

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY


DEPARTMENT OR DEGREE PROGRAM: Department of Psychology

Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports): description of review process, program objectives, student outcomes assessment, and program recommendations. Please limit the summary to 1 or 2 pages.

The major goals and objectives of the Psychology Department include: recruit, retain, and promote outstanding faculty and staff; support diversity in curriculum, research, service activities, as well as through maintaining a diverse faculty, staff and student body; maintain high quality undergraduate and graduate programs in Psychology; generate and disseminate scientific information at the regional, national and international levels through publications and presentations; provide continuing education for regional professionals through conferences and special credit offerings; and understand scientific research methodologies in psychology for both basic and applied research. Data were reviewed to evaluate the extent to which these Departmental goals, objectives and accomplishments fit with University goals. Both quantitative (e.g., number of degrees conferred, student credit hours) and qualitative (e.g., assessment of recent graduates) data were used.

Recommendations and goals resulting from this program review include the following: hire well-qualified individuals to fill open faculty lines; re-evaluate original plan for integrating Speech Communication into the Psychology Department and establishing a doctoral program and undergraduate emphasis in Industrial/Organizational Psychology in light of loss of faculty lines and new information; continue to strengthen and expand the Experimental Psychology doctoral program and further develop the focus on lifespan developmental psychology; maintain the number and quality of graduate students admitted to the Clinical Psychology doctoral program; continue to recruit and retain highly qualified diverse/minority faculty and students; continue to increase scholarly output and external funding; continue to revise and update the curriculum as needed; and increase the use of technology in the classroom. Additional recommendations and goals include: increase the number of faculty to address the continued demand for the programs, especially at the undergraduate level; increase the support provided to graduate students; and obtain additional space to accommodate the needs of the Department and to support research activities and external funding.

Dean


(Signature)

Date

March 2, 2005

Note: Complete one of these forms for each degree program

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Bachelor of Arts in Psychology

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: _____

Bachelor of Arts

Degree designation as on diploma (Level II)

B.A.

Formal degree abbreviation (Level I)

Degree-granting academic unit Department of Psychology 226
(Name) (Cost Center)

CIP code 4 2 0 1 0 1

HEGIS code 2 0 0 1

Instructional Program code 2 5 7

Name of department head
(person who oversees degree program listed above) Maureen A. Sullivan, Ph.D.

Program holds specialized accreditation from _____

Name and title of contact person Maureen A. Sullivan, Ph.D.
(Name)
Associate Professor and Head
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

Note: Complete one of these forms for each degree program

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Bachelor of Science in Psychology
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: _____

Bachelor of Science
Degree designation as on diploma (Level II)

B.S.
Formal degree abbreviation (Level I)

Degree-granting academic unit Department of Psychology 226
(Name) (Cost Center)

CIP code 4 2 0 1 0 1

HEGIS code 2 0 0 1

Instructional Program code 1 7 6

Name of department head
(person who oversees degree program listed above) Maureen A. Sullivan, Ph.D.

Program holds specialized accreditation from _____

Name and title of contact person Maureen A. Sullivan, Ph.D.
(Name)
Associate Professor and Head
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

Note: Complete one of these forms for each degree program

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Master's in Psychology (non-terminal degree)

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Psychology - Clinical Psychology - Experimental

Master of Science Degree designation as on diploma (Level II)

M.S. Formal degree abbreviation (Level I)

Degree-granting academic unit Department of Psychology 226 (Name) (Cost Center)

CIP code 4 2 0 1 0 1

HEGIS code 2 0 0 1

Instructional Program code 1 7 7

Name of department head (person who oversees degree program listed above) Maureen A. Sullivan, Ph.D.

Program holds specialized accreditation from

Name and title of contact person Maureen A. Sullivan, Ph.D. (Name) Associate Professor and Head (Title)

Date of Institutional Governing Board Review:

President (Signature) Date:

Note: Complete one of these forms for each degree program

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Doctor of Philosophy in Psychology
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Psychology - Clinical
Psychology - Experimental

Doctor of Philosophy
Degree designation as on diploma (Level II)

Ph.D.
Formal degree abbreviation (Level I)

Degree-granting academic unit Department of Psychology 226
(Name) (Cost Center)

CIP code 4 2 0 1 0 1

HEGIS code 2 0 0 1

Instructional Program code 1 7 8

Name of department head
(person who oversees degree program listed above) Maureen A. Sullivan, Ph.D.

Program holds specialized accreditation from American Psychological Assoc. (Clinical option)

Name and title of contact person Maureen A. Sullivan, Ph.D.
(Name)
Associate Professor and Head
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OVERVIEW

A. Description of the Departmental/Program Review Process *(Briefly describe how the review was conducted and who was involved)*

Multiple individuals contributed to the program review, including: Dr. Maureen A. Sullivan, Department Head; Dr. David G. Thomas, Associate Department Head; Dr. Frank Collins, Director of the clinical program; Dr. Charles I. Abramson, Coordinator of the experimental program; Ms. Patricia Diaz Alexander, Graduate Advisor and Coordinator of the Psychology Diversified Students Program; Ms. Fran Gragg, Senior Academic Advisor (Undergraduate); and Ms. Sue Robinson, Administrative Assistant. Data obtained from the University (Institutional Research), the College of Arts and Sciences, and the Psychology Department (e.g., undergraduate and graduate outcomes assessment reviews) were examined to evaluate the Department's accomplishments in view of the objectives and goals of previous program reviews. In addition, information from the Psychology Department Strategic Plan was incorporated into this report.

B. Recommendations from Previous Program Reviews. *(Discuss actions taken to address the recommendations of program faculty from the last program review.)*

There were 3 specific recommendations for action in the previous program review:

- 1) Hire well-qualified individuals to fill open faculty lines. This has been accomplished. Three faculty were hired in 1999 (2 advanced assistant professors and 1 new assistant professor), 1 was hired in 2001 (new assistant professor), 2 in 2002 (both new assistant professors), and 1 in 2004 (new assistant professor). With the support of the College of Arts and Sciences, a process involving aggressive advertising, in-depth interviews of 2-4 persons per position, enhanced start-up funding, competitive starting salaries, and reduced teaching load in the first year, we have been able to hire top-quality individuals. In the instances in which we were not able to hire our top candidates, we were supported in holding the position open to extend the search the following year. We have also implemented an extensive mentoring program for untenured faculty. These activities appear to be successful, as our new faculty are developing strong teaching and research skills, and are successful in their reappointment and/or tenure and promotion reviews.
- 2) Integrate Speech Communication into the Psychology Department
- 3) Begin establishing a doctoral program in I/O Psychology

We have been less successful in items 2 and 3. The tenured faculty, staff, and adjunct instructors remain housed in Morrill Hall, so they remain physically separated from the rest of the Psychology Department. Second, the 3-4 faculty lines from open speech communication which were to be used to develop the I/O Psychology program were all cut during the 2 years of budget cuts at OSU. Third, additional research on the demand for I/O Psychology and the number of programs in the Big 12 led us to conclude that there would be significant barriers to developing a strong, competitive I/O program. For example, since the last program review, the OU Psychology Department substantially expanded its program in I/O, and 3 Psychology departments among other Big 12 schools are ranked among the top 10 I/O programs nationally. While we will continue to work towards more fully integrating Speech Communication, this will depend largely upon space availability, the ability to obtain new faculty lines to develop an alternative area that will integrate existing faculty, and the development of an alternative plan that is more feasible.

