I. Program Description for Psychology (BA)

The Department of Psychology's undergraduate program serves both majors and the general student population. Our General Psychology class (PSY 201) is a popular selection to help fulfill the social science requirements of several Colleges in the university. Other classes serve as electives for a number of majors. Completion of these courses provides students with an appreciation of the range of inquiry within the discipline of psychology and an introduction to the scientific method of studying human behavior. Consistently high enrollments in these classes attest to their perceived desirability by students and by advisors in other departments.

Psychology is among the most popular majors on campus. Students and advisors work together to develop their plans for meeting curriculum requirements for the major. Our program is designed to be a balance between core PSY requirements and individual choices among course offerings that can help prepare majors for a range of post-graduate options. With the appropriate preparation, these can include graduate work in clinical areas of psychology, industrial-organizational psychology and research oriented Ph.D. programs. Psychology majors also go on to other professional graduate programs such as medicine, law and MBA programs. For the majority of psychology majors who do not go on to graduate school, their major provides strong liberal arts preparation for entry level positions in business, industry, human service agencies and government.
II. ACCREDITATION
There is no national accreditation program for undergraduate psychology programs. The American Psychological Association has published a list of recommended goals and objectives for undergraduate programs; these form the basis of our program’s newly adopted (Spring 04) curriculum goals, and are detailed in the assessment section of this report, specifically in the Program Review Assessment Summary Chart.

1. CURRICULUM:
All psychology majors meet the general education requirements established by the College of Liberal Arts. These include coursework in writing, communications, literature, foreign language, fine arts, social sciences, natural sciences, mathematics and computer science. Majors also complete all requirements of the Marshall Plan, including international, multicultural and writing intensive coursework as well as one of our department’s capstone options and all majors must complete the requisite courses and credit hours for a minor of their choosing.

Upon completing specific requirements (15 credit hours with a GPA of at least 2.0, ENG 101, MTH 121 or higher and PSY 201) with grades of C or better, new majors are assigned PSY faculty advisors, who help students plan their longer term course of study. All majors must complete PSY 223 (Behavioral Statistics), PSY 323 (Experimental Psychology) and one of our capstone options (described below). In addition, all majors must complete at least one course from 3 different categories of PSY courses (Social/Personality, Experimental/Biopsychology, and Developmental/Individual) and must ultimately complete a minimum of 33 credit hours of PSY classes.

The department offers a full range of courses that are standard offerings for undergraduate majors, such as Child Development, Social Psychology, Personality, Abnormal Psychology, Learning, and Physiological Psychology. In addition, we offer courses that represent newer emphases within the discipline (e.g. Health Psychology, Adult Development, Cross Cultural Psychology), special interests of faculty (e.g. Applied Developmental, Applied Social, Human Sexuality, Animal Behavior, Current Models of Psychotherapy) and coursework that meets specific student needs. The latter category includes include two field placement practicum courses (Practicum in Industrial-Organizational Psychology and Practicum in Clinical Psychology), a research experience/mentoring class (Research in Psychology), a course particularly focused on critical thinking (Paranormal Psychology) and advanced classes for seniors interested in pursuing research oriented graduate programs (History and Systems of Psychology, Intermediate Statistics, Psychometrics).

The Marshall Plan requires that all majors complete a capstone experience. Our department recognizes that our large group of majors would not be best served
by having just one capstone opportunity. Instead, we developed several options to serve our students’ varied career goals. All options include written and oral presentation work, though they differ in their specific foci. Capstone courses include PSY 456/457 Research in Psychology, PSY 460 History and Systems of Psychology, PSY 470 Practicum in Industrial-Organizational Psychology, PSY 471 Practicum in Clinical Psychology and PSY 499 Capstone Seminar.

Arranged as they are, our major requirements ensure that all majors have the benefit of a common psychology core as well as the opportunity to develop their major interests in ways that suit their academic and professional interests.

2. FACULTY:

The department has 19 full time faculty members (15 in Huntington, 4 in South Charleston), all of whom have earned psychology doctorates in their field of teaching expertise.

Nine faculty members in Huntington are tenured, as are two in S. Charleston. Ten faculty members are full professors, two are associate professors and seven are assistant professors. All Huntington faculty teach in the undergraduate program, whereas the S. Charleston faculty teaches primarily in the MA program. Virtually all upper division classes are taught by our full time faculty.

Many sub-specialties of psychology are represented on our faculty, whose specialized areas of expertise include statistics, human development, social psychology, adult- and child- clinical, personality, learning, physiological psychology, health psychology, psychological measurement and assessment, animal behavior and industrial-organizational psychology. Department faculty are accomplished, award winning teachers and active scholar/researchers who present their work via a wide variety of publishing and presentation opportunities. The level of current faculty members’ accomplishments in the scholarship area is reflected in the following table:

<table>
<thead>
<tr>
<th>Psychology Department Faculty Scholarship 2001-2005</th>
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</thead>
<tbody>
<tr>
<td>Articles/Monographs Published</td>
</tr>
<tr>
<td>Books or Book Chapters Published</td>
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<tr>
<td>Paper Presentations</td>
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<tr>
<td>Speak in area of expertise (not paper presentations)</td>
</tr>
<tr>
<td>Grants</td>
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<tr>
<td>Editor, Editorial Board, Reviewing</td>
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</table>
The department makes use of part-time instructors and graduate assistants to help meet the teaching needs for high demand courses which are popular as electives, offered at off campus sites and/or are required by programs throughout the university. We have been fortunate to hire psychologists working at the MU School of Medicine and in the Huntington and surrounding communities as part-time instructors for these courses. All of our part time instructors have prior college teaching experience, and their classroom teaching is evaluated by both the chair and their students (via end of semester student evaluation forms). Results of these evaluations indicate that our part time instructors offer high quality educational experiences to our students.

We employ between 15-20 graduate teaching assistants (GAs) each semester, primarily to help with instruction of PSY 201, our introductory course. Prior to instructing a class, these GAs must complete a full semester seminar in the teaching of psychology; during the period of their assistantships, GAs' teaching is carefully supervised by a senior faculty member who regularly teaches the introductory course and who maintains overall responsibility for the organization and quality of the introductory course sections taught by GAs.

3. STUDENTS:

a) Entrance Standards:

As we noted in previous program reviews, psychology is consistently among the most popular choices of majors for undergraduates, both at Marshall and nationwide. As of the fall 2004 semester (as reported in the MU Department of Institutional Research’s Bluebook there were 434 PSY majors. This places psychology as the most popular major in the College of Liberal Arts and the fifth most popular undergraduate major in the University, with more undergraduate majors than are enrolled in 3 entire colleges (CITE, COFA, and JOURN)! This popularity, combined with the large number of students taking our service classes and the demands placed on faculty related to offering a masters degree and more recently our new Psy D program, places a great deal of stress on our faculty and on our overall resources and requires that we carefully consider the number of majors we can manage effectively (e.g. advising, offering appropriate range and quantity of coursework, research and field placement opportunities, etc). Prior to our last program review, the department adopted a set of criteria for acceptance as a psychology major. Our intent was to decrease the overall number of majors, and to increase the percentage of majors who were committed to psychology as their field of study, rather than choosing psychology as a major without any serious consideration of their options and abilities. This set of criteria included requirements that prospective majors a) have completed PSY 201, ENG 101, and MTH 121 or higher with grades of C or better in each; b) have
completed at least 6 additional credit hours at the 100 level or higher (a total of at least 15 credits) and c) have at least a 2.0 GPA at the time of application.

