



ACADEMIC PROGRAM REVIEW

2010-11

Institutional Response Form

Program: Bachelor of Arts in Psychology

Date: 4-15-11

Type of Review: [X] Comprehensive Self-Study
Follow-Up / Progress Report

Recommendation to the Board of Governors:

- 1. Continuation of the program at the current level of activity without specific action as described in the Rationale section of this Form;
2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
3. Identification of the program for further development (e.g., providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
6. Other. Specify.

Rationale for Recommendation:

The Program Review Committee recommended that the Bachelor of Arts in Psychology be continued at its present level of activity without specific action. The Psychology program features committed and prepared faculty members who bring diverse academic and professional backgrounds to the teaching environment. In addition to experiencing a stable headcount of majors, the program consistently produces graduates who are well received by employers and graduate schools. The program provides four service courses to other academic programs and regularly offers Early Enrollment courses in collaboration with high schools in Kanawha County. The program is commended for its use of assessment data to continuously improve its curriculum. For example, during the review period, the program strengthened its field experience component and refined the course, PSYC 175: Psychology as a Profession, which affords students an opportunity to assess early on if Psychology is a good fit with their individual career goals.

No substantive program weaknesses were noted; however the Psychology faculty were encouraged to continue to explore innovative teaching methodologies going forward including the use of online courses. In addition, the program will continue to benefit from recent significant steps it has taken to further define and refine its assessment plan, collect and manage assessment data on a regularly scheduled basis, and use assessment results to continuously improve its curriculum and services to students.

This is a popular major offering a strong, viable program with a large number of majors and graduates. This Review was well presented and highlighted the assessment program developed by the Department. I concur with the Program Review Committee's recommendation for continuation at the current level of activity without specific action.

Place a checkmark if additional sheet(s) attached []

[Signature]
Signature of Chief Academic Officer

April 18, 2011
Date

Signature of President

Date

**WEST VIRGINIA STATE UNIVERSITY
SUMMARY PROGRAM REVIEW ACTION REPORT
TO THE
HIGHER EDUCATION POLICY COMMISSION
APRIL, 2011**

Name and degree level of program: Bachelor of Arts in Psychology

Synopses of significant findings, including findings of external reviewer(s):

The Department of Psychology serves multiple purposes: for students seeking training as professionals in the field, for those wishing to pursue graduate education, and for exposing those enrolled in service courses to see Psychology as a legitimate area of science as well as offering practical importance of the subject matter in their daily lives. The program encompasses scholarship, research, a referral service for students in need of counseling, career counseling, academic excellence, and community service. A field experience not only serves the academic needs of Psychology majors but also contributes a resource to the organizations they serve.

Major strengths of the program include a very competent, committed, active faculty with diverse discipline backgrounds; a strong assessment framework; a field experience component to the curriculum; and favorable graduate school ratings. Coordinated effort has been made to strengthen the curriculum as a result of assessment data.

Although the program has no major weaknesses, it is encouraged to continue to explore innovative teaching methodologies, including the use of online courses. In addition, the program must continue its recent significant steps to further define and refine its assessment plan, to regularly collect and manage assessment data, and to use the assessment results for continuous improvement of its curriculum and services to students.

Plans for program improvement, including timeline:

No plans for improvement were required.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:

No weaknesses or deficiencies from a previous review exist.

Five year trend data on graduates and majors enrolled:

YEAR:	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ENROLLMENT	193	172	167	165	156
GRADUATES	36	20	31	19	27

Summary of assessment model and how results are used for program improvement:

Seven program level outcomes and learning competencies were developed by the faculty in collaboration with the Student Assessment Center. These outcomes and competencies were aligned to the various major courses in the program to identify those in which the outcomes/competencies are targeted. The LiveText course management system will collect electronically gathered and scored writing samples to serve as the artifacts to support the outcomes and competencies. Scoring of the artifacts will result from the rubrics developed by the faculty.

The Educational Testing Service Major Field Test in Psychology is administered to graduating seniors to evaluate their performance against those from other institutions. Institutions with student data profiles comparable to West Virginia State University have been selected to evaluate the performance of WVSU graduates and they were found to be in the average range. The results of these performance measures have been used to reevaluate the Psychology curriculum and to plan for revision. Faculty have redesigned class offerings and requirements in an attempt to strengthen student performance and to make them competitive with graduates of other institutions with whom they compete in the marketplace.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

Graduates of the Psychology Program are employed in a variety of settings that include both human services and other types of organizations. Agencies where field experiences were completed often employed the students upon graduation, using the field experience as a type of internship. More than one-half of the graduates responding to the Program Review Survey indicated they were pursuing master's degrees, often at Marshall University because of its close proximity. WVSU graduates earned favorable ratings from graduate schools responding to a survey, resulting in an invitation for more applicants from WVSU.

Final recommendations approved by governing board: