



WILLIAM WOODS
UNIVERSITY

Psychology Annual Assessment 2023-2024

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Annual Assessment 2023-2024

Psychology BA

Program Profile

Program Mission Statement

Please insert your program mission statement here

The psychology department aims to prepare students to be successful, either in graduate school or in the workplace. We provide students with the foundational knowledge needed for them to be successful in these endeavors. Through our coursework, internships and research experiences, students will learn to how to apply theory to real world situations, how to objectively analyze and interpret data, assess behavior, and communicate effectively.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2023-2024

95

Student Majors 2022-2023

31

Student Minors 2023-2024

21

Student Minors 2022-2023

12

Concentrations 2023-2024

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

There is a national trend for students to declare psychology as incoming freshman without a true understanding of the discipline and then they typically change their major within the first two years. Given this information, we feel we have done a good job of retaining majors as well as recruiting new majors in to replace those we have lost. In the coming years we plan to continue to be very active on campus in order to make our presence known to students who do not come in as psychology majors. We also plan to continue to hold a town hall meeting and continue to review our curriculum to ensure that we are meeting the needs of our students and that our students feel as though they have input into the program. The faculty members have also made themselves available to students through open door policies, e-mail and communication with students before and after classes and social media, which strengthens the connections between the students and the faculty members.

We saw a large increase in our online psychology majors this year. We are excited about this growth and plan to work with the online program manager to make sure we are continuing to serve the needs of this population so we are able to retain these students.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

40

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

N/A

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

After reviewing the website (attached), we are satisfied with the information on our page. We would recommend that our program be marketed during the recruitment of high school students. It should be emphasized that psychology is a very versatile major that allows students to understand behavior and cognitive processes, which is useful for any career path. The psychology major is also one that pairs well with other majors on campus, especially areas like education, business, interpreting and equestrian.

Marketing Material

Bachelors_in_Psychology___Fulton__MO___William_Woods_University.htm

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
PSY 2016.1	Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
PSY 2016.2	Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.
PSY 2016.3	Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
PSY 2016.4	Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.
PSY 2016.5	Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

- **Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.**
 - *All of our courses cover the main theories and key research in the field. Students are required to engage with recent research in all upper-level classes and they are assessed on the Major Field Test at the end of the program.*
- **Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.**
 - *Students are expected to know the ethical guidelines for psychology as outlined by the APA. They are given multiple opportunities throughout the program to discuss ethical issues in the field and they are expected to specifically address ethical concerns in their SWK 313, PSY 313, PSY 450 and PSY 413 courses.*
- **Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.**
 - *Psychology is the scientific study of the mind and behavior. Understanding their own behaviors and the influences on them, as well as the behaviors of others, gives students an appreciation for themselves and others and allows them to make decisions accordingly.*
- **Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.**
 - *Students are expected to apply their learning to real world problems. They are expected to conduct their own research projects in multiple courses (SWK 313, PSY 313, PSY 413, PSY 324), they are encouraged to do internships and in PSY 225 they develop a plan of study and make a link between course objectives and their career goals.*

Institutional_objectives_2.docx

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?

- **Communication- Students will transmit information effectively in written or spoken form.**

The communication GE requirement serves as the foundation for our entry level students. Written and verbal communication skills are necessary for the practice of psychology. Students enhance written communication skills in each course through reflective writing and research papers. Students also deliver numerous presentations throughout the psychology curriculum. Finally, students need to give a presentation in most upper level classes and at senior achievement days.

- **Mathematics, - Students will solve problems through an analysis of quantitative relationships.**

The GE requirement of math serves as a foundation for our research methods classes, specifically in understanding statistics.

- **Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.**

The meaning GE is supported throughout the psychology curriculum where students must be able to analyze and evaluate psychological journal articles.

- **Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.**

The History GE is supported throughout the psychology curriculum in that students learn of the history of the study of psychology and its effect on current theories and practices as well as personal psychological issues.

- **Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.**

Critical thinking and analytical reasoning is another necessary skill for a psychologist. Critical thinking is expected in each course and is assessed through critical thinking assignments, research papers and the analysis and interpretation of data.

