

Q1.1.
BOG Program Review Self-Study Form AY 24-25

Program Overview

Q1.2. Degree Designation and Program Title

(Example: AA Chemistry, BFA Art and Design, MS Biology, PhD English)

See CIM Programs for all official program titles.

BA/BS Psychology

Q1.3.
Select the appropriate degree level below. (For survey logic)

- ☐ Undergraduate 2-year
- ☒ Undergraduate 4-year
- ☐ Graduate or professional

Q1.4. List all associated program majors

(For example: BS Design and Merchandising majors are: Fashion Dress and Merchandising, Design Studies, and Interior Architecture)

Psychology

Q1.5. College or School

- ☐ College of Applied Human Sciences
- ☐ Chambers College of Business and Economics
- ☐ College of Creative Arts and Media
- ☐ College of Law

- ☐ Davis College of Agriculture and Natural Resources
- ☒ Eberly College of Arts and Sciences
- ☐ Intercollegiate Programs
- ☐ School of Dentistry
- ☐ School of Medicine
- ☐ School of Nursing
- ☐ School of Pharmacy
- ☐ School of Public Health
- ☐ Statler College of Engineering and Mineral Resources
- ☐ WVU Keyser - Potomac State College
- ☐ WVU Beckley - WVU Institute of Technology

Q1.6. Name of the program's home academic department or school (whatever personnel unit its faculty are reviewed by beneath the college-level)

Department of Psychology

Q1.7. Name of the person completing the self-study

Name

Sharon Tenenholz

Q1.8. As part of the program review process, department/division chairs are routinely copied on correspondence related to review results. Please provide the name of the department/division chair (even if the chair is the person completing the self-study).

Name

Claire St. Peter

Q1.9. Which of the following is the reason for this program review?

- ☒ Regularly scheduled five-year Board of Governor's program review
- ☐ Off-cycle Board of Governor's program review initiated through annual program review process
- ☐ Dean's office initiated program review

Q1.10. Provide the rationale for the dean's office having initiated this review either by text below or by attachment (in the next question).

This question was not displayed to the respondent.

Q1.11. Upload the rationale for initiating dean's office program review.

This question was not displayed to the respondent.

Q2.1.

Specialized Accreditation

Q2.2. Is the program accredited or included in the accreditation of its college or school?

☐ Yes

☒ No

Q2.3. Is there a national accrediting body for programs of this type?

☐ Yes

☒ No

Q2.4. Does the program plan to seek specialized accreditation?

If so, explain the timeline to achieve that below.

If not, explain why the program has decided not to seek specialized accreditation.

This question was not displayed to the respondent.

Q2.5. Name of the accrediting body

This question was not displayed to the respondent.

Q2.6. Date and outcome of most recent accreditation review/visit

This question was not displayed to the respondent.

Q2.7. Date(s) and outcome(s) of any follow up actions from most recent accreditation visit (interim reviews, reports, monitoring, visits, etc.) *If there have been none, leave blank.

This question was not displayed to the respondent.

Q2.8. Date or approximate date of next accreditation review

This question was not displayed to the respondent.

Q2.9. Attach the most recent comprehensive institutional self-study conducted in compliance with the accreditation or approval process.

This question was not displayed to the respondent.

Q2.10. Attach the accrediting agency's accreditation letter or any other relevant correspondence or interim reports.

This question was not displayed to the respondent.

Q3.1. Program Mission

Responses in this section are limited to 1500 characters or approximately half a single-spaced page.

Q3.2. Provide either a link to the published mission statement or a brief but specific mission for the program.

Explain how the degree program contributes to WVU's [mission, vision, and values](#). (1500 character maximum)

<https://psychology.wvu.edu/undergraduate> West Virginia faces an aging population, a struggling educational system, an ongoing opioid crisis, and mental health concerns exacerbated by the pandemic. Addressing these societal issues speaks directly to the strengths of the psychology department: lifespan development, behavior analysis, behavioral neuroscience, and clinical psychology. The BA and BS programs align with the university's mission by attracting students to the state's flagship university to learn from world-class researchers in these areas. During their training, our undergraduate students not only acquire the essential knowledge and skills required to succeed in a psychology-focused career, but further engage in research, teaching, and/or community service through experiential opportunities. Thus, students completing the BA or BS program are prepared for admission to advanced degree programs in psychology, counseling, social work, medicine, education, and law, as well as to pursue a range of science-focused and service-oriented careers. In turn, the undergraduate psychology major advances education, healthcare, and prosperity by providing access and opportunity for this foundational training. Furthermore, by introducing a new generation of students to scientific investigation, we advance the university's mission to provide high - impact research that will improve social outcomes and mental well-being among West Virginians and other world citizens.

Q4.1. This section is specific to new programs going through their first Board of Governors' program review.

Q4.2. Is this the program's first Board of Governors' program review?

☐ Yes

☒ No

Q4.3.

Provide the target enrollment that the program had identified it would achieve by the end of its third year of operation when it was approved.

Explain any significant difference (positive or negative) from the expected target enrollment. (1500 character maximum)

This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

This question was not displayed to the respondent.

Q4.4. Has the program hired all the new staff (faculty and/or administrative staff) that were proposed during the approval process?

This can be found in the CIM Intent to Plan for the program in the History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

This question was not displayed to the respondent.

Q4.5. Why not? Does this impact the program's ability to function as planned?

This question was not displayed to the respondent.

Q4.6. Is this program is a graduate or professional program?

This question was not displayed to the respondent.

Q4.7. Has the program realized projected research and external support expected / projected at the time of approval?