This new policy “worked” such that in Fall 1999, our “headcount” of psychology majors had decreased to 267 (from a high of over 450 several years prior) and remained at around that number (n=265 in Fall 2001). However, our Dean was concerned that this procedure was hurting the College, and proposed an alternative whereby students could declare PSY as their major as soon as they wished, but advising of new majors would be handled by the COLA office until such time as they met the requirements listed above. This remains the procedure; it seems to work well, in that the College and department get appropriate credit for all majors, but department faculty can focus their advising and related mentoring activities on students who have demonstrated sufficient commitment to the field to have met those minimal requirements.

b) Entrance Abilities:

Means on standardized test scores and GPAs of psychology majors are similar to, though slightly higher than the means for the College of Liberal Arts. As reported by the Office of Institutional Research, for the Fall semesters of 2000-2004, incoming Freshman PSY majors had mean ACT scores of 22.71 and high school GPAs of 3.4. For COLA as a whole in same period, the mean ACT score was 22.66, and the mean GPA was 3.31.

c) Exit Abilities:

There is no single standardized test or professional certification exam that all psychology students must complete for graduation or to enter BA level employment.

One indicator of program graduates' academic abilities is their mean GPA at graduation. For the 5 year period covered by this report, PSY graduates mean GPA was 3.01 (n=399), which is similar to, but slightly higher than the mean graduating GPA of all undergraduates for the reporting period (2.96; n= 7313)
4. RESOURCES:

a) Financial

Full Time Faculty (n=19) Base Salaries: $937048
Part time faculty: Liberal Arts/ for Huntington 31500
Liberal Arts/ South Charleston 18900
Graduate Assistants: Liberal Arts (combined): 84500
Current Expenses: Liberal Arts (combined, Huntington) 27065
South Charleston 10560
Equipment (for Psy D program) 10000
Total: $1119013

Other:

Psychology Clinic
2004-05 Revenue:
Client fees 4058
Contracts 5608
Total 9668

Psy D student Fees (2004-05) 57667

It is difficult to clearly differentiate what money is used for which program. For example, most current expense money is used for fixed costs like renting a copier, phones, postage, etc and these are not specific to one program. The GA allocation is clearly a support to our graduate programs, but much of that money is used to pay GA-instructors for our PSY 201 service classes. The money allocated to S. Charleston is entirely devoted to our MA program on that campus, and the Psy D allocations are used to support doctoral program needs.

Termination of the Psychology Department's undergraduate program would, of course, result in a reduction of costs associated with decreased needs for faculty lines, department administration and equipment. However, the impact on the institution would be enormous. As is noted below, psychology provides service classes for many university departments, with approximately 900-1000 students enrolled in General Psychology alone each semester. The department's "headcount" of majors is around 430, placing it as the 5th most popular undergrad program in the university and the largest in COLA. Further, the number of PSY majors is an indicator of the exceptional productivity of our full time faculty; we have an average of approximately 31 majors per faculty member, which is one of the highest majors per faculty member ratios in the university. Psychology is also routinely in the top departments in the university in terms of SCH generated per FTE faculty. Thus, our department has an ongoing record of producing a large
number of SCH/FTE in service classes for the university as well as a large number of majors/FTE.

b. **Facilities:**

Space assigned to the department in Harris Hall on the Huntington Campus includes 14 faculty offices, a workroom, a room used as a seminar and meeting room, 2 offices for secretarial use, 3 shared, multi-person rooms and 10 shared, small cubicles for graduate teaching assistant offices, 1 medium size and 2 very small rooms that are shared for student and faculty lab space. We also maintain a Psychology Clinic in Harris Hall, which is a suite consisting of one entrance/waiting area, one group room, three consulting rooms and a small video/observation room.; the clinic is outfitted with a modern video taping/observation/communication system for training purposes.

Equipment belonging to the department in Huntington includes several VCR/monitors 2 slide projectors, a videotape system in the clinic, 2 overhead projectors, a DVD player, 2 computer/projector stands on wheels to use for PowerPoint presentations, a newly installed “smart classroom” configuration, and 1 fax machine. The department has two printers that are available to all faculty, and approximately 10 small printers in faculty offices. We share a leased copy machine with the Counseling and Rehabilitation program and the Humanities programs in Harris Hall. The Psy D program purchases and maintains a variety of clinical assessment equipment, and we have 2 laptops available for students to use when they are placed at a rural practicum site which lacks computer facilities.

