform all aspects of faculty work with students. The values are widely discussed in faculty development sessions (sessions which focus on teaching technologies, strategies, and content) and frequently chatted about in informal faculty interactions. Fidelity to pedagogical values is assessed at each level of faculty review (promotion, tenure, and merit). New faculty members and adjuncts are informed quickly about these pedagogical values by their socialization into the department.

It should come as no surprise that faculty members differ widely in how shared pedagogical values are instantiated in their classes. Such diversity in teaching styles is not simply defended on the basis of academic freedom, a right strongly protected in the department, but also embraced by all department members. The importance of having a

diversity of approaches to teaching and supervising students is espoused in the departmental policy that each core required class in the curriculum is taught by at least two faculty members. This policy increases the likelihood that members of our student body will be taught by a faculty member with a pedagogical style that they find compatible.

F3. Faculty Qualifications

Within the department, all but one faculty member has a Ph.D., the terminal degree in the field, and that one has a M.A. with extensive doctoral-level course work (Parrilla). Two faculty members had full-time teaching appointments at other institutions prior to teaching at Weber State University (Horvat and Russell-Stamp). Two faculty members have completed post-doctoral research training (Ashley and Hillhouse). Two faculty members earned and continue to retain their clinical licenses (Baird and Kay).

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	9	3	
Number of faculty with Master's degrees		1	1
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	9	4	

F4. Evidence of Effective Instruction

Overall faculty effectiveness, as measured by student satisfaction, is quite high. Responses to the 4 questions composing the composite Educational Quality measure,

described in section C, was positive (Satisfaction, M = 3.95, Academic Standards, M = 3.94, Preparation for Grad School, M = 3.77, and Willingness to Repeat Major, M = 4.33).

Moreover, the overall course evaluation ratings (on a 1–5 scale) average over the past 9 semesters was 4.2, which is also quite high. This average is also very consistent over the semesters despite a number of personnel changes and the maturation of full-time and adjunct faculty members.

Students' satisfaction with their educational experience in the Psychology Department is further evidenced by graduating seniors' identification of, on average, approximately 4 faculty members as being particularly helpful to their education, a rate reflecting many of the departmental pedagogical values. Also 2011-2015 graduating seniors' own narratives about their best (and worst) educational experiences in the department highlight the effectiveness of the faculty. The positive narratives were mostly about faculty (regular and adjuncts) whose classes students really enjoyed, and experiences in individualized instruction:

The best experiences i have had in the psychology department were the seminar classes I was in. The opportunity pushed me and made me grow more than any classes. Also, practicum was a great opportunity for me to get out in the community and see some real world applications. I have been given many opportunities that have helped me grow and feel prepared to move on into the next chapter.

The best experience had to do with the way a lot of the classes were set up, with Professors who cared about the education and the students. There was quite a few Professors that taught in ways that were very conducive to learning. These same Professors shared great constructive criticism on papers and assignment which helped me to learn what I did well, and what I did not so well on so that I could learn from and grow in those areas.

*My best experience attending the classes within the Weber State Psychology Department have been based around the teachers. My best experience has been taking a seminar with Dr. *****. This provided an aha moment when I began to understand that just because something is in a journal, does not make that information fact. She really taught me to take all information with a grain of salt and to evaluate it against other information.*

*The best experience has been being able to work with Dr ***** and Dr ***** with Youth Impact.*

And I don't think I've had a bad experience.

The negative experiences also confirm the shared pedagogical values, as the comments often made reference to the rigor of the classes and challenges they posed to students, as suggested by the following^{9*}.

Commented [AA1]: Other negative complaints concerned faculty (regular faculty and adjuncts) teaching styles and situational concerns which included having to taking night courses, not taking practicum, etc.

⁹ Other negative complaints concerned faculty (regular faculty and adjuncts) teaching styles and situational concerns which included having to taking night courses, not taking practicum, etc.

My worst was when taking research methods, in the end i did learn, it was very frustrating to have to do so much work in so little time and having to rewrite papers again and again. I think it would have been very beneficial to have taken an APA writing class beforehand. My best was during my practicum, I was able to really put my current knowledge to real world experiences and come up with the ideas of areas to study.

i. Regular Faculty

The Psychology Department boasts faculty members who are among the most engaged and productive on campus, as evidenced by awards, honors, and acknowledgements showered upon them. The recognition includes three Crystal Crest award winners (the student-based awards), two Presidential Distinguished Professors (a monetary award open only to senior faculty members), an Endowed Professor (an overall outstanding faculty award from the university), a Lowe Award for Innovative Teaching winner (administration-based teaching award), a Hinckley Award winner (an overall outstanding faculty award from the university), a Last Lecture honoree (who was invited to give the annual last lecture), and a Carnegie/CASE Utah Professor of the Year. These honors have been awarded to 5 different faculty members (almost half the faculty).

The teaching expertise of the department faculty members has further been acknowledged by them being tapped in a variety of ways, including serving on the boards of directors of the National Conferences on Undergraduate Research (NCUR) and

Council on Undergraduate Research (CUR) organizations, founder and the present director of the national minority student honors society (Psi Alpha Omega), organizers and regular presenters of the Rocky Mountain Psychology Association teaching conference, and publishing widely in the field of teaching and learning in psychology. Within the university, Psychology faculty members are regularly invited to give presentations to other faculty, adjuncts, the university trustees, and the university advisory council on such topics as the process of student learning, undergraduate research, student academic dishonesty, and service learning.

Additional evidence of the effectiveness of the regular faculty is the emergence of their roles as mentors and tutors and their embracing of such roles. Historically, faculty members in the department were required to maximize their time in the classroom, and few engaged in individualized instruction (supervising students in community service, Practicum, and Research). But as forms of individualized instruction have become valued by the institution, the discipline (see footnote 3), and the previous Regents Review team (see footnote 1), faculty members have been encouraged and compensated for such activities with students. The compensation package, based on WSU policy¹⁰, includes earning 3 credit hour course reductions for each 12 credit hours of individualized instruction they complete. This policy was initiated in 2005-2006 and, over the past six years, over 550 students have been enrolled in individualized research courses which have generated 1721 credit hours. At that rate, about 143 course

¹⁰ See PPM 4-6 A4 available at http://www.weber.edu/ppm/Policies/4-6_FacWorkLoad.html.

reductions could have been taken by faculty members, when in fact only 20 have been granted, due to concerns about class coverage. Thus, although faculty members are being compensated for work in individualized instruction, their rate of compensation remains below what they have earned. Despite this mismatch, they continue to eagerly engage in mentoring and tutoring roles.

ii. Adjunct Faculty

Adjunct FTEs over the past 5 years have stayed fairly stable at about 32% of total FTEs. However, the adjunct category includes regular faculty teaching online courses for overload pay. Department policy ensures that regular faculty members have the right to teach overload classes, and they have chosen to teach online classes which, until recently, were more financially lucrative than teaching face-to-face classes. Regular faculty members who teach overload make up about half the adjunct FTEs (about 1,000 SCHs per year). The rest of the adjunct FTEs (approximately another 1000 SCHs per year) are made up of non-full-time adjuncts, who teach in any given semester as few as 7 and as many as 18 classes. Each adjunct typically teaches only one or two courses. The background of the adjuncts (see Appendix C) include emeritus faculty members from the department (Bancroft and Haslam), psychologists in the community (Flinders and Owen), our own graduates who have gone on in academia (Ashdown, Fiet, and Knapp), members of the counseling center (Adams, Alder, Helmbrecht, Hunter, Oreshnick, and Wood), other staff on campus (Chapman and Wilhelmson), and recent Ph.D. graduates seeking teaching experience (Marquit, Richards, and Weeks).

