

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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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

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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.
 - o Students will be able to use the scientific method in a creative manner to address specific problems
 - o 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 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 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
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∃ Maintain steady progress through program requirements

Maintain steady progress through program requirements

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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

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

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~~ **acquire** 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~~ **evaluated** by a rubric).

Criterion/Target: Percentage of program students expected to o e expeRe3(r)3(n)5(i)14(n)5(g)6(o)-4Se exp7 0 Td (fe

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 that meet or exceed those in regular 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 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 r

Survey results for

It's difficult to take all the psych classes that I'm interested in when they are only offered at one time of the year or on a limited basis.

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 haason thv -0 0y r18 Tc 0.02a