- **Diversity – Students will analyze the traditions and values of a variety of cultures.**

Diversity is especially important for psychology major who need to be aware of cultural and personality differences especially in counseling, but in all other areas as well.

- **Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.**

Creativity serves a foundation for psychology students to interpret outside, unobtrusive measures to analyze and understand human behavior and personality traits. Drawings are analyzed in several psychology classes.

- **Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.**

Biology serves as a foundation for understanding human development and biological processes of illness and mental illness. These concepts are reinforced through the coursework, studying normal childhood development, adolescent development, young adulthood, mid-life and end of life development.

- **Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.**

Psychology is a social science that employs the principles of science to explain behavior.

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its

parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

- **Integrate more interdisciplinary work within the curriculum.**
 - *In PSY 312- Lifespan Development, often many of the students are pre-med majors. The coursework in that course is tailored to those students and how it would apply to their work in the medical field. Several of the weekly homework assignments ask the students to apply the theories they were learning in the course to their future careers. In PSY 226 and 221 students are expected to apply the theories they are learning to the field of education.*
- **Connect learning to societal problems or issues.**
 - *In PSY 226 OLC students are expected to research a public policy that impacts young children and to assess the policy. In PSY 226 on ground, students were expected to create a resource for children. Students were assigned an age range and an area of development and they need to develop a product. In PSY 411 and PSY 412, students discuss mental health issues and effective treatment methods. In PSY 310, students discuss stereotypes, prejudice, and discrimination. In SWK 313, PSY 313 and PSY 413 students conducted their own research on a societal problem. In PSY 412 students discussed how cultural norms and prejudices impact counseling practices. In general, we felt these projects were successful.*
- **Examine the strengths and weaknesses of their (students) own views on a topic or issue.**
 - *We do not currently do not do this in our curriculum.*

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

Psychology Objective Matrix

	MAT 114	PSY 101	PSY 102	PSY 226	PSY 225	PSY 312	PSY 310	SWK 313	PSY 313
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.		I	I	R		R	R		
PSY 2016.2 Scientific Inquiry and Critical Thinking- Students will display scientific reasoning and problem solving, including effective research methods.	I	I						R	R, A
PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		I		I		I	R, A	R	
PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.					I		R	R	R
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.					I				

	PSY 324	PSY 411	PSY 450	PSY 413	SPR	Senior Showcase	Comp Exam
PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.	R	R	M, A		A	M	A
PSY 2016.2 Scientific Inquiry and Critical Thinking- Students will display scientific reasoning and problem solving, including effective research methods.	R	R	M	M, A	A	M	A
PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.		R	M	A, M		M	

PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.	R		M, A	M, A		M	
PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.	R			M, A		M	

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

We did not make any curricular changes this year. We anticipate making changes next year in response to the change to a 12-3 semester.

Assessment Findings

Assessment Findings for the Assessment Measure level for Psychology Objective Matrix

Standard/Outcome
 PSY 2016.1 Knowledge Base in Psychology- Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

Assessment Measures

PSY 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met	10/10 were at or above the proficient level		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of freshman above 30% 80% of sophomores above 40% 80% of juniors above 50% 80% of seniors above 60% been met yet? Not met	71% of freshman were over 30% 42% of sophomores were over 40% 60% of juniors were over 50% 16% of seniors were over 60%		

Comp Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The two-year rolling cohort will fall within one standard deviation of the national average. been met yet? Not met	6/9 fell within one standard deviation of the national average		

Standard/Outcome

PSY 2016.2 Scientific Inquiry and Critical Thinking-Students will display scientific reasoning and problem solving, including effective research methods.

Assessment Measures

PSY 313				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Not met	N/A- this course no longer has an assessment component, but is still showing in the map in error		

PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met	12/12 were at or above the proficient level		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of freshman above 30% 80% of sophomores above 40% 80% of juniors above 50% 80% of seniors above 60% been met yet? Not met	71% of freshman were over 30% 42% of sophomores were over 40% 60% of juniors were over 50% 16% of seniors were over 60%		

Comp Exam				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion The two-year rolling cohort will fall within one standard deviation of the national average. been met yet? Not met	6/9 fell within one standard deviation of the national average		

Standard/Outcome

PSY 2016.3 Ethical and Social Responsibility in a Diverse World- Students will display ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

Assessment Measures

PSY 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Journal Entry	Has the criterion All students at or above the proficient level. been met yet? Not met	N/A- this course was not offered		

PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students will be at or above the proficient level been met yet? Met	7/7 were at or above the proficient level		

Standard/Outcome

PSY 2016.4 Communication- Students should demonstrate competence in writing and in oral and interpersonal communication skills.

Assessment Measures

PSY 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met	10/10 were at or above the proficient level		

PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion All students at or above the proficient level. been met yet? Met	12/12 were at or above the proficient level		

Standard/Outcome

PSY 2016.5 Professional Development- Students will demonstrate the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Assessment Measures

PSY 413				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion All students will be at or above the proficient level been met yet? Met	7/7 were at or above the proficient level		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The assessment process is going well for our traditional program. We are still working on getting assessment integrating into our online program. The change in length of online courses will require a rewrite for all online courses, so we plan to take this time to make sure that the necessary assignments are embedded in all classes.

Though the assessment process went well, we are concerned about this year's MFT scores of our traditional students and plan to implement curricular changes in our courses to address these deficits. In particular, we are going to embed more assessment in our theory based courses to ensure comprehension.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

This year for Student Performance Day we gave the students an in house assessment in the morning and they completed a performance task in the afternoon.

We have given the same in house assessment for the last several years and have determined that we need to make updates to the assessment for the 2024-2025 year to address changes in the field.

The performance task in the afternoon went very well, with our upperclassmen leading our lower classment through the task. The students did well on this task, though we saw a need to reinforce research methodology in the curriculum.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Psy_SPR_Schedule.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Students presented the results of their PSY 413 projects at the poster session during the symposium. This was a successful event again this year and allowed us to do a juried assessment of their final projects for that class as well as recieve feedback from faculty across campus.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

2017__Psych_Rubric.docx

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Due to changes in the LEAD program, we did not sponsor any events this year.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Seven of our graduating seniors were accepted into graduate school.

One of our graduating seniors was offered a promotion at her current job.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Numerous alumni have reported that they are achieving success in graduate school.

Halie (Brooks) Hamilton serves as the program manager for our online program. Allie Tate has been accepted to present at a research conference. Daryl Parungao matched for an internship at the St. Louis Psychology Consortium. Miguel Hudson was named Director of Recruiting at Dexian.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Dr. Caroline Boyer was interviewed by the Columbia Tribune about the children's show Bluey

Dr. Caroline Boyer was selected for the Council of Independent Colleges Senior Leadership Academy

Assessment Rubric

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the program is aligned to the old university objectives			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	the program is aligned to the old general education program			
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	The program aligned the NSSE objectives to the previous set of objectives and not the current set approved by faculty			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Supplemental Data

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Bachelor of Arts (BA) in Psychology

Explore the science of understanding.

There is nothing more complex or more connected to the center of our being than the human mind. It is the storehouse of our precious memories, the center of our creativity and innovation, the artillery of our problem-solving weapons, and so much more.

Discover the intricate world of psychology and gain an understanding of the brain and the science behind why people behave the way that they do.

Through the William Woods University Bachelor of Arts in Psychology program you will build a strong foundation of the experience, knowledge and skills necessary to flourish in any of the 53 areas of psychology, as well as the hundreds of career opportunities in the field. With individual attention from professors who are experts in their field, and the ability to target your degree to a specialized area of psychology through a second major or minor, the possibilities are endless.

