



## **Psychology Program Review Assessment Snapshot for 2012**

### **Undergraduate Program Description, Goals, and Objectives**

The undergraduate program is designed to prepare students for postgraduate work in psychology but is flexible enough to accommodate the interests of students who do not intend to pursue graduate study in psychology. Such students may be career oriented (e.g., social work, management training) or simply have an interest in learning more about why we behave as we do.

The heart of the WSU mission statement we take to be the phrase, “equip...to thrive” in a context concisely described as “complex” and “global.” To that end, students in our program, whether graduate or undergraduate, are being strengthened in their understanding of scientific research and analysis with balanced attention to basic psychological processes (learning, cognition, physiology, etc.); social/cultural dimensions (social, developmental, personality, etc.); and applied issues and perspectives (clinical, community, human factors, testing & measurement, etc.) At all levels our faculty strives to enrich students in critical thinking and problem-solving skills by developing competence in the methods of scientific research, psychometric principles, and data analysis. The study of psychology increases understanding of self and others and enables individuals to make informed judgments that strengthen community and public policy.

### **Program/Goals and Objectives (Undergrad)**

#### **Program Goals**

Psychology majors who graduate with GPAs in the range of 3.5 to 4.0 should be able to, on average, succeed in graduate level work in a PhD or comparable program. Majors who graduate with GPAs in the range of 3.0 to 3.5 should be able to, on average, succeed in graduate level work in an MA or comparable program. Majors who graduate with GPAs in the range of 2:0 to 3.0 should be able to, on average, succeed in employment in a job or activity that requires a liberal arts college degree or equivalent.

#### **Program Objectives**

- To graduate thirty psychology majors each year.
- To hire and maintain a highly qualified faculty to teach and advise undergraduate students, and otherwise meet the needs of the program.
- To assure that all necessary instructional tools, materials and equipment are available, staffed and serviced.

### **Learner Outcomes (Undergrad)**

#### **Learner Goals**

- Students will acquire broad based knowledge in scientific psychology and its application.
  - Students will acquire knowledge in the traditional, core areas of psychology such as biological, learning, cognitive, social, personality, developmental; and demonstrate mastery of that material.
  - Students will be adequately educated to pursue advanced professional education in psychology and related fields or to obtain meaningful post-baccalaureate employment.

**Section 1:** Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review? **No**

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- Students will acquire the ability to access and utilize existing knowledge, and to engage in scientific methods to address psychological and other applied problems.
  - Students will be able to use the scientific method in a creative manner to address specific problems.
  - Students will be able to communicate existing information and that derived from their own analysis and experimentation in a clear, informative manner.

## **General Graduate Program Description, Goals, and Objectives**

The Psychology Department offers courses of study leading to the Doctor of Philosophy degree. Students may complete requirements for study in human factors psychology, community psychology, or clinical psychology. At the graduate level, the three doctoral programs are designed to first further educate students as psychologists with a firm commitment to psychology as a scientific, empirically-based discipline. Secondly, the curriculum in each program is designed to provide students with the knowledge and expertise to function as applied professionals. To meet the first training objective common to all three doctoral programs, all graduate students are required to successfully complete a set of core courses aimed at providing the fundamentals of a basic education in the science of psychology as well as contribute to the undergraduate teaching mission of the Psychology Department. The courses common to all three programs are:

### **Common Graduate Core**

#### **Teaching Ethics (3 hours)**

911 Teaching of Psychology: Principles, Practices & Ethics (3)

#### **Research Methods (8 Hours)**

902 Advanced Research Methods 1 (4)

903 Advanced Research Methods II (4)

#### **Research (22 Hours Minimum)**

901 Predoctoral Research (10)

908 Dissertation (12)

### **Program/Goals and Objectives (General Graduate)**

#### **Program Goals**

To provide instruction in advanced principles of psychology and to conduct both applied and basic research in clinical, community, or human factors psychology to the end that graduates will be prepared for careers in research, teaching, service and administration.

#### **Program Objectives**

- To admit and fund (for a period of three years or six regular term semesters) twelve well-qualified students each year.
- To maintain institutional academic standards in decisions regarding termination, continuation, and graduation of accepted students.

