

ACADEMIC PROGRAM REVIEW

Departmental Section

Department: PSYCHOLOGY

Names of Individuals Preparing the Report:

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I. Departmental Context

A. Mission and Goals

The primary mission of the Department of Psychology is to provide students with a strong education in the theoretical, scientific, and applied study of psychology. Accordingly, the Department's Action Plan objectives under Goal 1: Increasing Student learning are:

- Provide learning and student engagement opportunities that prepare undergraduate students for employment and/or graduate school or professional school
- Provide learning and student engagement opportunities that prepare graduate students for employment and/or further graduate training or professional school
- Increase teaching effectiveness
- Provide opportunities consistent with Western's Quality Enhancement Plan for student engagement in the discipline and for civic engagement

To accomplish these goals, the Department has developed well-articulated student learning outcomes and associated assessment plans for all programs and uses assessment results to improve its programs. Moreover, the Department performance appraisal system evaluates three dimensions of effective teaching: planning, delivery, and student assessment. Documented excellence in teaching is recognized with merit pay and is an essential component of successful applications for tenure and promotion in rank. Many Department faculty members regularly participate in teaching- and advising-related professional development activities, and the research programs of several faculty focus on ways to improve teaching and student learning. Since the Department's last Academic Program Review in 1997, five faculty members have received the College of Education and Behavioral Sciences Faculty Award for Teaching and two have received the College Faculty Award for Advising.

A second component of the Department mission is the advancement of psychology and psychological knowledge by conducting basic and applied research, publishing in professional journals, and presenting at professional conferences. Faculty performance in fulfilling this aspect of the Department mission is recognized and rewarded with merit pay and is an important component of successful applications for tenure and promotion in rank. Since the Department's previous Program Review, six faculty members have received the CEBS Faculty Award for Research/Creativity, and four received the University Award for Research/Creativity.

To enhance the Department's research capacity and create a focus on faculty strengths in life-span developmental psychology, the Department established the WKU Center for the Study of Life-Span Development which was approved by the Board of Regents in spring, 2004. In addition, the Department renovated space in Tate page Hall during the 2004-05 academic year to create research labs for five junior faculty members.

The third component of the Department's mission is to improve the lives of others through application of knowledge and expertise in psychology, practice of the profession of psychology, and regional stewardship activities that provide faculty professional expertise to community groups, schools, and public and private organizations, and to provide service and leadership within the University and professional organizations. Significant and professionally relevant service activities are recognized with merit pay and are important in the evaluation of faculty for tenure and promotion in rank. During the period covered by this review, five Department of Psychology faculty members have received the CEBS Faculty Award for Public Service, and one received the University Award.

To increase the Department's capacity to serve the community through practice of the profession of psychology, the Department's training clinic was established as a fee-for-services clinic in fall, 2004. The clinic accepts referrals from the University Counseling and Testing Center (at no charge) and from community psychologists and physicians (on a sliding scale).

One measure of the success of the Department of Psychology in fulfilling its mission and goals, meeting the objectives set forth in its annual Action Plan, and contributing to the strategic mission and priority initiatives of the University is the fact that the Department was recognized with a top-tier Unit Productivity Award in each of the 5 years from AY 2000-01 through AY 2005-06, and a second-tier award in each of the 3 years prior to AY 2000-01.

B. Programs

At the undergraduate level, the Department offers the Bachelor of Arts degree in psychology and a minor in psychology. The Master of Arts degree in psychology, and the Education Specialist degree in school psychology are offered at the graduate level.

General Major (reference #760). This program comprises 36 credit hours in psychology and a minor or second major. There are five required courses, five courses selected from categories of restricted electives (one from each category), and two elective psychology courses. Students are advised to take PSY 175 University Experience.

Extended Major (reference #591). This program comprises 51 credit hours in psychology with no minor or second major required. Students are expected to maintain a 2.50 GPA both overall and in psychology. There are five required courses, seven courses selected from categories of restricted electives (one from each category), and five elective psychology courses. The two additional restricted elective categories ensure students have either a field experience or research experience and an applied course. Students are advised to take PSY 175 University Experience.

Minor (reference #438). The psychology minor requires 21 credits hours in psychology including PSY 100. At least 12 credit hours must be upper division.

Master of Arts in Psychology (reference #092). This program requires 48 graduate credit hours in psychology including four core courses, one course from each of three categories of restricted electives, 6-9 credit hours of practicum and/or internship, and additional required and elective courses specified by each of the four concentrations: clinical psychology, experimental psychology, general psychology, and industrial/organizational psychology.

Clinical Concentration. This concentration follows the scientist/practitioner model of training and prepares students to be successful at performing both research and therapy. The program is practice oriented, offering a broad foundation for the professional who will provide a wide variety of psychological services at the M.A. level in mental health centers, rehabilitation centers, college counseling centers, and various other mental health agencies. The program also prepares students for continuation in a Ph.D. program and to take the licensing examine required to practice psychology in many states.

Experimental Concentration. This concentration is designed to prepare students for positions where strong research and methodological skills are needed and/or for continuation in a Ph.D. program. Research opportunities are available in cognition, perception, child development, gerontology, social psychology, sport psychology, and educational psychology. Strong training in statistical and methodological skills is provided.

General Concentration. This concentration is designed for students who desire a terminal master's degree in psychology or who plan to pursue doctoral studies in specialties other than clinical, experimental, or industrial/organizational psychology.

Industrial/Organizational Concentration. This concentration is designed for students seeking preparation as M.A. psychologists in business, industry, service organizations, consulting firms, or government agencies. The objective of the program is the development of marketable skills in the areas of test construction and validation, personnel selection and placement, performance appraisal, and training. Instruction in the areas of work motivation, job satisfaction, and organizational development is also provided. The program adheres to a scientist/practitioner model of training. Students learn to evaluate and apply theory and research. In particular, the program is designed to train personnel specialists.

Educational Specialist Degree in School Psychology (reference #147). This program emphasizes the development of students as innovative problem solvers in a school setting. Students are trained to make an integral contribution to the total program of pupil services. Each individual receives on-site experience in public schools, school related practicum assignments in the Department's psychological clinic, and experience as a member of an interdisciplinary team. The program requires 75 graduate credit hours including four core courses, 9 hours of Educational Foundation courses, 17 hours of assessment courses, 12 hours of intervention courses, an ethics course, 10 hours of statistics and research methodology courses, a 6 credit-hour internship, and a 6 credit-hour specialist project.

II. Departmental Enrollment, Faculty, and Resource Data (*Trends in student credit hour production, average class size, and utilization of full-time and part-time faculty*)

Table 1: Student Credit Hours Produced (SCHP)

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
TOTAL SCHP	10226	10895	11279	12042	12129
% on Main Campus	83%	81%	79%	80%	80%
% at Extended Campuses	13%	15%	14%	14%	15%
% Distance Learning	4%	4%	6%	6%	6%
% by Full-time Faculty	66%	55%	51%	62%	62%
% by Part-time Faculty	34%	45%	49%	38%	38%
% Undergraduate	88%	88%	89%	89%	89%
% Graduate	12%	12%	11%	11%	11%

SCHP is calculated by multiplying the number of students enrolled in a course by the credit hours offered for the course. (e.g., 30 students enrolled in a three-credit hour course would be equivalent to 90 SCHP.)

On-Campus includes courses taught at WKU's main and south campuses. Extended Campus includes courses taught in Glasgow, Elizabethtown, and Owensboro. Distance Learning includes all other courses, including correspondence, Web, KVVU, SPAN courses and courses taught at special locations.

A. Enrollment Trends

Western's total Student credit hours produced (SCHP) increased 14% from 2001 to 2005. SCHP in the Department of Psychology outpaced that growth, steadily increasing from 10,226 to 12,129 (19%) over the same period. Most of the Psychology SCHP increase took place on the main campus (1,215 SCHP, or 14%), and that growth exceeded both the total main campus SCHP increase of only 9% and the main campus College

of Education and Behavioral Sciences increase of only 6%. Most of the main campus increase in Psychology SCHP was at the undergraduate level (1,110 SCHP, 15%). The main-campus graduate-level SCHP growth was 118 SCHP (14%). [These data were obtained from the 2006 *Fact Book* and from fall 2001 and fall 2005 Faculty Workload Reports. There are slight discrepancies between the workload data, *Fact Book* data, and the data provided by Institutional Research for this program review, but those discrepancies are too small to impact the percentages reported here.]

The growth trend in undergraduate SCHP can be attributed to a combination of Western's enrollment growth, the popularity of psychology general education courses, and the popularity of psychology as a major (the General Psychology Major is the fifth most popular major at Western, and psychology is the third most popular major if enrollment in the General and Extended Majors is combined). A recent national survey that asked prospective college students to indicate their expected major found that 4.6% selected psychology. Psychology tied with elementary education as the most popular major with biology a close second at 4.5%. No other major came close to those values. On the assumption that overall enrollment will continue to increase, Psychology should continue to experience increased SCHP.

The 14% increase in Psychology main-campus graduate SCHP is largely attributable to new hires, especially of faculty who primarily support the clinical M.A. concentration. From 2001 to 2003, that concentration was understaffed and was not admitting a full complement of graduate students. Some of the growth may also be attributable to increased demand (e.g., from alternative route to certification programs) for graduate-level educational psychology courses that satisfy requirements for various M.A.E. and graduate certificate programs. However, there are two major constraints on further growth in main-campus graduate SCHP. First, the Department's M.A. and Ed.S. programs are full-time residential programs that admit a limited number of students through a competitive process. Those programs have been operating at near capacity now for several years. Capacity is largely limited by the number of students faculty can effectively supervise for internships, practica, research experiences, and theses. On the other hand, there is considerable potential for SCHP growth in graduate-level educational psychology courses, but this growth is constrained by not having enough faculty to meet the demand for courses, especially online courses (where much of the demand is). Online courses benefit students who cannot travel to campus, but limit SCHP because of smaller enrollment caps.

Although the total Psychology SCHP increase was greatest on the main campus, the rate of growth was markedly higher at the Elizabethtown/Ft. Knox, Glasgow, and Owensboro extended campus sites (37%). The 37% increase in extended campus Psychology SCHP greatly exceeded the total extended campus SCHP increase of only 4% across all disciplines (2006 *Fact Book*, pp. 46-47). Undergraduate Psychology SCHP at extended campus sites increased from 999 to 1,632 (63%). On the other hand, graduate SCHP decreased from 243 to 147 (-40%). The substantial growth in extended campus undergraduate SCHP, like the growth on the main campus, was also likely fueled by overall enrollment growth, the popularity of psychology general education courses, and the popularity of psychology as a major. In addition, however, the Department hired a full-time faculty member for the Glasgow site in 2001, and hired a full-time faculty member for the Elizabethtown/Ft. Knox site in 2003. Both of these individuals hold the Ph.D. and were trained as experimental psychologists. Consequently, they are qualified to offer an array of undergraduate courses that the part-time clinical psychologists teaching at those sites are not qualified to teach. Moreover, these faculty members created a full-time presence for psychology in Glasgow and Elizabethtown which may well have contributed to student interest. Indeed, there is sufficient student interest now at both sites that a psychology club was established in fall 2005 in Elizabethtown and will likely be established in Glasgow in the current academic year. The addition of permanent full-time faculty to the Glasgow and Elizabethtown sites also allowed for the development of a curriculum rotation plan which, combined with online and ITV courses, has allowed the Department to make the 36-credit hour General Major completely available at all three extended campus sites. The fact that students can now complete the psychology major at the extended campus sites is very likely another contributor to the substantial increase in Psychology extended campus undergraduate SCHP.

The decreased graduate SCHP at the extended campus sites (-40%) can be attributed to efforts to accommodate student demand for online educational psychology courses. Distance learning SCHP at the graduate level increased from 141 to 249 in 2005 (77%). The Department's online graduate course offerings are

exclusively educational psychology courses and are, of course, accessible to students who might otherwise have taken a traditional course at one of the extended campus sites. The undergraduate distance learning SCHP increased from only 78 in 2001 to 324 in 2005 (315%).

B. Utilization of Full and Part-Time Faculty

The percentage of SCHP generated by full-time faculty decreased from 66% in 2001 to 51% by 2003, but then recovered to 62% for 2004 and 2005. That decrease and recovery paralleled a decrease and subsequent increase in the availability of full-time faculty for teaching assignments. The Department had 31 budgeted FTE faculty in 2001 (see Table 3 below), but 2.25 FTE faculty were bought out by extramural grants and 2.75 FTE faculty had administrative reassignments outside the Department effectively reducing the number of FTE faculty from 31 to 26. That situation worsened in 2002 with 2.75 FTE faculty bought out by grants, 3.0 FTE faculty with administrative reassignments, and one faculty member on sabbatical. Thus, although the Department still had 31 budgeted FTE faculty, the number available for teaching assignments was further reduced to 24.25. At the same time, enrollment growth created more demand for classes. In 2003, a late resignation and the appointment of Dr. Poe as associate dean further reduced the number of budgeted FTE faculty from 31 to 29. After adjusting for grant buyouts and administrative reassignments outside the Department, the number of full-time faculty was effectively reduced to 23.25 while continuing overall enrollment growth created increased demand for classes. However, seven new hires brought the 2004 budgeted FTE faculty to 33 and an additional hire brought the 2005 total to 34. These increases were accompanied by an appropriate and corresponding decrease in the reliance on part-time faculty.

C. Table 2: Average Class Size for Lower Division, Upper Division, and Graduate Courses

Division	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Lower	41	40	41	40	43
Upper	25	25	25	24	25
Graduate	13	13	13	15	15

Lower division consists of 0-299 level courses, upper division consists of 300-499 level courses, and graduate courses consist of 500+ level courses. All 400G course counts are rolled up under their respective master 400-level section. Excludes applied music, coop, independent study, internship, correspondence, research, and maintaining matriculation courses.

The average class size remained essentially constant from 2001 through 2005 within each division. Class sizes within each division are considered appropriate relative to the instructional demands at each level.

D. Table 3: Number of Faculty Holding Rank in the Department (*budgeted lines and faculty by rank*)

Budgeted FTE Faculty Positions	2001/02	2002/03	2003/04	2004/05	2005/06
Budgeted FTE	31	31	31	33	34

Source: WKU Salary Lists 2001/02 through 2005/06. Department Heads and Optional Retirees count as 0.5 FTE faculty members. Includes vacant positions. Excludes temporary full-time positions and regular full-time positions not yet budgeted.

During the period covered by this review, eight full-time faculty members began optional retirement, one moved to a one-half-time position in the Dean's office, and another left the Department to be associate dean. There was also a marked increase in grant activity beginning in fall 2001 with two faculty members having a 50% grant buyout and one having a 75% buyout for 2001 through 2005. However, the Department was very successful in making high quality hires during this period. Five new full-time faculty members

were hired for fall 2001. Four of these were tenure-track and one was a continuing instructor permanently stationed at the Glasgow extended campus site. There was one new hire each in 2002 and 2003, followed by seven in 2004. Of the seven new faculty hired in 2004, five were tenure-track and two were continuing instructors. One of the continuing instructors is permanently stationed at the Elizabethtown extended campus site. There was one additional new hire in fall 2005. All of these new faculty members, including the continuing instructors, have appropriate doctoral degrees.

Table 4: Number of Full-Time Faculty by Rank

Full-time Faculty by Rank	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Professor	11	12	10	11	10
Assoc. Professor	9	11	11	9	10
Asst. Professor	5	5	3	8	8
Instructor	3	3	3	5	5
No Rank	0	0	0	0	0
Total Full-time	28	31	27	33	33

The distribution of faculty by rank is well balanced. Of the 17 new hires made from the last Academic Program review in 1997 through 2005, four were hired as continuing instructors, 11 were hired as tenure-track assistant professors, and two were hired as tenure-track associate professors. The Department has clearly defined, faculty-developed promotion and tenure criteria, and takes steps to ensure that tenure-track faculty members understand the level of performance expected of them in order to earn tenure and promotion. Faculty development and progress toward tenure and promotion are supported by a mentoring system, a thorough third-year review of progress toward tenure, and detailed annual performance evaluations that provide a cumulative assessment of performance up through and including the most recent review period. The result of these proactive efforts to ensure faculty success and progress toward meeting tenure and promotion criteria has been that Department of Psychology faculty are generally successful in obtaining tenure and make timely progress in obtaining promotion in rank.

Table 5: Faculty and Programs Supported (*In addition to budgeted full-time faculty, this table includes faculty on optional retirement and faculty whose salary line is outside the Department but who hold rank in the Department. Only current faculty members are listed.*)

Faculty Member	Primary Program(s) Supported	Other Program(s) Supported
Martin Bink, Ph.D.	B.A., M.A. (Experimental Concentration)	M.A. (Other concentrations), Ed.S.
Reagan Brown, Ph.D.	B.A., M.A. (I/O Concentration)	M.A. (Other concentrations), Ed.S.
John Bruni, Ph.D.	B.A.	
Debra Crisp, Ph.D.	B.A.	M.A. (Clinical Concentration), Ed.S.
Pitt Derryberry, Ph.D.	B.A., M.A. (Experimental Concentration)	Ed.S.
Rick Grieve, Ph.D.	B.A., M.A. (Clinical Concentration)	Ed.S.
Richard Greer, Ph.D.	B.A., M.A. (Clinical Concentration)	Ed.S.
Steve Haggbloom, Ph.D.	B.A., M.A. (Experimental Concentration)	M.A. (Other concentrations), Ed.S.
Lance Hahn, Ph.D.	B.A., M.A. (Experimental Concentration)	M.A. (Other concentrations), Ed.S.
Melissa Hakman, Ph.D.	B.A., M.A. (Clinical Concentration)	Ed.S.
Elizabeth Jones, Ph.D.	B.A., Ed.S.	M.A. (Clinical Concentration)
Sally Kuhlenschmidt, Ph.D.	B.A., M.A. (Clinical Concentration)	
Elizabeth Lemerise, Ph.D.	B.A., M.A. (Experimental Concentration)	M.A. (Other concentrations), Ed.S.
Sam McFarland, Ph.D.	B.A., M.A. (I/O Concentration)	M.A. (Other concentrations)
Kelly Madole, Ph.D.	B.A., M.A. (Experimental Concentration)	M.A. (Other concentrations)
Leroy Metze, Ph.D.	N/A (50% Grant; 50% Dean's Office)	

Faculty Member	Primary Program(s) Supported	Other Program(s) Supported
Lakeisha Meyer, Ph.D.	B.A., M.A. (Experimental Concentration)	Ed.S.
Richard Miller, Ph.D.	B.A., M.A., EdS.	
Kathi Miner-Rubino, Ph.D.	B.A., M.A. (Experimental & I/O Conc.)	M.A. (Other concentrations), Ed.S.
Shula Mussnug, , Ph.D.	M.A.E.	
Sharon Mutter, Ph.D.	B.A., M.A. (Experimental Concentration)	M.A. (Other concentrations), Ed.S.
Carl Myers, Ph.D.	Ed.S.,	B.A., M.A. (Clinical Concentration)
Farley Norman, Ph.D.	B.A., M.A. (Experimental Concentration)	
Hideko Norman, D.M.S.	B.A.	
Ernie Owen, Ed.D.	B.A.	
Shana Pack, Ph.D.	B.A. (Glasgow)	
Anthony Paquin, Ph.D.	B.A., M.A. (I/O Concentration)	
Phil Pegg, Ph.D.	B.A., M.A. (Clinical Concentration)	Ed.S.
Virginia Pfohl, M.A.	B.A.	
William Pfohl, Psy.D.	B.A., Ed.S.	M.A. (Clinical Concentration)
Katrina Phelps, Ph.D.	B.A., M.A. (Experimental Concentration)	M.A. (Other concentrations), Ed.S.
Retta Poe, Ph.D.	B.A.	
Jackie Pope-Tarrence, Ph.D.	B.A., M.A. (I/O Concentration)	M.A. (Other concentrations), Ed.S.
James Prather, Ph.D.	B.A. (Elizabethtown)	
Carrie Pritchard, Ph.D.	B.A., M.A. (Experimental Concentration)	
Patty Randolph, M.A.	B.A.	
Anne Rinn, Ph.D.	B.A., M.A. (Experimental Concentration)	Ed.S.
Dan Roenker, Ph.D.	B.A., M.A. (Experimental Concentration)	
Betsy Shoenfelt, Ph.D.	B.A., M.A. (I/O Concentration)	
Joyce Wilder, Ed.D.	B.A.	
Steve Wininger, Ph.D.	B.A., M.A. (Experimental Concentration)	Ed.S.

E. Table 6: Student Credit Hours per Full Time Equivalent Faculty

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
SCHP/FTEF	334	334	333	336	346

SCHP is calculated by multiplying the number of students enrolled in a course by the credit hours offered for the course. (e.g., 30 students enrolled in a three-credit hour course would be equivalent to 90 SCHP.)

FTEF is calculated according to WORKLOAD definitions: 1 FTEF= 9 credit hours per semester for GFCOB, 15 credit hours per semester for CC and 12 credit hours per semester for all others.

SCHP per full-time faculty was essentially constant for the period of this review. The Department strives to strike an appropriate balance among pedagogically effective class sizes, reassigned time for research and creative activity, and reliance on full-time versus part-time faculty.

F. Table 7: FTE Part-time Faculty

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Part-time FTEF	10.00	12.50	15.00	13.25	14.00

FTEF is calculated according to WORKLOAD definitions: 1 FTEF= 9 credit hours per semester for GFCOB, 15 credit hours per semester for CC and 12 credit hours per semester for all others.

Part-time FTE faculty increased from 2001 to 2005. However, on the main campus, FTEF part-time faculty remained relatively constant during the period of this review with part-time faculty teaching a total of 76 credit hours in 2001 and 81 credit hours in 2005 (these figures exclude part-time faculty teaching online classes). Six of those credit hours in 2005 were dual-credit courses taught by part-time faculty hired by DELO. Minus those six credit hours, there was essentially no change in part-time FTEF on the main campus. The increase in part-time FTEF occurred at the extended campus sites to accommodate enrollment

growth. In 2001, part-time faculty taught 42 credit hours at extended campus sites. By 2005, that number had grown to 66.

G. Table 8: Student/Faculty Ratio

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Student/Faculty Ratio	22:1	22:1	22:1	22:1	22:1

Student/Faculty Ratio is calculated as FTES/FTEF. 1 FTES= Undergraduate SCHP/16 or Graduate SCHP/12. FTEF is calculated according to WORKLOAD definitions: 1 FTEF= 9 credit hours per semester for GFCOB, 15 credit hours per semester for CC and 12 credit hours per semester for all others.

The student/faculty ratio remained constant for the period of this review, and is just slightly higher than the University-wide student/faculty ratio of 18:1. The somewhat higher student/faculty ratio in Psychology is largely attributable to the demand for PSY 100 Introduction to Psychology, a very popular general education course. In order to efficiently accommodate that demand, most PSY 100 class sizes are relatively large. For example, in fall 2005 there were 10 sections capped at 52, and five sections capped at 138, each of which was full on the first day of classes. The smaller sections are actually capped at two more students than the classroom seats, and the large sections are capped at about eight more students than the classroom seats. This “overbooking” strategy accommodates the normal early semester attrition from PSY 100 without the need to offer an additional section just to meet the registration demand.

H. Table 9: Total Budget and Expenditures

	2001/02	2002/03	2003/04	2004/05	2005/06*
Budget	\$2,375,916	\$2,511,695	\$2,598,108	\$2,777,883	\$2,979,220
Expenditures	\$2,221,305	\$2,262,954	\$2,267,020	\$2,608,256	\$2,795,633

Source: Banner data for 2001/02 through 2005/06 expenses. The figures include every expense and encumbrance charged against the corresponding cost center. This would include salary, benefits, operating, travel, capital, etc. No expense category has been excluded.

* Preliminary.

Table 9 suggests that the Department spent less than was budgeted each year from 2001/02 through 2005/06 by an amount ranging from \$154,611 to \$331,088 (mean = \$217,531). This is, of course, completely inaccurate. The Department always spends the operating budget down to near zero by the end of every fiscal year, and the operating budget is then supplemented by Unit Productivity Award Funds, indirect funds generated by external grants, and foundation accounts. Table 9 most likely reflects end-of-year budget adjustments, primarily to the salary budget, to accommodate the use of grant-related salary savings to support graduate assistantship stipends. An explanation and corrected figures for Table 9 were requested from Institutional Research on October 3, 2006, but were never received.

I. Table 10: Ratio of Total Expenditures/Student Credit Hour

	2001/02	2002/03	2003/04	2004/05	2005/06*
Expenditures/SCHP	\$114	\$109	\$111	\$119	\$129

Total expenditures are for the fiscal year, while SCHP are for the fall and spring semesters combined. The figures include every expense and encumbrance charged against the corresponding cost center. This would include salary, benefits, operating, travel, capital, etc. No expense category has been excluded.

*Preliminary

Expenditures/SCHP should increase somewhat over time as faculty salaries increase and new faculty lines are created. However, expenditures/SCHP from 2001-02 to 2005-06 increased only 13% while SCHP increased 18%. Moreover, the Department of Psychology ratio remains less than the University ratio. Finally, it should be noted that total expenditures/SCHP is a rather peculiar measure. Psychology has extra

financial resources generated by successful fundraising, the receipt of Unit Productivity Awards, and extramural funding that generates indirect cost payments from funding agencies. These additional financial resources are used to provide enhanced support for faculty scholarship and travel to professional conferences. Such expenditures are only tangentially related to SCHP cost and departments in a position to make such expenditures will have artificially inflated SCHP costs. Consequently, between-department comparisons are not very meaningful.

J. Table 11: Total Student Credit Hours Produced in Winter and Summer Terms

SCHP	2002	2003	2004	2005	2006
SUMMER	1577	1886	2092	1953	1461
WINTER	N/A	N/A	N/A	N/A	264

Summer-term SCHP increased from 2002 through 2004 and then decreased slightly in 2005 and substantially in 2006. The recent drop in summer SCHP is not attributable to any change in the availability of classes either on the main campus or at the extended campus sites. Rather, in 2005, and to an even greater extent in 2006, classes were cancelled for low enrollment that in previous summers had substantial enrollment. The recent drop in summer enrollment appears to be consistent with a University-wide trend.

III. Qualifications and Credentials of Departmental Faculty

A. Table 12: Rank of Full-time Faculty (Only current faculty are listed.)

Faculty Member	Rank	Graduate Faculty
Martin Bink, Ph.D.	Assistant Professor, Tenured	Associate Member
Reagan Brown, Ph.D.	Associate Professor, Tenured	Regular Member
John Bruni, Ph.D.	Associate Professor, Tenured	Regular member
Pitt Derryberry, Ph.D.	Associate Professor, Tenure-Track	Regular Member
Rick Grieve, Ph.D.	Associate Professor, Tenured	Regular Member
Steve Haggbloom, Ph.D.	Full Professor, Tenured	Regular Member
Lance Hahn, Ph.D.	Associate Professor, Tenure-Track	Regular Member
Melissa Hakman, Ph.D.	Assistant Professor, Tenure-Track	Associate Member
Elizabeth Jones, Ph.D.	Associate Professor, Tenured	Regular Member
Sally Kuhlenschmidt, Ph.D.	Full Professor, Tenured	Regular Member
Elizabeth Lemerise, Ph.D.	Full Professor, Tenured	Regular Member
Kelly Madole, Ph.D.	Associate Professor, Tenured	Regular Member
Leroy Metze, Ph.D.	Full Professor, Tenured	Regular Member
Lakeisha Meyer, Ph.D.	Assistant Professor, Tenure-Track	Associate Member
Kathi Miner-Rubino, Ph.D.	Assistant Professor, Tenure-Track	Associate Member
Sharon Mutter, Ph.D.	Full Professor, Tenured	Regular Member
Carl Myers, Ph.D.	Associate Professor, Tenured	Regular Member
Farley Norman, Ph.D.	Full Professor, Tenured	Regular Member
Hideko Norman, Ph.D.	Instructor, Continuing	N/A
Shana Pack, Ph.D.	Instructor, Continuing	Temporary Member
Anthony Paquin, Ph.D.	Assistant Professor, Tenure-Track	Associate Member
Phil Pegg, Ph.D.	Assistant Professor, Tenure-Track	Associate Member
Virginia Pfohl, M.A.	Instructor, Continuing	N/A
William Pfohl, Psy.D.	Full Professor, Tenured	Regular Member
Katrina Phelps, Ph.D.	Associate Professor, Tenured	Regular Member
Jackie Pope-Tarrence, Ph.D.	Associate Professor, Tenured	Regular Member
James Prather, Ph.D.	Instructor, Continuing	Temporary Member
Carrie Pritchard, Ph.D.	Assistant Professor, Tenure-Track	Associate Member
Patty Randolph, M.A.	Instructor, Continuing	N/A
Anne Rinn, Ph.D.	Assistant Professor, Tenure-Track	Associate Member

Faculty Member	Rank	Graduate Faculty
Dan Roenker, Ph.D.	Full Professor, Tenured	Regular Member
Betsy Shoenfelt, Ph.D.	Full Professor, Tenured	Regular Member
Joyce Wilder, Ed.D.	Associate Professor, Tenured	Associate Member
Steve Wininger, Ph.D.	Associate Professor, Tenure-Track	Regular Member

B. Number and Overall Percentage of Full-time Faculty with Terminal Degrees in the Discipline in Which they are Teaching

All full-time tenured and tenure-track faculty in the Department of Psychology have a doctoral degree appropriate for their teaching assignments (see Table 12 above). Three continuing instructors also have doctoral degrees in psychology, and two continuing instructors, who teach only undergraduate courses, have an appropriate master's degree with at least 18 graduate credit hours in psychology.

C. Faculty Holding Rank in the Department who have Non-teaching Assignments (e.g. Research, Administrative, Grants)

Dr. John Bruni has a one-quarter-time assignment to the Office of Academic Affairs to advise faculty and students on statistics, research design, and methodology.

Dr. Debra Crisp has a full-time position in the University Counseling and Testing Center. She held rank as a tenure-track assistant professor of psychology through 2004 and now holds rank in the Department of Psychology as a non-tenure-track continuing instructor.

Dr. Richard Greer has a full-time position as director of the University Counseling and Testing Center and holds rank in the Department of Psychology as a tenured full professor.

Dr. Rick Grieve has a one course per year reassignment as coordinator of the clinical psychology M.A. concentration, a one course per year reassignment as director of the Psychology Training Clinic, and a one course per semester reassignment as chair of the Human Subjects Review Board.

Dr. Sally Kuhlenschmidt is three-quarter-time director of FaCET and holds rank in the Department as a tenured full professor.

Dr. Elizabeth Lemerise is co-director of the WKU Center for the Study of Life-Span Development. During the period covered by this review, she had a one course per semester reassignment as chair of the Human Subjects Review Board. She currently has a one course per semester reassignment as Co-Editor of the journal *Social Development*.

Dr. Leroy Metze is one-half time director of the CEBS Education Technology Center and holds rank in the Department as a tenured full professor. He is also on 50% reassigned time to a Department of Education grant funded project.

Dr. Sharon Mutter was on 75% reassigned time to a National Institute on Aging research grant from 2001 through 2005. Beginning fall 2006, Dr. Mutter has a one course per year reassignment as coordinator of the experimental M.A. concentration.

Dr. Carl Myers has a one course per year reassignment as coordinator of the Ed.S. school psychology program.

Dr. Antony Norman was on 50% reassigned time to a grant from the Mississippi Department of Education from 2002 through 2003 and had a 50% administrative assignment to the CEBS Dean's Office for 2004-05.

Dr. Katrina Phelps was on 50% reassigned time to various grants from the Department of Justice for most of the period covered by this review.

Ms. Patty Randolph is on 50% internally funded reassigned time as the Department of Psychology Advising Coordinator. In this capacity, she is responsible for review and approval of all degree plans, oversight of all Department O-A-R sessions, and coordinating the academic advising for the Department's 500 undergraduate majors.

Dr. Dan Roenker had 50% reassigned time to various contracts from the University of Alabama at Birmingham related to National Institute on Aging Grants, and he is co-director of the WKU Center for the Study of Life-Span Development.

Dr. Betsy Shoenfelt has a one course per year reassignment as coordinator of the Industrial/ Organizational M.A. concentration.

D. Participation of Faculty in Multiple Programs within the Department or Other Departments

Dr. Joyce Wilder teaches one-half time for the Department of psychology and one-half time for the Department of Communication Disorders (although her entire salary line is in the Department of Psychology). Information about faculty participation in multiple programs within the Department of Psychology was presented in Table 5 above.

