



HLC Accreditation 2016-2017

Evidence Document

Academic Affairs

Fairmount College of Liberal Arts and Sciences

Concurrent Enrollment Assessment Report AY 2011-2012

Additional information:

Academic Year 2011-2012 Assessment Report for
Concurrent Enrollment
Department of Chemistry
Fairmount College of Liberal Arts and Sciences

Our course assessment for concurrent enrollment covering the 2011-2012 Academic Year is attached. We require the American Chemical Society standardized examinations in our concurrent enrollment courses and administer them to concurrent enrollment students at WSU. The exams are graded at our grading center on campus.

In our analysis we group students into three categories: those falling ± 10 from the national norm, those greater than 10 from the national norm and those less than 10 of the national norm. The results of concurrent enrollment students are similar to those who take the course at WSU from faculty instructor where 10 to 15% of the students fall outside ± 10 points of the range. The results will be shared with the Chemistry Department at one of their departmental meetings.

College of Education
Department of Curriculum and Instruction
Concurrent Enrollment Assessment Report 2011-2012
Prepared by Dr. Janice K. Ewing

f. The Department of Curriculum and Instruction in the College of Education offers concurrent enrollment credit for *CI 270 Introduction to the Education Profession* the introductory teacher preparation course. This course is offered in nine area high schools as either *Exploring Teaching as a Career* or *Training Tomorrows Teachers Today*. Both high school courses are the equivalent of 3 credit hours and are aligned to *CI 270 Introduction to the Education Profession* curriculum.

In this course students examine the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving, and Inquiry. Embedded with the class are electronic classroom observations and common resource materials. Students are engaged in activities using common textbooks, resources software support, legal briefs and first hand teaching experience.

Textbook

Powell, S. D. (2009). *An introduction to education: Choosing your teaching path*. Upper Saddle River, NJ: Pearson Education.

Prerequisite: Successful completion of the fall semester high school course with a B or better to enroll in the spring semester concurrent enrollment course (*CI 270: Introduction to the Education Profession*).

Major topics covered in the course for on-campus as well as local high school classes include:

- techniques for collecting evidence of knowledge, skills, performance, and dispositions of a future teacher;
- analysis of a classroom teacher's role;
- choices and decisions teachers make daily as they plan, instruct, and evaluate;
- personal suitability for the teaching profession;
- understanding schooling in America;
- utilizing children's development;
- relating diversity to education;
- social influences and legal issues;
- technology integration;
- contextual factors and their implications.

The course outcomes for all sections of CI 270 offered on-campus and in the local high schools are:

- observe and interpret interactions between students and educators, to become aware of how learning occurs;
- collect evidence to support the knowledge gained about teaching, learning, and assessment;
- begin to collect evidence from a variety of sources to demonstrate awareness of the skills needed, for becoming a teacher;
- demonstrate having appropriate dispositions for becoming a teacher;
- show evidence toward gaining knowledge about standards in education for both content and pedagogy;
- identify tools of inquiry during classroom observations;
- describe and analyze the governance of schools;
- identify technologies used in teaching;
- practice observation and interpretation skills through the use of teaching vignettes;
- keep a reflective journal of observations;
- describe and analyze instructional strategies observed in the classroom;
- identify well planned lessons, giving supporting evidence for each.

In the 2011-2012 academic year, all teachers providing instruction participated in 2 half-day trainings sessions in the fall semester. The sessions focused on reviewing resources and course outcome expectations. In the spring of 2012, teachers met with Dr. Alan Aagaard to ensure course content alignment. Individuals responsible for the courses meet the Kansas Board of Regents (KBOR) requirements.

All of the high school teachers provided a similar culminating experience for students and used the common assessments identified in the resource materials to determine grades. Grades were awarded using the following standard: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

In addition to coursework, all of the high schools students enrolled in *Exploring Teaching as a Career or Training Tomorrows Teachers Today* were invited to participate in four common events a) meeting and interacting with the Kansas Teacher of the Year Team, b) a fall area-wide teacher event at North High, c) a winter Education Career Fair, and d) a spring college day on the WSU campus. All four events were intended to extend and enhance the classroom experience. Individuals from the Department of Curriculum and Instruction were recruited to attend the high school classes to speak with students about teaching as a career.

There were 102 students enrolled in *Exploring Teaching as a Career or Training Tomorrows Teachers Today* classes across the 9 area high schools in spring of 2012. Of these, 50 students enrolled in and qualified for concurrent enrollment; however only 45 students completed the requirements to be awarded grades for CI 270 Concurrent Enrollment.

Table one shows the teachers in the Wichita area high schools who delivered the aligned curriculum and number of concurrent credit high school students enrolled during spring 2012.

Table 1: Spring 2012 Schools, Teachers, and Enrollment in Concurrent CI 270 classes

School	Teacher	Enrollment
East High School	D. DeMarco	2
Heights High School	M. Talbott	8
Maize High School	K. Call	2
North High School	E. Roberts	0
Northeast Magnet H.S.	T. Criss	9
Northwest High School	P. Kitchen	14
South High School	C. Mong	10
Southeast High School	R. Maddux	4
West High School	V. Cartledge	1
Total Enrollment	50 Students	

Table two shows the grading pattern for the 45 students who completed the course requirements.

Table 2: Concurrent Enrollment Grading Pattern for High School Students

Grades	Number of Student
A	26
A-	8
B+	2
B	5
B-	1
C	1
F	1
No Grade Assigned	1

A course satisfaction survey was administered to the high school students in the spring semester. Sixty-two high students completed the survey. Of the survey completers, 50 of the students were taking concurrent course credit. The remaining 12 were taking high school credit only. Results of the survey are shown in Table 3.