This question was not displayed to the respondent.

Q5.1.
Program Resources

The purpose of this section is to ensure the accessibility and adequacy of the program's infrastructure and resources. The Undergraduate and Graduate Councils do not have the authority to request new funding for facilities or equipment.

Q5.2. Has the program experienced significant issues with any of the following during the review period?

By "significant," we mean issues that interfere with either delivering the published program requirements and experiences to its students or the students' ability to complete the program in a timely manner.

	Yes	No
Providing students with accommodations	<input type="radio"/>	<input checked="" type="radio"/>
Ability to schedule required classrooms	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological infrastructure	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate technological support	<input type="radio"/>	<input checked="" type="radio"/>
Access to adequate physical infrastructure (labs, performance spaces, equipment, etc.)	<input type="radio"/>	<input checked="" type="radio"/>

Q5.3. Describe the issues the program has faced in the area(s) identified above.

Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

This question was not displayed to the respondent.

Q6.1.
Faculty Composition and Productivity

Responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and supported by evidence.

Q6.2. Does the program have the adequate number of faculty necessary to meet the mission of the program?

In this context, "adequate" means a sufficient number of faculty to deliver all of the required courses on a regular basis without negatively impacting students' ability to progress through the degree program.

☐ Yes

☒ No

Q6.3. Describe the issues the program has faced with having adequate faculty.

Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

We currently can deliver all required courses on a regular basis but have done so only through creative deployment of existing resources and ongoing per-course support from the College. We have continued to lose faculty members, particularly those on the tenure track, with a net loss of 3 total faculty (4 tenure-track faculty). During the reporting period, we lost 9 tenure-track faculty, 2 teaching faculty, and a key staff member. We were able to hire 5 tenure-track faculty, 2 teaching faculty, and a service faculty member. Despite the net losses in faculty, we developed and implemented a new major in Neuroscience (in conjunction with Biology) and a new certificate in Behavior Analysis during the reporting period. These programs have experienced tremendous growth, with a five-year change in enrollment of 130.9% for the Neuroscience program and enrollment of 159 total students in the Behavior Analysis certificate since its inception. Generally, we assign external, per-course instructors to courses at the graduate level so that we can keep our permanent faculty members in undergraduate instruction, but this approach will be untenable long term and does not allow for additional growth of popular programs. The lack of tenure-track faculty also restricts experiential opportunities for students. To compensate in the short run, our advising team helps students to identify coursework and experiences in related fields that may have access to more resources (e.g., Mental Health and Addiction Studies). However, our faculty advisors are overtaxed, with one such advisor supporting 168 advisees in Fall 2024, despite the outstanding work of two full-time staff advisors. The efforts of faculty advisors are critical because they support Honor's students and those late in their undergraduate tenure, who need professional and career advice from an expert in the discipline. Additional faculty resources will be necessary to provide ongoing access to coursework, experiential activities, and robust advising in the coming years.

Q6.4. Has anything happened during the review period that has had significant negative effects on the faculty's ability to be productive in terms of their teaching, research, and service?

Issues resulting from either the COVID-19 pandemic and/or the 2023 Academic Transformation process should be addressed here.

☒ Yes

☐ No

Q6.5. Describe the issues the program has faced and how they have negatively impacted the program faculty's ability to be productive in their teaching, research, and service activities.

Describe whatever steps have been taken and/or provide whatever plan currently exists to address these issues.

The pandemic resulted in faculty pivoting to online instruction, with significant time and effort put toward revamping course materials. Our undergraduate instruction was affected as teaching faculty raced to overhaul several courses while simultaneously supporting advisees in crisis, and as tenure-track faculty abruptly discontinued research opportunities in their labs. Our field experience opportunities, which we view as critical to the mission of the program, were undermined as schools, hospitals, and clinics were limited to essential personnel (and thus closed to students). As a result of both the pandemic and academic transformation, faculty were faced with budgetary restrictions. Access to start-up and overhead accounts was severely restricted. This restriction of funds further reduced opportunities for undergraduate students to engage in research or travel to conferences, both critical areas of professional development. We have responded to these challenges in several ways. We have re-established many of the field placements that were available before COVID. However, between the loss of research-active faculty and the need for smaller, reduced-budget projects, opportunities for undergraduate research remain somewhat restricted. This has impacted undergraduate students directly, as opportunities for involvement in high-quality faculty research distinguishes the WVU Psychology BA/BS from other psychology programs in the state.

Q6.6. Does the program have any faculty who are qualified by other means than their academic credentials (e.g., tested experience in the field) as defined in the [WVU Faculty Qualifications policy](#)?

☐ Yes

☒ No

Q6.7. Provide via attachment the unit's policy for determining if a faculty member is qualified to teach by way of tested experience.

This question was not displayed to the respondent.

Q6.8. Do all program faculty qualified by way of tested experience meet the qualifications established by the WVU Faculty Qualifications policy and the unit's policy on required experience?

This question was not displayed to the respondent.

Q6.9. How will the unit address those faculty whose experience does not appropriately qualify them?

This question was not displayed to the respondent.

Q7.1.

Student Success: enrollment, program persistence, student performance, completion, and post-graduate placement and outcomes.

Responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and supported by evidence.

Q7.2. Provide a brief reflection on any changes to program's **fall enrollment** and **program continuance** since the most recent BOG program review (five-year review or review during Academic Transformation).

If enrollment and/or program continuance have declined since the most recent review, describe any actions the program will take (or has taken) to address those trends. Be sure to reference the provided data, where relevant.