Special opportunities

- Gain hands on experience through enriching internships, such as working at the state hospital in Missouri, the police department in St. Louis, local diagnostic centers, and more
- Facilitate events, such as after school programming for elementary school children, where you can share your knowledge of psychology with others
- Join the William Woods' Psychology Club and use your love for psychology to help others while exploring one of the many areas you can use your degree
- Conduct cutting-edge research alongside experts in the field of psychology
- Have the unique experience of presenting your findings at local, regional and national conferences
- Participate in monthly events and meeting with like-minded peers through the William Woods University Psychology club or join the international honor society for psychology, Psi Chi

Articulation	-
Undergraduate	-
Programs and Degrees	-
Arts	+
ASL	+
Business	+
Communications	+
Education	+
Equestrian	+
Exercise and Sports Science	+
Humanities	+
Legal Studies	+
Sciences	-
Bachelor's Degrees in Biology (BS or BA)	+
Bachelor of Arts (BA) in Psychology	

Our Psychology degree at work

Many students pursue a graduate degree in a specialized area of psychology, such as:

- Counseling psychology
- Forensic psychology
- Sports psychology
- Clinical psychology
- School psychology
- And others

Students who pursue a career following their undergraduate degree have the opportunity to hold advisory, research-led, treatment-led or therapeutic roles in one of the following fields:

- Public and private healthcare
- Education
- Mental health support
- Therapy
- Casework
- Counseling
- Sales, marketing and public relations
- Top and mid-level management
- Human resources
- And many more

Employers of William Woods psychology graduates have included:

- Missouri Foster care system
- Therapeutic riding centers
- The United States government
- Major television networks
- U.S. military
- Colleges and universities
- Private practice
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Alumni Perspectives

“I absolutely love my job, and it was my internship at WWU that led me to the field of forensic psychology. My education at William Woods completely prepared me for my graduate education. I initially was nervous about how prepared I would be for the rigorous graduate program I chose, but I came to realize that I was better prepared than most other people in my classes.”

— Jennifer Sydow, psychology graduate who earned a master's degree from University of Denver, now a psychology associate in the Virginia Department of Corrections

“The psychology program at William Woods provides a foundation of knowledge that is a real asset in a professions-oriented workplace. As a result of my education, I have a greater understanding of the motivations and perspectives of those around me and have an enhanced ability to convey my perspective in such a way as to have it positively received. Regardless of what one ultimately chooses to do after graduation, a degree in psychology has applications to those choices.”

— Michelle Stephens Kemp, psychology graduate, Faber & Brand Law Firm

“My proudest moment is when students are able to take what they have learned in the classroom to make a difference in the world.”

— Dr. Caroline Boyer, Assistant Professor of Psychology at William Woods University

Requirements/Curriculum

The Bachelor of Arts in Psychology degree at William Woods University consists of 122 distinct credit hours for graduation—including 27 core major credits, 12 required elective credits, a minor, and a year of foreign language.

Courses you may take

- ▶ MAT 114 - Elementary Statistics -M - 3.00
- ▶ PSY 101 - General Psychology I -S - 3.00
- ▶ PSY 102 - General Psychology II -S - 3.00
- ▶ PSY 225 - Careers in Psychology - 3.00
- ▶ PSY 310 - Social Psychology - 3.00
- ▶ PSY 313 - Statistics for the Social Sciences - 3.00
- ▶ PSY 324 - Cognitive Psychology - 4.00
- ▶ PSY 411 - Abnormal Psychology - 3.00
- ▶ PSY 413 - Advanced Research Project - 3.00
- ▶ PSY 450 - Psychology Seminar - 3.00

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- ▶ PSY 450 - Psychology Seminar - 3.00
- ▶ SWK 313 - Research Methods - 3.00

Curriculum

- [View a complete list of courses and electives »](#)

Admissions Information

Learn more about undergraduate admissions requirements, deadlines, tuition and financial aid available to you.

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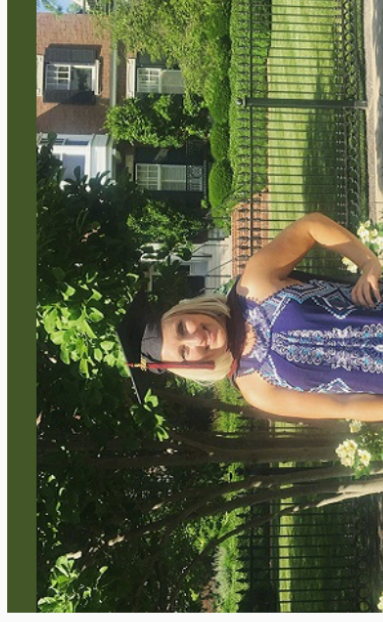
Student Spotlight: Haley Shepard

For Psychology major Haley Shepard, a William Woods education is paving the way to a rewarding career in Speech Language Pathology.