Table 3: Student Satisfaction with High School concurrent credit program

Teacher Quality Partnership Grant Activities:	Number Valid Responses*	Very Satisfied	Somewhat Satisfied	Neither Satisfied / Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
Guest Speakers at your school	44	31/70%	13/30%	0/0%	0/0%	0/0%

North High Seminar	35	15/43%	19/54%	0/0%	1/3%	0/0%
Kansas Teacher of Year	20	11/55%	7/35%	0/0%	1/5%	1/5%
College Career Fair	57	46/81%	10/17%	0/0%	0/0%	1/2%
Overall, how satisfied have you been during this school year with the activities provided through the Future Educators of America Club?	42	28/67%	14/33%	0/0%	0/0%	0/0%
Overall, how satisfied have you been during this school year with the coursework provided in the <i>Training Tomorrow's Teachers</i> or <i>Teaching as a Career Classes</i> ?	50	31/62%	17/34%	0/0%	1/2%	1/2%

*Valid Responses omitted any Does Not Apply Answers. Total Valid Responses were used to compute percentages of categorical responses.

Data included in Table 3 show 90-100% of students who made valid responses on the survey were either somewhat or very satisfied with the activities listed. In addition, 96% expressed satisfaction with the coursework provided in the *Training Tomorrow's Teachers* or *Teaching as a Career* classes.

2011-1012 was the second year *CI 270 Introduction to the Education Profession* was offered for concurrent enrollment. The number of students enrolled in *Training Tomorrow's Teachers* or *Teaching as a Career* classes showed an increase in the 2011-2012 academic year. In spring 2011 there were 81 students enrolled in the high school classes (year one) and in spring 2012 there were 102. The number of students who took *CI 270* for concurrent enrollment credit also increased from 42 in spring 2011 to 50 in spring 2012. Based on the data provided, concurrent enrollment students continue to receive good quality instruction in *CI 270 Introduction to the Education Profession* from our partner high schools.

2011-2012 Annual Assessment
Elliott School of Communication

1e. Goals and objectives of the program.

No change. The measurable goals and objectives, described in 3c, include increasing overall knowledge of communication and skills in writing, speaking and visual communication. Grad students are expected to demonstrate mastery of advanced topics in theory and practice.

3c. Learner outcomes.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
ESC majors will demonstrate proficiency in communication writing styles, including writing for print, broadcast, advertising and public relations.	<p>Measured through the comprehensive final exam in COMM 301 (Writing for the mass audience).</p> <p>Rubric includes adherence to style, quality of writing, and use of research in the assignment.</p>	<p>35/45 (78%) scored 80% or higher.</p> <p>Target: 70% of students will score at least 80% on the exam.</p>
ESC majors will demonstrate proficiency in visual communication, including the use of appropriate visual communication technology.	<p>Measured through the comprehensive final exam in COMM 305 (Visual Technologies).</p> <p>Rubric includes assessment of typography, contrast, alignment, proximity, editing and quality of meaning told through images.</p>	<p>98/108 (91%) scored 80% or higher. Average score was 87.9. Range of 48-100.</p> <p>Target: 70% of students will score at least 80% on the exam.</p>
ESC majors will demonstrate proficiency in public speaking within a professional context.	<p>Measured through the policy persuasive speech administered in COMM 325 (Speaking in business and professions).</p> <p>Rubric includes assessment of organization, evidentiary support, logical reasoning,</p>	<p>40/49 (82%) scored 80% or higher. Average score was 85.9 Range was 72-100.</p> <p>Target: 70% of students will score at least 80% on the assignment.</p>

	and quality of delivery.	
MAC graduates demonstrate mastery of advanced topics in communication theory, practice.	Comprehensive exam. Students are required to re-write sections until mastery of content is demonstrated. Results express percent of students who passed the test.	15/15 (100%) successfully completed their comprehensive exams. Target: 100% of students will pass the exam.

Analysis

The learner outcomes, measurement tool, and targets were finalized in Spring 2012. The initial results are very positive. The targets were met for each learner outcome. Unfortunately, not every section of every class utilized the required measurement tools in Fall 2011 or Spring 2012. The department is working with all faculty to insure the use of the required tools beginning in Fall 2012. Results in future years will be more robust and will allow us to more accurately gauge the need for adjustment in the outcomes, tools and/or targets.

3f. Concurrent Enrollment

All WSU students are required to pass COMM 111, Public Speaking, to show competency in oral communication. The learner outcome is measured through the score on the policy persuasive speech (the final major speech in the class). The rubric includes topic selection, organization, use of research, and delivery.

The average score on the policy persuasive speech for concurrent enrollment sections is 87/100. By comparison, the average for all sections is 86/100 (2008-2010).

Rigor is maintained in concurrent enrollment sections by requiring the same syllabus, textbook, student handbook, curriculum guide [detailed explanations of lecture material and in-class exercises, by day], instructor's manual, test bank for exams, and rubrics for speeches. In addition, the Director of the Basic Oral Communication Program must approve all concurrent instructors, insuring they meet high standards of education and experience.

Concurrent Enrollment Assessment Report Fall 2011

Entrepreneurship 160

The Entrepreneurship major within the Department of Management at Wichita State University offers concurrent enrollment credit for ENTR 160 (Entrepreneurship), which is a General Education Introductory course. In this course students are introduced to the world of small business with considerable attention to elementary concepts of planning, financing, starting and managing a new business. The course objectives for 160 classes offered on campus as well as in local high schools are as follows:

- Analysis of personal strengths and weaknesses as they relate to launching an entrepreneurial career
- Overview: entrepreneur profile (traits and behaviors), planning the business, legal requirements
- Business Research: researching the market, industry analysis, competitive analysis, location/facilities
- Marketing: customer pricing, promotional activities
- Managing/Financing: human resource management, financial plan, capitalization and financial projections, management control tools

In order to assess whether these objectives have been met, the Center for Entrepreneurship with the department faculty, designed an Assessment Plan in the spring of 2011 centered The assessments for this class centered around each individual student's selection of a hypothetical business which they named, researched and "created". The assessments for this class included:

- 19 Class work/Homework assignments
- 7 Tests and Quizzes
- 7 Projects
- 2 Record Keeping exercises

Final Exam which consisted of a shortened business plan and a PowerPoint presentation. Each of the above categories was worth 20% of the student's overall grade.