### **Learner Outcomes (General Graduate)**

#### **Learner Goals**

- Maintain steady progress through program requirements
- Contribute to the research life of the Psychology Department
- Collaborate in the research life of the Psychology Department
- Contribute to the undergraduate teaching mission of the Psychology Department
- Demonstrate ability to perform state-of-the-art research conception
- Demonstrate ability to perform state-of-the-art research design and execution

**Section 1:** Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review? **No**

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- Demonstrate ability to perform state-of-the-art research data analysis
- Demonstrate ability to perform state-of-the-art research presentations
- Demonstrate ability to perform professional psychology services in real-world, out-of-department settings

**Section 2:** Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

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#### Principal Learning Outcomes: (Undergraduate)

1. Students will develop a preliminary understanding of the major areas of psychology including learning, perceiving, thinking, behavioral development, intelligence, personality, abnormalities, and social behavior.
2. Students will develop an introductory level understanding of basic statistical procedures used in the science of psychology.
3. Students will develop an introductory level knowledge of the research methodology used in the science of psychology.
4. Students will attain an introductory level knowledge of the history and principle systems of psychology.
5. Students will attain an introductory level knowledge of ethical principles in the conduct of psychology research and practice.

Students will display their learning via skills of

- objective test performance
- classroom discussion
- written reports
- designing and conducting research projects
- statistical analysis of data from research projects
- reporting the results of research via media and oral presentation

#### Outcome Assessment: (Undergraduate)

Our most recent data indicate that psychology instructors are meeting their undergraduate educational objectives satisfactorily. According to SPTE data, psychology instructors (faculty and graduate students) are perceived by students as performing up to university standards for teaching excellence. As regards student acquisition of learning objectives, an assessment instrument measuring retention of key statistical, methodological, core content concepts was developed and administered to a representative sample of upper-division psychology majors. 71% of the sampled students met the course content learning criterion and 57% exceeded it. The mean score in the statistics component was 87%; the mean score in the methodology component was 78%; and the mean score in the combined core component (cognition, tests, systems/theories, biology, learning, and social) was 78%.

In an earlier assessment-follow-up (2009) the faculty redesigned our undergraduate major. The redesigned major reflected trends in the discipline by bringing to general elective courses (*Biological Psychology* and *Testing & Measurement*) into the shorter required core-course list. Also, the course numbers for *Statistics* and *Research Methods* were lowered from 400 level to 300 level to encourage majors to take these courses early rather than late in their major program. These changes were made in order to strengthen the biological grounding of our major and also its research emphasis. By the 2015 due date for our next assessment report we hope to have data showing the degree to which students are taking their stats and methods earlier in their studies.

#### Principal Learning Outcomes: (Graduate)

In contrast to the undergraduate program, the graduate programs have relatively few students and these are provided with intense individual training and supervision. Thus, higher administrative assessment is more a matter of monitoring the supply of applicants and the flow of admitted students through the program and into meaningful careers. Students from all three of our graduate programs have experienced enormous success in finding careers related to their training. **We are unaware of any students who have actively pursued employment relative to their degree who have been unable to find such.** Our graduates have gone on to college teaching positions; tenure track research university positions; prestigious corporate employment in such companies as Google, Microsoft, General Motors, and IBM; Community Mental Health Centers, Hospitals, Social Service Agencies, Medical Schools; etc. Many

**Section 2:** Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

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of our graduates have established careers in Wichita, but the most have gone to locations across America. A few have gone to other countries.

***Graduate Student advancement***

In the most recent self-study sample (2005-2010) our graduate program processed 82 applications per year and admitted an average of 13 students per year. The total five-year cohort was 67 students. Outcomes for these 67 were as follows:

- Dismissed 2 (3%)
- Withdrew pre-MA 3 (6%)
- Withdrew with MA 3 (6%)
- Progress toward MA 22 (33%)
- Earned MA 6 (9%)
- Passed Qual. Exams 13 (19%)
- Successful PhD Prop. 14 (21%)
- Earned PhD 4 (6%)

Assessment data revealed that 69% of our PhD graduates attended 4 or more professional conferences during their program of study and 55% made 4 or more presentations at professional conferences.

In conclusion, the department faculty believes that by any assessment standard we are doing an excellent job of educating our students.

In the following table provide program level information. You may add an appendix to provide more explanation/details.

