

Program Review

Psychology B.A. Program

College of Liberal Arts

October 2005



MARSHALL UNIVERSITY

Program Review

Marshall University Program Review

Psychology Undergraduate Program

October 2005

Date: October 21, 2005

Program: Psychology Undergraduate Program.
Degree and Title

Date of Last Review: 2000

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code(#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

____1____ Martin Amerikaner _____ November 3, 2005
Recommendation: Signature of person preparing the report: Date:

____1____ Christina Murphy _____ November 3, 2005
Recommendation: Signature of Program Chair: Date:

Recommendation: Signature of Academic Dean: Date:

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council: Date:

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: Date:

Recommendation: Signature of the President: Date:

Recommendation: Signature of Chair, Board of Governors: Date:

College/School Dean's Recommendation Psychology B.A. Program

Recommendation: Marshall University recommends the continuation of the B.A. in Psychology at the current level of activity.

Rationale:

The B.A. in Psychology is a significant program in the Social Sciences at Marshall University and prepares students for a broad range of career options. Psychology is one of the most popular majors at Marshall University and is currently the largest major within the College of Liberal Arts. It is also a popular minor or double major as it supports a broad range of fields within the University. In addition, the B.A. in Psychology supports interdisciplinary work in other fields across the curriculum. Psychology majors are well trained to interpret and analyze numerous philosophical arguments and perspectives and to apply their understandings in real-world settings. Psychology majors possess strong critical thinking and communication skills, and these analytical and interpretive skills are much in demand in the workforce. The diversity of the faculty expertise in the Psychology department enriches the B.A. and provides opportunities for mentoring of students' academic progress as well as of students' research. The depth of the program in preparing students for future graduate studies or for the workforce is a major asset and strength.

This program supports many of Marshall University's efforts for training in the Social Sciences and also supports the General Education requirements, as well as the emphasis in the University's mission statement on workforce development and lifelong learning. It is a strong program that prepares students well, and it serves Marshall University and the state, region, and nation in providing graduates with career preparation and with the skills for civic engagement and lifelong learning.

Signature of the Dean:

Christina Murphy

November 1, 2005

Date:_____

I. Program Description for Psychology (BA)

The Department of Psychology's undergraduate program serves both majors and the general student population. Our General Psychology class (PSY 201) is a popular selection to help fulfill the social science requirements of several Colleges in the university. Other classes serve as electives for a number of majors. Completion of these courses provides students with an appreciation of the range of inquiry within the discipline of psychology and an introduction to the scientific method of studying human behavior. Consistently high enrollments in these classes attest to their perceived desirability by students and by advisors in other departments.

Psychology is among the most popular majors on campus. Students and advisors work together to develop their plans for meeting curriculum requirements for the major. Our program is designed to be a balance between core PSY requirements and individual choices among course offerings that can help prepare majors for a range of post-graduate options. With the appropriate preparation, these can include graduate work in clinical areas of psychology, industrial-organizational psychology and research oriented Ph.D. programs. Psychology majors also go on to other professional graduate programs such as medicine, law and MBA programs. For the majority of psychology majors who do not go on to graduate school, their major provides strong liberal arts preparation for entry level positions in business, industry, human service agencies and government.

II. ACCREDITATION

There is no national accreditation program for undergraduate psychology programs. The American Psychological Association has published a list of recommended goals and objectives for undergraduate programs; these form the basis of our program's newly adopted (Spring 04) curriculum goals, and are detailed in the assessment section of this report, specifically in the Program Review Assessment Summary Chart.

1. CURRICULUM:

All psychology majors meet the general education requirements established by the College of Liberal Arts. These include coursework in writing, communications, literature, foreign language, fine arts, social sciences, natural sciences, mathematics and computer science. Majors also complete all requirements of the Marshall Plan, including international, multicultural and writing intensive coursework as well as one of our department's capstone options and all majors must complete the requisite courses and credit hours for a minor of their choosing.

Upon completing specific requirements (15 credit hours with a GPA of at least 2.0, ENG 101, MTH 121 or higher and PSY 201) with grades of C or better, new majors are assigned PSY faculty advisors, who help students plan their longer term course of study. All majors must complete PSY 223 (Behavioral Statistics), PSY 323 (Experimental Psychology) and one of our capstone options (described below). In addition, all majors must complete at least one course from 3 different categories of PSY courses (Social/Personality, Experimental/Biopsychology, and Developmental/Individual) and must ultimately complete a minimum of 33 credit hours of PSY classes.

The department offers a full range of courses that are standard offerings for undergraduate majors, such as Child Development, Social Psychology, Personality, Abnormal Psychology, Learning, and Physiological Psychology. In addition, we offer courses that represent newer emphases within the discipline (e.g. Health Psychology, Adult Development, Cross Cultural Psychology), special interests of faculty (e.g. Applied Developmental, Applied Social, Human Sexuality, Animal Behavior, Current Models of Psychotherapy) and coursework that meets specific student needs. The latter category includes two field placement practicum courses (Practicum in Industrial-Organizational Psychology and Practicum in Clinical Psychology), a research experience/mentoring class (Research in Psychology), a course particularly focused on critical thinking (Paranormal Psychology) and advanced classes for seniors interested in pursuing research oriented graduate programs (History and Systems of Psychology, Intermediate Statistics, Psychometrics).

The Marshall Plan requires that all majors complete a capstone experience. Our department recognizes that our large group of majors would not be best served

by having just one capstone opportunity. Instead, we developed several options to serve our students' varied career goals. All options include written and oral presentation work, though they differ in their specific foci. Capstone courses include PSY 456/457 Research in Psychology, PSY 460 History and Systems of Psychology, PSY 470 Practicum in Industrial-Organizational Psychology, PSY 471 Practicum in Clinical Psychology and PSY 499 Capstone Seminar.

Arranged as they are, our major requirements ensure that all majors have the benefit of a common psychology core as well as the opportunity to develop their major interests in ways that suit their academic and professional interests.

2. FACULTY:

The department has 19 full time faculty members (15 in Huntington, 4 in South Charleston), all of whom have earned psychology doctorates in their field of teaching expertise.

Nine faculty members in Huntington are tenured, as are two in S. Charleston. Ten faculty members are full professors, two are associate professors and seven are assistant professors. All Huntington faculty teach in the undergraduate program, whereas the S. Charleston faculty teaches primarily in the MA program. Virtually all upper division classes are taught by our full time faculty.

Many sub-specialties of psychology are represented on our faculty, whose specialized areas of expertise include statistics, human development, social psychology, adult- and child- clinical, personality, learning, physiological psychology, health psychology, psychological measurement and assessment, animal behavior and industrial-organizational psychology. Department faculty are accomplished, award winning teachers and active scholar/researchers who present their work via a wide variety of publishing and presentation opportunities. The level of current faculty members' accomplishments in the scholarship area is reflected in the following table:

Psychology Department Faculty Scholarship 2001-2005

Articles/Monographs Published	27
Books or Book Chapters Published	9
Paper Presentations	55
Speak in area of expertise (not paper presentations)	50
Grants	1
Editor, Editorial Board, Reviewing	5

The department makes use of part-time instructors and graduate assistants to help meet the teaching needs for high demand courses which are popular as electives, offered at off campus sites and/or are required by programs throughout the university. We have been fortunate to hire psychologists working at the MU School of Medicine and in the Huntington and surrounding communities as part-time instructors for these courses. All of our part time instructors have prior college teaching experience, and their classroom teaching is evaluated by both the chair and their students (via end of semester student evaluation forms). Results of these evaluations indicate that our part time instructors offer high quality educational experiences to our students.

We employ between 15-20 graduate teaching assistants (GAs) each semester, primarily to help with instruction of PSY 201, our introductory course. Prior to instructing a class, these GAs must complete a full semester seminar in the teaching of psychology; during the period of their assistantships, GAs' teaching is carefully supervised by a senior faculty member who regularly teaches the introductory course and who maintains overall responsibility for the organization and quality of the introductory course sections taught by GAs.

3. STUDENTS:

a) Entrance Standards:

As we noted in previous program reviews, psychology is consistently among the most popular choices of majors for undergraduates, both at Marshall and nationwide. As of the fall 2004 semester (as reported in the MU Department of Institutional Research's Bluebook there were 434 PSY majors. This places psychology as the most popular major in the College of Liberal Arts and the fifth most popular undergraduate major in the University, with more undergraduate majors than are enrolled in 3 entire colleges (CITE, COFA, and JOURN)! This popularity, combined with the large number of students taking our service classes and the demands placed on faculty related to offering a masters degree and more recently our new Psy D program, places a great deal of stress on our faculty and on our overall resources and requires that we carefully consider the number of majors we can manage effectively (e.g. advising, offering appropriate range and quantity of coursework, research and field placement opportunities, etc). Prior to our last program review, the department adopted a set of criteria for acceptance as a psychology major. Our intent was to decrease the overall number of majors, and to increase the percentage of majors who were committed to psychology as their field of study, rather than choosing psychology as a major without any serious consideration of their options and abilities. This set of criteria included requirements that prospective majors a) have completed PSY 201, ENG 101, and MTH 121 or higher with grades of C or better in each; b) have

completed at least 6 additional credit hours at the 100 level or higher (a total of at least 15 credits) and c) have at least a 2.0 GPA at the time of application.

This new policy “worked” such that in Fall 1999, our “headcount” of psychology majors had decreased to 267 (from a high of over 450 several years prior) and remained at around that number (n=265 in Fall 2001). However, our Dean was concerned that this procedure was hurting the College, and proposed an alternative whereby students could declare PSY as their major as soon as they wished, but advising of new majors would be handled by the COLA office until such time as they met the requirements listed above. This remains the procedure; it seems to work well, in that the College and department get appropriate credit for all majors, but department faculty can focus their advising and related mentoring activities on students who have demonstrated sufficient commitment to the field to have met those minimal requirements.

b) Entrance Abilities:

Means on standardized test scores and GPAs of psychology majors are similar to, though slightly higher than the means for the College of Liberal Arts. As reported by the Office of Institutional Research, for the Fall semesters of 2000-2004, incoming Freshman PSY majors had mean ACT scores of 22.71 and high school GPAs of 3.4. For COLA as a whole in same period, the mean ACT score was 22.66, and the mean GPA was 3.31.

c) Exit Abilities:

There is no single standardized test or professional certification exam that all psychology students must complete for graduation or to enter BA level employment.

One indicator of program graduates' academic abilities is their mean GPA at graduation. For the 5 year period covered by this report, PSY graduates mean GPA was 3.01 (n=399), which is similar to, but slightly higher than the mean graduating GPA of all undergraduates for the reporting period (2.96; n= 7313)

4. RESOURCES:

a) Financial

Full Time Faculty (n=19) Base Salaries:		\$937048
Part time faculty:	Liberal Arts/ for Huntington	31500
	Liberal Arts/ South Charleston	18900
Graduate Assistants:	Liberal Arts (combined):	84500
Current Expenses:	Liberal Arts (combined, Huntington)	27065
	South Charleston	10560
Equipment	(for Psy D program)	10000
.		
	Total:	\$1119013

Other:

Psychology Clinic		
2004-05 Revenue:		
	Client fees	4058
	Contracts	<u>5608</u>
	Total	<u>9668</u>

Psy D student Fees (2004-05) 57667

It is difficult to clearly differentiate what money is used for which program. For example, most current expense money is used for fixed costs like renting a copier, phones, postage, etc and these are not specific to one program. The GA allocation is clearly a support to our graduate programs, but much of that money is used to pay GA-instructors for our PSY 201 service classes. The money allocated to S. Charleston is entirely devoted to our MA program on that campus, and the Psy D allocations are used to support doctoral program needs.

Termination of the Psychology Department's undergraduate program would, of course, result in a reduction of costs associated with decreased needs for faculty lines, department administration and equipment. However, the impact on the institution would be enormous. As is noted below, psychology provides service classes for many university departments, with approximately 900-1000 students enrolled in General Psychology alone each semester. The department's "headcount" of majors is around 430, placing it as the 5th most popular undergrad program in the university and the largest in COLA. Further, the number of PSY majors is an indicator of the exceptional productivity of our full time faculty; we have an average of approximately 31 majors per faculty member, which is one of the highest majors per faculty member ratios in the university. Psychology is also routinely in the top departments in the university in terms of SCH generated per FTE faculty. Thus, our department has an ongoing record of producing a large

number of SCH/FTE in service classes for the university as well as a large number of majors/FTE.

b. Facilities:

Space assigned to the department in Harris Hall on the Huntington Campus includes 14 faculty offices, a workroom, a room used as a seminar and meeting room, 2 offices for secretarial use, 3 shared, multi-person rooms and 10 shared, small cubicles for graduate teaching assistant offices, 1 medium size and 2 very small rooms that are shared for student and faculty lab space. We also maintain a Psychology Clinic in Harris Hall, which is a suite consisting of one entrance/waiting area, one group room, three consulting rooms and a small video/observation room.; the clinic is outfitted with a modern video taping/observation/communication system for training purposes.

Equipment belonging to the department in Huntington includes several VCR/monitors 2 slide projectors, a videotape system in the clinic, 2 overhead projectors, a DVD player, 2 computer/projector stands on wheels to use for PowerPoint presentations, a newly installed "smart classroom" configuration, and 1 fax machine. The department has two printers that are available to all faculty, and approximately 10 small printers in faculty offices. We share a leased copy machine with the Counseling and Rehabilitation program and the Humanities programs in Harris Hall. The Psy D program purchases and maintains a variety of clinical assessment equipment, and we have 2 laptops available for students to use when they are placed at a rural practicum site which lacks computer facilities.

In South Charleston, we have 3 faculty offices, while one faculty member must maintain her office in the training clinic located in Dunbar. That Clinic is controlled and financed primarily by the Graduate College, under Dr. Ron Childress, though PSY has recently paid for several computer line upgrades to the clinic. The Dunbar Clinic has a very nice array of modern testing equipment, and a sophisticated video taping and communication system for training purposes.

All full time faculty members and our secretaries (One full time and one .53FTE in Huntington and one full time who is shared with School Psychology in S. Charleston) have telephones, personal computers with connections to the university system's software and the internet. In addition the department has networked computers in each of the larger, shared graduate student rooms.

5. ASSESSMENT INFORMATION:

a. The principal goal of our assessment program are to identify the key learning outcomes expected of all PSY majors, and collect or identify data that will help clarify how well we are doing in helping students meet those desired outcomes. A second and perhaps just as significant goal of the assessment program is to promote ongoing reflection and discussion by department faculty concerning our

curriculum, resource needs, sequencing of experiences, and other aspects of program development. In other words, we attempt to use the program assessment process as a key ingredient of program development

b. Chart 1 (**Assessment Summary**) is attached. It provides the data from each of our yearly assessment plan reports. Please note that the Chart contains two sets of data. Items 1-4 reflect the wording and data for program outcomes as they were worded through 2003. Items 5-14 reflect the new program outcomes adopted by the department in 2004.

c. Assessment data are used in a variety of ways to develop the program. One clear way is our recognition that it would be helpful to align our program goals with those of other BA programs in PSY. A bit of research led us to the set of undergraduate goals published by the American Psychological Association, which we reviewed, modified slightly and adopted as our own last year. A second way in which assessment data is used is to reflect on what additional assessment data might be helpful for program development. To that end, Dr. Chris Legrow (Undergraduate program coordinator) applied for and received an assessment grant from the Center for Teaching Excellence in 2004-05; those funds were used to help develop a new Senior Psychology Major Questionnaire. This tool carefully constructed to assess students' perceptions of their learning in a wide range of areas, was first used in spring of 2005, and will be refined and used again this coming spring. A third way in which data is used is to guide our hiring of new faculty. The department's assessment process makes clear how important our classes in statistics, research methodology and capstone work are to meeting our program's goals. Thus, our recent faculty searches have included as a priority the ability of candidates to contribute to these areas of our program offerings.

d. Graduate and Employer Satisfaction: In the Spring of 2005, the department mailed a survey to approximately 200 recent graduates of our programs (2000-2004) who had addresses on file with the placement office. 39 complete (or almost complete) surveys were returned for an effective return rate of 20%. From this marginally representative sample of our graduates, the following information was obtained regarding employment, salaries, graduate study and aspects of satisfaction with the program:

1. Graduates reported being employed in a total of 40 full time jobs; some reported none, if they went directly to graduate school, while others had already had several. The average salary of all full time jobs was \$25338.

2. Of the graduates participating in the survey, 61% reported applying for and being accepted into a graduate program. These programs ranged from psychology to counseling to social work to medical school to business and the ministry.

3. When asked if they would choose the same major again if they had another choice to make, a full 69% indicated that they would again be psychology majors if they again had to choose. This is a strong endorsement of

the overall level of satisfaction with the educational experiences these graduates had as psychology majors at Marshall University.

Employer satisfaction data is very difficult to obtain for a program as large as ours, particularly because a) there is certain to be wide variability in the aptitudes and skills of the 80 (+/-) yearly graduates of the program, b) graduates go into such a diverse range of fields and employment settings which we have no way to track, and c) the program is not a professional training program. The head of personnel at a local agency (Pretera Center) which employs significant numbers of graduates of our BA and MA programs indicated via a telephone interview that she is generally satisfied with the knowledge base, aptitudes and work behavior of our graduates.