Additional recommendations from the past review were as follows:

- 1) Continue to strengthen the Experimental doctoral program by narrowing its focus, recruitment of appropriate new faculty, increasing the number of graduate students and expanding course offerings. We have narrowed the focus of the program to an emphasis on Lifespan Developmental Psychology, and our newly hired faculty fit within this framework. This area is also one that is increasingly popular, for which increasing external funding is available, and which should enhance our ability to recruit top quality graduate students. In addition, it provides the opportunity to collaborate with other programs on campus (e.g., the Gerontology program). We have admitted 2-3 graduate students for this program for each of the past 3 years, which is a more consistent pattern of enrollment. We are in the process of finalizing an expanded course offering plan, and upon its completion, will submit a request for formally change the name of the option of the program to "Lifespan Developmental Psychology." Thus, while we have made some progress in this area, this will continue to be a goal for the Department.
- 2) Maintain or slightly increase the number of graduate students admitted to the Clinical doctoral program. We have maintained the number of students admitted. Given the decrease in graduate student support, we have not sought to expand the number of students.
- 3) Continue to recruit and retain minority and diverse faculty and students. We have continued to be successful in recruiting and retaining minority graduate students and have increased the number of minority undergraduate students enrolled. We have increased the diversity of our faculty with respect to gender (4 of the 7 new hires have been women), but have not increased with respect to minority, disability or veteran status.
- 4) Continue to increase the output of scholarly products of faculty, graduate students and undergraduates. We have had modest success in this area. The number of scholarly products has increased over the past 5 years (please see section C under Criterion IV).
- 5) Continue to increase external grant funding. We have had success in this area, increasing our external funding from \$338,308 in 2000 to \$576,300 in 2004.
- 6) Continue to revise and update the curriculum as needed, especially in the graduate quantitative sequence. We have implemented these recommendations. We have made appropriate revisions to the undergraduate curriculum. We have dropped courses from the University catalog which had not been taught in more than 5 years and which were not planned to be offered in the future. We have added laboratory components (for an additional hour of credit) so that 2 of our 3 required courses (PSYC 3214 Quantitative Methods and PSYC 3914 Research Methods) provide up-to-date, comprehensive training in research and measurement, which more fully prepares students for the upper-division courses (which provide research based content and critical review of current theories), and for participation in faculty research. Laboratory components (for an additional hour of course credit) have also been added to our graduate quantitative courses (PSYC 5304 Quant Methods I and PSYC 5314 Quant Methods II) to provide up-to-date, comprehensive training in statistical analysis, including computer programs necessary for complex analysis. In addition, we are developing an advanced statistics course, Multivariate Statistics in Psychology, to increase the training of our students. This course has been offered once thus far, and a course action form was submitted in 2004 requesting formal approval of this as a permanent course.
- 7) Increase the use of technology in the classroom and in distance education. We have increased the use of technology in the classroom. The entire PSYC 1113 course has been converted to a multi-media course, with web-based exercises, handouts, and supplementary materials available to both instructors and students. PowerPoint

presentations are used (except in those sections for which we are unable to obtain multimedia classrooms for than 2 instructors simultaneously, which requires more than the 2 department portable multimedia equipment carts). This technology is now used in approximately 75% of our course offerings (both undergraduate and graduate). We have not pursued significant distance education. We have added one course (PSYC 3513 Psychology of Learning) to the Independent and Correspondence Study offerings.

CRITERION I

Program Centrality

- A. Goals & Objectives of Degree Programs** *(List each degree option, its clientele, objectives, and expected student outcomes. For program clientele, briefly describe the students in the program, e.g., are they primarily full-time traditional college-age students in Stillwater or part-time nontraditional students in Tulsa? Expected student outcomes for the degree program are described in the program's Student Outcomes Assessment Plan)*

Degree Program: Bachelor of Arts (B. A.) and Bachelor of Science (B.S.)

Program Clientele: Primarily full-time traditional college-age students in Stillwater

Program Objectives: Prepare well-educated professionals who are able to work competently and ethically in a wide number of occupations in business, education, and industry. Specific goals include understanding scientific research methodologies in psychology for both basic and applied research, utilizing critical thinking skills in a variety of settings, and successful application and admission to graduate programs in psychology.

Expected Student Outcomes: The majority will be successfully employed on a full-time basis in a variety of settings post-graduation, will be accepted into graduate programs in psychology.

Degree Program: Master of Science (non-terminal degree), Clinical Psychology Option

Program Clientele: Full-time post-baccalaureate students recruited nationally, residing in Stillwater

Program Objectives: To provide preliminary education as preparation for the doctoral degree, with an emphasis on quantitative methods, research design, and basic foundations in clinical psychology. Successful completion of a master's thesis is key in developing the skills necessary to complete a high quality doctoral dissertation.

Expected Student Outcomes: Successful receipt of the master's degree and advancement to candidacy in the doctoral program

Degree Program: Master of Science (non-terminal degree), Experimental Psychology Option

Program Clientele: Full-time post-baccalaureate students recruited nationally, residing in Stillwater

Program Objectives: To provide preliminary education as preparation for the doctoral degree, with an emphasis on quantitative methods, research design, and basic foundations in experimental psychology. Successful completion of a master's thesis is key in developing the skills necessary to complete a high quality doctoral dissertation.

Expected Student Outcomes: Successful receipt of the master's degree and advancement to candidacy in the doctoral program.

Degree Program: Doctor of Philosophy, Clinical Psychology Option

Program Clientele: Full-time post-baccalaureate students in Stillwater who have successfully completed the M.S. degree, Clinical Psychology Option

Program Objectives:

1. Understanding the normal processes of physiological, emotional, and cognitive development throughout the lifespan.
2. Understanding the nature of common psychological disorders and how they affect human behavior.
3. Understanding and implementation of basic treatment philosophies for psychological disorders.
4. Ability to analyze (diagnose) the nature of a psychological disorder and develop appropriate remediation procedures.
5. To provide high quality clinical training and service on campus, within the Stillwater community, and in off-campus cooperative programs.
6. Awareness of the socioeconomic/cultural forces which impact the delivery of psychological services.
7. Awareness of current materials, equipment, programs, and evaluation procedures available for use with persons with mental health disorders.
8. Effectiveness in working with family members, care givers, and other professionals involved with mental health clients.
9. Involvement in educating the public to prevent mental health disorders.
10. Awareness of and implementation of ethical professional practices.
11. To become critical readers and/or participants in research related to mental health.
12. To prepare psychologists to meet requirements for licensure.

Expected Student Outcomes: Students will be successful in obtaining admission to required predoctoral clinical internships that are accredited by the American Psychological Association. After receipt of degree, students will be successful in receiving post-doctoral positions, employment in a wide variety of settings (mental health clinics, hospital settings, research settings, academic institutions which vary in their emphasis on teaching and research, and will be successful in obtaining licensure in their states of residence.

Degree Program: Doctor of Philosophy, Experimental Psychology Option
Program Clientele: Full-time post-baccalaureate students in Stillwater who have successfully completed the M.S. degree, Experimental Psychology Option
Program Objectives:

1. Understanding the normal processes of physiological, emotional, and cognitive development throughout the lifespan.
2. Understanding the principles of human behavior.
3. Awareness of current materials, equipment, programs, and evaluation procedures available for basic and applied research purposes.
4. Awareness of and implementation of ethical professional practices
5. Expansion of grant writing preparation skills.
6. Training university-level teachers.