E. Number/Utilization of Part-time Faculty

Main Campus. In fall 2001, main campus SCHP by part-time faculty was 2,549, or 30% of the total main campus SCHP of 8,488. Doctoral-level instructors produced 1,254 SCHP, or 49% of that part-time faculty total, and most of that 1,254 SCHP (78%) was produced by faculty on optional retirement and faculty who hold rank in the Department but whose salary line is in another unit. The remaining 1,295 SCHP (51% of the part-time total) was produced by master's-level instructors with at least 18 graduate semester-hours in psychology. Only 132 part-time faculty SCHP were at the graduate level (all taught by doctoral-level instructors), and only 1,035 part-time faculty SCHP (41%) were from undergraduate courses that fulfilled requirements for the undergraduate major or minor. Of those 1,035 part-time faculty SCHP, 1,005 (97%) were from courses taught by doctoral level instructors, well within SACS guidelines. In fall 2005, main campus SCHP by part-time faculty was 3,132, or 32% of the total main campus SCHP of 9703, up from 30% in 2001. Doctoral-level instructors produced 1,122 SCHP, or 36% of the part-time faculty total (down from 49% in 2001), but as in 2001, most of that 1,122 doctoral-level SCHP (91%) was by faculty on optional retirement and faculty who hold rank in the Department but whose salary line is in another unit. The overall decrease in part-time faculty SCHP by doctoral-level faculty is largely attributable to having fewer faculty on optional retirement in 2005 than in 2001. The remaining 2,010 SCHP (64% of the 2005 part-time faculty total) was generated by non-doctoral-level instructors with at least a master's degree and/or 18 graduate semester hours in psychology. Only 132 part-time faculty SCHP (4% of the total 2005 part-time faculty SCHP) were at the graduate level, the same as in 2001. There were 1,575 part-time faculty SCHP from courses that fulfilled requirements for the undergraduate major or minor. This is 50% of the total part-time faculty SCHP and up by 9% from the corresponding 41% figure in 2001. Of those 1,575 SCHP, 1,038 (66%) were from classes taught by doctoral-level instructors. This is down from 97% in 2001, but still well within SACS guidelines.

The Department supports part-time faculty with shared office space, computer support with internet access, and professional development resources and workshops. The professional development opportunities have included access to American Psychological Association books containing tips and classroom demonstrations, a subscription to *Teaching of Psychology*, and invitations to various teaching workshops organized and sponsored by the Department.

Extended Campus. In fall 2001, extended campus SCHP by part-time faculty was 786, or 59% of the total extended campus SCHP of 1,329. Only 243 part-time faculty SCHP were at the graduate level (all taught by doctoral-level instructors). Of the 543 part-time faculty SCHP at the undergraduate level, only 249 were from undergraduate courses that fulfilled requirements for the undergraduate major or minor. Of those 249 SCHP, 225 (90%) were from courses taught by doctoral-level instructors, well within SACS guidelines. All extended campus courses not taught by doctoral-level instructors were taught by part-time faculty with at least a master's degree and 18 graduate semester hours in psychology. In fall 2005, extended campus SCHP by part-time faculty was 1044, or 57% of the total extended campus SCHP of 1,819, essentially unchanged from the corresponding value of 59% in 2001. Only 147 part-time faculty SCHP were at the graduate level, all taught by doctoral-level instructors. Of the 897 part-time faculty SCHP at the undergraduate level, only 537 were from undergraduate courses that fulfilled requirements for the undergraduate major or minor. Of those 537 SCHP, 309 (57%) were from courses taught by doctoral level instructors. That is down from 90% in 2001, but is still well within SACS guidelines.

Online Courses. In fall 2001, part-time faculty taught two online undergraduate courses that generated 78 SCHP. In fall 2005, part-time faculty taught seven online courses. Four of those were undergraduate courses and generated 255 SCHP, and three were graduate courses that generated 180 SCHP.

F. Other Indicators of Faculty Quality (*e.g. certification, licensure, professional in residence status, etc.*)

Dr. Joseph Bilotta

- 2002 CEBS Faculty Award for Research/Creativity
- 2002 University Award for Research/Creativity
- 2000 CEBS Faculty Award for Teaching

Dr. John Bruni

- 2005 President's Award for Diversity

Dr. Joe Cangemi

- 1999 CEBS Faculty Award for Teaching

Dr. Pitt Derryberry

- 2006-present, Editorial Board, *Journal of College and Character*

Dr. Rick Grieve

- Licensed Psychologist in Kentucky (Clinical Psychology)
- 2005 CEBS Faculty Award for Public Service
- 2000-present, Associate Editor, *Journal of Sport Behavior*

Dr. Steve Haggbloom

- 2004-Present, Chair of Council of Applied Master's Programs in Psychology

Dr. Melissa Hakman

- Licensed Psychologist in Kentucky (Clinical Psychology).

Dr. Elizabeth Jones

- Licensed psychologist in Kentucky (School Psychology)
- Nationally Certified School Psychologist (NCSP)

Dr. Sally Kuhlenschmidt

- 2005 KYVU Excellence in Online Teaching Award
- Licensed psychologist in Kentucky (Clinical psychology)

- 2004 Recognition Award in Innovation Award competition from the Professional and Organizational Development Network in Higher Education

Dr. Elizabeth Lemerise

- 2001 CEBS Faculty Award for Research/Creativity
- 2001 University Faculty Award for Research/Creativity
- 2005-present, Co-Editor, *Social Development*

Dr. Sam McFarland

- Distinguished University Professor
- 2001 Knudson Award for Service to the International Society for Political Psychology

Dr. Kelly Madole

- 2004 CEBS Faculty Award for Research/Creativity

Dr. Leroy Metze

- Distinguished University Professor
- 2004 Joseph P. Cangemi Award for Excellence in Leadership in Psychology

Dr. Lakeisha Meyer

- Nationally Certified School Psychologist (NCSP)

Dr. Richard Miller

- 2002 Joseph P. Cangemi Award for Excellence in Leadership in Psychology

Dr. Sharon Mutter

- Distinguished University Professor
- 2005 CEBS Faculty Award for Research/Creativity
- 2005 University Faculty Award for Research/Creativity
- 2005 Women in Cognitive Science Mentorship Award

Dr. Carl Myers

- 2006 CEBS Faculty Award for Teaching
- 2001-02 President, Kentucky Association for Psychology in the Schools
- Licensed Psychologist in Kentucky
- Nationally Certified School Psychologist (NCSP)
- Certified School Psychologist, Kentucky Department of Education

Dr. Farley Norman

- 2006 CEBS Faculty Award for Research/Creativity
- 2005 Association of Psychological Science Fellow
- 2000 CEBS Faculty Award for Research/Creativity
- 2000 University Faculty Award for Research/Creativity
- 1998-2003, Consulting Editor, *Perception & Psychophysics*

Dr. John O'Connor

- 2001 President's Award for Diversity

Dr. Retta Poe

- Licensed Psychologist in Kentucky

Dr. Jackie Pope-Tarrence

- 2006 Bowling Green Human Rights Commission Women of the Year Award

Ms. Virginia Pfohl

- 2004 CEBS Faculty Award for Student Advisement

Dr. William Pfohl

- Licensed Psychologist in Kentucky (school and clinical areas)
- Certified School Psychologist in Kentucky, New York, and New Jersey
- Nationally Certified School Psychologist (NCSP, Charter Member)
- 2005 National Association of School Psychologists Presidential Award (NASP Web Master, 2000-2005)
- 2005-2006, President, National Association of School Psychologists
- 2004 National Association of School Psychologists Presidential Award (For service to children and NASP)
- 2002 Joseph P. Cangemi Award for Excellence in Leadership in Psychology
- 2000 Peterson Prize, Graduate School of Applied & Professional Psychology, Rutgers-The State University
- 1995-2001, Editorial Board, *School Psychology review*

Dr. Katrina Phelps

- 2004 Bowling Green Human Rights Commission Woman of the Year Award
- 2002 CEBS Faculty Award for Public Service
- 2001 CEBS Faculty Award for Public Service
- 2001 Governor Paul Patton's Kentucky Child 2000 Community Leader Award

Dr. Retta Poe

- 2002-present, Consulting Editor, *Teaching of Psychology*

Dr. Anne Rinn

- 2004-present, Editorial Board, *Teaching Educational Psychology*
- 2004-present, Editorial Board, *Honors in Practice*

Dr. Dan Roenker

- J. Clifford Todd Professor of Gerontology Research
- Distinguished University Professor
- 2003 Joseph P. Cangemi Award for Excellence in Leadership in Psychology
- 2001 CEBS Faculty Award for Teaching

Dr. Elizabeth Shoenfelt

- Licensed Psychologist in Kentucky (Industrial/Organizational Psychology)
- Association for Applied Sport Psychology Certified Consultant
- Member of the United States Olympic Committee Registry of Sport Psychologists
- 2006 CEBS Faculty Award for Public Service
- 2006 Joseph P. Cangemi Award for Excellence in Leadership in Psychology
- 2005 CEBS Faculty Award for Student Advisement
- 2005 WKU Women's Alliance Award for Outstanding Contributions to Women

Dr. Joyce Wilder

- 2000 Bowling Green/Warren County Human Rights Commission - Women of Achievement Award in Education
- 1999 CEBS Faculty Award for Public Service
- 1999 University Award for Public Service
- 1999 American Institute for Public Service, Bowling Green/Warren County Jefferson Award

Dr. Steve Wininger

- 2005 CEBS Faculty Award for Teaching

G. Special Qualifications of any Faculty Member (Full or Part Time) Whose Credentials do not Meet SACS Guidelines for the Level and/or Discipline in which they are Teaching

Scott Shadrick taught Psy 505 Statistical Software for Behavioral Scientists for the Department of Psychology in the fall 2003, 2004, and 2005 semesters. Mr. Shadrick held an M.A. degree in psychology from WKU and has done an excellent job for us teaching an undergraduate psychology course on a regular basis. However, he did not meet the SACS requirement for teaching at the graduate level of an earned doctorate/terminal degree in the teaching discipline or a related discipline. He was, however, nearing the completion of his doctorate at Indiana State University (and has now successfully defended his dissertation). His principal qualification for teaching PSY 505, which emphasizes the use of SPSS data analysis software, is his considerable expertise working with this statistical software package in his research position with the Army Research Institute in Ft. Knox. In addition, Mr. Shadrick took this course as part of his M.A. program of study, and has a very strong background in statistics. Due to his extensive experience, Mr. Shadrick is especially well-qualified to teach PSY 505.

IV. Departmental Faculty Productivity

A. Scholarship

One component of the mission of the Department of Psychology is to contribute to the advancement of psychology and psychological knowledge by conducting basic and applied research, publishing in professional journals, and presenting at professional conferences. Department faculty are supported in these activities with reduced teaching loads commensurate with scholarly activity, dedicated laboratory space, graduate research assistants, supplies and equipment, statistical software support, and support for travel to professional conferences. Many conference presentations are now done as posters, so the Department used Unit Productivity Award funds in 2002 to purchase a poster printer to make high quality, full color, professional posters. Department funds have also been used to support professional development. This has taken the form of a Department colloquium series that has brought several prominent psychologists to campus each year to give research presentations as well as financial support for faculty to attend professional development workshops. For example, the Department paid for three faculty members to attend statistics workshops provided under the auspices of the American Psychological Association, and supported two faculty members and two research associates to attend a workshop at the University of Chicago on structural equation modeling. The Department places a high value on student engagement in faculty scholarship.

Table 13 shows the number publications and conference presentations by Department faculty since 1998 (the most recent Academic Program Review was completed in 1997). Faculty published a total of 274 refereed journal articles, book chapters and books; gave 420 presentations at national and international conferences; gave 53 presentations at regional professional conferences, and made 91 presentations at local conferences. Numerous state and local presentations that were done as service to a public or private organization (e.g. workshops) rather than at a professional conference meeting are not included in Table 13.

Table 13: Number of Refereed Publications, National/International Conference Presentations, Presentations at Regional Conferences, and Presentations at State and Local Conferences by Department of Psychology Faculty Since 1998 *(Excludes faculty holding the rank of instructor for whom there are no expectations for scholarly productivity. Numbers reflect only those works on which an individual was the senior most WKU author within the Department of Psychology. Because there are many research collaborations and co-authorships among*

faculty within the Department, some of these counts under-represent individual faculty productivity, but the totals represent an accurate count of faculty scholarly productivity in the Department with no double (or triple, etc.) counting of products.)

Faculty Member (Dates of service during program review period)	Refereed Publications	National/International Presentations	Regional Presentations	State/Local Presentations
Joe Bilotta (1998-2005)	19	26	0	5
Martin Bink (2004-2006)	4	5	3	5
Reagan Brown (1998-2006)	2	8	0	0
John Bruni (1998-2006)	0	24	8	11
Joseph Cangemi (1998-2006)	46	3	0	0
Pitt Derryberry (2001-2006)	8	13	0	2
Richard Greer ² (1998-2006)	1	0	0	0
Rick Grieve (2002-2006)	9	15	4	3
Lance Hahn (Fall, 2006)	0	0	0	0
Melissa Hakman (2003-2006)	0	5	0	0
Elizabeth Jones (1998-2006)	1	8	0	7
Sally Kuhlenschmidt ¹ (1998-2006)	16	16	3	14
Elizabeth Lemerise (1998-2006)	16	26	1	4
Sam McFarland ³ (1998-2006)	9	19	0	0
Kelly Madole (1999-2006)	5	13	0	3
Leroy Metze (1998-2006)	1	15	0	0
Lakeisha Meyer (Fall, 2006)	0	0	0	0
Richard Miller ³ (1998-2006)	5	3	0	0
Shula Mussnug ³ (1998-2006)	0	0	0	0
Kathi Miner-Rubino (2004-2006)	4	3	0	0
Sharon Mutter (1998-2006)	5	15	0	9
Carl Myers (1998-2006)	3	15	12	6
Antony Norman (1998-2005)	6	19	6	2
Farley Norman (1998-2006)	22	26	0	0
Ernest Owen ³ (1998-2006)	0	0	0	0
Anthony Paquin (2004-2006)	0	3	0	0
Phil Pegg (2004-2006)	2	4	0	0
William Pfohl (1998-2006)	12	15	0	0
Katrina Phelps (1998-2006)	2	11	2	0
Retta Poe ⁴ (1998-2006)	3	5	7	0
Jackie Pope-Tarrence (1998-2006)	5	8	5	3
Carrie Pritchard (2005-2006)	0	1	0	0
Anne Rinn (2004-2006)	10	10	0	8
Dan Roenker (1998-2006)	21	20	0	3
Betsy Shoenfelt (1998-2006)	19	30	0	3
Adrian Thomas (2001-2003)	11	19	0	0
Joyce Wilder (1998-2006)	0	0	0	0
Steve Wininger (2001-2006)	9	20	2	3

¹Assigned ¾ time outside Department of Psychology

²Assigned full-time outside Department of Psychology

³On optional retirement for part of this period

⁴Assigned full-time outside Department of Psychology for part of this period

1. Descriptions of Faculty Research/Scholarly Activities (*Current faculty only*)

Dr. Marty Bink: My research interests are in human learning, memory, and cognition especially as applied to education and training. While my specific research has spanned many topics within that broad interest (e.g., prospective memory, source monitoring, cognitive creativity, and collaborative cognition), my research focuses on two themes: decision processes involved in memory and the influence of the context on memory processes (especially in the contexts of generative tasks and social interaction). Of particular interest are questions of how intentions are represented in memory and how retrieval strategies interact with retrieval contexts (i.e., can people optimize retrieval strategies to match retrieval demands). My research in creative cognition addresses how people use and adapt previous information for use in novel products. Finally, I am interested in how social interaction influences *what* is remembered. I engaged about 15 WKU undergraduate students in my research laboratory. Students collect and analyze data on these research topics and were involved in the dissemination process.

Dr. Reagan Brown: My research includes topics in the areas of psychometrics, personnel selection, and statistics. The theme common to almost all of my research in these areas relates to the functioning of the test, technique, or statistic given real world constraints. Psychometric-related projects frequently investigate whether a given personality test performs properly given that real test takers often attempt to distort their responses. Personnel selection projects include studies of the value of testing in a given situation. Finally, statistics-related projects involve the analysis of existing statistics and creation of new statistics when existing ones perform poorly in practice. In all three areas, the field of psychology is advanced by identifying practices that appear theoretically sound, but are useless in practice. Students are involved in the design and execution of nearly all of the research projects.

Dr. John Bruni: My research/scholarly activities are driven by three interconnected themes. First, an interest in issues related to applied research methodology (statistics, design, and measurement). I spend a great deal of time consulting on such issues both inside and outside of the university. The majority of this consulting has focused on questions concerning the effective use of multivariate statistics in such research areas as information processing, higher education institutional change, instrument development, accountability, etc. A related theme has been my interest in the use of correlational statistics in psychological research. I have been primarily interested in how applied research could benefit by the use of such coefficients as the dependent correlation coefficient and the multivariate-multiple correlation. Finally, since all research takes place within multiple epistemological environments, the impact of context has been a primary interest of mine. One environment that is of major interest to me is that of hypothesis testing in psychological research.

Dr. Joseph Cangemi: My scholarly activities began before I came to Western Kentucky University in 1998. My interest always has been dedicated to the pragmatic side of human endeavor. Between 1965 and 1968, as director of training and development for U.S. Steel Corporation in Venezuela, I experienced first hand the difficulty leaders had in dealing with people. I saw where I could make a contribution helping practitioners understand better fundamental aspects of interpersonal behavior for greater organizational harmony. Subjects such as personal power, authority, organizational behavior, healthy vs. unhealthy leadership behavior, balancing work and family life, dealing with stress successfully, and creating healthy and creative work environments capture much of my time and energy. My work essentially is dedicated to the practitioner; the one who must get the work done through others. I utilize my colleagues' experimental data and translate it to those who must make use of it, who need it to help them make better decisions and become more successful. Indeed, dealing with the practitioner, to include students, is my passion.

Dr. Pitt Derryberry: My research focuses on the moral development of adolescents and young adults. The research that I conduct addresses important moral developmental components such as moral judgment, moral sensitivity, and moral motivation. The knowledge that is accrued through my research is beneficial to psychology and the community in general because it not only facilitates our understanding of moral development overall but it can also help to inform best practices for moral education. Given the increased prevalence of immoral acts in today's world (e.g., 9/11, Enron, school shootings, etc.), the advancement of this research area is a must. An important advantage of conducting research in this area is that it tends to

capture the interest of others – especially students. Thus, I have been able to collaborate with colleagues and have involved a number of students as I carry out my research agenda.

Dr. Rick Grieve: I have two lines of research that I am actively examining. The first deals with eating disorders in men, specifically examining the etiological factors related to muscle dysmorphia. Muscle dysmorphia is a disorder in men that mirrors anorexia nervosa in that muscular men feel as though they are too small and weak and spend inordinate amounts of time trying to increase their musculature. This is a new disorder, and my research program will contribute to the initial conceptualization of the disorder. My second line of research deals with sport fan behaviors. I am one of a small number (10 to 15) investigators who are actively examining this area, and have been interviewed for local and national publications about sport fan behaviors. I actively engage graduate and undergraduate students in both research programs by including them in the design, implementation, analysis, and writing phases of the projects.

Dr. Steve Haggbloom: My research interests are in learning, memory, cognitive aging, and the history of psychology.

Dr. Lance Hahn: I am interested in the semantic relationships underlying word recognition. I use a very multidisciplinary approach that includes behavioral measures (semantic priming), computational models and constraints suggested from the neuroscience literature. The initial impact of my work will be a better understanding of how word recognition is influenced by the semantic relationships between words. My long-term objectives include the empirical study and computational modeling of group and individual differences in word recognition. An understanding of individual differences in word recognition could have a very broad impact on assessing reading skills and identifying readers with specific deficits. By using a multidisciplinary approach and having long-range objectives that are clearly relevant to education, I hope to engage a large and diverse group of students.

Dr. Melissa Hakman: My research is two-fold. One area of research centers on the empirical investigation of parent-child interactions in traditional and nontraditional families, such as in cases of child maltreatment or kinship care. Caregiver variables such as perceptions, attributions, and mental health as well as child variables such as compliance and temperament are examined to see the bidirectional influences of parental variables and child variables on parent-child interactions. A second line of research involves empirical investigation of individual and family factors that contribute to adolescents' engagement in risky behavior. Information gathered from research on kinship care was used to create 2 treatment manuals to address caregiver and child issues. Two consecutive cycles of groups have been run. Students are involved in various aspects of my research including data collection, data entry, and behavioral coding. Graduate students have also assisted with running the treatment groups under supervision.

Dr. Elizabeth Jones. My research and scholarly activities are applied and collaborative in nature along two strands or themes. On the one hand, I am interested in the scholarship of teaching with specific interests in training and practice models and student outcomes in the field of early intervention and the field of experience-based learning. Current focus is on development of an assessment instrument to capture student outcomes from engagement activities (field based placements) and development of an international service learning class with assessment of student engagement outcomes. On the other, hand I have an interest in the area of social/emotional assessment, specifically measures of depression and adolescent limited self-injury (cutting). The phenomena of adolescent limited self injury is escalating dramatically in the adolescent population and practicing school psychologists have a largely antiquated conceptualization that may lead to potentially harmful treatment strategies and procedures to handle the contagion aspects of this phenomena in schools. All of my research projects involve students at the undergraduate or graduate level and faculty from related disciplines (Interdisciplinary Early Childhood Education, Social Work, Communication Disorders, and Special Education).

Dr. Elizabeth Lemerise: My research examines the social, cognitive, and emotional underpinnings of socially competent and aggressive behavior in children. In particular, the impact of various emotion processes on children's understanding of problematic and challenging situations with peers has been examined in children who vary in both age and adjustment. A related line of research examines children's peer relationships and their contribution to children's adjustment at school. The integration of emotional

and cognitive processes in studying children's social competence is considered to be a significant contribution to the discipline as recognized by the publication of Lemerise and Arsenio (2000) in a special issue of the prestigious journal, *Child Development*. Students have been heavily involved in all aspects of the research, including co-authorship on publications and presentations. Several of these students have earned (n=3) or are pursuing doctorates (n=2) or have earned Ed.S. degrees in school psychology (n=6).

Dr. Sam McFarland: My research in psychology now focuses a sense of "oneness with all humanity" and human rights (a paper is under review). My recent studies have also addressed self-selection for the Stanford Prison Experiment (a paper with former student Thomas Carnahan is scheduled for publication February 2007), authoritarianism and the psychology of religion (encyclopedia review on "Authoritarianism and Religion" is in press, scheduled for 2007 publication). Academically, I am transitioning from being a research psychologist to a human rights educator. In the latter realm, I have co-authored a text related to human rights entitled *Courageous Resisters: Ordinary People, Extraordinary Courage*, scheduled for publication in 2007; we hope that it will be used widely in college courses. I am writing a second book on human rights tentatively titled *Heroes of a Different Kind: Builders of Human Rights*, which I will complete in 2007.

Dr. Kelly Madole: My research focuses on how cognitive developmental changes impact the way that infants, children, and adults organize the world. My main goal is to develop a unified theory for understanding the development of categorization. Thus, I am conducting research in two major areas. First, I am exploring object categorization, focusing on developmental changes in the way infants and young children categorize artifacts and natural objects. Second, I am exploring the early development of social categorization, focusing on when children attend to and make use of social categories such as gender and race. My research questions attract students interested in cognitive development as well as those interested in social development so I involve many students in research. Many of my studies require intensive behavioral observation of infants and young children. Students working in my lab become experts in behavioral coding, which is invaluable for students who plan to continue in psychological research.

Dr. Leroy Metze: My major scholarly activity is e-train, a project designed to increase the number and quality of new teachers who effectively use technology to facilitate, assess and communicate learning for all students. Since only 20% of current teachers feel comfortable using technology in their classrooms and over two million new technology proficient teachers are needed in the next decade, we have implemented programs and practices designed to ensure that all teachers graduating from our teacher education program can use technology to increase student achievement and assess student learning; ensure that all university faculty from teacher education and the arts and sciences departments can model effective technology-assisted instruction; ensure that electronic portfolios are used as the primary means of gathering data used in the evaluation of teacher performance; and set up an electronic clearinghouse that will give teachers and teacher educators throughout the country access to exemplary technology-assisted lesson plans and assessments.

Dr. Lakeisha Meyer: My primary research interest is examining how the needs of youth with emotional and behavioral difficulties are addressed in schools and in the community. I am currently examining racial disparities in placement restrictiveness and service utilization for such youth who participate in systems of care. Additional research activity will address how schools address the needs of students by examining the application of system of care principles in schools, the implementation of positive behavioral interventions and supports, and the effectiveness of targeted problem solving teams. Much of my research will involve the evaluation of programs and interventions in school settings. This will be done within the context of relationships I have established with community and statewide organizations, such as the Kentucky Center for Instructional Discipline. Also, WKU students will have an opportunity to participate in data collection, analysis, manuscript preparation, and presentations, which will foster student engagement and learning.

Dr. Richard Miller: My academic and research interests are focused on organizational leadership and effectiveness. I collect data on employee attitudes toward the workplace with a focus on identifying best practices for worker satisfaction and organizational profitability.

Dr. Kathi Miner-Rubino: My research program focuses on the link between respectful workplace climates and the occupational health and well-being of employees. I am especially interested in the degree to which workplace contexts are inclusive and respectful of individuals from low-status social groups (e.g., women, people of color), and how working in such climates affects not only people who are members of these groups, but also employees who do not fall within these social categories. In all of my research, I integrate and contribute to the areas of organizational, social, personality, and feminist psychology. My research has potential implications for all employed people and their health and well-being at work, especially those from disadvantaged groups. I am also committed to training the next generation of researchers. Because of this, I also include students in all phases of my research including study design, data collection, data analysis, and manuscript writing.

Dr. Sharon Mutter: The objective of my research is to gain a greater understanding of older adults' sensitivity to environmental contingencies, including their ability to acquire and retrieve contingency knowledge and their ability to use this knowledge for judgment and prediction. My research program addresses this objective by seeking to (1) integrate theories of cognitive aging and contingency judgment; (2) systematically assess older adults' contingency learning and judgment ability; (3) obtain information on ways to optimize the performance of older adults with limitations in contingency learning and judgment. This research has provided important insights not only on older adults' contingency learning, but also on the basic cognitive processes that underlie similar behaviors, such as causal judgment, stereotyping, categorization, hypothesis testing, and prediction. This information will be useful in the design of training programs and external aids that help older adults improve their judgment and prediction and feel more confident about these abilities. Students at both the graduate and undergraduate levels have been actively engaged in my research projects.

Dr. Carl Myers: The nature of my research primarily consists of a variety of aspects related to the validity of various child assessment measures (IQ, academic achievement, early literacy, behavior rating scales). My research has also examined aspects of interventions (e.g., increasing phonemic awareness in Head Start students, increasing reading comprehension in elementary aged students, decreasing self-injurious behavior) as well as topics in the broader field of school psychology (e.g., consultation in the school psychology literature). External communities (e.g., Head Start program, parents, schools) have benefited directly from the intervention research. Students have been actively engaged in almost every research project, leading to numerous national presentations and some publications.

Dr. Farley Norman: My laboratory studies the human perception of distance, spatial relationships, and the 3-dimensional shape of environmental objects. We study both visual and haptic (i.e., active touch) 3-D shape perception. Biological perceptual systems have the capability to rapidly perceive depth and 3-D object shape; if this were not the case, animals and people would not be able to find and locate food, interact with objects, make tools, or navigate effectively. As part of our research, we also study changes in perception that accompany aging. We have already determined that older observers are able to effectively perceive many aspects of 3-D object shape well into their 70's and 80's. Identifying age-related perceptual deficits helps us to predict which behavioral activities are safe for older observers, and which are dangerous. Thus, the further study of aging and perception may help all of us to live a safer life as we become older.

Dr. Tony Paquin: My main research interests are in the areas of cross-cultural differences in group dynamics (e.g., incivility) and attempts to improve productivity and leadership in traditional and nontraditional organizations. I also am engaged in several projects surrounding psychometric issues in the design of instruments and interventions used to improve organizational effectiveness. Past research has demonstrated that interventions successful in one culture are not effective in others. The increasing globalization of the business community makes it critical that organizations understand the impact culture has on intervention success. My research adds to this understanding. Graduate and undergraduate students are involved with many aspects of my research including data collection, entry, and analysis. I am currently writing a grant that would include students in the overseas portions of my research projects.

Dr. Phil Pegg: My research program presently includes: ethnic identity; behavioral medicine; and, student engagement. I am currently conducting initial psychometric research toward the development of a

measure of medical anxiety; this measure will be the most comprehensive measure of health-care related anxieties to date and will be of benefit in tailoring behavioral interventions for anxious patients. The development of the measure will provide the basis for at least one masters-level thesis. In tandem with a WKU graduate student, I am also conducting a web-based study examining media usage, stress, and negative affectivity in the significant others of members of the Armed Forces recently deployed in Iraq. Significant others of deployed military personnel are an under-researched population and the research will clarify how media consumption and information-seeking behaviors impact their functioning and mental health. Research in the area of ethnic identity clarifies the importance of ethnicity in at-risk minority youth.

Dr. William Pfohl: My research has been involved with graduate students who do Education Specialist Projects. Thus, students have been involved with all of them. They have focused in general on emotional Intelligence (EQ). Eight theses have focused on child and adolescent aspects of EQ. These Ed.S projects have initiated research that is unique in the literature, as there are few studies on children and EQ. The Multi-Health System Company has provided strong support for these efforts. I have also conducted one Ed.S. project on teacher EQ, and was on one committee, surveying college students and EQ. Now that I am back, I plan on pursuing this line of research again. My other scholarly activity has focused on technology in school psychology and one data gathering project on "Legends in the Field of School Psychology". These latter two projects will result in article (Legends) and chapter in a book (technology). Two Graduate students were involved in the Legends project. I have conducted workshops involving current research on school violence and Post Traumatic Stress Disorder in the USA and Internationally.

Dr. Katrina Phelps: My scholarly interests involve the application research knowledge in the areas of child and adolescent development to the design and implementation of programs that promote positive youth development.

Dr. Jackie Pope-Tarrence: I am currently involved in two areas of research. The first involves psychology and law, with emphasis on community policing, and attitudes toward jury service. The community policing project is an attempt to look at various ways for our local police to engage the community in its efforts to serve the community. This project includes involvement with the community, as well as the engagement of students. I have had students (graduate and undergraduate) assist me with the project for the last 2 years. The jury service project is a part of the American Democracy project through the American Association of State Colleges and Universities, of which WKU is a participating partner. I have also had students (graduate and undergraduate) assist with this project during the last year. The second research project involves a collaborative effort to assess the effectiveness of model eliciting activities w/in a rural classroom. The nature of the project involves collaborative research with several WKU faculty members, as well as with teachers in the rural classroom setting.

Dr. Carrie Pritchard: I have two major research interests. The first focuses on epistemological reasoning among children and adults. This research compares everyday reasoning about conclusions that follow from evidence with academic reasoning of the same sort. The outcomes of this research may help educators better understand children's everyday understandings and ways of thinking about evidence, in order to improve teaching of these concepts. Since I teach future educators, my research is often a starting point for discussion in the classroom.

Dr. Anne Rinn: My research examines the intellectual, social, and emotional development of gifted adolescents and gifted college students and how programs available for gifted students (e.g., summer programs and honors programs) influence their development. In this research, I integrate perspectives from educational psychology and social psychology to examine how various environments affect students' development. While conducting this research, I also strive to provide learning opportunities for students and to provide practical application of my research findings. I believe students learn best when they are actively engaged in a learning experience. Thus, I encourage students to work in my research laboratory and to do everything from entering data to writing a final manuscript for publication. Regarding the practical nature of my research, my findings often provide implications for programmatic design. I try to present those implications at conferences, as well as highlight the practical importance of the research within each manuscript I write.

Dr. Dan Roenker: Many older adults suffer age related declines in sensory, cognitive, and physical functions. It is widely accepted that these declines contribute to difficulties in the performance of everyday activities especially driving. Driving is a critical aspect of mobility for many older adults and the loss of driving privileges often portends the onset of depression, decreased health, cognitive decline, increased risk for disability, and decreased longevity. The ability to identify older drivers at risk for crash involvement has clear societal and health care benefits, especially if techniques can be developed that delay the onset of the impairment of the critical skills necessary for driving. The focus of my research program is to develop methods for the early identification and remediation of these critical cognitive skills and thereby extend mobility. The primary screening tool that we have developed, the Useful Field of View or UFOV is widely used by researchers, occupational therapists and government organizations in North America, Europe, and Australia.

Dr. Betsy Shoenfelt: Applied problems encountered in service experiences frequently provide impetus for research studies, contributing to a range of applied topics addressed by my research and providing a sound empirical basis for my applied work. The research provides empirical answers to practical questions for organizational constituents internal and external to the university. Published results benefit a broader community. Examples of recent applied research include program evaluations for the Warren County Family Court Truancy Court Diversion Program, the Bowling Green Housing Authority After School Program, the Warren County School Board Alternative to Suspension Program, the ALIVE Center, and a mental skills for serving training program for intercollegiate volleyball. Recent research includes: reviews of EEO Court of Appeal (or higher) cases dealing with cognitive ability testing and physical ability testing to determine what drives decisions for plaintiff or defendant to inform organizations of potential liability factors; a realistic job preview for Deputy Jailer applicants; an analysis of pregnancy leave practices; an evaluation of NHL fan reactions; sexual harassment factors impacting perceptions of sexual harassment in jury decision-making contexts; the dynamics of Organizational Justice (i.e., fairness) perceptions in team disciplinary decisions; and role clarification in interdependent team sports.