Faculty Spotlight: Caroline Boyer Ferhat

What can you do with a Psychology degree? Everything, according to Professor Boyer Ferhat.



Alumni Spotlight: Rachel Meyer

For Rachel Meyer '14, earning a Psychology degree from William Woods opened the door to a rewarding career working with at-risk children and families.



Program: Psychology
Student Performance Review Schedule
February 21, 2024

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
2/21	9:30am	All	Psychology assessment exam	KAC 112- bring a laptop	Caroline Boyer	1, 2
2/21	12pm	All	Lunch	Nielsen Room	Caroline Boyer	
2/21	1pm	All	Performance Task	KAC 112- bring a laptop	Caroline Boyer	1, 2, 5

*Students with 90+ hours and native WWU students will be taking the CLA – Sessions will be scheduled throughout the day. Please work with Carrie to schedule your Senior CLA assessment.

Goal 1: Knowledge Base in Psychology

Criteria	Exemplary	Proficient	Developing	Unacceptable
1.1 Describe key concepts, principles, and overarching themes in psychology.	Mastery in understanding of key concepts and principles in psychology.	Satisfactory understanding of key concepts and principles in psychology.	Basic understanding of key concepts and principles in psychology.	Does not understand key concepts, principles or overarching themes.
1.2 Develop a working knowledge of psychology's content domains and application.	Mastery in working knowledge of psychology's content domains. Ability to identify principal methods, events, perspectives, and figures. Mastery ability to describe applications of psychology.	Satisfactory working knowledge of psychology's content domains. Adequate ability to identify principal methods, events, and figures. Satisfactory ability to describe applications of psychology.	Basic working knowledge of psychology's content domains. Some ability to identify principal methods, types of questions, events, or figures. Basic ability to describe applications of psychology.	Does not have a working knowledge of psychology's content domains. Cannot properly identify principal methods, events, or figures. Does not have a working ability to describe applications of psychology.

Goal 2: Scientific Inquiry and Critical Thinking

Criteria	Exemplary	Proficient	Developing	Unacceptable
2.1 Use scientific reasoning to interpret psychological phenomena.	Mastery in use of scientific reasoning to interpret psychological phenomena.	Satisfactory use of scientific reasoning to interpret psychological phenomena.	Basic use of scientific reasoning to interpret psychological phenomena.	Inability to use scientific reasoning to interpret psychological phenomena.
2.2 Incorporate sociocultural factors in scientific inquiry along with integrative thinking and problem solving.	Mastery ability to engage in innovative and integrative thinking and problem solving. Mastery ability to incorporate sociocultural factors in scientific inquiry. Demonstrates ability to analyze potential challenges in a study.	Satisfactory ability to engage in innovative and integrative thinking and problem solving. Satisfactory ability to incorporate sociocultural factors in a scientific inquiry. Adequate ability to analyze potential challenges in a study.	Basic ability to engage in some innovative and integrative thinking or problem solving. Basic ability to incorporate sociocultural factors in a scientific inquiry. Ability to analyze some potential challenges in a study.	Inability to engage in innovative and integrative thinking or problem solving. Inability to incorporate sociocultural factors in a scientific inquiry. Inability to analyze possible challenges in a study.
2.3 Interpret, design, and conduct basic psychological research.	Mastery ability to interpret, design, and conduct basic psychological research.	Satisfactory ability to interpret, design, and conduct basic psychological research.	Basic ability to interpret, design, and conduct basic psychological research.	Inability to interpret, design, or conduct basic psychological research.

Goal 3: Ethical and Social Responsibility in a Diverse World.

