

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted 01/15/2016

Program Bachelor of Science in Psychology
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- X 1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuation of the Program

Rationale for Recommendation:

The Psychology program at Fairmont State University has had between 200 and 275 majors for over a decade with an average increase over the previous reporting period of nearly forty additional enrolled majors. During this review period 141 students from other majors have graduated with a minor in Psychology. Student and community demand for the program has increased with our students quickly moving into field-related positions or graduate programs. Changes have been made to keep the program current and improvements have been made in course offerings and experiential opportunities. We expect slow but consistent growth in the future.

Clarence Rohrbach
Signature of person preparing report:

1/27/2016
Date

Deanna Shields
Signature of Dean

1-27-16
Date

Christina Lavarata
Signature of Provost and Vice President for Academic Affairs:

3-23-16
Date

Maria C. Tice
Signature of President:

4-5-16
Date

Mark J. Jellotta
Signature of Chair, Board of Governors:

4-14-16
Date

Table of Contents

I. Narrative

1. Program description.....	3
A. Viability	4-6
B Adequacy.	6-7
C. Necessity.....	7
D. Consistency with Mission.....	8-9

II. Appendixes

Appendix I...(Enrollment data spreadsheet).....	10
Appendix II....(Success rate spreadsheet).....	11
Appendix III...(Off campus and student cr/hr rate).....	11
Appendix IV....(Outcome and assessment forms).....	12-34
Appendix V.....(Program requirements form).....	35
Appendix VI.....(Program goals).....	36
Appendix VII.....(Program assessments).....	36-41
Appendix VIII.....(TaskStream and feedback sample).....	42-66
Appendix IX.....(Advisory Board).....	66
Appendix X.....(Faculty Data sheets).....	67-77

PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY	
Program:	Bachelor of Science in Psychology
School:	Department of Behavioral Science, College of Liberal Arts
Date:	January 15, 2016

Program Catalog Description:

The Bachelor of Science program in Psychology has a mission that is essentially two-fold. First and foremost, the program is designed to provide students with a solid background of course work in basic psychology that is an excellent preparation for graduate work in either psychology or related disciplines. The second major objective of the Psychology Program is to help students develop marketable skills that will prepare them for careers in the use of psychological techniques and principles in applied settings.

PROGRAM CATALOG DESCRIPTION:

Psychology is the science that deals with the study of behavior. The Psychology Program at Fairmont State has been developed to provide a strong foundation of theoretical and applied knowledge for those students anticipating either future graduate training or immediate employment. All psychology majors are required to complete a minimum of 55 hours which allows the student to obtain a broad knowledge base within the discipline. The psychology curriculum is ideal for students anticipating graduate work in various areas of psychology, social work and counseling. Students who are preparing for the areas of medicine and law can also utilize the psychology major.

Psychology majors are encouraged to select a number of elective specialized courses that could serve to expand their breadth of knowledge in particular areas of psychological interest. Students with a B.S. degree in psychology are qualified for a variety of entry-level positions in the areas of education, business, management, advertising, government, health-care, criminal justice and sales.

VIABILITY (§ 4.1.3.1)

Enrollments

Applicants, graduates	<p>See Appendix I</p> <p>The number of graduates in Psychology has increased over the last five years with an average graduation rate of 51 students per year and an average of 250 majors per year. Our previous review indicated an average of 50 graduates per year with the average number of majors for the five year period at 213 students. The increase in majors for the current review period will lead to an even larger graduation rate in future years. There were 1593 applicants to the program with 554 students registering for classes over the five year period with a marked decline in the most recent year.</p>
Program courses	<p>See Appendix I</p> <p>Five year total course enrollments in psychology for the current five year period are similar to the previous reporting period with over 16,000 students enrolled in courses and an average of 1,543 students during Fall and Spring semesters and 162 during summer semesters.</p>
Service courses	<p>No Psychology courses are service only courses. PSYC 1101 Introduction to Psychology and PSYC 3310 Experimental are listed in the General Studies as Critical Analysis and Social Science options. Appendix I shows that over seven thousand students have been served in these courses over the last five years with less than six hundred of that number being Psychology majors. Other service includes all lower level Psychology courses listed as options for the minor in other program majors.</p>
Success rates Serv Crs	<p>See Appendix I</p> <p>Overall success rates and rates for PSYC 1101 during the reporting period were calculated from the common data base. These calculations included all W, I, and NC listings as enrollment and includes D grade as success. Department faculty do not agree with reporting students that have withdrawn from courses in success rate calculations and faculty do not agree that D grades are success. Regardless of this difference in success rate calculations, using either approach leads to similar success rate percentages. The low 71% success rate in Introduction to Psychology is primarily due to low class attendance resulting in poor grades primarily from missed quizzes and assignments.</p>
ext ed/off campus crses	<p>See Appendix II</p> <p>The number of off campus courses and sections are considerably less than reported in the previous five year review. Off campus sections in the last five year review were predominantly from Pierpont and the reduction of sections may be related to the separation of Fairmont University and Pierpont Community College.</p>

cost/student credit hour	See Appendix III Program cost per student credit hour is 58.81
--------------------------	---

General Studies Requirements Met

The only Psychology courses listed under the General Studies attributes for critical analysis and social science are Introduction to Psychology and Experimental.

(See outcomes and assessment forms for all courses including General Studies in Appendix IV)

Assessment Requirements

See attached program Goals and Assessments in Appendix VI (goals), VII (assessment), and VIII (SampleTaskStream assessment data and Advisory board feedback samples).

The Psychology Program has developed a comprehensive assessment program in which all psychology majors are routinely evaluated to determine a minimum level of theoretical and applied competence in the following areas: (1) Psychological Foundations, (2) Statistics and Research Design, (3) Testing Theory and Psychological Assessment, and (4) Intervention Strategies. These core areas were chosen because of their direct applicability toward graduate study as well as success within the work environment. All student assessment and outcomes are kept current and tracked in the Task-Stream Program. These tracking and assessments systems are used by all Psychology faculty.

In addition, an advisory board of faculty members, adjuncts, and relevant agency directors was established in 2008. This board has met annually for a review of program progress and recommendations. (See Appendix IX for a list of board members.)

Adjunct use

See Appendix I

Between three and four adjuncts have been used on the main campus each semester for the past five years. These numbers have fluctuated over the years due to variations in enrollments.

Graduation/Retention Rates

Retention Rates (reported in Appendix I)

During the period of time between Fall 2010 and Spring 2015 the Psychology Program graduated a total of 255 students. First time first year student retention rates have a five year mean of 57% which is an increase over the previous five year retention rate of 50.27%.

Previous Program Review Results

The 2010 program review received a “Continuation at current level” with no additional feedback.

ADEQUACY (§ 4.2.4.2)

Program Requirements

Liberal Studies	32-42	<u>42</u> hrs	List 2010-2015 liberal studies requirements
Major	55	<u>55</u> hrs	List see Appendix V
Electives	23-33	<u>23</u> hrs	
TOTAL	max 120	<u>120</u> hrs	

The maximum hours was changed to 120 hrs during the 2012-2013 school year to reflect policy changes. This decreased the number of elective hours.

Faculty Data

The Psychology Program at FSU presently consists of four full-time members as well as one half-time member who also serves as the Chairman for the Department of Behavior Sciences. The Psychology Program is currently in the process of advertising for a full-time tenure track position to fill a vacancy resulting from a recent resignation. All five faculty have doctoral degrees from accredited institutions. Four of the five faculty are tenured while one is in the fifth year of a full-time tenured track appointment. Of the tenured faculty, all hold the rank of Professor while the non-tenured faculty is an Assistant Professor. One of the faculty members is licensed in the state of West Virginia as a Clinical Psychologist while two hold both state and national certifications in the area of School Psychology. One is also a Licensed Professional Counselor. All of our faculty belong to appropriate state and national professional organizations. In addition to their teaching and academic duties, two of the faculty maintain part-time private practices and consulting services. Such expertise within the applied areas allows our students to be appropriately supervised during their practicum experiences. All of our faculty teach courses that are consistent with their educational backgrounds and training experiences.

In addition to its full-time faculty, Fairmont State University relies on a number of adjunct or part-time faculty. Such individuals are hired on a semester basis and can teach up to nine hours. All adjunct faculty hold at least a master’s degree in psychology or a related discipline and possess training and education for the courses that they teach (refer to individual Faculty Data Sheets in APPENDIX X).

Accreditation/national standards

No accreditation is available or possible due to the small number of faculty.

NECESSITY (§ 4.1.3.3)

Placement:

Although the B.S. Degree in Psychology does not constitute a “training” program as such, graduates do obtain employment in a variety of areas including community mental health, vocational rehabilitation, human services, disability determination services, behavioral medicine, corrections and private industry. The Student Placement Office at FSU has always been a popular resource in assisting our majors in finding employment. In addition, the psychology faculty sponsors one workshop each semester which is devoted to helping our majors apply to graduate school and/or seek employment.

Graduates from the Psychology Program are accepted into a variety of graduate programs in the field of psychology as well as related disciplines. Such graduate schools include West Virginia University, Marshall University, Penn State University, Frostburg State University, Waynesburg State University, University of Virginia, Indiana University at Pennsylvania, California University at Pennsylvania, James Madison University, Argosy University and Ohio State. Graduate programs include those in all subfields of psychology (e.g., Clinical, Counseling, School, Educational, Developmental and Industrial) as well as Social Work, Counseling, Rehabilitation Counseling, Industrial Relations, Child Development and Law. Those graduates who enter the work force immediately find employment in such locations as Valley Health Care, Try Again Homes, WV Department of Rehabilitation, WV Department of Corrections, Presley Ridge Group Homes, NASA, Milan Pharmaceuticals and various County School Systems. (See Appendix VII page 39 for graduate placement survey results.)

Similar programs:

While all of the colleges and universities in the state offer B.S. or B.A. degrees in psychology, Fairmont State is unique in that we are one of the few undergraduate psychology programs to offer courses in the more applied areas of assessment and intervention. Although such content is not typically offered at the undergraduate level, it better prepares the student for both graduate study and future employment.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

Consistency With Mission:

The Psychology Program at Fairmont State is quite consistent with the global mission of the institution in that it meets community and regional demands for paraprofessionals while at the same time expanding the horizons for a large number of middle and working class “non-traditional” students by enabling them to continue their education. The Psychology Program accomplishes this by providing its students with a solid background of course work in basic psychology that is an excellent preparation for graduate school. It also helps students develop marketable skills that prepare them for careers in the use of psychological techniques and principles applied to community, industrial and forensics settings. In addition, the faculty (both full-time and adjunct) possess a wide range of expertise, research interests and practical experiences which serve to provide a solid academic base as well as “hands-on” training. The program is thoroughly integrated with many other academic programs including Business, Criminal Justice, Health Services and Sociology.

Relationship to other campus programs:

While all of the colleges and universities in the state offer B.S. or B.A. degrees in psychology, Fairmont State is unique in that we are one of the few undergraduate psychology programs to offer courses in the more applied areas of assessment and intervention. Although such content is not typically offered at the undergraduate level, it better prepares the student for both graduate study and future employment.

Concluding remarks:

The current review provides evidence that the psychology program maintains its status as a vital part of the University's program offerings as it continues to develop with the University and remains current with advances in course material and technological applications, and makes use of assessment feedback to develop and improve for the future.

