



Program Review Self-Study, Psychology

Academic unit: Psychology
 College: Liberal Arts & Sciences
 Date of last review: Fall 2010
 Date of last accreditation report (if relevant) N/A

List all degrees described in this report (add lines as necessary)

Degree: B.A. Psychology	CIP* code: <u>42.0101</u>
Degree: Ph.D. Psychology - Clinical	CIP code: <u>42.2801</u>
Degree: Ph.D. Psychology - Community	CIP code: <u>42.2802</u>
Degree: Ph.D. Psychology - Human Factors	CIP code: <u>42.9999</u>

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name Signature *[See faculty Signatures on next page]*

Paul Ackerman (Assistant Professor)	_____
Charles Burdsal (Professor)	_____
Alex Chaparro (Professor)	_____
Barbara Chaparro (Associate Professor)	_____
Darwin Dorr (Professor)	_____
Jibo He (Assistant Professor)	_____
Steven Huprich (Professor)	_____
Joe Keebler (Assistant Professor)	_____
Rhonda Lewis (Professor)	_____
Gregory Meissen (Professor)	_____
Louis Medvene (Professor)	_____
Rui Ni (Associate Professor)	_____
Evan Palmer (Associate Professor)	_____
James Snyder (Distinguished Professor)	_____
Robert Zettle (Professor)	_____

Submitted by: Alex Chaparro, Chair
 (name and title)

Date 10/15/2014

In yellow highlighted areas,
 data will be provided

Psychology Self-Study Report (2014-2015)

Curriculum & Impact on Students

Program Review Self-Study Report

Academic unit: Psychology

College: Liberal Arts & Sciences

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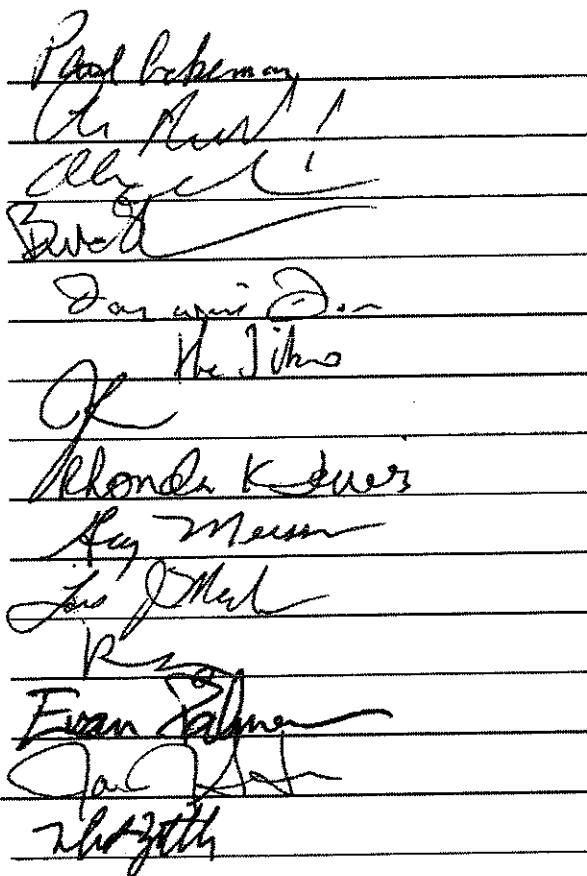
Louis Medvene (Professor)

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Handwritten signatures of the faculty members listed on the left, corresponding to the lines provided for signatures.

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

Undergraduate: 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.

Graduate Doctorate in Clinical Psychology: To provide instruction in advanced principles of psychology and to conduct both applied and basic research in clinical psychology to the end that graduates will be prepared for careers in research, teaching, service and administration.

Graduate Doctorate in Community Psychology: To provide instruction in advanced principles of psychology and to conduct both applied and basic research in community psychology to the end that graduates will be prepared for careers in research, teaching, service and administration.

Graduate Doctorate in Human Factors Psychology: To provide instruction in advanced principles of psychology and to conduct both applied and basic research in human factors psychology to the end that graduates will be prepared for careers in research, teaching, service and administration.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The WSU mission states “essential educational, cultural, and economic driver for Kansas and the greater public good.” 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.