These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" dashboard. The "Academic Year" should be set to 2023-2024. Be sure to click the

"Apply" button once you have set the filters.

If the program does not have any faculty with access to APS, email [Lou Slimak](#) or [Robynn Shannon](#) to request access.

Enrollment counts by year: 2019/20 – 625; 2020/21 – 612; 2021/22 – 680; 2022/23 – 664; 2023/24 - 641 Enrollment in the Psychology BA and BS programs has fluctuated somewhat from year-to-year, but remains essentially unchanged (0.6% increase over the review period), even as college enrollments decline nationally. We attribute the temporary drop in 2020/21 to the uncertainty and financial issues caused by the COVID-19 pandemic. It is noteworthy, however, that our numbers increased post-pandemic, likely in response to the growing mental health crisis and many students' newfound interest in psychological wellbeing. We expect our enrollments to stabilize at the current level, but we remain vigilant in recruiting to ensure robust incoming classes. The upcoming changes to our BA and BS programs, described in later sections, may offset declines in enrollment that might otherwise occur, while bolstering persistence and graduation rates. During the reporting period, program continuance rates also have increased (5-year trend: 2.7% increase). Nonetheless, this rate, most recently 65.2%, is a target for improvement. We are committed to building a strong support system within the Psychology Department. Starting in the 2024/25 academic year, we have implemented a cohort model whereby all psychology majors taking PSYC 101 are routed into one of two sections of the course, both taught by Ph.D.-level instructors. Students with grades of C or lower at midterm in either PSYC 101 or PSYC 191, which have been identified as risk factors for non-continuance, are targeted for extra support. Additionally, all incoming students (except for those in the Honor's College, who have a faculty advisor) work with the same academic advisor who teaches their PSYC 191 Freshman Seminar. Thus, each student has a familiar point of contact for all questions, in addition to a strong community of peers. Finally, we are working closely with programs such as Social Work and Mental Health and Addiction Studies to provide seamless off-ramps for students who may be more successful in non-STEM majors. We look forward to assessing the impact of these efforts in coming years.

Q7.3. Please provide a brief reflection on any changes in the **program completion** (graduation) data (number of graduates, graduation rate > 60 credit hours for undergraduate programs) since the most recent BOG program review (five-year review or review during Academic Transformation).

We encourage programs to reference comparative data (from similar programs) found in a JobsEQ "Awards" report. You can request a JobsEQ report for your program at the following link (please specify "Awards" report): https://wvu.qualtrics.com/jfe/form/SV_5vaNiSsKeAODFL0.

If number of graduates or graduation rate > 60 credit hours (for undergraduate programs) have declined since the most recent review, include what actions, if any, the program will take (or has taken) to address those changes. Be sure to reference the provided data, where relevant.

These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" dashboard. The "Academic Year" at the top of the page should be set to 2023-2024. Be sure to click the "Apply" button once you have set the filters. The academic year for the "Students Graduating with 4-Years of Earning 60 Institutional Credits" should be reviewed for AYs 2017-2018, 2018-2019, 2019-2020, and 2020-2021 and can be adjusted at that particular metric.

If the program does not have any faculty with access to APS, email [Lou Slimak](#) or [Robynn Shannon](#) to request access.

Graduates by year: 2019/20 – 166; 2020/21 – 145; 2021/22 – 143; 2022/23 – 152; 2023/24 - 147 The Psychology BA/BS programs experienced a decrease in program completion in 2018/19, mirroring college-wide losses. Since that time, program completion numbers have remained steady, but for one particularly robust graduation class in 2019/20. The 5-year trend in program completion is -3.0%, much less than the college average of -6.7%. We expect an increase in program completion over the next two years, as students who joined the BA/BS in Psychology post-pandemic graduate with their degrees. The percentage of students graduating within 4 years of earning 60 institutional credits remained strong throughout the reporting period (averaging 76.2%), and consistently outpaced the average for Eberly college. Although there appears to be a slight drop in the graduation rate over the past two years (from 77.6% to 74.2%), this decrease may be illusory; students in the latter cohorts have not yet reached the 4-year cutoff, such that these numbers likely will increase. Time-to-degree statistics also show an encouraging trend. For May graduates, the average time needed for degree completion was essentially stable over the reporting period, averaging 3.68 years. However, time-to-completion has dropped for December graduates. For the first three years of the review period, the average time for degree completion among December graduates was 4.01 years; for the most recent two years, the average time for was only 3.40 years. As most students begin their studies in the fall semester, December graduates always have been a mixture of students graduating "early" (7 semesters) and "late" (9 semesters). These data suggest that significantly more students may now be graduating early. Per the most recent Jobs EQ report, WVU graduated significantly more student with their BA or BS in Psychology (155) than any other program in the West Virginia; only Marshall University (122) even approached the size of our graduating class. However, compared to other land-grant institutions with R-1 status in the recruitment zone, our programs are relatively small, even as a proportion of the total student population (e.g., Pennsylvania State University, 446; Ohio State University, 247; University of Maryland, 478; Rutgers University, 585). These comparisons suggest an opportunity for growth, though additional faculty support would be needed to meet this goal.

Q7.4. If there are any courses for which the DFW percentage is higher than 30% for students in the program, provide a brief reflection on student success rates in those courses, including how the program plans to improve student success rates.

These data can be found in Academic Performance Solutions (APS) on the "Board of Governors Program Review and Annual Report" tab. The "Academic Year" should be set to 2023-2024. Be sure to click the "Apply" button once you have set the filters.

If the program does not have any faculty with access to APS, email [Lou Slimak](#) or [Robynn Shannon](#) to request access.

There are no courses within the Psychology department for which the DFW rate among our majors exceeds 30%. However, there are four courses for which we closely monitor student success: PSYC 101 (Introduction to Psychology), PSYC 191 (Freshman Seminar), and the PSYC 203/204 sequence (Research Methods and Analysis). Data from ARGOS indicate that for PSYC 101, overall DFW rate for the last three years was 11.3%. These data are of particular interest because performance in PSYC 101 correlates with persistence in college. To improve performance, all psychology majors now take PSYC 101 with an experienced Ph.D.-level instructor. Additionally, course instructors have shifted to a free online text with interactive exercises, as well as a new course manual designed to improve engagement. The results of these efforts will be evaluated in the upcoming year. The Freshman Seminar class (PSYC 191) similarly predicts persistence, with students earning below a C much less likely to be retained. For PSYC 191, ARGOS data indicate an overall DFW rate of 14.7%. In part, this rate likely reflects college readiness (or lack thereof); we observe significantly more failing grades in the spring semester than in fall, when enrollees often are attempting the course for the second time. To boost success, we recently have shifted to a model where students take PSYC 191 with their assigned academic advisor. This allows not only for students to have an anchor within the Psychology department, but advisors can closely monitor class performance and support at-risk students more proactively. PSYC 203 and 204 (Research Methods and Analysis 1 and 2) are considered the major's "gateway" courses. Over the past three years, the DFW rates among psychology students averaged 23.7% and 15.1%, respectively. In 2023/24, one instructor implemented a flipped classroom model, whereby students completed readings and watched video mini-lectures before class, and then used class time to discuss more complex ideas and apply concepts with activities. With this implementation, DFW rates among psychology majors dropped to 14.5% for PSYC 203 (in Fall 2023) and 6.6% for PSYC 204 (in Spring 2024), compared to 28% and 15%, respectively, for the same professor over the previous two years. We appear to be on track to replicate this success in 2024/25.

Q7.5.

Please provide a brief reflection on the accomplishments of the program's students.

Include, for example, creative or research-based endeavors such as conference presentations, publications, grants or prestigious scholarships awarded, recordings, exhibitions, or performances.

This may also include information the program has on students after they have completed the program. Examples may include job placement, acceptance into graduate programs or post-doctoral positions, graduate satisfaction surveys, employer satisfaction surveys, etc.

If this is addressed in the attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

During the review period, over 350 faculty-undergraduate research mentorships arose in our department, most spanning multiple semesters. This research resulted in undergraduate student authorship on 39 journal articles, some with multiple undergraduate authors (52 authorships in total). For 12 of these publications, undergraduate students received first-author credit. Further, undergraduate students contributed to at least 177 abstracts accepted for regional, national, or international conferences in sub disciplines of psychology. For 65 of these conferences, the undergraduate researcher served as (or planned to serve as) presenting author, interacting with experts in the field. (Some conferences were cancelled due to COVID.) Over 150 students presented their work at WVU Undergraduate Research Symposia, with 13 of these students winning best presentation in their category, and 8 students recognized as runners up. Fifteen students presented their research at Undergraduate Research Day at the Capitol; 38 presented at other undergraduate-specific venues. Psychology majors have been highly competitive for college- and university-wide awards. During the review period, 14 students received research funding through the Summer Undergraduate Research Experience (SURE) program. Three psychology majors have been inducted into the Order of Augusta, another 6 students were WVU Foundation Outstanding Seniors, and 8 students were recognized as Eberly Scholars. One psychology major is a Bucklew Scholar and WVU Foundation Scholar, considered the most prestigious scholarship awarded at the university. Because of the size of the psychology major, we have found it difficult to track our alumni systematically. Nonetheless, many graduates stay in touch and report admission to Master's-level programs in psychology and related fields, as well as highly competitive Psy.D. and Ph.D. programs. During the reporting period, psychology graduates entered doctoral programs at UNC Chapel Hill, University of Florida, Arizona State, and many other prestigious institutions. Dozens of graduates attended medical school, other professional health programs, or law school. Some students have worked (or are working) in notable positions, often prior to continuing their studies; this includes graduates managing labs at top-rated universities, and even a graduate who interned for Senators Manchin and Caputo in Washington, D.C. We hope to follow more of our graduates' successes in the future.

Q7.6. Describe the student success-oriented support services or initiatives the program or its home academic unit (department or school, whichever is sub-college) provides and what evidence the program/unit has of their effectiveness. If the program/unit evaluates these services or initiatives and has documentation of that evaluation then that may be provided by attachment in the next question.

The Psychology Department relies on a team of two professional advisors and four faculty advisors to provide success-oriented student support. During their first two years, students work with a professional advisor who guides them through the transition to college and helps them navigate program requirements. After completing the Research Methods benchmark, students shift to a faculty advisor who helps with career planning and individuation of the curriculum to meet academic and career goals. Assessment of advising occurred through a student survey, conducted in Spring 2022. Most students indicated that their advisor provided effective guidance on a range of academic and career-planning issues. Responses were especially positive for faculty advisors, though evaluations of the professional advisor may reflect a lack of understanding of their role. It should also be noted that the advising team was smaller at that time, and thus stretched especially thin. As further evidence of effectiveness, two faculty advisors, Dr. Sharon Tenenholz and Dr. Elizabeth Levelle, were nominated for the Nick Evans Award for Excellence in Advising in almost every year of the review period; Dr. Tenenholz won this award in 2020/21. A unique initiative, "Sophomore Academy," was launched in Spring 2022, after advisors and faculty expressed concern about the student cohort who began college at the peak of COVID-19. These students lagged their peers in engagement, persistence, and achievement and, despite being sophomores, functioned like first-year students. Sophomore Academy focused on community-building, as well as skills such as goal directedness, time management, and accessing university resources. By the following spring, 91.9% of students who participated fully in the program still were enrolled in the Psychology or Neuroscience major at WVU; by contrast, only 37.9% of targeted students who did not comply with Sophomore Academy requirements persisted in their major. A full description of the program and additional assessment results are attached. Finally, the Psychology Undergraduate Mentorship Program for Underrepresented Populations (PUMP-UP) provides graduate student mentors to help undergraduates from minoritized and underrepresented backgrounds in finding research labs, internships and volunteer positions, and developing applications for advanced opportunities in psychology. Since its inception in 2021, 78 undergraduate students have taken advantage of this opportunity.