As per departmental policy, most of the adjuncts teach lower division courses (PSY 1010, 1540, 2000) and do so to students most of whom are unlikely to be majors or minors. The adjuncts generally teach at night, on weekends, at satellite campuses, or during the summer. However, because of retirements, sabbaticals, and leaves, there have been more and more adjuncts teaching multiple upper-division classes during the day at the Ogden campus. When we have hired new adjunct faculty members, 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. Adjuncts teaching multiple upper division courses also attend weekly meetings with the chair during their first semester. These meeting are opportunities for adjuncts to understand expectations, discuss teaching tactics and strategies, and to anticipate and resolve any problems. The adjuncts are also encouraged to attend the yearly university retreat for adjuncts.

Evidence of the teaching effectiveness of adjuncts has included the Credential Committee's review of each adjunct's teaching performance and course evaluations. The average teaching evaluation rating of the adjuncts over the past several academic semesters is 4.02, which, although lower than the overall teaching average of 4.3, remains positive. For the most, part the teaching of the adjuncts is seen as effective.

However, there have been stronger and weaker adjuncts, and in the case of weaker ones, a process of remediation is initiated including extra classroom visits by the chair and discussions with them about teaching different classes or teaching at different sites, until there is improvement or a *no rehire* decision is made. One such no rehire decisions have been made over the past five years.

F5. Faculty Scholarship

In addition to excellent teaching, the faculty of the department are also accomplished researchers. A list of faculty publications and presentations over the last six years is presented in Appendix H.

As can be seen, despite the heavy teaching load, faculty are still highly productive in the area of scholarship. Although faculty are productive as researchers they understand the role of the university in teaching and utilize and incorporate students in research (Appendix I).

F6. Mentoring Activities

This document has detailed the student mentoring activities of faculty members in sections B, C, and E. Additionally, a list of faculty/student presentation is presented in Appendix I. The focus of this section is the mentoring of faculty. New faculty members (including new full-time lecturers, tenure-track assistant professors, and adjunct faculty teaching multiple upper-division courses) are systematically mentored and provided with professional development opportunities. New full-time and tenure track 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. During their first semester, the new full-time, tenure track, and adjuncts teaching substantial loads meet with the chair to discuss their experiences and generally learn about departmental standards. In addition, the department chair has regular formal and informal discussions with all faculty members regarding their progress, needs, and ways of facilitating their professional development.

F7. Diversity of Faculty

The faculty include three minorities (two Latinas and a Native American) and a balance of male (N = 6) and female (N = 7) faculty. This gender and ethnic diversity of faculty reflects a change in the department which had been largely composed of white males as recently as a decade ago.

F8. Ongoing Review and Professional Development

The formal review process typically occurs through the tenure and promotion process. Tenure and promotion to Associate Professor occurs after 6 years and promotion to Full Professor in a subsequent 6 years. For tenure and promotion, the chair is responsible for keeping faculty on track, and tenure-track faculty and the chair are expected to meet regularly to plan successful negotiation of the tenure and promotion criteria.

Additionally, all faculty members are also formally reviewed in a biennial merit review process. The merit review also constitutes the university's post tenure review for senior faculty members. For the merit review, faculty members prepare a report of accomplishments in the previous two years and there is a faculty-chair discussion to identify

strengths and weaknesses and to promote planning. The merit evaluation is used as a basis for merit pay, when funds are made available from the legislature.

Faculty development for continuing full-time and adjunct faculty is handled at the university level through the Teaching and Learning Forum. Although many faculty attend teaching based conferences (e.g., National Institute on the Teaching of Psychology: NITOP).

Standard G – Program Support

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

G1. Adequacy of Staff

Like most other departments in the college and university, the Psychology Department employs one full-time secretary and part-time work-study office personnel. The work-study students cost the department 10% of their actual costs, and so the department has placed a priority on hiring such workers, mostly to free up the secretary from routine clerical jobs to perform the more advanced bookkeeping, accounting, management, and IT functions.

Additionally, recently funds were made available by the office of Student Affairs to share the costs of a position in the department relevant to the career plans of the students in the department³⁰. We have hired a psychology student to serve as a lab manager whose primary responsibilities are to manage the computer lab and help with the operation of the subject pool. The secretary receives a standard compensation package with benefits that include lower priced tuition for WSU classes (which extend to family members), and other amenities of college life (gym and library access). Nonetheless the financial compensation is

low and additional financial support is often found for her extraordinary work for the department.

The Department Chair works closely with the secretary regarding meeting departmental responsibilities. 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 is to serve as an office manager who supervises the part-time work-study students and lab manager. A work-study student works approximately 20 hours a week and serves as a support for more menial jobs, freeing the secretary to handle more difficult tasks.

G1. i. Ongoing Staff Development

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 in her role as office manager. The secretary relies on her own evaluation as well as through her informal consultation with the faculty regarding the work study students' performance.

G2. Adequacy of Administrative Support

The department is funded at \$31,400 a year, which has remained the same over the past 5 years. Each faculty had received \$600 per year in discretionary funds, but due to

improved financial management³¹, faculty discretionary allocations have increased to \$750 (approximately a third of the budget). Additional departmental income has been generated by student fees. Introductory Psychology students pay \$3.00 in fees which generates approximately an extra \$3,500 per year. Those funds are used to support the Introductory Psychology Subject Pool. Student fees are also being charged to students in Biopsychology (\$2.00), Psychological Statistics and Research Methods I and II (\$5.00), Statistics Lab (\$5.00), Research Methods (\$5.00), and Tests and Measurements (\$5.00) for course management and related costs.

G3. Adequacy of Facilities and Equipment

There are a host of specialized facilities, equipment, and institutional support resources (e.g., computers, software, university networks, labs, etc.) used by the department. The institutional support is 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 CANVAS (online course management system) and WSU online facilities and staff for the development of, maintenance and improvement of multimedia course work.

Each classroom in the department is fully multimedia equipped. 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, a statistics 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, which the College provides on a three- year replacement schedule. All other equipment (TVs, VCRs, CD players) is the responsibility of the department to replace if necessary.