The research activities of the Psychology Department attest to its WSU “driver” mission relevance. Ongoing research and grant activities touch on mental health issues; social problems such as teen pregnancy and drug abuse, homelessness; efficient functioning of community agencies; safety and quality of life issues with the elderly; computer access for the disabled; and air traffic safety. Faculty members contribute broadly to the educational/training function of the department in working collaboratively with both undergraduate and graduate students on research teams. Specifically, faculty members have developed “labs” that take the form of multi-tiered research teams involving the faculty member, one or more graduate students, and undergraduate research aides and data collectors. The source of the undergraduate research team members is typically the Research Methods course (Psychology 311 which is required for all majors).

Faculty research programs are conducted in the context of the following labs:

- Aging, Perception, & Performance Lab
- Child & Family Research Center
- Community Psychology Research & Practice Collaborative
- Human Automation Interaction Lab
- Laboratory of Applied Visual Attention
- NIAR Human Factors Lab
- Perception & Attention Lab
- Personality Research Lab
- Social Science Research Lab
- Social Relationship Research Work Group
- Software Usability Research Lab
- Training Research and Applied Cognitive Engineering Lab
- Visual Perception & Cognition Lab
- Visual Psychophysics Lab

- d. Has the mission of the Program (s) changed since last review? ☐ Yes ☒ No
 i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

No need to change the mission. The current mission is sustainable and well suited to the innovative, applied research mission of WSU as well as psychology's status as one of seven "hub disciplines" along with mathematics, physics, chemistry, earth sciences, medicine, and social science.

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?
☐ Yes ☒ No

If yes, describe the changes in a concise 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 I (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
- 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

e. If yes, describe the changes in a concise manner.

No changes

Psychology Undergraduate program description, programmatic goals and objectives, and learner-centered goals and objectives:

General Description

Undergraduate psychology majors take three required courses (general, statistics, and research methods) plus a minimum of five courses from a seven-course core list including: biological; learning; cognitive; social; personality; developmental; systems & theories; and testing & measurement. Finally, students take 6 hours of elective psychology course work which can include independent study and field work options. The total minimum number of hours for the psychology major is 31.

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 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 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.
- 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.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref				
Year 1	27		86		1			1	13	682,000
Year 2	25		46	1	2			1	30	3,351,674
Year 3	11	2	49	1				1	24	1,753,921

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should

comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Planning Office data confirm the excellent productivity of the Psychology Department faculty. With 14 faculty members the department is able to produce directly and indirectly through our graduate students an average 12,223 student credit hours each year semester. This level of SHC productivity has been generally stable over the past several years.

Undergraduate graduation rates for Psychology can be estimated from data in Planning Office Tables 6 and 7. On average, from 2008-2012, the department had 489 majors and graduated an average 89 of them each year. These numbers indicate an undergraduate graduation rate of 73%. This rate of 73% is equivalent to the "after 6 years rate for 4-year institutions that only accept between 25% and 50% of applicants. (National Center for Education Statistics) Therefore we conclude that our faculty is doing an excellent job in its undergraduate education mission.

For graduate doctoral students the department has averaged 74 for the years 2008-2012. During that general time frame the department has graduated 12 doctoral students each year. Since our doctoral program requires 6 years on average, these data estimate a graduation rate of 97%. (Data from Planning Office Tables 6 and 7)

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

ACT scores for Psychology majors run slightly below the average for all students (22 versus 22.6 over the years from 2006-2012). The trend is slightly upward for both groups. The average score for the ACT is between 20 and 21, so Psychology is above average and improving in terms of the ACT performance of its majors.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.

GPAs for admitted graduate students in Psychology runs slightly above that for WSU graduate admissions as a whole (3.7 for Psychology and 3.5 for all WSU graduate students). GPA levels are stable over the recorded data period.

- c. 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 in the table below. 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.