The decision points are as follows: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

Fall 2011 Grades (9 total students):

	Concurrent Students:	Non-Concurrent Students:	WSU Class
Credit Grades:	A (1), A-(4),B+(4)	N/A	A(4), A-(2), B(2), B-(3), C(2), C-(1), F(6), W(8)
Credit Average	A-	N/A	2.065 (C)
Overall Class Average:	A-		

We conclude from this assessment that the concurrent enrollment students are receiving solid instruction in Entrepreneurship from our partner high school, Trinity Academy.

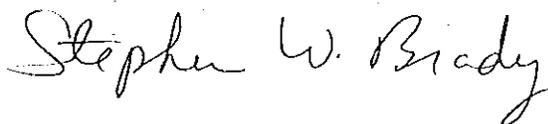
Assessment Update for Math 111, 112, 123, 2011-2012.

The materials included with this memo are submitted to respond with the requirement from the Kansas Board of Regents that concurrent enrollment classes be reviewed annually by faculty in the discipline. As the Director of the Wichita State University College Algebra Program and a professor in the Department of Mathematics, Statistics, and Physics, I am the faculty member who has been requested to review the mathematics courses M111 (College Algebra), M112 (Pre-calculus), and M123 (Trigonometry).

I have included an updated Assessment Plan that details what and how we assess concurrent enrollment classes. I have also included department collected assessment data on the concurrent enrollment classes. With respect to the past year, university personnel have met periodically with the high school faculty who teach concurrent enrollment classes. We have offered advice and training and have interchanged ideas concerning how to deliver a consistent high quality mathematical product that meets or exceeds our on campus offerings. I review curriculum vitae and approve all faculty assignments with regard to mathematics concurrent enrollment classes. We make sure that our syllabi, course goals, and grading procedures are understood by concurrent enrollment faculty. I review final exams written by any faculty with a master's degree who are not required to give our exams. Course content and texts are monitored. Student teacher evaluations are the same ones given to the university faculty. We try to maintain good relationships with our high school faculty and try to encourage their efforts and provide all necessary support. Since (in any given year) almost all the mathematics concurrent enrollment classes are offered in the Spring, most of our contacts occur during the winter and spring. Overall, I can report that Spring 2012 went very well with no complaints from students or parents or faculty (of which I am aware). I believe high standards are being maintained. The concurrent enrollment faculty are high quality experienced teachers who have solid mathematical backgrounds and are enthusiastic about their participation.

The concurrent enrollment class grades averages are significantly higher than the class grades for courses taught on the university campus. This is due in part from the fact that only high school students with an A or B in the fall semester in one of the year long classes is allowed to enroll for WSU credit in the spring semester. Also, those students who take our equivalent university elementary mathematics courses on campus are students who either did not take these courses in high school or who failed these classes or who have had a long time gap between these courses and their prerequisites. We are comparing some of the best high school students in the concurrent enrollment classes with a much less qualified group in our on campus classes.

Overall, I am pleased with the concurrent enrollment results from Spring 2012.



Stephen W. Brady

Concurrent Enrollment Assessment Plan

Prepared by:
Stephen W. Brady
Associate Professor of Mathematics and Statistics and
Director, College Algebra Program

Universities recommend that any high school student who wishes to attend any university or college should take four years of mathematics in high school. Three years of mathematics should be minimal preparation. The first college level course in mathematics at any university in the world is Calculus. All other courses before Calculus are remedial whether or not credit is given for those courses. Wichita State University's general education basic skill requirements in mathematics for graduation came from the realization that most of our students did not enroll initially with have enough prior training in mathematics. Due to our previous open admission policy many were admitted with less than adequate mathematics background to be successful in college. The idea was to raise them to a college entry level of mathematics before they graduated from WSU by requiring knowledge of College Algebra (or higher level mathematics) as part of the general education program. Although this goal has been made much easier to attain due to the recent rule that the basic skills must be achieved in the first forty-eight hours of coursework, it is much better if the skills are achieved before entering college. Concurrent enrollment classes in mathematics in College Algebra, Trigonometry, and Pre-calculus using the "carrot" of college credit have encouraged students to take more mathematics while still in high school in order to raise their mathematical knowledge level closer to where it should be for college entry.

College Algebra

For the last twenty-one years the comprehensive departmental final for Math 111, College Algebra has been used as part of an overall assessment of the course. The final is worth at least 30% of the course grade for each section of M111. A student successfully satisfies the final assessment by scoring at least 50% on the final together with a C- or better for the semester overall. The weight of 30% for the final brings the course grade down (in most cases) to the D or F level for anyone not achieving a score of at least 50% on the final exam. For courses taught as concurrent enrollment the same weight (30%) for the course grade will be used. If a high school has any mathematics concurrent enrollment class taught by a teacher who does not have a master's degree, all sections in the school use the same department final as that given by the university. In such cases, the assessment criteria are identical. When periodic overall assessments of the university courses are done, the concurrent enrollment classes will be included. Comparisons will be easy to draw concerning student learning outcomes in both environments and how closely concurrent enrollment classes mirror the university classes. In a high school whose mathematical concurrent enrollment classes are taught by teachers with master's degrees, the final does not have to be the same as the university final but the assessment and grading weight are the same. Finals that are different from the one given by the university are approved by the College Algebra Program Director. These classes will be included in

any overall assessment of college algebra courses. Comparisons will be made between these classes, university classes, and those concurrent enrollment classes using the university final. The university's SPTE assessment is used to assess each concurrent enrollment class to evaluate student perception of the instructor and course. In addition, any high school assessment of student learning outcomes that is part of a concurrent enrollment course will be requested from the school and compared with our own assessments.

The prerequisites for university College Algebra classes are two years of high school algebra or equivalent and a satisfactory score on the department placement exam or math ACT exam or math SAT exam. Satisfactory scores have been determined to be 15 of 32 on the department placement exam, 20 for math ACT, and 480 for math SAT. The department placement exam, while not a post-assessment tool for College Algebra is an assessment tool for our remedial courses and for a student's previous mathematical preparation. Part of the way we can affect student learning outcomes in College Algebra is to make sure the student is (mathematically) ready to enroll in the course. The department feels that our remedial courses themselves have been excellent preparation. The placement exam is also working well. Most high school mathematics concurrent enrollment courses involve the second semester of a two-semester sequence. In order to qualify for concurrent enrollment in such a course, an A or B is required in the first semester. So, a concurrent enrollment student shows they are ready for college credit by above average achievement in previous semesters.

College Algebra has the following overall course outcomes.

The student will understand the body of mathematical knowledge identified as College Algebra in order to:

1. Build a foundation for mathematical problem solving.
2. Apply problem-solving techniques to model both mathematical and real-world contexts.
3. Use mathematical language and symbols as a means of communication while reading, writing, speaking, and listening.
4. Apply critical thinking and analytical reasoning skills in mathematical settings.
5. Retrieve and utilize mathematical skills as opportunities arise.
6. Make connections between mathematical problem solving and its application in other settings.

These outcomes are part of a Course Syllabus that spells out in detail the sections to be covered in College Algebra, the time to be spent on each text section, and the outcomes for each text section. The university final exam is closely tied to these outcomes. Each university class section in College Algebra uses the same book and materials. Each concurrent enrollment section in each school district uses the same text. Although textbooks may be different from ours and differ from district to district, this is not a problem since texts used in the high schools are standard college level texts acceptable for our courses and cover the same material. The university course syllabus for College Algebra (together with the goals and outcomes) are distributed to the high school

concurrent enrollment teachers as well as both sample finals and previous university course finals. Concurrent enrollment teachers are encouraged to utilize as much of this material as is possible. One or two meetings (training sessions) have been held each year since 2006 with all the mathematics concurrent enrollment teachers. Course procedures, final exams, assessments, and curricula have been discussed at these meetings with the goal of tying the concurrent enrollment experience as closely as possible with the university course. Meetings with the concurrent enrollment teachers will be conducted each fall for preparation for the spring concurrent enrollment classes. Meetings will be held in the spring to discuss the spring classes and finals. Concurrent enrollment instructors ask to sit in on a summer university courses for the purpose of gaining additional training and experience. We encourage such training experiences.

A standing committee composed of experienced faculty oversees the university course contents, the textbook, the length of time to be spent on topics, etc. The mathematics portion of the basic skills requirement is overseen by a professor in the department of Mathematics and Statistics who carries the title of College Algebra Director. Concurrent enrollment mathematics courses and assessment will be overseen by the same Director. The overall rules governing College Algebra as concurrent enrollment will be the same as those for the university equivalent.

Trigonometry, Math 123 and Math 112, Pre-Calculus

The College Algebra portion of Pre-calculus (a combination of Algebra and Trigonometry), M112, is considered to be equivalent to M111 and is an alternate path that can be used to satisfy the basic skills requirement. It is usually taken by those who have a need or desire to take higher level mathematics but who do not feel ready to take Calculus. Trigonometry at our university has College Algebra as a pre-requisite. Both courses have course syllabi with similar outcomes as those stated above for College Algebra. The classes are taught mostly by regular faculty with some classes taught occasionally by our more senior graduate teaching assistants. Each instructor gives their own final and is responsible for all aspects of the course. Finals for concurrent enrollment classes are submitted and approved by the College Algebra Program Director. Historically, the only assessment done is by the faculty teaching the course and by grade distributions. With respect to concurrent enrollment, all rules and goals governing the College Algebra course discussed above are the same for Trigonometry and Pre-calculus. Concurrent enrollment class assessments will be compared to our Instructor's assessments of their courses.

SPRING 2012 Percentages for CONCURRENT Math 123 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
42	11	15	14	2	0	0	0	0
	26%	36%	33%					

Passed with C or better:

40

= 95%

SPRING 2012 Percentages for CONCURRENT Math 112 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
138	64	58	15	0	0	1	0	0
	46%	42%	10%					

Passed with C or better:

137

= 99%

The 'passed with C or better' is actually 100% since one of the students dropped.

SPRING 2012 Percentages for CONCURRENT Math 111 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
133	52	48	28	2	1	2	0	0
	39%	36%	21%					

Passed with C or better:

128

= 96%

SPRING 2012 Percentages for WSU and CONCURRENT Math 111 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
604	120	151	120	49	108	42	0	3
With Drp/Wd	20%	25%	20%	8%	18%	7%		
Without Drp/Wd	21%	27%	21%	9%	19%	7%		

Passed with C or better plus Drp/Wd:

391

= 65%

Passed with C or better minus Drp/Wd:

391

= 70%

SPRING 2012 Percentages for WSU and CONCURRENT Math 112 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
210	73	73	26	9	19	10	0	0
	35%	35%	12%	4%	9%	5%		

Passed with C or better plus Drp/Wd:
 Passed with C or better minus Drp/Wd:

172 = 82%
 172 = 86%

SPRING 2012 Percentages for WSU and CONCURRENT Math 123 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
177	31	36	39	20	18	31	0	2
	18%	16%	20%	11%	10%	18%		

Passed with C or better plus Drp/Wd:

106

= 60%

Passed with C or better minus Drp/Wd:

106

= 73%

SIUE Undergraduate Assessment and Program Review



Concurrent Enrollment Assessment Report 2011-2012

The Political Science Department offers concurrent enrollment credit for POLS 121 (American Government), which is a General Education Introductory course. In this course students are introduced to the history, structure, and functions of the US national government. The course objectives for 121 classes offered on campus as well as in local high schools are as follows:

Students should:

- Have an understanding of American political history, including the US Constitution, and the evolution of the party system.
- Be able to explain the roles of Congress, the president, the courts, the bureaucracy, and interest groups in the policymaking process.
- Be able to describe the formation and impact of public opinion and of political participation in the American political system.

In order to assess whether these objectives have been met, the Department designed an Assessment Plan in the spring of 2007. Each year, students from WSU and local high schools (Campus and Goddard*) write short essays on ten key topic areas: US Constitution, Civil Liberties and Civil Rights, Federalism, Public Opinion, Political Participation, Political Parties, Interest Groups, Presidency, Congress, and the Judiciary. When the courses are complete, the instructors submit the student essays to be read by two WSU professors. The decision points are as follows:

90%	Exceeds expectations
At or above 70%	Meets expectations
Below 70%	Does not meet expectations

Due to time constraints, 3 of the 10 completed essay topics were chosen for assessment: Presidency, Participation, and Constitution.

On the Participation essay, 0% of **Goddard I** High School students exceeded expectations, 60% met expectations, and 40% failed to meet expectations. 20% of **Goddard II** High School students exceeded expectations, 60% met expectations, and 20% failed to meet expectations. 40% of **Campus** High School students exceeded expectations, 60% met expectations, and 0% failed to meet expectations.

On the President essay, 20% of **Goddard I** High School students exceeded expectations, 70% met expectations, and 10% failed to meet expectations. 0% of **Goddard II** High School students exceeded expectations, 60% met expectations, and 40% failed to meet expectations. 0% of **Campus** High School students exceeded expectations, 100% met expectations, and 0% failed to meet expectations.

On the Constitution essay, 20% of **Goddard I** High School students exceeded expectations, 60% met expectations, and 20% failed to meet expectations. 20% of **Goddard II** High School students exceeded expectations, 80% met expectations, and 0% failed to meet expectations. 20% of **Campus** High School students exceeded expectations, 60% met expectations, and 20% failed to meet expectations. By comparison, a section of American Government offered at **WSU** resulted in 20% exceeded expectations, 30% met expectations, and 50% failed to meet expectations.

We conclude from this assessment that the concurrent enrollment students are receiving solid instruction in American Government from our partner high schools.

* Campus and Goddard offer the course for the full year. Two instructors offered two sections of the course at the two high schools in Goddard. Enrolled students receive 3 credit hours at WSU regardless of the length of the high school course.



Psychology Program Review Assessment Snapshot for 2012

Undergraduate Program Description, Goals, and Objectives

The undergraduate program is designed to prepare students for postgraduate work in psychology but is flexible enough to accommodate the interests of students who do not intend to pursue graduate study in psychology. Such students may be career oriented (e.g., social work, management training) or simply have an interest in learning more about why we behave as we do.

The heart of the WSU mission statement we take to be the phrase, “equip...to thrive” in a context concisely described as “complex” and “global.” To that end, students in our program, whether graduate or undergraduate, are being strengthened in their understanding of scientific research and analysis with balanced attention to basic psychological processes (learning, cognition, physiology, etc.); social/cultural dimensions (social, developmental, personality, etc.); and applied issues and perspectives (clinical, community, human factors, testing & measurement, etc.) At all levels our faculty strives to enrich students in critical thinking and problem-solving skills by developing competence in the methods of scientific research, psychometric principles, and data analysis. The study of psychology increases understanding of self and others and enables individuals to make informed judgments that strengthen community and public policy.

Program/Goals and Objectives (Undergrad)

Program Goals

Psychology majors who graduate with GPAs in the range of 3.5 to 4.0 should be able to, on average, succeed in graduate level work in a PhD or comparable program. Majors who graduate with GPAs in the range of 3.0 to 3.5 should be able to, on average, succeed in graduate level work in an MA or comparable program. Majors who graduate with GPAs in the range of 2:0 to 3.0 should be able to, on average, succeed in employment in a job or activity that requires a liberal arts college degree or equivalent.

Program Objectives

- To graduate thirty psychology majors each year.
- To hire and maintain a highly qualified faculty to teach and advise undergraduate students, and otherwise meet the needs of the program.
- To assure that all necessary instructional tools, materials and equipment are available, staffed and serviced.

Learner Outcomes (Undergrad)

Learner Goals

- Students will acquire broad based knowledge in scientific psychology and its application.
 - Students will acquire knowledge in the traditional, core areas of psychology such as biological, learning, cognitive, social, personality, developmental; and demonstrate mastery of that material.
 - Students will be adequately educated to pursue advanced professional education in psychology and related fields or to obtain meaningful post-baccalaureate employment.

Section 1: Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review? **No**

2

- Students will acquire the ability to access and utilize existing knowledge, and to engage in scientific methods to address psychological and other applied problems.
 - Students will be able to use the scientific method in a creative manner to address specific problems.
 - Students will be able to communicate existing information and that derived from their own analysis and experimentation in a clear, informative manner.

General Graduate Program Description, Goals, and Objectives

The Psychology Department offers courses of study leading to the Doctor of Philosophy degree. Students may complete requirements for study in human factors psychology, community psychology, or clinical psychology. At the graduate level, the three doctoral programs are designed to first further educate students as psychologists with a firm commitment to psychology as a scientific, empirically-based discipline. Secondly, the curriculum in each program is designed to provide students with the knowledge and expertise to function as applied professionals. To meet the first training objective common to all three doctoral programs, all graduate students are required to successfully complete a set of core courses aimed at providing the fundamentals of a basic education in the science of psychology as well as contribute to the undergraduate teaching mission of the Psychology Department. The courses common to all three programs are:

Common Graduate Core

Teaching Ethics (3 hours)

911 Teaching of Psychology: Principles, Practices & Ethics (3)

Research Methods (8 Hours)

902 Advanced Research Methods 1 (4)

903 Advanced Research Methods II (4)

Research (22 Hours Minimum)

901 Predoctoral Research (10)

908 Dissertation (12)

Program/Goals and Objectives (General Graduate)

Program Goals

To provide instruction in advanced principles of psychology and to conduct both applied and basic research in clinical, community, or human factors psychology to the end that graduates will be prepared for careers in research, teaching, service and administration.