The department also houses two computer labs for instruction and research. Both labs were funded via grant money, and between the two include 52 computers, a poster printer, and a smart board. These lab spaces are used for instruction for our stats, stats lab, and research methods courses. Additionally, many students use the labs for conducting computer based research projects.

G4. Adequacy of Library Resources

Psychology faculty and students make extensive use of the book, media, journal, and other library collections and other resources they have (e.g., PSYCINFO). Although book and media collections seem more adequate than the journal offerings, any inadequacies are well compensated by the effective and quick interlibrary loan service.

Standard H - Relationships with External Communities

The Psychology Department is proud of its community involvement. Three faculty members have been acknowledged for their community service by being awarded the *Utah Campus Compact Service-Learning Civically Engaged Scholar Award*. Lauren Fowler and Maria Parrilla de Kokal are university leaders on issues of community service and community research.

H1. Description of Role in External Communities

Departmental community involvement activities take a variety of forms including a) activities intrinsically related to course requirements, b) initiatives for which students may get credit but reflect community service, c) faculty professional roles in the community, and d) the invitation of community members to the university to educate students. The first category of community involvement, as an intrinsic component of some courses, is highlighted by Practicum. Practicum involves students working at various community sites and performing various community service activities (see Appendix J).

Community involvement activities are not only an intrinsic component of Practicum, but also are initiatives run as community service, for which students may earn credit. Two such projects completed over last five years are notable for their scope and impact. The George Washington High School practicum has proven so elaborate that students are offered not just Practicum credit for their on-site work, but also enroll in a Selected Topics in Psychology (PSY 4900) course to review techniques and evidence of the intervention, and analyze data and prepare presentations about those presentations. The project is a collaborative effort of department faculty members to provide social skills and mathematics training to inner city High School students. The project was funded by Hemingway grants and departmental support, and has involved more than 200 high school students over its 2 years of its existence. Over 40 WSU college students were trained as tutors and mentors, and they also are collecting data about the effectiveness of the intervention. The evidence suggests a powerful impact of the training on the high school student targets and college student

trainees. In 2011, the program won an award for their work from the Ogden/Weber Educational Partnership.

Another community project is Brain Awareness Week. A number of WSU Psychology and Neuroscience students worked on the project each year, which involved them bringing brain research and demonstrations to local area schools. Literally thousands of students have been exposed to neuroscience for the first time through the program. These projects reflect a commitment of faculty to be involved in community activities and engaging Psychology students in those activities.

Psychology faculty members have a long history and tradition of using their background and training in psychology in the community. For example, a number of faculty members have been formally involved as psychologists offering consulting to private agencies (LDS Social Services), state agencies (Governor's Conference on Marriage), serving on the board of directors of community agencies and schools (Ogden-Weber Community Action Partnerships, Weber Human Services, Head Start, DaVinci Academy of Science and the Arts, Foster Grandparents, and Treehouse Children's Museum), or otherwise volunteering their expertise by supervising clinical candidates, reviewing IRB protocols at the local hospital, offering diversity trainings to businesses, collaborating with Air Force research, and consulting and training staff at Youth Impact. A number of faculty members have engaged in community research, including not only the aforementioned projects but also assessing the success of federal (Weed and Seed), state (Diversity), and community (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 media resources. Finally, some faculty members require civic engagement as a component of their classes where students are required to work in the community as part of their grade for the course.

Finally, community activities include bringing members of community to students in the department as guest lecturers either in classes or out of classes. Students have had a chance to interact with elderly, gay, minority, mentally challenged, and Native American community members in various classes including Introductory Psychology, Psychology of Diversity, Abnormal Psychology, and 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.

H2. Summary of External Advisory Committee Minutes

The department does not have an external advisory committee.

Standard I – Program Summary

Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1 Development of a 5-year strategic plan to	Previous 5 Year Program Review:	As was stated in the Psych Visit Report, this goal is dependent on the College of
	Year 1 Action Taken:	
	Year 2 Action Taken:	

reflect the mission of the department and can guide departmental energy.	Year 3 Action Taken:	Social Science first developing a College Mission Statement and a College strategic plan. This is occurring currently. Following the CSBS strategic plan adoption, the department will begin working to develop a plan of our own.
	Year 4 Action taken:	
Issue 2 The department work toward creating a better defined capstone experience (not necessarily a course) to allow students to synthesize what they have learned	Previous 5 Year Program Review:	In response to this recommendation, the department implemented a capstone requirement emphasizing synthesis that can be completed via either a capstone course, or via a hands on experiential experience.
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	

Summary Information (as needed)

Action Plan for Ongoing Assessment Based on Current Self Study Findings**Action Plan for Evidence of Learning Related Findings**

Problem Identified		Action to Be Taken
Issue 1 Sporadic and incomplete EOLs for all courses.	Current 5 Year Program Review:	The department has developed a new assessment strategy requiring all courses taught be assessed every semester. Additionally, changes in course scheduling will assist in having fewer infrequently taught courses. These two policy changes should within the next few years result in less incomplete data for our entire curriculum.
	Year 1 Action to Be Taken:	
	Year 2 Action to Be Taken:	
	Year 3 Action to Be Taken:	
	Year 4 Action to Be Taken:	
Issue 2 The subjective and incomplete nature of EOLs.	Current 5 Year Program Review:	The very nature of tying EOLs to individual courses and to specific assignments in courses misses the overall program goals of a major as well as failing to capture the effectiveness of the class in achieving learning outcomes over time. The requirement for students to take the MFT should provide the department with better and more accurate data regarding students' long term retention of material. In addition, we can compare our students' performance with students nationally.
	Year 1 Action to Be Taken:	
	Year 2 Action to Be Taken:	
	Year 3 Action to Be Taken:	
	Year 4 Action to Be Taken:	

Summary Information (as needed)

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified		Action to Be Taken
Issue 1	Current 5 Year Program Review:	
	Year 1 Action to Be Taken:	
	Year 2 Action to Be Taken:	
	Year 3 Action to Be Taken:	

	Year 4 Action to Be Taken:	
Issue 2	Current 5 Year Program Review:	
	Year 1 Action to Be Taken:	
	Year 2 Action to Be Taken:	
	Year 3 Action to Be Taken:	
	Year 4 Action to Be Taken:	

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

	2011-12	2012-13	2013-14	2014-15	2015-16
Student Credit Hours Total	16,193	15,851	14,864	15,118	15,429
Student FTE Total	539.77	528.37	495.47	503.93	514.3
Student Majors	570	589	594	562	576
Program Graduates (Bachelor Degree)	85	73	90	80	78
Student Demographic Profile					
Female	361	384	395	382	384
Male	209	205	199	180	192
Faculty FTE Total	23.39	22.33	23.05	22.82	n/a
Adjunct FTE	12.28	11.22	11.37	10.71	n/a
Contract FTE	11.11	11.11	11.68	12.11	n/a
Student/Faculty Ratio	23.08	23.66	21.50	22.08	n/a

Note: Data provided by Institutional Effectiveness

Summary Information (as needed)