Dr. Joyce Wilder: My research interests are in college student development, cultural diversity, adolescent psychology, American sign language interpretation and deaf culture, and women's issues.

Dr. Steve Wininger: My research is divided between two subfields of psychology: 1) Sport and Exercise Psychology, and 2) Educational Psychology. My main interest in Sport and Exercise Psychology has always been **exercise adherence**. I have examined the following independent variables on exercise adherence: group cohesion, class leader characteristics, music, self-efficacy, autonomy, perceived competence, exercise intensity, expectations, temperature, goal orientations, achievement motivation, attributions, and attentional focus. Implications: improved health. In terms of educational psychology, currently, I am focusing on performance feedback for teachers and coaches. How and how often do they get feedback? Is the feedback reliable and valid to a degree for which they can extract meaning from it and subsequently improve their teaching/coaching? These are questions I will address within the next year. I hope to use the results of this research to create an intervention program. I plan on pursuing external funding for this project. Implications: improved teaching/coaching.

2. Faculty Refereed Publications Since 1998 (WKU Psychology faculty indicated by bold face type; Undergraduate Student Co-Authors are Indicated by a Single Asterisk, Graduate Student Co-Authors are Indicated by two Asterisks)

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B. Service

1. Description of Faculty Overall Service Activity

As the narratives below illustrate, faculty in the Department of Psychology are very engaged in University service, public service and regional stewardship, and service to the profession of psychology. Department faculty are heavily represented on University standing committees, have been actively involved in University Senate, and have participated on numerous ad hoc committees and task forces, in many instances holding leadership positions. In the realm of public service, Department of Psychology faculty have served on the governing boards of a wide range of state and local organizations and agencies. In addition, Department faculty regularly provide consulting services, workshops and other presentations to agencies, organizations, and businesses in Western's service region and beyond. These are important and meaningful regional stewardship activities that help Western fulfill its obligation to provide faculty expertise to improve the regional community. Finally, Department faculty have provided service to the profession through their leadership roles in professional organizations, editing journals and newsletters, service on editorial boards of professional journals, service on conference submission review committees, and service on federal agency grant review panels and as ad hoc grant proposal reviewers.

2. Faculty Service Narratives (Current faculty only)

Dr. Marty Bink:

University Service. In my two years at Western, I have served on two standing departmental committees (both of which I Chair) and one ad hoc University committee. I also served the profession by participating as an ad hoc reviewer for four journals, three textbooks, and one book. At the University level, I was a member of the University Senate Committee on the Division I Football. Service on that committee required about 15 hours of my time and I spent six months on the committee. At the Department level, I chair the Study Board Committee. The Study Board directs student engagement activities for all PSY 100 students (approximately 2000 students each academic year). Part of my responsibilities involve maintaining an online system that informs, directs, and reports student activity in research participation. I devote about five hours a week to duties associated with the Study Board. I began service on the Study Board Committee when I was hired in Fall 2004. The other departmental committee on which I serve and chair is the Undergraduate Curriculum Committee. I began service on committee in the winter of 2005 and assumed the Chair in Spring 2006. I spend about one hour a week in service to the committee during the academic year. The committee considers proposals for changes in the undergraduate curriculum and participates in the evaluation of the program.

Public and Professional Service. In my time at Western, I have reviewed seven manuscripts for *Memory and Cognition*, *Applied Psychology*, *Memory*, and *Psychological Science*. I also participated in the review of two Introduction to Psychology texts and one Cognition text. In addition, I reviewed one book on prospective memory for Lawrence Erlbaum and associates.

Dr. Reagan Brown:

University Service. I have served on the University Academic Probation Committee and the University Advisory Committee on Faculty Continuance for the last two years. Additionally, I have served on many, many departmental and college faculty search committees. Finally, I have served on 75 thesis committees since 1998. For 20 of these committees I served as the chair of the committee.

Public Service. I have consulted with business and industry on ten projects since 1998. All projects involved addressing a need or problem area in the realm of personnel selection or employee termination. I

have taught a free GRE preparatory class to Western Kentucky University undergraduate students for the last eight years.

Professional Service. I have served as a reviewer for two journals and one national conference for the last seven years.

Dr. John Bruni:

University Service. I have served on a number of department, college, and university committees during this period. . However, these committees can generally be grouped into one of following two categories: (1) faculty governance; and (2) research, evaluation and accountability. In terms of faculty governance I include my work on a number of department, college, and university committees. However, I do believe my most significant activities in the area of governance are as member and/or representative of the University Senate to the campus community. The University Senate provides one of the two counterbalances to university administration pressure. As a member and/or representative I have had the opportunity to rise and address issues that affect faculty, staff and students that I would not have had if I were not part of this body. It is in the area of research support that I believe I have made my most significant contribution to the university. Whether in service on university committees or as the first director of the Office of Applied Research and Analysis, it is in this area that I believe that I have made, and will continue to make, a unique contribution to the university and to the research I have consulted on. My consulting has been both in and out of the Psychology Department with primary attention being focused on statistical analysis of survey types of data. As WKU increasingly stresses the importance of research, the need for support in the areas of statistics, research design, and measurement will increase.

Public service. I have had the chance to serve as a statistical consultant to a number of public (Bowling Green Department of Human Resources, Human Rights Commission, Bowling Green Schools, Warren County Schools, Todd County Schools, Bowling Green Police Department) and private organizations (Kaplan Press, Big Brothers and Sisters of Bowling Green, Kentucky American Cancer Society). The significance of these interactions has been working with local schools in the area of minority student issues. In addition to providing statistical and measurement support to these organizations my experiences provide real world examples for the classroom. My experiences with public organizations have convinced me of the need for independent management and treatment of data. Therefore, for the last year I have been working on designing a website focusing on K-16 data reporting and analysis.

Professional service. Activities have included working with peers and students on conference presentations. I frequently attend meetings that address issues related to my work as an on site statistical consultant. I have also reviewed submissions for the American Psychological Association annual meeting, submissions to the Journal of Military Psychology, and submissions for number of regional educational related organizations. However, I believe that my major contribution has been in my reviews for peers, both in and out of the Psychology Department, of articles they are planning to submit for publication.

Dr. Pitt Derryberry:

University Service. In terms of university service, I have been involved in several endeavors. In each of my years at Western I since becoming a faculty member in the 2001-2002 academic year, I have served on a number of search committees for various experimental, clinical, and educational faculty positions for the Psychology department. Serving on these committees has been rewarding to me personally since I helped to play a role in the identification and selection of some highly productive faculty members. I have also been a member of the Curriculum Committee for the College of Education and Behavioral Science since the 2003-2004 academic year. In this capacity, I have been involved in making decisions regarding course offerings, program changes, and other curricular policies and procedures. As a member of this committee, I have served on its alternate admissions subcommittee. This involvement has been gratifying as I have been able to play a role in the selection of worthy students with promising futures who – for various extenuating circumstances – were not able to meet the standardized entry requirements for graduate admission. I have also served as an Etrain technology advocate. In this role, I have been able to both learn about and help share knowledge about the technological resources that are available to WKU faculty and educators in surrounding K-12 systems. I feel that what I have gained and shared as an Etrain technology advocate has been instrumental in helping to promote the sharing of ideas among colleagues in our shared pursuit of additional means and resources for engaging students in and beyond the classroom.

Public Service. My opportunities for public service have been limited. However, one endeavor is important to note. I was responsible for conducting data analysis and helping to disseminate the results for Christ Episcopal Church's *Christian Education Survey*. Although I acknowledge that I am a member of this church, I am not a member of their Christian Education Committee. The Christian Education Committee sought my assistance as a result of my employment as an educational psychologist at WKU. As such, I feel this is a viable example of how I have been able to provide professional expertise within the Bowling Green community.

Professional Service. I have reviewed presentation proposals for the annual conferences of the Association for Moral Education, American Psychological Association, and the American Educational Research Association. I have served as a reviewer of manuscripts for the *Journal of College and Character*, *Journal of Moral Education*, and *Urban Education*. I am currently a member of the Editorial Board for the *Journal of College and Character*. I have provided book reviews upon invitation for the *Journal of Moral Education*. I am very committed to these endeavors not only because allow me to provide a service to my profession but also because they offer me the chance to play a role in ensuring the dissemination of quality research that is pertinent to my fields of interest.

Dr. Rick Grieve:

University Service. I have been Chair of the Human Subjects Review Board since 2004. My responsibilities include reviewing all research involving human participants to ensure that basic human rights protections are offered, and that the guidelines of the Office of Human Rights Protections are being followed. In addition to my responsibilities as Chair, I was also asked to serve on the Search Committee to hire a Compliance Manager for the University. In 2003-2004, I served as an alternate for Faculty Senate. Within the Department of Psychology, I am the Coordinator of the Clinical Psychology Master's Program. My responsibilities include reviewing applicants for the department, and guiding the successful applicants through the master's program. I serve as advisor for all clinical MA students. I also chair the weekly Clinical/School area meetings, and act as liason between the group and the Department Chair. I serve as the Director of the Psychology Training Clinic. My responsibilities include supervising assessments of WKU students and Bowling Green community members that are completed by clinical graduate students as part of their internship experience. I am a member of the Study Board Committee and the Undergraduate Program Committee. I have served as Chair of three search committees: two clinical positions and one social position.

Public Service. Since 2003, I have been active in completing assessments for the Department of Disability Determinations for the state. I generally complete between two and three a month (I have one scheduled every week, but have a number of no-shows). I also regularly complete other evaluations, including parenting evaluations and psychological evaluations for accommodations for immigrants who have difficulties passing the citizenship examination. From 2002 until May 2006, I was a member of the CenterStone Research Review Committee, which is their Institutional Review Board. I continue to be an alternate member, and attend meetings whenever there is the possibility of not making a quorum. I am coach of my son's inline hockey team for the Warren County Inline Hockey League. I believe my training as a sport psychologist gives me a unique perspective on sport participation that I try to share with the players, parents of the players, and league.

Professional Service. I am the Symposium Coordinator for the Sport Fans Special Interest Group for the Association of Applied Sport Psychology. I ensure that the SIG has a symposium at the annual convention of AASP every year. I have held this position since 2004, when it was created. I am also a member of the Social Psychology Committee for AASP and work to review conference applications and suggest speakers for the next convention. I am Associate Editor for the *Journal of Sport Behavior* and regularly review manuscripts for the journal. I regularly review manuscripts for the *Psi Chi Journal of Undergraduate Research*. Other journals that I have been an ad hoc reviewer for include the *European Journal of Clinical Nutrition*, the *Journal of Clinical and Consulting Psychology*, *Psychological Bulletin*, and *Sex Roles*.

Dr. Melissa Hakman:

University Service. In 2004, I served on 2 search committees for two faculty positions (industrial/organizational and clinical). I also served as the coordinator for the Department's United Way Campaign, and I also served on the Departmental Faculty Award Committee. I also served from 2004 to present on the College of Education and Behavioral Science Undergraduate Curriculum Committee. In

2005, I served as a committee member on the Undergraduate Awards Committee and the Endowed Professor Committee. I also began serving and am currently serving as the CEBS representative to the University Curriculum Committee. I also served as a mentor for the Gateway Program. I also am a member of Graduate Faculty and advise undergraduate students. I also represented the department at the WKU Job Fair in Spring 2006. I provided 1 year of post doctoral supervision for fellow colleague through Counseling and Testing Center. I also have supervised 4 master's students during their 1 year internship providing therapy and assessment services at Rivendell Behavioral Health Services.

Public Service. Since September 2004, I made 10 different presentations in the community ranging from the Grandparents as Caregivers Conference, KSSC state volunteer conference, Mental Health and Aging Conference, and at local support groups. Since 2003, I have served as a member of Rivendell Behavioral Health Services Governing Board and on the Grandparent Advisory Board for Barren River Area Development District. In 2006, I began serving as a member on the Barren County Community Early Childhood Council. I also served as a moderator for a teen suicide panel at the 2nd annual Teen Summit in 2005. I also served as an unpaid consultant for the Counseling and Testing Center. I also created 2 group treatments for grandchildren being raised by their grandparents to address adjustment, psychological, and emotional difficulties. I conducted 2 rounds of groups for 8 weeks each pro bono in collaboration with BRADD.

Professional Service. I obtained licensure in the state of Kentucky as a licensed clinical psychologist in 2004. Since that time, I have maintained my license. Once licensed, I provided assessment and therapy services through the Regional Child Development Clinic, which is a nonprofit organization associated with United Way. Services were provided at a reduced rate. I opened a private practice office in September 2005 where I provide assessment and therapy services to the community with some of the services being at a significantly reduced rate or pro bono. I also maintain my membership to the Kentucky Psychological Association, Kentucky Academy of Science, American Psychological Association, and the Association for Behavioral Cognitive Therapies.

Dr. Elizabeth L. Jones:

My public service has focused on early intervention community in the Western region of Kentucky. Specifically I have been on the Barren River Area Development District Early Intervention Committee (BRAD DEIC), a regional committee that reports to the state Interagency Coordinating Council, a federally mandated committee that provides monitoring and policy decisions for the children with developmental delays and disabilities (Part C of IDEA). I have served on that committee for 12 years and provided leadership for the committee for 6 of those years. Another service outlet has been to provide board leadership for Regional Child Development Clinics, a United Way sponsored program providing evaluation services for young children with suspected developmental delays and disabilities. I have provided leadership for that board for the past year. Service to the profession activities include providing workshops and presentations at the state, national and international level on topics ranging from self-injury to a variety of early childhood topics (e.g., interventions, child centered curriculum, observing and recording behavior). University service has focused on committees relevant to graduate programs including Graduate Council, Graduate Student Research Award Committee of Graduate Council, CEBS Professional Education Committee and Psychology Department School and Clinical Committee.

Dr. Elizabeth Lemerise:

University Service: From 1998 – 2006, Dr. Lemerise has served on a variety of departmental, college, and university committees. Among these committees, she was a member (1992-2000) and chair (2000-2003) of the University Committee for the Protection of Human Research Participants. During her tenure, due to educational activities promoting awareness of these ethical requirements, the committee experienced a large increase in applications reviewed from both students and faculty, and the committee completed the training and paperwork to be registered with the federal government. She also has been a member (1998-2003) and Vice-Chair (2003-present) of the University Committee on Credits and Graduation, a member of the Faculty Scholarship Council, as well as a member of the University Honors Committee (1995-2006), chairing the 1998 search for an Honors Director. At the College level, she has served on award committees and on the CEBS Lecture Series Committee. At the departmental level, she has served on numerous search committees, the continuance committee, tenure and promotion committee, and the Scholarship Committee (and chaired that committee since 2003).

Public Service: Member of the Institutional Review Board for Visual Resources, Inc., 1993-2000

Chair of Institutional Review Board for Visual Awareness, Inc., 2000- present

Professional Service: Dr. Lemerise is heavily involved in service to the profession. Her activities included being the Co-Chair of organizing committee for Preconference on Emotions and Emotional Development held prior to biennial Society for Research in Child Development meeting from 1995-present. This preconference meeting continues to grow and attracts international attendance. A major professional service activity for Dr. Lemerise involves reviewing. She is the Co-Editor of *Social Development* and a member of the editorial board of *Child Development*. In addition Dr. Lemerise serves as an ad hoc reviewer for twenty professional journals and eight different publishers. She regularly reviews submissions for professional meetings (Society for Research in Child Development and Conference on Human Development), and has reviewed grants for the following organizations in the United States, Canada, and Israel: Duncan Gordon Fellowship, The Hospital for Sick Children Foundation, Canada; Israeli Science Foundation; Michael Smith Foundation for Health Research, Canada; National Science Foundation, Developmental and Learning Sciences; NIMH B-Start Program; Social Sciences & Humanities Research Council of Canada; Vanderbilt University Intramural Discovery Grant Program (IDGP)

Dr. Kelly Madole:

University Service: Since coming to WKU in 1999 I have served on many departmental committees, including the Mission Statement Committee (1999), the Post Tenure Review Task Force (2000-2003), the Scholarship Awards Committee (2000 – 2006), the Faculty Awards Committee (2005-2006), the Continuance Committee, and the Undergraduate Curriculum Committee (2002-2006). In addition I have served on several search committees within the department, including the Department Head Search committee. I also served as the Psi Chi advisor from 2000-2003. I have mentored new faculty in the department and I mentor many students each year, both in my capacity as an advisor and in supervising the many independent study, NSF REU, and graduate students who have done research with me. I served the College of Education and Behavioral Sciences on the college Faculty/Staff Advisory Committee. This year I also collaborated in leading a workshop at the CEBS Professional Development Day entitled, “Discussing Racial Issues in the Classroom”. In that capacity and in other service activities, I have tried to use my research knowledge about racial categorization to inform my service to the university and the public. I have served on the University Diversity committee, I moderated a forum for the Student Affairs Hot Topic series on biracial identity and biracial relationships, I taught a workshop at the Kentucky Senior Service Corps Conference on Racial Diversity and I regularly attend recruitment fairs for minority students.

Public Service. In other aspects of public service, I have served several times as a judge at WKU’s Sigma Xi Student Research Conference, I taught a class on Experimental Child Psychology at the Girls in Science Day, and I have presented workshops for parents at local preschools and churches. I recently began serving on the curriculum committee for the Capitol Arts Youth Theatre, where I have been helping to establish developmentally-grounded goals for children’s theatre classes.

Professional Service. I serve as a reviewer for several different journals, including *Child Development*, the *Journal of Cognition and Development* and *Experimental Child Psychology*.

Dr. Kathi Miner-Rubino:

University Service: Since starting my position as a Psychology faculty member in August, 2004, I have served on five departmental committees. The purpose of the first committee, the Psychology Department Awards Task Force Committee was to identify exceptional faculty for departmental awards. Selection of these individuals helped recognize the accomplishments and contributions of outstanding Psychology faculty both for the university and the discipline as a whole. The second committee was the Psychology 100 Textbook Adoption Committee, whose purpose was to review approximately 15 Introduction to Psychology texts. This committee benefited the university and students who attend WKU by ensuring that students are assigned outstanding learning materials. In line with the university’s goals for student learning, I also completed all of the requirements for Master Advisor Training which ensures that students receive quality advising. I also served on the Psychology Department Scholarship Committee whose purpose was to select recipients of departmental student awards. This committee not only recognized outstanding students for the university community, but benefited students by allowing recipients to report their excellent performance on job and graduate school applications. The fourth committee I served on was the Psychology Department Educational Psychology Search Committee. This committee reviewed and

interviewed candidates for a faculty position in Psychology. This committee benefited both the university and its students by ensuring that students, faculty, and staff work with well-trained individuals who can contribute to the mission of WKU. Finally, I also served (and am currently serving) on the Psychology Department Undergraduate Program Committee, which discusses curriculum issues. This committee also benefits the university and its students by ensuring that students get a quality education.

Public Service: I have also been involved in public service since I began my appointment at WKU. For example, I was interviewed twice by the media during the evaluation period. The first interview was conducted by the College Heights Herald on college drinking and fake IDs. The second interview was broadcast on WKYU PBS on April 4, 2006 and was on pay inequity based on gender. My service in this area benefited the university, students, and larger Bowling Green community by providing expert commentary on important social issues. I also conducted data analyses and summarized findings in a technical report for Freeman Webb Corporation which helped establish links between WKU and the larger community.

Professional Service: I have also been heavily involved in professional service. Since 2004 (when I became a faculty member), I have served as a journal reviewer for seven different journals in Psychology and Organizational Studies. My service in this area links WKU with the discipline of Psychology on a broad level.

Dr. Sharon Mutter:

University Service. During this review period, many of my service activities focused on contributing to the educational mission of the university. I served two terms plus an extra year as the Psychology Department representative to the University Senate and during all but one year of this 5-year period, I was a member of the General Education Committee. After my tenure as senator was over, I was reappointed to the General Education Committee by the University Senate Executive Committee and I continue to serve on this committee at the present time. I also served on the SACS Assessment Committee for General Education and was the Senate representative on the Provost's Committee on Student SITE Questions. My other service activities related to the educational mission of the university included serving on the Gerontology Curriculum Committee and as the Gerontology Minor Coordinator. I have also served for many years on the Cultural Enhancement Committee and the Psychology Department Undergraduate Curriculum Committee and beginning in Spring 2005, I became the Experimental Psychology M.A. Program Coordinator. I devoted substantial time during this review period to service activities designed to improve undergraduate and graduate student research opportunities. I obtained a 3-year grant from NSF to establish a Research Experiences for Undergraduates (REU) program in the Psychology Department. This program provided high-achieving students from WKU and other universities across the country with eight weeks of financial support so they could conduct research with faculty members in the department. I directed six M.A. or Ed.S. theses and one honors thesis, served on two graduate thesis committees, and mentored eight undergraduate and graduate students in independent study, as well as seven undergraduate students in the REU program. I have also been involved in a variety of service activities less directly related to the university's educational mission. As a senator, I served on the University Senate Executive Committee, the University Senate Faculty Welfare and Professional Responsibilities Committee, and the Ad Hoc Committee on Division 1A Football. I have been a member of the University Disciplinary Committee and the Psychology Study Board Committee for several years. I also served on the CEBS Dean's Faculty/Staff Advisory Council and on numerous college and departmental search committees. Finally, I served on the University Committee that selected the University-wide Faculty Award Winners for Teaching, Research, Service, and Advising, I was a panel member for CEBS faculty development workshops on Grant Proposal Development and Tenure and Promotion, and I am a member of the steering committee for the Center for Lifespan Development.

Public Service. Many of my public service activities during this review period were directed toward using my expertise in cognitive aging to educate the community on aging issues. I was a member of the Executive Board of the Kentucky Association for Gerontology and served as Secretary and Treasurer and Chair of the Finance Committee for this organization. I was a member of the Advisory Board for Health Enhancement of Rural Elderly (HERE) project that was conducted by WKU Departments of Nursing, Public Health, and Social Work. I delivered lectures to local, state, and national organizations addressing aging issues. These included invited presentations on Maintaining Cognitive Ability in Old Age to local church groups and to attendees at the Kentucky Association for Gerontology conference. I also presented a

lecture on Age Differences in Judgments of Correlation and Contingency at the National Institutes on Aging Workshop on Quantitative Reasoning. I delivered invited addresses to the American Association of State Colleges and Universities on our REU program in Lifespan Developmental Psychology and to the BG Chapter of the International Music Teachers Association on The Mind in Music. Finally, I served as a judge for the WKU Sigma Xi Student Research conference.

Professional Service. I am an ad hoc reviewer for three of the top professional journals in my field (i.e., *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *Memory and Cognition*, and *Psychology and Aging*). I also occasionally review abstracts for the American Psychological Association, the Psychonomic Society, and the Society for Judgment and Decision Making conference programs and grant proposals for the National Institute on Aging and the National Science Foundation.

Dr. Carl Myers:

University Service. My primary University responsibility since 1996 has been as the coordinator of the school psychology graduate program. As such, I am responsible for recruiting, selecting, and advising graduate students as well as managing program activities. In addition, I write endless accreditation portfolios and reports for the college, NCATE, the National Association of School Psychologists, SACS, etc. Another service activity was being a member of the Graduate Council for two consecutive terms (4 years). During my time on the committee, I also served as chair to two subcommittees, one establishing new GAP standards for graduate studies admittance after revisions to the GRE were made and one on electronic thesis requirements. I also served on the previous CEBS dean's advisory council and multiple faculty search committees. Currently, I'm on the Cave and Dotson scholarship committees as well as the Professional Education Council. My University service activities have allowed me to represent the psychology department and assist students in numerous ways.

Public Service. I have engaged in frequent public service activities. Some activities, like being on advisory boards (Head Start, Kelly Autism Program) have provided more indirect services to people and agencies in the community. I have also engaged in a number of more direct activities such as presenting numerous workshops for numerous groups of parents, school psychologists, teachers, and special education directors as well as providing some direct psychological services to children when requested.

Professional Service. My professional service has included being President of the Kentucky Association for Psychology in the Schools (KAPS) 2001-2002. I was also the conference program chair for the KAPS annual fall conference in 2001. I currently serve as the Ethics Chair for KAPS, which includes writing regular columns on ethical situations for the KAPS newsletter. I also maintain state and national certification as a school psychologist and a state license as a psychologist. I've been a long-time member of the National Association of School Psychologists and regular presenter at its annual conference. My activities in the professional organizations model involvement to the graduate students. I have also enlisted the help of various students (and graduates of the program) in the KAPS activities.

Dr. Farley Norman:

University Service. I have tried to assist the scientific community for many years at WKU by serving as Secretary/Treasurer, Vice President, and President of the WKU chapter of Sigma Xi, the National Scientific Research Society. Since 1999, I have served as the Psychology Department representative to the University Libraries. In that capacity, I have supervised the selection of Psychology books (total cost was approximately \$84,000) for the University Library. I also manage the Psychology journal holdings in the University Library. For three years (2001, 2002, 2003), I served on the University Committee that selected the University-wide Faculty Award Winners for Teaching, Research, Service, and Advising.

Professional Service. From 1998 until 2003, I served as Consulting Editor of the Psychonomic Society Journal *Perception & Psychophysics*. In that role, I helped to maintain the high standards for one of the best journals in my professional field of expertise. I have also served as chairs of paper sessions at the annual meetings of the Psychonomic Society.

Dr. Hideko Norman:

University Service: I serve as an academic advisor to about 10 to 20 undergraduate students. Especially because of the nature of my appointment as an instructor, advising is one of my most significant service activities. Therefore I participated in many advising related workshops to develop my advising skills. I am always available to students who need help and guidance.

Public Service and Professional Service: I regularly serve as a judge at a Regional Science Fair as a psychology/behavioral science specialist. I talk with junior/senior high school students during their presentations, and provide them with suggestions and relevant information that students are not aware of. I also provide encouragement and/or advice about their studies.

Dr. Tony Paquin:

University Service: As Chair of the Center for Leadership Excellence (CLE) Student Assessment Center subcommittee, I coordinated the development of an assessment center to be used for program evaluation and assessment of student progress in the University Leadership Certificate Program. One product of the assessment center will be detailed feedback reports to be provided to the students. Over the past two years I have also served on a number of other committees including the CLE Steering Committee, Human Subjects Review Board (Alternate), the CEBS Assessment Advisory Committee, the CEBS Undergraduate Program Committee, and eight thesis committees (two as chair). In addition, I have been actively involved with efforts to assist the university comply with the QEP initiative to increase global awareness of WKU students. These efforts have included developing a new course "Cross-Cultural Psychology" (PSY355) and teaching two courses in Japan for the KIIS Summer Study Abroad Program. I have also been involved in a number of activities to promote and market the Study Abroad Program including staffing tables at the Study Abroad Fairs, designing posters and videos advertising the program, and allowing Study Abroad staff to visit my classes to promote the program.

Public/Professional Service: Prior to working at Western Kentucky University I served as a Peace Corps Volunteer in the Kingdom of Tonga (2002-2004). I have used this experience to help promote the Peace Corps by staffing tables for the United States Peace Corps at international fairs, and met in person or via phone with individuals (students and parents) in Bowling Green, KY and Chicago, IL who are about to enter the Peace Corps to better prepare them for their upcoming service. I have also supervised 13 field projects involving the development of training curriculum or job analyses for several local organizations including Lyons Company, Stewart and Richey Construction, Warren County Kentucky Regional Jail, Camping World/Affinity Group, Lexington Green Movies 8 Theater, Sensus Precision Die Casting, and the Helms/Craven Libraries Safety Patrol Staff.

Dr. Phil Pegg:

University Service: I began my tenure at WKU in the Fall of 2004. Since that time, I have provided service to the Department of Psychology and the broader University community in several ways. With regard specifically to departmental committee work, I have participated as a member of committees charged with the following: new faculty searches; recommending a limited list of textbooks for introductory level psychology classes; and, determining recipients of departmental faculty awards. I have been engaged with the university as a member of the Gerontology committee, comprised of faculty who instruct classes in the gerontology minor; my involvement with that committee began in the Spring of 2005. Additionally, since the summer of 2005, I begin to function as an advisor to undergraduate psychology students and have regularly participated in orientation and registration activities. To date, I have approximately 15 designated undergraduate advisees, and my advising load is comparable to the other tenured or tenure-track faculty members in the psychology department. Each semester I make an attempt to contact my advisees and to set up a brief meeting with them to establish goals and important "milestones" in their way toward graduation. As concerns my service to the greater University community, as of July, 2005 I became president of the WKU chapter of the Phi Kappa Phi Honors Society for a two-year term; I had been unofficially functioning in that capacity since May, 2005. During my tenure as president the organization has continued to vigorously enlist qualified student members as well as participate in activities within the national Phi Kappa Phi organization (including identifying student applicants for available scholarship monies). I have also had the opportunity to work with the University Honors Program to facilitate the enlistment of WKU students for Phi Kappa Phi scholarships. Germane both to university service and service within my profession (as a clinical psychologist), from January through May of 2005, I provided therapy and evaluation services through the Counseling and Testing Center at South Campus 2 days a week; additionally, I attended weekly clinical meetings with my supervisor to further conceptualize my casework with this WKU student population.

Public Service: With regard specifically to public service, I have had the pleasure to represent the University and the department of psychology as an interviewee on the program, *Midday Live*, the local

ABC affiliate, on three separate occasions; these interviews provided information about such clinically relevant issues as post-partum depression and mental illness in the wake of Hurricane Katrina.

Professional Service: My professional service takes two primary forms. First, I have worked extensively in the capacity of an editorial adviser on both two introductory level psychology textbooks and several computer-based lab activities for undergraduate students; I continue to be invited to function in an editorial capacity for both introductory- and advanced-level psychology textbooks. Furthermore, at the present, I am a member of the McGraw-Hill PsychInteractive Advisory Board. As a member of the editorial advisory board, my input and editorial advice will be used to assist in media development over the next few years. The primary focus of the project is the improvement of PsychInteractive, a computer-based interactive learning tool for students in undergraduate psychology classes. My second area of professional service is in my work professional work as a clinical psychologist. I am an active member of the American Psychological Association and am currently licensed to practice clinical psychology in the state of Kentucky. I also attempt to stay in contact with students for whom I previously have provided research guidance and mentoring to offer assistance or counsel in their own professional development. As of October 1, 2005, I established a professional practice as a "Licensed Psychologist" at in Bowling Green, Kentucky. In my capacity as a practicing clinician, I have provided services to local clients on a sliding scale (at considerably lower than my billing rate). I generally devote approximately 7 to eight hours a week to the provision of therapy and assessment services.

Dr. Bill Pfohl:

University Service: I am a member of the School Psychology/Clinical Psychology Faculty since 1979. I served on the CEBS Graduate Program Committee for two 3 year terms. I am a member of the CEBS International Committee since its inception. I have been a contact person and interviewee for WKYU-FM and WKYU-PBS on school violence and mental health issues on a frequent basis. I was selected as the CEBS representative for WKU faculty exchange to Chingqing Business and Technical University (China) [2004]. I presented two invited addresses there on school violence and school safety. I am the WKU representative to the Kentucky Center for School Safety – Post-Secondary Sub-Committee. I was an active participant in WKU's on-campus response to the 9/11 attack at the World Trade Center. (2001)

Public Service: My service to the public in Bowling Green, Kentucky, and nationally has been extensive. I have been a Licensed Psychologist in Kentucky since 1980. I have worked in the Bowling Green City Schools with two WKU graduate students to enhance programs for those who are failing academically and troubled behaviorally. I am a regular on the local ABC affiliate – WBKO Mid-Day Show for topics on parenting and children's mental health. I present at local civic and church organizations on various mental health topics and school violence and school safety. I have served as the Warren County Mental Health consultation for the American Red Cross. I am a member and trainer for the Warren County Citizens Emergency Response Team (CERT). I am on the CERT Advisory Committee appointed by the Warren County Judge Executive. I have consulted with many local school districts after traumatic experiences, including suicides, tragic deaths, and parenting education about crisis signs. I have trained local, state, national and international mental health professionals, school personnel, and school/clinical psychologists in crisis intervention and school safety. I have worked with Dr. Tony Norman (Former WKU faculty) consulting with the Department of Education in Mississippi on a Safe School survey and subsequent training. I have been a Team Leader to three (3) national crises (sponsored by National Organization of Victim Assistance - NOVA). I have done crisis outreach for multiple school shootings and acted as a mentor to those on site. I have trained over 120 school psychologists in Europe as part of the International Association of School Psychologists (ISPA) and the European Union. I have co-trained with Israelis and German psychologists who are part of their national school terror and stress prevention centre. I participate in Kids on the Block Sand in the City community fund raiser activity. I served for many years (15) as Board and as its Chair for one year of the local Child Protection, Inc. (now Family Enrichment Services). I was recently appointed to the Board of Directors of the national Goldie Hawn Institute, which is developing a school-based curriculum for mental wellness.