It is believed that the major strength of the Psychology Program is the diversity of our full time faculty in regards to both training and interests within the discipline. As previously indicated, all full-time faculty hold doctorates from accredited institutions. All of our faculty serve a large number of majors and minors as well as students throughout the institution as a whole. Research and academic interests include psychological ethics, perception, brain dysfunction in children, cross-cultural child-rearing, women's issues, psychological assessment, child psychopathology, adult development, hypnosis, drug therapy and the psychological aspects within the work environment. All of our faculty belong to various state and national professional organizations. One of our faculty is a professionally licensed clinical psychologist and two hold both state and national certifications in school psychology. One is also a state licensed professional counselor. Two maintain private practice/consulting services and another consults with a local out-patient counseling agency. One of our faculty holds a clinical appointment with a university medical center and two are adjunct faculty for a graduate program within sister state university. Finally, all of our psychology faculty are also part of the graduate faculty at FSU.

Despite its high level of productivity, the relatively small number of full-time faculty make it difficult to provide the students with the amount of time and attention necessary to maintain a first-rate undergraduate program. Upper level classes contain very large numbers which often make it impossible for the professor to provide an optimum learning environment. Due to such large numbers of students housed in relatively small classrooms, it is difficult (and often impossible) for the professor to maximize small group discussion and practice experiences. This is particularly detrimental to those courses that attempt to teach therapeutic intervention techniques, psychological assessment and theoretical processing. Courses that require a great deal of writing, research and classroom participation suffer. The number of full-time psychology faculty has not changed significantly in the last 35 years even though both the enrollment of the institution and number of psychology majors has nearly doubled.

Appendix I PSYCHOLOGY STUDENT ENROLLMENTS, GRADUATION COUNTS, AND COURSE STUDENT COUNTS

CONCENTRATION	2010/11	2011/12	2012/13	2013/14	2014/15				average	Grand Total
Majors										
Psychology	245	253	279	243	229				249.8	1249
Graduates	43	38	64	55	55				51	255
Applicants	329	337	368	317	242				318.6	1593
Registered	118	121	140	100	75				94.8	554
Enrollment by course Students/sections (students registered/Failed or did not complete)								Success rates		
1101	1710	1514	1545	1328	1088			71.30%	1437	7185
2220	186	191	165	166	129			73.00%	167.4	837
2230	206	261	249	215	198			81.50%	225.8	1129
2240	206	241	232	248	197			83.00%	224.8	1124
2250	113	162	120	150	79			83.20%	124.8	624
2260	24	21	13	15	11			72.60%	16.8	84
3300	250	220	228	186	194			85.10%	215.6	1078
3305				27	51			80.80%	39	78
3310	59	67	64	40	45			82.20%	55	275
3320			29		35			89.10%	32	64
3330	199	185	179	130	146			82.70%	167.8	839
3340				67	83			88.00%	75	150
3350	83	90	88	88	69			78.50%	83.6	418
3360			25	53	52			90.80%	43.3	130
3370	51	48	65	50	49			87.50%	52.6	263
3390	45	54	49	55	64			79.80%	53.4	267
3393	22			3	1			76.90%	8.6	26
3399				35				82.90%	35	35
4400	58	52	67	56	66			88.30%	59.8	299
4410	122	121	115	116	99			82.40%	114.6	573
4460	45	58	58	56	32			88.00%	49.8	249
4480	3	5	9	5	10			81.30%	6.4	32
4485	6	11	8		18			83.70%	10.75	43
4487	15	13	15	21	21			89.40%	17	85
4489	5	4	2	3	4			88.90%	3.6	18
4490	7	18	13	22	23			81.90%	16.6	83
4491	25		31	37	32			88.80%	31.25	125
4494					18			88.90%	18	18
4998			2	1						
Total	3440	3336	3371	3173	2814					16131
Sections taught by Adjuncts	6	6	3	7	5					
First year retention rates	61%	58%	58%	50%	59%					

Appendix II

	2010/11	2011/12	2012/13	2013/14	2014/15			average	Total
Off campus courses Enrollment/sections									
1101	510/22	827/22	713/19	431/13	373/13			571/18	2854/89
2220	63/3	34/2	45/3	46/2	18/1			41/2	206/11
2230	92/4	63/3	78/4	36/2	58/2			65/3	327/15
2240	49/1	71/2	52/3	65/2	55/2			58/2	292/10
2250	111/4	153/6	120/6	59/4	79/5			104/5	522/25
3300	66/2	59/2	64/2	44/2	35/2			54/2	268/10
Total	891/36	1207/37	1072/37	681/25	618/25			451/21	2255/105

Appendix III

Cost/Student credit hour				Average students/section	Student credit hours
Total 5yr student count	16131	Total 3cr hour sections	533	30	49123
Off campus 5yr student count	2255	Off campus 3cr hour sections	175	13	6765
On campus 5yr student count	13876	On campus 3cr hour sections	358	39	42358
Program Costs					
5yrs salary cost for 6 Faculty	2271115.00	Includes benefits			
5yrs total adjunct cost	164765.00	Includes benefits			
Program % of Department expenses (5yr)	54993.00	Program cost/Student cr. hrs.	58.81		
Total program cost (5yr)	2490873.00	Figure does not include University admin. or facility cost			

Appendix IV

Course: Psychology 1101

Instructor (name/email): All Introductory Psychology sections contact Dr. Clarence Rohrbaugh / crohrbaugh1

Date: revised

Attribute VII C Social Sciences

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, ...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
<p>1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology by describing major applied areas of the social and behavioral sciences disciplines and identifying overarching themes, persistent questions, or enduring conflicts or ethical issues within each discipline.</p>	Writing assignment one and components of all exams measure this outcome.	Students must score at least 70% of all possible points based on rubrics and exam scores.
<p>2. Students will be aware of basic research methods in psychology, including research design, data analysis, and interpretation.</p>	Multiple choice exam questions from chapters throughout the course materials specific to each field i.e. measurement of disorders and measurement of intelligence etc.	Students must score at least 70% of all possible points based on exam scores.
<p>3. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</p>	Writing assignment two and components of all exams measure this outcome.	Students must score at least 70% of all possible points based on rubrics and exam scores.
<p>4. Students will characterize the nature of an intrapersonal and/or interpersonal science discipline as they understand and apply</p>	Understanding is assessed in class discussion, writing assignment two and components of all exams.	Students must score at least 70% of all possible points based on rubrics and exam scores.

psychological principles to personal, social, and organizational issues.		
5. Students will be able to identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions. They will weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science and make linkages or connections between diverse facts, theories, and observations.	This is assessed in both writing assignments and all exams.	Students must score at least 70% of all possible points based on rubrics and exam scores.
6. Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.	Multiple choice exam questions from chapters throughout the course materials specific to each field i.e. conditioning and learning.	Students must score at least 70% of all possible points based on exam scores.
7. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.	Assessed by writing assignments and online quizzes.	Students must score at least 70% of all possible points based on rubrics and exam scores.
8. Students will be able to communicate effectively in a variety of formats.	Assessed by writing assignments.	Students must score at least 70% of all possible points based on rubrics.
9. Students will use discipline-relevant theories to explain and predict behavior then recognize and understand the complexity of sociocultural and international diversity.	Multiple choice exam questions from chapters throughout the course materials specific to each field i.e. social psychology	Students must score at least 70% of all possible points based on exam scores.

Course: Psychology 2220

Instructor (name/email): History and Systems of Psychology / contact Dr. Tadashi Kato / tkato

Date: revised

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will ...	Student performance with respect to this outcome will be measured by	
1. have comprehensive view of the history of psychology.	Material relevant discussions and assignments.	70% on all course exams and materials.
2. understand the various systems of psychology.	Material relevant discussions and assignments.	70% on all course exams and materials.
3. have developed the critical reasoning skills that pertain to the major themes in history and systems of psychology.	Material relevant discussions and assignments.	70% on all course exams and materials.

Course: Psychology 2230

Instructor (MRansom): All Social Psychology sections contact

Date: revised

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Identify the ethical issues implicit in personal behavior	Class discussion and topic relevant exam questions.	Students must score at least 70% of all possible

and in the operation of political, social, and economic institutions.		points based on exam scores.
2. Recognize prejudices, deception, or manipulation.	Class work and homework assignments.	Student must complete all assignments.
3. Recognize the cultural, physical, or additional context within which the information was created and understand the impact of context on interpreting the information.	Class work and homework assignments.	Student must complete all assignments.
4. Characterize the nature of an intrapersonal and/or interpersonal science discipline.	Class discussion.	Student must participate in class discussion.
5. Recognize overarching themes, persistent questions, or enduring conflicts or ethical issues within a discipline.	Class discussion and topic relevant exam questions.	Students must score at least 70% of all possible points based on exam scores.
6. Use discipline-relevant theories to explain and predict behavior.	Class work and homework assignments.	Student must complete all assignments.
7. Make linkages or connections between diverse facts, theories, and observations.	Class work and homework assignments.	Student must complete all assignments.
8. Describe major applied areas of the social sciences disciplines.	Class discussion.	Students must score at least 70% of all possible points based on exam scores. Student must participate in class discussion.

Course: Psychology 2240

Instructor (name/email): All Statistics Psychology sections contact Dr. Clarence Rohrbaugh / crohrbaugh1

Date: revised

Attribute 1B Quantitative Analysis

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Analyze a set of data using appropriate symbolic	Exams requiring analysis using each test statistic and	Students must score at least 70% of all possible

manipulation.	homework assignments.	points based on exam scores.
2. Construct frequency distributions and graphs from data.	Class work and homework assignments.	Students must complete all homework assignments.
3. Work with probability distributions.	Class work and homework assignments.	Students must complete all homework assignments.
4. Conduct one- and two-tailed t-tests of data and describe their relationship by using the language of mathematics to describe the relationships and patterns with precise terminology.	Exams requiring use of each test statistic, class work, and homework assignments.	Students must score at least 70% of all possible points based on exam scores.
5. Use relationships and formulas to set up and test a null hypothesis. Synthesize mathematical knowledge to reason logically to a conclusion and explain the legitimacy of that conclusion.	Exams requiring use of all test statistics, class work, and homework assignments.	Students must score at least 70% of all possible points based on exam scores.
6. Perform an analysis of variance.	Exams requiring use of each test statistic, class work, and homework assignments	Students must score at least 70% of all possible points based on exam scores.
7. Perform simple correlation analysis.	Exams requiring use of the test statistic, class work, and homework assignments.	Students must score at least 70% of all possible points based on exam scores..
8. Perform Chi-Square tests.	Exams requiring use of each test statistic, class work, and homework assignments	Students must score at least 70% of all possible points based on exam scores.
9. Use problem solving methods to investigate, model, and solve real-world problems at an appropriate mathematical level.	Exams requiring use of all test statistics, class work, and homework assignments.	Students must score at least 70% of all possible points based on exam scores.

Course: Psychology 2250

Instructor (name/email): All Community Psychology sections contact Mr. Joseph Larry / jlarry

Date: revised

Attribute 1D - teamwork

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Demonstrate personal integrity and the characteristics of a productive team member.	Class group work.	Students must complete team assignments.
2. Demonstrate an understanding of the rudimentary principles and value of teamwork as it relates to academic performance.	Class discussion and group work.	Students must interact in group discussions and work.
3. Resolve conflicts within a team	Class discussion and group work.	Students must interact in group discussions and work.
4. Recognize the cultural, physical, or additional context within which the information was created and understand the impact of context on interpreting the information.	Class discussion and topic relevant exam questions.	Students must score at least 70% of all possible points based on exam scores.
5. Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions.	Class discussion.	Student must participate in class discussion.
6. Recognize the relationships among societal factors and personal health and the ways in which behaviors impact one's physical and mental health.	Class discussion and topic relevant exam questions.	Students must score at least 70% of all possible points based on exam scores.