Q7.7. Provide by attachment any evidence of evaluation of the program's/unit's student success support services.

[Student%20Support%20Assessments.pdf](#)

615.4KB

application/pdf

Q8.1.
Curriculum and Assessment

Except where otherwise noted, responses in this section are limited to 2500 characters (approximately 3/4 of a single-spaced page). Responses should be concise but also specific and evidence-based.

Q8.2. Do all of the majors in this program have at least 15 credits of general electives in the curriculum?

☒ Yes

☐ No

Q8.3. List each of the program's majors that do not have at least 15 credits of general electives in the curriculum and how many credits of general electives they do have. Provide a brief description of what changes could be made to the curriculum to achieve 15 credits of general electives. (2500 characters maximum)

This question was not displayed to the respondent.

Q8.4. Select the total number of credit hours required to complete the program.

☒ 120

☐ 121 or more

Q8.5. Explain why the program requires more than 120 total credit hours to meet the programmatic learning

outcomes. (2500 characters maximum)

This question was not displayed to the respondent.

Q8.6.

Provide a link to the WVU Catalog page that includes the learning outcomes for the program.

Program learning outcomes should be clear, specific, measurable, and suited to the degree-level. They should reflect what it required of students by the discipline as well as capture what is unique to the program at WVU.

http://catalog.wvu.edu/undergraduate/eberlycollegeofartsandsciences/psychology/psychology_ba/#learningoutcomestext

Q8.7. When were the student learning outcomes for the program last reviewed and/or revised?

This can be found in the CIM History section. If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

This response is limited to 1000 characters.

The program learning outcomes were last revised in Spring 2020 (for the 2020/21 catalog). At this time, changes were made to ensure that all outcomes were specific and measurable. The Psychology Undergraduate Training Committee began a broad-based review of the BA and BS programs during the 2023/24 year, with the goal of updating the mission statement, program learning outcomes, and curriculum. As a part of this effort, the learning outcomes were aligned with the APA Guidelines for the Psychology Major, updated in 2023, which aim to ensure that students graduating with degrees in psychological science have the knowledge and skills to positively impact their lives and society. Additionally, our assessment data indicate that BA and BS students typically have different career paths and thus curricular needs, prompting the differentiation of these programs. The new program learning outcomes for both the BA and BS in Psychology, currently under review for the 2025/26 catalog, are attached.

Q8.8. When was the program curriculum last reviewed and/or revised? This can be verified by checking the CIM History record for the program: <https://futurecatalog.wvu.edu/programadmin/> If you need assistance with finding this contact Robynn Shannon (robynn.shannon@mail.wvu.edu) or Sean McGowan (sean.mcgowan@mail.wvu.edu) for assistance.

If the program curriculum was revised during the program review cycle, describe the changes made and indicate if those changes were informed by the program's assessment / evaluation practices and/or by previous Board of Governor's program review recommendations and/or specific actions.

The Psychology curriculum is reviewed yearly and frequently updated based on both assessment data and evolution of the field. Several changes were made during the review cycle. First, program requirements now include a C- in PSYC 204 (Research Methods and Analysis 2). Assessment data indicated that students who progressed with a D in PSYC 204 almost universally struggled in required upper-level courses (most notably PSYC 301, Biological Foundations of Behavior). Second, a second upper-level elective was added to the program; this change was made both to meet the college's updated rule that 50% of credits within the major must be at the 300- or 400- level, and to ensure broad experiences in psychology for all majors. Third, several new courses were developed and added as options to the appropriate clusters. Two of these courses are in the rapidly evolving field of Behavioral Neuroscience (PSYC 428, Hormones and Behavior; PSYC 429, Clinical Neuroscience), and are taken by both Psychology and Neuroscience majors. Another course (PSYC 402, Advanced Behavior Principles) supports students who envision careers in the in-demand field of Behavior Analysis. As noted above, the Psychology Undergraduate Training Committee initiated a full review of the BA and BS programs during the 2023/24 year. Updated curricula, which match the new learning outcomes and differentiate the BA and BS in Psychology, currently are under review. Program updates, consistent with new PLOs, currently are under review for the 2025/26 catalog. These curricula are attached.

Q8.9. What CIP Code is associated with the program? This can be located in the program entry in [CIM](#).

42.0101

Q8.10. Describe the program's provision of career preparation to its students. This can include required or elective coursework, internships, co-ops, advising, mentorship, or any other methods used by the program to this end.