Definitions:

**Learning Outcomes:** Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

**Assessment Tool:** One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

**Criterion/Target:** Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

**Result:** Actual achievement on each learning outcome measurement (e.g., 95%).

**Analysis:** Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

**Combined Undergraduate and Graduate Educational Goals and Outcomes Table**

<b>Learner Outcomes</b>	<b>Assessment Tool</b>	<b>Target</b>	<b>Result</b>	<b>Analysis</b>
Psychology Core Knowledge	Exams, Written reports; Oral Presentations	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Statistical Knowledge & Application	Exams; Written reports; data gathering, analysis, & presentation;	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Research Methods Knowledge & Application	Exams; Written reports; projects; Presentation; Oral presentations:	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
History of Discipline Knowledge	Exams; Written papers; Oral presentations:	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Ethical Principles Knowledge, Conduct, Citizenship	Exams; Observation of conduct; Peer and subordinate report	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Application beyond WSU	Surveys; Institutional data; Personal contacts	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.



For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections

To meet this requirement the department conducted two surveys, one aimed at concurrent enrollment high-school students and the other at our regular college undergraduate psychology majors. Data from these surveys indicate (1) that both sets of students are highly satisfied with the quality of our course offerings and (2) that the quality of our concurrent sections is equivalent to that of our regular college sections. Here are the survey data:

**Survey results for KBOR Concurrent Enrollment: (15 students out of 46 emailed surveys)**

Do you plan to go to college/university? – All 15 respondents indicated “Yes”.

Do you plan to major in Psychology? – All 15 respondents indicated “No”.

*(Scale below is 1-6 with 6 being the most positive)*

The Psychology course was a quality course. *Average rating was 5.4*

I have gained knowledge about Psychology from this course. *Average rating was 5.6*

I would recommend this course to other high-school students. *Average rating was 5.7*

The course improved my writing skills. *Average rating was 4.1*

The course improved my critical thinking and problem-solving skills. *Average rating was 4.8*

The learning atmosphere in the Psychology was supportive. *Average rating was 5.6*

The instructor of the Psychology class was highly qualified. *Average rating was 5.6*

**Open Ended Comments of Concurrent Enrollment Students**

I loved being able to take honors psychology or advanced placement psychology in high school. It really changed my outlook on the way people act and what causes them to do certain things.

im sure it has been changing since last year but i would recommend seeing what the teacher is actually teaching and is on task or on schedule. i felt as if my class did not learn as much as others the following semester or this current year. i have nothin negaitive to say in regards to my teacher. she was pretty relaxed and very energetic about each topic.

It was really fun, especially with the instructor I had, Ms. Pilcher!

Mrs.Pilcher was the best teacher, she made us learn but also made the course fun.

my teacher, Ms. Pilcher, was the best instructor

The course was fun and interesting. Mrs. Pilcher did a great job in teaching the material, her enthusiasm for psychology transferred into her teaching and her teaching was phenomenal.

The psychology class I took with Ms. Pilcher as my instructor was one of my favorite classes at the time and I strongly feel she made the class as close to a college course as it possibly could have been.

**Survey results for Regular WSU Psychology majors: (111 students out of 292 emailed surveys)**

*(Scale below is 1-6 with 6 being the most positive)*

The Psychology courses I've taken for my major were quality courses. *Average rating was 5*

I have gained knowledge about Psychology from these courses. *Average rating was 5.4*

I would recommend this major to other students. *Average rating was 4.9*

The Psychology courses I've taken for my major improved my writing skills. *Average rating was 4.5*

The Psychology courses I've taken for my major improved my public speaking skills. *Average rating was 4*

The Psychology courses I've taken for my major improved my ability to use the library. *Average rating was 4.1*

The Psychology courses I've taken for my major improved my ability to find useful information on the internet.

*Average rating was 4.8*

My Psychology major courses have improved my critical thinking and problem solving skills. *Average rating was 5*

The learning atmosphere in the Psychology classes was supportive. *Average rating was 5.1*

The instructors of the Psychology classes were highly qualified. *Average rating was 5*