Course: Psychology 3300

Instructor (name/email): All Abnormal Psychology sections contact Dr. Ann Shaver / annshaver

Date: revised

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this	Student performance with	Satisfactory student

course, students will be able to...	respect to this outcome will be measured by	performance on the direct assessment measure will consist of
1. Apply the skills necessary to develop and maintain physical, mental, and emotional wellness.	Class group work.	Students must participate.
2. Recognize the relationships among societal factors and personal health and the ways in which decisions and behaviors impact one's physical and mental health.	Class discussion, group work, and topic relevant exam questions.	Students must score at least 70% of all possible points based on exam scores
3. Explain the socio-cultural and international contexts that influence the various manifestations of abnormal behavior across cultures.	Class discussion and group work and topic relevant exam questions.	Students must interact in group discussions and work. Students must score at least 70% of all possible points based on exam scores
4. Evaluate the appropriateness of conclusions derived from research regarding abnormality.	Class discussion and topic relevant exam questions.	Students must score at least 70% of all possible points based on exam scores.
5. Recognize the common myths and stereotypes regarding psychopathology and defend against these common fallacies in thinking.	Small group activity and debate.	Student must participate in class activities.

Course: PSYC 3305 Research Methods

Instructor: Clarence Rohrbaugh

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Describe the stages of the scientific method and the use of the hypothesis, variables, and ethics within the method.	Three quizzes, one exam, one or more assignments.	70% minimum on quizzes and exam 80% on assignment scoring rubric

2. Distinguish between the various methods of data collection and recognize the role of reliability and validity within the process.	Three quizzes, one exam, one or more assignments.	70% minimum on quizzes and exam 80% on assignment scoring rubric
3. Identify random and non-random designs in existing studies and appropriately apply these techniques to causal and non-causal research.	Three quizzes, one exam, one or more assignments.	70% minimum on quizzes and exam 80% on assignment scoring rubric
4. Demonstrate the use and explain the meaning of basic analytic techniques.	Three quizzes, one exam, one or more assignments.	70% minimum on quizzes and exam 80% on assignment scoring rubric
5. Describe and demonstrate the appropriate use of several parametric and non-parametric analyses.	Three quizzes, one exam, one or more assignments.	70% minimum on quizzes and exam 80% on assignment scoring rubric

Course: Psychology 3310**Instructor (name/email): Experimental Psychology / contact Dr. Clarence Rohrbaugh / crohrbaugh1****Date: revised**

Attribute 1A Critical Analysis /

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Describe major applied areas and characterize the nature of an intrapersonal and/or interpersonal science discipline by setting up the investigation of a problem or question by re-stating the problem, the unknowns, and parameters or questioning underlying assumptions then defining the problem and stating the question.	Exam questions in essay and other formats measuring acquired knowledge of problems within applied areas and assumptions related to those problems.	Students must score at least 70% of all possible points based on exam scores.
2. Recognize overarching	A discipline relevant ethics	Students must continue

themes, persistent questions and conflicts, Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions within a discipline then gather or select evidence relevant to a problem or question.	exam.	taking exam until a perfect score of 100 is achieved.
3. Use discipline-relevant theories to explain and predict behavior and estimate answers or make conjectures about the problem.	Project assignments requiring development of hypotheses	Students must complete all homework assignments.
4. Make linkages or connections between diverse facts, theories, and observations then analyze evidence through conventions appropriate to the discipline.	Project assignments requiring development of hypotheses and collection of data for analysis.	Students must complete at least 90% of all projects.
5. Devise appropriate solutions to the problem or conceive alternatives.	Interpretation of data analysis and discussion of results.	Students must score at least 70% of all possible points based on exam scores and project work.
6. Apply a variety of tools for effective problem solving.	Examination and application of alternative data analysis techniques.	Students must score at least 70% of all possible points based on exam scores.
7. Recognize the role of counter-examples, counter-evidence or outliers.	Discussion on causes of weaknesses in design and analysis techniques.	Students must describe several design and analysis weaknesses.
8. Evaluate the solution(s) and draw conclusions.	Project solution analysis.	Students must complete at least 90% of all projects and analyses.

Course: PSYC 3320 Sensation and Perception**Instructor (name/email): Clarence Rohrbaugh****Date:**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
		Satisfactory student

Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Demonstrate an applied difference between sensation and perception.	Student project demonstrations	80% on scoring rubric
2. Identify visual sensation processes	Exam	70% of possible points
3. Describe known illusions of visual perception	Presentation assignment	80% on scoring rubric
4. Identify auditory sensation processes	Exam	70% of possible points
5. Describe known illusions of auditory perception	Presentation assignment	80% on scoring rubric
6. Describe processes of other sensory systems along with related perceptual differences.	Exam	70% of possible points

Course: Psychology 3330

Instructor (name/email): Developmental Psychology / contact Dr. Tadashi Kato

Date: revised on September 5, 2008

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will ...	Student performance with respect to this outcome will be measured by	
1. have gained the comprehensive knowledge of the human development from biological, cognitive, and socio-emotional perspectives.	Exams requiring the objective knowledge of the human development from biological, cognitive, and socio-emotional perspectives.	Students must score at least 55% of all possible points based on exam scores.
2. have become able to make linkages or connections between diverse facts, theories, and observations in the field of developmental psychology.	Term paper that requires them to make association among diverse facts, theories, and observations in the field of developmental psychology.	Students must score at least 55% of all possible points based on term paper.
3. have identified the impact of the knowledge in human development on their lives and others.	Term paper that requires them to identify the implication of research results in human development in the every lives of their own and of others.	Students must score at least 55% of all possible scores based on the term paper.
4. have obtained the critical	Term paper that requires them	Students must score at

reasoning skill as it pertains to various topics within the field of developmental psychology.	to identify the implication of research results in human development in the every lives of their own and of others.	least 55% of all possible scores based on the term paper.

Course: PSYC 3350**Instructor (name/email): Joe Shaver****Date:**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Understand the six subdivisions of Biopsychology	The student will be required to define Physiological Psychology, Neuropsychology, Psychopharmacology, Psychophysiology, Cognitive Neuroscience and Comparative Psychology. The student will also be required to identify examples of each when presented on an objective exam.	Satisfactory student performance will consist of passing a selected response format exam (Exam I) with at least a 70 % average.
2. Understand the internal structures comprising an individual cell.	The student will be able to define the various structures comprising an individual cell including the nucleus, mitochondria, ribosomes and endoplasmic reticulum. The student will also be able to identify each structure on a prepared diagram.	Satisfactory student performance will consist of identifying said structures on a specially prepared diagram (Diagram I) with at least a 70 % proficiency.
3. Understand the fundamentals of genetics and the manner in which trait and characteristics are passed from one generation to another.	The student will be able to discuss the mechanisms behind and differences between the process of mitosis and meiosis. To do this, the student must demonstrate an understanding of chromosomes, genes, DNA	Satisfactory student performance will consist of passing a specially prepared essay exam with at least a 70 % proficiency.

	and RNA as measured by both objective exam questions and written essays.	
4. Understand the basic structure of the human nervous system include brain anatomy and physiology.	The student will be required to define both the anatomy and physiology of the various structure of the central nervous system including the prosencephalon, mesencephalon and rhombencephalon as well as identify such structured on a prepared diagram. The student will also be required to define the structure and function of the peripheral nervous system including the somatic, autonomic, parasympathetic and sympathetic divisions. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.	Satisfactory student performance will consist of a combination of both selected and constructed response format items, essay questions and specially prepared diagrams (Exam I and Diagram II) that the student must pass with at least a 70 % proficiency.
5. Understand the basic anatomy of the neuron as well as the mechanisms surrounding neuronal transmission.	The student will be required to identify the major anatomical structures of a neuron (using a diagram) including the dendrites, soma, axon, myelin sheath, Nodes of Ranvier, axon boutons and vesicles. The student will also be able to define membrane potential, hyperpolarization, hypopolarization, IPSP, EPSP, synapse, threshold, action potential, pre and post synaptic facilitation/inhibition, exocytosis and neurotransmitters. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.	Satisfactory student performance will consist of identifying said structures on a specially prepared diagram (Diagram III) with at least a 70 % proficiency.
6. Understand the various types of neurological examinations procedures.	The student will be required to define and discuss such neurological examinations	Satisfactory student performance will consist of both a selected and constructed response

	<p>procedures as the CT scan, PETT scan, MRI, DSR, EEG and AER. A combination of objective exams, completion items and essay questions will be used to assess this objective.</p>	<p>format exam that the student must pass with at least a 70 % proficiency (Exam II).</p>
<p>7. Understand the various types of neuropathologies including neoplasms, a. CVDs, head injuries, CNS infections, neurotoxins, genetic disorders and degenerative neurological diseases.</p>	<p>The student will be able to define and discuss the difference between infiltrating and encapsulated neoplasms; cerebral ischemia and intracerebral hemorrhages; pantropic and neurotropic infections; and various neurological and neurodegenerative disorders including Parkinson's Disease Huntington's Disease, Alzheimers Disease, MS, and seizures disorders. A combination of objective exams questions, completion items and essay questions will be used to assess this objective.</p>	<p>Satisfactory student performance will consist of a specially constructed essay exam that the student must pass with a 70 % proficiency. (Essay Exam II).</p>
<p>8. Understand the evolution of psychotropic medication and their different classifications.</p>	<p>The student will be able to understand and discuss the different categories of psychotropic medications, uses and possible side-effects and contraindications. Included will be the Anti-Psychotics (phenothiazines, butyrophenones and SGAs); Anti-Anxiety Agents (benzodiazepines); and Anti-Depressants (tricyclics, MAOIs, SRIs). A combination of objective exam questions, completion items and essay questions will be used to assess this objective.</p>	<p>Satisfactory student performance will consist of a specially prepared essay exam that the student must pass with a 70 % proficiency (Essay Exam II).</p>
<p>9. Understand both the anatomy and physiology of the different sensory systems including</p>	<p>The student will be able to identify and define the anatomical make-up, as well as</p>	<p>Satisfactory student performance will consist of both a selected and constructed response item</p>

<p>vision, hearing, touch, taste and smell.</p>	<p>physiological sequelae, of the various sensory organs including the eye (cornea, iris, lens, retina and optic nerve); ear (pinna, auditory canal, tympanic membranes, ossicles, cochlea, vestibule and semicircular canals); nose (olfactory epithelium, olfactory bulbs and olfactory tract); tongue (buds and papillae) and skin (epiderm, dermis, and subcutaneous layer). A combination of diagrams, objective exam questions, completion items and essay questions will be used to assess this objective.</p>	<p>format exam (Exam III) that the student must pass with a 70 % proficiency.</p>
<p>10. Understand the motor system with particular emphasis being placed on the anatomy of the muscle, antagonistic/synergistic pairs, reciprocal innervation and recurrent collateral inhibition.</p>	<p>The student will be able to define and discuss the anatomical make-up of a muscle including the myofibrils, myofilaments, actin, myosin and muscle spindle. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.</p>	<p>Satisfactory student performance will consist of a specially prepared essay exam (Essay Exam III) that the student must pass with a 70 % proficiency.</p>
<p>11. Understand the nature of the neuroendocrine system with particular emphasis on the various glands, respective hormones and behavioral ramifications of hyper and hyper conditions.</p>	<p>The student will be able to understand the functions of the various glands comprising the endocrine system including their respective hormones and target organs. The following glands will be covered: anterior pituitary, posterior pituitary, thyroid, adrenal cortex and medulla, parathyroids, pancreas, pineal and thymus. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.</p>	<p>Satisfactory student performance will consist of both a selected and constructed response format exam (Exam IV) that the student must pass with a 70 % proficiency.</p>
<p>12. Understand the nature of</p>	<p>The student will able to discuss</p>	<p>Satisfactory student</p>

biological rhythms and drives.	the difference between circadian, ultradian and infradian rhythms as well as the nature of sleep and dreams. A combination of objective exam questions, completions items and essay questions will be used to assess this item.	performance will consist of specially prepared essay exam (Essay IV) that the student must pass with a 70 % proficiency.
13. Enhance critical thinking and research understanding skills.	In order to assess critical thinking and research analysis skills, the will be required to complete three critiques of data-based research studies comprising the neuroscience literature. An outline is provided with this syllabus to be used as a format (see attached Article Critique Outline).	Completion of three research-based article critiques.