The Psychology curriculum is built to emphasize fundamental competencies that employers seek, most notably critical thinking, written communication, and oral communication. Many courses aid students in building these career-relevant skills. Faculty advisors work directly with students to help them identify a career path and seek out specific courses, minors, and experiences that will support this path. Additionally, students have the option to take PSYC 315, Professional Development, which provides a platform for students to assess their own skills, knowledge, values, and strengths, while learning about a variety of careers that align with these personal characteristics. Students gain career-relevant skills such as building their resumes, interviewing, writing personal statements, and searching for jobs and graduate programs. Students report that they have used the training in this class to increase their career readiness and to successfully apply for jobs and graduate programs. In the new curriculum, all students will additionally take PSYC 201 (Careers in Psychology), to learn about potential career paths while early in their degree. More than 80% of Psychology majors complete at least one semester of PSYC 491 (Professional Field Experience), which provides an opportunity to gain hands-on experience in the psychology field prior to graduation. Students engage in a variety of tasks at their practicum placement sites, such as working with electronic medical records, collecting client information via mini-interviews or testing, scoring assessments for clinician interpretation, creating resources to support clients in the judicial process, or shadowing mental health professionals. By learning to collaborate in a professional environment, and by engaging directly in a plethora of psychology-related tasks, students gain essential skills required for career success. The Psychology Club and Psi Chi Honor Society, recognized student-led groups with ~100 members, further bolster career preparedness. The club has organized graduate student panels to discuss applying to graduate school, navigating work-life balance, and potential career paths. The club also has hosted professionals in the field to discuss careers such as counseling psychology, forensic psychology, and social work. In the last 5 years, the club has twice been recognized for its efforts by receiving the Psi Chi Model Chapter Award. The culture of the Psychology Department emphasizes student mentorship. In addition to PUMP-UP, described above, an expectation of our graduate students is that they help to mentor undergraduate students in the lab. Speaking to this culture of mentorship, four Psychology faculty won the Travis Stimeling Award for Mentoring Undergraduates in Research in the past five years: Dr. Cole Vonder Haar (2020), Dr. Amy Gentzler (2021), Dr. Nicholas Turiano (2022), and Dr. Shari Steinman (2023).

Q8.11. Provide (by attachment) the program's evidence of student learning assessment from the past review cycle. (Additional evidence files may be added at the end of the survey in Section 9).

Evidence of direct assessment of student learning is expected.

Indirect assessment methods (e.g., surveys, eSEI, exit interviews, alumni surveys) and post-graduate outcome data are also encouraged and may be included but are not required.

If the program's evidence of student learning assessment is included in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

[Assessment%20Reports%202019-24.pdf](#)

2.5MB

application/pdf

Q8.12. Provide (by attachment) the program's curriculum map, in the form of a matrix with program learning outcomes on one axis and courses and other applicable learning experiences on the other (in whatever stage of development it is currently in).

If a curriculum map is included in an attached accreditation self-study, please indicate the section and page number(s) where it can be found.

Please contact [Lou Slimak](#) or [Robynn Shannon](#) if you would like assistance or guidance in the construction of your curriculum map.

[Curriculum%20Maps.pdf](#)

271.7KB

application/pdf

Q8.13.

Provide a brief summary of the most relevant assessment findings from this five-year BOG program review cycle.

Findings should address student learning outcomes (as listed in the catalog).

If assessment findings are described in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Learning Outcome 1 targets students' knowledge of core areas of psychology. Scores on the nationally normed Psychology Area Concentration Achievement Test (P-ACAT) indicate that psychology majors at WVU consistently outperform students nationwide, both in specific subject areas and overall. During the reporting period, significant improvements were achieved both overall and in several domains, most notably experimental design and developmental psychology. In the 2023/24 academic year, WVU Psychology students scored, on average, at the 74th percentile nationwide. These data suggest that students achieve solid knowledge of core subject areas during through the psychology curriculum. Learning Outcome 2 relates to critical thinking, as evidenced by applying psychological principles to analyze and solve problems. This learning outcome also is addressed by P-ACAT scores, as the test contains several application questions. Additionally, survey data indicate that most students – especially seniors – believe that their critical thinking skills improved through their experiences in the psychology major. On the most recent survey, 91.3% of seniors reported that their critical thinking improved at least moderately, and 73.9% of attributed “quite a bit” or “a great deal” of improvement to their experiences in the major. Learning Outcome 3 indicates that psychology graduates should communicate effectively both orally and in writing. We assess this outcome directly through evaluations of students' capstone posters presentations. Averaged across the review period, students scored 18.97/20, using a SpeakWrite-based rubric. Moreover, survey data indicate that most students believe that their experiences in the psychology program bolstered their communication skills. On the most recent survey, 79.4% of seniors reported “quite a bit” or “a great deal” of improvement in their written communication skills, and 68.7% reported at least moderate improvement in their oral communication skills. Our program learning goal involves career readiness and the development of a meaningful professional direction. On our surveys, about 85% of majors articulate a potential career path, though other responses indicate that more than half of students have no more than moderate knowledge of the options. Educating students more thoroughly about careers in psychology, as well as providing experiences that bolster career readiness, comprise top priorities for future program developments.

Q8.14. Provide a brief summary of how the program has improved over the cycle AND how those changes are related to student learning assessment and/or evaluation of progress towards program goals.

This reflection should be supported by evidence collected through assessment and evaluation practices and attached to this program review self-study.

Areas that may be addressed may include changes to: courses, curriculum, learning outcomes, assessment plans, program goals, etc.

If program improvement is addressed in an attached accreditation self-study, please indicate the section and page number(s) where that information can be found.