Program Credit Hour requirements:

General Education hours:

Required support course hours:

Required major course hours:

Required elective course hours:

(These figures are provided by the Institutional Effectiveness office in partner with the Registrar's Office)

Appendix B: Contract/Adjunct Faculty Profile

Contract Faculty (2011-2016)							
Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Aaron Ashley	Male	Caucasian	Associate Professor	Tenured	Ph.D.	11	Experimental Psychology
Todd Baird	Male	Caucasian	Associate Professor	Tenured	Ph.D.	13	Clinical / Personality
Lauren Fowler	Female	Caucasian	Professor	Tenured	Ph.D.	18	Biopsych / Neuroscience
Azenett Garza	Female	Caucasian	Professor	Tenured	Ph.D.	14	Social Psychology
Todd Hillhouse	Male	Caucasian	Assistant Professor	Not Tenured	Ph.D.	0	Biopsych / Neuroscience
Joseph Horvat	Male	Caucasian	Professor	Tenured	Ph.D.	38	Social / Personality Psychology
Jordan Hyde	Male	Caucasian	Instructor	Not Tenured	Ph.D.	1	Social / Cross-Cultural Psychology
Teri Kay	Female	Caucasian	Associate Professor	Tenured	Ph.D.	15	Clinical Psychology

Maria Parilla de Kokal	Female	Latina	Lecturer	Not Tenured	M.A.	19	Clinical / Gender / Cross-Cultural
Shannon McGillivray	Female	Caucasian	Assistant Professor	Not Tenured	Ph.D.	4	Cognitive Psychology
Douglas Richards	Male	Caucasian	Instructor	Not Tenured	Ph.D.	6	Biopsych / Neuroscience
Melinda Russell-Stamp	Female	Caucasian	Lecturer	Not Tenured	Ph.D.	14	School / Clinical / Community Psychology
Leigh Shaw	Female	Caucasian	Professor	Tenured	Ph.D.	14	Developmental Psychology
Adjunct Faculty (2011-2016)							
Mark Adams	Male	Caucasian	Adjunct (Staff)	Not Tenured	Ph.D.		Clinical
Norris Bancroft	Male	Caucasian	Adjunct (Emeritus)	Emeritus	Ph.D.	40	Experimental Psychology
Julie Buck	Female	Caucasian	Adjunct (Staff)	Tenured	Ph.D.		Cognitive Psychology
Heather Chapman	Female	Caucasian	Adjunct (Staff)	Not Tenured	Ph.D.	9	Cognitive Psychology
Sarah Farnsworth	Female	Caucasian	Adjunct	Not Tenured	Ph.D.		

Paula Fiet	Female	Caucasian	Adjunct	Not Tenured	M.A.	3	Neuroscience
Jordan Hamson-Utley	Female	Caucasian	Adjunct (Staff)	Not Tenured	Ph.D.		Sports/Health Psychology
Bruce Haslam	Male	Caucasian	Adjunct (Emeritus)	Emeritus	Ph.D.	50	Social Psychology
Larry Helmbrecht	Male	Caucasian	Adjunct (Staff)	Not Tenured	Ph.D.	30	Clinical
Donna Hunter	Female	Caucasian	Adjunct	Not Tenured	Ph.D.	15	Clinical
Jim Hutchins	Male	Caucasian	Adjunct (Staff)	Tenured	Ph.D.		Neuroscience
Jaclyn Knapp	Female	Caucasian	Adjunct	Not Tenured	Ph.D.	10	Clinical
Karen Kwan	Female	Asian	Adjunct	Not Tenured	Ph.D.		
Joshua Marquit	Male	Caucasian	Adjunct	Not Tenured	Ph.D.		Experimental
Merrill May	Male	Caucasian	Adjunct (Emeritus)	Emeritus	Ph.D.	45	Physiological Psychology
Craig Oreshnick	Male	Caucasian	Adjunct (Staff)	Not Tenured	Ph.D.	16	Counseling
Wayne Owens	Male	Caucasian	Adjunct	Not Tenured	Ph.D.	38	Personality / Psychopathology
Doug Richards	Male	Caucasian	Adjunct	Not Tenured	Ph.D.	20	Neuroscience

Margaret Smith	Female	Caucasian	Adjunct	Not Tenured	Ph.D.	10	Developmental Psychopathology
Trisha Weeks	Female	Caucasian	Adjunct	Not Tenured	Ph.D.	10	Developmental Psychology
Seth Wilhelmsen	Male	Caucasian	Adjunct (Staff)	Not Tenured	M.A.		Experimental Psychology
Jennette Wood	Female	Caucasian	Adjunct	Not Tenured	Ph.D.		Clinical

Summary Information (as needed)

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Mickey Cole	Female	Caucasian	Administrative Assistant	2012- Current	
Aubrey Jenkins	Female	Caucasian	Secretary I	2007-2012	

Summary Information (as needed)

Appendix D: Financial Analysis Summary

(This information is provided by the Provost's Office)

Program Name					
Funding	11-12	12-13	13-14	14-15	15-16
Appropriated Fund	967,974	998,362	1,080,996	1,094,643	1,136,798
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	2,500	361	13,807	12,073	2,170
Total	970,474	998,723	1,094,803	1,106,716	1,138,968

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Donna Corby	Ogden City School District
Matt Durham	Boys and Girls Club (Roy)
Rich Essary	Hill Air Force Base
Lynne Goodwin	Treehouse Children's Museum
Robb Hall	Youth Impact
Jassie Kidd	DaVinci Academy for Science and the Arts
Roy D. Cole	Criminal Defense Attorney
Chris Martinez	Rocky Mountain Innocence Project
Jamie Pitt	Weber County District Court
Kristine Knowlton	Utah Office of the Attorney General
Aaron Perry	Roy Police Department
Dani Croyle	Ogden Police Department
Blake Woodring	Adult Probation and Parole
Diana Rangel	WSU Counseling Services
Nate Taggart	Weber School District
Laura Traum	Ogden-Weber Community Action Partnership: Head Start Program

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Christopher Hoagstrom	Associate Professor	Weber State University
Kenneth D. Keith	Professor Emeritus	University of San Diego

Appendix G: External Community Involvement Financial Contributions

Organization	Amount	Type
Rick Miller Professor of Psychology Texas A&M University - Kingsville	\$250.00/per year over the past 10 years	Donation to the Graduating Senior award

Appendix H: Evidence of Learning

Appendix I: Faculty Presentations and Publications since 2011

Publications:

Amsel, E., Ashley, A., Baird, T., & Johnston, A., (2014). Conceptual change in psychology students' acceptance of the scientific foundation of the discipline. *Psychology Learning and Teaching*, 13, 232-242. <http://dx.doi.org/10.2304/plat.2014.13.3.232>

Amsel, E., Baird, T., & Ashley, A. (2011). Misconceptions and conceptual change in undergraduate students learning psychology. *Psychology Learning and Teaching*, 10, 3-10.