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.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Raw Education Quality: Core Content; Research Methodology; and Data Analysis proficiency; Creative Problem Solving and conceptual integration	Institutional Data for progress through doctoral and undergraduate programs	90% of PhD students will progress at an adequate pace though the first 3 years of their program. 95% of undergraduate students who continue in the program to junior level will be on track to graduate	Graduate Programs: Institutional data on date of MA degrees show that 97% of graduate our students are moving with adequate progress through our PhD program (24% Excellent, 34% Good, & 17% Adequate). Undergrad Program: Institutional data on undergraduate, junior level psychology majors revealed that 100% were on track to graduate. None of the majors sampled had GPAs below 2.1. 33% had GPAs between 3.5 & 4.0.	Programs are successfully moving students to graduation
	Departmental Surveys – Data were examined from two departmental surveys, one aimed at all undergraduate psychology majors and the other at junior & senior majors	Student satisfaction of program offerings should exceed 80%	Undergrad Program: 85% of the psychology majors surveyed believed they had been taught skills they could use in the workplace. 65% plan to apply to graduate school after graduation. 94% believed that their experience as a psychology major was valuable. The composite rating for quality of the psychology major by juniors and seniors was 4.8 out of a possible high rating of 6.	Survey Data indicate good performance by the department
Success After Graduation: Life Satisfaction; Employment; Social and Cultural sensitivity	Unsolicited External Review and data analysis (Hidden Gems Among Clinical Psychology Training Programs, Callahan & Ruggero, Training and Education in Professional Psychology, 2013, Vol. 7, No. 4, 278-284)	WSU Psychology Department will have a good national and international reputation	Impartial external researchers "... identified programs that produced exceptionally better outcomes than expected, given their predoctoral characteristics. The identified top programs were next compared on a range of department level training-relevant variables to similar programs." The WSU Clinical program was identified as one of these top programs and ranked third among them in matching students to internships.	Program quality is good and nationally recognized as such.
Graduate Program post-graduation employment	Survey and personal faculty contact	Employment rate of graduates should exceed the national unemployment rate	All PhD graduates who seek employment upon graduation are finding discipline relevant jobs.	Excellent Outcome
Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

OPA Table 10 reveals a high level of satisfaction among our graduate and undergraduate majors. The most recent data reveals that 89.1% of undergraduate and 95.5% of graduate majors were “satisfied” or “very satisfied” with our program. The undergraduate 89.1% satisfaction rate is comparable to that for all of LAS (89%) and a bit higher than the rate for the entire university (82.9%). However, the graduate student 95.5% rate of satisfaction is distinctly higher than that for WSU as whole (82.5%) and also LAS (77.5%).

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1	12	PhD Qualifying Exam	All 12 students passed	
2	12	PhD Qualifying Exam	All 12 students passed	
3	12	PhD Qualifying Exam	All 12 students passed	

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> ○ Have acquired knowledge in the arts, humanities, and natural and social sciences ○ Think critically and independently ○ Write and speak effectively ○ Employ analytical reasoning and problem solving techniques 		
GRE-Verbal for WSU undergraduate majors applying to our graduate program	56 th Percentile nationally	No data
GRE-Quantitative for WSU undergraduate majors applying to our graduate program	20 th Percentile nationally	No data
GRE-Analytic for WSU undergraduate majors applying to our graduate program	68 th Percentile nationally	No data

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

- f. 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.

Provide information here:

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. A composite quality score for the concurrent enrollment classes was 5.26 on a scale of 1-6 with 6 being the most positive. (WSU no longer offers concurrent enrollment psychology courses.)

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here:

The clinical Ph.D. program initially received accreditation by the APA Commission on Accreditation (CoA) in 2005 for a five year period. The program was re-accredited in 2010 and at that time the CoA set the next accreditation Site Visit for 2015. Hence, during the 2013-2014 academic year, the program conducted their next Self Study that was due September 1, 2014 in anticipation of the actual Site Visit in 2015. The Self Study was submitted by the deadline and has been reviewed by CoA staff. The results of this review will be returned to the program for review and revisions which will be returned to the CoA. Assuming CoA is satisfied with any revisions the Site Visit will be scheduled for 2015.

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Provide information here:

In line with the new federal mandate, credit hour expectations are delineated in all course syllabi.


- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The WSU Psychology Department is perceived nationally by fellow psychology departments, and locally by administrators, faculty, and students as being excellent. The data support this reputation in terms of grants, publications, professional presentations, student perception of teaching effectiveness, post-graduation employment, and alumni satisfaction. One of the most important indicators is the degree to which graduate and undergraduate students are brought into the research life of the department as fellow authors and presenters. For example, eight of our undergraduate majors won *Honors College Undergraduate Research Awards* in 2014. Regarding our graduate students, over calendar years 2011-2013 the department produced 71 research-publications and 183 presentations. For publications, in 32 of the 71 present or former graduate students served as senior author (45%) and for an additional 14 publications graduate students served as co-authors (20%). The total number of graduate student author involvements in department publications was 89. The total number of professional presentations was 183. For 97 of these current or former graduate students served as senior presenter (53%) and for an additional 35 presentations graduate students served as co-presenters (19%). In a small but unknown number of cases, undergraduates served as co-presenters. The total number of graduate student presenter involvements in department publications was 281.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							Projected growth from BLS** Current year only.
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	
Year 1						75	
Year 2						75	
Year 3	\$69,280					68	
							projected to grow 12 percent from 2012 to 2022

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

For our undergraduate program the percent of URM students is equivalent to that of WSU as a whole, about 16%. Psychology's URM enrollment percentage is below that of LAS which about 22%. At the graduate doctoral level Psychology's URM percentage is double that of WSU as a whole, 12.9% for Psychology and 6.2% for the whole university. Our graduate URM percentage is equivalent to that of LAS as a whole, 13%. We believe the explanation for the difference between the undergraduate and graduate data is that at the undergraduate level majors self-select their choice of major, whereas at the graduate level the department selects majors from a large pool of applicants. As a discipline Psychology seeks to have a healthy balance of diverse students.

5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Psychology is a popular non-major service course provider for General Education and other departments. SCH has been fairly stable at about 5,500 in the time frame from 2006 to 2012. About 60% of Psychology's SCH is from non-majors. Psychology is a recognized "Hub Science" with strategic links to all other disciplines and so the high rate of service related SCH production is certain to continue.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Graduate Programs: 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.	1. Graduation Rate 2. Post-Graduate Employment	1. Of the 87 students most recently admitted to the program but not currently active: 2 Dismissed; 9 left the program with an MA; 9 left the program before completing the MA; and 67 completed the program with a PhD. 2. All students who completed the doctoral program have found psychology related employment.
	Undergraduate Program: 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.	1. Success in Graduate School 2. Post-Graduation Satisfaction	1. Of 21 WSU undergraduates who most recently entered our doctoral program but are not currently active: 1 Dismissed; 3 withdrew pre-MA; 1 left with the MA; 16 completed the PhD. 2. Institutional data reports that in the most recent year of data collection (2013), 89.1% of graduated psychology majors reported being satisfied or very satisfied their major program. Comparable figures for WSU and LAS were: 82.9% and 89%.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The assessment report documents that students enrolled in our undergraduate and three graduate programs are very satisfied with the education they received at WSU. The graduation rates of undergraduate and graduate students also demonstrate our effectiveness in helping students successfully navigate the degree programs to graduation. An area of concern shared by the undergraduate and the graduate programs is the relatively low percentage of Under Represented Minority (URM) students. Increasing the representation of URM students in our undergraduate and graduate programs is a goal the department seeks to address over the next three year period.

**WSU Program Review
Appendix**
**College: LAS Social
Sciences**
Department: Psychology
Program: Psychology

Tables 1 through 7 provide data for Section 2 of the Program Review Self Study Template.

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Fiscal Year (summer-fall-spring sequence)

Course level:	2007	2008	2009	2010	2011	Rolling 5 FY average 2012	2013	2007-2011	2008-2012	2009-2013
Total	12,618	11,908	11,330	12,085	12,430	12,699	12,573	12,074	12,090	12,223
100-299	4,146	3,330	3,336	3,834	4,248	4,404	3,816	3,779	3,830	3,928
300-499	5,796	6,417	5,626	6,367	6,215	6,562	6,961	6,084	6,237	6,346
500-699	1,377	927	1,093	615	655	531	658	933	764	710
700-799	3	0	51	0	0	0	0	11	10	10
800-899	0	0	0	0	0	0	0	0	0	0
900-999	1,296	1,234	1,224	1,269	1,312	1,202	1,138	1,267	1,248	1,229

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 2: Student Credit Hour (SCH) Production at Fall Census Day

Year of Fall Census Day

Course level:	2006	2007	2008	2009	2010	Rolling 5 year average 2011	2012	2006-2010	2007-2011	2008-2012
Total	5,770	5,501	5,326	5,503	5,585	5,587	5,681	5,537	5,500	5,536
100-299	1,908	1,515	1,572	1,803	1,872	1,869	1,866	1,734	1,726	1,796
300-499	2,637	3,134	2,778	2,849	2,820	3,022	3,035	2,844	2,921	2,901
500-699	608	269	391	249	291	144	245	362	269	264
700-799	0	0	30	0	0	0	0	6	6	6
800-899	0	0	0	0	0	0	0	0	0	0
900-999	617	583	555	602	602	552	535	592	579	569

note: SCH of all enrolled department offerings at Fall census day.