Criteria	Exemplary	Proficient	Developing	Unacceptable
3.1 Apply ethical standards to evaluate psychological science and practice.	Mastery ability to apply ethical standards to evaluate psychological science and practice. Awareness of key regulations, principles and obvious violations.	Satisfactory ability to apply ethical standards to evaluate psychological science and practice. Adequate knowledge of key regulations, principles and obvious violations.	Basic ability to apply ethical standards to evaluate psychological science and practice. Demonstrates some knowledge of key regulations, principles and obvious violations.	Inability to apply ethical standards to evaluate psychological science and practice. Little to no knowledge of key regulations, principles and obvious violations.
3.2 Build and enhance interpersonal relationships that build community.	Mastery ability to build and enhance interpersonal relationships. Understanding of civility, individual differences, and honor code.	Satisfactory ability to build and enhance interpersonal relationships. Adequate understanding of civility, individual differences, and honor code.	Basic ability to build and enhance interpersonal relationships. Some understanding of civility, individual differences, or honor code.	Inability to build and enhance interpersonal relationships. Does not understand civility, individual differences, or honor code.

Goal 4: Communication

Criteria	Exemplary	Proficient	Developing	Unacceptable
4.1 Demonstrate effective writing for different purposes.	Mastery of effective writing for different purposes. Ability to express ideas appropriately, use proper grammar, APA style, and organization.	Satisfactory demonstrations of effective writing for different purposes. Adequately expresses appropriate ideas, uses proper grammar, APA style, and organization.	Basic demonstration of writing for different purposes. Some ability to express ideas, use proper grammar, APA style, or organization.	Inability to demonstrate effective writing for different purposes. Cannot express ideas, use proper grammar, APA style, or organization.
4.2 Exhibit effective presentation skills for different purposes.	Mastery exhibition of effective presentation skills for different purposes. Ability to construct plausible arguments, appropriate constraints, effective delivery, visual support, and pose questions.	Satisfactory exhibition of effective presentation skills for different purposes. Adequate ability to construct plausible arguments, appropriate constraints, effective delivery, visual support, and pose questions.	Basic exhibition of effective presentation skills for different purposes. Some ability to construct plausible arguments, appropriate constraints, effective delivery, visual support, or pose questions.	Inability to exhibit effective presentation skills for different purposes. Cannot construct plausible arguments, appropriate constraints, effective delivery, visual support, or pose questions.
4.3 Interact effectively with others.	Mastery of interacting effectively with others. Ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, and respond appropriately.	Satisfactory ability to interact effectively with others. Adequate ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, and respond appropriately.	Basic ability to interact effectively with others. Some ability to identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, or respond appropriately.	Inability to interact effectively with others. Does not identify key elements of communication, recognize reasons that lead to misunderstandings, interpret meaning, ask questions, or respond appropriately.

Goal 5: Professional Development

Criteria	Exemplary	Proficient	Developing	Unacceptable
5.1 Exhibit self-efficacy and self-regulation.	Mastery exhibition of self-efficacy and self-regulation. Ability to recognize links to achievement, self-assess performance, and incorporate feedback for change.	Satisfactory exhibition of self-efficacy and self-regulation. Adequate ability to recognize links to achievement, self-assess performance, and incorporate feedback for change.	Basic exhibition of self-efficacy and self-regulation. Some ability to recognize links to achievement, self-assess performance, or incorporate feedback for change.	Inability to exhibit self-efficacy and self-regulation. Cannot recognize links to achievement, self-assess performance, or incorporate feedback for change.
5.2 Enhance teamwork capacity.	Mastery ability to enhance teamwork capacity. Ability to collaborate, develop stronger solutions, assess strengths and weaknesses, and devise strategies.	Satisfactory ability to enhance teamwork capacity. Adequate ability to collaborate, develop stronger solutions, assess strengths and weaknesses, and devise strategies.	Basic ability to enhance teamwork capacity. Some ability to collaborate, develop stronger solutions, assess strengths and weaknesses, or devise strategies.	Inability to enhance teamwork capacity. Cannot collaborate, develop stronger solutions, assess strengths and weaknesses, or devise strategies.
5.3 Develop meaningful professional direction for life after graduation.	Mastery ability to develop meaningful professional direction for life after graduation.	Satisfactory ability to develop meaningful professional direction for life after graduation.	Basic ability to develop meaningful professional direction for life after graduation.	Inability to develop meaningful professional direction for life after graduation.