Before this review period, the BA/BS programs already were meeting benchmarks set by the college and university. Thus, when the pandemic struck, our main goal was to maintain consistency while supporting students through mental health, academic, and financial challenges. Nonetheless, incremental improvements were made throughout the cycle. First, the department expanded the advising team in Summer of 2022, adding a second professional advisor and, later, an additional faculty advisor. This growth allowed for more robust support of student success initiatives. Rather than relying on group advising sessions, each student now participates in at least one individualized advising session each semester. In line with the Program Goal, these sessions help to ensure that students develop a meaningful professional direction, and pursue coursework and complementary curricula (e.g., minors) that will support their career goals. Second, several new courses were developed that reflect the evolving nature of the field (e.g., PSYC 380, Health Psychology; PSYC 429, Clinical Neuropsychology). These updates directly support Learning Outcome 1 (content knowledge in psychology). Several other courses were updated to ensure cultural sensitivity and the use of inclusive language. This initiative supports Learning Outcome 3 (effective communication) by modeling inclusive, culturally sensitive discourse. Third, the Psychology Department launched the Certificate Program in Behavior Analysis, only the second undergraduate program accredited by the Association for Behavior Analysis International in the world. This program provides supplemental training for students who wish to enter the in-demand field of behavior analysis upon graduation. This program has grown exponentially since its inception in 2022, currently enrolling 45 students. Courses in the required sequence support all three program learning outcomes. However, the certificate program most notably supports the Program Learning Goal by providing enrolled students with a meaningful professional direction. Finally, it should be noted the Undergraduate Training Committee has grown, reflecting the importance of undergraduate education in the culture of the psychology department. The committee now includes five faculty members (two tenured), as well as both graduate and undergraduate student representatives. This diverse membership ensures that many viewpoints inform our undergraduate programs in psychology.

Q8.16. If the program engages with external stakeholders, provide a brief description (e.g. an advisory council, outreach to prospective employers, regular engagement with alumni, etc.).

You may skip this question and provide this information by attachment in the next question if it exists in documented form.

Every semester, guest speakers and recruiters visit the Professional Development (PSYC 315) class to discuss graduate training and employment opportunities; students from throughout the department are invited to join these seminars. The speakers represent several graduate-level programs at WVU (e.g., Clinical Mental Health Counseling, Social Work, Human Resource Management), as well programs and organizations external to the university. Graduates from our BA and BS programs have been admitted to or employed by all but one program/organization represented. Recruiters report that students from the Psychology major at WVU are among the most competitive and successful in their cohorts, and express the desire to return the following semester. A complete list of regular speakers/recruiters is attached. The WVU Psychology Department also interacts with a wide variety of community sites focused on behavior analytic, clinical, counseling, forensic, and industrial-organizational areas of psychology. (A full list of these sites is attached.) Many sites with which we partner have been engaging with Field Experience (PSYC 491) students for many years, which signals that they find benefit in the partnership, and Monongalia County Schools created funded internships in 2024 for students pursuing the Psychology degree. Several sites provide significant training to BA and BS students, such that students are prepared to continue professionally in that role upon graduation. On average, about 10% of students each semester receive offers to remain at their field experience site in a paid position, once they have completed their internship. Additionally, the Psychology Department works with the Undergraduate Research Office to maximize undergraduate student engagement in research. Through these collaborations, we provide first- and second-year students with research exposure through the Research Apprentice Program (RAP), and more advanced students with the chance for immersion through the Summer Undergraduate Research Experience (SURE) program.

Q8.17. Provide documentation of how the program engages with external stakeholders (e.g. an advisory council, outreach to prospective employers, regular engagement with alumni, etc.).

If this does not exist as a formal document then this question may be skipped.

[External%20Stakeholders.pdf](#)

125.6KB

application/pdf

Q9.1. You may use this section to provide any additional evidence referenced in the program review.

[PLOs.pdf](#)

112.1KB

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Q9.2. You may use this section to provide any additional evidence referenced in the program review.

[New%20Program%20Requirements.pdf](#)

52.6KB

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Q9.3. You may use this section to provide any additional evidence referenced in the program review.

Q10.1.
Program of Excellence

This section is optional.

Q10.2. Is the program requesting designation as a "Program of Excellence"?

☒ Yes

☐ No

Q10.3. Provide a brief narrative for how the program meets all four criteria: Distinction, Curriculum and Assessment, Graduates, and Faculty.

Refer to the [Program of Excellence Criteria](#) for detailed information.

Responses in this section are limited to 2000 characters (approximately half of a single-spaced page). Responses should be concise but also specific and supported by evidence.

Q10.4. Distinction: The program must be one of distinction as evidenced by receiving state or national recognition or some other clearly defined indicator appropriate to the mission of the program.

External validation of high quality by a nationally recognized body is one clear and straightforward way to demonstrate distinction. Programs may also compile national or state data for similar programs and put forward a comparative argument of distinction.

The WVU Psychology BA/BS programs exemplify distinction through state and national recognition of student and program achievements. Notably, undergraduate students in these programs have consistently outperformed peers on the nationally normed Psychology Area Concentration Achievement Test (P-ACAT), with 2023/24 scores averaging at the 74th percentile nationwide. During the review period, students co-authored 39 journal articles, presented 177 conference abstracts, and received numerous prestigious awards, including WVU Foundation Scholar and Order of Augusta honors. Of note, the program is home to an undergraduate Certificate in Behavior Analysis, one of only two such programs worldwide accredited by the Association for Behavior Analysis International (ABAI). This accreditation underscores the program's commitment to high-quality education in behavior analysis, preparing students for immediate employment in this in-demand field. Regionally, the program has been pivotal in addressing critical workforce needs, with students gaining practical experience through the WVU Field Experience program. Partnerships with community organizations have led to funded internships and job placements, reinforcing the program's role in enhancing education, healthcare, and mental well-being in West Virginia. These accomplishments reflect the program's alignment with WVU's mission of advancing education and research to benefit society, establishing the Psychology BA/BS programs as a model of distinction among peer institutions.