Course: PSYC 3360 Cognitive Psychology

Instructor (name/email): Clarence Rohrbaugh

Date:06/06/2012

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Demonstrate (by exam) an understanding of the history, and the methodological approaches to research in cognition.	Exam	Students will score 70% or better
2. Demonstrate in assignment two and by exam knowledge of the underlying processes and theories of human attention and perception.	Assignment and Exam	Students will score 70% or better
3. Demonstrate through discussion and exam an	Discussion and Exam	Students will score 70% or better

understand memory through the concepts of Mental Imagery, Dual-code theory, propositional theory, Image scaling, demand characteristics, cognitive maps, and network models.		
4. Demonstrate through assignment and exam the ability to apply the problem solving skills involved in Structuring, mental sets, transfer, decision theory, and reasoning,	Assignment and Exam	Students will score 70% or better
5.		
6.		

Course: PSYC 3370 (Theories of Learning)

Instructor (name/email): Joe Shaver

Date:

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Understand the characteristics of learning and the manner in which it relates to, and differs from, other types of behavior patterns.	The student will be required to compare and contrast the concepts of learning, reflexes, tropisms, instincts, critical periods and salient events. This outcome will be measured by objective exams, completion items and essay questions.	Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.
2. Understand the scientific methodology involved in the study of learning in particular and behavior in general.	The student will be required to compare and contrast the methods of naturalistic observation, lab experiment, field experiment, correlational study and case report. The student will also be able to define and discuss such concepts	Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

	<p>and experimental/control groups, independent/dependent variables, confounds, matching, Rosenthal Effect, Hawthorne Effect, repeatability and generalization. This outcome will be measured by a combination of objective exams, completion items and essay questions.</p>	
<p>3. Understand the early philosophical approaches which served as a foundation for the scientific study of learning.</p>	<p>The student will be required discuss the branch of philosophy referred to as epistemology. Within that context the student will be required to compare and contrast the philosophies of Plato (rationalism, nativism, idealism and utopia), Aristotle (empiricism, associationism and realism), Decartes, Hobbs, Locks, Berkley, Hume and Kant and how they served as a foundation for the later study of psychology in general and learning in particular. This outcome will be measured by objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.</p>
<p>4. Understand the approaches to the study of learning collectively known as the Reinforcement Theories.</p>	<p>The student will be required to compare and contrast the theories of E.L. Thorndike (Connectionism), B.F. Skinner (Operant Conditioning) and Clark Hull (Hypothetical Deductive). The student will be required to define the Laws of Readiness, Exercise and Effect; positive/negative reinforcement, extinction and punishment; and reaction/inhibitory potential, habit strength, conditioned/reactive inhibition and net reaction potential. This outcome will be measured by objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.</p>

<p>5. Understand the approaches to the study of learning collectively referred to as the Association Theories.</p>	<p>The student will be required to compare and contrast the learning approaches of Ivan Pavlov (Classical Conditioning), Edwin Guthrie (Contingent Conditioning) and William Estes (Stimulus Sampling Theory). The student will be required to define conditioned/unconditioned stimulus; conditioned/unconditioned response, extinction, spontaneous recovery; generalization, discrimination and higher order conditioning; Laws of Frequency, Recency and Vividness; and threshold, fatigue and incompatible response. This objective will be measured by objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.</p>
<p>6. Understand the approaches to the study of learning collectively referred to as the Cognitive Theories.</p>	<p>The student will be required to compare and contrast the learning theories of Max Wertheimer (Gestalt Psychology), Jean Piaget (Developmental Theory) and Albert Bandura (Social Learning Theory). The student will be required to discuss such concepts as the Phi Phenomena, Field Theory, Law of Pragnanz, Perceptual Constancy and Zeigarnik Effect; adaptation, assimilation, accommodation, scheme, structure and equilibration; and modeling, response facilitation, inhibition/disinhibition and reciprocal determinism. This objective will be measured by objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.</p>
<p>7. Understand the approaches to the study of learning collectively referred to</p>	<p>The student will be required to discuss the works of Karl Lashley (engram, equipotentiality and mass action); Donald Hebb (cell</p>	<p>Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.</p>

Neuropsychological Theories.	assemblies, phase sequences and sensory deprivation); Roger Sperry (cerebral laterality, feature detectors); and Olds & Milner (reinforcement centers). This objective will be measured by objective exams, completion items essay questions.	

Course: PSYC 3390 - Foundations**Instructor (name/email): Clarence Rohrbaugh****Date:**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Conduct basic social/behavioral research.	Individual student research projects.	70% accuracy on written evidence covering clarity, style, and completeness of research report.
2. Complete written reports on the background, data collection, and analysis of social/behavioral research.	The written documents from individual student research projects.	70% accuracy on written evidence covering clarity, style, and completeness of research report.

Course: Psychology 4400 (Psychometrics)**Instructor (name/email): Joe Shaver****Date:**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1.Understand the various historical	The student will be required to	Satisfactory student

<p>milestones comprising psychological assessment from ancient times to the modern era.</p>	<p>discuss the major milestones of behavioral assessment from ancient China, the Middle Ages, Renaissance Period to the modern era. The student will be required to discuss landmark legislation pertaining to assessment such as Brown v The Board of Education; Hobson v Hansen; Diana v State of California; PARC v Commonwealth of Pennsylvania; The Grigg's Decision; The Case of Larry P; and PL 94-142. This outcome will be measured by objective exams, completion items and essay questions.</p>	<p>performance will consist of passing a specially prepared essay exam (Essay I) with at least a 70 % proficiency.</p>
<p>2. Understand the fundamentals of test theory and construction.</p>	<p>The student will be required to define and discuss the standard error of measurement, standard error of difference, standard scores, confidence intervals, correlations and regressions, reliability and validity. This outcome will be measured by a combination of objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of a combination of selected and constructed response format items (Exam I) that the student must pass with a 70 % proficiency.</p>
<p>3. Understand the principles and methods of intellectual assessment for both children and adults</p>	<p>The student will be required to compare and contrast the theories of intelligence and intellectual assessment established by Galton, Piaget, Binet, Guilford, Dugdale, Thustone, Horn, Cattelle and Goddard. The student will be required to describe and discuss the various individually and group administered intelligence tests, developmental assessment techniques, non-verbal methods and cultural free/fair instruments. This outcome will be measured by a combination of objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of a combination of selected and constructed response format items (Exam II), as well as a specially prepared essay exam (Essay II), that must be passed with a 70 % proficiency.</p>

<p>4. Understand the principles and methods of personality assessment for both children and adults.</p>	<p>The student will be required to compare and contrast objective and projective personality measures, clinical interviews, structured observations, vocational assessment and informal techniques. This outcome will be measured by a combination of objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of passing a combination of selected and constructed response format items (Exam III), as well as a specially prepared essay exam (Essay III), with at least a 70% proficiency.</p>
<p>5. Understand the principles of neuropsychological assessment in the measurement of brain impairment as it relates to intelligence, perception and coordination.</p>	<p>The student will be required to compare and contrast the four pillars of neuropsychological assessment including presence, laterality, location and process as well as describe the major neuropsychological test batteries. This outcome will be measured by a combination of objective exams, completion items essay questions.</p>	<p>Satisfactory student performance will consist of passing a combination of selected and constructed response format items (Exam IV), as well as a specially prepared essay exam (Essay IV), with at least a 70% proficiency.</p>
<p>6. Understand the principles of achievement testing especially as it pertains to the educational setting.</p>	<p>The student will be required to compare and contrast the process of achievement and aptitude testing, general and specific achievement instruments and educational diagnostic assessment. This outcome will be measured by a combination of objective exams, completion items and essay questions.</p>	<p>Satisfactory student performance will consist of passing a combination of selected and constructed response format items (Exam IV), as well as a specially prepared essay exam (Essay IV), with at least a 70% proficiency.</p>
<p>7. Enhance critical thinking and research understanding skills.</p>	<p>In order to assess critical thinking and research analysis skills the student will be required to complete a detailed analysis of one of the psychological or educational tests included in the text. This analysis will consist of a 10 typed written paper and follow the outline provided at the end of this syllabus.</p>	<p>Completion of the detailed test analysis assignment with at least a 70% proficiency.</p>

Course: Psychology 4410 (Theories of Personality)**Instructor (name/email): Joe Shaver****Date:**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. understand the basic theoretical content as it relates to Freudian, Jungian, Adlerian, humanistic, existential, and spiritual, behavioral and cognitive-behavioral and trait theory.	Formal examination, theoretical project development and presentation, in-class formal writing, and class activity completion	Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.
2. practice and develop proficiency in the research methodology.	Journal article selection, review, and critique.	Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.
3. respect and use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to analyze behavioral issues related to course topics	Journal article critiques.	Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.

Course: Psychology 4470 (Intervention Techniques)**Instructor (name/email):****Date:**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated

		outcome)
1. recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis and interpretation.	1. Article Critique Summary and Presentations (see Blackboard under Assignments) 2. Formal Writing Two (see Blackboard under Assignments)	Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.
2. follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, reporting of psychological research and clinical treatment.	1. Ethical Dilemma Analysis Small Group Activity See Blackboard for Assignment Description. (direct in-class participation required (maximum 15 points). 2. Article Critique Assignment and Presentations (see Blackboard under Assignments)	Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.
3. recognize the necessity for ethical behavior in the scientific practice of clinical counseling and psychotherapy by demonstrating reasonable skepticism and intellectual curiosity in current therapeutic practices.	1. Article Critique Assignment and Presentations (See Blackboard under Assignments) 2. Ethical Dilemma Activity (See Blackboard under Assignments)	Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.
4. assess and justify their engagement with respect to social and professional responsibilities in relation to therapeutic assistance.	1. Formal Writing One (See Blackboard under Assignments) 2. Therapeutic Inventory One (Ethical Understanding - Person and Professional). See Blackboard under Assignments (Hardcopy submitted)	Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.

Appendix VI

1. B.S. Psychology Program Goal 1

The Psychology Program at Fairmont State University strives to meet the needs of the local community and broader society by preparing all majors for immediate entry into human service positions and graduate programs that develop specializations across the many fields of psychology. (Graduation rates and alumni surveys)

2. B.S. Psychology Program Goal 2

The program supports the Scientist-Practitioner model by providing experiences for all majors in the broad spectrum of scientist and practitioner roles in academics, business, criminal justice, education, and many human service fields. (Professional student conference presentation, internships/practicums, and community service involvement)

Appendix VII

ASSESSMENT PLAN: **Psychology**

(a) Summary of Plan:

The Psychology Program's two-fold mission is designed to provide the graduate with a solid background of course-work that is either an appropriate preparation for graduate school or immediate entrance into the work-setting. The program's assessment plan therefore contains a variety of goals and objectives which are believed will enhance the student's competencies within the various areas of psychology. Because the assessment plan is designed to be an on-going process, the data that is obtained from it will not only help to evaluate the individual student, but also the efficacy of the Psychology Program overall.