In South Charleston, we have 3 faculty offices, while one faculty member must maintain her office in the training clinic located in Dunbar. That Clinic is controlled and financed primarily by the Graduate College, under Dr. Ron Childress, though PSY has recently paid for several computer line upgrades to the clinic. The Dunbar Clinic has a very nice array of modern testing equipment, and a sophisticated video taping and communication system for training purposes.

All full time faculty members and our secretaries (One full time and one .53FTE in Huntington and one full time who is shared with School Psychology in S. Charleston) have telephones, personal computers with connections to the university system’s software and the internet. In addition the department has networked computers in each of the larger, shared graduate student rooms.

5. **ASSESSMENT INFORMATION:**

a. The principal goal of our assessment program are to identify the key learning outcomes expected of all PSY majors, and collect or identify data that will help clarify how well we are doing in helping students meet those desired outcomes. A second and perhaps just as significant goal of the assessment program is to promote ongoing reflection and discussion by department faculty concerning our
b. Chart 1 (Assessment Summary) is attached. It provides the data from each of our yearly assessment plan reports. Please note that the Chart contains two sets of data. Items 1-4 reflect the wording and data for program outcomes as they were worded through 2003. Items 5-14 reflect the new program outcomes adopted by the department in 2004.

c. Assessment data are used in a variety of ways to develop the program. One clear way is our recognition that it would be helpful to align our program goals with those of other BA programs in PSY. A bit of research led us to the set of undergraduate goals published by the American Psychological Association, which we reviewed, modified slightly and adopted as our own last year. A second way in which assessment data is used is to reflect on what additional assessment data might be helpful for program development. To that end, Dr. Chris Legrow (Undergraduate program coordinator) applied for and received an assessment grant from the Center for Teaching Excellence in 2004-05; those funds were used to help develop a new Senior Psychology Major Questionnaire. This tool carefully constructed to assess students’ perceptions of their learning in a wide range of areas, was first used in spring of 2005, and will be refined and used again this coming spring. A third way in which data is used is to guide our hiring of new faculty. The department’s assessment process makes clear how important our classes in statistics, research methodology and capstone work are to meeting our program’s goals. Thus, our recent faculty searches have included as a priority the ability of candidates to contribute to these areas of our program offerings.

d. Graduate and Employer Satisfaction: In the Spring of 2005, the department mailed a survey to approximately 200 recent graduates of our programs (2000-2004) who had addresses on file with the placement office. 39 complete (or almost complete) surveys were returned for an effective return rate of 20%. From this marginally representative sample of our graduates, the following information was obtained regarding employment, salaries, graduate study and aspects of satisfaction with the program:

1. Graduates reported being employed in a total of 40 full time jobs; some reported none, if they went directly to graduate school, while others had already had several. The average salary of all full time jobs was $25338.

2. Of the graduates participating in the survey, 61% reported applying for and being accepted into a graduate program. These programs ranged from psychology to counseling to social work to medical school to business and the ministry.

3. When asked if they would choose the same major again if they had another choice to make, a full 69% indicated that they would again be psychology majors if they again had to choose. This is a strong endorsement of
the overall level of satisfaction with the educational experiences these graduates had as psychology majors at Marshall University.

Employer satisfaction data is very difficult to obtain for a program as large as ours, particularly because a) there is certain to be wide variability in the aptitudes and skills of the 80 (+/-) yearly graduates of the program, b) graduates go into such a diverse range of fields and employment settings that we have no manageable way to track them all, and c) the program is a liberal arts program and not a professional training program and thus most graduates cannot be expected to go into specified fields of employment. Therefore, as an alternative to a survey, we conducted telephone interviews with two of the largest employers of Marshall psychology graduates in Cabell County- Prestera Center and Autism Services Center. Both agencies employ significant numbers of graduates from our BA program. They both indicated that they are pleased with the knowledge base, aptitudes and work behavior of our graduates, and remain eager to receive applications from them. The Autism Services Center representative stated that, compared to other new hires, the psychology graduates demonstrate greater knowledge and understanding of developmental disabilities and autism and they show more interest in and pay better attention during the specialized training they receive. He noted that significant numbers of psychology graduates have been promoted into management positions.