While not equivalent to employer satisfaction data, we do have data from supervisors of our field practicum courses in clinical and industrial organizational (I/O) psychology, which are taken by approximately 15-20 seniors each year. Though not "employment", the work required is typically parallel to the work of entry level workers, and the supervisors comment on issues that are similar to what employers would evaluate. Quite consistently, the site supervisors of the clinical students give very high ratings (4 to 5 on a 5 point scale where 5 is the highest or best) on dimensions such as "enthusiasm, asking appropriate questions, ways of interacting with clients and staff, quickness to learn/adapt, feedback from other staff members, and punctuality." Supervisors of the I/O practicum are consistently enthusiastic about the performance of students at their sites, with supervisors from the Family Resource Network, Faith in Action of the River Cities and the Mountain State Family Alliance in particular expressing their satisfaction with students' work by way as evidenced by their recurring requests to the practicum supervisor for additional students to help with various projects.

e. The previous 5 years of summary reports from the Office of Assessment are attached as Appendix VII.

6. Previous Reviews

The result of our last program review was that the University and HEPC committees recommended that the BA program in psychology be continued at the current level of activity.

7. Strengths and Weaknesses

Strengths:

All full time faculty have terminal degrees in their discipline, and all are well prepared to teach and to conduct scholarly activities in their specialties. (Please see Faculty Data Sheets.)

Faculty continue to conduct research and present their work via publications, conferences and consultations.

Faculty are active participants in conferences, workshops and other continuing

education and professional development activities that enhance their teaching and research.

Faculty are active in university, professional and community service.

All faculty have internet connected computers at their desks; several additional terminals are available in the department. Computer labs on campus provide access for students doing research or working on reports.

Curriculum and program development is ongoing. Faculty members take seriously their responsibility to update courses and develop new courses in their areas of expertise which meet needs of students and which are congruent with the program's objectives.

The popularity of the undergraduate psychology major remains very strong, with PSY the 5th most popular major at the university and the most popular in the College of Liberal Arts.

Demand for psychology courses remains high. Other departments continue to require our courses, indicating continued university- wide respect for the discipline and for our faculty.

As indicated by survey data, graduates value their PSY education, with just under 70% stating that they would choose to major in PSY again.

Weaknesses:

The weaknesses in our program continue to be resource based and focus upon needs for additional faculty, equipment and space. Demand for psychology classes by majors and non-majors continues to be higher than we can meet. The psychology department is routinely one of the top departments in the university in terms of both SCH/FTE and MAJORS/FTE. This means that there is very strong demand for both our service classes and our upper division classes for majors, with enrollment in virtually all classes closing early in the registration process. As we continue to enhance our curriculum with more emphasis on writing, research and field experiences, we continue to face serious challenges to our limited faculty resources. Further, as we continue to develop our graduate programs, and particularly our doctoral program, our resources are stretched even further. Though definitely not a weakness, the multiple programs we offer put a great deal of stress on faculty members to meet the needs of students at all levels. In addition, as faculty are involved in more research as they contribute to the needs of our doctoral program, the time involved in this work is a direct challenge to being able to offer as many total classroom courses as we would otherwise want or be able to provide. By any reasonable measure (number of students, number of majors, number of programs, productivity of any type), PSY should have at least 2 additional full time, tenure track faculty lines on the Huntington campus.

The second major challenge/weakness relates to space. As a social and natural science, psychology should be able to provide students with the opportunity for laboratory classes and space limitations keep us from being able to provide many these experiences for students. Further, as we work towards greater emphasis on research by faculty and by students at all levels, there is significant need for greater access to research space, and the department simply has no where near enough. Essentially, we have one medium size room and two very small rooms to do all data collection, and this is not nearly sufficient for 14 Huntington faculty, 30+ doctoral students, and the dozens of undergraduate students working on research projects each year. A related space/resource problem is the lack of adequate access to "smart" classrooms. We are fortunate to have had one such room developed on our floor this year; while that is a terrific resource for us, it has provoked a great deal of competition for that space, in that many teachers want to make use of multimedia and computer based technology in their teaching, and we have very limited access to appropriate space for such innovative teaching.

The third major problem we face is support for faculty and student research. There are very limited funds to support faculty or student research activities, and if we are to ever reach our research capabilities, significantly more money will have to be found to support this work and the related travel expenses for dissemination of results at meetings and conferences.

Plans for correction:

The department of psychology has many strengths. Our faculty are excellent and committed teachers who are active in their fields and who willingly participate in university and community service. Our programs remain popular, with high enrollments and many majors. Thus, the problems we face are not those of program viability, but of insufficient resources to meet student demand and to support the excellent faculty who contribute to the program's ongoing development and success.

The resource problem is one we have little control of within the department. Every effort is made to use scarce funds to encourage innovative faculty and student initiatives while also keeping the copier running and supplies in our closet. Additionally, we were fortunate to add two new tenure track faculty lines since the last review in support of our doctoral program, and we've been the beneficiary of a Carter G Woodson Fellow who joined our faculty last year. These have certainly strengthened our faculty resources. However, within the same time frame we have brought a new doctoral program "on line", had a senior faculty continue to serve in an administrative position for a university-wide program that consumes ½ of her allotted teaching load and several faculty have had well deserved sabbaticals. While we do receive some funding to hire replacement teachers for one of these "holes" in our schedule, the replacements are not the same as having faculty members whose full time commitment is to the department.

We are fortunate to have excellent graduate students, many of whom are very interested in teaching, and for many years they have provided excellent supervised teaching for many of our PSY 201 sections. As our doctoral program has grown, we've begun to look more carefully at using advanced doctoral students to teach classes above the PSY 201 level. This would certainly not be a substitute for additional faculty lines, but could help with some of the need for more undergraduate courses. We can't turn to our small community for much help in upper division teaching, because there are very few, if any, psychologists in the area with appropriate training to teach our experimental and research oriented courses.

Regarding our space needs, all we can do is a) use our available space as wisely as possible; b) negotiate on a case by case basis with other units for collaborative use of space and resources for research purposes, and c) request that the university administration reallocate space to higher demand units. We were successful in this area last year, when an unused room that had been allocated to another department was reassigned to us to house several doctoral students. However, there are more rooms in Harris Hall and elsewhere that are underutilized and could be reassigned.

Regarding the "smart" classroom issue, we are hopeful that the university has a program in place that will outfit many more classrooms, in Harris Hall and others, with updated technology, since the expenses are far too great for departments to handle on their own.

In the area of research support, we have allocated a significant portion of our student fees towards support for faculty and student research activities. Though not really sufficient, these funds help a great deal in supporting research activities.

B. VIABILITY

1. Articulation agreements: The department has no articulation agreements

2. Off Campus/Distance Delivery Classes: Appendix III lists all off-main-campus and e-courses offered and locations for the courses over the last two years. Demand for off campus psychology remains strong at both the Teays Valley and the Mid Ohio Valley centers. Course offerings are limited primarily by the need for qualified faculty to teach upper division classes. Our offering of PSY 201 in an e-class format has been well received, with consistent enrollment each term that it is offered.

3. Service Classes: PSY 201 General Psychology is the primary service class offered by the psychology department. It fills one of the Social Science requirements for all colleges with such a requirement for their majors, and is a

prerequisite for other classes taken by many non-psychology students, such as Child Development, Abnormal Psychology and Industrial Organizational Psychology. Appendix IV presents enrollment data for PSY 201 for the past five years.

4. Program Course Enrollment: Appendix V presents enrollment data for all program area courses taken by majors. Psychology majors all take a common group of 9 credit hours (PSY 201 General Psychology, Psy 223 Statistics, PSY 323 (Experimental Psychology), a set of 9 credit hours chosen from clusters of related courses (one course from each cluster) and a capstone chosen from one of several capstone options. In addition to this core of 21 credit hours, majors choose, with help from their advisors, an additional 12 hours of psychology electives that are consistent with their interests and their educational/career objectives.

All required courses are offered quite regularly. All are available each full semester-with multiple sections of the required group of 3 classes offered each term- and many are also offered at least once in the summer. Multiple courses from each of the clusters of required courses are offered every term, and at least 3 of our capstone options are offered each full term. Enrollments in these PSY classes are consistently strong, with most upper division, regular classroom courses closing quite early in enrollment. Department policy allows graduating seniors to obtain overloads for any needed classes in their last year, so as not to interfere with the students' plans for graduation.

5. Program Enrollment: As has been noted elsewhere, the PSY undergraduate program is an extremely popular, and thus highly enrolled, program choice for majors. As reported by the Office of Institutional Research, in Fall 2004 PSY had 434 PSY majors. This places psychology as the fifth most popular undergraduate major in the University. Institutional Research reports that a total of 399 PSY majors graduated within the 5 year reporting period, with a range from 69 in 2000-01 to 88 in 2004-05. Additional required data associated with Program Enrollment is presented in Appendix VI.

6. Enrollment Projections: We have every reason to believe that enrollment in the Psychology BA program will continue to be very strong. Our number of majors remains very high and the number of BA graduates has held steady and even increased over the reporting period. The Occupational Outlook Handbook (2004-05 edition) reports that the employment outlook for the mental/behavioral health or business/organizational professional fields typically pursued by PSY graduates who receive graduate training (psychologists, social workers, counselors, management, human resources) is "stronger than average" in all cases. Of course, most PSY majors do not go to graduate school, and thus their employment outlook is more likely to be consistent with that of all liberal arts graduates.

C. NECESSITY

1. **Advisory Committee:** the BA program has no advisory committee. The program is overseen by department faculty, and specifically by the Undergraduate Program Committee and its Program Coordinator.
2. **Graduates:** Psychology BA program graduates work in a very wide range of fields and enter a variety of graduate degree programs. Since the undergraduate program is not a professional degree, graduates of this program are not hired as “psychologists” and thus it is not truly meaningful to discuss graduates working in a field of specialization.

As was noted in an earlier section, the department’s recent survey of program graduates yielded a marginally representative return rate of 20%. Graduates reported being employed in a total of 40 full time jobs; some reported none, if they went directly to graduate school, while others already had changed several times. The average salary of all full time jobs was \$25338. They report employment in mental health, health care, children’s programs, education, human resources, training and development, sales, personnel, management, and other areas. While there are many employers that hire our graduates, some of the notable placements include Pretera Center, Corbin Limited, Autism Services, and human resource or research related (not telephone sales) positions at Amazon, Telespectrum, and Applied Card Systems.

61% of these graduates reported applying for and being accepted into a graduate program. These programs ranged from psychology to counseling to social work to medical school to business, law and the ministry.

3. We have no indication that psychology graduates have poor employment prospects or that job placement rates are low. The department has no specific job placement programs. Graduates have access to the services of the University’s career services center. Assistance with graduate school application is handled on a case by case basis through work with the students’ advisors. We have, in our department office, accessible copies of an important resource published by the American Psychological Association called “Graduate Study in Psychology.” This book lists and describes all graduate programs in PSY in the country.

D. CONSISTENCY WITH UNIVERSITY MISSION: Marshall University's first and most basic commitment is to undergraduate education. The department of psychology, through our work with both majors and non-majors, serves a vital role in this mission. We provide teaching, field supervision and research mentoring to one of the largest groups of students on campus each year. Faculty and students are active in research that expands the knowledge base and in field

activities which apply that knowledge and help solve problems for individuals and groups. Our faculty and curriculum introduce students to the broad discipline of psychology and help them understand the field as a social and natural science. Concurrently, we challenge them to develop their thinking and communication skills, solve problems, and appreciate the wide range of forces that influence human behavior. We offer coursework on several campuses, and our service course via the internet. Each of these is consistent with the main “bullet points” of Marshall's Mission Statement.

**Appendix I
Required/Elective Course Work in the Program
Marshall University Program Review
Psychology Undergraduate Program**

Degree Program: Psychology

Person responsible for the report: Martin Amerikaner

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
<p><u>PSY 201 General Psychology</u> <u>PSY 223 Elementary Behavioral Statistics</u> PSY 323 Experimental Psychology <u>One course from the Social/Personality Perspective:</u> PSY 302 Social Psychology PSY 360 Personality PSY 408 Abnormal Psychology PSY 418 Psychology of Personnel PSY 420 Introduction to Industrial – Organizational Psychology PSY 426 Cross Cultural Psychology <u>One course from the Experimental/Biopsychological Perspective:</u> PSY 324 Sensation and Perception PSY 350 Animal Behavior PSY 416 Psychology of Learning PSY 417 Intermediate Behavioral Statistics PSY 440 Physiological Psychology <u>One course from the Developmental/Individual Perspective:</u> PSY 311 Child Development PSY 312 Adult Development PSY 330 Human Sexual Behavior PSY 406 Psychometrics <u>Capstone Course Option:</u> PSY 456457 Research in Psychology PSY 460 History and Systems of Psychology PSY 470 Practicum in Industrial-Organizational Psychology PSY 471 Practicum in Clinical Psychology PSY 499 Psychology Capstone Seminar <u>Computer Literacy Requirement:</u> IT 101</p>	21	Any additional 4 courses in psychology	12	Minor –Must meet requirements for a minor in a department of student's choice; most departments require 15 hours	48

Professional society that may have influenced the program offering and/or requirements: American Psychological Association

Appendix II Faculty Data Sheet 2001-2005

Name: Martin J. Amerikaner Rank: Program Chair
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1978
 Conferred by: University of Florida, Gainesville, FL
 Area of Specialization: Counseling Psychology
 Professional Registration/Licensure Licensed Psychologist Agency: West Virginia

Years non-teaching experience
 Years of employment other than Marshall 9
 Years of employment at Marshall 17
 Years of employment in higher education 27
 Years in service at Marshall during this period of review 17

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003 F	433	Current models in Psychotherapy	22
	533	Current models in Psychotherapy	8
	585	Independent Study	2
	633	Individual Psychotherapy	9
	681	Thesis	3
2003 Spring	433	Current models in Psychotherapy	7
	533	Current models in Psychotherapy	2
	586	Independent Study	2
	657	Research in Psychotherapy	3
	681	Thesis	4
2003 Summer	799	Doctoral Research	2
	486	Independent Study	1
	680	Clinical Internship	4
2004 F	585	Independent Study	1
	670	Clinical Practicum	8
	681	Thesis	1
	753	Supervision in Clinical Psychology	7
	799	Doctoral Research	2
2004 Spring	201	General Psychology	23
	402	Advanced Social Psychology	15
	502	Advanced Social Psychology	14
	633	Individual Psychotherapy	5
	657	Research in Psychology	1
	686	Independent Study	1
	772	Rural Practicum 1	5
	799	Doctoral Research	3
	681	Thesis	1
690	Psychological Research	8	

2 Activities that have enhanced your teaching and or research.

Attended several teaching workshops offered by CTE:

- Aug. 2003: Dr. Edward Zlotkowski – Service Learning
- Nov. 2003: Dr. Thomas Wilson – Peer Instruction
- Mar. 2004: Dr. Steven Mewaldt – Cognitive Psychology and Teaching and Learning
- April 2004: Dr. Meggin McIntosh – Time and Paper Management
- Aug. 2004: Dr. Barbara Cambridge – Scholarship of Teaching

Attended a full day workshop on Mental Health and the Law in Jan, 2002

Attended a 2 full days of workshops and training from the Association of State and Provincial Psychology Boards, Feb 2002.

3 Discipline-related books/papers published (provide a full citation).

- 14. Fish, M., Amerikaner, M and Lucas, C. Dispelling the Stereotypes: Rural Appalachian Mothers talk about Physical Punishment, accepted for publication in a future issue of the Journal of Appalachian Studies. Date is yet to be determined.
- Amerikaner, M. Common Factors in Psychotherapy: Implications for Training and Supervision Manuscript in preparation (served as the basis for one of the national presentations noted below)
- Fish, M. Lucas, C. and Amerikaner, M. Parenting Attitudes and Behavior in Rural Appalachia Manuscript in preparation

4 Papers presented at state, regional, national, or international conferences

Amerikaner, M., Lucas, C. and Fish, M. "Parenting Practices with Higher and Lower Social/Emotional Outcomes in Rural Low SES Appalachian Families." Presentation to Appalachian Studies Association, Cherokee, NC; March 200. (National)

Amerikaner, M. "Common Functions in Psychotherapy: Implications for Teaching and Supervision" Symposium paper presented to the American Psychological Association, Honolulu, Hawaii, August 2004. (National/international)

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.

List any offices you hold in professional organizations.

Chaired Presentation: (Sept. 2004) "Town Hall Meeting" Presentation by Board of Examiners of Psychologists (WV) to the annual meeting of the WV Psychological Association (State)

Organized and Chaired Symposium entitled "Common Factors in Psychotherapy: Implications for Training and Supervision" for the American Psychological Association's annual conference in Hawaii, August 1 2004. (National/International)

Organized and Chaired Session on "Psychological and Behavioral Health Issues in Appalachia" for the Appalachian Studies Association, Cherokee, NC; March 2004. (National)

Chaired Presentation: (Sept. 2003) "Town Hall Meeting" Presentation by Board of Examiners of Psychologists (WV) to the annual meeting of the WV Psychological Association (State)

Lead Presenter: Sept. 2002 Presentation by Board of Examiners of Psychologists (WV) to the annual meeting of the WV Psychological Association "Town Hall Meeting"

Attended conferences:

American Psychological Association (Summer 2004)

Appalachian Studies Association (March 2004)

American Psychological Association (August 2002)

Appalachian Studies Association (March 2003)

West Virginia Psychological Association (October 2001)

American Psychological Association (August 2001)

Memberships:

West Virginia Psychological Association: Designed and maintained WVPA web page until summer 2002

American Psychological Association

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.

President, WV Board of Examiners of Psychologists

CE Presentation to staff of Mildred Mitchell Bateman Hospital on Empathic Communication Oct 2004

Commissioner, Huntington Human Relations Commission

Clinical work with a variety of clients through MU Clinic and at Affiliates in Psychology and Therapy, Huntington WV

Board of Directors, TEAM for WV Children (resigned due to mounting time constraints in Spring, 2002)

Presentation: "Do you hear what they are saying" Workshop on listening skills for early childhood educators presented to annual WV Early Childhood Conference; April, 2003

Appendix II Faculty Data Sheet 2001-2005

Name: Elaine Baker Rank: Professor
 Status (Check one): Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1972
 Conferred by: Miami University, Oxford OH
 Area of Specialization: Experimental Psychology
 Professional Registration/Licensure **N/A**

Years non-teaching experience
 Years of employment other than Marshall 1
 Years of employment at Marshall 33
 Years of employment in higher education 34
 Years in service at Marshall during this period of review 33

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003 F	330	Human Sexual Behavior	40
	764	Advanced Human Sexuality	12
2004 S	330	Human Sexual Behavior	45
	350	Animal Behavior	38
2004 Fall	330	Human Sexual Behavior	42
	350	Animal Behavior	41
2005 Spring	685	Independent Study	1
	330	Human Sexual Behavior	37

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

Mootnick, A.R., Baker, E. and Sheeran, L. (in press) Familiarity during immaturity: Implications for the captive propagation of gibbons. *International Journal of Primatology*.

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Organization Membership:

Animal Behavior Society
 American Society of Primatologists
 Professional and Organizational Development in Higher Education
 Panel coordinator and moderator for "Women's Rights" workshop (1994-2000). Annual Tri-State Organizing Conference.
 Homophobia and Heterosexism in Therapy (2000). Invited speaker for Psychology Awareness Week, Marshall University.
 Psychology and Sexual Diversity. Guest speaker at Psi Chi Induction banquet (2004), Marshall University
 Sexuality and Dying. Training workshop presented to Hospice of Huntington (2004)
 North Central Accreditation Steering Committee member; Co-chair of the Criterion Three Committee; Co-chair of the Criterion Three/Component B subcommittee (2004 – present)

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Finalist (one of three) for the West Virginia Merit Foundation "Professor of the Year" award (1986, 1988, 2005) (The 2005 "winner" has not yet been announced)
 Psychology and Sexual Diversity. Guest speaker at Psi Chi Induction banquet (2004), Marshall University
 Sexuality and Dying. Training workshop presented to Hospice of Huntington (2004)

8 Community service as defined in the Greenbook.

Advisory Board to Branches Domestic Violence Shelter (1980 - present; Treasurer, 1984 & 2000-2002; Vice-President; 1985; President, 1989-90 & 1993 - 95)
 Founding member of the Cabell & Lincoln Counties Local Governing Board for the West Virginia HSTA (Health, Science, and Technology Academy) (2003- present)

Appendix II Faculty Data Sheet 2001-2005

Name: Keith Beard Rank: Assistant Professor
 Status (Check one): Full-time Current MU Faculty: Yes
 Highest Degree Earned: Psy.D. Date Degree Received: 2000
 Conferred by: Wright State University
 Area of Specialization: Clinical Psychology
 Professional Registration/Licensure: Licensed Psychology Agency: West Virginia

Years non-teaching experience
 Years of employment other than Marshall 0
 Years of employment at Marshall 5
 Years of employment in higher education 5
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	201	General Psychology	45
	201	General Psychology	44
	323	Experimental Psychology	26
Spring 2004	323	Experimental Psychology	33
	300	Paranormal Psychology	46
	300	Paranormal Psychology	34
2004 Fall	323	Experimental Psychology	25
	323	Experimental Psychology	25
	201	General Psychology	44
2005 Spring	608	Differential Diagnosis and Treatment	11
	300	Paranormal Psychology	44
2005 Summer	671	Clinical Practicum	7
	201	General Psychology	19

2 Activities that have enhanced your teaching and or research.

Continuing Education 2001-2002

1. Ethical & Involuntary Hospitalization Process
2. Club Drugs & Raves
3. Virtually Cured Using Virtual Reality Technology & Other Exposure Strategies in the Treatment of Anxiety Disorders

3 Discipline-related books/papers published (provide a full citation).

Beard, K. W. (2005). Internet addiction: A review of current assessment techniques & potential assessment questions. *CyberPsychology & Behavior*, 8(1), 7-14.
 Beard, K.W. (2002). Anxiety reduction techniques. *Gale Encyclopedia of Mental Disorders*. Farmington Hills, MI: The Gale Group.
 Beard, K.W. (2002). Bender Gestalt Visual Motor Test. *Gale Encyclopedia of Mental Disorders*. Farmington Hills, MI: The Gale Group.
 Beard, K.W. (2002). Intelligence tests. *Gale Encyclopedia of Mental Disorders*. Farmington Hills, MI: The Gale Group.
 Beard, K.W. (2002) Internet addiction disorder. *Gale Encyclopedia of Mental Disorders*. Farmington
 Beard, K.W. (2002) Internet addiction: Current status & implication for employees. *Journal of Employment Counseling*, 39, 2-11.
 Beard, K.W. (Fall 2002) Guest editor for the *Journal of Rural Community Psychology: Special Edition on Gay/Lesbian and Gender Issues*, E5(2).
 Beard, K.W. (2002). Introduction to the special edition: Issues for gay, lesbian, bisexual, and transgender rural residents. *Journal of Rural Community Psychology: Special Edition on Gay/Lesbian and Gender Issues*, E5 (2).
 Beard, K.W. & Hissam, A. (2002). The use of Erikson's Developmental Theory with Gay Men from Rural Communities. *Journal of Rural Community Psychology: Special Edition on Gay/Lesbian and Gender Issues*, E5 (2).
 Beard, K.W., & Wolf, E.M. (2001) Modification in the proposed diagnostic criteria for Internet addiction. *Cyberpsychology & Behavior*, 4, 377-383.

4 Papers presented at state, regional, national, or international conferences.

Beard, K. W., Trumpower, D. L., Meek, B., Bledsoe, J., & Griffith, W. J. (Aug. 2005). Reality TV: Why a voyeur watches & factors that should be considered with this type of viewer. Poster presentations at the American Psychological Association Annual Conference, Washington, DC.

Beard, K. W., Trumpower, D. L., & Fulton, K. (Aug. 2005). Factors may predict the severity of symptoms related to the maladaptive use of the Internet. Poster presentation at the American Psychological Association Annual Conference, Washington, DC.

Beard, K. W. (May 2004) Internet addiction: Conceptualization of problematic Internet use with the Biopsychosocial model of addiction. Paper Presentation at the National Convention for: American Association of Technology for Psychiatrists, New York, NY.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

American Psychological Association (APA) - full member

West Virginia Psychological Association (WVPA) - full member

American Psychological Society (APS) - member

WVPA Task Force on Ethnic Minority Affairs, Multicultural Affairs, & Diversity

West Virginia Licensed Professional Counselors Assoc. (WVLPACA) - Associate Member

Federal Education Advocacy Coordinators - Campus Representative (APA Org.)

Hills, MI: The Gale Group.

Beard, K. W. (Sept. 2004) Internet addiction: An overview & a proposed method to conceptualize, assess, diagnose, & treat clients. Continuing Education seminar presented at the state-wide fall conference for: West Virginia Psychological Association.

Beard, K. W. The Use of a Sand Tray in Therapy. Psy.D. Graduate Seminar, Nov. 2003.

Beard, K. W. Psychotherapy Issues with Gay, Lesbian, & Bisexual Clients - Marshall University Counseling Multicultural Class, Sept. 2003; 2004 & Psy.D. Graduate Seminar, Feb. 2003.

Beard, K. W. Season Affective Disorder presented to MU Report - Marshall University, Huntington, WV, Feb. 2003.

Beard, K.W. Stereotypes presented to Hodges Residence Hall, Marshall University, Huntington, WV, March 2002.

Beard, K.W. Emotional Intelligence Presented to Cabell Co. Board of Education at the annual Bright Futures Conference, Huntington, WV, Aug. 2001.

Beard, K.W. Coming Out presented to the Lambda Society, Marshall University, Huntington, WV, Oct. 2001.

Beard, K.W. Internet addiction presented to the Marshall University campus community and local Guest Editor – Journal of Rural Community Psychology – special edition on gay/les/bi & gender issues - projected publication date in spring 2002

West Virginia Psychological Association – Committee member -- Task Force on Ethnic Minority Affairs, Multicultural Affairs, & Diversity - 2001

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Beard, K. W. (Sept. 2004) Internet addiction: An overview & a proposed method to conceptualize, assess, diagnose, & treat clients. Continuing Education seminar presented at the state-wide fall conference for: West Virginia Psychological Association.

Beard, K. W. (May 2004) Internet addiction: Conceptualization of problematic Internet use with the Biopsychosocial model of addiction. Paper Presentation at the National Convention for: American Association of Technology for Psychiatrists, New York, NY.

Beard, K. W. The Use of a Sand Tray in Therapy. Psy.D. Graduate Seminar, Nov. 2003.

Beard, K. W. Psychotherapy Issues with Gay, Lesbian, & Bisexual Clients - Marshall University Counseling Multicultural Class, Sept. 2003; 2004 & Psy.D. Graduate Seminar, Feb. 2003.

Beard, K. W. Season Affective Disorder presented to MU Report - Marshall University, Huntington, WV, Feb. 2003.

Beard, K.W. Stereotypes presented to Hodges Residence Hall, Marshall University, Huntington, WV, March 2002.

Beard, K.W. Emotional Intelligence Presented to Cabell Co. Board of Education at the annual Bright Futures Conference, Huntington, WV, Aug. 2001.

Beard, K.W. Coming Out presented to the Lambda Society, Marshall University, Huntington, WV, Oct. 2001.

Beard, K.W. Internet addiction presented to the Marshall University campus community and local Named to:

Who's Who in America - 2003 (57th ed)

Who's Who in Medicine & Healthcare, 4th ed.

8 Community service as defined in the Greenbook.

National Anxiety Screening Day - Chair

Depression Screening Day - Volunteer

AIDS Foundation Miami Valley – Volunteer

Marshall University Psychology Clinic, Huntington, WV Director

Provided affordable psychotherapy, assessment, and consultation services to community members

involved in community volunteer projects with young adult group from the First United Methodist Church

Volunteered and participated in West Virginia gay pride activities

Appendix II Faculty Data Sheet 2001-2005

Name: Paula Bickham

Rank: Assistant Professor

Status: Full-time

Current MU Faculty: Yes

Highest Degree Earned: Ph.D. Date Degree Received: 1993

Conferred by: University of Georgia, Athens

Area of Specialization: Counseling Psychology

Professional Registration/Licensure: In licensing process, Psychologist

Agency: West Virginia

Years non-teaching experience _____

Years of employment other than Marshall _____

Years of employment at Marshall _____

Years of employment in higher education _____

Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2003F	610	Assessment of Adults	11
	633	Individual Psychotherapy	10
	671	Clinical Practicum	6
2004 Spring	634	Group Therapy	8
	634	Group Therapy	7
	680	Clinical Internship	4
2004 Summer	630	Adult Diagnosis and Therapy	10
	633	Individual Psychotherapy	5
2004 F	610	Assessment of Adults	8
	633	Individual Psychotherapy	5
	670	Clinical Practicum	3
2005 S	526	Cross Cultural Psychology	15
	670	Clinical Practicum	4
	680	Clinical Internship	7
2005 Su	630	Adult Diagnosis and Therapy	8

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

Bickham, P.J. & Miranda, M. (submitted). Establishing climate in a discovery oriented classroom.

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

American Counseling Association (ACA)

Association for Counselor Education and Supervision (ACES)

Association for Humanistic Psychologists (AHP)

American Psychological Association (APA)

Association for Specialists in Group Work (ASGW)

Association for the Development of the Person-Centered Approach (ADPCA)

"Rhythm and Hand Drumming: Facilitating the Teaching-Learning Process". Co-Presentation at Miama Univeristy with Dr. Lisa Vaughn. Miami University, Oxford, OH. September 2001.

"Teaching the Attitude of Congruence." Presentation at the Person-Centered Invitational Group Conference. Warm Springs, GA. January 2001.

"Rhythm and Hand Drumming: Facilitating the Teaching-Learning Process". Co-Presentation at Miama Univeristy with Dr. Lisa Vaughn celebrating Dr. King Jr's. Birthday. Miami University, Oxford, OH. January 2001.

6 Externally funded research grants and contracts you received.

LEQSF Graduate Fellows Program 1997-2001. Grant awarded \$60,000 over a four year period to support one superior graduate student for the Ph.D. program in Counseling Psychology. Grant is currently being rewritten to receive support for a second scholarship period (LEQSF; \$60,000).

LEQSF Graduate Fellows Program 1998-2002. Grant awarded \$60,000 over a four year period to support one superior graduate student for the Ph.D. program in Counseling Psychology. (LEQSF; \$60,000).

LEQSF Equipment Grant (pending). Equipment Grant for \$230,000 to fund Community Clinic for the Psychology and behavioral Sciences Department.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Volunteer at the MUGC K-12 five-week Summer Initiative. Worked with children using drums to facilitate life-skill education. Trained masters students to run group. Co-led these groups with masters students and provided them with supervision. Summer 2002, 2003.

Committee Member for the Mental Health Initiative with the West Virginia Coalition Against Domestic Violence. September 2001 to present. Big Sandy, West Virginia.

Appendix II Faculty Data Sheet 2001-2005

Name: Tom Ellis Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Psy.D. Date Degree Received: 1978
 Conferred by: Baylor University
 Area of Specialization: Clinical Psychology

Professional Registration/Licensure: Licensed Psychologist Agency: West Virginia

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall _____
 Years of employment in higher education _____
 Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	499	PSY Capstone Seminar	15
	769	Practicum in Clinical Psychology	5
Spring 2004	499	PSY Capstone Seminar	20
	733	Cognitive Psychotherapy	8
	771	Adv. Practicum in Clinical Psychology	4
Summer 2004	750	Behavioral Health	5
	791	Seminar in Clinical Psychology	3
Fall 2004	443	Health Psychology	30
	543	Health Psychology	5
	733	Cognitive Psychotherapy	14
	770	Adv. Practicum in Clinical Psychology	4
Spring 2005	408	Abnormal Psychology	39
	508	Abnormal Psychology	3
	695	Seminar	10
	750	Behavioral Health	14
	771	Adv. Practicum in Clinical Psychology	3
Summer 2005	408	Abnormal Psychology	18

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

Books

Ellis, T.E. (Ed.) (in press). Cognition and Suicide: Theory, Research, and Practice. Washington, DC: American Psychological Association.
 Ellis, T.E. (2004). Collaboration and a self-help orientation in therapy with suicidal clients. Journal of Contemporary Psychotherapy, 34, 41-57.
 Ellis, T.E. (2001). Psychotherapy for suicidal individuals. In D. Lester (Ed.), Suicide prevention: Resources for the Millennium (pp. 129-151). Philadelphia: Brunner-Routledge.
 Ellis, T.E. (2004). Thoughts of Katie: A Cognitive Perspective. In D. Lester (Ed), The Secret World of Katie: Unlocking the Mystery of a Suicide (pp. 81-96) . Philadelphia: Brunner-Routledge.
 Ellis, T.E. (2004). The Practical Art of Suicide Assessment [Invited review of The Practical Art of Suicide Assessment]. Preventing Suicide: The National Journal, 3, 10.
 Ellis, T.E., & Tenney, P.R. (in press). Suicide. In The Encyclopedia of Human Development. Thousand Oaks, CA: Sage Publications.