Program Objectives

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

Learner Outcomes (General Graduate)

Learner Goals

- Maintain steady progress through program requirements
- Contribute to the research life of the Psychology Department
- Collaborate in the research life of the Psychology Department
- Contribute to the undergraduate teaching mission of the Psychology Department
- Demonstrate ability to perform state-of-the-art research conception
- Demonstrate ability to perform state-of-the-art research design and execution

Section 1: Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review? **No**

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- Demonstrate ability to perform state-of-the-art research data analysis
- Demonstrate ability to perform state-of-the-art research presentations
- Demonstrate ability to perform professional psychology services in real-world, out-of-department settings

Section 2: Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

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Principal Learning Outcomes: (Undergraduate)

1. Students will develop a preliminary understanding of the major areas of psychology including learning, perceiving, thinking, behavioral development, intelligence, personality, abnormalities, and social behavior.
2. Students will develop an introductory level understanding of basic statistical procedures used in the science of psychology.
3. Students will develop an introductory level knowledge of the research methodology used in the science of psychology.
4. Students will attain an introductory level knowledge of the history and principle systems of psychology.
5. Students will attain an introductory level knowledge of ethical principles in the conduct of psychology research and practice.

Students will display their learning via skills of

- objective test performance
- classroom discussion
- written reports
- designing and conducting research projects
- statistical analysis of data from research projects
- reporting the results of research via media and oral presentation

Outcome Assessment: (Undergraduate)

Our most recent data indicate that psychology instructors are meeting their undergraduate educational objectives satisfactorily. According to SPTE data, psychology instructors (faculty and graduate students) are perceived by students as performing up to university standards for teaching excellence. As regards student acquisition of learning objectives, an assessment instrument measuring retention of key statistical, methodological, core content concepts was developed and administered to a representative sample of upper-division psychology majors. 71% of the sampled students met the course content learning criterion and 57% exceeded it. The mean score in the statistics component was 87%; the mean score in the methodology component was 78%; and the mean score in the combined core component (cognition, tests, systems/theories, biology, learning, and social) was 78%.

In an earlier assessment-follow-up (2009) the faculty redesigned our undergraduate major. The redesigned major reflected trends in the discipline by bringing to general elective courses (*Biological Psychology* and *Testing & Measurement*) into the shorter required core-course list. Also, the course numbers for *Statistics* and *Research Methods* were lowered from 400 level to 300 level to encourage majors to take these courses early rather than late in their major program. These changes were made in order to strengthen the biological grounding of our major and also its research emphasis. By the 2015 due date for our next assessment report we hope to have data showing the degree to which students are taking their stats and methods earlier in their studies.

Principal Learning Outcomes: (Graduate)

In contrast to the undergraduate program, the graduate programs have relatively few students and these are provided with intense individual training and supervision. Thus, higher administrative assessment is more a matter of monitoring the supply of applicants and the flow of admitted students through the program and into meaningful careers. Students from all three of our graduate programs have experienced enormous success in finding careers related to their training. **We are unaware of any students who have actively pursued employment relative to their degree who have been unable to find such.** Our graduates have gone on to college teaching positions; tenure track research university positions; prestigious corporate employment in such companies as Google, Microsoft, General Motors, and IBM; Community Mental Health Centers, Hospitals, Social Service Agencies, Medical Schools; etc. Many

Section 2: Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

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of our graduates have established careers in Wichita, but the most have gone to locations across America. A few have gone to other countries.

Graduate Student advancement

In the most recent self-study sample (2005-2010) our graduate program processed 82 applications per year and admitted an average of 13 students per year. The total five-year cohort was 67 students. Outcomes for these 67 were as follows:

- Dismissed 2 (3%)
- Withdrew pre-MA 3 (6%)
- Withdrew with MA 3 (6%)
- Progress toward MA 22 (33%)
- Earned MA 6 (9%)
- Passed Qual. Exams 13 (19%)
- Successful PhD Prop. 14 (21%)
- Earned PhD 4 (6%)

Assessment data revealed that 69% of our PhD graduates attended 4 or more professional conferences during their program of study and 55% made 4 or more presentations at professional conferences.

In conclusion, the department faculty believes that by any assessment standard we are doing an excellent job of educating our students.

In the following table provide program level information. You may add an appendix to provide more explanation/details.

Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Combined Undergraduate and Graduate Educational Goals and Outcomes Table

Learner Outcomes	Assessment Tool	Target	Result	Analysis
Psychology Core Knowledge	Exams, Written reports; Oral Presentations	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Statistical Knowledge & Application	Exams; Written reports; data gathering, analysis, & presentation;	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Research Methods Knowledge & Application	Exams; Written reports; projects; Presentation; Oral presentations:	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
History of Discipline Knowledge	Exams; Written papers; Oral presentations:	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Ethical Principles Knowledge, Conduct, Citizenship	Exams; Observation of conduct; Peer and subordinate report	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.
Application beyond WSU	Surveys; Institutional data; Personal contacts	To be discussed in department as report develops	Current indicators show Psychology to be a successful department. Specifics will follow as assessment report develops.	We are fulfilling our mission and looking for ways to improve.

For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections

To meet this requirement the department conducted two surveys, one aimed at concurrent enrollment high-school students and the other at our regular college undergraduate psychology majors. Data from these surveys indicate (1) that both sets of students are highly satisfied with the quality of our course offerings and (2) that the quality of our concurrent sections is equivalent to that of our regular college sections. Here are the survey data:

Survey results for KBOR Concurrent Enrollment: (15 students out of 46 emailed surveys)

Do you plan to go to college/university? – All 15 respondents indicated “Yes”.