While not equivalent to employer satisfaction data, we do have data from supervisors of our field practicum courses in clinical and industrial organizational (I/O) psychology, which are taken by approximately 15-20 seniors each year. Though not “employment”, the work required is typically parallel to the work of entry level workers, and the supervisors (who are often in a position to recommend or influence hiring decisions) comment on issues that are similar to what employers would evaluate. Quite consistently, the site supervisors of the clinical students give very high ratings (4 to 5 on a 5 point scale where 5 is the highest or best) on dimensions such as “enthusiasm, asking appropriate questions, ways of interacting with clients and staff, quickness to learn/adapt, feedback from other staff members, and punctuality.” Supervisors of the I/O practicum are consistently enthusiastic about the performance of students at their sites, with supervisors from the Family Resource Network, Faith in Action of the River Cities and the Mountain State Family Alliance in particular expressing their satisfaction with students’ work by way as evidenced by their recurring requests to the practicum supervisor for additional students to help with various projects.

e. The previous 5 years of summary reports from the Office of Assessment are attached as Appendix VII.

6. Previous Reviews
The result of our last program review was that the University and HEPC committees recommended that the BA program in psychology be continued at the current level of activity.
7. Strengths and Weaknesses

Strengths:

All full time faculty have terminal degrees in their discipline, and all are well prepared to teach and to conduct scholarly activities in their specialties. (Please see Faculty Data Sheets.)

Faculty continue to conduct research and present their work via publications, conferences and consultations.

Faculty are active participants in conferences, workshops and other continuing education and professional development activities that enhance their teaching and research.

Faculty are active in university, professional and community service.

All faculty have internet connected computers at their desks; several additional terminals are available in the department. Computer labs on campus provide access for students doing research or working on reports.

Curriculum and program development is ongoing. Faculty members take seriously their responsibility to update courses and develop new courses in their areas of expertise which meet needs of students and which are congruent with the program’s objectives.

The popularity of the undergraduate psychology major remains very strong, with PSY the 5th most popular major at the university and the most popular in the College of Liberal Arts.

Demand for psychology courses remains high. Other departments continue to require our courses, indicating continued university-wide respect for the discipline and for our faculty.

As indicated by survey data, graduates value their PSY education, with just under 70% stating that they would choose to major in PSY again.

Weaknesses:

The weaknesses in our program continue to be resource based and focus upon needs for additional faculty, equipment and space. Demand for psychology classes by majors and non-majors continues to be higher than we can meet. The psychology department is routinely one of the top departments in the university in terms of both SCH/FTE and MAJORS/FTE. This means that there is very strong demand for both our service classes and our upper division classes for majors, with enrollment in virtually all classes closing early in the registration process. As we continue to enhance our curriculum with more emphasis on writing, research and field experiences, we continue to face serious challenges to our limited faculty resources. Further, as we continue to develop our graduate programs,
and particularly our doctoral program, our resources are stretched even further. Though definitely not a weakness, the multiple programs we offer put a great deal of stress on faculty members to meet the needs of students at all levels. In addition, as faculty are involved in more research as they contribute to the needs of our doctoral program, the time involved in this work is a direct challenge to being able to offer as many total classroom courses as we would otherwise want or be able to provide. By any reasonable measure (number of students, number of majors, number of programs, productivity of any type), PSY should have at least 2 additional full time, tenure track faculty lines on the Huntington campus.

The second major challenge/weakness relates to space. As a social and natural science, psychology should be able to provide students with the opportunity for laboratory classes and space limitations keep us from being able to provide many these experiences for students. Further, as we work towards greater emphasis on research by faculty and by students at all levels, there is significant need for greater access to research space, and the department simply has no where near enough. Essentially, we have one medium size room and two very small rooms to do all data collection, and this is not nearly sufficient for 14 Huntington faculty, 30+ doctoral students, and the dozens of undergraduate students working on research projects each year. A related space/resource problem is the lack of adequate access to “smart” classrooms. We are fortunate to have had one such room developed on our floor this year; while that is a terrific resource for us, it has provoked a great deal of competition for that space, in that many teachers want to make use of multimedia and computer based technology in their teaching, and we have very limited access to appropriate space for such innovative teaching.