<b>Open Ended Comments of Psychology majors</b>
Most of my teachers were graduate students. Thankfully all but one did an outstanding job; however I do not feel like I have any professors to turn to and ask to write a letter of recommendation for graduate school.
and I haven't had a Psychology class with a professor who hold a PhD. All of my Psych teachers were student assistants.
A psychology major opens new doors in the aspect of perception and decision making.
Abnormal Psychology taught by Dr. Zettle were fantastic. I learned a lot of useful and important knowledge from his class. I think that Abnormal Psychology should be one of the required courses for the major.
Although I think foreign languages are very interesting, I don't feel that it should be necessary to have 15 credit hours for a psychology major.
As a Psychology major I've been able to experience a wide variety of other academic fields and become knowledgeable in each of those areas. My research skills have improved dramatically because of the courses and assignments I was given in my psychology classes. Psychology is an incredible major and I enjoy all my classes. The professors I've been able to meet were extremely helpful and genuine in all my classes as well. Wichita State's Psychology Department Rocks!
Great instructors!
I am kind of disappointed in this program. As a senior, I feel like I haven't been able to find any sort of guidance on what my options are after I graduate.
I believe the foreign language requirement's for this major are ridiculous. If I would have taken one more year of Spanish in high school, I would have only had to take one Spanish class, but now I have to take three. These requirements are higher than for a BSN. That is my only negative opinion on this major. The psychology classes have been great.

I enjoy the programs and professors of the Psychology Department.
I had excellent instructors, also involved in helping the student understand the material.
i had many great experience with professors in my psychology courses but i have also had some really bad ones. for example i had professors that would talk to me and really help me learn and worked with me. they were very understanding and easy to get ahod of and to talk with. however i also had some psychology professor that i felt were working against me. no matter what my reason was to miss class or anything of the nature they seemed to not care at all, even if i was able to send an email or leave a mssage with them far ahead of time. in repect to one class I was given a zero because i sent in my homework the night before over email because i was extremely sick and had to go to the doctor, but since my homework was not handed in during class time i wa given a zero. i also had a professor tell me that i should drop the class because there was no way i would ever pass because she thought i wasnt doing the work. I recieved an A on the final and got a B- in the class.
I have enjoyed every Psychology class that I have taken at WSU. All of my teachers, whether they be professors or graduate students, have stimulated my interest in the program and I look forward to finishing up my degree and moving on the Graduate School.
I have learned a lot about psychology, and how people learn and why they behave in different ways. All of my instructors have been very knowledgeable and helpful in my progression in learning more about psychology.
I have loved my time here in the WSU psychology program.
I love it so much I just wish there was a little more guidance as on what to do to get into graduate school.
I love the classes and professors. They are very interesting and teach well.
I loved my psychology courses that were taught by Ph.D instructors. The classes i have taken with grad students as teachers have all not been very good...this is why all of the questions arent 6's! I love psych, but I wish they would only be taught by atual instructors and grad students sit in...its hard to learn from someone who doesnt necessarily want to teach, but does it to get through school. I understand fully I will probably have to do it someday too, but its just decreased my experience.
I really appreciated how the professors would take some extra time with a student if they didn't understand the materials. There were some classes that I was able to spend an extra hour or so with my professor so they could help me to better understand th material. I also enjoyed the SONA experiments. The experiments really showed me that psychology isn't just about learning about the brain, but also about how we can help our community to become better adapted to our environment. I also really enjoyed geting the chance to help out with a SONA experiment in psychological methods.
I really enjoy the psychology program here, I was interested when joining the program and it has done nothing but increased my interest.
I really liked the classes and instructors that I have had as a Psychology major. They are all very proficient in their knowledge and understanding of the classes they are teaching and teach effectively so their students actually learn and retain the infomation.
I think I need to see an advisor. It has seemed hard to know whom I am supposed to speak with to help me figure out which direction I need to be going to get where I want to be.
I think there should be a required class that delves into all fields of psychology to help students know in which area of psychology they wish to work. The class should explain all options available as well as help students prepare for graduate school.
I would have liked more opprotunities to assist in research
It took me six semesters here to have an actual professor teaching a psych class. Would have been nice to have people teaching more often who were actually experienced in most of the topics they were teaching. Take that for what you will.

It's difficult to take all the psych classes that I'm interested in when they are only offered at one time of the day or on a limited basis. I've discussed this with other psych students and they have the same frustration. Also, I think it's wrong that I can't get my master's degree at WSU...I only have the choice of Bachelor's or Doctorate (and the master's I get on the way to the doctorate) I don't think that's right. One only needs a master's to teach it. I'm a non-traditional student and 39 yo. I'm not looking to get my doctorate, I'm looking for my Masters. At this point I have to leave WSU after my bachelor's degree and complete my masters somewhere else. NOT what I wanted to do. Also, I think WSU really needs to reconsider this policy. It's a blemish on the entire program!