Do you plan to major in Psychology? – All 15 respondents indicated “No”.

(Scale below is 1-6 with 6 being the most positive)

The Psychology course was a quality course. *Average rating was 5.4*

I have gained knowledge about Psychology from this course. *Average rating was 5.6*

I would recommend this course to other high-school students. *Average rating was 5.7*

The course improved my writing skills. *Average rating was 4.1*

The course improved my critical thinking and problem-solving skills. *Average rating was 4.8*

The learning atmosphere in the Psychology was supportive. *Average rating was 5.6*

The instructor of the Psychology class was highly qualified. *Average rating was 5.6*

Open Ended Comments of Concurrent Enrollment Students

I loved being able to take honors psychology or advanced placement psychology in high school. It really changed my outlook on the way people act and what causes them to do certain things.

im sure it has been changing since last year but i would recommend seeing what the teacher is actually teaching and is on task or on schedule. i felt as if my class did not learn as much as others the following semester or this current year. i have nothin negaitive to say in regards to my teacher. she was pretty relaxed and very energetic about each topic.

It was really fun, especially with the instructor I had, Ms. Pilcher!

Mrs.Pilcher was the best teacher, she made us learn but also made the course fun.

my teacher, Ms. Pilcher, was the best instructor

The course was fun and interesting. Mrs. Pilcher did a great job in teaching the material, her enthusiasm for psychology transferred into her teaching and her teaching was phenomenal.

The psychology class I took with Ms. Pilcher as my instructor was one of my favorite classes at the time and I strongly feel she made the class as close to a college course as it possibly could have been.

Survey results for Regular WSU Psychology majors: (111 students out of 292 emailed surveys)

(Scale below is 1-6 with 6 being the most positive)

The Psychology courses I've taken for my major were quality courses. *Average rating was 5*

I have gained knowledge about Psychology from these courses. *Average rating was 5.4*

I would recommend this major to other students. *Average rating was 4.9*

The Psychology courses I've taken for my major improved my writing skills. *Average rating was 4.5*

The Psychology courses I've taken for my major improved my public speaking skills. *Average rating was 4*

The Psychology courses I've taken for my major improved my ability to use the library. *Average rating was 4.1*

The Psychology courses I've taken for my major improved my ability to find useful information on the internet.
Average rating was 4.8

My Psychology major courses have improved my critical thinking and problem solving skills. *Average rating was 5*

The learning atmosphere in the Psychology classes was supportive. *Average rating was 5.1*

The instructors of the Psychology classes were highly qualified. *Average rating was 5*

Open Ended Comments of Psychology majors
Most of my teachers were graduate students. Thankfully all but one did an outstanding job; however I do not feel like I have any professors to turn to and ask to write a letter of recommendation for graduate school.
and I haven't had a Psychology class with a professor who hold a PhD. All of my Psych teachers were student assistants.
A psychology major opens new doors in the aspect of perception and decision making.
Abnormal Psychology taught by Dr. Zettle were fantastic. I learned a lot of useful and important knowledge from his class. I think that Abnormal Psychology should be one of the required courses for the major.
Although I think foreign languages are very interesting, I don't feel that it should be necessary to have 15 credit hours for a psychology major.
As a Psychology major I've been able to experience a wide variety of other academic fields and become knowledgeable in each of those areas. My research skills have improved dramatically because of the courses and assignments I was given in my psychology classes. Psychology is an incredible major and I enjoy all my classes. The professors I've been able to meet were extremely helpful and genuine in all my classes as well. Wichita State's Psychology Department Rocks!
Great instructors!
I am kind of disappointed in this program. As a senior, I feel like I haven't been able to find any sort of guidance on what my options are after I graduate.
I believe the foreign language requirement's for this major are ridiculous. If I would have taken one more year of Spanish in high school, I would have only had to take one Spanish class, but now I have to take three. These requirements are higher than for a BSN. That is my only negative opinion on this major. The psychology classes have been great.

I enjoy the programs and professors of the Psychology Department.
I had excellent instructors, also involved in helping the student understand the material.
i had many great experience with professors in my psychology courses but i have also had some really bad ones. for example i had professors that would talk to me and really help me learn and worked with me. they were very understanding and easy to get ahod of and to talk with. however i also had some psychology professor that i felt were working against me. no matter what my reason was to miss class or anything of the nature they seemed to not care at all, even if i was able to send an email or leave a mssage with them far ahead of time. in repect to one class I was given a zero because i sent in my homework the night before over email because i was extremely sick and had to go to the doctor, but since my homework was not handed in during class time i wa given a zero. i also had a professor tell me that i should drop the class because there was no way i would ever pass because she thought i wasnt doing the work. I recieved an A on the final and got a B- in the class.
I have enjoyed every Psychology class that I have taken at WSU. All of my teachers, whether they be professors or graduate students, have stimulated my interest in the program and I look forward to finishing up my degree and moving on the Graduate School.
I have learned a lot about psychology, and how people learn and why they behave in different ways. All of my instructors have been very knowledgeable and helpful in my progression in learning more about psychology.
I have loved my time here in the WSU psychology program.
I love it so much I just wish there was a little more guidance as on what to do to get into graduate school.
I love the classes and professors. They are very interesting and teach well.
I loved my psychology courses that were taught by Ph.D instructors. The classes i have taken with grad students as teachers have all not been very good...this is why all of the questions arent 6's! I love psych, but I wish they would only be taught by atual instructors and grad students sit in...its hard to learn from someone who doesnt necessarily want to teach, but does it to get through school. I understand fully I will probably have to do it someday too, but its just decreased my experience.
I really appreciated how the professors would take some extra time with a student if they didn't understand the materials. There were some classes that I was able to spend an extra hour or so with my professor so they could help me to better understand th material. I also enjoyed the SONA experiments. The experiments really showed me that psychology isn't just about learning about the brain, but also about how we can help our community to become better adapted to our environment. I also really enjoyed geting the chance to help out with a SONA experiment in psychological methods.
I really enjoy the psychology program here, I was interested when joining the program and it has done nothing but increased my interest.
I really liked the classes and instructors that I have had as a Psychology major. They are all very proficient in their knowledge and understanding of the classes they are teaching and teach effectively so their students actually learn and retain the infomation.
I think I need to see an advisor. It has seemed hard to know whom I am supposed to speak with to help me figure out which direction I need to be going to get where I want to be.
I think there should be a required class that delves into all fields of psychology to help students know in which area of psychology they wish to work. The class should explain all options available as well as help students prepare for graduate school.
I would have liked more opprotunities to assist in research
It took me six semesters here to have an actual professor teaching a psych class. Would have been nice to have people teaching more often who were actually experienced in most of the topics they were teaching. Take that for what you will.