Expected Student Outcomes: Students will be successful in obtaining admission to required predoctoral clinical internships that are accredited by the American Psychological Association. After receipt of degree, students will be successful in receiving post-doctoral positions, employment in a wide variety of settings (mental health clinics, hospital settings, research settings, academic institutions which vary in their emphasis on teaching and research, and will be successful in obtaining licensure in their states of residence.

B. Linkage of the Program to Institution's Mission *(Use the mission "Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates / enhances economic development through instruction, research, outreach, and creative activities" or the final version of the OSU mission).*

The departmental mission, objectives, and outcomes reinforce the university mission in several ways. Oklahoma State University is a modern comprehensive land grant university that serves the state, national, and international communities by providing its students with exceptional experiences, by conducting scholarly research and other creative activities that advance fundamental knowledge, and by disseminating knowledge to the people of Oklahoma and throughout the world. The Department of Psychology assists OSU in this mission in the following ways:

1. The Department provides students with quality courses of both social and natural sciences nature with lecture, lab, discussion, and application components.
2. The Department provides basic and applied research in the areas related to mental health that are critical to the needs of the state and nation.
3. Our graduate program produces doctoral-level Ph.D.s as the only clinical program in a state institution that is accredited by the American Psychological Association. (The only other accredited clinical program is at the University of Tulsa, a private

institution accredited in 1995.) As of 2004, 37 of the 229 licensed clinical psychologists (16%) in Oklahoma were trained in this department. These individuals are an integral part of the “strategic alliances and partnerships” with both the public and private sectors that (1) “serve to enhance the economic development of Oklahoma” and (2) serve the general well-being of Oklahoma’s citizens.

4. The Department provides continuing education and public service programs for the people of Oklahoma. One example is the colloquium series, which offers licensed psychologists in the state continuing education credit. A second is the Department’s Museum and Resource Center, developed and directed by Dr. Charles Abramson, which is being used by public and private secondary schools to introduce the science of psychology to their students. This has been expanded and made more available since the last program review, and the majority of the laboratory exercises and related information remain available via the internet.
5. The Department provides unique summer programs to enhance the education of both Oklahoma and national students, blending education, research, and service. The first of these is the Summer Science Academy conducted by Dr. Melanie Page each summer of 2000-2004. This one-week program provides hands-on experiences to junior high/high schools students who apply science and mathematics (quantitative methods) to various science fields, and emphasizes the development of computer literacy. The second program, also conducted by Dr. Page, is a National Science Foundation Research Experience for Undergraduates program each summer of 2000-2004. This 8-week program provides in-depth training and experiences in the application of science and mathematics (quantitative methods) to students from across the U.S., including students from Oklahoma. These experiences are not available at the students’ home institutions. Third, the American Indians Into Psychology Program, coordinated by Dr. John Chaney, conducts a 6-week summer program to increase the number of Native American students who consider post-baccalaureate education in psychology, and to provide experiences that will enhance their preparation and likelihood of admission into graduate programs. As part of this program, students coordinate activities with several tribal agencies and programs throughout the state of Oklahoma. For example, summer participants coordinated a drug prevention program and an introduction to careers in health and science for elementary school children in conjunction with the Pawnee Nation. Participants also assisted at Bacone College during the Oklahoma Indian All-State Basketball Tournament, and distributed school supplies at the Pawnee Homecoming PowWow.
6. The extension/outreach linkage of the department also includes the activities of the OSU Psychological Services Center (PSC). Housed physically and administratively within the Department, the PSC is a training and research organization serving Oklahoma State University, the Stillwater community, and the surrounding areas. The PSC has three primary objectives. First, to provide Clinical Psychology graduate students at OSU with appropriate clinical training experiences. Second, the PSC provides supervised clinical services to the community. Services are provided to children and adults and include individual, marital, family, and group therapy and some school observations, as well as psychological evaluation and consultation. In a typical calendar year, approximately 220 university, community, and regional children and adults are seen at the PSC for approximately 1,500 appointments. In order to

assure and maintain the highest level of professional services to clients, graduate students are supervised by Psychology faculty who are licensed or licensable psychologists in the state of Oklahoma. The third objective of the PSC is to make available opportunities for relevant clinical research to Psychology faculty and graduate students.

In addition, the PSC maintains a working relationship with other agencies on campus and in the community. These include the Student Mental Health Clinic of the OSU Hospital, OSU Counseling Center, and Marriage & Family Counseling Services. Cross-referrals for special services are also made to the OSU Speech and Hearing Clinic, the University Testing and Evaluation Service, the University Hospital, and private mental health and medical professionals. Collaborative arrangements have been developed with the local Headstart program (Central Oklahoma Community Action Agency), Stillwater Public Schools, and Cushing Public Schools.

7. The Department also enhances the multicultural aspects of OSU through its curriculum, and by recruiting and retaining outstanding students, faculty and staff from diverse backgrounds.

CRITERION II

Program Curriculum and Structure

A. Program Structure (*Attach copies of the current degree requirements sheet*)

Please see Appendix C-1 and C-2 for bachelor's degree sheets.

C. Distance Education (*List the courses offered by electronic or other distance delivery methods*)

PSYC 1113 Introduction to Psychology, PSYC 3513 Psychology of Learning, and PSYC 4493 History of Psychology are offered through Independent and Correspondence Study. No other distance courses are offered.

D. Articulation Agreement (*Identify the articulation (2+2) agreements the program has with community colleges*)

Both Psychology and Speech Communication courses follow the OSRHE Transfer Matrix. Affected courses include: PSYC 1113 Introduction to Psychology; PSYC 2583 Developmental Psychology; PSYC 2743 Social Psychology; and SPCH 2713 Introduction to Speech Communication.

E. Multidisciplinary programs (*Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions*)

The Preparing Future Faculty in Psychology Program (PFF) was initiated in 2002 to enhance doctoral graduates' preparation for a broad range of academic positions. This program involves the Department of Psychology in Arts and Sciences and its two doctoral programs (Clinical Psychology and Experimental Psychology), and the School of Applied Health &

Educational Psychology in the College of Education and its doctoral programs in Counseling Psychology, Educational Psychology and School Psychology. The PFF Steering Committee includes 3 Department faculty: Dr. Maureen Sullivan, Department Head, Dr. David Thomas, Associate Department Head and member of the Experimental Program, and Dr. Frank Collins, Director of the Clinical Program. Additional faculty from the Department participate as speakers at bi-monthly meetings with PFF Fellows, and present and lead discussions on selected topics (e.g., understanding the range of academic institutions and positions, how to prepare a teaching portfolio, how to prepare an academic job application, etc.).

CRITERION III

Program Resources

A. New facilities and major equipment *(Describe major changes in facilities and major equipment added in the past 5 years)*

No new facilities have been obtained. The Department continues to be housed in 2 locations: North Murray Hall (which is shared with University Testing & Evaluation Services), and Morrill Hall, where the former Speech Communication faculty and instructors for the remaining speech communication courses are housed. There has been a slight reduction in usable space, as 1 office and a portion of a second office area have been occupied by English Department personnel on a temporary basis. The continued physical separation of the psychology and speech communication personnel (despite the fact that all are now members of the Psychology Department) presents ongoing challenges in integrating all parties and in overseeing the activities of both locations.

Additional multimedia equipment has been obtained. This includes two more portable multimedia carts with laptop, projector and VCR to expand the opportunity to use multimedia presentation in courses when assigned classrooms do not have the necessary equipment. One of these carts is checked out by faculty and graduate students located in North Murray Hall and the other is checked out by faculty, adjunct instructors and graduate student instructors teaching speech communication courses from Morrill Hall. Permanent multimedia equipment was also installed in one of the Department rooms North Murray Hall in which small graduate seminars and committee meetings are held. This allows the opportunity to use multimedia presentations in seminars and meetings, and for graduate students to practice presentations and enhance their skills with this format.

Both computer labs in 015 North Murray Hall and 105 Morrill Hall have been upgraded as part of the planned replacement of equipment every 3 years. The Department has used the allotment of ½ of replaced computers to install 1-2 computers in each graduate student office. This provides additional resources for graduate students. In addition, 2 new color printers are available (one in the computer lab in 015 North Murray which is used primarily by undergraduate and graduate students and one in 306 North Murray which is utilized by graduate students, faculty and staff) to produce professional presentations. Two scanners have been added as well (one in the computer lab in 015 North Murray and one in 306 North Murray) to provide access to this technology to undergraduates, graduate students, faculty and staff. Lastly, video capture and digital equipment have also been added to 015 North Murray to provide the opportunity to produce and edit video lectures, presentations, etc.

B. Academic and administrative efficiencies *(In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)*

The University and the College of A&S have experienced increased enrollment for the past 5 years, which has increased the demand for courses meeting General Education designation. These include PSYC 1113 Introduction to Psychology, and SPCH 2713 Introduction to Speech Communication. Using one-time monies provided through central administration, or using salary savings from open faculty lines, additional sections of these courses have been added to meet this demand. Thus, rather than the typical 15-17 sections of PSYC 1113, 22-25 sections have been offered. For speech communication, the number of sections has been increased from 28 to 32 sections. It should be noted, however, that while the available funds cover the cost of the salary for instructors, there has been no increased funding to accommodate the increased costs (e.g., costs of copying additional exams, etc.) associated with these extra sections, which has further strained the departmental instructional budget. In addition, one-time monies limit long-term planning and require reliance on increased use of adjunct instructors who do not have the training and experience of full-time faculty and who do not contribute to the curriculum and education of students in other ways.

There has also been increased enrollment at OSU-Tulsa, and this has led to a demand for an upper-division Speech Communication course required of business majors and helpful to other majors. Therefore, SPCH 3723 Business and Professional Communication has been offered at the OSU-Tulsa campus for the past 2 years. Two sections have been offered – a 12-week evening course and a 4-week intensive weekend course. Because there are no full-time faculty available to teach at OSU-Tulsa, adjunct instructors have been hired to staff these 2 sections.

Course syllabi, review sheets, and other course handouts, have been increasingly made available to students through electronic methods (e.g., course websites). This has enhanced our efforts to increase students' computer literacy and has limited the increased costs of copying related to increased enrollment.

Because of the growing numbers of majors in Psychology, the individual serving as the Senior Academic Advisor was unable to accommodate our students. Therefore, an additional academic advisor was hired in 2004. This individual also provides other academic advising to Arts & Sciences (History majors and those completing the American Studies certificate), and is supervised by Dr. Susan Weir, who coordinates Student Academic Services in Arts & Sciences. This arrangement has worked very well in maintaining high quality advising to all of our students, as well as addressing advising needs in another departments in the college.

C. External funding. If applicable, complete Appendix A External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years. *(Describe the changes in external funding during the past 5 years.)*

Please see attached Appendix A.

External funding has risen from a total of \$338,308 in 2000 to \$576,300 in 2004. This is consistent with the Department's increased emphasis on submission of proposals and receipt of grant funding to support the training and research of students. In reviewing the types of

funding obtained, there has been some shift. For example, the number of grants to support external practicum placements has dropped over the past 3 years as a function of budget cuts and limitations at these external state agencies. This has been partially offset by the continued funding through the American Indians Into Psychology Program, which provides support for research and clinical training of Native American students in our doctoral (and undergraduate) programs. As we have hired new faculty and filled vacant faculty lines, the total number of tenure track faculty has increased from 13 to 21, and this increases the number of faculty submitting external proposals.

CRITERION IV

Productivity

A. Number of majors (headcount), student credit hours, and average time to graduation.

Attach a copy of the 5 Year Academic Ledger for the department. *(Briefly summarize changes in the number of majors, student credit hours generated, and average time to graduation during the past 5 years.)*

The 5-Year Academic Ledger is attached. Please see Appendix D

While there has been some year-to-year variation, the number of majors in the bachelor's programs has increased from an official low of 365 to an official high of 460. Please note that the official headcount does not include students completing double majors; therefore, these numbers are a slight underestimate (of approximately 30-50 students) of our actual majors. As of February 4, 2004, the official number of majors is 473, while our departmental count (which includes double majors) is 525. During the Spring, 2004 semester, our departmental count of majors peaked at 604. There has also been an increase in the number of minority students majoring in Psychology, with a current official headcount of 123 minority majors. The average time to graduation has remained stable at approximately 4 ½ years (8.3 to 8.9 semesters). Undergraduate credit hours generated have risen, with totals ranging from a low of 5,611 in 2000 to a high of 6,961 in 2003.

The number of graduate students enrolled has remained stable, with numbers ranging from 43 to 52. The number of minority graduate students has remained between 25% and 35% of our total graduate students. Graduate credit hours have also increased slightly, from 388 in 2000 to 483 in 2004.

B. Faculty ratio and class size. Attach a copy of the 5-Year Academic Ledger for the department. *(Briefly summarize changes in the student to faculty ratio and class size during the past 5 years. Provide a brief explanation of the future plans for the program related to student to faculty ratio and class size, the time frame required to accomplish these plans, and the budget implications of the plans.)*

The 5-Year Academic Ledger is attached. Please see Appendix D

It should be noted that the suspension of the master's in speech communication program led to a change in the staffing of the SPCH 2713 Intro to Speech Communication course. Initially, graduate students enrolled in the master's program served as graduate assistant instructors for the course. Beginning in 2002, the majority of the courses were taught by

temporary adjunct instructors (as there were no longer graduate master's students available). Thus, beginning in 2002, these adjunct instructors were added to the count of faculty, and are reflected in the student-faculty ratio calculations. Thus, it appears as if there were a substantial drop (by approximately 50%) in the student-faculty ratio, while in fact this is a reflection of the calculation methods. If these adjuncts are not included, then *the student-faculty ratio remains relatively stable over the 5 years of this report. Student-faculty ratios excluding the adjunct instructors during these years (2002, 2003 and 2004) are: 21.4 for 2002, 23.8 for 2003 and 24.3 for 2004.*

The average undergraduate class size has risen from 38 in 2000 to 48 in 2004. This is in response to our efforts to accommodate increasing enrollment and demand for psychology courses. This has primarily involved upper-division courses, which range from a low of 40 for lab-based courses (e.g., PSYC 3914 and PSYC 3214), to a high of 80 (e.g., for PSYC 3443). As stated in our previous program review, our goal is to reduce the size of our upper-division courses. However, once again, we have not been able to do this without jeopardizing students' timely progress. In order to reduce our enrollment, we will need 2-4 additional full-time faculty. These faculty will also provide additional services students (e.g., through increased opportunities to participate in faculty research, supervision of honors theses, etc.).

The average graduate student class size has remained stable, as we have been able to limit the number of admissions to our graduate programs. Class size is appropriate for the programs.