Professional Service: I have served at both the national and international level. I am the current Past-President for the National Association of School Psychologists (NASP). I was President 2005-06 and President-elect 2004-05. This is my second time as NASP President (1996-97). As President this time, I did 20 state organization keynotes, 16 meetings at the national and international level; and testified before the Child Mental Health Sub-committee in the US Senate. I testified concerning the new federal Regulations at

the hearing for Federal Law IDEA – 2004 in Nashville TN. I served as NASP's Web Master from 2000-2005. I am an original member of NASP's National Emergency Assistance Team which has responded to and consulted with school districts after acts of school violence. I regularly review NASP publication material (articles, book chapters, handouts, and web materials) as a peer reviewer. I write a monthly column for NASP Communiqué newsletter since 1997. I have been NASP's liaison to the American Psychological Association Board of Educational affairs since 1997. I have presented at many state School Psychology annual conferences on topics of depression, program evaluation, technology, and school crisis response. I have been a book reviewer for Paul Brooks Publisher; folio review for promotion to Professor for Dr. Robert Rhodes (New Mexico State University) and several others in the past. I have been technology and web consultation to Division 16 (School Psychology) of the American Psychological Association and International School Psychology Association (ISPA). I started an international listserv to connect all USA and international crisis responders. I supervised Dr. Ann Baden, Licensed Psychologist, for one year Post-doctoral requirement for the inclusion into the National Register and licensing in North Carolina, where she moved. I have served as local coordinator for the Restandardization of the Conners' Hyperactivity Scales (MHS Publishers). I served as a primary consultant to the American Guidance Services (AGS, now Pearson) on PDA observation software – design and development. I hold membership in the following professional organizations: American Psychological Association - Member (Divisions 16, 37, 42, 52, 53); National Association of School Psychologists – Member; Kentucky Association for Psychology in the Schools – Member; Trainers of School Psychologists – Member; Rational Emotive Therapy; Associate International School Psychology Association

Dr. Retta Poe:

University Service. Summary: During the review period, my most significant University service activities have been my involvement with curriculum committees at departmental, college, and university levels, including undergraduate and graduate, and including Women's Studies; my role in co-chairing the SACS re-affirmation project, 2001-2005; activities connected with program review, and work with assessment. My leadership roles have included, again, SACS co-chair; chair of Academic Council; chair of the college's curriculum and graduate programs committees; vice chair of PEC and UCC; and other shorter-term appointments. In my present role as Associate Dean, I attend numerous university events, such as admissions open houses, scholarship receptions, faculty receptions, etc. In all of these activities I believe I bring the perspective that my training in psychology has developed, including critical thinking skills, interpersonal skills, and knowledge of applied aspects of human behavior.

Public Service. Since 2002 I have been the WKU representative on the Board of Directors for Lifeskills, Inc. I am also a member of the five-member Board of Ethics for the City of Bowling Green. In both of these roles I use my knowledge and skills as a psychologist and my training as a behavioral scientist to contribute to the welfare of people in our community. Also, during the review period on more than a dozen occasions I was a guest speaker on psychology-related topics on WBKO's "Midday" program, and I have occasionally been invited to speak at public schools or community organizations. I consider these speaking engagements to be a way of "giving psychology away," and in that sense they are extensions of my role as a professor of psychology. Furthermore, they are ways to make use of my qualifications as a licensed psychologist, even though I do not presently engage in private practice.

Professional Service. Summary: My professional service during the review period has been entirely connected with the Society for the Teaching of Psychology (STP), which is also Division 2 of the American Psychological Association. The two most significant roles have been serving as a consulting editor for *Teaching of Psychology* and serving as a member of a national task force, appointed by APA's Board of Educational Affairs, on assessing competencies of undergraduate psychology majors. In the latter role, I co-authored a report presently posted on APA's site for comment by the membership and the public at large. My professional interests in the teaching and learning of psychology have led me in my Associate Dean role to volunteer to organize and present professional development programming for new and veteran faculty. Also, my work related to program assessment on campus was part of how it happened that I was appointed to the task force on assessing competencies of the undergraduate major in Psychology.

Dr. Jackie Pope-Tarrence:

I have served on as many as 4-6 standing committees and task force related to my elected position on the city school board and appointed position on the Kentucky School Boards Association. These include the

Education Commissioner's School Board Members Advisory Council, the School Curriculum and Accountability Committee, the Community Education Council, and the Researchers' Roundtable Committee (Office of Education Accountability). I was most recently appointed to the Education Leadership Redesign Task Force, which originated from House Bill 14, and was established to look at the redesign of teacher leadership programs across the state. The task force includes membership from the following constituents: Education Professional Standards Board, the Kentucky Department of Education, the Kentucky School Boards Association, the Office of Postsecondary Education, and the state public universities. Additionally, I serve as secretary in the Association of Blacks at Western (Black Faculty and Staff organization). I have also served as faculty advisor to the Black Student Alliance organization and advisor in the M.E.N.T.E.E program out of the Office of Diversity Programs.

Dr. Carrie Pritchard:

University Service: As a FaCET Advisory Board member I attend meetings twice per year, help guide decisions about FaCET's role in providing services to the University community and write for the FaCET newsletter.

Public Service: Coordinator and group facilitator for "Bowling Green Autism and Asperger's Resource Group." This non-profit group serves caregivers of children on the Autism Spectrum. As co-coordinator, I plan meeting agendas, schedule speakers on a variety of topics, and facilitate parent discussions on topics of concern to them. In addition, I draft announcements and represent the group at community functions.

Professional Service: Reviewer for *Social Development*.

Dr. Anne N. Rinn:

University Service: I serve on the Honors Development Board at WKU, which is a university committee. This committee serves as an advisory council to the honors program director. We make decisions about the honors program and honors students, which serves to provide a better honors experience for talented students at WKU. By serving on the HDB, I also serve as the honors liaison to the College of Education and Behavioral Sciences. I have served on two psychology faculty search committees, once as a committee member and once as chair. Searching for high quality psychology faculty members, and eventually hiring those individuals, enhances the quality of the psychology department.

Public Service: I regularly present workshops for parents and teachers through a series of workshops sponsored by The Center for Gifted Studies at WKU. These workshops provide parents and teachers with useful information related to the social and emotional development of gifted children.

Professional Service: I serve on the Research Committee of the National Collegiate Honors Council. The function of this committee is to collect and disseminate research related to honors students and honors programs. This enhances the field of honors education, as well as higher education as a whole. I serve on two editorial boards for peer-reviewed journals in my field, namely *Teaching Educational Psychology* and *Honors in Practice*. I also regularly serve as an ad-hoc reviewer for *Journal for the Education of the Gifted*. By reviewing manuscripts in my field and helping to prepare them for publication, I am contributing to the advancement of the state of knowledge in gifted education, honors education, and educational psychology.

Dr. Dan Roenker:

University Service: I have attempted to be a good University citizen and have served on my share of committees at the College and University level. Highlights are: 6 years Human Subject Review Board, 5 years University Athletic Committee, Chair Associate Dean Search Committee, member Psychology Department Head Search Committee, and numerous stints on the academic complaint, sabbatical, and college awards committees.

Public Service: I have served as a member of the Hope Harbor Rape Crisis Center for 8 years, one year as President, 4 years as a United Way Evaluation Team member.

Professional Service: I routinely serve as an ad hoc reviewer for a number of gerontology journals and have served 3 years as a member of an NIH study section for the review of grants. I have also served as external grant reviewer for the governments of Canada, Belgium and the Netherlands.

Dr. Betsy Shoenfelt:

University Service. My service activities for Western Kentucky University at the university, college, and department level commonly draw on my expertise in industrial/organizational psychology particularly in performance appraisal, organizational assessment and measurement, EEO law, team building, leadership, and human resources management. I serve on three time-intensive university committees that draw heavily on my I/O background, the Benefits Committee, The Ed.D. in Educational Leadership Planning Committee, and the Steering Committee for the Center for Leadership Excellence. My skill in measurement and evaluation has been critical in the work I have done in developing and delivering performance appraisal training on campus; in developing the performance appraisal system used by the Psychology Department; in analyzing the results and providing feedback to the staff council on the Annual WKU Staff Satisfaction Survey; in an assessment of WKU Faculty Pregnancy Leave Practices; and in conducting program evaluation for several grants that support The Housing Authority After School Program, The ALIVE Center, The Warren County School Board Alternative to Suspension Program, and The Girls in Science Day Program. My background in sport psychology has been utilized in team building and mental skills development work I have done with several of the WKU athletics teams including Lady Topper Volleyball, Lady Topper Basketball, and Men's Golf. Within the Psychology Department, I serve as Director of the Industrial/Organizational Psychology Graduate Program and as the I/O-Social Psychology Group Moderator, as well as on departmental committees such as search committees and the promotion and tenure committee. During the period under consideration, I have directed over 30 theses and served as a member of the committee for another 30 theses.

Public Service. I am often contacted by organizations requesting assistance with human resource management needs. The type of organization requesting assistance varies from private business and industry to public, not-for-profit organizations. Frequently, the type of service requested is of a technical nature and requires substantial time and effort to complete. Much of my public service relates to human resource management. In particular, I work in the areas of performance management and performance appraisal, training, team building, executive coaching, organizational assessment, and organization development. I also work as an expert witness in Equal Employment Opportunity cases of gender discrimination and sexual harassment. Recipients of my public service include The Commonwealth of Kentucky Education Cabinet, Department for Workforce Development, Office of Employment Training (OET); The Family Court System of Warren Circuit Court, Division III; The Kentucky Annual Conference of United Methodists Churches; The Warren County Jail; United States Army Corps of Engineers, Huntsville, AL; Edvantia (formerly AEL: Appalachian Education Laboratories), Charleston, WV; Lyons Company, Inc., Glasgow, KY; Lyons Service Company; Eagle Industries; SCA Incontinence Care; Huish Detergents, Inc.; The Weyerhaeuser Company; Broderick & Thornton, Attorneys at Law, Bowling Green, Kentucky; Frost Brown Todd LLC, Louisville, Kentucky; The Executive Women's Golf Association of Middle Tennessee, Nashville, TN. Legal and professional standards require that most of this work be documented. Accordingly, during the time period under review, I have prepared more than 30 technical reports detailing the methods and results of the work performed for these organizations. Much of the remainder of my public service relates to sport psychology. Requests for sport psychology services usually are from intercollegiate athletic teams, groups requesting a workshop, or an individual athlete asking for assistance. In addition to the sport psychology work I have done for WKU Athletes, I have worked with athletes at the University of Nebraska, East Carolina University, Bowling Green High School, Glasgow High School, and The Executive Women's Golf Association, as well as with several professional athletes.

Professional Service. My service to the profession typically falls into four categories. (1) I reviewing journal manuscripts and conference submissions. I serve as a quarterly reviewer for the *Journal of Applied Psychology*, the top journal in our field. I am regularly requested to review for several other journals. I serve on the Program Committees for the Society of Industrial and Organizational Psychology and the Association for Applied Sport Psychology; I review submissions for the annual conferences of both organizations. (2) As I have been involved in graduate I/O education for some 24 years, I have been asked to review prospective graduate programs in I/O psychology. During the period under consideration, I have reviewed proposed programs for Southeastern Louisiana University, Eastern Kentucky University, and Northern Kentucky University. (3) I have been asked and served as the external reviewer for I/O faculty promotions at other universities (three times during the past 5 years). This typically involves reviewing materials and writing a detailed evaluation of the candidate. (4) I promoting my discipline to the public through writing articles for the media, making presentations, and responding to interviews. During the time period under review, I have had over 25 professional practice articles and media interviews.

Dr. Steve Wininger:

University service : I have served on five departmental search committees, chairing two of those. I am the Area Coordinator for the Educational Psychology group. I am a member of two standing departmental committees. In 01-02 I chaired the committee that started the Psychology Department's study board. I have served on nine thesis committees (directing three). I have served on two college level search committees. I am currently a member of two university committees. One is the Employee Wellness Advisory Committee. This committee allows me to use my areas of expertise in an attempt to foster the wellness of the employees here at WKU. The other university committee is the University Athletics Committee. As a special representative on this committee for the CHAMPS program. I conducted an assessment of the athletes at WKU and this data is being used to help plan the first CHAMPS programming. I am also the advisor for the WKU Outdoor Adventure Club.

Public service: I've given eleven invited talks to state associations, schools, and civic groups. I have engaged in professional consulting. I have given two television interviews, consulted on two popular press articles, and authored/coauthored two newsletters.

Professional service: I am a member of APA, AERA, and AAASP. I serve as a regular review for the *Psi Chi Journal of Undergraduate Research*. I have also served as an ad hoc reviewer for the *Journal of Sport and Exercise Psychology*.

C. Grant and Contract Activity

1. Summary

During the period covered by this review, faculty in the Department of Psychology submitted funding proposals to external agencies requesting \$21,793,010 to support research and service activities. The total amount funded from those proposals was \$16,353,536. The major sources of funding were the National Science Foundation, the National Institute on Aging, the U.S. Department of Education, and the U.S. Department of Justice.

2. List of Faculty Grants

Bilotta, Joe. PI: Kentucky NSF EPSCoR, \$12,000, 6/1/00 to 8/31/01. Funded and completed

Bilotta, Joe. Collaborator: Kentucky NSF EPSCoR, \$8,200, 10/1/00 to 9/30/01. Funded and completed.

Bilotta, Joe. Co-PI. Kentucky NSF EPSCoR, \$25,000, 6/1/00 to 2/28/02. Funded and Completed.

Bilotta, Joe. Collaborator; C. Davis, PI: National Institutes of Health, Kentucky Biomedical Research Infrastructure Network. \$150,000, 9/07/01-9/30/04. Funded and Completed.

Bilotta, Joe. PI: National Institutes of Health, Kentucky Biomedical Research Infrastructure Network (K-BRIN) Supplement, \$92,000, 9/7/02-8/30/04. Funded and completed.

Bilotta, Joe. Subcontract: National Institutes of Health – NCRR – KY – IdeA Networks of Biomedical Research Excellence (INBRE), \$498,610, 07/01/04 – 06/30/09. Funded. Transferred to the Department of Biology in February, 2006.

Bink, M.L. National Science Foundation, Research and Evaluation on Education in Science and Engineering Program. Principal Investigator, Research Synthesis grant. Proposal # 0635623. May 2006. \$200,000 over 2 years. Pending

Bink, M.L. National Science Foundation Kentucky EPSCoR, Research Enhancement Grant. July 1, 2005 – June 30, 2006. \$21,384. Funded and completed.

Bink, M.L. Army Research Institute. # W74V8H-04-D-0045. December 2005. \$36,702. Not funded.

Bink, M.L. National Science Foundation, Science of Learning Center Program. Core investigator for Catalyst Grant – Proposal #0518648. January 2005. \$300,000 over 2 years. Not funded.

Bink, M.L. National Science Foundation, Research On Learning and Education Program. Co-Principle Investigator for Research Grant – Proposal #6457265. March 2005. \$1,300,000 over 3 years. Not funded.

Bink, M.L. Knowles Science Teaching Foundation, Research Fellowship Program. April 2005. \$110,000 over 2 years.

Haggbloom, S. Summer Research Program in Lifespan Developmental Psychology. National Science Foundation Research Experience for Undergraduates Program, 2005, 3 years, \$240,485. Funded and active.

Hahn, L. Deriving Computational Models of the Semantic Networks Underlying Word Recognition. Kentucky Science & Engineering Foundation. \$77,782. Submitted August, 2006.

Jones, E. & Stayton, V. Support Needs Assessment Project. \$378,324, Kentucky Cabinet for Health Services, 2000-2001. Funded and completed.

Jones, E. Project TEAM: Interdisciplinary Family-Centered Preparation of Related Service Personnel in Early Intervention Collaboration, 1997-2000. \$441,749, U.S. Department of Education (H029G70159), Office of Special Education Programs. Funded and completed.

Kuhlenschmidt, S. Creating an On-Line Interactive Teaching Methods Checklist. Professional and Development Network in Higher Education, \$2,000. Funded and completed.

Kuhlenschmidt, S., Bruni, J. & Layne, L. (1990). Curriculum Needs of Kentucky Graduate Mental Health Training Programs: A Survey of Supervisors of Recent Graduates. Kentucky Cabinet for Human Resources, Department for Mental Health and Mental Retardation Services, Commonwealth of Kentucky. \$14,000. Funded and completed.

Lemerise, E. Peer relations in ungraded primary: Individual differences and longitudinal stability. Kentucky Academy of Science Special Research Program. \$12,363, 1/15/97 - 9/1/99. Funded and completed.

Lemerise, E. A longitudinal study of school adjustment within Head Start and the transition to elementary school. National Science Foundation. Submitted 7/05; \$592,644.72 requested for 5 years. Not funded.

Lemerise, E. DHHS, Administration for Child & Families subcontracted through George Mason University. Center on the Social and Emotional Foundations of Early Learning. Submitted 7/01, \$1,086,717 requested for 5 years. Not funded.

Lemerise, E. Effects of mood on children's social information processing. National Science Foundation. Submitted 12/99, \$74,910 requested for 18 months. Not funded.

Metze, L. (1999). Jostens' Learning Corporation. \$2,000,000. Funded and completed.

Metze, L. (2001). Compass Learning Corporation, \$750,000. Funded and completed.

Metze, L. (2001). United States Department of Education grant for the integration of technology into teacher education programs, \$1,250,000. Funded and Completed.

Metze, L. (2002). United States Department of Education grant to improve the quality and number of teachers using technology in their instruction, \$900,000. Funded and Completed.

Metze, L. (2004). United States Department of Education, \$1,500,000. Funded and active.

Miller, R., (2000). A Unified Partnership of Graduated, Employers, and Higher Education: Reality Training and Rapid Feedback Systems To Improve Higher Education's Offerings in a Rapidly-Changing World. FIPSE: \$158,314. Not Funded.

Miller, R. (2001). Internet-based, Rapid-feedback Systems Connecting Institutions, Graduates and Employers: Lifelines to Improve Higher Education's Offerings in A Rapidly-changing World. Submitted to FIPSE, total budget of \$309,151. Not Funded.

Miner-Rubino, K. Kentucky NSF EPSCOR, \$25,000, submitted 2004. Not funded.

Miner-Rubino, K. American Association of University Women (AAUW) American Fellowship, \$30,000. Submitted 2005. Not funded.

Miner-Rubino, K. National Institute of Health R03 Small Research Grant, \$50,000, submitted fall, 2006. Under review.

Mutter, S. Summer Research Program in Lifespan Developmental Psychology. National Science Foundation Research Experience for Undergraduates Program, 2002, 3 years, \$200,397. Funded and completed.

Mutter, S. Contingency Learning and Judgment in Older Adults. National Institute on Aging, 2001, 5 years, \$750,000). Funded and active – no-cost extension through Aug. 2007.

Mutter, S. Contingency Learning and Causal Judgment in Old Age. National Institute on Aging, 1998, \$675,422. Not funded.

Myers, C. Regional Child Development Clinics. 2006. \$8056.00. Funded and active.

Norman, A. Linking Teacher Candidate Performance in Student Teaching with the Ability to Produce Student Achievement in Reading and Mathematics as New Teachers (Prepared in collaboration with Roger Pankratz), Institute for Educational Studies, \$3,089,270. Not funded.

Norman, A. The Partnership for Teacher Preparation and Professional Development: A Multi-institutional Collaborative Infrastructure with P-12 Schools to Serve the Education Needs of a Region (Prepared in collaboration with Roger Pankratz et al), Kentucky Education Professional Standards Board, \$1,338,853. Not funded.

Norman, A. Capacity Building through the National Board of Professional Teaching Standards Process (Prepared in collaboration with **Pitt Derryberry** and Lynn Hines). National Board of Professional Teaching Standards, \$818,649. Not funded.

Norman, A. Continuation Grant: Evaluation Instruments for School Level Accountability Model: A Proposal to the Mississippi Department of Education: Safe and Orderly School Climate (Prepared in collaboration with AEL and **William Pfohl**). Mississippi Department of Education, \$52,000, Funded 2002-2003 and completed.

Norman, A. Evaluation Instruments for School Level Accountability Model: A Proposal to the Mississippi Department of Education: Safe and Orderly School Climate (Prepared in collaboration with AEL and **William Pfohl**). Mississippi Department of Education, \$97,551, Funded 2001-2002 and complete.

Norman, A. Becoming Accountable for Teacher Education Graduates' Impact on P-12 Student Learning (Submitted to Field-Initiated Studies Education Research Grant Program, \$415,721. Not funded.

Paquin, A. Sasagawa Fellowship to attend the Institute for Faculty Enhancement on the Study of Japan, \$4,500. Funded and completed.

Phelps, K. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention grant for the Western Kentucky University Juvenile Delinquency Prevention Project, \$500,000. Funded August, 2002. Completed.

Phelps, K. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention grant for the Western Kentucky University Juvenile Delinquency Prevention Project, 1,000,000. Funded May, 2003. Completed

Phelps, K. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention grant for the Western Kentucky University Juvenile Delinquency Prevention Project, \$993,500. Funded August, 2004. Completed.

Phelps, K. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention grant for the Western Kentucky University Juvenile Delinquency Prevention Project, \$591,986. Funded August, 2005. Completed.

Phelps, K. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention grant for the Western Kentucky University Juvenile Delinquency Prevention Project, \$1,727,649. Funded August, 2006. Active.

Pope-Tarrence, J. Minority Achievement Gap Project, \$15,000. Kentucky Department of Education, 2000.

Roenker, D. Enhancing Mobility in the Elderly, National Institute on Aging \$517,213, 7/1/96-6/30/03. Funded and completed.

Roenker, D. Improvement of Visual Processing in Older Adults, National Institute on Aging, \$646,674, 5/1/96-1/31/05. Funded and completed.

Roenker, D. Improving Visual Processing in Older Adults – Renewal of the Maryland Project, National Institute on Aging, \$865,748, 11/1/03- 10/31/07. Funded and in progress.

Roenker, D. Risk Factors for Mobility Declines in Older Adults. Submitted to National Institute on Aging. 9/05-9/10, \$650,339. Not funded.

Shoenfelt, E.L. Re-Engineering For Best Practices. Kentucky Office of Employment and Training, \$87,147. Funded and active.

Shoenfelt, E.L. WKU Project Director for Consortium Research Fellows Program between the U.S. Army Research Institute Field Unit at Fort Knox, the Consortium of Universities of the Washington Metropolitan Area, and WKU; Provides annual funding for Industrial/Organizational Psychology Graduate Students who served as Research Fellows (Funded at \$15,000-\$20,000, and paid to graduate student research fellow in lieu of an assistantship. The Fellowship is administered through the Washington DC Office of the Consortium). Funded and active.

Shoenfelt, E.L. (2001). *OSHA Compliant Behavioral Safety Programs: Development and Implementation for Industry*. Concept paper for \$500,000 grant to secure funding from the Department of Labor Secretary's 21st Century Workforce Initiative. Not funded.

Undergraduate Program Section
Program: Psychology General Major A.B.
Reference Code: 760

I. Program Enrollment and Student Data

A. Majors

1. Table 14: Number of Majors

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Majors	434	441	460	446	467

Double majors are counted in each major a student declares.

The 2006 *Fact Book* identifies psychology as the second most popular major at Western in 2001 and the fifth most popular major in 2005. The *Fact Book* and the data in Table 15, however, underestimate the real growth in the Psychology Major because in fall 2003 the Department began offering a second, 51-credit-hour Extended Major (Reference Code #591). That major had 55 students enrolled in fall 2005 who would presumably otherwise have been enrolled in the General Major. The 33 student (8%) increase in the number of undergraduate psychology majors shown in Table 14 would actually be an increase of 88 students, or 20%, if the 55 students in the Extended Major had been included in the enrollment totals. In that case, the growth would have been 20%, exceeding the overall 14 % enrollment growth for the University.

2. Table 15: Persistence of First-Time Majors (*Major Reference # 760*)

Fall	First-time Majors Enrolled	Status After:	Enrolled in Major	Enrolled Outside Major	Graduated in Major	Graduated Outside Major	Not Enrolled
	(N)		(%)	(%)	(%)	(%)	(%)
1998	185	1 Year	49%	13%	5%	0%	33%
		2 Years	31%	15%	14%	2%	39%
		3 Years	18%	11%	21%	5%	46%
		4 Years	7%	7%	30%	8%	48%
1999	209	1 Year	55%	11%	3%	0%	31%
		2 Years	31%	20%	12%	0%	36%
		3 Years	14%	20%	22%	4%	41%
		4 Years	5%	11%	28%	12%	44%
2000	134	1 Year	48%	19%	4%	1%	28%
		2 Years	31%	25%	10%	3%	32%
		3 Years	17%	16%	18%	10%	39%
		4 Years	4%	8%	28%	17%	43%
2001	137	1 Year	50%	15%	5%	1%	29%
		2 Years	31%	18%	11%	4%	37%
		3 Years	16%	17%	18%	7%	42%
		4 Years	4%	7%	28%	18%	44%

A first-time major is defined as student who was a major during the fall term above, but was not enrolled in that major during the previous three years. Double majors are counted in each major a student declares.

Not surprisingly, persistence of first-time majors decreases with each successive year following initial declaration of the major, but the percentage of students graduating in the major increases with persistence. There are no obvious trends in the data presented in Table 15, and the pattern of changes is fairly consistent across years.

B. Table 16: Degrees Awarded (*Number of Graduates*)

	2000/01	2001/02	2002/03	2003/04	2004/05
Degrees Awarded	76	87	72	74	83

Double majors are counted in each major a student declares.

The number of graduates increased from 2001 to 2005 by 9%. That increase roughly parallels the 8% increase in the number of majors reported in Table 14.

C. Table 17: Comparisons with External Data (*Program Enrollments at Kentucky public universities. WKU's numbers include both undergraduate psychology majors, reference #591 and #760.*)

	WKU	EKU	KSU	MoSU	MuSU	NKU	UK	UofL
2001	406	476	69	185	166	378	670	753
2002	407	395	78	188	182	429	695	739
2003	431	374	78	203	228	411	742	742
2004	440	370	90	165	202	394	771	764
2005	500	398	101	158	207	394	880	780

Source: Kentucky Council on Postsecondary Education (CPE). Counts include only first majors.

Psychology as a first major has steadily increased at Western since 2001, growing by 23% from 2001 to 2005. Among the regional comprehensive universities, only Kentucky State University and Murray State University had higher percentage increases (46% and 25%, respectively). The 23% growth rate at Western was considerably higher than that at the next two largest regional comprehensive universities, Eastern Kentucky University (whose program enrollment actually decreased 16% during this period) and Northern Kentucky University (4%). It also exceeded the rate of growth at the University of Louisville (4%) and approached that at the University of Kentucky (31%). Psychology majors at Western make up 3.1% of the total undergraduate enrollment, behind only Kentucky State (4.5%) and Murray State (3.2%) among the regional comprehensive universities (based on CPE headcount enrollment data).

Table 18: Degrees Conferred by Kentucky public universities (*WKU's numbers include both undergraduate psychology majors, reference #591 and #760*)

	WKU	EKU	KSU	MoSU	MuSU	NKU	UK	UofL
2000/01	65	104	8	26	11	63	152	159
2001/02	80	107	7	39	20	65	154	162
2002/03	64	85	7	23	21	69	154	153
2003/04	73	85	11	32	27	77	150	158
2004/05	83	80	17	20	25	90	172	170

Source: Kentucky Council on Postsecondary Education (CPE). Counts include only first majors.

The number of undergraduate psychology degrees awarded by WKU increased from 2000/01 to 2004/05 along with the increase in the number of majors. Among the regional comprehensive universities, WKU trailed only EKU in the number of psychology degrees awarded in 2000/01, and only NKU awarded more degrees in 2004/05.

D. Table 19: ACT Scores/HS GPAs (High School GPAs) of Students Admitted to Program

Avg. ACT	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
PSY 760	21.3	21.0	21.2	21.6	21.3	21.3
CEBS Average	20.9	20.9	21.1	21.1	21.1	21.0
University Ave.	20.8	20.7	20.8	20.9	20.9	20.8
Avg. HSGPA	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
PSY 760	3.21	3.18	3.23	3.26	3.23	3.22
CEBS Average	3.22	3.22	3.27	3.27	3.29	3.25
University Ave.	3.11	3.12	3.15	3.16	3.17	3.14

The mean ACT score of psychology majors remained fairly constant from 2001 to 2005 and in each year was higher than the corresponding mean CEBS and University ACT scores. The 5-year mean ACT score of psychology majors was also higher than the 5-year CEBS and University means.

The mean high school GPA for psychology majors was also essentially unchanged from 2001 to 2005 and in each year was slightly below the corresponding CEBS mean but generally about .06-.10 higher than the corresponding University mean. The 5-year average high school GPA of psychology majors was essentially the same as the 5-year average of CEBS students overall, and was slightly higher than the 5-year average of all Western students.

E. Table 20: Undergraduate GPAs of Program Graduates

Undergrad GPA	2000/01	2001/02	2002/03	2003/04	2004/05	Mean
PSY 760	3.14	3.19	3.14	3.07	3.09	3.13
CEBS Average	3.27	3.29	3.32	3.31	3.33	3.30
University Ave.	3.05	3.07	3.09	3.08	3.11	3.08

The mean GPA of psychology program graduates decreased slightly from 2000/01 to 2004/05 while the CEBS and University means increased. The mean psychology graduate GPA was consistently and considerably less than the CEBS mean. Indeed, the data in Table 20 underestimate that difference because psychology graduates represent a very substantial proportion of the population from which the CEBS mean was calculated. Although the mean GPA of psychology program graduates was greater than the University mean in 2000/01, the University mean increased across years and the psychology mean decreased to the point that by 2005/06 the mean GPA of psychology program graduates was less than the University mean. The view of program faculty is that these trends and differences reflect the relatively more rigorous grading practices in the Department of Psychology.

II. Program Description and Self Study

A. Mission Statement/Relation of Program to University Mission

Part of the mission of Western Kentucky University is to prepare students to be productive, engaged leaders in a global society. The undergraduate psychology program contributes to the fulfillment of that mission by providing students with a strong education in the theoretical, scientific, and applied study of psychology. To that end, the program provides learning and student engagement opportunities that prepare graduates for employment and/or graduate or professional school and opportunities consistent with Western's Quality Enhancement Plan for student engagement in the discipline and for civic engagement.

B. Teaching and Learning

1. Undergraduate Students

As indicated by the data in Table 19 above, psychology majors have ACT scores and high school GPAs that are generally higher than the CEBS and University means. Although the program does not have specific ACT or GPA admissions requirements, majors are required to pass MATH 116 College Algebra (or a higher math class) with a grade of C or better as a prerequisite to PSY 201 Statistics in Psychology and PSY 210 Experimental Psychology.

2. Indicators of Teaching and Advising Quality

As indicated in Section III.F. of the Department Section, four Department faculty members received the CEBS Faculty Award for Teaching during the period covered by this review, one received the University Faculty Award for Teaching, and one received the KYVU Award for Online Teaching. All of those faculty members provide teaching support to this program. Three faculty members who support this program serve on the FaCET Advisory Board, and program faculty regularly participate in FaCET workshops. Most of the upper-division courses in the undergraduate psychology major are taught by faculty members who have active and productive research programs related to the content of those courses. This faculty scholarship combined with a high rate of attendance at professional conferences helps to ensure faculty are knowledgeable about current trends and research in their specialty areas.

One faculty member who supports this program received the CEBS Faculty Award for Student Advisement. In addition, the Department's advising coordinator regularly provides advisor training for new faculty both in the Department of Psychology and for faculty in other departments. During the initial registration period for each semester, the Department provides "on call" advising for undergraduate majors. The "on call" program ensures that at least two advisors are available to meet with students every afternoon for a 3 week period.

Students responding to the WKUSES survey generally rated Department of Psychology faculty lower on the advising items than the University averages in spring 2002 and 2003, except for the item assessing their perception of advisors' knowledge of degree requirements. From spring 2004 through spring 2006, however, Department faculty members were rated about the same as the University Average.

Table 21: WKUSES DATA

Thinking about the ADVISING you received in your major, rate the following:	Spring 2002		Spring 2003		Spring 2004		Spring 2005		Spring 2006	
	N	Avg	N	Avg	N	Avg	N	Avg	N	Avg
<i>Responses from Psychology 591 & 760 Majors</i>										
a. Overall quality of advising	83	2.59	85	2.58	70	2.89	91	2.90	85	2.94
b. Availability of advisor	83	2.71	85	2.78	69	2.96	91	2.98	85	2.99
c. Advisor's help with developing your schedule each semester	80	2.44	82	2.34	64	2.75	89	2.78	84	2.74
d. Advisor's help with career planning	78	2.06	80	2.16	63	2.51	86	2.29	77	2.26
e. Advisor's knowledge of degree requirements	83	3.24	84	3.10	70	3.33	90	3.31	87	3.26

Thinking about the ADVISING you received in your major, rate the following:	Spring 2002		Spring 2003		Spring 2004		Spring 2005		Spring 2006	
Responses from All University Students										
a. Overall quality of advising	2491	2.92	2887	2.95	2987	2.88	3001	2.92	2684	2.96
b. Availability of advisor	2482	3.00	2871	3.03	2962	2.94	2986	2.97	2672	3.03
c. Advisor's help with developing your schedule each semester	2441	2.80	2831	2.86	2900	2.81	2933	2.85	2633	2.87
d. Advisor's help with career planning	2274	2.42	2636	2.48	2746	2.43	2775	2.46	2458	2.52
e. Advisor's knowledge of degree requirements	2466	3.26	2857	3.29	2948	3.20	2979	3.23	2659	3.28

Scale: 1=Poor, 2=Fair, 3=Good, 4=Excellent.