(b) Student Assessment:

The Psychology Program has developed a comprehensive assessment program in which all psychology majors will be routinely evaluated to determine a minimum level of theoretical and applied competence in the following areas: (1) Psychological Foundations, (2) Statistics and Research Design, (3) Testing Theory and Psychological Assessment, and (4) Intervention Strategies. These core areas were chosen because of their direct applicability toward graduate study as well as success within the work environment. All student assessment and outcomes are kept current and tracked in the Task-Stream Program.

(1) Psychological Foundations:

The following courses from within the psychology core requirements comprise this area of assessment: Introductory Psychology, History & Systems of Psychology, Abnormal Psychology, Developmental Psychology, Biopsychology, Theories of Learning and Theories of Personality. The syllabus for each course contains clearly written outcomes, objectives and assessment procedures.

(2) Statistics and Research Design:

This particular assessment component is integrated into the following courses: Statistics (Psych 2240), Research Methods (Psych 3305), Experimental Psychology (Psych 3310), and Foundations of Psychology (Psych 3390). The content of each course is designed as an integrated sequence to allow the student to not only obtain the fundamentals of statistics, but also develop, design, and conduct a data-based research project. A brief description as to the manner in which each course contributes to this component is provided.

Students enrolled in Behavioral Statistics (Psych 2240) will cover elementary statistical description and analysis as employed particularly in the behavioral sciences. This course will serve to prepare the student for the more in depth Research Methods course (Psych 3305) which serves as introduction to: 1) the scientific methods used in the behavioral sciences; 2) the design and control of research experiments; 3) the statistical analysis of data; 4) the communication of research results; and 5) an introduction to the application of ethics in the practice of research.

The various approaches to conducting research in psychology (e.g., observational, relational, and experimental) will be pursued in Experimental Psychology (Psych 3310). This course consists of an introduction to the procedures of experimental research, design, and evaluation using laboratory techniques.

Finally, Foundations of Psychology (Psych 3390), which also serves as a writing intensive course, can be considered the “capstone” for the Statistics and Research Design assessment component. Taking the content that has been learned in Behavioral Statistics, Research Methods, and Experimental Psychology, the student is required to develop a research idea and put that idea into practice. To do this they must develop a hypothesis, design a viable study to test the hypothesis, choose the appropriate statistical procedure, collect/analyze their data and present their results in a finished article which adheres to APA style format. The student is guided by the instructor at each stage of the project. Students who desire may present their project at one of our student forums or at an actual psychology

conference. It is important to note that our students have in fact presented at state, regional and national conferences including the American Psychological Association (APA).

(3) Testing Theory and Psychological Assessment:

All psychology majors are required to take Psychology 4400 (Psychometrics) which deals with the general theory of measurement involved in various areas of psychology including intellectual, personality, vocational, educational and neuropsychological assessment. Emphasis on test construction, standardization and general legal-ethical issues is provided. Content competency is measured via four standard exams requiring a total minimum score of 70% to demonstrate mastery.

Those students either planning to attend graduate school or pursue employment as a psychometrician are urged to take Psychology 4485 (Advanced Psychometrics). This particular course emphasizes the administration, scoring, and interpretation of various psychological, vocational and educational assessment instruments. Students enrolled in this course will be required to take a comprehensive exam in which they are provided test data from various intellectual, personality, vocational, and educational tests. They are required to score, analyze and interpret the information accordingly. A minimum requirement of 70% must be achieved for mastery of this competency.

(4) Intervention Strategies:

All psychology majors are required to take Psychology 4470 (Intervention Strategies). This course functions as another capstone where students are required to demonstrate a minimum level of proficiency in the role of a therapeutic interventionist. Students have a choice of completing an additional video or audio tape of this experience. All students are required to demonstrate their proficiency in the areas of therapeutic listening and responding through a series of role-play simulations. Constructive feedback from various local practicing counselors and therapists is provided to each student.

Students taking this course are also administered a locally developed comprehensive pre and post assessment on the various personality theories. A minimum score of 70% is required in order to demonstrate mastery of this competency.

(c) Program Assessment:

The various competency areas described above can (and do) serve as a useful means of monitoring the Psychology Program on a continual basis. However, the following additional procedures have also been implemented.

- (1) Follow-up interviews with former students who have been graduated for at least one year are routinely conducted. In this way, we can obtain information regarding their current educational/employment status as well as their degree of satisfaction with the program. We are particularly interested in how effective they believe the Psychology Program prepared them for their particular endeavor.
- (2) Interviews with both graduate school departments and employers who have accepted our graduates are conducted yearly. We are particularly interested in the degree of satisfaction each has in regards to the level of preparedness of the graduate in comparison to other students or employees.

Feedback

All outcomes and assessments are being entered into the Task Stream system which allows annual reporting of success rates based on outcome measures. Annual departments meetings with program advisors are used to review the outcome measures and recommend changes to improve student success and program growth. A similar process was used to determine the need for and initiation of the new population studies emphasis in sociology.

GRADUATE AND EMPLOYER SATISFACTION

Both phone and face-to-face surveys were conducted with various employment locations and graduate programs, as well as with the graduates themselves. Below is a summary of such findings.

- (a) Graduate Satisfaction: A total of 25 students who graduated with a major in psychology during the past five years were interviewed. Of those, 17 were employed in some psychology-related setting and attending (or had attended) graduate school. The remaining eight were employed in a psychology-related setting but had not attended any type of post-baccalaureate program (either graduate or professional school). Among the employment locations include such settings as Community Mental Health Centers, Human Services, Hospitals, Vocational Rehabilitation, Family Service Agencies, and Corrections. Graduate Programs include Clinical Psychology, School psychology, Mental Health Counseling, School Guidance Counseling, Rehabilitation Counseling, Social Work, and Substance Abuse Counseling.

For those students attending graduate school (regardless of the specific areas of study), the feedback regarding our psychology program was overwhelmingly positive. They

consistently reported that they were well prepared with regards to both content and theory. As has been the case with previous reviews, many of the students interviewed reported that a large portion of their graduate work was actually a review of what they were taught as an undergraduate. Consistent with past reports, the courses that they found most beneficial were those focusing on psychological theory, life-span development, biopsychology, learning, personality, psychopathology, psychological assessment, intervention, psychological ethics, statistics, and research methods/experimental design. Although they mentioned no significant weaknesses in the program, a few stated that they would have liked to have had the opportunity to conduct research under the direct guidance of a chosen faculty member and formally present their work. All of the students interviewed indicated that the courses they found most useful for graduate school were those that required research, writing, practical application, and master of large amounts of content.

Those graduates within the work setting found employment in such positions as case managers, psychometricians, and behavioral management specialists. They consistently reported that the skills/content we stress in the psychology program (e.g., communication, assessment, writing, research, etc.) were invaluable in their current job setting.

- (b) Employer Satisfaction: A total of five different supervisors at various agencies were interviewed. Once again, the responses were very positive. Our majors were found to possess strong foundation skills in terms of both content and writing. They have little difficulty assimilating into the job setting and mastering the requirements of their position. Employers commented that our psychology graduates exhibited a knowledge base that was often more indicative of individuals with post baccalaureate training and experience. They fit easily into the work environment and readily assume their duties. Employers consistently remarked that our students possess a firm understanding of such ethical parameters as confidentiality, privileged communication, record keeping, and overall professionalism.

- (c) Graduate School Satisfaction: Representatives from five different graduate programs within West Virginia were surveyed. The representatives consistently reported that our graduates were among their top students in terms of content mastery and practical application. Marshall University Graduate College continues to waive two of their graduate courses (Psychology of Personality and Tests and Measurements) if the students took the undergraduate counterparts through the psychology program at Fairmont State. Among the comments provided were that our psychology graduates seem to possess a very solid knowledge base in terms of both theory and application. The writing skills of our graduates are considered to be as good, if not better, than most other students and they exhibit a strong mastery of the subject matter. Those interviewed were both

complimentary regarding both the depth and breadth of the content that we provide our students.

Appendix VII

Report: Assessment Cycle Details for: Psychology

Report Generated by Taskstream

Workspace: Annual Assessment Report

Assessment Plan: 2014-2015 Assessment Cycle: Program Assessment Plan and Program Assessment Results

Assessment Plan Template: Assessment Plan Template

Report Generated: Friday, January 08, 2016

Measures and Findings***BS Psychology Program*****❖ B.S. Psychology Goals****1. B.S. Psychology Program Goal 1**

The Psychology Program at Fairmont State University strives to meet the needs of the local community and broader society by preparing all majors for immediate entry into human service positions and graduate programs that develop specializations across the many fields of psychology. (Graduation rates and alumni surveys)

Mapped to:*No Mapping****Measure******Graduates*****PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Graduation rates and alumni survey information on employment, satisfaction, other.

Satisfactory Performance Standard:

graduation and employment consistent with previous years.

Ideal Performance Standard:

graduation and employment improved over previous years.

Implementation Plan (timeline):

beginning

Key/Responsible Personnel:

Rohrbaugh, Ransom, Kast

Supporting Attachments:***Findings******for Graduates*****Summary of Findings:**

Alumni, Employer, and graduate surveys indicate a high level of program success. See attached summary.

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :**Reflections/Notes :****Substantiating Evidence:**

 PSYCHOLOGY PROGRAM FEEDBACK.doc (Microsoft Word)

Action*in 2014-2015 Assessment Cycle - Program Action Plan***Alumni****Action details (take from****Assessment Findings:****Recommendations):**

Begin annual alumni surveys and exit interviews versus the typical 5 year review of alumni. This will require alum database and may include alum newsletters.

Implementation Plan (timeline):

Development during 13-14 with implementation the following year.

Key/Responsible Personnel:

Ransom

Budget Justification (if necessary):**Budget request amount:**

\$0.00

Priority:**Supporting Attachments:****Status**

for Alumni

Current Status:

In Progress

Budget Status:**Additional Information (if needed):**

Alumni surveys completed with positive results. Continuing this process each year to track recommendations and feedback from graduates. No negatives reported.

Next Steps:**Substantiating Evidence:**

2. B.S. Psychology Program Goal 2

The program supports the Scientist-Practitioner model by providing experiences for all majors in the broad spectrum of scientist and practitioner roles in academics, business, criminal justice, education, and many human service fields. (Professional student conference presentation, internships/practicums, and

Measure*Professional activities outside the classroom***PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Professional student conference presentation, internships/practicums, and community service involvement

Satisfactory Performance Standard:

10% of majors involved in outside professional activities or service

*community service involvement)***Mapped to:**

- **PSYC 4487 Practicum I**
Outcome Set: Outcome 1, Outcome 2,
- **PSYC 4489 Practicum II**
Outcome Set: Outcome 1, Outcome 2

Ideal Performance Standard:

50% of majors involved in outside professional activities or service.

Implementation Plan (timeline):

begin tracking

Key/Responsible Personnel:

Rohrbaugh, Ransom, Kast

Supporting Attachments:***Findings****for Professional activities outside the classroom***Summary of Findings:**

Twenty five students were involved in internships with community agencies.

Fall, 2014: Practicum I (Psych 4487) 7
Practicum II (Psych 4489) 2
Practicum I (Honors) 1

Spring, 2015: Practicum I 13
Practicum II 2

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :

We need a report for Psy Chi and Psyc Association activities.

Reflections/Notes :**Substantiating Evidence:****❖ B.S. Psychology Program Learning Outcomes**

The following outcomes are supported by the American Psychological Associations' agreed upon outcomes and adopted by the program faculty at FSU .

B.S. Psychology Program
Outcome 1

Students will demonstrate familiarity with the major concepts, theoretical perspectives,

Measure

General field knowledge in Psychology

PROGRAM LEVEL; DIRECT - OTHER

empirical findings, and historical trends in psychology.