4 Papers presented at state, regional, national, or international conferences.

Ellis, T.E. (2001). Helping Suicidal Patients with Cognitive Therapy. Three-hour workshop presented at the 34th Annual Conference of the American Association of Suicidology, Atlanta, GA, April.
 Ellis, T.E., Rudd, M.D., & Miller, S.D. (2002). Classification of Suicidal Patients: Pilot Test of a New Instrument. Paper presented at the 35th Annual Conference of the American Association of Suicidology, Bethesda, MD, April.
 Ellis, T.E. (2003). Diary of a Suicide: A Cognitive Perspective. Paper presented at the 36th Annual Conference of the American Association of Suicidology, Santa Fe, NM, April.
 Ellis, T.E. (2004). Cognition and Suicide: Historical and Theoretical Backdrop. Paper presented at the 37th Annual Conference of the American Association of Suicidology, Miami, FL, April.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Psychologist, State of West Virginia (License #235)
 National Register of Health Service Providers in Psychology (#31496)
 Associate Fellow and Supervisor, Institute for Rational-Emotive Therapy, New York, NY
 Diplomate, American Board of Professional Psychology (Behavioral Psychology)
 Founding Fellow, Academy of Cognitive Therapy
 Certificate of Professional Qualification in Psychology, Association of State and Provincial Psychology Boards (#2334)
 Reviewer, National Institute of Mental Health, SBIR Phase I Contract Proposals, 2001 (ZMH1-CRB-B-C2), Bethesda, MD.
 Chairperson, National Institute of Mental Health Review Panel, SBIR Phase II Contract Proposals (ZMH1 NRB-W-C5),
 July 26, 2002, Bethesda, MD.
 Chairperson, Cognition and suicide: Theory, research, and practice. Symposium presented at the 37th Annual
 Conference of the American Association of Suicidology, Miami, FL, April, 2004.
Cognitive-Behavioral Treatment of Depression and Suicidality. Six-hour program for Cherokee Health System,
 Morristown, Tennessee, May 18, 2001.
 Editorial Boards
Journal of Rational-Emotive and Cognitive-Behavior Therapy
Suicide and Life-Threatening Behavior
 Guest Reviewer
Archives of Suicide Research
Cognitive Therapy and Research
Journal of Clinical Psychology
Journal of Consulting and Clinical Psychology
Professional Psychology: Research and Practice
 American Association of Suicidology
 Member, Institutional Review Board
 Associate Editor, Newslink (official A.A.S. newsletter)
 Internet Development Committee (Chairperson)
 Charleston Area Medical Center
 Independent Allied Health Professional, Department of Neurological Medicine
 Member, Institutional Scientific Review Board (1997-2002)
 Mental Health Association in West Virginia
 West Virginia Psychological Association
 Representative-at-Large, 1991, 1993-94, 2002-04
 West Virginia University Health Sciences Center, Charleston Division
Coping with a National Disaster. Presentation to community forum at First Presbyterian Church, Charleston, West
 Virginia, September 19, 2001.
Virtual Reality and other Exposure Strategies in the Treatment of Anxiety Disorders. Three-hour workshop at the Spring
 Meeting of West Virginia Psychological Association, Charleston, W.Va., April 19, 2002 (with Laura Wilhelm).
Cognitive-Behavioral Treatment of Anxiety Disorders. Six-hour program for Cherokee Health System, Morristown,
 Tennessee, May 10, 2002.
Suicide Risk Assessment in the Emergency Department. Two-hour presentation for Emergency Department staff at
 Charleston Area Medical Center, June 3, 2002.
 Academy for Cognitive Therapy (Founding Fellow)
 Association for Advancement of Behavior Therapy
 American Association of Suicidology
 American Psychological Association (Fellow, Clinical and Psychotherapy Divisions)
 Anxiety Disorders Association of America
 International Academy for Suicide Research (Associate Member)
 International Association for Cognitive Psychotherapy
 West Virginia Psychological Association
6 Externally funded research grants and contracts you received.
 Charleston Area Medical Center Foundation Grant #20-2001 (2001): Virtual Reality System for the Treatment of Anxiety
 Disorders. (\$20,150).
Professional Honors & Recognition (e.g., Fellow of Professional or Scientific Society; Diplomate):
 Associate Fellow and Supervisor, Institute for Rational-Emotive Therapy, New York, NY
 Diplomate, American Board of Professional Psychology (Behavioral Psychology)
 Founding Fellow, Academy of Cognitive Therapy
 Certificate of Professional Qualification in Psychology, Association of State and Provincial Psychology Boards (#2334)
 Phi Kappa Phi and Psi Chi national honor societies
 Fellow, American Psychological Association (Clinical Div., 1997; Psychotherapy Div., 2002)
7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8 Community service as defined in the Greenbook.

Appendix II Faculty Data Sheet 2001-2005

Name: Christopher W. LeGrow

Rank: Professor

Status: Full-time

Current MU Faculty: Yes

Highest Degree Earned: Ph.D Date Degree Received:1992

Conferred by: Ohio University, Athens, OH

Area of Specialization: Industrial-Organizational Psychology

Professional Registration/Licensure N/A

Agency:

Years non-teaching experience

Years of employment other than Marshall

2

Years of employment at Marshall

12

Years of employment in higher education

14

Years in service at Marshall during this period of review

12

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	201	General Psychology	88
	204	Elementary Behavioral Statistics	26
	311	Child Development	48
	323	Experimental Psychology	27
	683	I-O Internship	2
	690	Seminar: I-O Final Project	1
Spring 2004	201	General Psychology	76
	311	Child Development	46
	418	Psychology of Personnel	32
	518	Psychology of Personnel	7
	692	Seminar: Research Methods	5
Summer 2004	201	General Psychology	26
	223	Elementary Behavioral Statistics	15
Fall 2004	201	General Psychology	68
	223	Elementary Behavioral Statistics	26
	311	Child Development	41
	323	Experimental Psychology	26
Spring 2005	311	Child Development	41
	323	Experimental Psychology	27
	418	Psychology of Personnel	21
	486	Independent Study	1
	518	Psychology of Personnel	8
	600	Teaching Psychology	9
Summer 2005	681	Thesis	1
	201	General Psychology	18
	223	Elementary Behavioral Statistics	21

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

Everton, W., Amel, E., Bachiochi, P., LeGrow, C., Bulger, C., Stanton, J., Rogelberg, S. (April, 2004).

Successful teaching tools to make I-O classes sexier. Education, teaching, and learning forum presented at the meeting of the Society for Industrial-Organizational Psychology, Chicago, IL.

LeGrow, C., Wood, C., Mock, K., & Boster, K. (April, 2003). *Employment-related perceptions of individuals with psychological disorders.* Poster session presented at the meeting of the Society for Industrial-Organizational Psychology, Orlando, FL.

LeGrow, C., & Izzett, R. (April, 2003). *Influence of contextual realism on evaluations of affirmative action plans.* Poster session presented at the meeting of the Society for Industrial-Organizational Psychology, Orlando, FL.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Affiliations

Member of the Eastern Psychological Association (EPA)

Member of the Society for Industrial-Organizational Psychology (SIOP; Division 14 of the APA)

Community Workshops

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LeGrow, C., & LeGrow, D. (March, 2001). *The identification and elimination of barriers to effective organizational communication*. Educational Workshop presented at the Connecting with Kids. Parent Partners in Education 3rd Annual Parent-Professional Collaboration Conference, Huntington, WV.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Research Consultant (Faith in Action)

Contractor: Laura Gilliam (Care Recipient Satisfaction Survey Project).....Fall 2004 to present
Research Consultant (Marshall University Counseling Center)

Contractor: Carla Lapelle and Lisa Collard (Client Satisfaction Survey Project).....Fall 2004 to present
Research Consultant (Cabell-Wayne Family Resource Network)

Contractor: Debbie Bowyer (Customer Satisfaction Survey Project).....Fall 2002 to present
Research Consultant (River Valley Child Development Services)

Appendix II Faculty Data Sheet 2001-2005

Name: Marc Lindberg Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1976
 Conferred by: Ohio State University
 Area of Specialization: Learning and Memory
 Professional Registration/Licensure N/A Agency:

Years non-teaching experience
 Years of employment other than Marshall 3
 Years of employment at Marshall 26
 Years of employment in higher education 29
 Years in service at Marshall during this period of review 26

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	311	Child Development	46
	456	Research in Psychology	9
	460	History and Systems	13
Spring 2004	311	Child Development	94
	457	Research in Psychology	17
Summer 2004	311	Child Development	27
	485	Independent Study	1
	560	History and Systems	5
Fall 2004	311	Child Development	42
	456	Research in Psychology	14
	460	History and Systems	20
	560	History and Systems	1
Spring 2005	311	Child Development	78
	456	Research in Psychology	4
	457	Research in Psychology	18
Summer 2005	311	Child Development	22
	560	History and Systems in Psychology	7

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

Publications

Lindberg, M. A., Chapman, M. T., Samscock, D. Thomas, S. W., & Lindberg, A. W., (2003) Comparisons of three different investigative interview techniques with young children. Journal of Genetic Psychology, 164, 5-28.

Lindberg, M. A. (2002). The role of suggestions and personality characteristics in producing illness reports and desires for suing the responsible party. Journal of Psychology, Interdisciplinary and Applied, 136, (2) 125-140.

Lindberg, M. A., Jones, S. McComas Collard, L. & Thomas, S. (2001) Similarities and differences in eyewitness testimonies of children who directly versus vicariously experience stress. Journal of Genetic Psychology: Developmental, Clinical, and Educational Psychology, 162, (3), 314-333.

4 Papers presented at state, regional, national, or international conferences.

Professional Papers

Lindberg, M. A., Thomas, M., & Smith, L. (2004, May) Empirical Support for an Attachment Hypothesis of Eating Disorders. Paper presented at the American Psychiatric Association, New York, New York.

Lindberg, M. A., & Perrault, S. (2004, April). Tests of an Attachment Hypothesis of Alcoholism. Paper presented at the Conference on Human Development. Washington, D. C.

Lindberg, M. A., & Thomas, S. W. (2003, March). The Psychometric Properties of the Attachment and Clinical Issues Questionnaire: A New Measure of Attachments. Paper presented at the Society for Research in Child Development. Tampa, Fl.

Lindberg, M. A., Thomas, S. W., & Rutherford, B. (2003, June). Attachments for In-Treatment Alcoholics and Teens Predicted to be Alcoholics. Paper presented at the American Psychiatric Association, San Francisco, Ca.

Lindberg, M. A., & Thomas, S. W. (2002, March). A New Measure of Attachments: Psychometric Properties and Tests with Prisoners, Eating Disorders, Alcoholics, and Children of Divorce. Paper presented at the Conference on Human Development. Charlotte, NC.

Lindberg, M. A. (2001, May). Tests of a New Interviewing Technique for Children. Paper presented at the American Psychiatric Association, New Orleans, LA.

Lindberg, M. A., Aldred, M., Chitty, B. & Thomas, S. W. (2001, May). A New Approach to Diagnosis and Treatment of Alcoholism. Paper presented at the American Psychiatric Association, New Orleans, LA.

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- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

Consulting Editor:

Journal of Genetic Psychology, 1997-Present
Genetic, Social, and General Psychology Monographs, 1997-Present

Review Work:

Developmental Psychology, Journal of Experimental Child Psychology, Child Development, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Psychology, McGraw-Hill, Brooks-Cole, Prentice Hall,

Organization Affiliations:

The Society for Research in Child Development

- 6 Externally funded research grants and contracts you received.**

- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

- 8 Community service as defined in the *Greenbook*.**

2003 State of Virginia vs X; Fleming, Vance & Smalls, Winchester, Va.

2003 State of Michigan vs X. Lee, Vance & Smalls, Midland Mich.

2003 State of Virginia vs. X. Debusk, Blacksburg, Va.

2004 United States vs. X. Mary McGuire, Federal Public Defender's Office

2004 X vs X. R. Granger. New York, New York;

2004 State of California vs. X. O'Malley, San Mateo, Ca.

2004 State of Missouri vs. X L. Patton. St. Louis Missouri

2005 State of Wisconsin vs. X. B. Lichstein. Madison, Wisc.

Consulting for Judges in cases of abuse:

2003 Honorable Alfred Ferguson

Eyewitness testimony and identifications in capital offenses

2003 State of North Carolina vs. X. Nora Hargrove & Margaret Ciardella, Winchester Va.

Appendix II Faculty Data Sheet

2001-2005

Name: Marianna Footo-Linz Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D Date Degree Received: 1992
 Conferred by: University of North Carolina
 Area of Specialization: Developmental Psychology
 Professional Registration/Licensure: Licensed Psychologist Agency: West Virginia
 Years non-teaching experience
 Years of employment other than Marshall 0
 Years of employment at Marshall 13
 Years of employment in higher education 13
 Years in service at Marshall during this period of review 13

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	311	Child Development	69
	360	Personality	46
	485	Independent Study	1
	617	Applied Developmental	9
	790	Sem: Clinical PSY Seminar	9
Spring 2004	311	Child Development	48
	611	Assessment of Children	7
	710	Advanced Psych Assessment	11
	791	Sem: Clinical Psy	11
Fall 2004	311	Child Development	61
	617	Applied Developmental	25
	690	Sem: Advanced Assessment Practicum	7
	792	Seminar: Clinical Psychology	13
Spring 2005	611	Assessment of Children	4
	692	Sem: MA Research	14
	693	Sem: Advanced Assessment Practicum	8
	795	Sem: Clinical Psychology	9
Summer 2005	311	Child Development	30

3 Discipline-related books/papers published (provide a full citation).

Publications:

Epperly-Cottrell, L., Atkins, M. & Footo-Linz, M. (In Press) Parents' perceptions of their children's asthma. *Journal of Appalachian Studies*.

4 Papers presented at state, regional, national, or international conferences.

Invited Addresses:

Footo-Linz, M.M. (2003). *Appalachian Overview*. Invited presentation at the Appalachian Coalition for Prescription Drug Abuse Conference, Kingsport, TN, March 27, 2003.

Footo-Linz, M.M. (2002). *Living outside the globe: Resilience and risk in rural children and families*. Invited address given at the Rural Behavioral Health Conference at California University, California, PA.

National / Regional:

Footo-Linz, M.M., Battlo, J., & Mulder, P. (forthcoming). *Women moving mountains*. Panel discussion paper to be presented at the Appalachian Studies Conference, Spring, 2005, Radford University, Radford, VA.

Footo-Linz, M.M., Stone, T., & Tenney, P. (2004). *Raising children with chronic medical conditions and other special needs in Appalachia*. Panel discussion paper presented at the Appalachian Studies Conference, March, Cherokee, NC.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Memberships:

Representative, National Council of Schools and Programs in Professional Psychology

Federal Education Advocacy Campus and Training Site Representative

Society for Research in Child Development (inactive)

American Psychological Association (inactive)

Invited Workshops / Local / Community / Service:

Footo-Linz, M.M. (2004). *Are we listening? Encouraging the voices of parents*. Invited workshop presented at Parent Partners in Education conference, March 12, 2004, Huntington, WV.

Footo-Linz, M.M. (2004). *Dealing with extreme behaviors in the preschool classroom*. Invited workshop presented at the

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Celebrating Connections Conference, February 26, 2004, Charleston, WV.
 Footo Linz, M.M. (2004). *Dealing with loss*. Workshop conducted at Camp Nabe, Hospice Bereavement Camp for Children.
 Footo Linz, M.M. (2004). *Where the wild things aren't: Managing extreme behaviors in the preschool classroom*. Workshop presented at RESA V In-service Training, Parkersburg, WV.
 Footo Linz, M.M. (2004). *Normal sexual and social development in preschool children*. Presentation provided at Children's Place Child Care Center, Huntington, WV.
 Footo-Linz, M.M. (2003). *Teaching the right stuff: Raising optimistic children*. Presentation at the 20th Annual Huntington Area Early Childhood Conference, Huntington, West Virginia.
 Footo-Linz, M.M. (2003). *Dealing with loss*. Workshop conducted at Camp Nabe, Hospice Bereavement Camp for Children, Huntington, WV
 Footo-Linz, M.M. (2003). *Preschool Mental Health: Issues in Assessment and Intervention*. Workshop presented to Pathways Community Mental Health Center, Grayson, KY.
 Footo-Linz, M.M. (2003). *Parenting Wisely*. Parent workshop presented at Cabell County Head Start Community Day, October, Monroe Head Start Center.
 Footo Linz, M.M. (2003). *Parenting Wisely*. Parent workshop presented at Wayne County Head Start Community Day, November, Family Restaurant.
 Footo-Linz, M.M. (2002). *Adolescent Development*. Presentation at River Park Hospital for interdisciplinary continuing education group.
 Footo-Linz, M.M. (2002). *Cognitive development: The thinks you can think*. Presentation at 19th Annual Huntington Area Early Childhood Conference, Huntington, West Virginia.
 Footo-Linz, M.M. & Linz, T. D. (2002). *Depression in children and adolescents*. Workshop presented to Shawnee Mental Health Center, Ironton, OH.
 Footo-Linz, M.M. (2002). *Parenting preschoolers*. Workshops given for Cabell and Wayne County Head Start programs.
 Footo-Linz, M.M. (2001). *Presentations for local Success by 6 campaign*. Huntington, WV.
 Footo-Linz, M. (2001). *Facing the death of a loved one*. Brief workshop to school age children at Hospice Camp Nabe, bereavement camp for children.
 Footo-Linz, M.M. (2001). *Parenting preschoolers*. Workshops given for Cabell and Wayne County Head Start programs.

Book Reviews:

Review of *Child Development, 9th Edition (2001)*, by John W. Santrock, McGraw-Hill.
 Review of *A Short Guide to Writing About Psychology, (2002)*: A.B. Longman Publisher.
 Review of *Developmental Psychology: Childhood and Adolescence, (2002)*, by David Shaffer, Wadsworth Publishing.
 Review of *Writing Research Papers in the Social Sciences (2004)*

6 Externally funded research grants and contracts you received.

09/03	Gannett Foundation Grant	Total \$2,000
	Rural Training Grant	
08/99 – 08/03	CCAMPIS Grant from U.S. Department of Education	Total \$238,400
	Child Development Academy at Marshall University	

Grants (service-under review):

Asbury-Warren Foundation: Clinical Training in Rural Areas

Grants (service-unfunded):FIPSE: Improving Access to Graduate Education for Rural, First-Generation College Students

Grants (scholarly-unfunded):

Analysis of Data from Consumer Services Data Report from West Virginia Bureau of Behavioral Health and Health Facilities

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.

Community:

06/99 – Present Board of Directors, Child Development Academy at Marshall University

09/00-present Brownie Troop Leader 2722/4572

Board Member Starting Points for Cabell County

Advisory Board Member HEART Planning Group

**Appendix II
Faculty Data Sheet
2001-2005**

Name: Steven P. Mewaldt Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1975
 Conferred by: University of Iowa
 Area of Specialization: Experimental Psychology
 Professional Registration/Licensure: N/A
 Years non-teaching experience
 Years of employment other than Marshall 1
 Years of employment at Marshall 30
 Years of employment in higher education 31
 Years in service at Marshall during this period of review 30

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment	
Fall 2003	223	Elementary Behavioral Stats	31	
	416	Psychology of Learning	38	
	516	Psychology of Learning	8	
	672	Cognitive Psychology	2	
	675	Sem: Teaching of Psy Practicum	14	
	Spring 2004	201	General Psychology	40
		223	Elementary Behavioral Stats	37
600		Teaching Psychology	11	
	676	Practicum in Teaching Psychology	13	
	Summer 2004	416	Psychology of Learning	20
		516	Psychology of Learning	1
672		Cognitive Psychology	11	
Fall 2004	323	Experimental Psychology	26	
	416	Psychology of Learning	39	
	516	Psychology of Learning	2	
	585	Independent Study	1	
	656	Research in Psychology	4	
	675	Practicum in Teaching Psychology	14	
	Spring 2005	201	General Psychology	39
		223	Elementary Behavioral Stats	32
675		Practicum in Teaching Psychology	10	
Summer 2005	416	Psychology of Learning	8	

3 Discipline-related books/papers published (provide a full citation).

Manuscripts In Preparation

Mewaldt, S.P., Hinrichs, J.V., & Ghoneim, M.M. Diazepam and memory: Tests of a rehearsal deficit hypothesis. *Psychopharmacology*.

Canady, B. & Mewaldt, S.P. The Effects of Regular Aerobic Exercise on Tension Headache.

4 Papers presented at state, regional, national, or international conferences.

Mewaldt, S.P. & Erwin, B.T. (2003, November). Memory for Location: Where were you when ...? Paper presented at the 44th Annual Meeting of the Psychonomic Society, Vancouver.

Neal, K.L. & Mewaldt, S.P. (2004, November). Do you remember where you were when ...? Paper to be presented at the 45th Annual Meeting of the Psychonomic Society, Minneapolis.

Mewaldt, S.P. (2005, January). Classroom demonstrations of iconic memory. Paper to be presented at the 27th National Institute on the Teaching of Psychology, St. Petersburg Beach.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Organizations

- The Psychonomic Society
- American Psychological Society
- Midwestern Psychological Association
- Sigma Xi - (Past President - Marshall University Chapter)

Facilitating long-term retention in our students: What cognitive psychology can offer, March, 2004

UNI 101 – created a program for UNI 101 on memory and study skills – then trained psychology graduate students to deliver it to 50+ classes – fall 2004

Local Representative – Midwestern Psychological Association

Conferences attended:

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American Psychological Association – San Francisco – Aug. 23-27, 2001

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Carnegie Foundation for the Advancement of Teaching West Virginia Professor of the Year - 2003

Marshall and Shirley Reynolds Outstanding Teacher Award – Marshall University 2003

8 Community service as defined in the *Greenbook*.

Properties Committee – 1999-2002

Ad hoc committee charged with writing a child abuse policy for the church and day care. 2001-2002

Pastor Search Committee – 2003-Choir – 1993-2001

Tri-State Area Council-Boy Scouts of America - Chair

Leader - National Jamboree Contingent - 2001

National Eagle-Scout Association - 2003-

Habitat for Humanity – worked on two houses 1999, 2001

Community Awards

Tri-State Area Council – Boy Scouts of America:

District Award of Merit – BSA

Silver Beaver – BSA

Order of the Arrow – Distinguished Service Medal

Appendix II Faculty Data Sheet 2001-2005

Name: Pamela Mulder Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1991
 Conferred by: California School of Professional Psychology
 Area of Specialization: Clinical Psychology
 Professional Registration/Licensure: Licensed Psychologist Agency: West Virginia

Years non-teaching experience
 Years of employment other than Marshall 0
 Years of employment at Marshall 13
 Years of employment in higher education 13
 Years in service at Marshall during this period of review 13

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	656	Research in Psychology	2
	685	Independent Study	1
	610	Assessment of Adults	6
	770	Advanced Practicum in Clinical Psychology	5
Spring 2004	426	Cross Cultural Psychology	25
	526	Cross Cultural Psychology	4
	586	Independent Study	3
	731	Psychodynamic Therapy	8
Summer 2004	772	Rural Practicum I	4
	360	Personality	20
	408	Abnormal Psychology	12
Fall 2004	485	Independent Study	1
	610	Assessment of Adults	6
	752	Community Psychology	4
	772	Rural Practicum I	3
Summer 2005	360	Personality	22
	755	Rural Psychology	6

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

Publications

Mulder, P. & Lambert, W. (invited chapter / under review) Behavioral health of rural women: Challenges and stressors. In R. Coward, (Ed.) *Conference Proceedings - Women's Behavioral Health: Providing Linkages Between Physical and Mental Health*. Penn State University Press (scheduled release date unknown)

Mulder, P., Linkey, H., & Hager, A. (2003) Needs assessment, identification and mobilization of community resources, and conflict management. In B. Hudnall Stamm (Ed.) *Behavioral Health Care in Rural and Frontier Areas: An Interdisciplinary Handbook*. American Psychological Association, Washington: DC, 67-80

Mulder, P. (2002) Rural families lack ancillary services. *The Family Psychologist*, 18(4), 17-18.

4 Papers presented at state, regional, national, or international conferences.

Stiles, D., Mulder P., & Rose, C. (2004) Butter the Size of a Walnut. Presentation at the National Rural Women's Health Conference, Hershey PA.

Chaired a three paper session covering topics related to rural women's mental health concerns at the National Rural Women's Health Conference in Hershey, PA in October, 2004. I also attending meetings in preparation for planning the next conference (to be held in 2006).

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Affiliations/Memberships in Professional Societies

Journal of Rural Community Psychology; Supervising Editor
 Marshall University Faculty Senate, Senator, College of Liberal Arts
 M U Research Committee, Senate Liaison
 American Psychological Association; Member
 Rural Family Group – Division 43, Member, 10/01 - Present

Health and Human Services Administration
Bright Futures for Women's Health and Wellness
- Steering Committee, Member, 10/01 – Present
2004 National Rural Women's Behavioral Health Conference - Planning Committee Member
Office of Rural Health Policy Outreach Grant Review Board, Office of Rural Health Policy, Department of Health and Human Services, Rockville, MD; Grant Reviewer
03/95 – Present

Invited Presentations / Keynote Addresses

Mulder, P. L. (2002) *Behavioral Health Care Needs of Rural Women -The Initial Report and Beyond*. Plenary session. 2002 National Rural Women's Behavioral Health Conference, Washington, D.C.

Mulder, P. L. (2002) Participant In W. Jones, MD, PhD. (Chair) *Townhall Session*, 2002 National Rural Women's Behavioral Health Conference, Washington, D.C.

Mulder, P.L. (2002) *The Relationship Between Risk for HIV / STDs and Depression / Other Mental Disorders for Rural Women in the South*. Invited presentation delivered at the March research meeting for the Centers for Disease Control, Atlanta, GA, March, 2002.

Mulder, P.L. (2002) *Going Beyond the Rural Women's Report*. Invited address delivered at the American Psychological Association Conference on Women's Behavioral Health, February, 2002.

Mulder, P.L. (2001) *Going Beyond the Rural Women's Report*. Keynote delivered at the Montana State Psychological Association Meeting, May, 2001.

Federal grant reviewer for the Office of Rural Health Policy; December, 2003 and December, 2004.

. Bright Futures for Women's Health and Wellness Steering Committee, Department of Health and Human Services Administration; multiple telephone and computer meetings, assisted with the development of a nutrition tool and design of HRSA women's health websites, helped to select items and prepare annotated bibliography that will be published by HRSA in 2005 related to positive psychology in clinical practice; participated in 3 face to face consultations in Washington, DC related to women's mental health issues (10/03, 3/04, and 10/04)..

Served on the Conference Planning Committee for the Bi-Annual National Rural Women's Health Conference co-sponsored by Penn State University Medical School and HRSA; this involved multiple teleconferences and special committee work (selecting scholarship recipients) in addition to a face to face meeting (10/04).

An editor for the International Journal of Rural Psychology published by the University of Australia, Queensland.

Supervising editor of the Journal of Rural Community Psychology published by Marshall University.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.

American Red Cross Disaster Mental Health – Volunteer

I have continued to serve as a Disaster Mental Health Responder for the American Red Cross. During the past 18 months, I have responded to numerous calls related to house fires, flooding, and families in crisis. I have also attended 12 hours of specialized training to remain current.

Appendix II Faculty Data Sheet 2001-2005

Name: Birgit Shanholtzer Rank: Assistant Professor

Status: Full-time Current MU Faculty: Yes

Highest Degree Earned: Ph.D. Date Degree Received: 8/2005

Conferred by: Ohio University

Area of Specialization: Experimental Psychology

Professional Registration/Licensure: N/A

Years non-teaching experience	0
Years of employment other than Marshall	1
Years of employment at Marshall	1
Years of employment in higher education	1
Years in service at Marshall during this period of review	1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2004	223	Elementary Behavioral Stats	30
	440	Physiological Psychology	34
	540	Physiological Psychology	5
Spring 2005	323	Experimental Psychology	21
	440	Physiological Psychology	45
	540	Physiological Psychology	5
	674	Biological Bases of Behavior	16

2 Activities that have enhanced your teaching and or research.

January, 2005 – present. Developing the Health Behaviors Laboratory, Marshall University.

July, 2003. Predoctoral Training with Dr. Sheila West, Vascular Health Interventions Laboratory, Pennsylvania State University.

September, 2002 – present. Designed and instituted Hydration Laboratory with permission of Dr. Stephen Patterson, Ohio University.

September, 2000 – present. Developed Undergraduate Psychophysiology Training Laboratory with Dr. Stephen Patterson, Ohio University.

Ad Hoc Reviewer:

Psychophysiology, 2003-2004

3 Discipline-related books/papers published (provide a full citation).

Patterson, S. M., VanderKaay, M. M., Shanholtzer, B. A., Farrell, C. A. Influence of acute fluid hydration on stress-induced hemoconcentration and cardiovascular reactivity: A tale of two fluids. *International Journal of Psychophysiology* (under review).

Shanholtzer, B. A. & Patterson, S. M. (2003). Use of Bioelectrical Impedance in Hydration

Status Assessment: Reliability of a New Tool in Psychophysiology Research. *International Journal of Psychophysiology*, 49, 217-226.

Published Abstracts:

Shanholtzer, B. A. & Patterson, S. M. (2004). Electrolytes and Hydration Status: The Influence of Diet on Total Body Water. *Annals of Behavioral Medicine*.

Shanholtzer, B. A. & Patterson, S. M. (2004). Bioelectrical Impedance Technology: Non-invasive Assessment of Stress-Hemoconcentration. *Psychosomatic Medicine*.

Shanholtzer, B. A. & Patterson, S. M. (2003). Assessment of Acute Changes in Body Water via Bioelectrical Impedance: A New Tool for the Behavioral Medicine Chest. *Psychosomatic Medicine*.

Shanholtzer, B. A. & Patterson, S. M. (2002). Effects of Dietary and Fluid Intake on FluidHydration Status. *Psychophysiology*, 39, S76.

Shanholtzer, B. A. & Patterson, S. M. (2002). Fluid hydration status assessment in behavioral medicine research: Seven-day test-retest reliability. *Annals of Behavioral Medicine*, 24, S133.

Patterson, S. M., VanderKaay, M. M., Shanholtzer, B. A., & Tulodziecki, B. A. (2002). The effects of fluid hydration on stress-hemoconcentration and serum lipid responses to mental stress. *Psychosomatic Medicine*, 64, 114.

VanderKaay, M. M., Patterson, S. M., & Shanholtzer, B. A. (2002). Attenuation of hemorheologic and hemodynamic response during acute stress by hyperhydration. *Annals of Behavioral Medicine*, 24, S161.

4 Papers presented at state, regional, national, or international conferences.

Poster Presentations:

Shanholtzer, B. A. & Patterson, S. M. Electrolytes and Hydration Status: The Influence of Diet on Total Body Water. Society of Behavioral Medicine, March, 2004 (poster).

Shanholtzer, B. A. & Patterson, S. M. Bioelectrical Impedance Technology: Non-invasive Assessment of Stress-Hemoconcentration. American Psychosomatic Society, Orlando, FL, March, 2004 (poster).
Shanholtzer, B. A. & Patterson, S. M. Acute Changes in Body Water Assessed by Bioelectrical Impedance. American Psychological Association Conference, Toronto, ON, August, 2003 (poster).
Shanholtzer, B. A. & Patterson, S. M. Assessment of Acute Changes in Body Water via Bioelectrical Impedance: A New Tool for the Behavioral Medicine Chest. American Psychosomatic Society Conference, Phoenix, AZ, March, 2003 (poster).

Shanholtzer, B. A. & Patterson, S. M. Effects of Dietary and Fluid Intake on Fluid Hydration Status. Society for Psychophysiological Research Conference, Washington, DC, October, 2002 (poster).

Shanholtzer, B. A. & Patterson, S. M. Fluid hydration status assessment in behavioral medicine

research: Seven-day test-retest reliability. Society of Behavioral Medicine Conference, Washington, DC, April, 2002 (poster).

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Memberships:

American Psychological Association
American Psychological Association, Division 38, Health Psychology
American Psychosomatic Society
Society of Behavioral Medicine

Ad Hoc Reviewer:

Psychophysiology, 2003-2004

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Appendix II Faculty Data Sheet 2001-2005

Name: David Trumpower Rank: Assistant Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 2003

Conferred by: University of New Mexico
 Area of Specialization: Cognitive/Learning, Quantitative
 Professional Registration/Licensure: N/A

Years non-teaching experience
 Years of employment other than Marshall 0
 Years of employment at Marshall 2
 Years of employment in higher education 2
 Years in service at Marshall during this period of review 2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	223	Elementary Behavioral Statistics	29
	406	Psychometrics	20
	417	Intermediate Behavioral Statistics	13
	506	Psychometrics	3
	517	Intermediate Behavioral Statistics	21
Spring 2004	223	Elementary Behavioral Statistics	30
	406	Psychometrics	25
	417	Intermediate Behavioral Statistics	15
	506	Psychometrics	5
	517	Intermediate Behavioral Statistics	4
Fall 2004	223	Elementary Behavioral Statistics	32
	417	Intermediate Behavioral Statistics	7
	499	PSY Capstone Seminar	7
	517	Intermediate Behavioral Statistics	16
Spring 2005	406	Psychometrics	19
	486	Independent Study	1
	499	PSY Capstone Seminar	20
	506	Psychometrics	15
	586	Independent Study	1
	694	Sem: Advanced Quantitative Techniques	3
Summer 2005	323	Experimental Psychology	6
	417	Intermediate Behavioral Statistics	6

2 Activities that have enhanced your teaching and or research.

Attended workshop on service learning 9/03.
 Attended New Faculty seminar on Diversity in the Classroom, 9/19/03.
 Attended New Faculty Orientation, 8/18-20/03.
 Attended departmental colloquia on teaching of psychology, 3/04.
 Attended Grant-writing workshop, 10/18/03.

3 Discipline-related books/papers published (provide a full citation).

REFEREED JOURNAL ARTICLES & PROCEEDINGS

Trumpower, D.L., Guynn, M.J., & Goldsmith, T.E. (in press). Goal specificity and knowledge acquisition in statistics problem solving: Evidence for attentional focus. *Memory & Cognition*.
 Trumpower, D.L., & Goldsmith, T.E. (2004). Structural enhancement of learning. *Contemporary Educational Psychology, 29*, 426-446.
 Trumpower, D.L., Goldsmith, T.E., & Below, M. (2002). Goal specificity and the generality of schema acquisition. Proceedings of the 24th Annual Conference of the Cognitive Science Society, 884-889. (Fairfax, VA).

4 Papers presented at state, regional, national, or international conferences.

CONFERENCE PRESENTATIONS

Trumpower, D.L. (August, 2004). Computational accuracy and conceptual understanding of statistics: Effects of thinking before plugging and chugging. Proceedings of the 26th Annual Conference of the Cognitive Science Society, 1646. (Chicago, IL).
 Trumpower, D.L., & Snuffer, D. (May, 2004). Linking procedural and conceptual knowledge in statistics problem solving. Poster presented at the 16th Annual Convention of the American Psychological Society (Chicago, IL).

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Morrisette, N., McDaniel, M., Trumpower, D.L., & Williams, B.J. (May, 2004). Do function learners and problem comparers share a common individual difference? Poster presented at the 16th Annual Convention of the American Psychological Society (Chicago, IL).

Trumpower, D.L. (August, 2003). Focus of attention and goal specificity during problem solving: Effects on transfer performance. Paper presented at the 10th Biennial Conference of the European Association for Research on Learning and Instruction (Padova, Italy).

Trumpower, D.L., Below, M., & Goldsmith, T.E. (June, 2002). Effects of goal specificity on structural knowledge and problem solving transfer. Poster presented at the 14th Annual Convention of the American Psychological Society (New Orleans, LA).

Johnson, P. J., Trumpower, D. L., & Goldsmith, T. E. (January, 2001). Assessing CRM and technical skills. Paper presented at the FAA Research Meeting (Tempe, AZ).

Trumpower, D.L. (April, 2001). Effects of blocked versus mixed presentation on problem solution and schema acquisition. Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Reno, NV).

Attended Psychonomics Society annual meeting in Minneapolis, MN in November 2004 and attended several sessions focusing on teaching/learning.

Attended 2004 Psychonomics Conference, 2003 EARLI conference, 2004 APS conference, 2004 Cognitive Science Society conference.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

MEMBERSHIP IN SCIENTIFIC AND HONOR SOCIETIES

Cognitive Science Society
 American Psychological Society
 Association for the Advancement of Educational Research
 Psi Chi (National Honor Society in Psychology)
 Phi Theta Kappa (National Junior College Honor Society)
 European Association of Research on Learning and Instruction (EARLI).

COLLOQUIA PRESENTATIONS

Trumpower, D.L. (October, 2003). Problem solving: What is learned and why? Psychology Awareness Week Colloquia, Marshall University, Huntington, WV.

Trumpower, D.L. (February, 2003). A woman travels 300 miles while accelerating at a rate of 20m/sec²: What is learned? PAL (Psychology Department Colloquia), University of New Mexico, Albuquerque, NM.