It's difficult to take all the psych classes that I'm interested in when they are only offered at one time of the day or on a limited basis. I've discussed this with other psych students and they have the same frustration. Also, I think it's wrong that I can't get my master's degree at WSU...I only have the choice of Bachelor's or Doctorate (and the master's I get on the way to the doctorate) I don't think that's right. One only needs a master's to teach it. I'm a non-traditional student and 39 yo. I'm not looking to get my doctorate, I'm looking for my Masters. At this point I have to leave WSU after my bachelor's degree and complete my masters somewhere else. NOT what I wanted to do. Also, I think WSU really needs to reconsider this policy. It's a blemish on the entire program!

I've been very disappointed in the classes available. There are not a lot to choose from, many of them fill up quickly, and as a single working mom, very few of them fit my schedule. It would be a great improvement if more classes were offered online to accommodate non-traditional students. Other than this - the instructors have been helpful and nice, I wish there was better communication between advisors and the psychology department regarding requirements - it seems every person I ask has a different answer for questions.

I've really enjoyed my experiences with psychology and have learned a lot.

More exploration days for graduate programs.

Most instructors do a poor job at teaching you what resources are available and how to use them. Also, I occasionally had a class which was taught by a graduate student who was not qualified to teach the material.

Most of my teachers have been wonderful!

My biggest issue with the Psychology department is that it is hard to find classes that are taught by professors instead of grad students. Sometimes grad students are not the best teachers. Also, it would be better if there were more psychology classes available during the semester. I have had a lot of trouble in the past with finding psychology courses that would fit into my schedule.

My experience has been very frustrating to say the least. No one was supportive. Many of the professors are standoffish and several of the professors did not attempt to make me feel comfortable in their classrooms as a minority. Many other of my black friends that started taking psychology quickly found this is not a field that welcomes minorities. Many of those friends went to sociology.

My journey was an exciting and pleasurable one.

My psychology instructors were the most involved of any instructors from other classes I've taken here at WSU.

Not all graduate students are capable of effectively conveying concepts, especially in upper level courses which has been frustrating at times.

Not at this time.

One of the best decisions I've ever made in my life was switching my major to psychology.

One of the psychology professors that taught one of the most important classes for my major was the worst professor I have had in my college career. I have never seen so many of the students in a class be disrespected by a professor, myself included. I expect better from professors and that experience has negatively and greatly impacted my experiences in this major. Psychology professors in general in this program tend to stick to the book and their power point presentations without having the student interact with a learning experience. As far as actually learning any material, I feel that sociology professors do a better job of integrating students with course work and actually teaching. Nevertheless, I am proud of my psychology major and I hope to continue in the field with the more professors that want to engage students in the field of psychology.

Overall I have been pleased with my courses. However, there is a fair amount of overlap in all of the classes. By the time students are reaching the 300 level courses they should be well aware that Psychology is indeed a science.

Overall, it has been a great experience.

Statistics and research methods are the two most important classes for this major, so I think the statistics teachers need to realize this and all teach the same materials. Half the teachers used notecards with equations for tests and half the teachers didn't. I don't see how that is fair. Stats teachers definitely need to be more helpful for their students.

The major problem that I ran into is that so many of the courses are taught by teaching assistants. It is not necessarily bad as far as the learning objective is concerned, but it is difficult to build relationships with faculty and professors for future letters of recommendation. Additionally, some of the teaching assistants that I have had were unorganized, which reflects poorly on the program. The reason that I would not fully recommend this program to a friend would be the lack of consistent, professional instruction.

The only thing that I would change about the Psychology program at WSU is the teachers staff. I am a senior

The program was not as challenging as I expected

The psychology program at WSU is not very supportive of an individual with Aspergers Syndrome however they are qualified just misguided

The psychology program is fantastic. My professors have been amazing and have truly made the classes even more enjoyable. I have only positive things to say about all of my psychology professors and I would highly recommend them and this program to anybody.

There needs to be more opportunities for undergrads to get research experience. It is something that helps with getting into graduate school and opportunities should be offered, especially for a university with a PhD program.

There's very little support when it comes to gaining knowledge about what to do for graduate school. I wasn't aware of many aspects that could improve my chances getting accepted until my senior year. I'm extremely unsatisfied with our advisors, my advisor even had her Master's in a field of psychology, as they are clearly not qualified in helping and educating psychology majors on these issues. I even met with the psychology major advisor, Paul Ackerman, and he basically neglected to mention that research experience is a major component when it comes to graduate school especially after I told him my future plans. I would recommend psychology as a major, because I love it, but I wouldn't recommend WSU because they do not give adequate information in many areas. Although I am a transfer student, I met with an advisor before I transferred and he was probably the best advisor when it came to discussing the right prerequisites for me.

Very few psychology courses at WSU are taught by faculty. This was a major let-down for me, having transferred from a university where all my psychology classes, including 100 level courses, were taught by faculty or adjunct faculty with terminal degrees. Nevertheless, most of my courses were well-taught and informative.