

Weber State University
Department of Psychology
Program Faculty Response to the 2017 Program Review

Date: March 24, 2017

The Department of Psychology would like to thank the review team (Drs. Christopher Hoagstrom and Kenneth D. Keith) for their thorough and insightful review. The departmental response to the review team's comments on each of the standards is addressed below.

A. Mission Statement

providing them with the ability to apply the scientific principles of psychology in their everyday lives. This statement aligns with the mission statement of the College of Social and Behavioral Sciences and the overall mission statement of Weber State University, and the curricular guidelines outlined by the American Psychological Association for undergraduate psychology programs.

B. Curriculum and Assessment

We are also pleased that the reviewers found our curriculum consistent with, not only the previous curricular guidelines suggested by the American Psychological Association (APA, 2007) on which the current curriculum was based, but that it is also consistent with the current guidelines (APA, 2013). The department's curriculum was adopted in 2014 and was based on the APA 2007 guidelines, but includes a diversity component based on feedback during the previous program review. The forethought of inclusion of a diversity requirement in our curriculum makes our curriculum in line with the APA 2013 guidelines.

We appreciate the reviewers' recognition that the Psychology Department views the

By having a curriculum that is dynamic and changing we are better able to provide students with the most effective pedagogical approaches.

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this approach is that it would allow for all courses to be assessed with a 3-4 year period. This method represents the approach utilized in the previous assessment strategy. Although this approach works well for the standard “core” courses in the department; however, some of the less popular elective courses in the department are not taught on a specific schedule, and as such, were not being adequately assessed. The department recognizes the time and resource costs associated with the type of complete assessment. However, we do believe that part of the arduous nature of assessment is the infrequent implementation. That is, faculty typically find assessment difficult or arduous, because it is not part of the normal procedure for the class. The department’s belief is that by making assessment the norm, faculty will find the process much less difficult, and, in return, we will get better, more reliable and valid assessment data.

C. Advising

The site-team found the dedicated advisor position to be an effective mechanism for providing students with the curricular advising. Specifically, the team found the dedicated advisor position provides students with clear, consistent, and organized information regarding the department curriculum, career opportunities, and a definite faculty that aligns with the student’s career or research interests. The site-team particularly appreciated the advising handbook as a mechanism to provide students with a succinct and readily available guide to help students become acquainted with the department, major, and discipline overall. The department appreciates the teams’ openness to considering the value of a dedicated advisor position, and further appreciates their understanding of the value this service provides for our students overall.

D. Faculty

The review team found the department faculty to be strong and effective in providing students with educational material. Additionally, the team found the faculty to share a sense of camaraderie, and all are focused on a common goal of providing opportunities to students. The team found the faculty in the department to be dedicated to the point of sacrificing their own research goals to further the needs and goals of the students. The team recognizes the difficult nature of getting students in an open-enrollment university involved in high-impact learning experiences, and commends the faculty on the staggering number opportunities available.

The ability of the department to the number of high-impact opportunities that are is due to the high quality adjunct faculty in the department. The department attempts to integrate adjuncts with the department overall, and is pleased that these attempts are seen as effective.

E. Program Support

The department thoroughly appreciates the team’s assessment that the department does a lot with only moderate resources. They were quick to point out that not only is a 4-4 teaching load heavy, but that this arduous teaching load is also combined with the fact that many faculty in the department also teach overload. The team noted that although there is a mechanism in place for faculty to receive release time for work individual work with students