Trumpower, D.L. (February, 2002). Don't set your goals too high; in fact, don't set them at all: Goal specificity and schema acquisition. PAL (Psychology Department Colloquia), University of New Mexico, Albuquerque, NM.

Trumpower, D.L. (February, 2001). Schema acquisition is a mixed (practice schedule) blessing. Friday Afternoon Research Talk, University of New Mexico, Albuquerque, NM.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Outstanding Student Research Paper, 2001 - Rocky Mountain Psychological Association

8 Community service as defined in the *Greenbook*.

Appendix II Faculty Data Sheet 2001-2005

Name: Wendy Williams Rank: Assistant Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 2005
 Conferred by: University of California, Santa Cruz
 Area of Specialization: Social Psychology
 Professional Registration/Licensure **N/A**

Years non-teaching experience
 Years of employment other than Marshall
 Years of employment at Marshall <1
 Years of employment in higher education <1
 Years in service at Marshall during this period of review <1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005/Fall	PSY 302 101	Social Psychology	
2005/Fall	PSY 302 102	Social Psychology	
2005/Fall	PSY 402 101	Advanced Social Psychology	
2005/Fall	PSY 502 101	Advanced Social Psychology	

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

Bullock, H.E., Williams, W.R., & Limbert, W.M. (2003). Predicting support for policies: The impact of attributions and beliefs about inequality. *Journal of Poverty*, 7(3), 35-56.

Bullock, H.E., Wyche, K. R., & Williams, W. R. (2001). Media images of the poor. *Journal of Social Issues*, 57(2), 229-246.

4 Papers presented at state, regional, national, or international conferences.

Presentations to Professional or Scientific Groups:

Williams, W. R., & Pacheco, S. (2004, June). Assessing community attitudes toward housing for mental health consumers. Poster presented at the fifth biennial convention of the Society of Psychological Study of Social Issues (SPSSI), Washington, D.C.

Williams, W. R. (2004, June). Working with(in) your community: Conducting Lewin full-cycle research as a graduate student. Panel presentation at the fifth biennial convention of the Society for the Psychological Study of Social Issues (SPSSI), Washington, D.C.

Williams, W. R. (2004, April). A framework for studying class-based stigmatization. Informal paper presented at the Twenty-First Annual Claremont Symposium on Applied Social Psychology, Claremont, California.

Williams, W. R., & Bullock, H.E. (2002, June). Effort, ethnicity, and time-limits for welfare benefits. Poster Presented at the fourth biennial convention of the Society for the Psychological Study of Social Issues (SPSSI), Toronto, Canada.

Williams, W. R., & Limbert, W. M. (2001, August). A meta-analytic review of the effects of gender and political orientation on attributions for poverty. Poster presented at the annual convention of the American Psychological Association (APA), San Francisco, CA.

Bullock, H. E., Williams, W. R., & Limbert, W. M. (2001, August). Attributions, beliefs about inequality and support for progressive welfare policies. Poster presented at the annual convention of the American Psychological Association (APA), San Francisco, CA.

Williams, W. R., & Bullock, H. E. (2001, February). Who are the "worthy" poor? Examining the factors that influence judgments of deservingness. Poster presented at the annual convention of the Society of Personality and Social Psychologists (SPSP), San Antonio, TX.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Memberships:

American Psychological Association
 Society for Personality and Social Psychology

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Sigma Xi

Other Professional Activities:

2002 & 2004 Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), Graduate Division Recruiter, UCSC.

2001 & 2002 California Forum for Diversity in Graduate Education, Graduate Division Recruiter, UCSC

2002 Annual Biomedical Research Conference for Minority Students (ABRCMS), Graduate Division Recruiter, UCSC.

Evaluation Specialist, Community Action Grant, Substance Abuse Mental Health Services Administration (September 2002-September 2003).

2002-2004 Chair, Graduate Student Committee, Society for the Psychological Study of Social Issues (SPSSI).

2003-present Member, Taskforce on Young Professionals, SPSSI.

2001-present State licensed Advocate for Victims of Domestic Violence, Walnut Avenue Women's Center (WAWMC), Santa Cruz, CA.

2002-present Domestic Violence Crisis Line, WAWC, Santa Cruz, CA.

Research Supervisor, Psychology Department, USCS, &UF (Spring 1998 – Fall 2004)

Teaching Assistant Mentor, Psychology Department USCS (Fall 2004)

Assistant Program Coordinator, University of California Leadership Excellence through Advanced Degrees (UCLEADS), Graduate Division, UCSC (Winter 2002-Summer 2003, Summer 2004)

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Appendix II Faculty Data Sheet 2001-2005

Name: W. Joseph Wyatt Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1980
 Conferred by: West Virginia University
 Area of Specialization: Clinical Psychology
 Professional Registration/Licensure: Licensed Psychologist Agency: West Virginia

Years non-teaching experience
 Years of employment other than Marshall 0
 Years of employment at Marshall 25
 Years of employment in higher education 25
 Years in service at Marshall during this period of review 25

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	408	Abnormal Psychology	98
	508	Abnormal Psychology	10
	732	Behavior Therapy	11
	799	Doctoral Research	1
Spring 2004	408	Abnormal Psychology	100
	471	Practicum in Clinical PSY	10
	508	Abnormal Psychology	3
Fall 2004	408	Abnormal Psychology	111
	508	Abnormal Psychology	12
	635	Child and Family Diagnosis and Therapy	4
Spring 2005	471	Practicum in Clinical PSY	11
	408	Abnormal Psychology	61
	508	Abnormal Psychology	3
	732	Behavior Therapy	12
	790	Sem: Clinical Seminar	4

2 Activities that have enhanced your teaching and or research.

“A Day in the Life of a Professor.” Executive Producer of a 30-minute video requested by MU Interim President Mike Farrell, 2005.

3 Discipline-related books/papers published (provide a full citation).

BOOKS

Wyatt, W.J. (2004). Buckskin Boys: A History of the Buckskin Council, Boy Scouts of America, 1919-2004. Charleston, WV: Pictorial Histories.

Wyatt, W.J. (2001). Critical thinking and a scientific worldview: How students' thinking may be changed upon reading The Millennium Man. TIBI News Time, 4, 7-9.

Wyatt, W.J. (2001). Some myths about behaviorism that are undone in B.F. Skinner's "The Design of Cultures." Behavior and Social Issues, 11, 28-30.

Wyatt, W.J. (2002). Commentary: Warning-parenting "expert" John Rosemond could be dangerous to your child's well being. [on-line]. Website of the Cambridge Center for Behavioral Studies. Available: www.behavior.org/parenting.

Wyatt, W.J. (2002). My response to John Rosemond. [on-line]. Website of Cambridge Center for Behavioral Studies. Available: www.behavior.org/parenting.

Wyatt, W.J. (2002). What was under the McMartin Preschool? A review and behavioral analysis of the "tunnels" find. Behavior and Social Issues, 12, 29-39.

4 Papers presented at state, regional, national, or international conferences.

Wyatt, W.J. (2004, May). The great fraud of biological psychiatry. Presented at the Association for Behavior Analysis, Boston.

Wyatt, W.J. (2001, October). The Millennium Man: A positive look at behavior analysis. Presented as part of the 2001 Distinguished Guest Faculty Members Series, Ohio State University Dept. of Special Education, Columbus. (Presented via electronic hook-up).

Wyatt, W.J. (2002, May). Deep under California's McMartin Pre-School: An analysis of the tunnels find. Paper presented at the meeting of the Association for Behavior Analysis, Toronto.

Wyatt, W.J. & Adams, A. (2000, May). Ten years of Behavior Analysis Digest. Poster session presented at the Association for Behavior Analysis, Washington, D.C.

Wyatt, W.J. (2003, May). Behavior Analysis in a novel and in a newsletter. Paper presented at the Association for Behavior Analysis, San Francisco.

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Wyatt, W.J. (2001 April) A critical analysis of the McMartin Preschool 'tunnels' discovery. Paper presented at the Tri-State Psychology Conference, Huntington, WV.

Wyatt, W.J. and Midkiff, D. (2004, May). Can blind faith in the new biological psychiatry be reigned in? Update on the Marshall Project. Presented at the Association for Behavior Analysis, Boston.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

OFFICES AND COMMITTEE ASSIGNMENTS IN PROFESSIONAL SOCIETIES

Founder, publisher, and editor of Behavior Analysis Digest, a quarterly newsletter designed to provide concise news about the theoretical, experimental, and applied analysis of behavior, 1989-Present. In 1996 Behavior Analysis Digest was adopted for distribution by the Cambridge Center for Behavioral Studies, Cambridge, MA. See the Center's Website: www.behavior.org.

EDITORIAL BOARD MEMBERSHIPS

Behavior and Social Issues, 2000-Present.

"Recent Developments in the Assessment of Child Sexual Abuse." A 6-hour workshop presented for CE Credit to psychologists, attorneys, counselors, social workers and law enforcement personnel at several locations throughout WV including Pipestem, South Charleston, Fairmont, Lewisburg, Logan and Shepherdstown, from 1996 to the present. Three-hour versions of this training have been presented at the WV Psychological Association (1996), the Association for Behavior Analysis, (Chicago, 1997), and the Behavior Analysis Association of Michigan (Ypsilanti, 1998), and in Lexington, KY (Feb. 2000) co-sponsored by the University of Kentucky and the Kentucky Psychological Association.

"Munchausen Syndrome-by-Proxy." A 3-hour workshop for CE credit presented to psychologists, social workers, counselors, and registered nurses at several locations throughout WV, from 1997 to the present, including Huntington, Charleston, Lewisburg and Shepherdstown. Also presented at the Association for Behavior Analysis (Chicago, 1998) with Sandra Kiser-Griffith.

"Assessment and Intervention in School Violence." A 3-hour workshop for CE credit presented to psychologists, social workers, counselors, and registered nurses at several locations throughout WV, from 1997 to the present, including Huntington, Charleston, Lewisburg and Shepherdstown. Also presented at the Association for Behavior Analysis (Chicago, 1998) with Sandra Kiser-Griffith.

"Workplace Violence." A 3-hour CE workshop presented at the West Virginia Psychological Association, with Sandra Kiser-Griffith, Pipestem, WV, September 2002.

"Biological Causation in the Professional and Popular Cultures: Tactics for Dealing with an Oversold Model." A 3-hour CE workshop co-authored by Donna Midkiff, presented at the Association for Behavior Analysis, San Francisco, May, 2003. Also presented under a different title and in edited form, on three other occasions to professional audiences at WV Psychological Association, Pretera Center and Riverpark Hospital, all in 2004.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

COMMUNITY SERVICE

Appearance on WCHS Radio's "Talkline" (Statewide radio program) discussing Higher Education Policy Commission, September, 2002.

Faculty member for Marshall University Merit Badge College (Boy Scouts of America), Collections Merit Badge, Spring 2001.

Member, Executive Committee, Southwestern District Labor Council, AFL-CIO, 2005. Member of SWDLC 2004-Present.

Guest Speaker, AFL-CIO Events, April and October, 2004.

Member, Patriots for Peace, 2004-Present.

Faculty Advisor to MU Students for Kerry Campaign, 2004.

Appendix II Faculty Data Sheet 2001-2005

Name: Robert Wilson Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph. D. Date Degree Received: 1971
 Conferred by: University of Houston
 Area of Specialization: Physiology and Experimental Psychology
 Professional Registration/Licensure: Licensed Psychologist Agency: West Virginia and Texas

Years non-teaching experience
 Years of employment other than Marshall 6
 Years of employment at Marshall 28
 Years of employment in higher education 34
 Years in service at Marshall during this period of review 28

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	650	Performance Appraisal	5
	651	Advanced Nonparametric Statistics	2
	672	Cognitive Psychology	19
	674	Biological Bases of Behavior	28
	690	Seminar	4
Spring 2004	623	Experimental Design	3
	624	Multivariate Analysis	5
	651	Advanced Parametric Statistics	3
	672	Cognitive Psychology	15
	683	I/O Psych Internship	3
Summer 2004	690	Sem: I/O Final Project	2
	623	Experimental Design	11
	650	Performance Appraisal	1
	651	Nonparametric Statistics	3
	672	Cognitive Psychology	19
Fall 2004	506	Psychometrics	20
	518	Psychology of Personnel	1
	650	Performance Appraisal	1
	651	Nonparametric Statistics	1
	672	Cognitive Psychology	20
	674	Biological Bases of Behavior	18
	683	I/O Internship	1

2 Activities that have enhanced your teaching and or research.

Attended monthly sessions of WebCT users group.

3 Discipline-related books/papers published (provide a full citation).

Wilson, R. A., Wilson, N. M., Cowley, K. S. Meehan, M. L. and O'Keefe, S. L. (2003-04) The role of Gender Factors Shaping Early Adolescent Student Aspirations. *Louisiana Education Research Journal*, Volume XXIX, No. 1.

4 Papers presented at state, regional, national, or international conferences.

Cowley, K., Meehan, M., Wilson, R., & Wilson, N. (2004, April) *Replicating Factor Analyses Across Years: Aspiration Results for Rural Middle School Students.*

1/2004 – Hawaii International Conference on Education – “Investigating the Construct Validity of an Aspirations Instrument with Middle School students.” Meehan, M., Cowley, K., Wilson, R., & Wilson, N.

Cowley, k., Meehan, M., Wilson, N., & Wilson, r. (2003, April). *Preadolescent Occupational Aspirations and Expectations: Comparisons Between Student and Parent Perceptions.* Paper presented at AERA 2003 Annual Meeting, Chicago, IL.

Cowley, KI, Meehan, M., Wilson, R., & Wilson, N. (2003, April). *Rural Seventh Graders' Academic Aspirations and Expectations: Comparisons Between Student and Parent Perceptions.* Paper presented at AERA 2003 Annual Meeting, Chicago, IL.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Attended Distance education training seminars at COMDEX in Las Vegas, November, 2002

Attended American Statistical Association seminars on teaching statistics in conjunction with NCTM, San Antonio, April, 2003

Wilson, N., Wilson, R., O'Keefe, S. & Cowley, K. (2003, March). *Gender-mediated Conditions of Student Aspirations as Reported by Rural and Town Appalachian Early Adolescents.* Paper presented at Appalachia Wired: Webs of Diversity.

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(online).

Presented "*Statistics: The Mystery Solved: (?) Through the Magic of WebCT,*" at the Regional Almost Heaven III Conference. April, 2002.

Attended CEATRIP Conference in Cancun, Mexico, January 2002

Attended weeklong seminars "Dialogue on Models of Addiction" in January 2001, Cancun, Mexico.

Presentations:

"Conflict and Stress Management in the Workplace: presented to area chemical companies, January 2002.

"Conflict and Stress Reduction" presented to WV Regional Jail and Corrections Facility Authority Managers, February 2002.

Presented at Almost Heaven II WebCT Conference, April 2, 2001, "*The Physiology of Psychology: All that WebCT Students Ever Wanted to Know*" International Conference.

Attended WV Psychology Association meeting, April 2001.

Attended WV School Psychology Association meeting, March 2001

Professional Memberships:

WV Psychological Association

Society for Human Resource Management (SHRM)

WV School Psychological Association

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Professional consultation with WV Regional Jail and Correctional Facilities Authority.

Conducted and internally published three technical reports on the effectiveness of substance abuse paradigms utilized within WV Regional Jails. Each report involved psychometric design, pre-post testing, and statistical data analyses of the substance abuse programs. Conducted under the guidelines of the U.S. Department of Justice

Professional consultation with area industry.

Professional consultation with Charleston Visitors and Convention Bureau on Data Analyses and Market Analyses

Assisted Braxton County Schools in obtaining \$ 152,000 education and technology grant.

Consultant to Cross Lanes, Kanawha County Library in computers. Established "teen" center at library (cooperative project.)

Consultant to Putnam county Schools

Assisted the Poca Community Volunteer Fire Department in Administrative functions, 2002.

Appendix II Faculty Data Sheet 2001-2005

Name: Tony Goudy Rank: Assistant Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1994
 Conferred by: Pennsylvania State University
 Area of Specialization: Sport Psychology
 Professional Registration/Licensure: Licensed Psychologist Agency: West Virginia

Years non-teaching experience
 Years of employment other than Marshall 0
 Years of employment at Marshall 7
 Years of employment in higher education 7
 Years in service at Marshall during this period of review 7

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2003	608	Differential Diagnosis and Treatment Planning	9
	670	Clinical Practicum	7
	680	Clinical Internship	8
	681	Thesis	2
Spring 2004	605	Ethical and Legal Issues in Psychology	14
	611	Assessment of Children	19
	670	Clinical Practicum	4
Summer	605	Ethical and Legal Issues in Psychology	7
	608	Differential Diagnosis and Treatment Planning	10
	680	Clinical Internship	4
	692	Seminar	2
Fall 2004	605	Ethical and Legal Issues in Psychology	13
	608	Differential Diagnosis and Treatment Planning	9
	680	Clinical Internship	3
Spring 2005	605	Ethical and Legal Issues in Psychology	14
	611	Assessment of Children	13
	685	Ind. Study: PTSD	1
Summer 2005	605	Ethical and Legal Issues in Psychology	6
	670	Clinical Practicum	6
	680	Clinical Internship	11

- 2 Activities that have enhanced your teaching and or research.**
 Organized Monthly Psychology Colloquium, South Charleston Campus
- 3 Discipline-related books/papers published (provide a full citation).**
- 4 Papers presented at state, regional, national, or international conferences.**
- 5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

Professional Membership:
 American Psychological Association
 American College of Forensic Examiners

Presentations:
 "Foster Parenting the ADHD Child" Fairmont, WV Try-Again Homes Foster Parent Group, April 2003.
 "DSM-IV Treatment Planning in Children's Services Agencies. Parkersburg, WV, February, 2002.
 "PTSD and the Disruptive Behavior Disorders" North Bend Conference, April, 2002.
 "DSM-IV Treatment Planning for Children," WV Child Care Association, May 2001.