Mapped to:

- **PSYC 1101 Introduction to Psychology:** PSYC 1101 General Outcome 1,
- **PSYC 2220 History and Systems of Psychology:** PSYC 2220 General Outcome 1, PSYC 2220 General Outcome 2, PSYC 2220 General Outcome 3,
- **PSYC 2230 Social Psychology:** PSYC 2230 General Outcome 8,
- **PSYC 3300 Abnormal Psychology:** PSYC 3300 General Outcome 2

Details/Description:

Bloom's knowledge level assessments in PSYC 1101.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for General field knowledge in Psychology

Summary of Findings:

Fall 2014 81% received C or better
Spring 2015 85% received C or better

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :

The greatest problem is students not completing work and not attending class. Most of the failing students do not attend and complete work. Efforts have been made to increase attendance with little success. These rates have been consistent for years. 23 of 137 students 17% completed less than 40% of assigned work primarily due to absences.

Reflections/Notes :

Substantiating Evidence:

 PSYC 1101 2014-15 (Excel Workbook (Open XML))

Measure

Major concepts in Psychology

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Exams and discussions in PSYC 2230.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Major concepts in Psychology

Summary of Findings:

Fall 2014 77% received C or better

Spring 2015 88% received C or better

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :

Substantiating Evidence:

 PSYC 2230 2014-15 (Excel Workbook (Open XML))

Measure

Psychology history

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Assessments in PSYC 2220.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Psychology history

Summary of Findings:

Fall 2014 42.6% of students received C or better
 Spring 2015 75% of students received C or better

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Moving Away

Recommendations :

Low attendance and work completion led to a greater number of D-F grades than usual. We will track this more closely by reporting the number of students not attending. Actions will be determined after more data is collected.

Reflections/Notes :**Substantiating Evidence:**

 PSYC 2220 2014-15 (Word Document (Open XML))

Measure***Theoretical perspectives in Psychology*****PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Class discussions in PSYC 3300

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:*****Findings******for Theoretical perspectives in Psychology*****Summary of Findings:**

78% of students received a C or better.

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**
 PSYC 3300 2014-15 (Word Document (Open XML))

B.S. Psychology Program Outcome 2

Students will have knowledge of basic research methods in psychology, including research design, data analysis, and interpretation.

Mapped to:

- PSYC 2240 Statistics:** PSYC 2240 General Outcome 1, PSYC 2240 General Outcome 2, PSYC 2240 General Outcome 3, PSYC 2240 General Outcome 4, PSYC 2240 General Outcome 5, PSYC 2240 General Outcome 6, PSYC 2240 General Outcome 7, PSYC 2240 General Outcome 8, PSYC 2240 General Outcome 9,
- PSYC 3310 Experimental Psychology:** PSYC 3310 General Outcome 1, PSYC 3310 General Outcome 2, PSYC 3310 General Outcome 3, PSYC 3310 General Outcome 4, PSYC 3310 General Outcome 5, PSYC 3310 General Outcome 6, PSYC 3310 General Outcome 7, PSYC 3310 General Outcome 8,
- PSYC 3390 Foundations of Psychology:** PSYC 3390 General Outcome 1, PSYC 3390 General Outcome 2,
- PSYC 4400 Psychometrics:** PSYC 4400 Psychometrics General Outcome 7

Measure*Interpretation***PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Exams and essays in PSYC 4400

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:****Findings***for Interpretation***Summary of Findings:**

Fall 2014 91% of students received a C grade or better.
Spring 2015 88% of students received a C grade or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**
 PSYC 4400 (Word Document (Open XML))

Measure

Research exploration and application

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Major research project in PSYC 3390

Satisfactory Performance Standard:

70% of students reaching or exceeding 70% on measurement instrument

Ideal Performance Standard:

100% of students reaching or exceeding 70% on measurement instrument

Implementation Plan (timeline):

current

Key/Responsible Personnel:

Clarence Rohrbaugh

Supporting Attachments:

Findings

for Research exploration and application

Summary of Findings:

Fall 2014 85% of students received C or better
Spring 2015 100% of students received C or better

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :

Substantiating Evidence:

 Fall 14 3390 (Excel Workbook (Open XML))

 Spring 15 (Excel Workbook (Open XML))

Measure

Research, data, and interpretation

PROGRAM LEVEL; DIRECT - EXAM

Details/Description:

Projects and exams in PSYC 3310

Satisfactory Performance Standard:

80% of students reaching or exceeding 70% on measurement instruments

Ideal Performance Standard:

100% of students reaching or exceeding 70% on measurement instruments on measurement instruments

Implementation Plan (timeline):

current

Key/Responsible Personnel:

Clarence Rohrbaugh

Supporting Attachments:***Findings***

for Research, data, and interpretation

Summary of Findings:

Fall 2014 100% of students received a C or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

 PSYC 3310 2015-15 (Excel Workbook (Open XML))

Measure

Statistics to research

PROGRAM LEVEL; DIRECT - EXAM**Details/Description:**

Data analysis exams in PSYC 2240

Satisfactory Performance Standard:

70% of students reaching or exceeding 70% on measurement instrument

Ideal Performance Standard:

100% of students reaching or exceeding 70% on measurement instrument

Implementation Plan (timeline):

current

Key/Responsible Personnel:

Clarence Rohrbaugh

Supporting Attachments:***Findings******for Statistics to research*****Summary of Findings:**

Fall 2014 97% of students received a C or better.
 Spring 2015 89% of students received a C or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

 PSYC 2240 2014-15 (Excel Workbook (Open XML))

B.S. Psychology Program
 Outcome 3

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Mapped to:

- **PSYC 3310 Experimental Psychology:** PSYC 3310 General Outcome 2,
- **PSYC 3390 Foundations of Psychology:** PSYC 3390 General Outcome 1, PSYC 3390 General Outcome 2,

Measure***Behavior and mental processes*****PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Exams and essays in PSYC 4400.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

- **PSYC 4400 Psychometrics:**
PSYC 4400 Psychometrics General
Outcome 2, PSYC 4400
Psychometrics General Outcome 7

Findings *for Behavior and mental processes*

Summary of Findings:

Fall 2014 91% of students received a C grade or better.
Spring 2015 88% of students received a C grade or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :

Substantiating Evidence:

 PSYC 4400 (Word Document (Open XML))

Measure *Creative thinking*

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Class discussions and group work in PSYC 4460.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings *for Creative thinking*

Summary of Findings:

Spring 2015 Kato 90% of students received a C or greater.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**
 PSYC 4460 2014-15 (Word Document (Open XML))
Measure***Critical thinking*****PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Assessments in PSYC 3390.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:*****Findings******for Critical thinking*****Summary of Findings:**

Fall 2014 85% of students received C or better

Spring 2015 100% of students received C or better

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

 Fall 14 3390 (Excel Workbook (Open XML))

 Spring 15 3390 (Excel Workbook (Open XML))

Measure

Skeptical inquiry

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Projects and exams in PSYC 3310.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings

for Skeptical inquiry

Summary of Findings:

Fall 2014 100% of students received a C or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :

Substantiating Evidence:

 PSYC 3310 2015-15 (Excel Workbook (Open XML))

Measure

Personal issues

PROGRAM LEVEL; DIRECT - OTHER

B.S. Psychology Program
Outcome 4

***Students will recognize and apply
psychological principles to
personal, social, and***

organizational issues.**Mapped to:**

- **PSYC 2230 Social Psychology:**
PSYC 2230 General Outcome 1,
PSYC 2230 General Outcome 4,
PSYC 2230 General Outcome 5,
PYSC 2230 General Outcome 2,
PYSC 2230 General Outcome 3,
PYSC 2230 General Outcome 4,
- **PSYC 3300 Abnormal Psychology:** PSYC 3300 General Outcome 1, PSYC 3300 General Outcome 2, PSYC 3300 General Outcome 3, PSYC 3300 General Outcome 4, PSYC 3300 General Outcome 5,
- **PSYC 3330 Developmental Psychology:** PSYC 3330 General Outcome 1, PSYC 3330 General Outcome 2, PSYC 3330 General Outcome 3, PSYC 3330 General Outcome 4

Details/Description:

Class discussions in PSYC 3300.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

Findings *for Personal issues*

Summary of Findings:

78% of students received a C or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

 PSYC 3300 2014-15 (Word Document (Open XML))

Measure***Psychological principles*****PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Exams and activities in PSYC 3330.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:**

Supporting Attachments:

Findings *for Psychological principles*

Summary of Findings:

Fall 2014 78% of students received a C or better.
Spring 2015 95% of students received a C or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

 PSYC 3330 2014-15 (Word Document (Open XML))

Measure *Social issues*

PROGRAM LEVEL; DIRECT - OTHER**Details/Description:**

Exams and discussions in PSYC 2230.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

Findings *for Social issues*

Summary of Findings:

Fall 2014 77% received C or better
Spring 2015 88% received C or better

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :**Reflections/Notes :****Substantiating Evidence:**
 PSYC 2230 2014-15 (Excel Workbook (Open XML))

**B.S. Psychology Program
Outcome 5**

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

Mapped to:

- **PSYC 3390 Foundations of Psychology:** PSYC 3390 General Outcome 1, PSYC 3390 General Outcome 2,
- **PSYC 4460 Seminar:** PSYC 4460 Seminar General Outcome 1

Measure*Reflect other values***PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Projects and exams in PSYC 4460.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:****Findings***for Reflect other values***Summary of Findings:**

Spring 2015 Kato 90% of students received a C or greater.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :

Substantiating Evidence:

 PSYC 4460 2014-15 (Word Document (Open XML))

Measure***Weigh evidence*****PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Research project in PSYC 3390.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:*****Findings******for Weigh evidence*****Summary of Findings:**

Fall 2014 85% of students received C or better
Spring 2015 100% of students received C or better

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

 Fall 14 3390 (Excel Workbook (Open XML))

 Spring 15 3390 (Excel Workbook (Open XML))

Measure***Behaviors***

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Exams and discussions in PSYC 3370.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

***Findings
for Behaviors***

Summary of Findings:

typically taught in Spring. Not offered this year due to shifts in faculty assignments.

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Measure

Develop insight

PROGRAM LEVEL; DIRECT - OTHER

Details/Description:

Class discussions and group work in PSYC 4460.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Mapped to:

- **PSYC 3350 Biopsychology:** PSYC 3350 General Outcome 13, PSYC 3350 General Outcome 6, PSYC 3350 General Outcome 7, PSYC 3350 General Outcome 8,
- **PSYC 3370 Theories of Learning:** PSYC 3370 Theories of Learning General Outcome 1, PSYC 3370 Theories of Learning General Outcome 2,
- **PSYC 4410 Theories of Personality:** PSYC 4410 Theories of Personality General Outcome 1, PSYC 4410 Theories of Personality General Outcome 2, PSYC 4410 Theories of Personality General Outcome 3

Supporting Attachments:

Findings *for Develop insight*

Summary of Findings:

Spring 2015 Kato 90% of students received a C or greater.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

 PSYC 4460 2014-15 (Word Document (Open XML))

Measure *Effective strategies*

PROGRAM LEVEL; DIRECT - OTHER**Details/Description:**

Exams and discussions in PSYC 3350

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

Findings *for Effective strategies*

Summary of Findings:

Fall 2014 71% of students received a C or better.

Spring 2015 67% of students received a C or better.

Satisfactory Performance Standard Achievement:

Met

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :**Substantiating Evidence:**

PSYC 3350 (Adobe Acrobat Document)

Measure***Mental processes*****PROGRAM LEVEL; DIRECT - OTHER****Details/Description:**

Projects and exams in PSYC 4410.