Conry-Murray, C., & Shaw, L.A. (2014). *Young Adults in the United States and Benin Reason about gendered cultural traditions*

Conry-Murray, C., & Shaw, L.A. (2016). *Young adults in the United States and Benin reason about gendered cultural traditions*. Saint Joseph's University and Weber State University. Submitted for publication.

Friedman, M.C., McGillivray, S., Murayama, K., & Castel, A.D. (2014). Memory for medication side effects in younger and older adults. *Memory & Cognition*, 43, 206-2015. doi: 10.3758/s13421-014-0476-0

Jetten, J., Schmitt, M. J., Branscombe, N., R., Garza, A. A., & Mewse, A. J. (2011). Group commitment in the face of pervasive discrimination: The role of legitimacy appraisals. *European Journal of Social Psychology*, 41 (1), 116-126.

Kay, T., & Amsel, E. (2011). The Psychology Department at Weber State University. RMPA Newsletter.

Lechuga, J., Maldonado Santos, B., Garza-Caballero, A. A. & Villareal, R. (2011). Holistic reasoning in the other side of the world: Validation of the Analysis/Holism scale in Mexicans. *Cultural Diversity and Ethnic Minority Psychology*, 17 (3), 325-330.

Newton, K., & Ashley, A. (2013). Pilot study of a web-based intervention for adolescents with Type 1 Diabetes. *Journal of Telemedicine and Telecare*, 19 (8) 443-449.
DOI:10.1177/1357633X13512069

Shaw, L.A., Amsel, E., & Schillo, J. (2011). Risk taking in late adolescence: Relations between socio-moral reasoning, risk stance and behavior. *Journal of Research on Adolescence*, 21 (4), 881-894.

Shaw, L.A., Wainryb, C., & Smetana, J. (2014). Early and middle adolescents' reasoning about moral and personal concerns in opposite-sex interactions. *Social Development*.

Presentations:

Amsel, E., Baird, T., & Ashley, A. (2012). Reforming teaching and learning in psychology: Are we using the wrong model? Paper presented at Annual Conference of the Rocky Mountain Psychological Association, Reno, NV.

Amsel, E., Bates, S., Corser, G., Fowler, L., King, W., Kwan, K., Marsing, N., Staheli, M., & Whitlock, K. (2013). Constructing, Implementing, and Evaluating a State-Wide Technology Intensive Concurrent Enrollment Introductory Psychology Course. Symposium conducted at RMPA, Denver, CO.

- Ashley, A. (2015). Action and embodiment as educational tools. Invited talk presented at the Ellis-Battig Memory Symposium at the Rocky Mountain Psychological Association, Boise, ID.
- Ashley, A., & Baird, T. (April, 2011). Repressive coping style, religiosity, and religious denomination. Paper presented at the Rocky Mountain Psychological Association Annual Conference. Salt Lake City, UT.
- Bates, S. C., Amsel, E., Corser, G., Fowler, L. A., Kwan, K., Marsing, N., & Whitlock, K. (2012). Implementation for a Statewide Strategy for Supporting General Psychology: Barriers, Catalysts, and Lessons Learned. Oral presentation to American Psychological Association, Orlando, FL.
- Baird, T. (November 2011). Effects of an Informational Intervention on Willingness to Seek Marriage Counseling. Presentation Given to Marriage Couples in Ogden, Utah.
- Baird, T., & Ashley, A. (April, 2011). Religious affiliation effects religiosity and personality relationships, Paper presented at the Rocky Mountain Psychological Association Annual Conference. Salt Lake City, UT.
- Garza, A. A. (January, 2011). Effects of cultural vs. religious diversity on out-group prejudice among majority ethnic and religious members. Poster presented at Society for Personality and Social Psychology, San Antonio, Texas.
- Garza, A. A. (2011, January). Differential effects of moral and cultural diversity on intergroup bias and symbolic threat. Invited talk for Social Psychologists in Texas Annual Conference, San Antonio, TX.

- Garza, A. A., Murray, L., Moon, M., Lopez, L., & Kowalewski, B. (April, 2014). *How to institutionally support community research as part of community engaged learning*. The 17th Annual Continuums of Service Conference, Honolulu, Hawaii, April 3, 2014.
- Hamson-Utley, J.J., & Fowler, L. (2013). Mobile Therapies: An evidence-based approach to patient care. Continuing Education Workshop accepted for presentation at the 121st Annual Conference of the American Psychological Association, Honolulu, Hawaii.
- Hamson-Utley, J.J., Schulte, S., Fowler, L., Glodowski, C., Scharmann, S., Pdlog, L., Schmolesky, M., Ashley, A. (2013). Concussion-related Neuroproteins: a comparison of gender differences in high-risk sports. Accepted for presentation at the 122nd Annual Conference of the American Psychological Association, Honolulu, Hawaii.
- Horvat, J. (2014). The psychology of long term investment strategies.
- Marsing, N., Bates, S.C., Amsel, E., Corser, G., Fowler, L.A., Kwarn, K., & Whitlock, K. (2013). A statewide Collaborative Approach to Re-Imagining Dual-Enrollment General Psychology Courses. Poster presented at the National Institute for the Teaching of Psychology, St. Pete Beach, FL.
- Kay, T.K., & Smith, R. (2011). Securing Letters of Recommendation. Paper presented at RMPA, Salt Lake City, UT
- Russell-Stamp, M. & Kibler, J. (February, 2013). *Social-emotional interventions for children and adolescents*. Oral presentation at the National Association of School Psychology Convention, Seattle, WA.

Russell-Stamp, M., Kowalewski, B., & Parrilla de Kokal, M. (November, 2013). Faculty perceptions of community engaged learning: do the pros outweigh the cons? Poster presentation at the International Association of Research on Service Learning and Engagement (IARSLE) Conference, Omaha, NE.

Russell-Stamp, M. & Parrilla de Kokal, M. (2011). The Collaborative Partnership between a University and Alternative School. Poster presented at the National Association of School Psychologist Convention, San Francisco, California, February 22-26.

Russell-Stamp, M., Parrilla de Kokal, M., & Alejandre, E. (2012). Authentic Community Higher Education Partnerships. Oral presentation at Utah Campus Compact Retreat, Moab, Utah, February 3-4.

Siepert, H., Hamson-Utley, J.J., Howell, A., Schulte, S., Donahue, M.S., Rink, D., Bass, J.A., Podlog, L., Light, M.M., Fowler, L. (2013). An investigation of mTBI-related neuroproteins: a longitudinal comparison of pre-season levels in collegiate football athletes. Accepted for presentation at the National Athletic Trainers' Association Annual Symposium, Las Vegas, Nevada.

Appendix J: Faculty Presentations and Publications with Students since 2011

Publications:

Frost, S. T., Gifford, C. D., & Fowler, L. A. (2011). Cognitive processing under different color temperature rated environments. *Proceedings for the National Conference on Undergraduate Research*.