3. Indicators of Student Learning

a. Assessment of Currently Enrolled Students (*Combined data for both undergraduate psychology majors, reference #591 and #760*)

The Department has a long history of using the Area Concentration Achievement Test to assess student learning in the undergraduate major and the assessment results were reported in the Department's 1990 and 1997 Academic Program Review reports. During the 2002-2003 academic year, the Department developed explicit student learning outcomes and an associated assessment plan. Presented here are the 2005-06 learning outcomes, assessment plans, and assessment results, all of which are representative of those since 2002-03.

Learning Outcome 1: Core Knowledge Base. Students completing the baccalaureate program in psychology at WKU will be knowledgeable in the following core areas of the major: statistics, experimental design, tests and measurement, and history and systems of psychology.

Assessment Plan. (a) The core knowledge base will be assessed by the corresponding subject area tests on the Area Concentration Achievement Test (ACAT). Statistics will be assessed each year because there is no separate ACAT sub-test for tests and measurement, and some of that content will be assessed by the statistics subtest. History and systems and experimental methods will be assessed in alternate years. The overall average score of prospective B.A. graduates on the core knowledge subtests of the ACAT will be at or above 50% correct, and the average score on both individual subtests will also be at least 50% correct. (b) On the graduating student questionnaire, 75% of the students will indicate that their preparation was good or excellent in statistics, experimental design, tests and measurement, and history and systems.

Assessment Results. (a) All criteria were met by the first means of assessment. A total of 77 students took the ACAT Statistics and History & Systems sub-tests either in fall, 2005 (n = 45) or spring, 2006 (n = 32). Overall mean scores on the two subtests were 56.57% correct and 52.7% correct, respectively, both of which are above the 50% target. The average of the two sub-tests was 54.6%, above the target average of 50%. (b) The assessment criterion was also met by the second means of assessment. There were 37 graduating senior questionnaires returned. The percentages of students indicating that their preparation was good or excellent in statistics, experimental design, tests and measurement, and history and systems were 77%, 79%, 74%, and 91%, respectively. These results do not indicate a need for program changes at this time.

Learning Outcome 2: Category Knowledge Base I. Students completing the baccalaureate program in psychology at WKU will be knowledgeable in each of the following three categories from which required courses are selected: Developmental; Social, Industrial-Organizational, Motivation; and Abnormal/Personality.

Assessment Plan. (a) Category knowledge will be assessed by an appropriate ACAT area subtest covering two of the three categories each year. Tests will be selected from among the Developmental subtest for the Developmental category, either the Social or Animal Learning and Motivation subtest for the Social/Industrial-Organizational/Motivation category, and either the Abnormal or Personality subtest for the Abnormal/Personality category. For fall 2005 and spring 2006 the subtests to be used will be developmental and abnormal. The overall average score of prospective B.A. graduates on these subtests will be at or above 50% correct, and the average score on both individual subtests will also be at least 50% correct. (b.) On the graduating student questionnaire, 75% of the students will indicate that their preparation was good or excellent in each category area.

Assessment Results. (a) For the first means of assessment, the target score on the ACAT of 50% correct was met or exceeded on the Abnormal Psychology and Developmental Psychology subtests, with scores of 68.5% and 57.1%, respectively. The overall average score of prospective B.A. graduates on these subtests (62.8%) also exceeded the 50% correct target. (b) The assessment criterion was also met by the second means of assessment. The percentages of students indicating their preparation was good or excellent in the Developmental; Social, Industrial-Organizational, Motivation; and Abnormal/Personality course categories were 79%, 80%, and 94%, respectively.

Learning Outcome 3: Category Knowledge Base II. Students completing the baccalaureate program in psychology at WKU will be knowledgeable in both of the following categories from which required courses are selected: Biopsychology and Learning/Cognition.

Assessment Plan: (a) Category knowledge will be assessed by an appropriate ACAT area subtest covering one course from both categories each year. This will be either the Physiological or Sensation and Perception subtest for the Biopsychology category and the Human Learning and Cognition subtest for the Learning/Cognition category. The subtests to be used in fall 2005 and spring 2006 will be Sensation and Perception, and Human Learning and Cognition. The overall average score of prospective B.A. graduates on these subtests will be at or above 50% correct, and the average score on individual subtests will also be at least 50% correct. (b) On the graduating student questionnaire, 75% of the students will indicate that their preparation was good or excellent in each category area.

Assessment Results. (a) For the first means of assessment, the target score on the ACAT of 50% correct was not met on either the Human Learning and Cognition or Sensation & Perception sub-tests, with scores of 35.3%, and 48.2%, respectively. (b) On the second means of assessment, the assessment criterion was met. The percentage of students indicating their preparation was good or excellent in biopsychology and learning/cognition was 77%. For two consecutive years, the ACAT performance criteria were not met for this category. The Department's Undergraduate Program Committee is currently reviewing these results to determine what steps to take to improve student learning in this area.

QEP Learning Outcome 1. The Department's Undergraduate Program Committee is working this fall to develop an assessment plan for the first QEP learning outcome.

b. Other Indicators of Success

Student Awards. During the period covered by this review, a number of students have been recognized for award-winning presentations at various student research conferences. These include:

- **Melinda Lalonde**, 1st Place Award, paper presentation, Undergraduate Psychology, Anthropology, Sociology, and mathematics session, 2006 WKU Sigma XI Student Research Conference
- **Neal Rikal**, 3rd Place Award, poster presentation, 2006 WKU Sigma XI Student Research Conference

- **Gina Leclere & Jessica Rumsey**, Honorable Mention Award, poster presentation, 2006 WKU Sigma XI Student Research Conference
- **Timothy Thornberry**, 1st Place Award, undergraduate paper presentation, 2005 WKU Sigma XI Student Research Conference
- **Sarah Janes, Chris Chandler, & Amy Baird**, 2nd Place Ernest Meyer Award for Undergraduate Research, 2005 Kentucky Psychological Association Student research Competition
- **Amy Baird**, 3rd Place Award, undergraduate paper presentation, 2005 WKU Sigma XI Student research Conference
- **Amy Baird**, 1st Place Award, undergraduate paper presentation, 2004 Kentucky Academy of Science meeting
- **Allison Dyrlund**, & Steve Wininger, 1st Place Award in the Biology and Psychology paper session, 2004 WKU Sigma Xi Student Research Conference
- A team of three students won the 2nd Place Award in the 2004 Kentucky Psychological Association quiz bowl competition
- **Eric Reinke & Amanda Howard**, 2nd Place poster award, 2004 Kentucky Psychological Association Student Research Competition
- **Amy Schirmer**, Honorable Mention Award, paper presentation, 2003 WKU Sigma XI Student Research Conference
- **Ken Brasel, & Amanda Howard**, 2nd Place Award, undergraduate paper presentation, 2003 Kentucky Psychological Association Student Research Competition
- **Chriscelyn Snell & Bridget Wilfert**, 1st Place Award, paper presentation, 2002 Kentucky Psychological Association Student Research Competition
- **Jessica Ritchie, Stacey Carnes-Darst, Rachel Ezell, & Erica Hightower**, 2nd Place Award, poster presentation, 2002 Kentucky Psychological Association meeting

Students Graduating with Honors: As can be seen in Table 22 below, a substantial number of psychology majors graduate with honors each year. The number graduating with honors has fluctuated across years, and has ranged from 21% of total graduates to as high as 41%. The weighted mean across all 5 years show in Table 22 is 34%.

Table 22: Number of Psychology Majors Graduating with Honors (*Combined data for both undergraduate psychology majors, reference #591 and #760, and first and second majors.*)

Honor	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Magna Cum Laude	4	10	7	7	8	14
Summa Cum Laude	9	12	9	6	11	8
Cum Laude	5	11	8	7	10	16
Totals	18	33	24	20	29	38
Percent of Graduates	21%	41%	38%	27%	35%	34%

Table 23: Total academic year enrollments (summer sessions excluded) in PSY 290 Supervised Study in Psychology, PSY 490 Research, Readings, or Special Projects in Psychology, and PSY 390 Field Experience in Psychology

Course	2000/01	2001/02	2002/03	2003/04	2004/05
PSY 290 & PSY 490 Independent Study	34	41	29	54	63
PSY 390 Field Experience	10	41	39	26	43
Totals	44	82	68	70	106

Independent Study Participation and Field Experience Participation. Students typically enroll in PSY 290 and PSY 490 to obtain course credit for independent projects, frequently research projects, supervised by faculty. Students enroll in PSY 390 to obtain experience in a setting outside of the university where concepts, practices and knowledge from the field of psychology are utilized, to learn about professional behavior and ethics, and to learn about the linkages between theory and practice. As Table 23 shows, the Department's efforts to promote student engagement in the discipline by encouraging enrollment in these courses has been quite successful. Independent study participation has increased by 85% since the 2000-01 academic year, and Field Experience participation has increased by 330%. These increases can be attributed to the efforts by Department faculty to actively recruit students to participate in these courses. The Department utilizes a brochure, class announcements, special PSY 390 orientation meetings, and a web site (<http://edtech.tph.wku.edu/~ejones/psy390/homepage.htm>) to recruit students into the Field Experience course. The effort to recruit students into PSY 290 and PSY 490 is less systematic and more varied across faculty; recruitment efforts involve both faculty encouraging students to get involved and students seeking such opportunities. The Department maintains a web site that describes various research opportunities for students (http://edtech.tph.wku.edu/~psych/research_frame.htm).

Student Publications and Presentations. The list of faculty publications presented above identifies 44 undergraduate student co-authors. During the period covered by this review, a very substantial number of students have co-authored professional conference presentations with faculty their research mentors, and many students have presented on their own at student research conferences.

c. Program Graduates

The Department does not systematically track program graduates and consequently cannot provide any information about the number of graduates employed in psychology or the number that achieve professional success. However, the number that would be employed in areas directly related to the major would necessarily be quite small because a master's degree is generally the minimum qualification for employment in areas directly related to psychology. Approximately 20% of the graduates each year enter graduate school or professional school.

d. Indicators of Student Engagement

Undergraduate student engagement in the Department of Psychology is promoted by actively encouraging and recruiting students to work with faculty on research projects, to participate in the psychology field experience course, and to seek out volunteer service opportunities through the Alive Center. All of these activities engage students with communities (e.g., research professionals, practitioners, and community agencies) other than their own and provide purposeful learning opportunities that enhance their potential to contribute to community and society. In addition to this comprehensive student engagement initiative, several individual faculty members

have incorporated service-learning activities into their courses. The Department maintains a web site to chronicle the engagement activities of students and to promote and advertise engagement opportunities (http://edtech.wku.edu/~psych/engagement_frame.htm). The Department also makes use of a brochure and special orientation sessions to recruit students to the field experience course, and maintains a web site to recruit participants to its NSF-supported Research Experience for Undergraduates program (<http://edtech.tph.wku.edu/~smutter/REUIndex.htm>).

The work of Department of Psychology faculty member Dr. Katrina Phelps, with support from the U.S. Department of Justice, led to the creation of the ALIVE Center. The Department of Psychology contributed \$20,000 to assist with Western's purchase of the ALIVE Center building.

The Department is in the process of developing assessment plans to assess the undergraduate program learning outcomes associated with the QEP.

C. Other Indicators of Program Achievement and Contribution to the Mission and Success of the University

1. Program Viability (*Evidence that the program attracts, recruits, and retains high quality students, and evidence concerning enrollment trends in psychology.*)

Evidence that the program attracts and recruits high quality students can be seen in the ACT and GPA data presented in Table 19. Mean ACT scores and the mean GPA of psychology majors are both higher than the corresponding University means. The substantial number of psychology majors graduating with honors (Table 22) is also an indicator of the high quality of the students.

According to data from the U.S. Department of Education National Center for Education Statistics, psychology degrees were 4.5% of all Bachelor's degrees awarded by U.S. degree granting institutions in 1980-81. By 1990-91, psychology degrees were 5.4% of all Bachelor's degrees, and by 2000-01, that percentage had risen to 5.9%. For 2002-03, the most recent year for which NCES data are available, psychology degrees were 5.8% of all Bachelor's degrees awarded. NCES data also show that among science and engineering fields, which comprise 31.8% of all Bachelor's degrees awarded in 2001, psychology ranks third behind biology and a broad category of social sciences. In 2001, 18.5% of all science and engineering degrees were in psychology. Given the steady growth in the popularity of psychology as a major in the U.S. and at Western, it is expected that the number of students electing to major in psychology at Western will continue to grow, and psychology will very likely remain one of the more popular majors at Western.

2. Contributions to Other University Programs (*Psychology program contributions to other university programs through involvement in the general education program, and support to other university programs through service course offerings*)

Table 24: Department of Psychology General Education Courses and Service Courses
(*Excludes summer-term and winter-term courses. Data are from faculty workload reports.*)

Psychology General Education Courses										
Course	2001/02		2002/03		2003/04		2004/05		2005/06	
	Sections	SCHP	Sections	SCHP	Sections	SCHP	Sections	SCHP	Sections	SCHP
PSY 100	52	7,002	54	7,485	51	7,205	49	7,221	51	7,234
PSY 199	17	1,344	18	1,914	19	1,872	20	1,764	18	1,809
PSY 250	6	362	6	588	6	651	7	645	6	645
PSY 350	9	633	4	333	9	830	8	705	8	735
Totals	84	9,341	82	10,320	85	10,558	84	10,335	83	10,423

Psychology Service Courses										
Course	2001/02		2002/03		2003/04		2004/05		2005/06	
	Sections	SCHP	Sections	SCHP	Sections	SCHP	Sections	SCHP	Sections	SCHP
PSY 310	20	1,908	21	1,851	18	1,497	22	1,827	20	1,683
PSY 345	N/A	N/A	N/A	N/A	N/A	N/A	1	189	3	423
PSY 421	3	186	4	336	4	303	3	216	2	174
PSY 423	2	126	2	138	2	162	0	0	3	231
PSY 430	2	111	2	126	2	135	3	183	1	42
PSY 475	N/A	N/A	N/A	N/A	N/A	N/A	1	45	1	54
Totals	27	2,331	29	2,451	26	2,097	28	2,460	30	2,607

Table 24 above lists the psychology courses that are part of the General Education Program, the psychology courses that are service courses for various other programs, and the SCHP from those courses from 2001 through 2005.

In each academic year from 2001/02 to 2005/06, the Department of Psychology consistently offered about 110 class sections of General Education courses and service courses that fulfill requirements for other undergraduate majors and minors. Although the number of course sections remained fairly constant across this period, the SCHP from those courses increased by 12%.

As can be seen, Psychology makes a very substantial contribution to the University's General Education Program with three courses in the Social and Behavioral Sciences category (PSY 100 Introduction to Psychology, PSY 199 Introduction to Life-Span Developmental Psychology, and PSY 350 Social Psychology), and one course in the Health and Wellness Category (PSY 250 Adjustment and Personal Growth). Psychology regularly offers over 80 sections of General Education Program courses each academic year, courses that generate in excess of 10,000 SCH.

Two undergraduate courses, PSY 310 Educational Psychology (required for all teacher education majors), and PSY 421 Psychology of Early Adolescence (required for Middle Grades Education majors), are offered as service courses for the teacher education programs. The Psychology Department offers about 20 sections of PSY 310 and 2-4 sections of PSY 421 each AY. Those courses typically generate in excess of 2,000 SCH.

Other service courses include a.) PSY 345 Psychology of Sexuality, a required course in the Sexuality Studies minor; b.) PSY 430 Psychology of Women, a restricted elective in the Women's Studies minor; c.) PSY 423 Psychology of Adult Life and Aging, a core requirement in the Gerontology minor, and d.) PSY 475 Grant Writing, a restricted elective in the American Humanics minor.

During the period covered by this review, the Department of Psychology also offered at least one honors section of both PSY 100 and PSY 199 each AY, and a psychology faculty member offered the honors Human Rights colloquium each year.

3. Use of Technology (*Program use of appropriate technology to enhance learning and use of technology to provide alternative delivery to time/place-bound learners.*)

Dr. Leroy Metze, Professor of Psychology and Director of the CEBS Educational Technology Center, has been a University leader in the development and use of technology to enhance learning. Since 2001, Dr. Metze has had substantial (about \$1 million/year) funding from the U.S. Department of Education for educational technology initiatives.

Every classroom used by the Department of Psychology is equipped with a dedicated computer, internet connection, and projector. Several classrooms also have smart boards and document cameras.

Department faculty make extensive use of this technology to deliver course content. The vast majority of faculty at least occasionally use PowerPoint presentations, and many faculty incorporate video and internet resources into their instructional delivery.

During the period covered by this review, at least one section each of PSY 100 and PSY 370 Industrial/Organizational Psychology, have been offered online each fall and spring semester. Other undergraduate courses that were periodically offered online include PSY 361, PSY 421, PSY 432, PSY 440, and PSY 450.

4. Uniqueness of Program: N/A

5. Contributions to Diversity Goals

Two Department of Psychology faculty members, Dr. John O'Connor (the former department head), and Dr. John Bruni, have received the WKU President's Award for Diversity. During the period covered by this review, Dr. Jackie Pope-Tarrence has served as the faculty advisor to the Black Student Alliance. She presented *Diversity as an asset: Providing a continuum of learning opportunities for all students*, at the meeting of the National School Board Association. Dr. Pope-Tarrence and Dr. Joyce Wilder presented *Now that I'm out in the field: Student teaching and valuing diversity*, at the meeting of the Midwestern Psychological Association in 2004 and subsequently published a journal article in *The Teacher Educator* on valuing diversity in the classroom. Dr. Pope-Tarrence, Dr. Wilder, and Dr. Kelly Madole presented a workshop on cultural diversity at the 2004 Kentucky State Services Corp Annual State Volunteer Conference. Dr. Pope-Tarrence received a \$15,000 grant from the Kentucky Department of Education for a project on the minority achievement gap in Kentucky schools. She also served on the University Diversity Enhancement task force. Dr. Betsy Shoenfelt and Dr. Katrina Phelps have been actively involved in the WKU Girls in Science program. Dr. Shoenfelt has regularly taught classes for and conducted evaluations of the program, and Dr. Phelps has obtained CPE Action Fund awards to support the program and has taught classes for it. Dr. Shoenfelt also served on the NCAA Athletes Certification Interim Report Subcommittee on Gender and Racial Equity. Dr. Kelly Madole has served on the University Diversity Committee and on the University Diversity Awards Committee. Dr. John Bruni presented a 2004 FaCET workshop on Minority Retention Objectives. Dr. Bruni also organized and chaired the conference *Strategies for Change: Ethnic Minorities in Kentucky Postsecondary Education* held in Louisville in 2005; Patty Randolph and Sally Kuhlenschmidt presented papers at that conference. Dr. Shula Mussnug, Dr. Antony Norman, and Dr. Pitt Derryberry all taught educational psychology courses for students in Mexico City. Dr. Lakeisha Meyer and Dr. Kelly Madole presented a workshop at the 2006 CEBS Professional Development day on "Discussing Racial Issues in the classroom." Dr. Tony Paquin taught two study abroad classes in summer, 2006. Dr. John Bruni is in the process of developing the REDAIM system with the Office Student Enrollment. The REDAIM system is designed to provide near-real predictions of students at risk of dropping out, including a focus on African-American retention; providing meaningful information at the levels of individual student, department, and college, as well as for the university. The system integrates data from multiple campus sources and provides immediate predictions for individuals. REDAIM therefore provides a unique tool for planning and implementing programs designed to retain diverse groups students.

In addition to the activities identified above, Department of Psychology faculty regularly incorporate instruction about diversity issues into their classes. Some specific examples include the following. Dr. Carrie Pritchard regularly uses information from journals and books in her classes to emphasize how culture affects values and behaviors in the realms of parenting, teaching, and other socialization practices. She includes popular film and discussion to illustrate these differences and to highlight how such differences might be adaptive and healthy in one cultural setting, even if they are surprising to some of us. Dr. Kathi Miner-Rubino discusses the contributions of female psychologists in PSY 100. In PSY 430 Psychology of Women, she talks about diversity in race, ethnicity, sexual orientation, and to a lesser extent culture, social class, disability, and religion for every topic. Some

topics where diversity is central include motherhood, sexuality, love and relationships, violence against women, media representation, and work. In her PSY 350 Social Psychology class she has discussions about diversity and gender issues in depth, especially regarding aggression, person perception, helping behavior, and relationships. The issue of culture is also prevalent across topics. Faculty who teach PSY 199 Life-Span Developmental Psychology and PSY 321 Child Developmental Psychology highlight cross-cultural and sub-cultural influences on developmental diversity for all course topics. Dr. John Bruni has integrated issues of diversity into his curriculum for the statistics, experimental design, and measurement classes. Differences between genders and among minority groups are discussed in terms of individual difference position variables that either need to be controlled or incorporated for modeling as predictors, mediators or moderators. Diversity within the context of these classes is treated as an important consideration for effective research.

Finally, the following Department of Psychology courses are ones in which diversity issues are an integral component of the course: PSY 345 Psychology of Sexuality, PSY 355 Cross Cultural Psychology, PSY 350 Social Psychology, PSY 423 Psychology of Adult Life and Aging, PSY 430 Psychology of Women, PSY 440 Abnormal Psychology, PSY 450 Introduction to Personality Theories, and PSY 485 Psychology of Religion.

6. Accreditation Status

There is no accreditation status available for undergraduate psychology programs.

7. Planning, Development, and Other Areas: N/A

8. Additional Indicators for Career Preparation Programs: N/A

D. Factors Inhibiting Program Achievement and Contribution: N/A

E. Response to Previous Program Reviews or Other Assessments

The only concern expressed in response to the previous program review was the extent to which the Department relied on part-time faculty. As noted above in the Department Section of this report, utilization of part-time faculty on the main campus has remained constant over the past 5 years. Most of the increase in part-time faculty use has been at the extended campus sites and has occurred in response to enrollment growth. Most of those part-time faculty hold the doctorate in psychology.

F. Future Directions: *(Briefly discuss plans or future directions for the program that have been developed by the faculty and administrators of the program. Are the plans documented in the University's Strategic Planning Process? Where is the program headed? What are its most pressing needs? What are its opportunities for enhancement and/or improvement? What resources (in general) are needed to realize plans?)*

There are no plans at this time for program changes.

Undergraduate Program Section
Program: Psychology Extended Major A.B.
Reference Code: 591

I. Program Enrollment and Student Data

A. Majors

1. Table 25: Number of Majors

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Majors	N/A	N/A	4	23	55

Double majors are counted in each major a student declares.

The extended major is a relatively new option for psychology majors and has grown considerably since its inception in fall 2003. It is too early to know whether this growth trend will continue.

2. Persistence of First-Time Majors: N/A

There are no persistence data for this major.

B. Degrees Awarded

Table 26: Number of Graduates

	2000/01	2001/02	2002/03	2003/04	2004/05
Degrees Awarded	N/A	N/A	N/A	3	11

Double majors are counted in each major a student declares.

This major is too new to have meaningful data on the number of program graduates.

C. Comparisons with External Data

See Tables 17 and 18 and the accompanying discussion in the corresponding section above under the General Major. Data were presented in that section for both majors.

D. Table 27: ACT Scores/HS GPAs (High School GPAs) of Students Admitted to Program (for undergraduate programs)

Avg. ACT	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
PSY 591	N/A	N/A	23.0	24.1	22.1	23.1
CEBS Average	20.9	20.9	21.1	21.1	21.1	21.1
University Ave.	20.8	20.7	20.8	20.9	20.9	20.8
Avg. HSGPA	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
PSY 591	N/A	N/A	3.59	3.51	3.36	3.49
CEBS Average	3.22	3.22	3.27	3.27	3.29	3.25
University Ave.	3.11	3.12	3.15	3.16	3.17	3.14

The Extended Major was designed for students planning to pursue graduate study in psychology or who are on a career path that requires a more extensive psychology background, and it is intended for students who maintain a minimum 2.50 GPA. We are pleased to note that the average ACT score and average high school GPA of students in the extended psychology major are both considerably higher than those of students in the General Major (which, in turn, were higher than the CEBS and University averages). As the number of students in the Extended Major has increased, their average ACT score and GPA have decreased somewhat, but it is too early to identify that as a trend.

E. Table 28: Undergraduate GPAs of Program Graduates

Undergraduate GPA	2000/01	2001/02	2002/03	2003/04	2004/05
PSY 591	N/A	N/A	N/A	3.24	3.35
CEBS Average	3.27	3.29	3.32	3.31	3.33
University Average	3.05	3.07	3.09	3.08	3.11

The average GPA of program (Extended Major) graduates was higher than the University average, and for 2004/05 it was higher than the CEBS average; for both years it was higher than for the General Major.

II. Program Description and Self Study

A. Mission Statement/Relation of Program to University Mission *(This was addressed in the description of the General Major; it is not unique for the Extended Major.)*

B. Teaching and Learning

1. Undergraduate Students

As indicated by the data in Table 27 above, students in the Extended Major have ACT scores and high school GPAs that are generally higher than the CEBS and University means. The program does not have specific ACT admissions requirements, but majors are required to pass MATH 116 College Algebra (or a higher math class) with a grade of C or better as a prerequisite to PSY 201 Statistics in Psychology and PSY 210 Experimental Psychology, and are expected to maintain a 2.50 GPA both overall and in psychology.

2. Indicators of Teaching and Advising Quality *(The response to this section is the same as that provided above for the General Major.)*

3. Indicators of Student Learning

- a. Assessment of Currently Enrolled Students** *(The student learning outcomes and assessment plans for the Extended Major are identical to those for the General Major. Assessment results were described collectively for both majors in the corresponding section above for the General Major.)*
- b. Other Indicators of Success** *(Indicators of student success are not categorized by General vs. Extended Major and were described collectively for both majors in the corresponding section above for the General Major.)*
- c. Program Graduates** *(See the corresponding section for the General Major.)*

4. Indicators of Student Engagement *(See the corresponding section for the General Major)*

C. Other Indicators of Program Achievement and Contribution *(See the corresponding section for the General Major.)*

D. Factors Inhibiting Program Achievement and Contribution: N/A

E. Response to Previous Program Reviews or Other Assessments: N/A

F. Future Directions: *(Briefly discuss plans or future directions for the program that have been developed by the faculty and administrators of the program. Are the plans documented in the University's Strategic Planning Process? Where is the program headed? What are its most pressing needs? What are its opportunities for enhancement and/or improvement? What resources (in general) are needed to realize plans?)*

There are no plans at this time for program changes.

Graduate Program Section
Program: Psychology M.A.
Reference Code: 092

I. Program Enrollment and Student Data

A. Table 28: Number of Majors

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Majors	49	52	50	54	59

The number of majors in the Department of Psychology master's degree program increased by 20% from 2001 to 2005. This increase is largely attributable to the hiring of new faculty in clinical psychology and educational psychology and a corresponding increase in the number of graduate students that can be accommodated in the program. Factors limiting future growth were discussed above under enrollment trends in Department Section II.A. It should be noted that the number of majors shown in Table 28 is for the main campus. As discussed previously, the decreased graduate-level SCHP shown in Table 1 occurred at the extended campus sites.

The Psychology M.A. Program is among the top 15 Graduate majors at Western, and is one of only six of those top 15 that has experienced a steady increase in enrollment since fall 2001.

B. Table 29: Number of Graduates

	2000/01	2001/02	2002/03	2003/04	2004/05
Degrees Awarded	15	21	15	24	21

Not surprisingly, as the number of majors has increased, the number of degrees awarded has shown a corresponding increase. Students are admitted to the program through a competitive process that selects students on criteria that predict success. Consequently, the program has a high completion rate.

Table 30: Number of Graduates from Each Cohort

Concentration	2001		2002		2003		2004	
	Enrolled	Grad.	Enrolled	Grad.	Enrolled	Grad.	Enrolled	Grad.
Clinical	6	6	7	6	10	7	10	4
Experimental	5	4	7	4	4	4	8	5
Indus/Organ	9	8	8	7	8	8	10	8
Totals	20	18	22	17	22	19	28	17
Percentage Grad.		90%		77%		86%		

The Department has conducted its own analysis of the completion rate for the M.A. program. Students are admitted as a cohort to start classes in the fall semester each year. There were 20 students admitted in fall 2001 and 18 (90%) have graduated. The fall 2002 cohort consisted of 22 students, and 17 (77%) have graduated. Of the 22 students admitted for fall 2003, 19 (86%) have graduated. Finally, there were 28 students admitted for fall 2004. Although only 17 have so far graduated, we know that seven students are still working on their thesis and are expected to graduate. In that event, 24 the 28 (86%) who started the program in fall 2004 will have graduated. Most of the students who do not complete the program leave voluntarily during or shortly after the first semester. The high rate of program completion reflects favorably on the program selection criteria and the quality of the students who are admitted.

C. Comparisons with External Data

Table 31: Program Enrollments at Kentucky Public Universities

	WKU	EKU	KSU	MoSU	MuSU	NKU	UK	UofL
2001	49	N/A	N/A	15	1	N/A	N/A	2
2002	52	N/A	N/A	15	2	N/A	N/A	17
2003	50	N/A	N/A	10	4	N/A	N/A	33
2004	54	N/A	N/A	11	6	N/A	N/A	34
2005	59	25	N/A	8	1	N/A	N/A	31

Source: Kentucky Council on Postsecondary Education (CPE).

Western's master's degree program in psychology is the largest such program in Kentucky. (*Note: Eastern Kentucky University has had a well-established psychology master's degree program with concentrations in clinical psychology, industrial/organizational psychology, and general psychology throughout the period covered by this review. Consequently, we question the accuracy of the CPE data reported for EKU as well as the comparison between WKU and EKU on number of students enrolled in their psychology master's degree program. According to personal correspondence with the chair of the Department of Psychology at Eastern Kentucky University, and data provided by him from EKU's Office of Institutional Research, the number of students enrolled in EKU's master's program in psychology in each year from 2001 to 2004 was 28, 39, 38, and 38, respectively. For fall 2005, they report 69 enrolled.*)

Table 32: Degrees Conferred by Kentucky Public Universities

	WKU	EKU	KSU	MoSU	MuSU	NKU	UK	UofL
2000/01	15	N/A	N/A	6	1	N/A	N/A	14
2001/02	21	N/A	N/A	2	2	N/A	N/A	12
2002/03	15	N/A	N/A	5	1	N/A	N/A	10
2003/04	24	N/A	N/A	8	0	N/A	N/A	22
2004/05	21	11	N/A	7	0	N/A	N/A	26

Source: Kentucky Council on Postsecondary Education (CPE).

Except for 2004/05, Western conferred more master's degrees in psychology than any other Kentucky public university (but see the note at the end of this paragraph). Western's program requires 48 graduate credit hours, and typically takes 2 full academic years to complete. Because both first-year and second-year students are counted in the program enrollment total for each year, the number of graduates will necessarily be about one-half or less of the enrollment total for any year. In contrast, the psychology master's degree program at the University of Louisville is only a 30 credit-hour program and can be completed in about 1 year. (*Note: For the same reason stated above, we question the accuracy of the CPE data reported for EKU as well as the comparison between WKU and EKU on number of psychology master's program graduates. Personal correspondence with the chair of the Department of Psychology at EKU, and data provided by him from EKU's Office of Institutional Research, confirms that the EKU psychology master's degree program had graduates during the period from 2000 through 2004. The numbers of graduates for 2000/01 through 2003/04 reported by EKU's Office of Institutional Research were 10, 15, 17, and 14, respectively. For 2004/05, they report 29 graduates.*)

D. Table 33: GRE Scores of Students Admitted to the Program

Avg. GRE*	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
Psychology M.A.	1027	1047	1015	1023	1075	1037
CEBS Average	870	882	896	906	911	893
University Avg.	931	925	946	945	947	938

*Includes only Verbal and Quantitative sections of the GRE due to the change in the scale of the Analytical section of the exam. The maximum score is 1600.

The mean GRE scores of students admitted to the psychology M.A. program from 2001 through 2005 were consistently higher than the corresponding CEBS and University means. The psychology 5-year average is more than a standard deviation above the CEBS 5-year average, and is about one standard deviation higher than the University 5-year average. These data are indicative of the relative high quality of the students admitted to the psychology M.A. program.

The mean GRE score of students admitted in fall 2005 was considerably higher than for previous years, and the mean increased for 2003 to 2005. However, because of the small sample size and inherent variability in applicant GRE scores, it would be premature to consider that to be indicative of an upward trend.