Presentations/Conferences Attended:
 Ninth Annual American Board of Disability Analysts International Conference, July 10-11, 2004, Las Vegas, NV.
 Ninth Annual Mountain Retreat, Psi-Med Inc., September 17-19, 2004, Snowshoe WV.
 Ethics in Plain English, September 2002
 Assessment of Children, August 2002

- 6 Externally funded research grants and contracts you received.**
- 7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

8 Community service as defined in the *Greenbook*.
Voices for Children Foundation (CASA)
President until 2001/02
Board Member
Den Leader, Local Cub Scouts 2001

Appendix II Faculty Data Sheet 2001-2005

Name: Stephen L. O'Keefe Rank: Professor
 Status: Full-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1973
 Conferred by: Peabody College
 Area of Specialization: Psychology
 Professional Registration/Licensure: Licensed Psychologist Agency: West Virginia

Years non-teaching experience
 Years of employment other than Marshall 4
 Years of employment at Marshall 29
 Years of employment in higher education 33
 Years in service at Marshall during this period of review 29

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2004	619	Psychotherapy with Children	2
	671	Clinical Practicum	7
	692	Seminar	21
Summer 2004	615	Advanced Developmental Psychology	6
	670	Clinical Practicum	8
	671	Clinical Practicum	5
Fall 2004	671	Clinical Practicum	7
	681	Thesis	1
	690	Research Seminar	12
Spring 2005	619	Psychotherapy with Children	11
	671	Clinical Practicum	7
	681	Thesis	1
Summer 2005	686	Ind Study: Resilience	1
	671	Clinical Practicum	6

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

Wilson, R. A., Wilson, N. M., Cowley, K. S. Meehan, M. L. and O'Keefe, S. L. (2003-04) The role of Gender Factors Shaping Early Adolescent Student Aspirations. *Louisiana Education Research Journal*, Volume XXIX, No. 1.

4. Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Invited Presentations:

October 12, 2004, WV Supreme Court, Family Court Judges Conference
 June 11, 2004, WV Public Defenders Conference
 June 5, 2004, WV Supreme Court Mediation Training Workshop
 March 12, 2004, Kanawha County Family Court (Presentation on attachment and separation issues with parenting plans).
 Continuing Legal Education (Judge Mike Kelly)
 Fall 2003, WV Supreme Court Leadership Conference
 Chaired panel presentation on legal issues for school psychologists in West Virginia (3/28/03)
 "Psychological Impact of Divorce on Children and Families" presented to Basic Mediation Workshop on 6/12/2001, Charleston WV.

Professional Memberships:

National Association of School Psychologists
 West Virginia Association of School Psychologists
 American Psychology Association

Conferences Attended:

WV School Psychologists Association Spring Meeting in Charleston WV on April 22-24, 2004
 Annual Conference of WV School Psychologists Fall 2002 and Spring 2003
 Attended Workshop on Ethics and the Law 3/28/03
 Attended workshop on the Behavioral Assessment System for children by Randy Kamphaus, the test developer.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.

Participated in program planning meetings for special needs students with school personnel, January 12, 2004, February 25, 2004, July 19, 2004, and September 15, 2004

Provided individual psychological service to over 100 children and families on a weekly basis from January – December 2004.

Appendix II Faculty Data Sheet 2001-2005

Name: Margaret Fish Rank: Full Professor
 Status: Part-time Current MU Faculty: Yes
 Highest Degree Earned: Ph.D. Date Degree Received: 1990
 Conferred by: Pennsylvania State University
 Area of Specialization: Human Development and Family Studies
 Professional Registration/Licensure N/A

Years non-teaching experience _____
 Years of employment other than Marshall _____
 Years of employment at Marshall _____
 Years of employment in higher education _____
 Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2004	723	Clinical Research Methods in Psychology	4
Spring 2005	723	Clinical Research Methods in Psychology	10

Appendix II Faculty Data Sheet

2001-2005

Name: R. Vernon Kirk Rank: Adjunct Professor

Status: Part-time Current MU Faculty: Yes

Highest Degree Earned: Psy.D. Date Degree Received: 1983

Conferred by: University of Pennsylvania

Area of Specialization: Clinical Psychology

Professional Registration/Licensure: Licensed Psychologist Agency: Pennsylvania, West Virginia

Years non-teaching experience _____

Years of employment other than Marshall _____

Years of employment at Marshall _____

Years of employment in higher education _____

Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2004	712	Geropsychology	13

**Appendix IIa
Graduate Assistant Data Sheet
Marshall University Program Review
Psychology Undergraduate Program**

GTA Name	Course No.	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Taylor, William	PSY 201	General Psychology		90	78												
Lazear, Jarred	PSY 201	General Psychology		90	82												
Mullins, Jennifer	PSY 201	General Psychology		89	82												
Hinton, Keelon	PSY 201	General Psychology		89	81												
Markel, Jessica	PSY 201	General Psychology		46	80												
Hansel, Steven	PSY 201	General Psychology		45	10 6												
Finster, Shane	PSY 201	General Psychology		46	41												
Reynolds,	PSY 201	General Psychology		45													
Hissam, Amy	PSY 201	General Psychology					90	63									
Newsome, Lori	PSY 201	General Psychology					90										
Louglou, Fani	PSY 201	General Psychology					91	90									
Coleman, Heather	PSY 201	General Psychology					91	87									

Appendix IIa Graduate Assistant Data Sheet

GTA Name	Course No.	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Setliff, Mendy	PSY 201	General Psychology					90	88									
Bryson, Mary	PSY 201	General Psychology					91	86									
Adams, Amanda	PSY 201	General Psychology					91	89		13	88		31	38			
Lewis, Nathel	PSY 201	General Psychology								45	20						
Wood, Chandra	PSY 201	General Psychology								44	15						
Caswell, Timothy	PSY 201	General Psychology								45	10						
Lambert, Warren	PSY 201	General Psychology								45							
Riley, Keisha	PSY 201	General Psychology								44	27						
Mock, Kevin	PSY 201	General Psychology								44	20						
Shannon, Darlene	PSY 201	General Psychology								44	32		46	40		43	
Boster, Kellee	PSY 201	General Psychology								46	32						
LeMaster, Shelley	PSY 201	General Psychology								45	46						
Snyder, Sephra	PSY 201	General Psychology								47	44						
Adkins, George	PSY 201	General Psychology								44	46						

Appendix IIa Graduate Assistant Data Sheet

GTA Name	Course No.	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Bowman, Mark	PSY 201	General Psychology								32	49					30	17
Bowman, Mark	PSY 408	Abnormal Psychology								20	7					27	26
Lucas, Conrae	PSY 620/621	Assessment Adults Practicum								6	6		6	7			
Midkiff, Donna	PSY 620/621	Assessment Adults Practicum								9	20		11	19			
Blankenship, Harold	PSY 201	General Psychology								45	23						
Rose, Caleb	PSY 201	General Psychology									42						
LeGrow, Tracy	PSY 311	Child Development									45					41	41
Saunders, Stacy	PSY 201	General Psychology											45	41		46	39
Wilson, Kimilee	PSY 201	General Psychology											44	19		45	40
Corbett-Alderman, Tammy	PSY 201	General Psychology											45	38		43	
Keevy, Nicolette	PSY 201	General Psychology											45	41			
Neal, Kristen	PSY 201	General Psychology											45	81		97	
Clark, Danell	PSY 201	General Psychology											44	39			
Davis, Camille	PSY 201	General Psychology											45				

Appendix IIa Graduate Assistant Data Sheet

GTA Name	Course No.	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Clifton, Karen	PSY 201	General Psychology										88	40		46		
Strange, Chad	PSY 201	General Psychology										45					
Nichols, Adrienne	PSY 201	General Psychology										46	30		44	23	
Sheline, Kensey	PSY 201	General Psychology										44	44				
Bergquist, Jon	PSY 201	General Psychology										44				39	
Hornich, Agnes	PSY 201	General Psychology										44	17		45	12	
Zdrojewski, Margie	PSY 201	General Psychology													88	41	
Tenney, Pamela	PSY 201	General Psychology													44	34	
Loudner, Lindsay	PSY 201	General Psychology													45	40	
Stone, Terri	PSY 201	General Psychology													41	73	
Snuffer II, Doug	PSY 201	General Psychology													45		
Rutherford, Billie	PSY 201	General Psychology													45	40	
Watkins, April	PSY 201	General Psychology													45	78	
Green, Megan	PSY 201	General Psychology													48	80	

Appendix IIa Graduate Assistant Data Sheet

GTA Name	Course No.	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
Trimble, Leasha	PSY 201	General Psychology														44	25
Drake, Robert	PSY 201	General Psychology														31	40
Kiser-Griffith, Sandy	PSY 201	General Psychology										44	41				39
Kiser-Griffith, Sandy	PSY 620/621	Assessment Adults Practicum														8	12

Appendix III Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Fall 2003-2004	MOVC	PSY 201 126 General Psychology	28
Fall 2003-2004	MOVC	PSY 201 127 General Psychology	28
Fall 2003-2004	TVRC	PSY 201 128 General Psychology	18
Fall 2003-2004	TVRC	PSY 201 129 General Psychology	6
Fall 2003-2004	HTN	PSY 201 130 General Psychology	31
Fall 2003-2004	HTN	PSY 201 131 General Psychology	11
Fall 2003-2004	HTN	PSY 201 132 General Psychology	5
Fall 2003-2004	HTN	PSY 201 133 General Psychology	8
Fall 2003-2004	TVRC	PSY 311 104 Child Development	27
Fall 2003-2004	MOVC	PSY 311 105 Child Development	27
Fall 2003-2004	MOVC	PSY 408 103 Abnormal Psychology	22
Spring 2003-2004	TVRC	PSY 201 223 General Psychology	21
Spring 2003-2004	MOVC	PSY 201 224 General Psychology	18
Spring 2003-2004	MOVC	PSY 201 225 General Psychology	18
Spring 2003-2004	MOVC	PSY 201 226 General Psychology	13
Spring 2003-2004	MOVC	PSY 311 206 Child Development	31
Spring 2003-2004	TVRC	PSY 311 207 Child Development	28
Spring 2003-2004	MOVC	PSY 408 203 Abnormal Psychology	26
Summer 2003-2004	MOVC	PSY 311 501 Child Development	17
Fall 2004-2005	MOVC	PSY 201 126 General Psychology	30
Fall 2004-2005	MOVC	PSY 201 127 General Psychology	31

Date Created: March 6, 2002; Date Revised: November 15, 2005

Program Review Appendix III BA2005

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

Appendix III Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Fall 2004-2005	TVRC	PSY 201 128 General Psychology	16
Fall 2004-2005	TVRC	PSY 201 129 General Psychology	16
Fall 2004-2005	HTN	PSY 201 130 General Psychology	8
Fall 2004-2005	HTN	PSY 201 132 General Psychology	11
Fall 2004-2005	TVRC	PSY 311 104 Child Development	23
Fall 2004-2005	MOVC	PSY 311 106 Child Development	25
Fall 2004-2005	TVRC	PSY 311 107 Child Development	8
Fall 2004-2005	MOVC	PSY 408 103 Abnormal Psychology	27
Spring 2004-2005	TVRC	PSY 201 222 General Psychology	18
Spring 2004-2005	MOVC	PSY 201 223 General Psychology	11
Spring 2004-2005	MOVC	PSY 201 224 General Psychology	23
Spring 2004-2005	MOVC	PSY 201 225 General Psychology	17
Spring 2004-2005	MOVC	PSY 311 206 Child Development	30
Spring 2004-2005	MOVC	PSY 408 203 Abnormal Psychology	26
Summer 2004-2005	MOVC	PSY 201 601 General Psychology	7
Summer 2004-2005	MOVC	PSY 311 601 Child Development	13

Date Created: March 6, 2002; Date Revised: November 15, 2005

Program Review Appendix III BA2005

Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755

**Appendix IV
Service Courses
Marshall University Program Review
Psychology Undergraduate Programs**

Course Number	Course Name	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PSY 201	General Psychology	44	1081	1024	16	1236	988	50	1281	931	50	1299	922	66	1242	851

Appendix V
Program Course Enrollment
Marshall University Program Review
Psychology Undergraduate Programs

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PSY 204	Psychology of Adjustment	E		50	46		45	49		47	46		45	48		45	41
PSY 223	Elementary Behavioral Statistics	R	42	94	94	7	123	100	18	103	97	15	117	98	21	88	65
PSY 300	Paranormal Phenomena	E					42			56	48			80			44
PSY 302	Social Psychology	R/E	32	75	72	25	73	74	23	71	76		36	76	26	75	77
PSY 311	Child Development	R/E	32	248	184	21	211	184	51	223	304	44	217	293	65	241	234
PSY 312	Adult Development	R/E	32	41	40	24	41		23				35	40		37	37
PSY 323	Experimental Psychology	R		58	55	14	56	66		69	37		86	50	6	75	48
PSY 324	Sensation and Perception	R/E			37			32									
PSY 330	Human Sexual Behavior	R/E		40	40		41	41		41	82		40	45		42	79
PSY 350	Animal Behavior	R/E		41			39	41		39				38		41	
PSY 360	Personality	R/E		39	40	33	79	49	40	83	47	20	46		22		
PSY 380	Introduction to Professional Psychology	E									28						

Course Number	Course Name	Required/ Elective															
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PSY 391	Psychology of Aggression	E															
PSY 402	Advanced Social Psychology	E		18				8						3			15
PSY 403	Applied Social Psychology	E			20					20			17			18	
PSY 406	Psychometrics	R/E		20	23		11	6		19	32		20	25			19
PSY 408	Abnormal Psychology	R/E	29	139	71	19	183	141		154	168	32	120	126	33	138	126
PSY 416	Psychology of Learning	R/E	16	37	29	13	30		16	37		20	38		8	39	
PSY 417	Intermediate Behavioral Statistics	R/E		14				14		4	10		13	15	4	7	
PSY 418	Psychology of Personnel	R/E		30				30			31			32			21
PSY 420	Introduction to Industrial-Organizational Psychology	R/E		29	29		28	30	13	26	24	12	27	21	10	24	20
PSY 426	Cross Cultural Psychology	R/E			30			34			21			25			
PSY 433	Current Models of Psychotherapy	E		16			22				20		22	7			
PSY 440	Physiological Psychology	R/E		44	78		80	44		81	78		79			34	45
PSY 443	Health Psychology	R/E														30	
PSY 456-457	Research in Psychology	R/E		16	21		14	7		10	32		17	29	2	25	31
PSY 460	History and Systems of Psychology	R/E		23			28			25			13			20	

Course Number	Course Name	Required/ Elective	Year 1 2000-2001			Year 2 2001-2002			Year 3 2002-2003			Year 4 2003-2004			Year 5 2004-2005		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PSY 470	Practicum in Industrial-Organizational Psychology	R/E		4	2	1		3	1		4			7			4
PSY 471	Practicum in Clinical Psychology	R/E			10			10			10			10			11
PSY 480-483	Special Topics	E			20		18				38					8	
PSY 485-488	Independent Study	E	1	3	3	1	4	4	1		3	2	2	1		1	2
PSY 499	Psychology Capstone Seminar	R/E		18	15		21	26		24	16		25	32		7	20

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

**Appendix VI
Program Enrollment
Marshall University Program Review
Psychology Undergraduate Program**

Students	Year 1 2000-2001	Year 2 2001-2002	Year 3 2002-2003	Year 4 2003-2004	Year 5 2004-2005
New Students Admitted	1*	2*	64	78	59
Principal Majors Enrolled	261	265	419	435	434
Second Majors Enrolled*	6	7	11	2	5
Other Areas of Emphasis (i.e., education specialization majors)					
Minors**	1		4	26	34
Grand Total of Students Enrolled in the Program	269	274	498	541	532
Graduates of the program	69	79	84	79	

* Please note that figures reflected in Year 1 and Year 2 are not accurate because incoming students could not declare Psychology as a Major until completion of program established pre-requisite classes.

**Chart I Assessment Summary
Marshall University
Assessment of Student Outcomes: Component/Course/Program Level
5 year summary**

Component Area/Program/Discipline: BA Psychology

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
Note- these are broken into 2 groups. The first (#1- 4) are earlier outcome goals. The second (#5-14) are the revised outcomes adopted in 2004					
1. Writing skills (APA style, literature reviews, integration of material in written form)	Instructors for PSY 323(Experimental Psychology); instructors for PSY 456-57 (Research in PSY); Instructors for Capstone Projects	Faculty evaluation of written work completed in PSY 323; Faculty supervisors and instructors evaluation of research and capstone projects	Passing grades in these written projects indicated faculty evaluation of at least minimum competence in effective writing in APA style	A total of 305 students successfully completed written projects required PSY 323; 97 completed written projects for PSY 456-57 and 218 students successfully completed written projects for capstone coursework (2001-2003)	Faculty have monitored the high level of expectations associated with our PSY 323 class, and have begun working on a plan to expand this from a 3 hour course to a combination 3cr class/1cr lab.
2. Research skills: demonstrate ability to formulate research questions, develop hypotheses, collect, analyze and interpret data	Instructors for PSY 223(Elem. Behav. Statistics); 323 (Experimental Psychology), 456-57 (Research in PSY)	Faculty evaluation of quizzes and exams in PSY 223, of written projects in PSY 323; and of final projects in PSY 456-57 (Research in Psychology) and 499 (Capstone Seminar)	Passing grades on research related projects in these classes indicated faculty evaluation of at least minimum competence in these empirical research skills	A total of 550 students in PSY 223 (not all of these were PSY majors, but all PSY majors had this class); 305 in PSY 323, 100 in PSY 456/57 and 113 in PSY 499 passed the research related projects in these courses.	