Hansen, S. A., Ashley, A., & Chung, B. M. (2015). Complex Dietary Protein Improves Growth Through a Complex Mechanism of Intestinal Peptide Absorption and Protein Digestion. *Journal of Parenteral and Enteral Nutrition*, 39 (1) 95-103. DOI: 10.1177/0148607113501556

Hansen, S. A., Ashley, A., Titmus, D., & Chung, B. M. (2012). Dietary Protein Influences Growth Through a Complex Mechanism Coupling Proteolysis and Intestinal Peptide Transporter Expression. *Gastroenterology*, 142, S-199. DOI: 10.1016/S0016-5085(12)60746-X

Mohn, W. C., Stevens, R.C., Okazaki, R. K., Ashley, A., & Chung, B. M. (2011). *Caenorhabditis Elegans* as a Developmental Model of Intestinal Peptide and Amino Acid Transport. *Gastroenterology*, 140, S-747-S-748. DOI: 10.1016/S0016-5085(11)63108-9

Presentations:

Ahmad, A., & Baird, T. (2012) Scientific thinking and ad skepticism in college and high school students. Paper presented at Annual Conference of the Rocky Mountain Psychological Association, Reno, NV.

Ahmad, M., Garza, A. A., & Hitlan, R. (April, 2011). Examining the relationship between religious orientation and various prejudice targets and social/political issues. Poster presented at Rocky Mountain Psychological Association, Salt Lake City, UT.

Allen, L., & Baird, T. (2014). The effects of perspective taking and religious orientation on attitudes towards same sex marriage. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.

Ashley, A., Bell, M., & Feller, D. (2012). *The Representation of Literal and Figurative Uses of Spatial Language*. Paper presented at the 24th Annual Convention of the Association for Psychological Science, Chicago, IL.

Ashley, A., & Christensen, B. (2015). The influence of a religious icon on decisions regarding morality. Poster presented at the Rocky Mountain Psychological Association, Boise, ID.

Ashley, A., & Sleight, D. (2016). A Walk in Someone Else's Shoes: Empathy Through Embodiment. Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

Atwater, C., Cressal, S., Mildon, A., Mitchell, T., Phillips, G., Thomson, W., Parrilla de Kokal, M., & Russell-Stamp, M. (April, 2013). *Career guidance at youth impact*. Presentation at Community Involvement Center Service Symposium, Ogden, Utah.

Atwater, C., Cressal, S., Mildon, A., Mitchell, T., Phillips, G., Thomson, W., Parrilla de Kokal, M., & Russell-Stamp, M. (April 2013). *Teaching and applying social skills at youth impact*. Presentation at Community Involvement Center Service Symposium, Ogden, Utah.

- Baird, T., Curran, S., & Ashley, A. (2014). Attitudes toward polygamous marriage. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Baird, T. & Leishman, D. (2013). Perspective taking and parental self-disclosure. Paper submitted to Rocky Mountain Psychological Association Annual Conference, Denver, CO.
- Baird, T. & Olsen, L. (2013). Parental self-disclosure about teenage experiences: The child's view. Paper submitted to Rocky Mountain Psychological Association Annual Conference, Denver, CO.
- Baird, T. & Tidmarsh, T. (2012). A comparison of student's views of the appropriateness of male vs. female professor self-disclosure. Poster presented at Annual Conference of the Rocky Mountain Psychological Association, Reno, NV.
- Bauer, R. H., & Ashley, A. (2014). Parental uses of figurative language in an education setting. Paper presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Baxter, K., & Baird, T. (April, 2011). The influence of professor self-disclosure and Nonverbal immediacy, Poster presented at the Rocky Mountain Psychological Association Annual Conference. Salt Lake City, UT.
- Baxter, K. & Knuth, S. (Feb, 2011). Student's perceptions of professor credibility and appropriateness in the classroom: The influence of professor self-disclosure and nonverbal immediacy, Poster presented at the Utah Conference for Undergraduate Research, Ogden, UT.
- Behling, M., & Ashley, A. (2013). Metaphor as a Predictor of Therapy Outcome. Poster presented at the Rocky Mountain Psychological Association, Denver, CO.

- Bench, J., Feller, D. & Fowler, L.A. (2013). Auditory Processing and the Stress Response: How the Startle Response and Habituation may be Predictors of PTSD. Poster presentation accepted at the National Conferences for Undergraduate Research, La Crosse, WI.
- Binette, A., Hayes, A., Baird, T., & Ashley, A. (2015). How long does it take to recognize God?: A Speed measure assessing the validity of religiosity. Paper presented at the Rocky Mountain Psychological Association, Boise, ID.
- Bitton, E. V., & Bybee, J. C., Baird, T., & Ashley, A. (2014). Lavender oil and state anxiety: Priming and personality. Paper presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Brothers, Cummings, M., & Baird, T., (2015) Personality perceptions from social media. Poster submitted to Rocky Mountain Psychological Association Annual Conference, Boise, ID.
- Burnett, K., Ashley, A., & Baird, T. (2014). Looking at emotional contagion in a group discussion. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Byrd, A. & Fowler, L. A. (June, 2011). From English Learner to English Speaker – The Path of Identity of Adult Learners of English. Oral presentation at the ISLS Conference, Oranjestad, Aruba.
- Christensen, B., Feller, D., & Ashley, A. (2013). *The Cognitive Representation of Spatial Language*. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.

Cornelius, R., Baird, T., Meyer, M., Waldrop, E., & Bench, J. (April, 2011). Avoidance factors in helping-seeking and common coping strategies, Poster presented at the Rocky Mountain Psychological Association Annual Conference. Salt Lake City, UT.

Cornelius, R., Meyer, M., Waldrop, E., & Bench, J. (Feb, 2011). A suicide risk assessment for Weber State University. Poster presented at the Utah Conference for Undergraduate Research, Ogden, UT.

Cornelius, R., & Meyer, M. (March, 2011). Personal coping strategies and common barriers to seeking professional counseling, Paper presented at the Weber State University Spring Symposium. Weber State University, Ogden, Utah.

Curran, S. & Baird, T. (2014). Attitudes towards polygamous marriage. Poster presented at Rocky Mountain Psychological Association Annual Conference, Salt Lake City, UT.

Dirks, P., Delbo, B., Allen, L., Eschler, B., Sugimoto, S., Russell-Stamp, M., & McGillivray, S. (April, 2014). Metacognition and Emotion. Poster session presented at the Utah Council Undergraduate Research, Brigham Young University.

Dirks, P., Delbo, B., Allen, L., Eschler, B., Sugimoto, S., Russell-Stamp, M., & McGillivray, S. (April, 2014). Metacognition and Emotion. Poster session presented at the National Conference on Undergraduate Research, Lexington, KY.

Dirks, P., Delbo, B., Allen, L., Eschler, B., Sugimoto, S., Russell-Stamp, M., & McGillivray, S. (April, 2014). Metacognition and Emotion. Poster session presented at the meeting of the Rocky Mountain Psychological Association, Salt Lake City.