C. 5 year average number of degrees conferred and majors. Refer to the OSRHE productivity spreadsheet. (*Compare the number of graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education*)

Degree	Number of Degrees Conferred		Majors (Headcount) – Fall Semester	
	OSRHE standard	5 yr average	OSRHE standard	5 yr average
Baccalaureate BA	5	66.8	12.5	203.2
Baccalaureate BS	5	47.6	12.5	199.4
Masters	3	7.2	6.0	23.9 (1.4)*
Doctoral	2	7.8	4.5	23.9 (46.4)*

If the department has more than one degree program in a degree level (e.g. BS and BA), please list the number of degrees and headcount enrollment for each program separately.

If the five year average for any degree program does not meet State Regents' minimum productivity requirements for graduates and/or headcount enrollment provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program.

*Please note that the majors/enrollment data provided by Institutional Research in the OSRHE Productivity Report are inaccurate for the master's and doctoral programs. The master's degree in Psychology is a non-terminal degree, and all graduate students are admitted to the doctoral program in Psychology. One of the requirements of the doctoral program is that students earn a master's degree, and this is evident in the average number of master's degrees awarded (7.2 for the past 5 years). However, the SIS data base identifies students as doctoral students for all semesters except for a brief period of the semester in which the master's degree is awarded. Thus, data from Institutional Research reflect a range

of 0-4 students enrolled in the master's program and a range of 42-50 students enrolled in the doctoral program. In fact, each year approximately half of the students completing our doctoral program are pre-master's (which should be reflected in the headcount for the master's program) and half are post-master's (which should be reflected in the headcount for the doctoral program). Therefore, the correct headcounts for each program are presented with the inaccurate data from Institutional Research records presented in parentheses.

Actual enrollment in all programs exceeds the minimum set by OSRHE.

CRITERION V Quality

A. Program faculty qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned		Related Work Experience (years)
			Highest	Highest in Teaching Area	
			Type	Type	
Charles Abramson	Reg.	100%	Ph.D.	Ph.D.	19
Cindy Allensworth	Adj.	100%	M.A.	B.S.	5
Sheri Carter	Adj.	100%	M.S.	B.A.	11
John M. Chaney	Reg.	100%	Ph.D.	Ph.D.	14
Frank Collins	Reg.	100%	Ph.D.	Ph.D.	25
Rhonda Danuser	Adj.	100%	M.S.	M.S.	3
Mark Dittloff	Adj.	75%	M.S.	M.S.	15
Terrisa Elwood	Adj.	100%	M.A.	M.A.	8
James Grice	Reg.	100%	Ph.D.	Ph.D.	10
Sasha B. Hanrahan	Adj.	100%	M.A.	M.A.	4
Bill Hargett	Adj.	100%	Ph.D.	Ph.D.	12
Cynthia Hartung	Reg.	100%	Ph.D.	Ph.D.	7
Douglas Hershey	Reg.	100%	Ph.D.	Ph.D.	15
Jim Hughey	Reg.	100%	Ph.D.	Ph.D.	39
Shelia Kennison	Reg.	100%	Ph.D.	Ph.D.	10
Robert Lee	Adj.	25%	M.A.	B.S.	11

Thad Leffingwell	Reg.	100%	Ph.D.	Ph.D.	5
Patricia Long	Reg.	100%	Ph.D.	Ph.D.	13
Mary Mandeville	Reg.	100%	Ed.D.	Ed.D.	17
Melanie Page	Reg.	100%	Ph.D.	Ph.D.	7
Richard Potts	Reg.	100%	Ph.D.	Ph.D.	22
Celinda Reese	Reg.	100%	Ph.D.	Ph.D.	5
Douglas Scambler	Reg.	100%	Ph.D.	Ph.D.	6
David Schrader	Reg.	100%	Ph.D.	Ph.D.	14
Bill Scott	Reg.	100%	Ph.D.	Ph.D.	36
Maureen Sullivan	Reg.	100%	Ph.D.	Ph.D.	15
David Thomas	Reg.	100%	Ph.D.	Ph.D.	24
Beth Thompson	Adj.	25%	M.A.	M.A.	3
Terry Tiller	Adj.	100%	M.A.	M.A.	2

B. Evidence of regional / national reputation and ranking

The clinical psychology program has been continuously accredited since 1971 by the American Psychological Association. The American Indians Into Psychology Program is one of only 4 programs in the U.S. Other objective external ranking data are not readily available, especially as some data (e.g., the rankings provided by US News and World Report) are boycotted by psychology departments since they are not based on objective or uniform data. The primary evidence of our reputation is drawn from the increasing numbers of undergraduate students pursuing graduate education in well-known programs (e.g., University of Maryland, Cornell University, etc.), the success of our doctoral students in receiving high quality clinical internships (e.g., Brown University, Medical University of South Carolina, University of Washington), and in obtaining post-doctoral positions or academic positions. These data are based on our assessment reports (both undergraduate and graduate) and on data collected as part of the required annual reports for accreditation.

Additional support is based on the number of awards earned by undergraduate and graduate students in the past 5 years:

Undergraduates: Since 1999 27 students graduated with general honors awards and 22 have graduated with departmental honors awards, the highest number within the College of Arts and Sciences. The department now averages 25 active honors students per semester. Students have joined Phi Kappa Phi, 238 have joined Psi Chi National Honor Society in

Psychology, and 355 were eligible for membership in Golden Key National Honor Society. 7 Students have won Lew Wentz Scholarships, 20 have completed Lew Wentz projects and 1 student received a Bailey Scholarship for study abroad.. Lastly, during the 2003-2004 academic year one Psychology student was a Rhodes Scholar finalist.

Graduate Students: Since 2000, graduate students have won numerous awards. These include 3 American Psychological Association (APA) Dissertation Research Awards, 13 APA Travel Awards (to fund presentation of research at the national convention), 1 Cherokee Nation Graduate Scholarship, 5 American Indian Graduate Center Scholarships, 1 Oklahoma Hispanic Professional Association Scholarship, 3 Graduate Research Excellence Awards-Master's level, 2 Graduate Research Excellence Awards-Doctoral level, 2 Oklahoma Psychological Association/Oklahoma Psychological Society Travel Awards, 4 Oklahoma Psychological Association Poster Awards, 3 OSU Foundation Endowed Graduate Fellowships, 2 McAlester Rite Foundation Fellowships, 1 National Hispanic Scholarship Fund, 2 OSU Women's Faculty Council Awards, 2 Nancy Randolph Davis Graduate Students Scholarships, 5 Summer Robberson Fellowships, 1 OSU Graduate Research Symposium Poster Award, 2 OSU Women's Giving Circle Awards, 1 College of A&S Outstanding Teacher Assistant Award, 1 Sigma Xi Research Award, 1 Southwestern Psychological Association Travel Award, 1 Pre-Dissertation Research Award from the Gerontological Society of America, 1 Society for Advancement of Chicanos and Native Americans in Sciences Award, 1 Robert Wood Johnson Foundation Grant, and 2 US Department of Human Services Administration on Child, Youth, and Family Grants.

C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

The scholarly activity of our faculty and our graduate students has increased slightly over the past 5 years. For example, faculty published 28 refereed journal articles and chapters in 1999, and published 34 journals articles and chapters in 2004. The number of presentations at professional meetings has also risen from a total of 35 in 1999 to 45 presentations in 2004. Given the number of scholarly works by faculty in the past 5 years, 2 representative works by each faculty member were selected for inclusion in Appendix B.

Graduate students were also active in scholarly work. Twenty-four graduate students were authors on publications over the past 5 years, and 126 were authors on professional presentations over the past 5 years. While we do not have consistent data on the number of undergraduate students who were authors on publications or presentations, there were multiple undergraduate students each year who were authors on publications or presentations.