Table 3: Student Credit Hour (SCH) Production among Department Instructional Faculty on November Employee Census Day (entire term SCH)

Year of November Census Day

Employee type:	2006	2007	2008	2009	2010	Rolling 5 year average 2011	2012	2006-2010	2007-2011	2008-2012
Program total	n/a	n/a	5,505	5,737	5,471	5,125	5,486	n/a	n/a	5,465
Tenure eligible faculty	n/a	n/a	1,548	2,010	1,591	1,168	1,434	n/a	n/a	1,550
Non-tenure eligible faculty	n/a	n/a	0	0	0	333	0	n/a	n/a	67
Lecturers	n/a	n/a	342	390	0	15	512	n/a	n/a	252
GTA	n/a	n/a	3,594	3,309	3,852	3,574	3,511	n/a	n/a	3,568
Unclassified professional	n/a	n/a	21	28	28	35	29	n/a	n/a	28
Classified staff	n/a	n/a	0	0	0	0	0	n/a	n/a	0
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

note: faculty/staff with active class assignments and employment at November freeze.; employee type based on eclis and egrp matrix.

Table 4: Instructional FTE Employed on November 1st Census Day

Year of November Census Day

Employee type:	2006	2007	2008	2009	2010	Rolling 5 year average 2011	2012	2006-2010	2007-2011	2008-2012
Program total	n/a	n/a	47.0	47.0	50.0	51.0	50.0	n/a	n/a	49
Tenure eligible faculty	n/a	n/a	15.0	15.0	15.0	13.0	14.0	n/a	n/a	14
Non-tenure eligible faculty	n/a	n/a	0.0	0.0	0.0	2.0	0.0	n/a	n/a	0
Lecturers	n/a	n/a	3.0	2.0	0.0	1.0	4.0	n/a	n/a	2
GTA	n/a	n/a	28.0	29.0	34.0	34.0	31.0	n/a	n/a	31
Unclassified professional	n/a	n/a	1.0	1.0	1.0	1.0	1.0	n/a	n/a	1
Classified staff	n/a	n/a	0.0	0.0	0.0	0.0	0.0	n/a	n/a	0
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

note: active employment positions at November 1st freeze; employee type based on eclis and egrp matrix.; fte of 1 based on 80 hour bi-week appointment;

employee type based on eclis and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.

[illegible]

UG std

note: active employment positions at November 1st freeze.; employee type based on eclis and egrp matrix;
instructional defined as active course enrollment.

Office of Planning and Analysis (OPA)

College: LAS Social

Department: Psychology

Program: Psychology

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Table 6: Program Majors (including double majors) on Fall Census Day

Year of Fall Census Day	Rolling 5 year average									
Student Class	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
Total	592	595	552	555	555	590	562	570	569	563
freshmen	99	106	94	97	92	107	73	98	99	94
sophomore	86	91	90	103	106	110	94	95	100	101
junior	147	122	113	115	120	113	138	123	117	120
senior	182	204	176	168	161	182	183	178	178	174
masters	7	1	2	2	1	3	1	3	2	2
post masters	0	0	0	0	0	0	0	0	0	0
doctoral	71	71	77	70	75	75	68	73	74	73
other	0	0	0	0	0	0	0	0	0	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students;
KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Fiscal Year (summer-fall-spring sequence)

Degree level:	Rolling 5 FY average									
	2007	2008	2009	2010	2011	2012	2013	2007-2011	2008-2012	2009-2013
Total	108	134	129	121	93	100	116	117	115	112
Doctoral	8	7	15	6	10	12	15	9	10	12
Masters	12	13	15	13	6	8	14	12	11	11
Bachelor	88	114	99	102	77	80	87	96	94	89
Associate	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

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College: LAS Social
Sciences

Department: Psychology

Program: Psychology

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Table 8 provides data for Section 3a of the Program Review Self Study Template.

Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day)

Year of Fall Census Day	Rolling 5 year average									
Statistic:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
University level	22.1	22.3	22.5	22.5	22.7	22.8	23.0	22.4	22.6	22.7
Program	21.4	21.9	22.2	21.9	21.8	22.4	22.4	21.8	22.0	22.1
majors										
Program	329	326	289	283	281	295	321	302	295	294
majors count										
reporting ACT	188	181	163	162	159	170	185	171	167	168
Percent	57.1%	55.5%	56.4%	57.2%	56.6%	57.6%	57.6%	56.6%	56.6%	57.1%

note: If ACT missing and SAT available, SAT is used converted to ACT metric; KBOR captures ACT data for enrolled juniors & seniors only; KBOR minima >=20.

Table 9 provides data for Section 3b of the Program Review Self Study Template.

Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

Fiscal Year (summer-fall-spring sequence)	Rolling 5 FY weighted average									
Statistic:	2007	2008	2009	2010	2011	2012	2013	2007-2011	2008-2012	2009-2013
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Program	3.7	3.7	3.8	3.7	3.8	3.7	3.7	3.7	3.7	3.7
majors										
Program	26	19	14	15	26	16	23	20	18	19
majors count										
reporting GR	25	17	13	15	26	16	22	19	17	18
gpa										
Percent	96.2%	89.5%	92.9%	100.0%	100.0%	100.0%	95.7%	96.0%	96.7%	97.9%

note: graduate student application gpa based on last 60 hours of course work earned.

Table 10 provides data for Section 3d of the Program Review Self Study Template.

Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit

Academic Year (fall-spring-summer sequence)	Rolling 5 AY average									
Student level:	2007	2008	2009	2010	2011	2012	2013	2007-2011	2008-2012	2009-2013
University	n/a	n/a	n/a	n/a	n/a	79.5%	82.9%	n/a	n/a	n/a
Undergraduate										
level										
College	n/a	n/a	n/a	n/a	n/a	83.7%	89.0%	n/a	n/a	n/a
Division										
Undergraduate										
level										
Program Undergraduate majors:										
Percent	n/a	n/a	n/a	n/a	n/a	71.7%	91.1%	n/a	n/a	n/a
satisfied or very										
satisfied										
mean	n/a	n/a	n/a	n/a	n/a	4.0	4.3	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	4	4	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	60	90	n/a	n/a	n/a
University	n/a	n/a	n/a	n/a	n/a	80.0%	82.5%	n/a	n/a	n/a
Graduate level										
College	n/a	n/a	n/a	n/a	n/a	77.0%	77.5%	n/a	n/a	n/a
Division										
Graduates level										
Program Graduate majors:										
Percent	n/a	n/a	n/a	n/a	n/a	88.5%	95.5%	n/a	n/a	n/a
satisfied or very										
satisfied										
mean	n/a	n/a	n/a	n/a	n/a	4.3	4.7	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	4	5	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	26	22	n/a	n/a	n/a

note: primary majors only; data from the Application For Degree Exit Survey; scale of 1 to 5 with 5 being high (very satisfied).

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College: LAS Social
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Department: Psychology

Program: Psychology

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Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.

Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants

Fiscal Year (summer-fall-spring sequence)	Rolling 5 FY average									
Student level:	2007	2008	2009	2010	2011	2012	2013	2007-2011	2008-2012	2009-2013
Undergraduates:										
Applicants	201	198	174	213	230	254	237	203	214	222
Admitted	190	190	161	197	218	243	225	191	202	209
Census day	120	117	104	127	145	144	129	123	127	130
Graduates:										
Applicants	73	69	68	61	79	82	77	70	72	73
Admitted	26	19	14	15	26	16	23	20	18	19
Census day	23	13	18	13	19	18	15	17	16	17