- Eschler, B., & Ashley, A. (2014). Bilinguals and religiosity. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Feller, D., Bench, J., & Fowler, L.A. (2013). The Effects of Cortisol on Auditory Processing and Perception. Oral presentation accepted at the National Conferences for Undergraduate Research, La Crosse, WI.
- Fiet, P. & Fowler, L. A. (June, 2011). Long Lasting Effects of Computerized N-back Training on Working Memory in School Children. Poster presentation at the Mind, Brain, and Education Conference, San Diego, CA.
- Fiet, P. & Fowler, L. A. (April, 2011). Short and long lasting effects of computerized n-back training on working memory in children. Poster presentation at the Rocky Mountain Psychological Association Conference, Salt Lake City, UT.
- Fiet, P. & Fowler, L. A. (June, 2011). Mind, Brain and Education
- Fiet, P. & Fowler, L. A. (April, 2012). Long Lasting Effects of Computerized N-back Training on Working Memory in School Children. Poster Presentation to United States Congress at the Council on Undergraduate Research Posters on the Hill, Washington, D.C.
- Fochs, AJ., & Ashley, A. (April, 2011). *Embodied Representation of Spatial Language*. Poster presented at the Rocky Mountain Psychological Association, Salt Lake City, UT.
- Fogg, K., Ashley, A., & Baird, T. (2016). Associations between Levels of Intrinsic Religiosity and Processing of Sexual Words. Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.

- Fowler, L.a., Shigley, S.B., George, M.M., & Hornsby, L. (2014). Physiological and Perceived Empathy in Reponse to Literature in Pre-Health Professional and Non-Pre-Health Professional Students. Oral presentation given at the Rocky Mountain Psychological Association Conference, Salt Lake City, UT.
- Friend, A. J. & Fowler, L. A. (April, 2011). The effects of twelve hour shifts on performance in pharmacy personnel. Poster Presentation to United States Congress at the Council on Undergraduate Research Posters on the Hill, Washington, D.C.
- Frost, S. T., Gifford, C. D., & Fowler, L. A. (March, 2011). The effect of high and low color temperature environments on cognitive performance. Poster presentation at the National Conference for Undergraduate Research, Ithaca, NY.
- Garcia, C., Standley, C., Torres, L. (2015). English Language Learners: Implications for academic performance. *CE Symposium*, Weber State University.
- Garza, A. A. & Brignone, E. (November, 2013). *"Community Survey Findings of Ogden United Promise Neighborhood."* Invited presentation for League of Women Voters of Northern Utah, Pleasant View Library, November 18, 2013.
- Garza, A. A., Lopez, L., & Spjut, N. (October, 2014). Panel discussion titled *"Making Promises, Keeping Promises: Obstacles to education and the interventions that lift them."* Weber State University's 16th Annual Diversity Conference.
- George, M.M., Hornsby, L., Fowler, L.A., and Shigley, S.B. (2014). Changes in empathetic reaction in response to media in pre-health students and health professionals. Poster

presentation given at the National conferences for Undergraduate Research, Louisville, KY.

Gifford, C. D., Frost, S. T., & Fowler, L. A. (March, 2011). Higher color temperature may affect students' perceived and physiological alertness. Poster presentation at the National Conference for Undergraduate Research, Ithaca, NY.

Guernsey, J. (Feb, 2011). The utility of the Horney-Colidge Tri-dimensional Inventory in predicting career interest, Poster presented at the Utah Conference for Undergraduate Research, Ogden, UT.

Hansen, S. A., Ashley, A., Titmus, D., Chung, B. M. (2012). *Dietary Protein influences growth through a complex mechanism coupling proteolysis and intestinal peptide transporter expression*. Paper presented at the American Gastroenterological Association Digestive Disease Week, San Diego, CA.

Hargrave, A., & Russell-Stamp, M. (February, 2013). *NAMI's peer-to-peer class and its effects on mental health literacy*. Poster presentation at the Utah Council for Undergraduate Research Conference, Logan, UT.

Hargrave, A., & Russell-Stamp, M. (February, 2013). *NAMI's peer-to-peer class and its effects on mental health literacy*. Poster presentation at the WSU Day at the Capitol, Salt Lake City, UT.

Hargrave, A., & Russell-Stamp, M. (February, 2013). *NAMI's peer-to-peer class and its effects on mental health literacy*. Oral presentation at the Rocky Mountain Psychological Association Conference, Denver, CO.

- Hicks, T. & Fowler, L. A. (April 2012). Understanding the relationship between sleep cycles and autistic symptomology. Oral presentation at the National Conference on Undergraduate Research, Weber State University, Ogden, UT.
- Hicks, T., & Fowler, L.A. (2013). Autistic symptomology and sleep deprivation in autistic children. Oral presentation to be presented at the Utah Conference on Undergraduate Research, Utah State University, Logan, UT.
- Hornsby, L., George, M.M., Fowler, L.A., & Shigley, S.B. (2014). The effect of empathy in literature on pre-health professionals. Poster presentation given at the National Conferences for Undergraduate Research, Louisville, KY.
- Horvat, J., & Dickenson, A. (2014). *Does a dominant religion decrease child sexual abuse?*
- Horvat, J., & McClannahan, (2015). *American Incarceration Inequities In Black States Versus White States.*
- Johnson, H. E. & Garza, A. A. (April, 2011). Exploring the relationship between attitudes toward same-sex marriages and interracial marriages. Poster presented at Rocky Mountain Psychological Association, Salt Lake City, UT.
- Johnson, D., Spackman, K., Werner, A., Parrilla de Kokal, M., & Russell-Stamp, M. (April 2014). *Teaching Social Skills through Olympic Events.* Presentation at Community Engaged Learning Symposium, Ogden, Utah.
- Knight, A. (2012). Dyadic perspective taking within the parent-adolescent relationship. Paper accepted to the National Conference for Undergraduate Research, Ogden, UT.

Knight, A., & Baird, T. (2012). The importance of feeling understood: Dyadic perspective taking within the parent-child relationship. Paper presented at the Annual Conference of the Rocky Mountain Psychological Association, Reno, NV.

Knuth, S. & Baird, T. (April, 2011). Student's perceptions of professor self-disclosure, Poster presented at the Rocky Mountain Psychological Association Annual Conference. Salt Lake City, UT.

Kristensen, Z., & Baird, T. (2012). A comparison of the DISC personality test and the Big Five Inventory in predicting social loafing. Paper submitted to Annual Conference of the Rocky Mountain Psychological Association, Reno, NV.

McGillivray, S., Murayama, K., Castel, A.D. (2014). Interest and metacognitive judgments as predictors of long-term memory in older and younger adults. Poster presented at the 15th Biennial Cognitive Aging Conference, Atlanta, G.A.