D. Assessment of student achievement of expected learning outcomes for each degree program (this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. *Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.*

Degree Program: B.A. and B.S. Degrees

Key Expected Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads/ number assessed
1. Demonstrate effective writing skills .	Alumni Survey	2000 2002 2004	148 / 85 232 / 68 216 / 97
2. Demonstrate ability to identify and analyze problems	Survey of graduating seniors; psychology scores on GRE	1999 2001 2002	113/35 123/55 106/64
3. Prepare students for graduate school or professional school program	Alumni Survey	2000 2002 2004	148 / 85 232 / 68 216 / 97

Degree Program: Ph.D. Degree

Key Expected Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads/ number assessed
1. Demonstrate understanding normal physiological, emotional and cognitive development throughout the lifespan	Alumni Survey	2001 2003	23/16 32/13
2. To become critical readers and/or participants in research related to mental health.	Alumni Survey	2001 2003	23/16 32/13
3. Training university-level teachers	Alumni Survey	2001 2003	23/16 32/13

D. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. *(To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)*

Overall the results of our outcomes assessment are positive. Undergraduates (both graduating seniors and alumni) are satisfied with the curriculum, have responded positively to the changes made to improve academic advising, and the majority (75-80%) rate their performance in key areas (e.g., writing skills, identifying and analyzing problems, understanding research, and preparation for graduate school) as good to very good. Data based on scores on the GRE test (basic and psychology subject test) are comparable to the national average, providing additional evidence that students are learning the appropriate material.

Results from graduate student assessments are similarly positive. The majority rate their satisfaction with their education as Very Satisfied or Satisfied, the majority are employed on a full-time basis in appropriate positions. (e.g., faculty at university or medical center, staff at mental health center, psychologist for school district, or as a research fellow), and the majority are successful in obtaining licensure.

E. Feedback from program alumni / documented achievements of program graduates
(Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality)

At the bachelor's level, approximately 31-46% of graduates attend graduate or professional school, and the majority of these complete their programs successfully. Approximately 78-90% of graduates not pursuing graduate or professional school are employed full-time. At the graduate level, the majority are successful in obtaining licensure (this is most relevant for graduates of the clinical program). Of the 29 graduates surveyed in the past 2 assessment reviews, 5 were completing internships or post-doctoral research fellowships, 5 were faculty at universities, 5 were staff psychologists in medical or clinical settings, and 1 was a lecturer at a regional college. This reflects the range of positions for which our program prepares students. In addition, this reflects an increase in the number of graduates pursuing research or academic careers compared to previous years, suggesting that our graduates are more competitive for research and academic positions at prestigious institutions (e.g., Brown University, University of Alabama-Birmingham, University of Colorado, University of Minnesota).

G. Other Program Evaluations *(Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.)*

As stated previously, the Clinical Psychology program is accredited by the American Psychological Association. The program was site-visited in November, 2004 and will be reviewed by the Committee on Accreditation later this year. It is expected that the program will continue to be accredited, as it has been since 1971.

CRITERION VI

Program Demand/Need

A. Occupation Manpower Demand (If applicable) *This section is not applicable.*

1. Advisory Committee Membership
2. Advisory Committee Recommendations
3. School Response to Recommendations
4. Other sources and documents indicating demand

B Societal Needs for the Program

Social problems continue, especially in the area of violence and terrorism threat, substance abuse, and continued homelessness among the seriously mentally ill. Psychology, theoretical or applied, is needed wherever there are people and the associated problems of organization, performance and adjustment. Problems of how to live and work together, how to learn, and how to live with oneself are continuing problems. The increasing demand for the development of treatment for mental illness that have demonstrated effectiveness provides continued need for the unique skills and knowledge of psychology.

The application of psychology to personal, interpersonal, and societal problems has continued to grow. Psychology as a discipline has made significant strides in becoming an applied discipline, with continued need for psychology professions. The continued relevance of the field to individuals in society depends on the ability of the field to address issues of diversity, aging, violence and terrorism, improved work performance, and improved mental health. Behavioral elements of biomedical diseases such as heart disease, cancer, AIDS and addictions also demand trained professional psychologists.

- C Graduate student applications and enrollment changes.** Refer to the spreadsheet that lists the number of graduate student applications, acceptances, enrollments, and graduates for the past 3 years. *(Comment on the number of applications, acceptances, and enrollments, and changes over time. For example, if applications are relatively high but the department accepts few students, why are most students denied admission? If acceptances are relatively high, but enrollments are low, why do admitted students not enroll? Is the rate of graduations consistent with the enrollment number and the expected time to earn the degree? Then provide a brief explanation of the future plans for the program that will enable it to improve numbers of concern, the time frame required to accomplish these plans, and the budget implications for these plans.)*

The number of graduate applications, acceptances and enrollments for the past 5 years are summarized below:

Year	# Applications	# Admitted	# Enrolled in programs
1999-2000	90	9	52
2000-2001	71	10	49
2001-2002	76	6	43
2002-2003	113	11	48
2003-2004	106	9	51

These data are relatively, although during 2000-2001 and 2001-2002 the number of applications was lower. This is consistent with national trends in number of applications to graduate programs in psychology.

While we have been able to maintain a consistent number of students in the doctoral programs, the number of students to whom we make offers in order to obtain an incoming class of 6-11 students has increased. This reflects a decreased ability to attract the top applicants from the pool of applicants. This appears to be the result of relative declines in support provided to graduate students. For example, since the last program review, graduate student stipends remained the same (\$9,064 for 9 mos for pre-master's students, and \$10,426 for 9 mos for post-master's students) until this past fall, when they were raised by 5% (bringing them to a total of \$9,516 for pre-master's and \$10,947 for post-master's for 9 months). These stipend levels are low relative to those provided by other institutions. In addition, the department allotment of tuition waiver monies has decreased from \$12,000 to only \$6,000, and this has occurred at a time of significantly rising tuition costs. While 3-4 of our incoming students have received Graduate Dean's Tuition Waivers (21 credit hours/yr for 3 years), the remaining students must rely on the department allotment, which results in their bearing the majority of their tuition costs. Overall, the support we are able to provide to our graduate students has declined to a low level that is significantly less competitive.

In order to address these needs, stipend levels need to be raised to approximately \$12,000 for 9 months to match those offered by other doctoral programs. In addition, all of our incoming students need to receive tuition remission of 21 credit hours/yr over 3 years, which will cover the majority (but not all) of the tuition costs. These steps are necessary to successfully recruit the top applicants to our programs and maintain the quality of our doctoral programs. Ideally, this changes should begin to be implemented immediately, although it is likely they would need to be implemented in stages (given budgetary constraints).

CRITERION VII

Program Duplication

- A. Identify other degree programs at OSU with similar titles or functions** (*include degree programs in the department if the department has more than one degree program at a degree level (e.g., BS and BA)*).

There is no program duplication in which another institutional degree program has the same 2-digit HEGIS code as the program under review.

- B. For similar programs, describe how each degree program fulfills unique student needs** (*A program may be unique because of the subject matter treated, the students served, the educational methods employed, the effect of the achievements of the program on other institutions or agencies, etc.*)

At the bachelor's level, there are no programs with high similarity. The Human Development and Family Science programs have some overlap in that they include an emphasis on normal human development and factors that are relevant for family functioning. However, the Psychology programs also include abnormal human development, individual and family dysfunction and positive functioning, and other core areas of psychology (learning, memory, cognition, etc.).