The third major problem we face is support for faculty and student research. There are very limited funds to support faculty or student research activities, and if we are to ever reach our research capabilities, significantly more money will have to be found to support this work and the related travel expenses for dissemination of results at meetings and conferences.

**Plans for correction:**

The department of psychology has many strengths. Our faculty are excellent and committed teachers who are active in their fields and who willingly participate in university and community service. Our programs remain popular, with high enrollments and many majors. Thus, the problems we face are not those of program viability, but of insufficient resources to meet student demand and to support the excellent faculty who contribute to the program's ongoing development and success.

The resource problem is one we have little control of within the department. Every effort is made to use scarce funds to encourage innovative faculty and student initiatives while also keeping the copier running and supplies in our closet. Additionally, we were fortunate to add two new tenure track faculty lines
since the last review in support of our doctoral program, and we’ve been the
beneficiary of a Carter G Woodson Fellow who joined our faculty last year.
These have certainly strengthened our faculty resources. However, within the
same time frame we have brought a new doctoral program “on line”, had a senior
faculty continue to serve in an administrative position for a university-wide
program that consumes ½ of her allotted teaching load and several faculty have
had well deserved sabbaticals. While we do receive some funding to hire
replacement teachers for one of these “holes” in our schedule, the replacements
are not the same as having faculty members whose full time commitment is to
the department.

We are fortunate to have excellent graduate students, many of whom are very
interested in teaching, and for many years they have provided excellent
supervised teaching for many of our PSY 201 sections. As our doctoral program
has grown, we’ve begun to look more carefully at using advanced doctoral
students to teach classes above the PSY 201 level. This would certainly not be a
substitute for additional faculty lines, but could help with some of the need for
more undergraduate courses. We can’t turn to our small community for much
help in upper division teaching, because there are very few, if any, psychologists
in the area with appropriate training to teach our experimental and research
oriented courses.

Regarding our space needs, all we can do is a) use our available space as wisely
as possible; b) negotiate on a case by case basis with other units for
collaborative use of space and resources for research purposes, and c) request
that the university administration reallocate space to higher demand units. We
were successful in this area last year, when an unused room that had been
allocated to another department was reassigned to us to house several doctoral
students. However, there are more rooms in Harris Hall and elsewhere that are
underutilized and could be reassigned.

Regarding the “smart” classroom issue, we are hopeful that the university has a
program in place that will outfit many more classrooms, in Harris Hall and others,
with updated technology, since the expenses are far too great for departments to
handle on their own.

In the area of research support, we have allocated a significant portion of our
student fees towards support for faculty and student research activities. Though
not really sufficient, these funds help a great deal in supporting research
activities.

B. VIABILITY

1. Articulation agreements: The department has no articulation agreements

2. Off Campus/Distance Delivery Classes: Appendix III lists all off-main-
campus and e-courses offered and locations for the courses over the last two years. Demand for off campus psychology remains strong at both the Teays Valley and the Mid Ohio Valley centers. Course offerings are limited primarily by the need for qualified faculty to teach upper division classes. Our offering of PSY 201 in an e-class format has been well received, with consistent enrollment each term that it is offered.

3. Service Classes: PSY 201 General Psychology is the primary service class offered by the psychology department. It fills one of the Social Science requirements for all colleges with such a requirement for their majors, and is a prerequisite for other classes taken by many non-psychology students, such as Child Development, Abnormal Psychology and Industrial Organizational Psychology. Appendix IV presents enrollment data for PSY 201 for the past five years.

4. Program Course Enrollment: Appendix V presents enrollment data for all program area courses taken by majors. Psychology majors all take a common group of 9 credit hours (PSY 201 General Psychology, Psy 223 Statistics, PSY 323 (Experimental Psychology), a set of 9 credit hours chosen from clusters of related courses (one course from each cluster) and a capstone chosen from one of several capstone options. In addition to this core of 21 credit hours, majors choose, with help from their advisors, an additional 12 hours of psychology electives that are consistent with their interests and their educational/career objectives.