Mecham, R. & Garza, A. A. (April, 2012). The effects of double stigma on the evaluation of job applicants. Poster presented at Rocky Mountain Psychological Association, Denver, CO.

Mendenhall, T., Frost, T., Miller, L., Larson, S., & Grisham, B. (2014). Emotional contagion and the effects of computer-mediated communication in online forums. Poster presentation and the Rocky Mountain Psychological Association, Salt Lake City, UT.

Meyer, M, Cornelius, R., Waldrop, E., Bench, J., & Baird, T., (April, 2011). Suicide risk and the impact of suicide on university students, Poster presented at the Rocky Mountain Psychological Association Annual Conference. Salt Lake City, UT.

- Middlebrooks, C.D., McGillivray, S., Worden, K.M., Murayama, K, &Castel, A.D. (2014). Aging and value-directed remembering for allergens and health foods. Poster presented at the 15th Biennial Cognitive Aging Conference, Atlanta, G.A.
- Miller, L., Romero, A.,Parrilla de Kokal, M., & Russell-Stamp, M. (April, 2014). *Academic Support at Youth Impactt*. Presentation at Community Engaged Learning Symposium, Ogden, Utah.
- Mohn, W. C., Stevens, R., C., Okazaki, R. K., Ashley, A., & Chung, B. M. (May, 2011). *Caenorabditis Elegans as a developmental model of intestinal peptide and amino acid transport*. Paper presented at Digestive Disease Week 2011, Chicago, IL.
- Nordelo, N., & Garza, A. A. (April, 2011). Effects of framing: Cultural vs. Moral diversity on intergroup bias. Poster to be presented at Western Psychological Association, Los Angeles, CA.
- Ombach, J., Drysdale, L., & Baird, T. (2015). Obesity, personality, and willingness to hire. Poster submitted to Rocky Mountain Psychological Association Annual Conference, Boise, ID.
- Ombach, H., Trost, E., & Ashley, A. (2016). Effect of Religious Authority on Acceptance of Evolutionary Theory. Paper to be presented at the Rocky Mountain Psychological Association, Denver, CO.
- Ploharz, S., & Baird, T. (2013). Sexting: The influence of attachment style. Paper submitted to Rocky Mountain Psychological Association Annual Conference, Denver, CO.

Ploharz, S., Delbo, B., Dirks, T., Zaring, L., & Russell-Stamp, M. (February, 2013). An analysis of recidivism rates among youth court participants. Poster presentation at the Utah Council for Undergraduate Research Conference, Logan, UT.

Ploharz, S., Delbo, B., Dirks, T., Zaring, L., & Russell-Stamp, M. (February, 2013). An analysis of recidivism rates among youth court participants. Poster presentation at the National Conference for Undergraduate Research, La Crosse, WI.

Ploharz, S., Delbo, B., Dirks, T., Zaring, L., & Russell-Stamp, M. (February, 2013). An analysis of recidivism rates among youth court participants. Oral Presentation at the Rocky Mountain Psychological Association Conference, Denver, CO.

Porter, S. P., & Ashley, A. (2013). *Traditional versus Experiential Teaching Methods on Student Learning*. Paper presented at the 25th Annual Convention of the Association for Psychological Science, Washington DC.

Rhodes, T., Knight, A., Taylor, D., & West, C. (2012). The relationship of exercise and body image satisfaction among white females. Paper presented at the National Conference for Undergraduate Research, Ogden, UT.

Shigley, S., & Fowler, L.A. (2014). Feeling Your Pain: Exploring Empathy in Literature and Neuroscience. In M. Hammond and S. Kim *Rethinking Empathy Through Literature*. New York: Routledge. (with Max George and Lisa Hornsby)

Shigley, S., & Fowler, L.A., George, M.M., & Hornsby, L. (2014). Visualization and the Empathic Response: The Use of Movies and Literature to Foster Empathy. Invited presenters at the Visual Image and Medical Humanities Conference, Galveston, TX.

Slager, A., Bickley, J., & Baird, T. (2012). The effects of marriage. Poster presented at the Rocky Mountain Psychological Association Annual Conference, Reno, NV.

Standley, C., Garcia, C., Torres, L. (2015). Chronic absenteeism: Implications for academic performance. *CE Symposium*, Weber State University

Torres, L., Standley, C., Garcia, C. (2015). CRT and SAGE Results: Implications for Ogden United Promise Neighborhood. *CE Symposium*, Weber State University.

Trevethan-Blunk, A., Amsel, E., & Shaw, L.A. (2011, April). Comorbidity of substance use and depressive symptomology: A retrospective analysis of their relation and trajectory across adolescence. Poster presented at the *Utah Conference for Undergraduate Research*, Ogden, UT.

Trevethan-Blunk, A., Amsel, E. & Shaw, L.A. (2011, April). Comorbidity of substance use and depressive symptomology: A retrospective analysis of their relation and trajectory across adolescence. Poster presented at the *Annual Meeting of the Rocky Mountain Psychological Association*, Salt Lake City, UT.

Trevethan-Blunk, A., Amsel, E., & Shaw, L.A. (2012, March). Substance use, depression, and stress: A retrospective analysis of their relations and trajectories across adolescence. Poster to be presented at the 15th Biennial Meeting of the Society for Research in Adolescence, Vancouver, BC, Canada.

Voigt, B., Knight, A., Baird, T., & Ashley, A. (2013). A Reaction Time Measure of Validity for Internal Religiosity. Paper presented at the Rocky Mountain Psychological Association, Denver, CO.

Waldrop, E., & Baird, T. (April, 2011). Relationship status and religiosity as a predictor of suicide.

Poster presented at the Rocky Mountain Psychological Association Annual Conference.

Salt Lake City, Utah.

Winslow, C., & Baird, T. (2012). The Vulnerability of Jurors to Faulty Forensic Evidence. Paper

accepted to National Conference for Undergraduate Research, Ogden, UT.

Appendix K: Practicum Sites, Supervisors, Student Numbers, and Student Activities.

Practicum Site	Supervisor	Students/Semester	Student Activities
DaVinci Academy of Science and the Arts	Amsel	1-2	Shadow School Counselor
Treehouse Children's Museum	Amsel	1-2	Floor docent
George Washington High School	Russell-Stamp/Parrilla	5-12	Implement intervention to promote social and mathematics skills
Ogden-Weber Head Start	Garza/Parrilla	2-5	Work with students on attitudes towards school
WSU Counseling Center	Kay	2-3	Work with counseling staff to run stress management and depression screening
Youth Impact	Russell-Stamp/Parilla	1-3	Work as a mentor to adolescents in afterschool program
Ogden Outreach	Kay	4-5	Work in the community with homeless and LGBTQ youth
WSU Psychology Department Teaching Assistant	Shaw	1-4	Attend weekly research meetings on teaching, and serve as a Teaching Assistant for an Introductory Psychology course.
WSU Center for Community Engaged Learning – Community Research Extension (CCEL – CRE)	Garza	1-4	Work on a community oriented research project.