At the graduate level, the most similar programs are those in the School of Applied Health and Educational Psychology. The doctoral degrees in Counseling Psychology and School Psychology have some overlap with the Clinical Psychology program, and both are currently accredited. However, the Clinical Psychology program has a greater emphasis on the broad field of clinical psychology, has specialty training in child clinical psychology and behavioral medicine/health psychology, which are not available in the SAHEP programs. In addition, the Psychology Department programs have a greater emphasis on research training than the SAHEP programs (which do, however, include research training). In addition, the Psychology Diversified Students Program is unique in that since 1971 approximately 30% of graduates are diverse (mainly ethnic diversity, although physical disability diversity has also been represented). This program has also gained national recognition, as evidenced by published articles on models of diversity for graduate education in psychology, and achieving honorable mention for the APA Richard Suinn Minority Program Award in 2003. Furthermore, the American Indians Into Psychology Program is one of only 4 national programs funded by the Indian Health Service to provide training to Native Americans and to

increase the number of non-Native psychologists qualified to provide services to Native Americans.

Summary and Recommendations

Note-information for this section may come from a variety of sources and should include information about program strengths and areas for improvement that have been described in the program's outcomes assessment reports.

A. Strengths

The Department's strengths include: high demand for both the undergraduate and graduate programs; high quality students; individualized academic, clinical and research support for students; rigorous academic programs; highly qualified and effective faculty who are current in their areas of experience and are active in professional associations at state, national and international levels; external funding support for research and diversity training; an innovative on-campus clinic that provides training for doctoral students and service to the community; and multiple links with the Oklahoma community for training, service, education, and research. The Department also fosters computer literacy throughout undergraduate and graduate curricula. Enrollments and degrees conferred are at capacity, providing additional evidence for the quality and relevance of the Department's programs. A new faculty line has been approved, and a national search will be conducted in the upcoming year to find a qualified individual to join the faculty. While additional faculty lines are needed, receipt of this faculty line will begin to address the needs resulting from the continued demand for the undergraduate programs. B.A. and B.S. graduates continue to be successful in obtaining employment and in achieving admission to graduate programs throughout the U.S. Doctoral recipients qualify for licensure and obtain professional employment in a variety of settings.

B. Areas for Improvement

Increase in the number of faculty members is necessary to address the increased demand in our undergraduate programs and in the General Education courses provided to other majors. While one-time monies have been provided to increase the number of course offerings, these are predominantly in the introductory course, leaving continued needs for our upper division courses with General Education designation. Furthermore, the increased number of majors has resulted in continued high enrollment in upper division courses, despite the goal of reduced class size of upper division courses stated in the previous program review. For the past several years, the number of courses available for majors to take in the sophomore and junior years has decreased. Thus, most sophomores and juniors are able to enroll in only 3-6 hours of psychology courses each semester, and must therefore, take the bulk of their psychology courses in their senior year. If this trend continues, and the number of majors continues to rise without a corresponding increase in the number of faculty, it is possible that students' ability to graduate in a timely fashion will be compromised in the near future.

Another concern with managing increased enrollment with one-time monies is the fact that they limit the ability to make long-range plans that would more fully address enrollment

demands, and that would address other needs (e.g., increased demands to work with faculty in research, mentoring of students, etc.) that are not easily addressed with temporary or graduate student instructors. In addition, no funds have been provided to cover the other costs associated with the increased course offerings, such as the cost of copying exams. Given the cuts to the instructional budget and the moderate increases in costs (e.g., the increasing cost of paper and copying), these short-term strategies have further burdened the Department budget and have resulted in restrictions in necessary spending in other areas.

Recent budget cuts resulting in the loss of the previous 3-4 open faculty lines from speech communication, and the recent information suggesting that the competition from multiple I/O doctoral programs in the Big 12 warrant a re-evaluation of the proposed plan to develop a doctoral program in I/O Psychology. This, in combination with the continued physical separation in different buildings of the speech communication faculty from the psychology faculty, limits the success of further integrating the two faculty.

Decreasing monies for tuition remission for graduate students and the relatively low stipend levels for graduate assistantships during a period of significant increases in tuition costs, have resulted in a continuing decline in the competitiveness of support offered to graduate students. This has adverse effects on the ability to recruit the top applicants to our graduate programs. Additional funds are critical to the Department's ability to recruit and retain top quality graduate students.

Space is at a premium, and the Department is at capacity. If we are to recruit additional faculty and graduate students, additional space will need to be acquired to provide appropriate office and research space. In addition, the continued commitment to increased scholarship and external funding will be successful only if adequate space continues to be available.

While starting salaries have remained competitive, the small size and infrequency of raises has resulted in increasing salary compression. Retention of qualified faculty and staff is critical in maintaining the quality of the programs in the Department.

C. Recommendations for Action

1. Hire well-qualified individuals to fill the current open faculty line and the new faculty line obtained this year.
2. Develop plan to integrate Speech Communication into the Psychology Department.
3. Obtain additional faculty lines to address the needs of the undergraduate program, and fill these with well-qualified individuals. Reduce the class size for upper division courses and provide additional educational opportunities for students, such as increased research opportunities.
4. Obtain additional funds to increase the support provided to graduate students.
5. Obtain additional space to accommodate new faculty and graduate students, and to enhance the support for increased scholarship and external funding.

D. Five-Year Goals for the Program

In addition to the recommendations listed above in “C” the Department has the following goals:

1. Continue to strengthen and expand the Experimental Program and its new focus on Lifespan Developmental Psychology, through obtaining a name change for this option, further developing the curriculum, and increasing the number of graduate students for this program.
2. Maintain the number of graduate students admitted to the Clinical doctoral program.
3. Continue to recruit and retain diverse faculty, staff, and students.
4. Develop plans to provide enhanced educational opportunities for the increasing numbers of minority undergraduate students (e.g., further develop the minority mentoring program).
5. Continue to increase scholarly output (published articles, conference presentations, etc.) of faculty, graduate students, and undergraduate students.
6. Continue to increase external funding to support research, and to provide graduate and undergraduate student research training and funding.
7. Continue to review and update the curriculum as needed to ensure that the undergraduate and graduate curricula remain current and appropriate to our students’ needs.
8. Continue to emphasize the use of technology in the classroom and students’ computer literacy.
9. Continue to support interdisciplinary programs, such as the Preparing Future Faculty in Psychology Program, and to continue and expand collaborative relationships within and outside OSU.

Appendix A

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
American Indians Into Psychology	John Chaney	Public Health Serv OSU ERF	120,962	119,726 4,312	128,180 4,259.		
American Indians Into Psychology	John Chaney	DHHS/Indian Health Service				200,000	200,000
Practicum Agreement	Larry Mullins	ODMHSAS	24,766 24,719		24,719	26,108	
Dept. of Pediatrics PA	Larry Mullins	OUHSC	7,560	15.00			
Child Study Center PA	Larry Mullins	OUHSC	13,885.20	11,404.80			
Native Women of Hope Exhibit	Patricia Alexander	Oklahoma Arts Council	1,800				
Dev. Of Dough Baits for Trout & Carp	Charles Abramson	OCAST	4,770				
Preventing Sexual Assault Among High Risk Women	B. Marx	University of Georgia	59,487				

Appendix A (cont'd)