Table 34: Undergraduate GPAs of Students Admitted to the Program

Avg. Ugrad GPA	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
Psychology M.A.	3.27	3.50	3.41	3.43	3.51	3.42
CEBS Avg.	3.20	3.21	3.22	3.30	3.25	3.24
University Avg.	3.27	3.24	3.22	3.27	3.22	3.24

Table 34 shows that for 2001 through 2005 the mean GPAs of students admitted to the psychology M.A. program were consistently higher than the corresponding CEBS and University means. Moreover, the 5-year average of psychology M.A. students was about two-tenths of a point higher than the 5-year CEBS and University averages. These data are indicative of the relative high quality of the students admitted to the psychology M.A. program.

Table 35: GAP Scores of Students Admitted to the Program

Average GAP*	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
Psychology M.A.	3356	3618	3476	3491	3775	3543
CEBS Avg.	2812	2850	2920	3021	2983	2917
University Avg.	3054	3017	3059	3105	3081	3063

*GAP score is calculated as (Verbal GRE score + Quantitative GRE score) * Undergraduate GPA. The maximum score is 6400.

From 2001 through 2005, students admitted to the psychology M.A. program had consistently higher mean GAP scores than the corresponding CEBS and University means. Moreover, the 5-year average of psychology students was more than 600 points above the 5-year average for CEBS and almost 500 points higher than the University 5-year average. These data are indicative of the relative high quality of the students admitted to the psychology M.A. program.

E. Table 36: Graduate GPAs of Program Graduates

Graduate GPA	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
Psychology M.A.	3.79	3.71	3.78	3.78	3.79
CEBS Avg.	3.77	3.77	3.77	3.77	3.77
University Avg.	3.75	3.73	3.71	3.72	3.72

The mean GPA of psychology M.A. program graduates is high and essentially the same as the CEBS and University means. Given the competitive process and selection criteria used for admission to the psychology M.A. program, it is not surprising that program graduates have high GPAs.

II. Program Description and Self Study

A. Mission Statement/Relation of Program to University Mission

1. Clinical Concentration

This concentration follows the scientist/practitioner model of training and prepares students to be successful at performing both research and therapy. The program is practice oriented, offering a broad foundation for the professional who will provide a wide variety of psychological services at the M.A. level in mental health centers, rehabilitation centers, college counseling centers, and various other mental health agencies. The program also prepares students for continuation in a Ph.D. program and to take the licensing examine required to practice psychology in many states.

2. Experimental Concentration

This concentration is designed to prepare students for positions where strong research and methodological skills are needed and/or for continuation in a Ph.D. program. Research opportunities are available in cognition, perception, child development, gerontology, social psychology, sport psychology, and educational psychology. Strong training in statistical and methodological skills is provided.

3. General Concentration

This concentration is designed for students who desire a terminal master's degree in psychology or who plan to pursue doctoral studies in specialties other than clinical, experimental, or industrial/organizational psychology.

4. Industrial/Organizational Concentration

The Industrial/Organizational (I/O) Psychology concentration follows the scientist/practitioner model of training which teaches students to evaluate and apply theory and research. Students are prepared for careers in business, industry, service organizations, consulting firms or government agencies. Applied skills are taught through the integration of practical experience and formal coursework. Graduates of the program are prepared to enter the workforce as human resource professionals or to continue their graduate education in a doctoral program.

B. Teaching and Learning

1. Graduate Students

- a. Selectivity** (*Number of applicants compared to number accepted and number who enrolled*)

Table 37: Clinical Concentration Selectivity

Year	Number of Students			Mean GPA			Mean GRE		
	Applied	Accepted	Enrolled	GPA Apps	GPA Accept	GPA Enroll	GRE Apps	GRE Accept	GRE Enroll
2001	21	10	6	3.23	3.33	3.30	992	1054	1005
2002	18	11	8	3.52	3.57	3.55	981	1037	1042
2003	38	15	10	3.24	3.48	3.44	914	987	979
2004	31	21	10	3.35	3.57	3.41	1006	1059	994
2005	27	17	10	3.39	3.72	3.48	1014	1105	1042
2006	40	23	9	3.33	3.45	3.31	1002	1015	992
Means	29	16	9	3.34	3.52	3.42	985	1043	1009

The clinical concentration in the M.A. program averaged 29 applicants per year, accepted an average of 16, and enrolled an average of 9 from 2001 through 2006. The target cohort size is about 8-10 students. Typically, offers of acceptance go out to the top 10 or so candidates in late March and early April. Offers are then made to additional viable candidates to offset those who decline an offer of acceptance. Admission to the clinical concentration is quite selective with only about one-half of applicants being admitted, and only about one-third of applicants enrolling. The mean GRE score and mean undergraduate GPA of applicants who enroll are both considerably higher than the corresponding means for all clinical concentration applicants. The mean GPA of students who enroll in the clinical concentration is the same as that for the psychology M.A. program as a whole, but the mean GRE score is slightly lower (1009 vs. 1037).

Table 38: Experimental Concentration Selectivity

Year	Number of Students			Average GPA			Average GRE		
	Applied	Accepted	Enrolled	GPA Apps	GPA Accept	GPA Enroll	GRE Apps	GRE Accept	GRE Enroll
2001	8	7	5	3.20	3.25	3.24	1100	1116	1138
2002	10	8	7	3.56	3.64	3.59	1038	1062	1063
2003	9	9	4	3.27	3.32	3.23	1115	1125	1085
2004	10	9	8	3.33	3.36	3.27	1065	1063	1046
2005	8	8	5	3.66	3.66	3.65	1120	1120	1116
Means	9	8	6	3.40	3.45	3.40	1088	1097	1090
2006	13	12	9	3.37	3.36	3.31	1105	1103	1081
Ave.	10	9	6	3.40	3.43	3.38	1090	1098	1088

From 2001 through 2005, the Experimental Concentration in the M.A. program averaged 9 applicants per year, accepted an average of 8, and enrolled an average of 6. The target cohort size for this concentration varies from 7 to 9 students based on the number of faculty who are available to direct theses. Selectivity is somewhat limited due to the relatively small number of applicants. Despite this, students enrolled in this concentration compared favorably with graduate students in the department, college, and university as a whole. Specifically, the average undergraduate GPA for students in the Experimental Concentration was similar to the overall average for students in the Psychology M.A. program (3.40 vs. 3.42) and the average GRE score for these students was higher than the overall average for students in the M.A. program (1090 vs. 1037). In addition, both the average undergraduate GPA and the average GRE score were higher for students in the Experimental Concentration than for graduate students in the college and university as a whole (see Table 33 above).

Table 39: Industrial/Organizational Concentration Selectivity

Year	Number of Students			Mean GPA			Mean GRE (V+Q)		
	Applied	Accepted	Enrolled	GPA Apps	GPA Accept	GPA Enroll	GRE Apps	GRE Accept	GRE Enroll
2001	26	18	9	3.35	3.41	3.27	910	1074	1073
2002	26	15	8	3.27	3.31	3.56	1013	1070	1030
2003	24	11	8	3.38	3.37	3.32	1005	1068	1035
2004	27	15	9	3.45	3.71	3.42	920	1073	1018
2005	23	15	8	3.44	3.47	3.30	965	1047	1054
2006	26	15	9	3.38	3.52	3.48	1035	1093	1100
Mean	25	15	8.5	3.38	3.42	3.39	975	1072	1052

The I/O concentration targets 8 to 9 student enrollments per cohort. The number enrolled in each cohort has remained fairly stable, not only over the past 6 years, but also over the 30+ year history of the concentration. During the period covered by this review, the I/O received an average of 25 applications per year, admitted about 15 of those applicants, and enrolled 8 to 9. The fact that the applicant numbers have remained stable is impressive given that the number of I/O master's programs has increased exponentially over the past two decades. In 1983, there were fewer than 15 master's level I/O programs. In 1993, Lowe identified 55 master's level I/O programs. Currently, the Society for Industrial and Organizational Psychology (SIOP) web page lists just over 100 (non-distance learning) master's programs in I/O psychology in the United States.

In practice, the I/O admission procedure is a top down procedure in which the top 9 students in the applicant pool are admitted. Once notice is received from those students of accepting or declining the offer of admission, another round of applicants is admitted in an effort to bring enrollees up to 8 or 9. This iterative process allows us to track where those students we accept, but who decline our offer, actually enroll. Typically, two to three of those students enroll in doctoral programs and the others enroll in other I/O master's programs. Our biggest competitor at the master's level is the program at Middle Tennessee State (which has seven full-time I/O faculty, compared to three at Western, and enrolls 12 students a year).

The students that we accept and those that actually enroll do not differ significantly in terms of GRE Verbal + Quantitative Scores (M Enroll = 1052; M Accept = 1072). Students accepted into

the I/O program have significantly higher GRE scores ($M = 1072$) than our applicant pool ($M = 975$). The students we accept, those that enroll, and the applicant pool have similar undergraduate GPAs ($M = 3.4$)

There are no selectivity data for the General Concentration of the psychology M.A. program because students are not actively recruited into that program.

b. Description of Students

Clinical concentration. Of the 53 students who began the clinical psychology concentration in the M.A. program between 2001 and 2006, 52 (98%) of them attended the university full time. More of the clinical concentration students (38%) obtained their undergraduate degree from Western Kentucky University than from other universities, and another 23 percent completed their undergraduate degree at another Kentucky university. However, students were recruited nationally, and 42% of all applicants were from states other than Kentucky. Approximately 59% of the students enter the program with some form of clinical experience. Representative experiences include working as a Mental Health Associate at Rivendell (an adolescent inpatient psychiatric facility), working as an alcohol and drug counselor, counseling adolescent girls at Spectrum Care, working at a crisis stabilization unit, working in the office of a psychologist who specializes in treating domestic violence and sexual offenses, working with abused children through the Center for Child and Family Services, working with sexual abuse victims at Hope Harbor, working as an office manager for a psychiatrist, completing behavioral assessments and treatments with children who have autism, working with adolescents who are in the state's custody, working as a mental health worker at an inpatient psychiatric facility, and working as a sexual assault prevention advocate. In addition, approximately 64% of the admitted students had research experience prior to their admission to the program, and 36% had presented their research at local, regional or national conferences. The research topics included an examination of risky and healthy behaviors in college students, parenting styles, African American students' perceptions of the campus climate, religiosity and academic performance, issues pertaining to men's body image, how other people perceive athletes and stereotyping of athletes, the benefits of pet ownership, the effectiveness of Eye Movement Desensitization and Reprocessing therapy, examining hearing via animal studies (rats), attachment issues in middle childhood, parenting style and the development of eating disorders, the interactions between children and parents, correlates of the Minnesota Multiphasic Personality Inventory, eating disorders and disordered eating within a sorority setting, the Stroop effect, alcohol consumption and personality, and cognitive styles of children with Attention-Deficit/Hyperactivity Disorder.

Experimental concentration. Each of the twenty-nine students who enrolled in the Experimental Psychology concentration in the M.A. program between 2001 and 2005 attended the university full time (100%). Fourteen (48%) of these students obtained an undergraduate degree from Western Kentucky University, two (7%) obtained the degree from another Kentucky university, 12 (41%) obtained a degree from a state other than Kentucky, and one (3%) obtained a degree from a university outside the United States. At least 11 (38%) of these students had research experience prior to their admission to the program and five of these had presented their research at local, regional, or national conferences or had co-authored journal articles with faculty.

I/O Concentration. The WKU Industrial/Organizational Psychology graduate program has earned a national reputation. More than half of our enrollees are from out of state. Of the 51 students who enrolled in the I/O concentration of the M.A. program between 2001 and 2006, only 12 (23.5%) were WKU undergraduates; ten others graduated from Kentucky schools, including six from the University of Kentucky and the University of Louisville. The majority of the students who enrolled in the I/O program during this time period came from 16 states other than Kentucky including Virginia, North Carolina, Pennsylvania, Georgia, Mississippi, Louisiana, Texas, Florida, Iowa, Indiana, Ohio, and Tennessee. Undergraduate institutions included Purdue, Iowa State, South Florida, Bowling Green State, Georgia State, and the University of Tennessee. Most of our

students enroll in our program directly after earning their undergraduate degree; a few have one to five years of work experience beyond the bachelor's degree. All (100%) of the graduate students in the I/O concentration enroll as full-time students.

c. Information about Graduate Assistantships

From fall 2001 through fall 2005, graduate assistantships were offered to 112 of the 148 students admitted into the Psychology M.A. Program. The vast majority of those students continued on an assistantship for their second year in the program. The Office of Graduate Studies provided funding each year for a total of only 18 graduate assistantships in the Department of Psychology to support students in both the M.A. and Ed.S. graduate programs. That office also provided funding each year through the Minority Assistantship Program for an additional 2-3 assistantships. Almost all of the remaining assistantships were funded by faculty grants and internally by the Department of Psychology from grant salary savings and lapse salary.

The Department uses a priority system for assigning graduate assistant duties with the top priorities being a.) the assignment of two students in the clinical concentration to the University Counseling and Testing Center, b.) the assignment of students to assist faculty with labor intensive courses such as the large auditorium sections of PSY 100 and PSY 560 Assessment of Cognitive and Intellectual Functioning, and c.) staffing for the Educational Technology Center. The second priority is the assignment of students to individual faculty to provide assistance with teaching (typically grading, recording grades, finding or developing resources, etc.), research (recruiting and running participants, data entry, data analysis, writing research reports), and service (University committees, working with local agencies and businesses, data entry and analysis, writing technical reports, etc.). Usually, several students are assigned each year to units outside the Department. These have included Early Childhood Education, the Literacy Clinic, FaCET, Human Resources, the Office of International Programs, and Center for Leadership Excellence. The students in the CLE were instrumental in developing and administering the CLE Leadership Assessment Center.

The graduate assistantship assignments employed by the Department of Psychology provide valuable learning opportunities for students as well as opportunities for them to become engaged with communities other than their own. For example, students in the clinical concentration assigned to the Counseling and Testing Center work directly with clients (under supervision) to provide assessments and counseling services, and others work under supervision to provide such services through the Psychology Training Clinic. This applied experience involves mentoring by faculty who model appropriate professional demeanor and behavior. These experiences provide learning opportunities directly related to the students' program of study. For many of the graduate assistants, at least a portion of their assignment involves working with faculty on research projects. In particular, the experimental concentration seeks to increase students' competitiveness for admission to highly reputable doctoral programs and for jobs that require strong research and quantitative skills. Assistantships are therefore used to give students extensive training in research methodology and statistical analysis techniques as well as the opportunity to apply this knowledge in a research setting. During the period of this review, all experimental concentration students were assigned to work for 20 hours/week in the research laboratories of faculty members affiliated with the Experimental Psychology concentration of the M.A. program. Moreover, all students conducting thesis research were assigned for at least one academic year to the faculty member who served as their thesis advisor. While that is at the core of the training for students in the experimental concentration, it is also an integral component of the scientist/practitioner model of training for clinical and I/O students. The WKU I/O concentration is honored to have participated since 1988 in the Research Fellows Program of the Consortium of Universities of the Washington Metropolitan Area and the U.S. Army Research Institute Field Unit at Fort Knox. This program provides funding for one to three I/O graduate students each year. The graduate student fellows participate in cutting edge research evaluating multi-billion dollar military performance simulators at Ft. Knox.

2. Indicators of Teaching and Advising Quality

As indicated in Section III.F. of the Department Section, four Department faculty members received the CEBS Faculty Award for Teaching during the period covered by this review, one received the University Faculty Award for Teaching, and one received the KYVU Award for Online Teaching. All of those faculty members provide teaching support to this program. Two faculty members who support this program serve on the FaCET Advisory Board, and program faculty regularly participate in FaCET workshops. Most program courses are taught by faculty members who have active and productive research programs related to the content of those courses. This faculty scholarship combined with a high rate of attendance at professional conferences helps to ensure faculty are knowledgeable about current trends and research in their specialty areas. One faculty member who supports this program received the CEBS Faculty Award for Student Advisement.

Students in the clinical MA program are closely observed while they begin their applied training in both assessment and therapy. In addition, all second-year students receive hands-on experience in the Psychology Training Clinic, where they are engaged in completing assessments for learning disabilities, Attention-Deficit/Hyperactivity Disorder, and other personality issues with undergraduate students and members of the Bowling Green community.

The clinical concentration coordinator serves as academic advisor for all clinical students. Advising is often conducted in a group format because there are not many electives available to the students. The coordinator meets with all of the incoming students during the first week of class to get to know them and obtain an idea of their career goals. At that time, the thesis process is discussed, and the students' research interests are discussed. Students are also directed to a thesis chair at that time. This aspect of advising early in the program increases the likelihood that students will complete a thesis and complete the program.

3. Indicators of Student Learning

a. Assessment of Currently Enrolled Students

During the 2002-2003 academic year, the Department developed explicit student learning outcomes and associated assessment plans for each of the M.A. concentrations. Presented here are the 2005-06 learning outcomes, assessment plans, and assessment results, all of which are representative of those since 2002-03.

Clinical Concentration

Learning Outcome 1. Assessment Skills: Students completing the program will demonstrate knowledge of assessment and correct usage of assessment instruments, in particular: observation skills, selection of instruments, test administration, test interpretation, and recommendations made.

Assessment Plan. At the end of their internship experience, students will be rated by the internship supervisor on their knowledge of and/or correct usage of observation skills, selection of instruments, test administration, test interpretation, and recommendations made. On average, students will receive a rating of 5 or better (on a 7-point scale) on each item.

Assessment Results. Eight students completed internship in the past year. The mean ratings they received in each of the areas are as follows: Observation Skills: 5.92; Instrument Selection: 6.50; Test Administration: 6.20; Test Interpretation: 5.90; Recommendations: 6.00. The data do not indicate a need to revise the program at this time.

Learning Outcome 2. Intervention Skills: Students completing the program will demonstrate knowledge of client populations, treatment approaches, and will demonstrate competencies in therapeutic abilities.

Assessment Plan. Internship supervisors will rate students on their knowledge of client populations, treatment approaches, and extent to which they demonstrate competencies in therapeutic abilities. Students will average a rating of 5 or better on a 7-point scale for each item.

Assessment Results. Eight students completed an internship in the past year. The ratings they received in each of the areas are as follows: Knowledge of Client Population: 5.44; Treatment Approaches: 5.44; Therapy Competence: 5.79. The data do not indicate a need to revise the program at this time.

Learning Outcome 3. Professionalism: Students completing the program will demonstrate: knowledge of professional ethics, leadership ability, responsibility, and response to supervision.

Assessment Plan. Supervisors of the internship experience will rate the students on their knowledge of professional ethics, leadership ability, responsibility, and response to supervision. Students will average a rating of 5 or better on the 7-point scale for each item.

Assessment Results. Eight students completed an internship in the past year. The ratings they received in each of the areas are as follows: Ethical Knowledge: 6.12; Leadership Ability: 5.57; Responsibility: 6.31; Responsiveness to Supervision: 6.19. The data do not indicate a need to revise the program at this time.

Learning Outcome 4. Admission to Doctoral or Professional School Program/Employment: Students completing the program will be successful in gaining admission to a doctoral or professional school degree program, or in obtaining employment related to their M.A. training.

Assessment Plan. Of those students who complete the program, at least 50% of those who apply to a doctoral or professional school program will be admitted within one year of completing the program. (b) Of those students who complete the program, at least 75% of those who seek employment will obtain a position related to their M.A. degree within one year of completing the program.

Assessment Results. In the past year, 8 students have graduated from the clinical program. (a) Three students chose to pursue a doctoral degree from this cohort; two of the three were accepted into a Ph.D. programs. One student from a previous cohort applied to a doctoral program this past year and was accepted. Overall, 75% of the graduates of the clinical MA program who pursued further education were accepted. (b) Of the 6 graduates in the cohort not continuing their education, all currently have positions that are related to their degree. The data do not indicate a need to revise the program at this time.

Experimental Concentration

Learning Outcome 1: Research Design, Research Methods, and Specific Area Knowledge: Students completing the program will be sufficiently knowledgeable about research design, and about the issues and research methods in some specific area of experimental psychology.

Assessment Plan. (a) Thesis proposals submitted by students completing the program will be scored by the students thesis committees according to a standard scoring rubric that will address the appropriateness of (1) the content of the literature review, (2) research design and methodology used, (3) description and analysis of results, and (4) the overall quality of the writing. At least 80% of the thesis proposals will be rated by each committee member as good or excellent on each rating dimension and no dimension will be rated below good by any committee member. (b) At least 80% of students completing the program will receive a grade of 85% or better on a standard scoring rubric used by experimental group faculty (in attendance) to assess the students presentations of their research proposals in Psy 662 Practicum in Psychology.

Assessment Results. (a) 100% of students completing a M.A. thesis proposal were rated as good or excellent on each rating dimension by every committee member. No student received a rating below good on any dimension. (b) 100% of the students who completed the program received a grade of 85% or better on their research proposal presentations. The data do not indicate a need to revise the program at this time.

Learning Outcome 2: Technical Research and Writing Skills, and Independent Learning:

Students completing the program will demonstrate proficiencies in technical and methodological research skills, writing skills, and the capacity for independent learning.

Assessment Plan. (a) Theses submitted by students completing the program will be scored by the students thesis committees according to a standard scoring rubric that will address the appropriateness of (1) the content of the literature review, (2) research design and methodology used, (3) description and analysis of results, (4) the content of the discussion section, and (5) the overall quality of the writing. At least 80% of the thesis projects will rated by each committee member as good or excellent on each rating dimension and no dimension will be rated below good by any committee member. (b) At least 50% of students completing the program will author or co-author a journal article (that is accepted for publication) or professional conference presentation or poster (that is accepted for presentation) before completing the program.

Assessment Results. (a) 100% of students completing a M.A. thesis were rated as good or excellent on each rating dimension by every committee member. No student received a rating below good on any dimension. (b) 100% of the students completing the program authored or co-authored either a journal article or a professional conference spoken presentation or poster before completing the program. The data do not indicate a need to revise the program at this time.

Learning Outcome 3: Admission to Doctoral or Professional School Program/Employment:

Students completing the program will be successful in gaining admission to a doctoral or professional school degree program, or in obtaining employment related to their M.A. training.

Assessment Plan. Of those students who complete the program, at least 80% of those who apply to a doctoral or professional school program will be admitted within one year of program completion. Of those who seek employment, at least 80% will obtain a position related to their M.A. degree within one year of program completion.

Assessment Results. 80% of those students who applied to Ph.D. or other professional programs have been accepted. The data do not indicate a need to revise the program at this time.

Industrial/Organizational Concentration

Learning Outcome 1: Basic Knowledge of the Discipline:

Students completing the program will have demonstrated knowledge of the basic principles, theories, and techniques of the discipline.

Assessment Plan. No later than the end of the first semester in the program, 90% of the first year I/O graduate students will achieve a passing grade of 80% correct on a locally developed competency exam in both industrial psychology and organizational psychology.

Assessment Results. 100% of the first year I/O graduate students successfully completed the competency exam, which was given as a component of the Psychology 570 course. The data do not indicate a need to revise the program at this time.

Learning Outcome 2: Core Competencies, Applied Skills, and Independent Learning:

Students completing the program will demonstrate core competencies in job analysis, compensation, test validation, criterion development, group processes, organizational assessment, training design and evaluation, and EEO law.

Assessment Plan. (a) Students are required to complete at least three applied projects covering the range of the core competencies. Each project will be evaluated by the I/O faculty according to a standard scoring rubric. At least 80% of the projects will be judged acceptable, and at least 75% of projects will pass each item on the scoring rubric. (b) At least 90% of the I/O graduate students will earn an average score of 4.5 or better (on a 5-point scale) on the internship site-supervisor evaluation. The internship site-supervisor evaluates the intern on a standardized form containing 8 dimensions of internship performance and 4 open-ended items requesting specific behavioral feedback. This instrument assess core competencies.

Assessment Results. (a) Applied projects were required in graduate I/O content courses: Psych 570 required the completion of a job analysis in one of three organizational sites (90% success rate); Psych 571 required a test validation study utilizing extant organizational data

(87.5% success rate); Psych 541 introduced students to skills in facilitating team building (100% success rate); Psych 541 utilized an extensive case study on organizational assessment (88.8% success rate); Psych 673 students completed an applied training project in one of three organizational settings (87.5% success rate); Psych 670 students completed an evaluation of extant data from a sexual harassment case and prepared a technical report for use in court proceedings (100% success rate). (b) Six of the nine students who completed internships the summer/fall of 2005 had ratings that exceeded 4.5 on the 5-point scale. Two of the remaining three had ratings above 4.

Learning Outcome 3: Analytical, Methodological, and Technical Writing Skills: Students completing the program will demonstrate analytical skills, including computer skills, statistical skills, and knowledge of test development; methodological skills; and technical writing skills.

Assessment Plan. (a) Theses submitted by students completing the program will be scored by the students' thesis committees according to a standard scoring rubric that will address the appropriateness of (1) the content of the literature review, (2) research design and methodology used, (3) description and analysis of results, (4) the content of the discussion section, and (5) the overall quality of the writing. At least 80% of the thesis projects will be rated by each committee member as good or excellent on each rating dimension and no dimension will be rated below good by any committee member. (b) Students completing an internship will write a technical report describing the conditions and work products resulting from the internship. Each report will be evaluated by the I/O faculty according to a standard scoring rubric. At least 80% of the reports will be judged acceptable, and at least 75% of the reports will pass each item on the scoring rubric.

Assessment Results. (a) Nine I/O graduate students were scheduled to complete their thesis by May 2006. Seven of those successfully defended their theses on schedule. Each of these seven theses were rated as good or excellent by the committee members. Of the remaining two, one defended in April but had a number of required revisions. The second student is working on revisions. Thus, the success rate of theses for this class currently stands at 77.7%. However, it is expected that when the two remaining theses are completed, they will be judged to be "good" by the committee members. (b) All nine of the students completed an internship and submitted a technical report describing the conditions and outcomes of their internship. 100% of these reports were judged to have passed the criteria for acceptability. The data do not indicate a need to revise the program at this time.

Learning Outcome 4: Students completing the program will successfully find employment that utilizes their I/O training.

Assessment Plan. 90% of the students who complete the program, and who seek I/O-related employment, will find such employment within one year of graduation.

Assessment Results. 100% of the class of I/O students who graduated in May 2005 secured I/O-related employment within twelve months of graduation. Among those are positions in the Pentagon, with the US Census Bureau, with Gaylord Entertainment, Metro-Louisville, and a DC-based consulting firm. Of the seven students who graduated in May 2006 (i.e., those who have completed their thesis), one is enrolling in a doctoral program, three have employment in I/O-related jobs, and three are still in the job search process. One of the 2006 students who has not completed his thesis has also found I/O-related employment and will begin working full-time in August. The data do not indicate a need to revise the program at this time.

General Concentration

The Department of Psychology does not generally admit students to the general concentration, nor do we actively recruit students for that concentration. We are currently in the process of determining whether to modify or eliminate the general concentration in the M.A. program. Because the number of students in this concentration is very small, the Department has not developed learning outcomes and assessment plans for it.

b. Other Indicators of Success (*Evidence of student achievement and success, such as special experiences/projects, honors, publications, presentations, internship placements, number of students in thesis versus non-thesis options and thesis titles*)

Clinical Concentration

There have been 19 master's theses completed by students in the clinical concentration of the psychology M.A. program in the past 5 years. In that same time period, only four students have elected to take the non-thesis option. Thus, 83% of the students completed theses. The thesis titles are shown below.

2002

- A Comparison of Symptom Severity Between University Counseling Center and Community Mental Health Center Clients
- Eating Disorder Symptoms in Women Living in Residence Halls and Off-Campus
- Parental Understanding of *Miranda* Rights
- Potential Antecedents of Muscle Dysmorphia
- The Differences in Levels of Spirituality between At-Risk Youths Who Have Been Adjudicated and At-Risk Youths Who Have Not Been Adjudicated
- The Negative Effects of Media Advertisements on Men's Body Satisfaction
- The Relationships Between Sport Fandom, Identification with a Specific Team, and an Individual's Socialization Experiences

2003

- Exploration of the Relationship Between Moral Judgment Development and Crystallized Intelligence
- Minimizing the Time of Day Effect Through the Use of Background Music
- The Effects of Self-Monitoring and Religious Self-Discrepancies on Negative Affect

2004

- Actual and Ideal Self-Discrepancy and Body Satisfaction
- An Examination of the Five Factors of Personality, Pubertal Onset and Alcohol Usage in Adolescent Males.
- An Examination of the General Mobility of Older Adults Based on Late-Life Depression and its Treatment
- Creating a Tool to Measure Muscle Dymorphia
- Examination of Role Satisfaction and Mental Health of Caregiving Grandparents
- Implicit and Explicit Attitudes Toward Different Body Types
- The Relationship Among Sense of Humor, Defense Style, Levels of Trait Anxiety, and Locus of Control

2005

- An Examination of The Factors Influencing Parental Satisfaction
- Examination of the Relationship Between Parenting Styles and Parental Tolerance
- Human Aggression and Sports Media Violence
- Sorority Eating Patterns: A Longitudinal Investigation
- The Influence of Children's Gender and Behavior on Parental Perceptions

Experimental Concentration

Theses. Students in the experimental concentration are required to complete a thesis. Thus, all of the students in the period under consideration were in the thesis option. The thesis is an

important requirement for experimental students that develops skills in research design, data collection, data analysis, and research report writing. The following is a list of student theses completed during covered by this review.

2003

- The effect of task versus ego oriented feedback on exercise enjoyment.
- The perception and recognition of 3-D shape from shadows cast onto curved surfaces.
- An examination of friendship in middle childhood: A test of the similarity-attraction hypothesis.

2004

- The effect of experience upon the visual and haptic discrimination of 3-D object shape.
- Effects of music preference and exercise intensity on affective variables.
- The effects of age and task timing characteristics on contingency judgment.
- Aging and the effects of prior expectancies in contingency judgment.

2005

- A psychophysical analysis of zebrafish spectral sensitivity.
- Predicting age related changes in mobility and driving habits.
- Do dilemmas on a moral judgment task elicit feeling states known to affect information processing?
- Pharmacological investigation of the adult zebrafish retinal off-pathway.

2006

- Memory for non-focal words.
- Aging and associative and inductive reasoning processes in discrimination learning.
- Relationships between aging, cognitive processes, and contingency learning.
- Assessment of school adjustment in Head Start children.

Eight students who enrolled in the program did not complete a thesis. Of these, two transferred to the General Psychology M.A. program, which does not require a thesis, three transferred to a program outside of Psychology, and three decided not to pursue a graduate degree.

Student Awards. During the period covered by this review, a number of students in the experimental concentration were recognized with awards.

- Dyrland, A. K.: First Place, Graduate Division (Biology and Psychology), WKU Sigma Xi Student Research Conference, 2004.
- Vukmanic, E.V.: First Place, Graduate Division, WKU Sigma Xi Student Research Conference, 2005.
- Vukmanic, E.V.: First Place, Graduate Division (Psychology) - Kentucky Academy of Science Conference, 2005.
- Bridget Trame Fredstrom: Outstanding Graduate Student, Experimental Psychology, WKU, 2003
- Bridget Trame Fredstrom: Outstanding Graduate Student, CEBS, WKU, 2003
- Bridget Trame Fredstrom: Jagers-Cave Graduate Scholarship, WKU, 2002-2003
- Bridget Trame Fredstrom: Hager Award Graduate Poster Competition, 2nd place, Kentucky Psychological Association Spring Conference
- Rachel Waford: Jagers-Cave Graduate Scholarship, 2005-2006
- Rachel Waford: Outstanding Graduate Student in Experimental Psychology, 2006

- Rachel Waford: Outstanding Graduate Student in CEBS, 2006
- Anita Patniak: Honorable Mention, Graduate Division (Computer Science and psychology), WKU Sigma Xi Student Research Conference, 2004

Student Publications. During the period of this review, 29 students in the Experimental concentration were authors or co-authors on 109 presentations at local, state, or national conferences. In addition 14 students were co-authors on 25 peer-reviewed journal articles or book chapters. These presentations and publications are identified by double asterisks in the list of faculty publications presented in the Department Section above.

Industrial/Organizational Concentration

Applied Learning Experiences. I/O psychology is an applied discipline. It is critical that graduate students engage in applied service-learning activities as part of their graduate training. The I/O faculty supervised graduate student participation in the following applied projects conducted in organizational settings. the faculty member who directed the applied learning experience is listed in parentheses at the end of each citation.