Satisfactory Performance Standard:

70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:*****Findings******for Mental processes*****Summary of Findings:**

PSYC 4410 89% of students received a C or better.

Satisfactory Performance Standard Achievement:

Exceeded

Ideal Performance Standard Achievement :

Approaching

Recommendations :

none

Reflections/Notes :

Psychology Annual Program Plans

Psychology - Psychology is the science that deals with the study of behavior. The Psychology Program at FSU has been developed to provide a strong foundation of applied and theoretical knowledge for those students anticipating either future graduate training or immediate employment. All General Psychology majors are required to complete a minimum of 40 hours which allows the student to develop a broad knowledge base within the discipline. Students may also pursue additional coursework in the areas of Community, Industrial and Forensic Psychology.

2008-2009

Assessments were just being entered in Task Stream from previous year outcomes with evaluations and plans based on outcomes and assessments scheduled to begin 2009-2010 school year.

Taken from Task Stream

2009-2010 Program Outcomes assessment

Outcome 1

PSYC 1101 – No changes planned.

PSYC 2220 – No changes planned. Continued effort to improve course.

PSYC 2230 – New measures will be developed by incoming instructor.

PSYC 3300 – No changes planned.

Outcome 2

PSYC 2240 – Establish 1107 as prerequisite to improve initial student understanding of mathematical concepts

PSYC 3310 – No changes in course planned. An intermediate prerequisite course may be developed.

PSYC 3390 – No changes planned.

PSYC 4400 – No changes planned.

Outcome 3

PSYC 3310 – Difficulty of course content may be the reason many students do not comprehend the material. Development of an intermediate class is recommended. Consider the use of a “mastery approach” prior to exams.

PSYC 3390 – Measure does not accurately reflect outcome. Measure will be changed to score on final project that more clearly reflects critical thinking.

PSYC 4400 – No changes planned.

PSYC 4460 – No changes planned.

Outcome 4

PSYC 2230 – New measures will be developed by incoming instructor.

PSYC 3300 - No changes planned.

PSYC 3330 - No changes planned.

Outcome 5

PSYC 3390 - No changes planned.

PSYC 4460 - No changes planned.

Outcome 6

PSYC 3350 – No changes planned.
 PSYC 3370 – No changes planned.
 PSYC 4410 – No changes planned.
 PSYC 4460 – No changes planned.

The following decisions were made during the Advisory Board meeting.

Since Outcome deficiencies were found in PSYC2240 and PSYC 3310, the decision was made to initiate a college math prerequisite for the PSYC 2240 and increase the number of sections offered from one to two each semester to increase individual Instructor attention for each student. The PSYC 2240 course is a prerequisite for PSYC 3310 and the incoming level of students' knowledge directly affects student ability in PSYC 3310, therefore, improving outcome assessment results in PSYC 2240 should also help improve outcomes in PSYC 3310. Additionally, audio and video recordings will be made for the PSYC 3310 to increase student study options and faculty discussions have included proposed changes to course hours.

Taken from Task Stream

2010-2011 Program Outcomes assessment

Outcome 1

PSYC 1101 – Course completion and retention have become a major University wide focus. Adjustments will be made based on University criteria.

PSYC 2220 – No changes planned. Course may be offered 3 times per year instead of two to reduce class load and improve student interaction.

PSYC 2230 – Current instructor on phase-out not submitting assessment findings. New instructor beginning Fall of 2011. Complete results expected beginning that time.

PSYC 3300 – No changes planned.

Outcome 2

PSYC 2240 – Student performance has improved since initiating 1107 Math prerequisite.

PSYC 3310 – No changes in course planned. An intermediate prerequisite course is being developed.

PSYC 3390 – No changes planned.

PSYC 4400 – No changes planned.

Outcome 3

PSYC 3310 – Improved outcome assessment. A new instructor will be contributing to future course adjustments.

PSYC 3390 – Satisfactory performance but a new preparatory course in research methods is being designed.

PSYC 4400 – No changes planned.

PSYC 4460 – No changes planned.

Outcome 4

PSYC 2230 – New measures will be developed by incoming instructor.

PSYC 3300 - No changes planned.

PSYC 3330 - No changes planned.

Outcome 5

PSYC 3390 - No changes planned.

PSYC 4460 - No changes planned.

Outcome 6

PSYC 3350 – No changes planned.

PSYC 3370 – No changes planned.

PSYC 4410 – No changes planned.

PSYC 4460 – No changes planned.

The following decisions were made during the Advisory Board meeting.

The Psychology program has satisfactorily met previous goals and has been reviewed by the advisory board. The current school year has presented some challenges with one instructor on a retirement phase-out and a second instructor resigning. One new instructor was hired this year and another will begin next year. This has caused some problems with data collection that is not expected next year.

Program faculty has also begun discussions regarding the process of updating the current program requirements to meet future students needs.

Changes in the prerequisite for statistics has had the expected result with students being better prepared for the class and overall class goals now being met.

2011-2012 Program Outcomes assessment

Outcome 1

PSYC 1101 – Student outcome success is good. However, a large percentage of students do not complete course material and do not withdraw from the course.

PSYC 2220 – No changes planned.

PSYC 2230 – New instructor reporting outcome assessments and grades. Recommendations and follow-ups will begin next year.

PSYC 3300 – No changes planned.

Outcome 2

PSYC 2240 – No changes planned.

PSYC 3310 – No changes in course planned. An intermediate prerequisite course is being developed.

PSYC 3390 – No changes planned.

PSYC 4400 – No changes planned.

Outcome 3

PSYC 3310 – No changes planned.

PSYC 3390 – Satisfactory performance but a new preparatory course in research methods is being designed.

PSYC 4400 – No changes planned.

PSYC 4460 – No changes planned.

Outcome 4

PSYC 2230 – New measures developed with assessment outcomes reported next year.

PSYC 3300 - No changes planned.

PSYC 3330 - No changes planned.

Outcome 5

PSYC 3390 - No changes planned.

PSYC 4460 - No changes planned.

Outcome 6

PSYC 3350 – No changes planned.

PSYC 3370 – No changes planned.

PSYC 4410 – No changes planned.

PSYC 4460 – No changes planned.

The Advisory Board has not yet met but the following recommendations will be brought forward.

Outcome performance indicates some fluctuations over the previous semesters with some classes falling below the desired performance levels during some semesters and above performance levels during other semesters. In an effort to stabilize performance and provide smother transition from class to class, the psychology faculty has begun reviewing other university psychology programs and is planning to make modifications in some courses and including some courses in the requirements that should provide more support for students. A research methods class will be added between statistics and experimental or foundations. Other changes will be made as the new program is developed.

Appendix IX

Psychology Program Advisory Board members list

Clarence Rohrbaugh, Chair, Department of Behavioral Sciences, Fairmont State University

Ann Shaver, Licensed counselor, Faculty, Department of Behavioral Sciences, Fairmont State University

Joe Shaver, Licensed counselor, Faculty, Department of Behavioral Sciences, Fairmont State University

Tulasi Joshi, Faculty, Department of Behavioral Sciences, Fairmont State University

Tad Kato, Faculty, Department of Behavioral Sciences, Fairmont State University

Craig White, Faculty, Department of Behavioral Sciences, Fairmont State University

Carolyn Jones, Executive Director, Family Service Agency, Adjunct Faculty, Department of Behavioral Sciences, Fairmont State University

Harriet Sutton, Director, HOPE Inc., Fairmont, WV

Appendix X

FACULTY DATA

Name: Joseph Shaver Rank: Professor of Psychology

Check One: Full-Time (yes)

Highest Degree Earned: Ed.D. Date Degree Received: May, 1987

Conferred by: West Virginia University

Area of Specialization: Clinical/Educational Psychology

Professional Registration/Licensure (yes) Yrs. of employment at present institution: 27
 Yrs. of employment in higher education: 40 Yrs. of related experience outside higher ed: 41

(a) List of courses taught this year and last year.

Year/Semester	Course Number & Title	Enrollment
Spring 2014	Psych 3350 (Biopsychology)	42
Spring 2014	Psych 4400 (Psychometrics)	35
Spring 2014	Psych 4460 (Seminar)	26
Spring 2014	Psych 4487 (Practicum I)	7
Spring 2014	Psych 4489 (Practicum II)	3
Fall 2014	Psych 3350 (Biopsychology)	45
Fall 2014	Psych 3370 (Theories of Learning)	49
Fall 2014	Psych 4400 (Psychometrics)	36
Fall 2014	Psych 4487 (Practicum I)	8
Fall 2014	Psych 4489 (Practicum II)	2
Spring 2015	Psych 3350 (Biopsychology)	24
Spring 2015	Psych 4400 (Psychometrics)	30
Spring 2015	Psych 4485 (Advanced Psychometrics)	18
Spring 2015	Psych 4487 (Practicum I)	13
Spring 2015	Psych 4489 (Practicum II)	2
Fall 2015	Psych 3350 (Biopsychology)	43
Fall 2015	Psych 3370 (Theories of Learning)	40
Fall 2015	Psych 4400 (Psychometrics)	24
Fall 2015	Psych 4487 (Practicum I)	8
Fall 2015	Psych 4489 (Practicum II)	2

- (b) Degree is in area of current assignment
- (c) Attending various workshops and conferences on both state and regional levels as well renewing national and state licensures and certifications.
- (d) Awards/Honors during the past five years: Nominated for the Boram Award for Teaching Excellence, 2011.

Nominated for the Faculty Recognition Award, 2012.

- (e) Additional Professional Activities:
Clinical Consultation for a variety of agencies and organizations including the State Department of Vocational Rehabilitation, Department of Education, Department of Corrections, Department of Human Services, and County Board of Education.
- (f) Books/Papers published: None
- (g) Externally funded research: None

Faculty Data

Name Clarence Rohrbaugh Rank Associate Professor

Check One: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ph.D. Date Degree Received May, 2000

Conferred by Kansas State University

Area of Specialization Experimental Psychology – Human Judgment and Decision Making

Professional registration/licensure NA Yrs. of employment at present institution 12

Years of employment in higher education 15 Yrs. of related experience outside higher education 10

Non-teaching experience 15

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2015 Spring	4480 Directed Studies	03
2015 Spring	3360 Cognitive	52
2015 Spring	3390 Foundations of Psychology	24
2015 Spring	3310 Experimental Psychology	23
2014 Fall	4480 Directed Studies/Research	04
2014 Fall	3390 Foundations	25
2014 Fall	3320 Sensation & Perception	35
2014 Fall	3305 Research Methods	25
2014 Spring	4480 Directed Studies/Research	02
2014 Spring	2240 Statistics	51
2014 Spring	3305 Research Methods	16
2014 Spring	3360 Cognitive Psychology	53
2013 Fall	2240 Statistics	36
2013 Fall	3310 Experimental Psychology	21
2013 Fall	3305 Research Methods	11

(b) If degree is not in area of current assignment, explain. **Degree is in area of current assignment**

(c) Identify your professional development activities during the past five years.

Faculty development week. As part of the opening week activities each semester, I attended Keynote addresses and seminars covering topics such as “Integrated course design, application of components”, “Course-based assessment to the scholarship of teaching”, and many others.

Assessment as a Core Strategy Outcome assessment was the central topic of three days of training and workshops sponsored by the North Central Higher Learning commission in Chicago IL.

BlueButton training. I completed Blackboard specialty training in the use of BlueButton which promotes online interaction.

StudyMate/Flash. I completed training in the use of studymate in an effort to increase Vista/Blackboard learning for students.