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

Table 12: Percent Under-represented Minorities (URM) on Fall Census Day

Year of Fall Census Day	Rolling 5 year average									
Student level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
University level:										
Freshmen & Sophomores	15.3%	14.5%	15.0%	15.7%	17.0%	18.0%	18.5%	15.5%	16.0%	16.8%
Juniors & Seniors	12.3%	12.0%	12.3%	13.0%	14.0%	14.9%	15.4%	12.7%	13.2%	13.9%
Masters	5.8%	6.6%	6.8%	7.8%	8.2%	9.7%	11.3%	7.1%	7.8%	8.8%
Doctoral	5.0%	6.9%	6.8%	5.6%	6.6%	5.4%	6.7%	6.2%	6.2%	6.2%
College division level:										
Freshmen & Sophomores	23.7%	20.7%	19.9%	20.9%	20.9%	27.1%	26.0%	21.2%	21.9%	22.9%
Juniors & Seniors	20.5%	20.1%	19.1%	20.6%	22.5%	22.3%	22.2%	20.6%	20.9%	21.3%
Masters	10.8%	15.7%	15.7%	17.1%	17.4%	18.9%	20.6%	15.3%	16.9%	17.9%
Doctoral	14.1%	15.5%	14.3%	11.4%	16.0%	10.7%	11.8%	13.4%	13.3%	13.0%
Program level:										
Freshmen & Sophomores	22.2%	18.3%	12.5%	16.5%	14.6%	18.4%	15.1%	16.8%	16.1%	15.4%
Juniors & Seniors	16.1%	16.9%	15.9%	15.5%	17.8%	15.9%	16.2%	16.4%	16.4%	16.3%
Masters	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%
Doctoral	14.1%	15.5%	14.3%	11.4%	15.8%	10.5%	11.6%	13.3%	13.2%	12.9%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

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Table 13: Race/Ethnicity on Fall Census Day

Year of Fall Census Day

Student level:

	2006	2007	2008	2009	Rolling 5 year average			2006-2010	2007-2011	2008-2012
	2010	2011	2012							
Total	592	595	552	555	555	590	562	570	569	563
Total URM	104	102	80	85	91	95	86	92	91	87
Freshmen & Sophomores Total	185	197	184	200	198	217	172	193	199	194
white non-hispanic	117	137	138	141	132	145	121	133	139	135
black non-hispanic	29	16	13	23	14	15	11	19	16	15
hispanic	11	16	8	9	13	21	14	11	13	13
asian non-hispanic	9	5	9	5	8	7	10	7	7	8
american indian/alaskan native	1	4	2	1	2	4	1	2	3	2
foreign	6	6	6	5	5	5	5	6	5	5
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	2	4	1	6	9	9	4	4	6	6
unknown	10	9	7	10	15	11	6	10	10	10
Juniors & Seniors Total	329	326	289	283	281	295	321	302	295	294
white non-hispanic	238	224	195	195	195	207	230	209	203	204
black non-hispanic	27	28	23	25	27	23	18	26	25	23
hispanic	21	22	18	15	21	20	32	19	19	21
asian non-hispanic	18	17	12	16	11	9	14	15	13	12
american indian/alaskan native	5	5	5	4	2	4	1	4	4	3
foreign	3	9	14	7	2	3	6	7	7	6
hawaiian	0	0	0	0	0	0	1	0	0	0
multiple race	1	1	4	5	9	11	8	4	6	7
unknown	16	20	18	16	14	18	11	17	17	15
Master Total	7	1	2	2	1	3	1	3	2	2
white non-hispanic	7	1	2	2	1	3	1	3	2	2
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Doctoral Total	71	71	77	70	75	75	68	73	74	73
white non-hispanic	54	54	58	54	55	57	46	55	56	54
black non-hispanic	5	5	5	3	6	3	3	5	4	4
hispanic	5	6	6	5	6	5	5	6	6	5
asian non-hispanic	2	2	4	5	5	6	6	4	4	5
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	5	4	4	3	2	1	2	4	3	2
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	1	2	2	0	1	1
unknown	0	0	0	0	0	1	4	0	0	1

note: includes all active program matching majors among 4 possible major codes.