All required courses are offered quite regularly. All are available each full semester-with multiple sections of the required group of 3 classes offered each term- and many are also offered at least once in the summer. Multiple courses from each of the clusters of required courses are offered every term, and at least 3 of our capstone options are offered each full term. Enrollments in these PSY classes are consistently strong, with most upper division, regular classroom courses closing quite early in enrollment. Department policy allows graduating seniors to obtain overloads for any needed classes in their last year, so as not to interfere with the students’ plans for graduation.

5. Program Enrollment: As has been noted elsewhere, the PSY undergraduate program is an extremely popular, and thus highly enrolled, program choice for majors. As reported by the Office of Institutional Research, in Fall 2004 PSY had 434 PSY majors. This places psychology as the fifth most popular undergraduate major in the University. Institutional Research reports that a total of 399 PSY majors graduated within the 5 year reporting period, with a range from 69 in 2000-01 to 88 in 2004-05. Additional required data associated with Program Enrollment is presented in Appendix VI.

6. Enrollment Projections: We have every reason to believe that enrollment in the Psychology BA program will continue to be very strong. Our number of
majors remains very high and the number of BA graduates has held steady and even increased over the reporting period. The Occupational Outlook Handbook (2004-05 edition) reports that the employment outlook for the mental/behavioral health or business/organizational professional fields typically pursued by PSY graduates who receive graduate training (psychologists, social workers, counselors, management, human resources) is “stronger than average” in all cases. Of course, most PSY majors do not go to graduate school, and thus their employment outlook is more likely to be consistent with that of all liberal arts graduates.

C. NECESSITY

1. Advisory Committee: the BA program has no advisory committee. The program is overseen by department faculty, and specifically by the Undergraduate Program Committee and its Program Coordinator.

2. Graduates: Psychology BA program graduates work in a very wide range of fields and enter a variety of graduate degree programs. Since the undergraduate program is not a professional degree, graduates of this program are not hired as “psychologists” and thus it is not truly meaningful to discuss graduates working in a field of specialization.

As was noted in an earlier section, the department’s recent survey of program graduates yielded a marginally representative return rate of 20%. Graduates reported being employed in a total of 40 full time jobs; some reported none, if they went directly to graduate school, while others already had changed several times. The average salary of all full time jobs was $25338. They report employment in mental health, health care, children’s programs, education, human resources, training and development, sales, personnel, management, and other areas. While there are many employers that hire our graduates, some of the notable placements include Prestera Center, Corbin Limited, Autism Services, and human resource or research related (not telephone sales) positions at Amazon, Telespectrum, and Applied Card Systems.

61% of these graduates reported applying for and being accepted into a graduate program. These programs ranged from psychology to counseling to social work to medical school to business, law and the ministry.

3. We have no indication that psychology graduates have poor employment prospects or that job placement rates are low. The department has no specific job placement programs. Graduates have access to the services of the University’s career services center. Assistance with graduate school application is handled on a case by case basis through work with the students’ advisors. We have, in our department office, accessible
copies of an important resource published by the American Psychological Association called “Graduate Study in Psychology.” This book lists and describes all graduate programs in PSY in the country.

D. CONSISTENCY WITH UNIVERSITY MISSION: Marshall University's first and most basic commitment is to undergraduate education. The department of psychology, through our work with both majors and non-majors, serves a vital role in this mission. We provide teaching, field supervision and research mentoring to one of the largest groups of students on campus each year. Faculty and students are active in research that expands the knowledge base and in field activities which apply that knowledge and help solve problems for individuals and groups. Our faculty and curriculum introduce students to the broad discipline of psychology and help them understand the field as a social and natural science. Concurrently, we challenge them to develop their thinking and communication skills, solve problems, and appreciate the wide range of forces that influence human behavior. We offer coursework on several campuses, and our service course via the internet. Each of these is consistent with the main “bullet points” of Marshall's Mission Statement.