Accessibility. I attended accessibility training for the purpose of improving online course design that increases handicapped accessibility to online courses.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition In last five years.

Promoted to full professor.
Numerous newspaper and tv interviews

- (e) Indicate any other activities which have contributed to effective teaching. None
(f) List professional books/papers published during the last five years. None
(g) List externally funded research (grants and contracts) during last five years. None

Faculty Data

(No more than TWO pages per faculty member)

Name : Mike Ransom _____ Rank: Assistant Professor _____

Check One: Full-time Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned _____ Ph.D _____ Date Degree Received June, 2011 _____

Conferred by Ohio University _____

Area of Specialization Experimental Social Psychology _____

Professional registration/licensure _____ N/A _____ Yrs. of employment at present institution 4 _____

Years of employment in higher education 4 _____ Yrs. of related experience outside higher education N/A _____

Non-teaching experience _____ N/A _____

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2014/Fall	Psyc 1101- Introduction to Psychology	88
2014/Fall	Psyc 2230-Social Psychology	57
2014/Fall	Psyc 2240- Behavioral Statistics	40
2014/Fall	Psyc 3310- Experimental	20
2014/Fall	Psyc 4490- Directed Research	5
2015/Spring	Psyc 1101- Introduction to Psychology	47
2015/Spring	Psyc 1101- Introduction to Psychology	31
2015/Spring	Psyc 2230-Social Psychology	54
2015/Spring	Psyc 2240- Behavioral Statistics	52
2015/Spring	Psyc 3305- Research Methods	26
2015/Spring	Psyc 4490- Directed Research	6
2015/Fall	Psyc 1101- Introduction to Psychology	89
2015/Fall	Psyc 2230-Social Psychology	53
2015/Fall	Psyc 2240- Behavioral Statistics	40
2015/Fall	Psyc 3310- Experimental	28
2015/Fall	Psyc 4490- Directed Research	6

- (h) If degree is not in area of current assignment, explain. **Degree is in area of current assignment**

- (i) Identify your professional development activities during the past five years.

I attended several symposia at the Society for Personality and Social Psychology (SPSP) in 2014 that aided me in my educational and professional development. Some symposia I attended dealt with openness and honesty in scientific reporting, the nuances of reporting effect sizes in research and insights/advice for the upcoming generation of psychologists.

I have also kept up with my field and have read various journals this past year such as *Psychological Science* and *Journal of Personality and Social Psychology*. Furthermore, I have reviewed multiple textbooks such as Gazzaniga's *Psychological Science* and Reid's *Introduction to Statistics*.

- (j) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

2015	Harold and Roselyn Williamson Straight Award for Teaching Excellence- nominated, Fairmont State University
2011	Faculty Recognition Award- nominated, Fairmont State University

- (k) Indicate any other activities which have contributed to effective teaching.

Over the course of the 2014-2015 academic year, I made several improvements to my existing courses. In my Introduction to Psychology course, I had students engage in daily class reflections where they thought about the material learned in previous lessons and connected concepts learned in class to their everyday lives. Again, I uploaded helpful handouts to Blackboard to help students with difficult topics such as the history of psychology and the structure of the brain.

In addition, I made changes to my Statistics class. I again searched the Internet for helpful videos to introduce concepts such as statistical significance, probability and why statistics is important to learn. For those students interested in going to graduate school I emphasized that the GRE has a content area in data analysis which includes topics my students learn in Behavioral Statistics such as mean, median, standard deviation, percentiles, probabilities and normal distributions.

I also added some class activities to my Social Psychology and Experimental courses. For example, for each chapter, students must read a pertinent article and summarize its main points and give a personal reflection. This skill should help them when they get to Foundations later on in their psychology careers.

- (l) List professional books/papers published during the last five years.

Ransom, M. R. Kast, C., & Shelly, R. (2015). "Self-enhancement, self-protection and ingroup bias. *Current Research in Social Psychology*, 23 (7), 56-65.

Ransom, M. R. & Alicke, M. D. (2013). "On Bended Knee: Embodiment and Religious Judgments." *Current Research in Social Psychology*, 21 (9), 23-31.

Ransom, M. R. & Alicke, M. D. (2012). It's a miracle: Separating the miraculous from the mundane. *Archive for the Psychology of Religion*, 34(2), 243-275.

Kast, C., **Ransom, M. R.** & Shelly, R. (2011). Self-enhancement through Group and Individual Social Judgments. *Current Research in Social Psychology*, 18 (3), 11-19.

- (m) List externally funded research (grants and contracts) during last five years.
RHI (Rural Health Initiative) Undergraduate grant from West Virginia HEPC

Faculty Data

Name Tadashi Kato, Ph.D. Rank Assistant Professor

Check One:

Full-time # Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ph.D./ Date Degree Received August, 2000

Conferred by Ohio University

Area of Specialization Psychology (Clinical)

Professional registration/licensure _____ Yrs. of employment at present institution 12 yrs

Years of employment in higher education 14 yrs

Yrs. of related experience outside higher education 10 yrs (teaching at various schools)

Non-teaching experience 4 yrs (research / consultation)

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Enrollment</u>	<u>Year/Semester</u>	<u>Course Number & Title</u>	
	2015 / Spring	Psych 3390-03, Foundations	15
	2015 / Spring	Psych 2220-01, History and Systems of Psychology	39
	2015 / Spring	Psych 4460-01, Seminar	32
	2015 / Spring	Psych 3330-02, Developmental Psychology	23
	2014 / Fall	Psych 2220-01, History and Systems of Psychology	30
	2014 / Fall	Psych 2220-02, History and Systems of Psychology	30
	2014 / Fall	Psych 3330-01, Developmental Psychology	23
	2014 / Fall	Psych 2240-01, Statistics	21
	2014 / Spring	Psych 2220-01, History and Systems of Psychology	32
	2014 / Spring	Psych 2220-03, History and Systems of Psychology	26
	2014 / Spring	Psych 3330-02, Developmental Psychology	42

2013 / Fall	Psych 3390-03, Foundations	10
2013 / Fall	Psych 2220-01, History and Systems of Psychology	36
2013 / Fall	Psych 3330-01, Developmental Psychology	20

(n) If degree is not in area of current assignment, explain.

N/A

(o) Identify your professional development activities during the past five years.

Dance Therapy Workshop (July - August, 2005)

- Use of movement to heal the balance between intellectual, emotional, and kinetic functions – by Kristina Isabelle (Columbus, OH)

Dance Therapy Workshop (June, 2005)

- Use of movement to heal the balance between intellectual, emotional, and kinetic functions – by Austin Eurythmy Ensemble (Austin, Texas)

Martha Curtis Workshop “Music for the Soul” (Septmeber 23, 2004)

- On Association between brain surgery and creative activity –
- by Fairmont State University Student Affairs –

Dance Therapy Workshop (June, 2004)

- Use of movement to heal the balance between intellectual, emotional, and kinetic functions – by Austin Eurythmy Ensemble (Austin, Texas)

(p) List awards/honors (including invitations to speak in your area of expertise) or special recognition In last five years.

Guest Lecture at State University of New York at Binghamton (March, 6 & 7, 2006)

- Invited by Perspective International (non-profit organization) in conjunction with SUNY Binghamton

American Headache Society Research Travel Award (2001)

- for the presentation of my paper at the Annual Meeting of the American Headache Society in 2001

(q) Indicate any other activities which have contributed to effective teaching.

Teaching Effectiveness Workshop (January 11 – 13, 2006)

- Fairmont State University (during the faculty orientation)

VISTA workshop (August, 2005)

- Fairmont State University (during the faculty orientation)

- (r) List professional books/papers published during the last five years.

Kato, T. (2001). Autonomic nervous system dysfunction occurs only with co-existing anxiety. Cephalalgia, 21, 385.

- (s) List externally funded research (grants and contracts) during last five years.

Undergraduate Research Grant (as a supervising faculty)
- Fairmont State University (Spring 2006)

Faculty Data

Name: Ann V. Shaver, Ed. D, Ed. S., LPC, NCSP Rank: Professor of Psychology
Full-time

Highest Degree Earned: Doctorate – 1997 (West Virginia University) and Ed. S 1997
(Marshall University Graduate School)

Area of Specialization: Educational Psychology (Ed.D) / School Psychology (Ed.S)

Professional registration/licensure: Licensed Professional Counselor / Certified School Psychologist

Years of employment in higher education: 19

At present institution: 19

Non-teaching experience: 2

Years of related experience: 39

To determine compatibility of credentials with assignment:

(a) Fall 2013 Courses Taught:

Psych. 3300-01/Abnormal Psychology	28 students
Psych 3300-03/Abnormal Psychology	1 Student
Psych 3340-01/Intervention Techniques & Applications	31 Students
Psych 4410-01/Theories of Personality	29 Students
Psych 4410-02/Theories of Personality	22 Students
Psych 4490-09/Directed Research	4 Students
Psych 4490-09 Directed Research	1 Student

Spring 2014 Courses Taught:

Psych 3300-01/Abnormal Psychology-Honors	3 Students
Psych 3300-02/Abnormal Psychology	37 Students
Psych 3300-05/Abnormal Psychology	30 Students
Psych 4410-01/Theories of Personality	35 Students
Psych 4491-01/Psychopathology of Childhood & Adolescence	37 Students
Psych 4498-01/Undergraduate Research-Honors	1 Student

Fall 2014 Courses Taught:

Psych 3300-01/Abnormal Psychology	27 Students
Psych 3300-02/Abnormal Psychology	34 Students
Psych 3300-03/Abnormal Psychology-Honors	5 Students
Psych 4410-01/Theories of Personality	23 Students
Psych 4490-02/Directed Research	2 Students
Psych 4491-01 Psychopathology of Childhood & Adolescence	32 Students

Spring 2015 Courses Taught:

Psych 3300-01/Abnormal Psychology-Honors	2 Students
Psych 3300-02/Abnormal Psychology	49 Students
Psych 3340-01/Intervention Strategies & Applications	36 Students
Psych 4410-01/Theories of Personality	27 Students
Psych 4410-02/Theories of Personality	36 Students

Psych 4480-01/Directed Studies

1 Student

- (b) Degree is in area of current assignment.
- (c) Professional Development Activities (past year): Continue each year to maintain certification and licensing requirements by attending and presenting workshops and taking courses for both the West Virginia School Psychological Association as well as the West Virginia Counseling Association.
- (d) Honors/Awards: Invitations each year to speak at the West Virginia Counseling Association. West Virginia Counselor of the Year for 2013-2014 / 2015/ Recognized by the West Virginia Counseling Association for Student Development Efforts; Nominated for the Boram Teaching Award in 2012 and the Straight Award for Creative Teaching in 2013. Invitations to speak to Federal Bureau of Public Debt/Parkersburg WV /2012; Marion County WV Board of Education; Title I Reading & Math. Teachers & Parents/Fairmont, WV/2012, 2013, 2014, 2015; Parent Teaching Association Presentations /Monongah Elementary School/2014; United Way of Harrison, Marion & Lewis Counties Presentation for HOPE Inc./2014; Presentation to Domestic Violence Victims/Marion & Lewis County Sessions/2013
- (e) Pro bona clinical assistance to families and individuals within the Fairmont & Clarksburg area (referrals from HOPE Domestic Violence Services and Title I Programs/Marion County Board of Education) These activities assist me as a professional in maintaining clinical therapeutic skills in order to effectively teach clinical/therapeutic courses. Executive Committee Member / Executive Secretary and Chairperson of the Personnel Committee for HOPE Inc. (this affiliation assists our Program in maintaining professional connections to promote student practicum involvement).
- (f) None
- (g) Rural Health Initiative Grant/funded 2016 / Committee Member