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
3. Students have the opportunity to gain knowledge of and experience with professional settings and work roles through off campus, field training opportunities	Instructors for PSY 470 (Practicum in I/O Psych) and PSY 471 (Practicum in Clinical Psych)	Faculty and site supervisor evaluation of student field participation, report writing and responsiveness to supervisor feedback	Passing grades in field practicum work indicated faculty evaluation of at least minimum student development of desired knowledge and experience as evidenced by supervisor feedback, participation in campus seminar meetings, student logs, etc.	A total of ?** students passed PSY 470 and *? students passed PSY 471	
4. (General) Students develop adequate knowledge of facts, theories and perspectives associated with the field of psychology through coursework in varied areas of the discipline	Instructors for all PSY courses	Exams, papers and projects in coursework from 3 distinct areas of psychology, as well as from the broader minimum of 33 overall credits in PSY.	Passing grades in quizzes, exams, and projects from each of the 3 areas indicate at least minimum knowledge in the content area represented by those courses	399 students graduated with BA degrees, indicating successful completion of requisite coursework	

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>6. Research Methods in Psychology</p> <p>Understand and apply basic research methods in Psychology, including research design, data analysis, & interpretation</p>	<p>(a) Instructors for Psy 323 (Experimental Psychology)</p> <p>(b) Instructors for Psy 456-57 (Research in Psychology)</p> <p>(c) Instructors for Psy 499 (Capstone Seminar)</p>	<p>Psy 323 Research Project (APA paper, poster, presentation)</p> <p>Psy 456-57 Research Project (APA paper, poster, presentation)</p> <p>Psy 499 Research Project (APA paper, poster, presentation)</p> <p>Senior Psychology Major Questionnaire (Dimension 2; items 11-20)</p>	<p>Evaluation of student performance on the Research Project (paper, poster, presentation) demonstrates student competence in basic research methods and statistical analysis and interpretation</p>	<p>128 students completed Psy 323 during the 2004 academic year</p> <p>49 students completed Psy 456-57 during the 2004 academic year</p> <p>53 students completed Psy 499 during the 2004 academic year</p> <p>8 Psychology students were chosen to present their research at the 2004 Undergraduate Research Day at the Capitol event</p>	<p>Departmental course objectives developed Psy 323</p> <p>A combined 6 hour integrative Psy 223/323 course was created</p> <p>Department discussed adding a 1 hour lab component to Psy 323</p> <p>Department is taking action to make Psy 323 a WAC course</p>

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>8. Application of Psychology</p> <p>Understand and apply Psychological principles to personal, social, and organizational issues</p>	<p>(a) Instructors for PSY 323 (Experimental Psychology)</p> <p>(b) Instructors for PSY 456-57 (Research in Psychology)</p> <p>(c) Instructors for PSY 470-71 (Practicum; I/O/Clinical Psych)</p> <p>(d) Instructors for PSY 499 (Capstone Seminar)</p>	<p>Psy 323 Research Project (APA paper, poster, presentation)</p> <p>Psy 456-57 Research Project (APA paper, poster, presentation)</p> <p>Psy 470-71 (Practicum Experience)</p> <p>Psy 499 Research Project (APA paper, poster, presentation)</p> <p>Senior Psychology Major Questionnaire (Dimension 4; items 31-40)</p>	<p>Evaluation of student performance on the Research Project (paper poster, presentation) demonstrates student competence in ability to apply Psychology to test research questions/ hypotheses in both lab and real world settings</p> <p>Evaluation of student performance by on-site practicum supervisors demonstrates students ability to apply Psych to employment-related assignments</p>	<p>128 students completed Psy 323 during the 2004 academic year</p> <p>49 students completed Psy 456-57 during the 2004 academic year</p> <p>17 students completed Psy 470-71 during the 2004 academic year</p> <p>53 students completed Psy 499 during the 2004 academic year</p>	<p>Psy 420 (I-O Psychology) Psy 323 (Experimental Psychology) and Psy 456-57 (Research in Psych) have been offered as service-learning courses</p> <p>Department continues to expand Clinical and I-O Practicum Sites</p> <p>Faculty have allowed students to be involved in applied research and consulting projects in the local community</p>

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>10. Information and Technological Literacy</p> <p>Demonstrate information competence and the ability to use computers & other technology for many purposes</p>	<p>(a) Instructors for PSY 323 (Experimental Psychology)</p> <p>(b) Instructors for PSY 456-57 (Research in Psychology)</p> <p>(c) Instructors for PSY 499 (Capstone Seminar)</p>	<p>Psy 323 Research Project (APA paper, poster, presentation)</p> <p>Psy 456-57 Research Project (APA paper, poster, presentation)</p> <p>Psy 499 Research Project (APA paper, poster, presentation)</p> <p>Senior Psychology Major Questionnaire (Dimension 6; items 51-60)</p>	<p>Evaluation of student performance on the Research Project (paper poster, presentation) demonstrates student competence in use of computers/technology (e.g., word processing; Internet; PowerPoint; search engines; SPSS/ EXCEL for statistical analysis and creation of figures, graphs, tables)</p>	<p>128 students completed Psy 323 during the 2004 academic year</p> <p>49 students completed Psy 456-57 during the 2004 academic year</p> <p>53 students completed Psy 499 during the 2004 academic year</p>	<p>Department discussed adding a 1 hour lab component to Psy 323 to give students more exposure to SPSS (for data analysis)</p> <p>Students in Psy 323, 456-57, and 499 are required to present their Research Projects. The majority of the projects require technology to create the presentations</p>

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<p>12. Sociocultural and International Awareness</p> <p>Recognize, understand, and respect the complexity of sociocultural and international diversity</p>	<p>All Full-time and Part-time faculty in the Department of Psychology</p>	<p>Senior Psychology Major Questionnaire (Dimension 8; items 71-80)</p>	<p>Exit questionnaire will be administered for the first time in Spring of 2005. Results of exit questionnaire will serve as a baseline measure of student's sociocultural/international awareness and used for Psychology Department's future program and curriculum development activities</p>	<p>No results at this time: Initial results will be collected during the Spring 2005 semester</p>	<p>Department received an assessment grant from the Center for Teaching Excellence to support work on development of Senior Psychology Major Questionnaire</p>
<p>13. Personal Development</p> <p>Develop insights into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement</p>	<p>All Full-time and Part-time faculty in the Department of Psychology</p>	<p>Senior Psychology Major Questionnaire (Dimension 9; items 81-90)</p>	<p>Exit questionnaire will be administered for the first time in Spring of 2005. Results of exit questionnaire will serve as a baseline measure of student's personal development activities and used for Psychology Department's future program and curriculum development activities</p>	<p>No results at this time: Initial results will be collected during the Spring 2005 semester</p>	<p>Department received an assessment grant from the Center for Teaching Excellence to support work on development of Senior Psychology Major Questionnaire</p>

<p>14. Career Planning and Development</p> <p>Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings</p>	<p>All Full-time faculty in the Department of Psychology with student advising responsibilities</p> <p>All Full-time faculty In the Department of Psychology with practicum supervision responsibilities</p>	<p>Student Evaluation of Academic Advising Instrument</p> <p>Student Evaluation of Undergraduate Practicum Experience Instrument</p> <p>Senior Psychology Major Questionnaire (Dimension 10; items 91-100)</p>	<p>Advising sessions with Psychology faculty provide students with information about the educational/employment opportunities available within Psychology and help students develop realistic educational/employment goals</p> <p>Practicum experience provides students with a realistic preview of their chosen field of interest and provides students an opportunity to gain practical experience, acquire new knowledge, and develop new skills</p> <p>Exit questionnaire will be administered for the first time in Spring of 2005. Results of exit questionnaire will serve as a baseline measure of student career planning & development activity and used for Psychology Department's future program and curriculum development activities</p>	<p>Psychology faculty provided academic/career advising to approximately 300 Psychology majors</p> <p>17 students completed the undergraduate practicum during the Spring 2004 semester (7 I/O Psych and 10 Clinical Psychology)</p> <p>No results at this time: Initial results will be collected during the Spring 2005 semester</p>	<p>Department offers a Careers in Psychology course that provides students with valuable information pertaining to various fields of study within the field of Psychology</p> <p>Psi Chi & Psychology Club sponsor a Psych Awareness week which contains presentations by informed faculty on various fields of study within the field of Psychology</p> <p>Department offered group advising sessions conducted by faculty and student members of Psi Chi during the Fall 2004 semester</p>
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Office of Program Review & Assessment

To: Dr. Marty Amerikaner, Chair, Department of Psychology
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: August 13, 2004



Subject: Yearly Assessment Report, BA Psychology

1. Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2004-2005.

2. What follows is a brief critique of the report you submitted for the academic year 2002-2003.

I. a. Program goals:	Program goals were listed and explained.
b. Learning outcomes and data collection:	Learning outcomes from the previous year were listed with course grades listed as the primary assessment data.
c. Results:	Results listed, some analysis given, some action taken
II. BOT Initiative #3:	No specific measure listed. The program should begin to establish benchmarks of its own.
III. Plans for current year:	Plans for the current year include a revision of the outcomes to mesh with the APA outcomes adopted during the previous year.
IV. Assistance needed:	None listed.
V. Lessons learned:	The program is in the initial stages of a revision of program outcomes and therefore has recognized the need to evaluate student academic achievement.

3. Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that you do not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The assessment chart was present. Appropriate data was included. The chart prepared for the 2003-2004 academic year should reflect the changes in the outcomes based on the APA generated list. It is not necessary to measure all of the outcomes every year, but that a reasonable enough of them be measured so that within a 3-4 year period of time all of the outcomes can be measured. The program should begin to develop its own set of standards by which it measures student academic achievement. Since no national test exists or is economically feasible at this time, standards should be developed and measured.

4. Efficacy of Assessment:

As Marshall approaches its ten year self—study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes; the use of viable assessment measures and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. Scores can range from 0-3 in each category. Overall total scores ranging from 1-3 indicate that the program is in the Beginning Stages of developing a viable assessment program. Overall scores ranging from 4-6 indicate that a program is making progress toward implementing a viable assessment program and overall scores ranging from 7-9 indicate that a program is in the maturing stages of continuous improvement. All programs should be in Level 2 (overall score 4-6) (Making progress toward implementing a viable assessment program) or Level 3 (overall score 7-9) (Maturing stages of continuous improvement) by May 2005.

Scores:	
I. Learning Outcomes	2
II. Assessment Measures	2
III. Feedback Loop	2
Overall Score:	6

Interpretation: The program has achieved an overall score of 6 which places it at level 2 of NCA/HLC efficacy of assessment. As the program implements the new APA standards and begins to measure them, the efficacy of the program's assessment plan should begin to be established. At this juncture it is probably not wise to criticize the program. Also, as the new objectives are implemented new methods of measurement need to be established. Grades in some classes are appropriate, for example, internships, however general grades in classes tend to be course driven measures and not program driven measures.

5. Recommendations:

The program should fully implement the new set of learning outcomes with appropriate measures. Also, it would be wise to divide the outcomes into at least 2 or 3 groups and measure them alternately. In this manner, the assessment burden will not be too onerous. As the program accumulates data, the feedback loop can be completed.

6. General Comments:

It is imperative that programs keep a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.

7. Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures



Office of Program Review & Assessment
400 Hal Greer Boulevard
Huntington, West Virginia 25755-2003
304/696-2494 Fax: 304/696-6612

MEMORANDUM

TO: Dr. Marty Amerikaner, Chair, Department of Psychology
FROM: Bob Edmunds, Coordinator for Program Review and Assessment
DATE: August 11, 2003

A handwritten signature in black ink, appearing to be 'Bob Edmunds', written over the 'FROM:' line.

SUBJECT: Review of Yearly Assessment Report
PROGRAM: BA Psychology

1. Thanks for submitting the yearly assessment report for BA Psychology. Your report has been reviewed by members of the University Assessment Committee. What follows is a brief summary of the reviewer's comments as well as some suggestions for the program to consider as it begins its assessment work for 2003-2004.
2. Guidelines for Yearly Assessment Reports:
 - a. Program Goals: The new guidelines appear to state the outcomes of the program more succinctly.
 - b. Learning Outcomes and Data Collection: Old outcomes are listed with standards and data.
 - c. Results: The program has listed the course completion rates.
 - d. Assessment Chart: Charts were presented. Passing grades in courses were the primary means of evaluation.
 - e. BOT Initiative #3: no national exam.
 - f. Plans for the current year: Prepare work on the new outcomes.
 - g. Assistance needed: Not stated.
 - h. Lessons learned: New outcomes recommended by the APA are being considered.
3. The feedback loop from data collection, analysis and interpretation to the addressed faculty will be important in future reports. Specific changes in the courses, program, requirements, etc., should be well documented. Programmatic changes should be based upon careful examination of the data presented.
4. Primary Traits Analysis: As a part of our ongoing accreditation process with NCA/Higher Learning Commission, UAC has completed a chart identified as Efficacy of Assessment

C:\2003-2004 Program Assessment\BA Psychology.wpd

To: Martin Amerikaner, Chair, Department of Psychology
 From: Bob Edmunds, Coordinator for Program Review and Assessment
 Date: July 6, 2005

Yearly Assessment Report for: BA Psychology

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2005-2006.

The Yearly Assessment Report for documenting AY 2004-2005 assessment activities is due by October 3, 2005. If the program is scheduled for a program review during the 2005-6 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:

What follows is a brief critique of the report you submitted for the academic year 2003-2004. In most cases the report has been reviewed by 3 members of the University Assessment Committee.

Yearly Assessment Report Critique	
I. a. Program goals:	Program goals were not addressed. The program did not submit a narrative summary with the Assessment Chart.
b. Learning outcomes and data collection:	The student outcomes were listed. Most are fairly easy to measure, but terms like 'understand' are difficult to conceptualize. Data are presented, but some are difficult to translate into action.
c. Results:	Results are presented as summaries, but the results do not always indicate the action contemplated or taken.
II. BOT Initiative #3:	Not addressed, however, the department is considering an instrument to assess the department capstone experience.
III. Plans for current year:	Some listed. Activities for the most part appear to be ongoing.
IV. Assistance needed:	None listed
V. Lessons learned:	None listed.

Review of the Assessment Summary Chart "Marshall University: Assessment of Student Outcomes."

This chart will help the program and the University Assessment Committee monitor a program's patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The Assessment Summary Chart was presented. Student outcomes are listed. For the most part, they are measurable. The program utilizes multiple measures, however, in the results section most of the data indicates passage of particular courses as opposed to specific results from the use of one or more assessment tools. Thus, the actions taken do not necessarily follow from the presentation of the results.

Efficacy of Assessment:

As Marshall approaches its ten year self-study by the North Central Association's Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and

the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

Scores:				
Categories	Scores			
	2000-2001	2001-2002	2002-2003	2003-2004
I. Learning Outcomes	1	2	2	3
II. Assessment Measures	1	1	2	3
III. Feedback Loop	1	1	2	2
Total Overall Score:	3	4.3	6	8.33
Level of Implementation (efficacy of assessment)	1	1	2	3

Score Ranges	
Score Ranges 0-3 in each of the three categories	A score of 0 indicates minimum activity in the category
	A score of 1 indicates that a program is in the beginning stages of assessment
	A score of 2 indicates that a program is making progress toward implementing a viable assessment program
	A score of 3 indicates that a program is in the maturing stages of its assessment program

Levels of Implementation Efficacy of Assessment	
A total overall score between 0 and 3 indicates	Level 1: the program is in the beginning stages of its assessment of student academic achievement
A total overall score between 4 and 6 indicates	Level 2: the program is making progress toward implementing a viable assessment program
A total overall score between 7 and 9 indicates	Level 3: the program is in the maturing stages of continuous improvement of student academic achievement
The goal is to have the majority of our programs in level 3 by May 2006.	

Interpretation:

The program has made significant strides in its assessment activities. While some reviewers felt that the program's feedback loop was complete, others felt that some of the results presented did not match with the actions taken.

Recommendations:

The program should present data in such a way as to indicate that changes in the program arise from the assessment measures. While '128 students completed Psy 323 during the 2004 academic year' is significant, on what information was the decision to make this course a WAC (writing intensive) course based? Something must have triggered this response by the faculty.

General Comments:

It is imperative that programs maintain a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures

at the Program Level. This is based on the student academic achievement assessment levels of implementation. Here is the committee's perception of the program's Efficacy of Assessment:

- a. Learning Objectives: Level 2
- b. Assessment Measures: Level 1
- c. Feedback Loop: Level 1

Overall Score: 4.3

Range:

Level One: Beginning Implementation of Assessment Programs	1-3
Level Two: Making Progress in Implementing Assessment Programs	4-6
Level Three: Maturing Stages of Continuous Improvement	7-9

The reviewers have evaluated the report submitted by the BA Psychology program and have returned an overall score of 4.3, which is Level Two: Making Progress in Implementing Assessment Programs. Since the program is anticipating adopting a new set of outcomes, the UAC will reserve further judgment on the program.

5. The new APA guidelines appear to be useful for the program in deciding upon specific competencies for its graduates. UAC will reserve judgment until the new guidelines have been put into place and relevant data collected and analyzed.
6. Thank you for your report. If you have any questions please do not hesitate to contact this office.