- Performance Appraisal Training for Supervisors. Training conducted for the Accounts Payable Networking Group of Kentucky Universities and Colleges. Provided performance appraisal training for supervisors from Western Kentucky University, University of Kentucky, University of Louisville, and Murray State University. Bowling Green Kentucky. 2006 (Shoenfelt)
- The United Methodist Ministers Kentucky Annual Conference: Developed performance appraisal/performance management system for 600+ congregations/churches in the Kentucky Conference. 2005-2006 (Shoenfelt)
- The United Methodist Ministers Kentucky Annual Conference: Developed performance appraisal/performance management system for all 600+ ordained Kentucky Conference Methodist Ministers. 2005-2006 (Shoenfelt)
- Lyons Company, Inc., Glasgow, KY: Developed inventory of strengths and weaknesses linked to performance evaluation system; provided individual feedback based on self assessment. 2005-2006 (Shoenfelt)
- Lyons Service Company, Bowling Green, KY: Developed safety training program based on NFPA 70E and OSHA regulations. 2006 (Shoenfelt)
- Edvantia (formerly AEL: Appalachian Education Laboratories), Charleston, WV: Developed performance management system for staff members. 2005-2006 (Shoenfelt)
- Program Evaluation of the “Just Think” grant for the After School Program for the Housing Authority of Bowling Green, KY: Developed criterion measures, collected and analyzed data, and wrote technical reports for evaluation of an after-school program serving 200+ students from low-income housing. 2005-2006 (Shoenfelt)
- Mental Skills for Golf Workshop for Glasgow High School Girls Golf Team. A 3-week workshop for developing mental skills for focus, shot routines, and goal setting; Olde Stone Country Club, Bowling Green, KY. 2006 (Shoenfelt)
- Worked as assessors for the WKU Center for Leadership Excellence student assessment center. Spring 2006, Fall 2006 (Paquin)
- Lyons Service Company, Bowling Green, KY: Analyzed results from employee satisfaction survey for vice presidents and technicians and provided survey feedback. 2005 (Shoenfelt)
- Microsensor Systems, Inc., Bowling Green, KY: Conducted employee attitude assessment for use in ISO 9000 certification and organization development efforts. 2005 (Shoenfelt)
- Team building for the Office of Whitaker and Lawless, D M. D. Conducted team building on interpersonal styles for office personnel. 2005 (Shoenfelt)
- Developed an instrument to identify evaluation needs at Lexington Green Movies 8. 2005 (Paquin)

- Conducted a job analysis for Library Student Patrol Staff at Helms/Craven Libraries. 2005 (Paquin)
- Developed an instrument to identify the important tasks performed by web developers for Camping World/Affinity Group. 2005 (Paquin)
- Developed a leadership training program for the position of foreman for Stewart and Richey Construction. 2005 (Paquin)
- Conducted a job analysis to identify training and selection needs for deputy jailors, Warren County, KY Regional Jail. 2005 (Paquin)
- Developed a workplace harassment reference guide for Lyons Company, Inc., Glasgow, KY. 2005 (Paquin)
- Developed a training guide for Plumbing Estimators working at Lyons Company, Inc. 2005 (Paquin)
- Conducted a job analysis for the position of Project Manager for Lyons Company, Inc. Glasgow, KY. 2005 (Paquin)
- Developed a trainer's guide for the activity of sheet metal estimation for Lyons Company, Inc. 2005 (Paquin)
- Designed exercises for the WKU Center for Leadership Excellence student assessment center. 2005 (Paquin)
- Developed an assessment tool and guide to measure employees' knowledge and skill with respect to sheet metal work for Lyons Company, Inc. 2004 (Paquin)
- Designed training curriculum for Service Technician customer troubleshooting for Lyons Company, Inc. 2004 (Paquin)
- Designed a training guide and training qualification evaluation form for a basic plumbing overview course for Lyons Company, Inc. 2004 (Paquin)
- Conducted a training needs analysis for the development of a new orientation program for quality technicians for Sensus Precision Die Casting. 2004 (Paquin)
- Freeman Webb, Inc., Nashville, TN: Conducted employee attitude assessment. 2004 (Miner-Rubino)
- Assessment of the Citizen's Police Academy's effects on community and officer attitudes. Conducted for the Bowling Green Police Department, Bowling Green, KY. (Pope)
- Goodwill Industries of Tennessee: 2004-2005. Assisted in the development of structured interview. (Brown)
- Program Evaluation for the ALIVE Center (A Local Information and Volunteer Exchange), Bowling Green, KY, a component of the WKU Juvenile Delinquency Prevention Grant. 2004-2005 (Shoenfelt)
- Program Evaluation for the Alternative to Suspension Program for the Warren County School Board, Bowling Green, KY. Developed criterion measures, collected and analyzed data, and wrote technical reports for evaluation of a structured instructional program for students suspended from Warren County Schools. 2002-2005 (Shoenfelt)
- Program Evaluation of the After School Program for the Housing Authority of Bowling Green, KY. Developed criterion measures, collected and analyzed data, and wrote technical reports for evaluation of an after-school program serving 200+ students from low-income housing. 2002-2005 (Shoenfelt)
- Program Evaluation for Girls in Science Day, Western Kentucky University, Bowling Green KY. Developed criterion measures, collected and analyzed data, and wrote technical report for the evaluation of an outreach program to introduce girls to professionals and careers in science, math, and engineering. 2003-2006 (Shoenfelt)
- Western Kentucky University Men's Golf Team: Four-week training program to develop mental skills for golf. 2004 (Shoenfelt)
- Development of a performance management system for The Exemplary Educators Program of the State of Tennessee Department of Education. AEL (Appalachian Educational Laboratories), Nashville, TN. 2004 (Shoenfelt)

- Career Transitioning Training for Displaced Plant Workers. Developed the training program and directed the delivery of the TORCH (Training, Orientation to the Workplace, Resume Writing, Career Planning, and Hope for the Future) Program through the Allen County Public Library, Scottsville, KY. 2002-2003 (Shoenfelt)
- Human Resources Consultant for Microsensor Systems, Inc. Bowling Green, KY . Conducted employee attitude assessment; conducted job analyses, developed job descriptions; developed performance management system for organization-wide use. 2003 (Shoenfelt)
- Program Evaluation of the Truancy Court Diversion Program (TCDP) for the Kentucky Family Court System of Warren Circuit Court Division III, Bowling Green, KY. Evaluated academic performance and attendance data for students participating in the TCDP and matched controls. 2003 (Shoenfelt)
- SCA Inc., Bowling Green, KY Identified and validated selection test for line personnel. Administered tests, scored tests, and used existing job performance data to validate tests. 2001-2002 (Shoenfelt and Brown)
- Program Evaluation for the City of Bowling Green Community Education, Bowling Green, KY. Developed instrumentation for self-report evaluation by students, parents, and teachers of the Youth Activities Program. 2001 (Shoenfelt)
- Head Start Quality Improvement Center, Bowling Green, KY Conducted a detailed job analysis. Interviewed incumbents, developed a task questionnaire, surveyed incumbents, and analyzed survey data. 1999-2000 (Brown)
- Test Development for Spherion Assessment Group, Charlotte, NC. Development of situational judgment test items for Internet-based selection and assessment for IT, Managerial, and Commissioned Sales positions. 2000 (Shoenfelt and Brown)
- Organizational Change. Training workshop conducted for managers, supervisors, and team leaders. The Weyerhaeuser Company, Bowling Green, KY. 1998 (Shoenfelt)

I/O Student Co-Authored Technical Reports. Legal and practical requirements of the I/O discipline frequently require that we document the procedure followed and the findings of many of the applied projects we complete. Accordingly, our students are frequently involved as co-authors when a technical report is required for a project on which they assisted. The following are student authored or co-authored technical reports.

- Appleby, M., & Shirmer, A. (2004). *SM4107P Sheet metal trade tools performance qualification*, Lyons Company, Inc. Bowling Green, KY: Western Kentucky University.
- Ashburn, C., & Burke, T. J. (2005). *Technical report of a job analysis conducted for the title of Project Manager*, Lyons Company, Inc. Bowling Green, KY: Western Kentucky University.
- Carter, N. T., Mackey, H. N., & Windhorst, S. (2005). *The development of a trainer's guide for the activity of sheet metal estimation*, Lyons Company, Inc. Bowling Green, KY: Western Kentucky University.
- Cook, S., & Pope, J. (2004). *The Citizen's Police Academy: Assessment of a program's effects on community and officer attitudes*. Report prepared for the Bowling Green Police Department, Bowling Green, KY.
- Dunn, J. A., & King, S. A. (2005). *Report on the creation of the workplace harassment reference guide for Lyons Company, Inc.* Bowling Green, KY: Western Kentucky University.
- Fultz, C., & Settle, S. A. (2005) *Plumbing Estimator training guide*, Lyons Company. Bowling Green, KY: Western Kentucky University.
- Hunt, J. T., & Mudd, J. (2004). *Training curriculum development for Service Technician customer troubleshooting*, Lyons Company, Inc. Bowling Green, KY: Western Kentucky University.
- Krastman, M., & Tate, K. (2004). *MH8310 Basic plumbing overview*, Lyons Company, Inc. Bowling Green, KY: Western Kentucky University.

- Kelley, S., Jefferson, A., Love, R. (2005). *The development of a job analysis to identify training and selection needs for deputy jailors, Warren County, KY Regional Jail*. Bowling Green, KY: Western Kentucky University.
- Preston, M., Long, S., & Lopez, J. (2005). *The development of an instrument to identify important tasks performed by web developer for Camping World/Affinity Group*. Bowling Green, KY: Western Kentucky University.
- Littlejohn, T. W., & Starling, P. G. (2005). *The development of leadership training for the position of foreman, Stewart and Richey Construction*. Bowling Green, KY: Western Kentucky University.
- Shoenfelt, E. L., Dunn, J. A., King, S., & Love, R. (2006) *Report on the Evaluation of Just Think! For the Housing Authority of Bowling Green After-School Program Academic Year 2005-2006*. Prepared for the Western Kentucky University Just Think Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Dunn, J. A., King, S., & Love, R. (2006). *Western Kentucky University Staff Satisfaction Survey, June 2006*. Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., & Long, S. A. (2006). *An Evaluation of the Western Kentucky University Girls in Science Day Program March 4, 2006*. Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Starling, P. G., & Usry, A. N. (2005). *Report on the Evaluation of the Warren County Public School Alternative to Suspension Program and Alternate Elementary Program for the Academic Year 2004-2005*. Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Dunn, J. A., Usry, A. N., & Fultz, C. V. (2005). *Report on the Evaluation of the Housing Authority of Bowling Green After-School Program for the Academic Year 2004-2005*. Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., & Starling, P. G. (2005). *The ALIVE Center: A Report on the Evaluation of the year 2004-2005*. Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., & Dunn, J. A. (2005). *Western Kentucky University Staff Satisfaction Survey, April 2005*. Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., & Starling, P. G. (2005). *An Evaluation of the Western Kentucky University Girls in Science Day Program April 23, 2005*. Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Usry, A. N., & Schirmer, A. R. (2005). *Microsensor Systems, Inc. Employee Satisfaction: February 2005*. Prepared for ISO 9000 compliance for Microsensor Systems, Inc., Bowling Green, KY.
- Shoenfelt, E. L., & Schirmer, A. R. (2005). *Western Kentucky University Faculty Pregnancy Leave Practices 2005: A Report on Department Head and Faculty Perceptions*. Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., & Schirmer, A. R. (2005). *Western Kentucky University Faculty Pregnancy Leave Practices 2005: A Report on Current Practices and A Comparison to Practices in 1995*. Prepared for the Office of the Provost, Western Kentucky University, Bowling Green, KY. <http://www.wku.edu/Dept/Support/AcadAffairs/DeptHeadPGReport2005-1.doc>
- Shoenfelt, E. L., & Kanisto, J. (2004). *The ALIVE Center: A Report on the Evaluation of the year 2003-2004*. Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., & Wang, X. (2004). *Report on the Evaluation of the Housing Authority of Bowling Green After-School Program for the Academic Year 2003-2004*. Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., & Wang, X. (2004). *Report on the Evaluation of the Warren County Public School Alternative to Suspension Program and Alternate Elementary Program for the*

Academic Year 2003-2004. Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.

- Shoenfelt, E. L., & Wang, X. (2004). *Report on the Evaluation of the Girls in Science Day Program April 17, 2004.* Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Nickel, K., Wang, X., Schirmer, A., Dobbs, S., & Daniel, J. (2003). *Report on the Evaluation of the Housing Authority of Bowling Green After-School Program for the Academic Year 2002-2003.* Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Nickel, K., Dobbs, S., Daniel, J., Schirmer, A., & Wang, X. (2003). *Report on the Evaluation of the Warren County Public School Alternative to Suspension Program for the Academic Year 2002-2003.* Prepared for the Western Kentucky University Juvenile Delinquency Prevention Grant, Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Wang, X., Nickel, K., Schirmer, A., Battista, L., & Dobbs, S. (2003). *Report on the Evaluation of the Girls in Science Day Program April 26, 2003.* Western Kentucky University, Bowling Green, KY.
- Shoenfelt, E. L., Kegley, J., & Garrett, J. (2002). *Report on the Evaluation of the Truancy Court Diversion Program of the Kentucky Family Court Division III, Bowling Green, KY: Projects 1 and 2.* Prepared for Judge Margaret Huddleston, Bowling Green, KY.
- Usry, A., & Cromwell, B. (2004). *A training needs analysis: The development of a new orientation program for quality technicians, Sensus Precision Die Casting.* Bowling Green, KY: Western Kentucky University.
- Zink, A. (2005). *The development of an instrument to identify evaluation needs at Lexington Green Movies 8.* Bowling Green, KY: Western Kentucky University.

Theses. Students in the I/O concentration are required to complete a thesis. Thus, all of the students in the period under consideration were in the thesis option. The thesis is an important requirement for I/O students that develops skills in project management, data collection, data analysis, and technical writing. The following is a list of student theses completed during covered by this review.

2001

- A Descriptive Study of the Selection Procedures Used by Kentucky Manufacturers.
- Using Socialization Training and Realistic Job Previews to Reduce Turnover in a Manufacturing Plant.
- The Effects of Attitudes Towards Homosexuality on the Ability to Reason Logically About Homosexuality.
- The Role of EEOC Factors in Determining Perceptions of Hostile Environment Sexual Harassment.
- The Role of Distributional Justice Factors in Team Sport Disciplinary Decisions and Organizational Justice Perceptions of Fairness.
- Job Analytic Response Differences Among High, Moderate, and Low Performers
- The Role of Procedural Justice Factors in Team Sport Disciplinary Decisions and Organizational Justice Perceptions of Fairness.
- Electronic vs. Paper Surveys in an Upward Feedback Application: Are the Methods Equivalent?

2002

- Procedural Justice Factors in Team Sport Disciplinary Decisions and Organizational Justice Perceptions of Fairness of Athletes.
- Faking overt integrity tests: More than a mindset?
- Interest inventory development for church personnel.
- Measurement of Co-worker Attitudes Toward Individuals With a Disability.

- Detecting faking with IRT appropriateness indices.
- Attributions Concerning Intoxication and Voluntariness of Participation in Perceptions of Hostile Environment Sexual Harassment.
- Procedural and Distributive Justice Factors in the Perception of Fairness of Organizational Disciplinary Decisions.
- Modeling Organizational Culture in a Financial Institution.
- The Relationship Between Test Preparation, Test Motivation, and Test Performance.

2003

- The Effects of Job and Life Satisfaction on Immediate Mood States, Organizational Citizenship Behaviors, and Withdrawal Intentions.
- The Citizen's Police Academy: Assessment of a program's effects on community and officer attitudes.
- The Effect of Goal Orientation and Type of Feedback on Task Satisfaction.
- The role of victim intoxication, perpetrator intoxication and juror gender on perceptions of sexual harassment.
- The five factor model of personality: An artifact of working memory limitations?
- Distributive justice perceptions of star player treatment in a work team setting.

2004

- Interpersonal dynamics of volunteers for a simulated prison study, general psychological study, and a helping-behavior study
- The effects of rejected job offers on the costs and benefits associated with the use of banding strategies for employee selection
- An Accident Analysis as a Precursor to the Development of a Behavioral Safety Program
- Relationships between personality and individual perceptions of group cohesion
- The ALIVE Center (A Local Information & Volunteer Exchange): An evaluation of the year 2003-2004.
- Development of a multidimensional scale to measure attitudes toward workers with a disability.
- Job applicant faking of overt integrity tests: Fact or fantasy?
- The Relationship Between Stress, Satisfaction, and Emotional Intelligence in College Students
- Relations Between Job Analysis Questionnaire Responses and Incumbent Characteristics
- The Effect of Jury Instructions on the role of victim intoxication, perpetrator intoxication and juror gender on perceptions of sexual harassment.
- Factors Impacting Legal Decisions in Cases Involving the Use of Cognitive Testing for Selection.
- Organizational Justice and Punishment in Team and Individual Settings.

2005

- Perceptions of connective leadership and work outcomes: The role of gender and group identification.
- A meta-analysis of test retest reliability studies.
- The Influence of Job Satisfaction, Organizational Commitment, and Perceptions of Equity/Fairness on Customer Service Interests
- An examination of the effects of item grouping on internal consistency and scale intercorrelation.

- The effects of victim performance level and employment status on jury perceptions of hostile environment sexual harassment.
- Revealing socially undesirable information: A comparison of bipolar scaling methods.
- Comparison of An Implicit Association Test with Other Measures of Attitude Toward Individuals with a Disability.
- Hey! That's not fair. A comparison of faculty and department head perceptions of fairness of faculty pregnancy leave practices.
- Observed incivility at work and job outcomes: The moderating role of workgroup characteristics.
- An evaluation of the effectiveness of a mental skills for serving training program for intercollegiate volleyball players.

2006

- The effect of divulging the intent of the conditional reasoning test of aggression to respondents.
- Physical abilities testing: A review of court cases: 1991-2005.
- A Realistic Job Preview for deputy jailer applicants.
- "None of the above" as an answer option in observation based multiple-choice questions.
- Does item exposure impact the relationship between specificity and interrater agreement?
- The Effects Of Item Grouping On Test Reliability.
- Detecting realistic faking behavior with the MMPI validity scales.
- Gender, occupational position, and incivility: The role of status on rude behaviors at work.
- Workplace incivility and the low-status target.

Internship Placements. The I/O graduate students complete a 6-hour internship, usually during the summer between the first and second year of the program. Faculty work with students to assist in locating appropriate internship sites that provide meaningful applied experience. Recent internship sites include The U.S. Navy, Washington, DC; Land's End, Dodgeville, WI; Advance Auto Parts, Roanoke, VA; Lowe's Companies, Inc. Mooresville, NC; Eastman Kodak, Rochester, NY; City of Clearwater, Clearwater, FL; Goodwill Industries of Middle Tennessee, Nashville, TN; First Tennessee Bank, Nashville, TN; Mercer Human Resources Consulting, Louisville, KY; Right Management Consultants, Louisville, KY; Louisville Metro Civil Service, Louisville, KY; Armed Forces Research Unit, The US Army Research Institute, Ft. Knox, KY; Miles Enterprises, Owensboro, KY; iPay Technologies, Elizabethtown, KY; Lyons Company, Glasgow, KY; Carpenter Company, Russellville, KY; Sumitomo, Bowling Green, KY; Holley Carburetor, Bowling Green, KY; WKU Human Resources, Bowling Green, KY; WKU Juvenile Delinquency Prevention Grant, Bowling Green, KY; The Kentucky Family Court System, Bowling Green, KY.

Student Awards. During the period covered by this review, a number of students in the I/O concentration were recognized with awards.

- Joseph Dunn, 1st Place Award, 2006 WKU Sigma XI Student Research Conference.
- Sonia Windhorst, 3rd Place Award, 2006 WKU Sigma XI Student Research Conference.
- Amy Schirmer, 2005 Outstanding CEBS Graduate Student Award.
- Amy Schirmer, Honorable Mention Award, 2003 WKU Sigma XI Student Research Conference.
- Allison Maue, 1998 Outstanding CEBS Graduate Student Award.

Student Publications. Graduate student co-authors of publications are identified by double asterisks in the list of faculty publications presented in the Department Section above.

c. Program Graduates (*Evidence that program graduates achieve professional success*)

Clinical Concentration

Of the 23 graduates in the last 5 years, 21 either work in the field of psychology, or have continued on to other higher education pursuits. The employment setting of graduates is varied. The highest percentage of students work in a private practice setting (35%) where they provide therapy and assessment under the supervision of a doctoral-level practitioner. Another 29% of the graduates work as service providers in a community mental health setting. Twelve percent of the graduates report working as a case coordinator and 12% report working as an adjunct instructor. The remaining 12% of students report having miscellaneous employment, such as working at a company developing assessment materials and working at a Child Advocacy Center. (Some graduates hold more than one job.)

Eight graduates have elected to continue their education and are pursuing doctoral degrees in counseling psychology, clinical psychology, and developmental psychology, and one graduate is pursuing the Ed.S. in school psychology.

Experimental Concentration

Sixty-five percent (65%) of the students graduating during the period of 2001 to 2006 entered Ph.D. programs or other graduate programs at top-level universities. These programs covered a broad spectrum of topical areas in psychology including Clinical, Social, Developmental, Cognitive, Experimental, Neuroscience, and Sport Psychology, as well as other areas related to psychology including Biostatistics, Gerontology, and Vision Science. A partial list of students pursuing further graduate study includes, Melissa Mathews who is a Ph.D. candidate in the Clinical Psychology program at the University of Massachusetts; Marci Sammons who is a Ph.D. candidate in Brain and Cognitive Science at Miami University of Ohio; Bridget Trame Fredstrom who is a Ph.D. candidate in Human Development, University of Maryland at College Park; Allison Dyrland who is a Ph.D. candidate in Sport Psychology at Florida State University, and Courtney Ortz who is a Ph.D. candidate in Gerontology at the University of Kentucky. The students who did not enter Ph.D. or other graduate programs are successfully employed in a variety of fields. Some obtained positions as research analysts or laboratory technicians. For example, Shane Raines is a Biostatistician for Astrazeneca Pharmaceuticals, Rachel Woford is a Research Analyst in the Developmental Neuropsychology Laboratory at the University of Louisville, and Eric Vukmanic is a Laboratory Technician in the Department of Anatomical Science and Neurobiology at the University of Louisville. Still others gained employment in fields such as education, medicine, or business. For example, Donna Gregory is Coordinator of Assessment and Planning for Student Affairs and Campus Services at Western Kentucky University, Marc Fields obtained a degree in physical therapy and is currently employed as a physical therapist, and Angela Weisser is in a management position in the hotel and restaurant industry in Louisville.

Industrial/Organizational Concentration

Virtually all of the I/O graduates are able to find employment within the discipline within 6 months of graduation. Graduates have job titles including manager of organization development, senior consultant, HR consultant, personnel examinations analyst, HR trainer, staffing specialist, CEO, rewards analyst/compensation, STAR and guest satisfaction analyst; human resources analyst, internal policy analyst, market values survey analyst, survey research YUM global, survey statistician, process consultant, client services coordinator, research analyst, and assessment and development specialist. During the period under study, we have graduates working in organizations in at least 11 different states; employers of recent I/O graduates include:

Government agencies such as The US Census Bureau, Louisville, KY and Washington, DC; The Pentagon, Washington, DC; State of Tennessee, Department of Personnel, Nashville, TN; Louisville Metro Civil Service, Louisville, KY; Recruiting and Training Branch Division of Human Resource Management, Commonwealth of KY, Frankfort, KY; Personnel Board of Jefferson County, Birmingham, AL; consulting firms such as Mercer Human Resources Consulting, Louisville, KY; Humana, Louisville, KY; Asurion, Nashville, TN; and private employers such as Advance Auto Parts, Roanoke, VA; Inova Health Systems, Falls Church, VA; ORC Macro, International, Calverton, MD; YUM!, Louisville, KY; GE Capital IT Solutions, Erlanger, KY; iPay Technologies, Elizabethtown, KY; Fruit of the Loom, Bowling Green, KY; Graber Pallet, LLC, Guthrie, KY; Union Planters Bank, Cordova, TN; Gaylord Entertainment, Nashville, TN; Goodwill Industries of Middle Tennessee, Nashville, TN; Staffmark Staffing Solutions, Nashville, TN; Remington College, Nashville, TN; White River Health Systems, Batesville, AR; Henderickson Trailer Suspension, Canton, OH; The Ambassador Personnel, Goldsboro, NC; Carlton Fields, P.A., Tampa, FL, Conesco Services, LLC, Carmel, IN.

Although the I/O program is a “terminal” masters program, about 10% of the graduates successfully continue their studies in doctoral programs. During the time period under study, graduates of the I/O concentration earned doctorates from Bowling Green State University and New Mexico State University. There are currently have five program graduates who are completing doctorates at Bowling Green State University, Auburn University, University of Oklahoma, and Wright State University (2).

4. Indicators of Student Engagement

a. QEP Learning Outcome 1

Clinical Concentration

Graduate students in the clinical psychology M.A. concentration will demonstrate their capacity to apply their knowledge and training to recognize and respond to problems via a psychometric approach. This learning outcome addresses the social problem of individuals in society in need of psychological assessment. The student engagement activity involves providing the needed assessments which involves the application of the following knowledge and skills:

- Ability to administer, score, and interpret psychological tests, including intelligence and personality measures
 - Ability to conduct a clinical interview
 - Ability to synthesize information into a coherent report
- Ability to communicate the information from a report to the client or other source

To assess this QEP learning outcome, students will be evaluated on a 1 to 7 scale on their assessment skills at their internship site. In addition, a similar evaluation will be completed on assessments students conduct through the WKU Psychology Training Clinic. The supervisors' ratings will be averaged for each student. On average, students will receive a final evaluation of at least a 5 on the 7-point scale for their overall assessment ability. No individual student will be rated less than 4 on the 7-point scale. As a second means of assessment, 25% of the initial reports (before supervisor feedback) students write will be scored by the supervisor using a rubric developed for this purpose. The average score will be no less than 70% of the possible points, and on no individual rubric category will the average be less than 60% of the possible points.

No assessment results are available; this assessment is scheduled to begin during the 2006-07 academic year.

Experimental Concentration

Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society. Within the Psychology M.A. experimental concentration, this outcome is interpreted to mean that students can apply the knowledge gained from their training to complete a basic or applied research project that conforms to recognized ethical principles and contributes to the understanding of behavior. The first means of assessment involves evidence of ethical conduct of research. All students will present their proposed thesis research to the WKU Human Subjects Review Board or the Institutional Animal Care and Use Committee and will provide documentation that this research has been reviewed and approved by the relevant committee. The second means of assessment involves evidence of research quality. Theses submitted by students completing the program will be scored by the students' thesis committee members according to a standard scoring rubric that addresses the quality and appropriateness of: (1) the literature review and rationale for the research, (2) the design and methodology, (3) the method(s) of analysis and description of the results, (4) the interpretation and discussion of the results, and (5) the overall quality of the writing. At least 80% of the thesis projects will receive a "good" or "excellent" on each rating dimension by all committee members and no dimension will be rated below "good" by any committee member. The third means of assessment involves evidence of students' ability to communicate research findings to the scientific community. At least 50% of students completing the program will author or co-author a journal article (that is accepted for publication) or professional conference presentation or poster (that is accepted for presentation) before completing the program.

No assessment results are available; this assessment is scheduled to begin during the 2006-07 academic year.

Industrial/Organizational Concentration

Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in the community or society. The dynamic nature of today's workplace results in a continuing need for organizations to train incumbents as well as new hires. Students in the Industrial/Organizational Psychology program will demonstrate their capability to apply the theory and technology of training needs assessment, training design, and/or training evaluation through participation in an applied training project for an organization in our community. The host organization will benefit by identifying training needs, the design and development of relevant training modules, and/or data relevant to the effectiveness of extant training. These work products will assist the organization in meeting requirements for productivity, OSHA, EEOC, ISO Certification, etc. Targeted competencies include: Technical writing skills; Oral presentation skills; Data management, analysis, and interpretation skills; and Organizational skills. As the first means of assessment, students will be required to write a proposal and final report, both of which will be written in the form of a technical report. The final report will include an analysis of the effectiveness of the project. These reports will also serve as a product students may add to their portfolio for applying for internships and jobs. The technical reports will be evaluated with a scoring rubric; each student will be expected to score at least at the 80% level on the scoring rubric. As the second means of assessment, students will be required to make an oral presentation to the host organization, the effectiveness of which will be evaluated by the project sponsor in the host organization in terms of whether or not the project met the organization's needs. Each student will be expected to receive a passing score on the oral presentation. Students collect, analyze, and interpret data as part of the project. As a third means of assessment, students must create data sets, clean the data, and appropriately analyze and interpret the data. The quality of these activities is evaluated as a component of the scoring rubric identified as part of the first means of assessment. Finally, working in the "real world" teaches the students the logistics of data collection and interaction with busy managers and workers. They are introduced to office politics and the realities of implementing techniques they have learned in the classroom. They develop interpersonal and team skills via working on a project team. Each team member will evaluate

his/her other team members on a standardized peer appraisal format. Each student will be expected to receive a passing score on the peer evaluation.

No assessment results are available; this assessment is scheduled to begin during the 2006-07 academic year.

b. QEP Learning Outcomes 2 and 3

The Department of Psychology Action Plan calls for assessment plans to be developed for the second and third QEP learning outcomes during the 2006-07 and 2007-08 academic years, respectively.

c. Other Indicators of Student Engagement

Expectations for graduate students in the psychology M.A. program ensure that all students are actively engaged in the discipline. Most students begin working on research and applied projects under faculty supervision during their first semester in the program. These experiences provide valuable independent learning opportunities for students and opportunities for them to acquire research skills including skills related to participant recruitment, research methodology and data collection, data entry and analysis, interpretation of results, and writing and presenting results. Students in the experimental and I/O concentrations participate in a weekly pro-seminar in which they present research proposals and results. Students in the clinical concentration have frequent opportunities to engage the practice of therapy and assessment skills working under supervision in the Department's training clinic. All of these activities engage students with communities other than their own (e.g., research professionals, practitioners, clients, and community agencies and businesses) and provide purposeful learning opportunities that enhance their potential to contribute to community and society. The list of faculty publications presented above identified (with double asterisks) 82 graduate student co-authors. During the period covered by this review, there were also at least 125 graduate student co-authors with faculty on professional conference presentations, with most of those being at major national/international meetings.

C. Other Indicators of Program Achievement and Contribution *(Information reflecting specific ways in which the program contributes significantly to the mission and success of the university)*

1. Program Viability: *(Evidence that the program attracts, recruits, and retains high quality students, and evidence concerning enrollment trends in psychology.)*

Evidence that the program attracts and recruits high quality students can be seen in the GRE, GPA, and GAP score data presented above in Tables 33, 34, and 35. As already noted, the mean scores of psychology M.A. students on those variables are considerably higher than the corresponding CEBS and University means.

The American Psychological Association (APA) conducted an employment survey in 2002 of individuals with a master's or specialist's (or related) degree in psychology (<http://research.apa.org/mes2002contents.html#empstat>). Sixty-seven percent of the survey respondents reported they were employed, and 21% reported they were enrolled for further graduate study. Eighty-six percent of those who were employed were employed full-time. Most of those (78%) pursuing further graduate study were enrolled in doctoral programs. Only 9% of the respondents were unemployed and seeking work.

According to the APA survey, the principal employers of master's-level psychologists employed full-time were schools (25%), businesses (19%), human services organizations (19%), hospitals and clinics (19%), and universities and colleges (13%). About 60% of respondents reported being employed in a capacity closely related to their graduate training. The job market for master's-level

psychologists was perceived to be good or excellent by 42% of the survey respondents while another 36% perceived the job market to be fair.

According to the U.S. Department of Labor Bureau of Labor Statistics, “Employment of psychologists is expected to grow faster than average for all occupations through 2014, because of increased demand for psychological services in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies.” Because of the limited number of positions that require only a master’s degree, however, the Bureau of Labor Statistics notes that, except for industrial and organizational psychology, there will be considerable competition for jobs by master’s degree holders although they may “find jobs as psychological assistants or counselors, providing mental health services under the direct supervision of a licensed psychologist. Still others may find jobs involving research and data collection and analysis in universities, government, or private companies.” It should be noted in this context that Kentucky is one of only three states in which master’s-level clinical psychologists can be licensed to practice independently. Thus, job prospects in Kentucky are likely to be better than in the nation as a whole.

2. Contributions to other University Programs: N/A

3. Use of Technology: *(See description above in the Undergraduate Program Section, Program Reference Code 760.)*

4. Uniqueness of Program

Western’s psychology M.A. program is the largest such program in Kentucky. The program trains and graduates more master-level psychologists than any of the other regional comprehensive universities. It is the only master’s-level program in the Kentucky that offers concentrations in clinical, experimental, industrial/organizational, and general psychology.

5. Contributions to Diversity Goals *(Program efforts and progress toward promoting diversity of students and faculty, and ways in which issues of diversity, including contributions of women and minorities, are integrated into the curriculum.):*

Faculty contributions to diversity goals were described in the corresponding section above for the undergraduate program (Program Reference Code 760). Specific courses in the M.A. program in which issues of diversity are addressed include PSY 520 Individual Differences and Human Diversity, PSY 521 Advanced Child Psychology, PSY 541 Professional Issues and Ethics in Psychology, PSY 550 Personality Theory, PSY 551 Social Psychology of Organizations, PSY 552 Advanced Social Psychology, PSY 571 Personnel Psychology, PSY 572 Organizational Psychology, PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations.

6. Accreditation Status

The American Psychological Association accredits doctoral programs in psychology, but does not accredit psychology master’s degree programs. The Master’s in Psychology Accreditation Council (MPAC) does accredit psychology master’s degree programs, but the number of accredited programs is very small (17). Moreover, MPAC has sought, and been denied, accreditation by the Council for Higher Education Accreditation. MPAC accreditation is based largely in the master’s-level training standards of the Council of Applied Master’s Programs in Psychology (CAMPP) and, for industrial/organizational psychology, the master’s-level training standards of the Society for Industrial and Organizational Psychology (SIOP). For industrial and organizational psychology, CAMPP adopted the SIOP training standards. Western’s M.A. program holds membership in CAMPP. That membership requires CAMPP acknowledgement that the program’s training standards are in compliance with CAMPP standards.

