

Psychology Program Review Assessment Snapshot for 2012

Undergraduate ProgranDescription, Goals, and Objectives

The undergraduate program is designed to prepare students for postgraduate work in psychology but is flexible

- Students will acquire the ability to access and utilize existing knowledge, and to engage in scientific methods to address psychogical 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 experimetation in a clear, informative manner.

The Psychology Department offers coexistivity leading to the Doctor of Philosophy degreeudents may complete requirements for study incuman factors psychology, community psychologyclinical psychologyAt the graduate level, the three doctoral programs are designed to first furthercate students as psychologists with a firm commitment to psychology as a scientific, empiricallyed discipline. Secondarily, 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 psychologywell as contribute to the undergraduate teaching mission of the Psychology Department he 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 Objective(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 factopsychology to the end that graduates will be prepared for careers in research, teaching, service and administration.

Program Objetives

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

Learner Outcome (General Graduate)

Learner Goals

Maintain steady progress through program requirements

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Section 1: Provide an overall description of yourgram (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

- Demonstrate ability to perform statef-the-art researb data analysis
- Demonstrate ability to perform statef-the-art research presentations
- Demonstrate ability to perform professional sychology services in readorld, out-of-department settings

Section 2: Identify the pri	ncipal learning outcomes (i.e., what skills does	s your Program expe	ct 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 recentself-study sample (20052010) our graduate program processed applications per year and admitted an average of 13 students per year. The total fiveyear cohort was 67 students. Outcomes for these 67 were as follows:

•	Dismissed	2 (3%)
•	Withdrew preMA	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 including 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 advated 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 exph7 0 Td (fee

For programs/departments with concurrent enliment 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, antentoneet or exceed those in regular coampus sections

To meet this requirement the department conducted two surveys, one aimed at concurrent enrollmental digital students and the other at our regular college undergraduate psychology majors. Datah ensurveys 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 realts for

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

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, professinal instruction.

The only thing that I would change about the Psychology program by Note 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 tastic. My professors have been amazing and haason thv -0 0y r18 Tc 0.02a