I've been very disappointed in the classes available. There are not a lot to choose from, many of them fill up quickly, and as a single working mom, very few of them fit my schedule. It would be a great improvement if more classes were offered online to accommodate non-traditional students. Other than this - the instructors have been helpful and nice, I wish there was better communication between advisors and the psychology department regarding requirements - it seems every person I ask has a different answer for questions.

I've really enjoyed my experiences with psychology and have learned a lot.

More exploration days for graduate programs.

Most instructors do a poor job at teaching you what resources are available and how to use them. Also, I occasionally had a class which was taught by a graduate student who was not qualified to teach the material.

Most of my teachers have been wonderful!

My biggest issue with the Psychology department is that it is hard to find classes that are taught by professors instead of grad students. Sometimes grad students are not the best teachers. Also, it would be better if there were more psychology classes available during the semester. I have had a lot of trouble in the past with finding psychology courses that would fit into my schedule.

My experience has been very frustrating to say the least. No one was supportive. Many of the professors are standoffish and several of the professors did not attempt to make me feel comfortable in their classrooms as a minority. Many other of my black friends that started taking psychology quickly found this is not a field that welcomes minorities. Many of those friends went to sociology.

My journey was an exciting and pleasurable one.

My psychology instructors were the most involved of any instructors from other classes I've taken here at WSU.

Not all graduate students are capable of effectively conveying concepts, especially in upper level courses which has been frustrating at times.

Not at this time.

One of the best decisions I've ever made in my life was switching my major to psychology.

One of the psychology professors that taught one of the most important classes for my major was the worst professor I have had in my college career. I have never seen so many of the students in a class be disrespected by a professor, myself included. I expect better from professors and that experience has negatively and greatly impacted my experiences in this major. Psychology professors in general in this program tend to stick to the book and their power point presentations without having the student interact with a learning experience. As far as actually learning any material, I feel that sociology professors do a better job of integrating students with course work and actually teaching. Nevertheless, I am proud of my psychology major and I hope to continue in the field with the more professors that want to engage students in the field of psychology.

Overall I have been pleased with my courses. However, there is a fair amount of overlap in all of the classes. By the time students are reaching the 300 level courses they should be well aware that Psychology is indeed a science.

Overall, it has been a great experience.

Statistics and research methods are the two most important classes for this major, so I think the statistics teachers need to realize this and all teach the same materials. Half the teachers used notecards with equations for tests and half the teachers didn't. I don't see how that is fair. Stats teachers definitely need to be more helpful for their students.

The major problem that I ran into is that so many of the courses are taught by teaching assistants. It is not necessarily bad as far as the learning objective is concerned, but it is difficult to build relationships with faculty and professors for future letters of recommendation. Additionally, some of the teaching assistants that I have had were unorganized, which reflects poorly on the program. The reason that I would not fully recommend this program to a friend would be the lack of consistent, professional instruction.

The only thing that I would change about the Psychology program at WSU is the teachers staff. I am a senior

The program was not as challenging as I expected

The psychology program at WSU is not very supportive of an individual with Aspergers Syndrome however they are qualified just misguided

The psychology program is fantastic. My professors have been amazing and have truly made the classes even more enjoyable. I have only positive things to say about all of my psychology professors and I would highly recommend them and this program to anybody.

There needs to be more opportunities for undergrads to get research experience. It is something that helps with getting into graduate school and opportunities should be offered, especially for a university with a PhD program.

There's very little support when it comes to gaining knowledge about what to do for graduate school. I wasn't aware of many aspects that could improve my chances getting accepted until my senior year. I'm extremely unsatisfied with our advisors, my advisor even had her Master's in a field of psychology, as they are clearly not qualified in helping and educating psychology majors on these issues. I even met with the psychology major advisor, Paul Ackerman, and he basically neglected to mention that research experience is a major component when it comes to graduate school especially after I told him my future plans. I would recommend psychology as a major, because I love it, but I wouldn't recommend WSU because they do not give adequate information in many areas. Although I am a transfer student, I met with an advisor before I transferred and he was probably the best advisor when it came to discussing the right prerequisites for me.

Very few psychology courses at WSU are taught by faculty. This was a major let-down for me, having transferred from a university where all my psychology classes, including 100 level courses, were taught by faculty or adjunct faculty with terminal degrees. Nevertheless, most of my courses were well-taught and informative.