7. Planning, Development, and Other Areas: N/A

8. Additional Indicators for Career Preparation Programs: N/A

D. Factors Inhibiting Program Achievement and Contribution (*Factors that have prevented the program from achieving Action Plan goals and objectives or other achievements*)

The program has been quite successful at achieving action plan goals and objectives. However, although the program has generally been able to provide graduate assistantship support to nearly all students, the funds available for assistantships are usually not fully identified at the time admissions decisions are made and offers are extended to applicants. Consequently, the program is always at risk of losing some well-qualified applicants because an assistantship offer cannot be extended at the time the applicant is accepted.

Another challenge has to do with program administration. Each M.A. concentration has a coordinator who receives a one course per year reassignment to program administration. However, the administrative demands have increased considerably in recent years in response to the demands of assessment of learning outcomes and increased reporting requirements. Moreover, some of the administrative responsibilities arise in the summer which is problematic because the coordinators are only on 9 month faculty appointments. In addition to the course release, the administrative responsibilities of the coordinators should be compensated with a stipend or professional development funds.

E. Response to Previous Program Reviews or Other Assessments

In response to the previous program review, the Academic Program Review Committee expressed concerns about the program's reliance on part-time faculty, and a decrease in program enrollment from 46 in 1996 to 40 in 1999.

During the period covered by the present review, the vast majority of program courses were taught by regular full-time faculty. The very few part-time faculty members who taught courses in the M.A. program were highly qualified, and in most cases were on optional retirement, or held faculty rank in the Department although their primary appointment was to another unit. For example, Dr. Richard Greer, Professor of Psychology and Director of the Counseling and Testing Center, regularly taught PSY 641 Theories of Psychotherapy, and PSY 642 Clinical Interviewing and Psychotherapy. Dr. Cathy Reeves, a local clinical psychology practitioner, taught PSY 541 Professional Issues and Ethics in Psychology. The teaching of both of these part-time faculty members was informed by their personal clinical experience and expertise and was an asset to the program. Likewise, for the past several years PSY 505 Statistical Software for Behavioral Sciences has been taught by Dr. Scott Shadrack. Dr. Shadrack holds a research position with the Army Research Institute in Ft. Knox. In addition, he took this course as part of his M.A. program of study at Western, and has a very strong background in statistics. Due to his extensive experience working with SPSS software in his professional position, Dr. Shadrack is especially well-qualified to teach PSY 505.

Since the previous program review, program enrollment has increased and is stable. Moreover, for the past several years the program has been essentially operating at full capacity.

F. Future Directions (*Briefly discuss plans or future directions for the program that have been developed by the faculty and administrators of the program. Are the plans documented in the University's Strategic Planning Process? Where is the program headed? What are its most pressing needs? What are its opportunities for enhancement and/or improvement? What resources (in general) are needed to realize plans?*)

There are no plans at this time to make changes to the program.

Graduate Program Section
Program: Psychology Ed.S.
Reference Code: 147

I. Program Enrollment and Student Data

A. Table 40: Number of Majors

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
Majors	32	27	27	27	29	28.4

The number of students enrolled in the Ed.S. School Psychology program has been fairly constant across years. This is a 3-year, 75 credit-hour program that requires a thesis and a year long internship. The number of students enrolled will vary somewhat across years as a function of when students complete the thesis and internship. The program typically admitted 9-10 students per year, and as Table 41 below shows, graduated an average of 8.8 students per year, resulting in an average yearly enrollment of about 28 students.

B. Table 41: Number of Graduates

	2000/01	2001/02	2002/03	2003/04	2004/05	Mean
Degrees Awarded	6	8	11	13	6	8.8

During the period covered by this review, the School Psychology program typically admitted 9-10 students per year, and graduated an average of about 9 students per year.

Table 42: Number of Graduates from Each Cohort

	2001		2002		2003	
	Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
Totals	9	9	8	6	9	8
Percentage Grad.		100%		75%		89%

The Department has conducted its own analysis of the completion rate for the Ed.S. program. Students are admitted as a cohort to start classes in the fall semester each year. The number of students admitted and the number that graduated from each of three successive cohorts admitted since fall 2001 is shown in Table 42. Of the 4 students that enrolled but did not graduate from the school psychology program, only one dropped out for unknown reasons. Two students switched to WKU's graduate program in special education and are currently special education teachers in the state of It should be noted that of the 10 students admitted in the 2004 cohort, all 10 are completing their internships and are expected to graduate in 2007.

C. Comparisons with External Data

Table 43: Program Enrollments at Kentucky Public Universities

	WKU	EKU	KSU	MoSU	MuSU	NKU	UK	UofL
2001	32	27	N/A	N/A	N/A	N/A	N/A	N/A
2002	27	27	N/A	N/A	N/A	N/A	N/A	N/A
2003	27	31	N/A	N/A	N/A	N/A	N/A	N/A
2004	27	30	N/A	N/A	N/A	N/A	N/A	N/A
2005	29	9	N/A	N/A	N/A	N/A	N/A	N/A

Source: Kentucky Council on Postsecondary Education (CPE).

Western Kentucky University, Eastern Kentucky University, and the University of Kentucky have the only school psychology programs in Kentucky. It is unclear why there are no CPE data for UK. Personal correspondence with UK's school psychology program director indicated they typically accept 10 students in the Specialist program each year and average about 9 graduates per year. UK has the only doctoral school psychology program in the state; some of their Specialist-level graduates continue on into the doctoral program rather than go to the public schools to work as school psychologists. The three school psychology programs in the state are comparable in size. As noted in Table 43, Western's enrollment averaged 28 students per year from 2001 through 2005. Based on the data in Table 43, Eastern's enrollment was slightly less, but we question the accuracy of the enrollment data for Eastern for 2005.

Table 44: Degrees Conferred by Kentucky Public Universities

	WKU	EKU	KSU	MoSU	MuSU	NKU	UK	UofL
2000/01	6	6	N/A	N/A	N/A	N/A	N/A	N/A
2001/02	8	9	N/A	N/A	N/A	N/A	N/A	N/A
2002/03	11	7	N/A	N/A	N/A	N/A	N/A	N/A
2003/04	13	11	N/A	N/A	N/A	N/A	N/A	N/A
2004/05	6	9	N/A	N/A	N/A	N/A	N/A	N/A

Source: Kentucky Council on Postsecondary Education (CPE).

During the period covered by this review, the number of students obtaining a specialist degree in school psychology was 44 at Western and 42 at Eastern. The University of Kentucky program director estimated the number of graduates from their program during this period to be about 45.

D. Table 45: GRE Scores of Students Admitted to the Program

Avg. GRE*	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
Psychology Ed.S.	937	1048	998	1056	998	1007
CEBS Average	870	882	896	906	911	893
University Avg.	931	925	946	945	947	939

*Includes only Verbal and Quantitative sections of the GRE due to the change in the scale of the Analytical section of the exam. The maximum score is 1600.

During the period covered by this review, the mean GRE score of students admitted to the school psychology program was consistently higher than the CEBS and University means. Moreover, the 5-year average of school psychology students was more than a standard deviation above the 5-year CEBS average, and was approximately a standard deviation higher than the 5-year University average. These data are indicative of the relative high quality of the students admitted to the school psychology program.

Table 46: Undergraduate GPAs of Students Admitted to the Program

Avg. Ugrad GPA	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
Psychology Ed.S.	3.44	3.53	3.65	3.64	3.55	3.56
CEBS Average	3.20	3.21	3.22	3.30	3.25	3.24
University Avg.	3.27	3.24	3.22	3.27	3.22	3.24

Table 46 shows that for 2001 through 2005, the mean undergraduate GPA of students admitted to the school psychology program was consistently higher than the corresponding CEBS and University means. The 5-year average of school psychology students was more than three-tenths of a point higher than the corresponding CEBS and University 5-year averages. These data are indicative of the relative high quality of the students admitted to the school psychology program.

Table 47: GAP Scores of Students Admitted to the Program

Average GAP*	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Mean
Psychology Ed.S.	3246	3718	3659	3825	3541	3598
CEBS Average	2812	2850	2920	3021	2983	2917
University Avg.	3054	3017	3059	3105	3081	3063

*GAP score is calculated as (Verbal GRE score + Quantitative GRE score) * Undergraduate GPA. The maximum score is 6400.

Table 47 shows that for 2001 through 2005, the mean GAP scores of students admitted to the school psychology program was consistently higher than the corresponding CEBS and University means. Moreover, the 5-year average of school psychology students was more than 600 points higher than the corresponding CEBS and University 5-year averages. These data are indicative of the relative high quality of the students admitted to the school psychology program.

E. Table 48: Graduate GPAs of Program Graduates

Graduate GPA	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005
Psychology Ed.S.	3.68	3.77	3.82	3.74	3.85
CEBS Average	3.77	3.77	3.77	3.77	3.77
University Avg.	3.75	3.73	3.71	3.72	3.72

The mean GPA of school psychology program graduates is high and essentially the same as the CEBS and University means. Given the competitive process and selection criteria used for admission to the school psychology program, it is not surprising that program graduates have high GPAs.

II. Program Description and Self Study

A. Mission Statement/Relation of Program to University Mission

The primary goal of the WKU School Psychology Program is to train students who are competent to provide both direct and indirect psychological services to students, educators, parents, and community members in a variety of educational settings, using a problem-solving framework. The program strives to prepare a professional who can gather appropriate information, analyze the situation, consider intervention approaches to resolving difficulties or improving the situation, act upon the best alternative, and then evaluate the outcomes of those actions in relation to problem-solving goals. School psychologists must be sensitive to a diversity of values, interactional styles, and cultural expectations, and must develop skills in dealing with diverse language and cultural issues. Professional growth and continuing education are a lifelong quest. Students are introduced to the philosophy that their formal training is but a beginning; continued professional competence requires continued initiative.

Consistent with WKU's mission and QEP goals, the school psychology program's goal is to prepare students to be competent and productive leaders that enhance the quality of life for others. School psychologists are trained to assist in improving the education and socialization of students in school settings. As such, they apply their knowledge and training to address relevant concerns in our educational system. Public school students are becoming increasingly diverse. The school psychology program recognizes the importance of training school psychologists to understand culture and ethnicity factors in their applied practice.

B. Teaching and Learning

1. Graduate Students

- a. **Selectivity** (*Number of applicants compared to number accepted and number who enrolled*)

Table 49: School Psychology Program Selectivity

Year	Number of Students			Mean GPA			Mean GRE		
	Applied	Accepted	Enrolled	GPA Apps	GPA Accept	GPA Enroll	GRE Apps	GRE Accept	GRE Enroll
2001	27	20	10	3.51	3.44	3.42	978	937	931
2002	40	16	8	3.39	3.53	3.40	1018	1048	1013
2003	19	16	9	3.58	3.65	3.70	965	998	1021
2004	31	14	10	3.48	3.64	3.56	1011	1056	1008
2005	42	16	10	3.43	3.55	3.59	982	998	1027
2006	28	15	7	3.53	3.60	3.62	1013	1037	1003
Means	31.2	16.2	9.0	3.49	3.57	3.55	994.5	1012.3	1000.5

b. **Description of Students**

Since 2001, 54 students have been, or currently are, enrolled in the school psychology graduate program. The vast majority of those students (n = 50, 92.6%) have been or are full time students. National statistics retrieved from the National Association of School Psychologists website* indicate that almost 93% of school psychologists are Caucasian and that more than 80% of school psychology graduate students are female. WKU's school psychology program reflects the national trends with 87% of our students being Caucasian and 91% of our students being female. The majority of our students (estimated at 79%) attended our graduate program directly after graduating with their Bachelor's degrees. Job experiences of our applicants have largely been in the human services field with roles such as behavioral therapists, direct care workers in youth residential facilities, education coordinator at a Head Start program, and special education teacher. Three have entered our program already possessing Master's degrees in clinical or counseling psychology. Of those, one worked in a facility for the elderly, one worked in a juvenile detention center, and one was adjunct faculty for a University.

*Source: http://www.nasponline.org/resources/culturalcompetence/minority_demog.aspx

As might be expected, the majority of WKU school psychology students come from colleges and universities within Kentucky with the largest percentage of students come from Western Kentucky University (46.3%). However, the program recruits nationally, and 29.6% of the students during the period covered by this review were from states other than Kentucky.

c. **Information about Graduate Assistantships**

From fall 2001 through fall 2005, graduate assistantships were offered to 43 of the 46 students admitted into the school psychology Ed.S. program. The vast majority of those students continued on an assistantship for their second year in the program. The Office of Graduate Studies provided

funding each year for a total of 18 graduate assistantships in the Department of Psychology to support students in both the M.A. and Ed.S. graduate programs. That office also provided funding each year through the Minority Assistantship Program for an additional 2-3 assistantships. Almost all of the remaining assistantships were funded by faculty grants and internally by the Department of Psychology from grant salary savings and lapse salary.

The Department uses a priority system for assigning graduate assistant duties with the top priorities being a.) the assignment of two students in the clinical M.A. concentration to the University Counseling and Testing Center, b.) the assignment of students to assist faculty with labor intensive courses such as the large auditorium sections of PSY 100 and PSY 560 Assessment of Cognitive and Intellectual Functioning, and c.) staffing for the Educational Technology Center. The second priority is the assignment of students to individual faculty to provide assistance with teaching (typically grading, recording grades, finding or developing resources, etc.), research (recruiting and running participants, data entry, data analysis, writing research reports), and service (University committees, working with local agencies and businesses, data entry and analysis, writing technical reports, etc.). Usually, several students are assigned each year to units outside the Department. These have included Early Childhood Education, the Literacy Clinic, FaCET, Human Resources, The Office of International Programs, and the Leadership Studies Center.

The graduate assistantship assignments employed by the Department of Psychology provide valuable learning opportunities for school psychology students as well as opportunities for them to become engaged with communities other than their own. For example, school psychology students have worked in the Parker-Bennett-Curry elementary school assisting teachers with high risk students. Many of the graduate assistants work with faculty on research projects, which is an integral part of the scientist/practitioner model of psychology graduate training programs.

2. Indicators of Teaching and Advising Quality

As indicated in Section III.F. of the Department Section, four Department faculty members received the CEBS Faculty Award for Teaching during the period covered by this review, one received the University Faculty Award for Teaching, and one received the KYVU Award for Online Teaching. Most of those faculty members provide teaching support to this program. Two faculty members who support this program serve on the FaCET Advisory Board, and program faculty regularly participate in FaCET workshops. Most program courses are taught by faculty members who have active and productive research programs related to the content of those courses. This faculty scholarship combined with a high rate of attendance at professional conferences helps to ensure faculty are knowledgeable about current trends and research in their specialty areas.

3. Indicators of Student Learning

a. Assessment of Currently Enrolled Students

During the 2002-2003 academic year, the Department developed explicit student learning outcomes and associated assessment plans for the Ed.S. program. Presented here are the 2005-06 learning outcomes, assessment plans, and assessment results, all of which are representative of those since 2002-03.

Learning Outcome 1: Basic Knowledge of the Discipline. Students will demonstrate basic knowledge of the profession of school psychology, specifically: diagnosis and fact finding, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.

Assessment Plan. At least 95% of the program graduates will pass the School Psychology Praxis exam at the state certification level. Sub-scales on the Praxis exam specifically measure

diagnosis and fact finding, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.

Assessment Results. 100% of the program graduates (8/8) passed the School Psychology Praxis exam on their first attempt. The students tended to score low on the Applied Educational Foundations section of the exam. A proposal to revise the school psychology program is in process. A different literacy course is proposed and the curriculum course will be dropped.

Learning Outcome 2: Research and Writing Skills, and Independent Learning. Students will demonstrate proficiencies in research skills, writing skills, and the capacity for independent learning.

Assessment Plan. (a) Specialist (thesis) projects submitted by students completing the program will be scored by the students' thesis committees according to a standard scoring rubric that will address the appropriateness of (1) the content of the literature review, (2) research design and methodology used, (3) description and analysis of results, and (4) the overall quality of the writing. At least 80% of the thesis projects will be rated by each committee member as good or excellent on each rating dimension. (b) On the follow up survey of program graduates, at least 70% of those who respond to the survey will rate their training on a four-point scale as good (3) or excellent (4) in knowledge of research, statistics, and evaluation methods; ability to evaluate research and translate research into practice; and ability to plan and conduct investigations and program evaluations for improvement of services.

Assessment Results. (a) 100% of the ratings for the thesis projects were ratings of good or excellent on each rating dimension. (b) Only 3 of the 8 graduates responded to the survey. Of those 3, 100% responded "good" or "excellent" to the questions on (a) knowledge of research, statistics, and evaluation methods, and (b) ability to evaluate research and translate research into practice. Two-thirds of the respondents responded "good" or "excellent" to the question on the ability to plan and conduct investigations and program evaluations for improvement of services. The other "third" responded to that item as "fair." These results do not indicate a need for program changes at this time.

Learning Outcome 3: Employment. Students completing the program will be successful in obtaining employment as a school psychologist.

Assessment Plan. Of those students who complete the program, at least 80% of those who seek employment as a school psychologist will obtain an appropriate position within one year of program completion.

Assessment Results. 100% of the graduates obtained employment as a school psychologist. These results do not indicate a need for program changes at this time.

b. Other Indicators of Success (*Evidence of student achievement and success, such as special experiences/projects, honors, publications, presentations, internship placements, number of students in thesis versus non-thesis options and thesis titles*)

Student Awards. During the period covered by this review, a number of school psychology students and program graduates were recognized with various awards. For example, the Kentucky Association for Psychology in the Schools annually gives out an award called the Jennie Ewald Outstanding Graduate Student award. School psychology graduate students from the three school psychology graduate programs in Kentucky (WKU, UK, EKU) compete for the award and only one student is selected. For the last 4 consecutive years, a WKU graduate student has won the award. Some of the individual reward recipients and their awards are identified below.

- John Lamana, Jennie Ewald Memorial Scholarship Award for Outstanding School Psychology Graduate Student, Kentucky Association for Psychology in the Schools, October, 2005
- Amanda(Tyson) Crick (Ed.S., 2002), Region 1 Best Practices Award, Kentucky Association for Psychology in the Schools, October, 2005

- David Taylor (Ed.S., 1995), Region 2 Best Practices Award, Kentucky Association for Psychology in the Schools, October, 2005
- Rachael Sloan, Outstanding Graduate Student Award from Kentucky Association for Psychology in the Schools, 2004

Praxis Pass Rate. A primary example of student academic achievement is the 100% pass rate on the national school psychology Praxis exam (over the past 12 years). This is especially impressive given that outside of Kentucky, the test is usually taken by students near the end of their third year of training. Due to provisional certification requirements for internships in Kentucky, WKU students typically take the exam in January of their second year (after just 3 semesters of coursework).

Students are actively involved in research and professional activities. Of the students admitted since 2001, 17 (31.5%) have presented at state or national conferences with 5 of those students presenting at two conferences. Two students are co-authors on publications with 6 additional students potential co-authors on publications.

All school psychology graduate students are required to complete an internship (minimum of 1200 clock hours) and all have been placed in school settings within Kentucky and in other states. All students must complete a thesis as part of program requirements. Titles of the 42 theses completed by school psychology graduates since 2001 are listed below.

2001

- Test-Retest Reliability of Phonemic Awareness Assessment Instruments on Kindergarten Students
- The Relationship Between Social and Emotional Intelligence in Children
- Improving Head Start Children's Emergent Literacy and Phonemic Awareness Through Parent Training
- Phonemic Awareness in Preschool Children in Relation to Reading Practices in the Home
- Examining Children's IEP Knowledge and Preferences in the Special Education Process
- Emotional Intelligence in Adolescents: How it Relates to Giftedness

2002

- The Effect of Cognitive Load on Illusory Correlation
- Lucky Pennies and Four Leaf Clovers: Young Children's Understanding of Superstitions
- Test-Retest Reliability of the Universal Nonverbal Intelligence Test with Children Diagnosed with Attention Deficit Hyperactivity Disorder
- The Incorporation of Emergent Literacy in Head Start Classrooms
- Training Practices in School Consultation: Twenty Years Later
- Reading Mastery Versus Word Study Instruction as it Pertains to Third Graders' Reading Achievement Scores
- The Effectiveness of Listening Previewing on Oral Reading Performance
- Children's Understanding of Racial Classifications as a Function of their Knowledge of Inheritance
- Behaviorally Disruptive Children's Reasoning about the Emotional Consequences of Victimization
- Social Intelligence: Social Skills Competence and Emotional Intelligence in Gifted Adolescents
- Emotional Intelligence, Social Competence and Success in High School Students
- Three Factors that Contribute to College Students' Acceptance and Tolerance of Diversity: Religiosity, Moral Reasoning, and Attributional Complexity
- Consultation Trends in the School Psychology Literature

2003

- Consultation Trends in School Psychology Review over the Last Twenty-Two Years
- Predictive Validity of Kindergarten Phonemic Awareness Measures on Second Grade Reading Skills
- Content Validation and Modification of the AAUW Survey on Sexual Harassment in the Schools for Use with Juvenile Sexual Offenders
- Young Children's Understanding of Superstitions
- Examining Emotional Intelligence and Social Skills in a Residential Deaf Population
- Effects of Perceived Costs and Rewards on Motivation and Retention of Rape Crisis Center Volunteers
- The Effects of Instruction and Strategy Implementation on Increasing Mathematics
- Computation Skills for Students with Learning Problems: A Meta-Analysis
- Emotional Intelligence in Children: A Review of Programs and Web Sites

2004

- Assessing Job Satisfaction and Emotional Intelligence in Public School Teachers
- Emotional Intelligence in Children with Attention Deficit/Hyperactivity Disorder (AD/HD)
- Using Social Stories to Teach Social and Behavioral Skills to Preschool Children with Autism
- The Use of Social Stories to Teach Social and Behavioral Skills to Preschool Children with Moderate to Severe Autism
- School Psychology Practitioners' Perspectives on Consultation Training and Practice
- Investigating Emotional Intelligence and Social Skills in Home Schooled Students
- Concurrent Validity Study of the Clinical Assessment of Depression with the Reynolds Adolescent Depression Scale
- Concurrent Validity Study of the Clinical Assessment of Depression with the Beck Depression Inventory-Second Edition

2005

- Juvenile Delinquency Prevention through the ALIVE Center (A Local Information and Volunteer Exchange)
- Emotional Intelligence and Social Skills: Studying Students with Emotional-Behavioral Disability (EBD)
- A Comparison of the BASC and CBCL with At-Risk Preschoolers
- A Comparison of the BASC and CBCL with Referred Preschoolers
- Concurrent Validity of the Clinical Assessment of Depression with the Beck Depression Inventory-Second Edition
- More than Meets the Eye: The Covert Nature of Female Aggression in a Kindergarten through Second Grade Population

c. Program Graduates (*Evidence that program graduates achieve professional success*)

All program graduates have become employed in public school systems. Counting graduates before and since 2001, our program's graduates have become involved in the Kentucky Association for Psychology in the Schools' (KAPS) Executive Council in the positions of President, Treasurer, Newsletter editor, and Regional Representatives. Graduates of our program annually receive recognition at the KAPS Fall conference award ceremony for best practices and have twice been recognized as the School Psychologist of the Year in the past decade. All graduates since 2001 have remained successful school psychology practitioners. A few have

furthered their education. In the past decade, two have gone on to receive doctoral degrees and three have taken additional coursework to obtain certification as special education directors.

4. Indicators of Student Engagement

a. QEP Learning Outcome 1

Graduate students in the school psychology Ed.S. program will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society by working with students in the community and school systems exhibiting learning and/or behavioral difficulties. This will involve the application of students' knowledge and skills as follows:

- demonstration of basic assessment approaches
- demonstration of basic assessment methods
- demonstration of ability to develop interventions and decisions based on data
- evaluates the effectiveness of interventions/decisions.
- demonstration of the ability to design and implement appropriate data collection techniques.
- demonstration of problem-solving strategies that employ data based decision making in all aspects of service delivery.

As the first means of assessment, students will be evaluated on their *degree of competency/skill development* on each of the relevant knowledge, skills, and/or behaviors listed above on a 0 to 3 point scale by their internship supervisors at the middle and end of the students' internships. Students need to receive a score of 2 (established) or 3 (integrated) on each item by the end of their internship. Students will also be evaluated on their *level of professional development* on each of the relevant knowledge, skills, and/or behaviors listed above on a 0 to 4 point scale by their internship supervisors at the middle and end of the their internships. Students need to receive a score of 3 (satisfactory) or 4 (area of strength) on each item by the end of their internship. As a second means of assessment, near the end of their internship, students will submit a portfolio of experiences, activities, and products (e.g., assessment and intervention reports) to the faculty internship supervisor. Students must receive a passing grade on the parts of the portfolio related to each of the relevant knowledge, skills, and/or behaviors listed above. (Activities/items in the portfolios are evaluated on a pass/fail basis.)

b. QEP Learning Outcomes 2 and 3

The Department of Psychology Action Plan calls for assessment plans to be developed for the second and third QEP learning outcomes during the 2006-07 and 2007-08 academic years, respectively.

c. Other Indicators of Student Engagement

Expectations for graduate students in the psychology Ed.S. program ensure that all students are actively engaged in the discipline. Most students begin working on research and applied projects under faculty supervision during their first semester in the program. These experiences provide valuable independent learning opportunities for students and opportunities for them to acquire research skills including skills related to participant recruitment, research methodology and data collection, data entry and analysis, interpretation of results, and writing and presenting results. These activities engage students with communities other than their own (e.g., research professionals, practitioners, clients, and community agencies and businesses) and provide purposeful learning opportunities that enhance their potential to contribute to community and society.

C. Other Indicators of Program Achievement and Contribution (*Information reflecting specific ways in which the program contributes significantly to the mission and success of the university*)

1. Program Viability (*Evidence that the program attracts, recruits, and retains quality students, and evidence about enrollment trends in school psychology.*)

Evidence that the program attracts and recruits high quality students can be seen in the GRE, GPA, and GAP score data presented in Tables 45, 46, and 47. As already noted, the mean scores of psychology Ed.S. students on those variables are considerably higher than the corresponding CEBS and University means.

According to the U.S. Department of Labor Bureau Labor Statistics web site, “employment opportunities for psychologists are expected to grow faster than the average for all occupations through 2014 because of increased demand for psychological services in schools . . . Among the specialties in this field, school psychologists – especially those with a specialist degree of higher – may enjoy the best job opportunities. Growing awareness of how students’ mental health and behavioral problems, such as bullying, affect learning is increasing demand for school psychologists to offer student counseling and mental health services.” (Source: <https://www.bls.gov/oco/ocos056.htm>).

2. Contributions to University Programs: N/A

3. Use of Technology (*See description above in the Undergraduate Program Section, Program Reference Code 760*)

4. Uniqueness of Program

Western’s Ed.S. school psychology program is one of only three such programs in Kentucky.

5. Contributions to Diversity Goals (*Program efforts and progress toward promoting diversity of students and faculty, and ways in which issues of diversity, including contributions of women and minorities, are integrated into the curriculum.*)

Faculty contributions to diversity goals were described in the corresponding section above for the undergraduate program (Program Code 760). Specific courses in the school psychology program in which issues of diversity are addressed include PSY 521 Advanced Child Psychology, PSY 541 Professional Issues and Ethics in Psychology, PSY 561 Advanced Assessment in Educational Settings, PSY 643 Psychoeducational Assessment, and PSY 545 Clinical Child Psychology.

6. Accreditation Status

The school psychology program is nationally accredited by the National Council for the Accreditation of Teacher Education and the National Association of School Psychologists. The program is currently considered “Fully Approved.”

7. Planning, Development, and Other Areas (*Achievement of strategic planning goals or action plans not covered elsewhere in this document, and successes in attracting development funds and other forms of private support.*)

The school psychology program currently has an \$8000 grant from the Regional Child Development Clinics (RCDC) of Bowling Green to provide behavioral intervention services to RCDC clients.

8. Additional Indicators for Career Preparation Programs (*Current and future demand or job outlook for graduates in school psychology; the 'need' for program graduates in the region, state, and nation; job placement data for graduates; achievements and success of graduates in the specific career area; efforts of the faculty to assist students in identifying and obtaining employment.*)

The demand for school psychologists is strong and, as such, all of the program graduates (easily) obtain employment in public school settings. Many employers call the school psychology faculty asking about upcoming graduates. The demand for school psychologists has been growing extensively over the past few decades with estimates of the number of practitioners tripling since 1980 (Fagan & Wise, 2000). Over the past few years, the National Association of School Psychologists (NASP) has been concerned about shortages of school psychologists across the United States. Some regions of the country are reported by NASP to face critical shortages. Kentucky may not face a *critical* shortage because it has three school psychology training programs. But it does face a shortage. Despite three training programs, school psychology positions continue to go unfilled each year across the state. An article in Louisville's *Courier Journal* (12-5-04) noted school psychologist shortages were more likely to occur in rural regions of the state and it also reported that less than half of Kentucky's school districts had a school psychologist on staff. Furthermore, the NASP recommended ratio of school psychologists to students is 1:1000. According to a report entitled "The State of School Psychology in Kentucky – 2005" (available online at <http://www.psychology.eku.edu/KAPS/>), of the Kentucky school districts that do have school psychologists, the average ratio of school psychologists to students is 1:1781, indicating a need for additional school psychologists.

The demand for school psychologists is expected to remain strong, partly because schools are increasing the number of school psychologists being employed and partly because a large percentage of current school psychologists are nearing retirement age (Charvat & Feinberg, 2003; Reschly, 2000). However, Fagan and Wise (2000) reported "the number of institutions offering training in school psychology appears to have stabilized throughout the 1990s" (p. 185). The combination of a stable number of training programs and increased demand has been noticed by the popular press. In the February 18, 2002 edition of the *US News and World Report*, an article entitled, "Careers to Count On," reported school psychology as one of "eight of the nation's most secure career tracks." The May, 2006 issue of *Money* magazine had Psychologist as one of the 10 best jobs and noted, "Greater awareness of how mental health and behavior issues affect learning makes school psychology a particularly fast-growing specialty" (p. 102).

Sources

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D. Factors Inhibiting Program Achievement and Contribution

The program has been quite successful at achieving action plan goals and objectives. However, although the program has generally been able to provide graduate assistantship support to nearly all students, the funds available for assistantships are usually not fully identified at the time admissions decisions are made and offers are extended to applicants. Consequently, the program is always at risk of losing some well-qualified applicants because an assistantship offer cannot be extended at the time the applicant is accepted.

Another challenge has to do with program administration. The Ed.S. program coordinator receives a one course per year reassignment to program administration. However, the administrative demands have increased considerably in recent years in response to the demands of assessment of learning outcomes and increased reporting requirements. Moreover, some of the administrative responsibilities arise in the summer which is problematic because the coordinator is only on a 9-month faculty appointment. In addition to the course release, the administrative responsibilities of the coordinators should be compensated with a stipend or professional development funds.

Finally, National Association of School Psychologists (NASP) accreditation requirements specify at least 3 FTE school psychology faculty (each with a minimum of two years of experience as a practitioner) for a program. Accreditation standards also require no more than 12 interns (graduate students in their third year of the program) per faculty member assigned to the internship course (PSY 592). WKU's school psychology program currently meets those requirements. However, due to the nature of the applied training, thesis requirements, and the limit of 12 interns, our training program cannot substantially increase in the number of graduate students (to meet the demand for school psychologists) without an additional faculty member.

E. Response to Previous Program Reviews or Other Assessments

The primary concern of previous NCATE and NASP accreditation program reviews was that the school psychology program needs to move toward an electronic system of continuous assessment of its graduate students. This would include identifying critical performances and evaluation components (e.g., assessment instruments) and having a system where the evaluation outcomes, and the entire data system, are all on-line. To address such a concern, progress has been made toward identifying critical performances for specific classes and streamlining the assessment documents to allow for more "continuous" assessment on the same desired outcome skills.

F. Future Directions: *(Briefly discuss plans or future directions for the program that have been developed by the faculty and administrators of the program. Are the plans documented in the University's Strategic Planning Process? Where is the program headed? What are its most pressing needs? What are its opportunities for enhancement and/or improvement? What resources (in general) are needed to realize plans?)*

The school psychology program is currently undergoing revisions to meet new accreditation standards and to remain competitive within the state. To remain competitive with Kentucky's other school psychology programs, program revisions have recently been approved to decrease WKU's required number of graduate hours in the program from 75 to 71. (UK's program requires 69 hours while ECU's program requires 71). In addition to decreasing hours, a course on the assessment of reading (LTCY 520) replaced a course on reading instruction (LTCY 519) in an effort to provide more relevant training to our graduates. Additional program changes (e.g., content or coursework) may be needed to meet current recommended practices (e.g., required in a revised special education federal law passed in 2004) and new NASP accreditation standards.