Q10.5. Curriculum and Assessment: The program must have clearly defined learning outcomes and program goals and must regularly assess its student learning outcomes and evaluate its progress towards meeting its program goals. Evidence of a strong assessment plan that utilizes assessment data to improve the program must be included.

The program should hold national or specialized accreditation if available and all accreditation criteria must be met fully.

The WVU Psychology BA/BS programs are anchored by clearly defined learning outcomes and program goals, aligned with the updated 2023 APA Guidelines for the Psychology Major. These outcomes emphasize core knowledge in psychology, critical thinking, effective communication, and career readiness. The programs regularly assess student learning outcomes through robust multimodal methods, using these data to drive continuous improvement. Direct assessments include performance on the nationally normed Psychology Area Concentration Achievement Test (P-ACAT), where our majors consistently outperform students nationally, with a 74th percentile average in 2023/24. Capstone evaluations, using a SpeakWrite-based rubric, measure communication skills, with students scoring an average of 18.97/20 during the review period. Indirect methods, such as senior surveys, reveal that over 90% of students report significant gains in critical thinking through their psychology education. Assessment findings have directly informed program improvements, including pedagogical strategies that target student engagement, curricular revisions such as a required professional development course, and a new cohort model for incoming students. The Certificate in Behavior Analysis, an optional add-on that aligns with the Psychology BA/BS programs, was newly accredited by the Association for Behavior Analysis International in 2023. It received a 7-year accreditation period (the longest allowable by ABAI) and is now one of only two programs internationally to hold that accreditation status. The site visitors' report noted, "... the undergraduate certificate in behavior analysis is exemplary of the standards put forth by ABAI for accreditation... The certificate has a robust sequence of coursework, dedicated faculty, and a great group of students. In addition, we found that the certificate meets or exceeds requirements ... and offers quality opportunities for students to obtain research and practice experience."

Q10.6. Graduates: Evidence of success of graduates in career placement and/or in continuing graduate or professional education must be documented.

The WVU Psychology BA/BS programs demonstrate outstanding success in graduate and career placement outcomes. During the review period, graduates have been highly competitive for advanced education opportunities, gaining admission to prestigious Ph.D. programs at institutions such as UNC Chapel Hill, the University of Florida, Penn State, University of Connecticut, and Arizona State University. Additionally, dozens of graduates have entered medical schools, professional health programs, and law schools, reflecting the program's breadth in preparing students for diverse professional trajectories. Alumni have also excelled in direct career placement. Students completing field experiences (PSYC 491) frequently receive offers for paid positions at their internship sites. Graduates often secure roles in clinical and forensic settings, educational organizations, and research institutions before pursuing further education. For example, some alumni have taken leadership roles in labs at top-rated institutions, including Northwestern University and Boston's Children's Hospital, while others have contributed to policy through internships with U.S. Senators. Program graduates have achieved national recognition for their academic and professional excellence. Several students have been inducted into the Order of Augusta and named WVU Foundation Scholars, the university's most prestigious academic honors. These achievements reflect the program's emphasis on foundational competencies such as data literacy, critical thinking, and effective communication.

Q10.7. Faculty. Faculty should hold terminal degrees or have equivalent professional experience. For faculty who teach in certificate or Associate's programs, alternative credentials such as work experience in the teaching field may be appropriate.

There should be documented evidence of faculty achievement and scholarly activity.

Evidence of innovation in instruction should also be included if appropriate.

The faculty in the WVU Psychology BA/BS programs exemplify academic excellence and innovation. All full-time faculty hold terminal degrees (Ph.D.) in psychology or closely related fields, ensuring a strong foundation of expertise. The majority of faculty who contribute to the ABAI-accredited Certificate in Behavior Analysis additionally hold BCBA or BCBA-D credentials, further validating their specialized qualifications. Faculty achievements are well-documented through their robust scholarly activity. During the review period, department faculty collectively reported producing 429 publications during the reporting period, often in collaboration with undergraduate students, showcasing their commitment to integrating research with teaching. Faculty also secured nearly \$17 million in external funding to support high-impact research, further contributing to the department's scholarly reputation. Innovation in instruction is a hallmark of the program. Faculty have implemented evidence-based teaching practices, such as flipped classroom models in PSYC 203/204 (Research Methods and Analysis), which have improved student outcomes, significantly reducing DFW rates. The use of interactive course materials, such as free online textbooks with integrated exercises in PSYC 101, has enhanced engagement and accessibility. Additionally, faculty-led initiatives like the cohort model in PSYC 101 and the Psychology Undergraduate Mentorship Program for Underrepresented Populations (PUMP-UP) demonstrate a commitment to innovative and inclusive teaching practices. Faculty have also been recognized for their excellence and mentorship. Several faculty members have received external and university-wide awards, including the Association for Behavior Analysis International Mentorship Award, the Travis Stimeling Award for Mentoring Undergraduates in Research, and the Nick Evans Award for Excellence in Advising.

Q11.1.
Thank you for completing your West Virginia University Board of Governors program review self-study. You may now submit the survey and your BOG program review will be passed on to the Undergraduate or Graduate Council.

Location Data

Location: ([39.6091](#), [-79.983](#))

Source: GeoIP Estimation