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(BIPM) WSU Program

College: LAS Social
Sciences

Department: Psychology

Program: Psychology

Review Appendix

Table 14: Percent Under-represented Minorities (URM) of Degreed Conferred Students by Fiscal Year

Year of Fall Census Day		Rolling 5 year average								
Degree level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
University level:										
Doctoral	8.7%	1.5%	7.2%	6.1%	6.3%	6.5%	6.5%	6.0%	5.5%	6.5%
Masters	4.9%	6.0%	6.4%	6.1%	6.4%	8.7%	10.5%	6.0%	6.7%	7.6%
Bachelor	10.2%	10.7%	11.3%	11.1%	12.0%	12.7%	12.7%	11.1%	11.5%	11.9%
Associate	21.4%	13.8%	11.8%	16.0%	18.8%	18.4%	23.1%	16.4%	15.8%	17.6%
College division level:										
Doctoral	12.5%	14.3%	13.3%	0.0%	30.0%	8.3%	20.0%	14.1%	13.2%	14.3%
Masters	10.9%	10.7%	17.3%	14.9%	13.8%	18.6%	13.1%	13.5%	15.1%	15.5%
Bachelor	18.1%	17.4%	15.5%	15.5%	18.6%	22.2%	19.9%	17.0%	17.9%	18.3%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program level:										
Doctoral	12.5%	14.3%	13.3%	0.0%	30.0%	8.3%	20.0%	14.0%	13.2%	14.3%
Masters	25.0%	15.4%	13.3%	7.7%	16.7%	12.5%	14.3%	15.6%	13.1%	12.9%
Bachelor	13.6%	11.4%	16.2%	11.8%	13.0%	23.8%	16.1%	13.2%	15.2%	16.2%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

Table 15: Race/Ethnicity of Degreed Conferred Students by Fiscal Year

Table 15: Race/Ethnicity of Degree Completed Students by Fiscal Year										
Year of Fall Census Day	Rolling 5 year average									
Degree level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
Total	108	134	129	121	93	100	116	117	115	112
Total URM	16	16	20	13	14	21	19	16	17	17
Doctoral Total	8	7	15	6	10	12	15	9	10	12
white non-hispanic	7	6	13	5	6	10	11	7	8	9
black non-hispanic	1	1	2	0	2	0	1	1	1	1
hispanic	0	0	0	0	1	1	2	0	0	1
asian non-hispanic	0	0	0	0	1	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	1	0	1	1	0	0	1
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Masters Total	12	13	15	13	6	8	14	12	11	11
white non-hispanic	8	7	12	12	5	6	9	9	8	9
black non-hispanic	1	2	0	1	0	0	1	1	1	0
hispanic	2	0	2	0	1	1	1	1	1	1
asian non-hispanic	0	2	1	0	0	1	2	1	1	1
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	2	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	1	0	0	0
unknown	1	0	0	0	0	0	0	0	0	0

(Table continued on next page)

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College: LAS Social
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Department: Psychology

Program: Psychology

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Degree level:	2006	2007	2008	Year of Fall Census Day		2011	2012	Rolling 5 year average		2008-2012
				2009	2010			2006-2010	2007-2011	
Bachelor Total	88	114	99	102	77	80	87	96	94	89
white non-hispanic	67	88	65	75	54	49	60	70	66	61
black non-hispanic	7	4	4	6	4	9	8	5	5	6
hispanic	4	5	10	3	6	9	6	6	7	7
asian non-hispanic	7	8	4	3	5	3	3	5	5	4
american indian/alaskan native	1	4	2	3	0	1	0	2	2	1
foreign	0	1	8	4	1	1	2	3	3	3
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	1	1	4	3	6	1	2	3
unknown	2	4	5	7	3	5	2	4	5	4
Associate Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

Tables 16 provides data for Section 5 of the Program Review Self Study Template.

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day

Table 10. Department Student Credit Hour (SCH), by Student Department										
Year of Fall Census Day	Rolling 5 year average									
Major & student level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
Total	5,770	5,501	5,326	5,503	5,585	5,587	5,681	5,537	5,500	5,536
Program UG majors	1,671	1,892	1,659	1,747	1,539	1,607	1,664	1,702	1,689	1,643
Program GR majors	620	583	611	564	606	535	527	597	580	569
Non-program majors	3,479	3,026	3,056	3,192	3,440	3,445	3,490	3,239	3,232	3,325
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Program UG major	29.0%	34.4%	31.1%	31.7%	27.6%	28.8%	29.3%	30.7%	30.7%	29.7%
Program GR major	10.7%	10.6%	11.5%	10.2%	10.9%	9.6%	9.3%	10.8%	10.5%	10.3%
Non-program majors	60.3%	55.0%	57.4%	58.0%	61.6%	61.7%	61.4%	58.5%	58.8%	60.0%

note: program majors includes all active program matching majors among 4 possible major codes.