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Summer Academy	Melanie Page	OSHRE	10,089	17,270	18,674		27,458
Head Start Program	Larry Mullins	Action Inc. Head St Central OK Comm. Action Agency	1,800	1,800	8,000	8,000	
ADHD Clinic/Child Study Center-Silovsky	Larry Mullins	OUHSC	4,838	9,677			
Pediatrics Huxati PA	Larry Mullins	OUHSC	7,560	36,000			
Respite Care	Larry Mullins	DHS	46,375	5,842.57			
Effects of Fin. Ed on Interventions on Attitu	Doug Hershey	TIAA-CREFF	21,760				
Cushing Public School	Larry Mullins	Cushing Public Sch	5,000	5,000			
The Rural Youth & Family Program	Larry Mullins	Cushing Public Sch			24,000		

Appendix A (cont'd)

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Children with Sexual Behavior Problems	Larry Mullins	OUHSC	3,456	805.50 1,380			12,107
Coyle Public Schools Agreement	Larry Mullins	Coyle Public Schools	5,000				
Dept. of Pediatrics Agreement	Larry Mullins	OUHSC	7,545				
Center on Child Abuse & Neglect PA	Larry Mullins	OUHSC		6,036			
Center on Child Abuse & Neglect PA	Larry Mullins	OUHSC		24,144			
Adaptation to Pediatric Chronic Illness	Larry Mullins	Olsten Healthcare		34,492			
Field-Initiated Res. on Child Abuse & Neglec	Larry Mullins	Child Study Center		11,278			
A Better Chance	Larry Mullins	Dept of Pediatrics		17,606.16			

Appendix A (cont'd)

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Child Abuse & Neglect	Larry Mullins	OUHSC				11,476	
Tobacco Prevention & Control Research	Frank Collins	OUH		8,840.			
Prevention of PTSD Through Immediate Intervention Following Trauma	Larry Mullins	OUHSC			19,288.32		
Psych Treatment of Parents of Children of DMI	Larry Mullins	OCAST			43,278	44,954	45,000
Infant Parenting Prog.	Larry Mullins	OUHSC			15,000		
Pediatrics Practicum	Larry Mullins	OUHSC			9,667		
OK Infants Asst Prog	Larry Mullins	OUHSC			21,146	12,752	

Appendix A (cont'd)

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Partners Project	Larry Mullins	OUHSC			6,000.		
Psychology Practicum Experience in Service for the Partners Project	Larry Mullins	OUHSC			36,000	7,500	
OK Parenting Prog	Larry Mullins	OUHSC			3,545		
Increasing Science Ed	Page/Abramson	NSF			143,800		318,082
Cotinine & Nicotine Levels in Non Smoking Restaurant Workers	Frank Collins	Tulsa City-Co Health Dept.			30,468		
Five Star Interlocal Cooperative PA	Larry Mullins	Five Star Interlocal Co-Op				24,000	24,000
Early Interven. Serv. For Children with Prenatally Subs. Exp	Larry Mullins	OUHSC				13,051.20	

Appendix A (cont'd)

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Partner's Project	Larry Mullins	OUHSC				22,500	
Early Intervention Ser for Children with Prenatally Subs Ex	Larry Mullins	OUHS				13,051	
Practicum Agreement- Partner's Project	Larry Mullins	OUHSC				4,782	
Psychomotivational Determinants of Retirement Planning	Doug Hershey	NIH				72,983	
PSI CHI Award	Melanie Page	PSI CHI				5,000	
DMHSAS	Larry Mullins	OK Dept of Mental Health & Substance					26,108
Child Study Center	Larry Mullins	OUHSC					6,720
Practicum at the Child Study Center	Larry Mullins	OUHSC					12,107

Appendix A (cont'd)

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
NATL CCTR on BIRTH DEFECTS & DEVELOPMENTAL DISABILITIES	Larry Mullins	OUHSC					20,178
Johnson O'Connor Testing 2003-2004	Mary Mandeville	Fourjay Foundation					28,272
OK Infant Parenting Program PA	Melanie Page	OUHSC					13,440
Research Assistanceship for Kirstan Newkam	Melanie Page	OSRHE					2,277.84
Exploring Quantitative Analysis	Page & Abramson	OK ST Regents for Higher Education					38,769
High-Risk Alcohol Use Prevention Among College Stud.	Thad Leffingwell	OCAST					44,933

Appendix B
Record of Significant Scholarly, Artistic and/or Creative Work

Name and Type of Scholarly, Artistic and/or Creative Work	Program Faculty	Year Completed (1999-2005)
Development of an ethanol model using social insects: IV Influence of ethanol on aggression of Africanized honey bees (<i>Apis mellifera</i> L.). <i>Psychological Reports</i> , 94, 1107-1115	Charles I. Abramson	2004
Selected papers and biography of Charles Henry Turner (1867-1923), Pioneer of comparative animal behavior studies. Lewiston, NY: The Edwin Mellen Press.	Charles I. Abramson	2002
The influence of parental distress on child depressive symptoms in juvenile rheumatic diseases: The moderating effect of illness intrusiveness. <i>The Journal of Pediatric Psychology</i> , 28, 453-462.	John M. Chaney	2004
An experimental examination of learned helplessness in older adolescents and young adults with long-standing asthma. <i>Journal of Pediatric Psychology</i> , 24, 259-270.	John M. Chaney	1999
The Health Psychology Handbook: Practical Issues for the Behavioral medicine Specialist. Thousand Oaks, CA: Sage	Frank L. Collins	2003
Effects of dose and interdose interval on conditioned heart rate tolerance to smoking. <i>Experimental & Clinical Psychopharmacology</i> , 8, 142-146	Frank L. Collins	2000

Idiogrid Manual (Version 2.2): Idiographic Analysis with Repertory Grids. Stillwater, OK: Idiogrid Software	James W. Grice	2003
A comparison of factor scores under conditions of factor obliquity. <i>Psychological Methods</i>	James W. Grice	2001
Short-term predictive validity of DSM-IV Attention-deficit/Hyperactivity Disorder Diagnosed at 4-6 years of age. <i>American Journal of Psychiatry</i> .	Cynthia M. Hartung	2004
Understanding the relations among gender, disinhibition and disruptive behavior in adolescents. <i>Journal of Abnormal Psychology</i>	Cynthia M. Hartung	2002
Gender differences in factors that influence time spent planning for retirement. <i>Journal of Women and Aging</i> .	Douglas A. Hershey	2004
Psychomotivational determinants of retirement preparedness. <i>The Gerontologist</i>	Douglas A. Hershey	2000
Comprehending the pronouns <i>her, him, and his</i> : Implications for theories of referential processing. <i>Journal of Memory & Language</i>	Shelia M. Kennison	2003
Processing agentive “by”-phrases in complex event and non event nominals. <i>Linguistic Inquiry</i>	Shelia M. Kennison	1999

Motivational enhancement interventions and health behaviors. In F. L. Collins, L. M. Cohen, and D. McChargue (Eds.), <i>Health psychology handbook: Practical issues for the behavioral medicine specialist</i>	Thad R. Leffingwell	2004
Application of the transtheoretical model to psychological skills training. <i>The Sports Psychologist</i>	Thad R. Leffingwell	2002
Attributional style, life events, and adjustment in adult survivors of childhood sexual abuse. <i>Journal of Interpersonal Violence</i>	Patricia J. Long	2004
Child sexual abuse and revictimization in the form of adult sexual abuse, adult physical abuse, and adult psychological maltreatment. <i>Journal of Interpersonal Violence</i>	Patricia J. Long	2000
Spreading the word in the communication classroom. Presented at the National Communication Associate Convention	Mary Y. Mandeville	2003
Linking the classroom to the real world: Using active learning strategies in radicalizing your classroom. Presentation at the National Communication Association Convention	Mary Y. Mandeville	2001
Levine's guide to SPSS for analysis of variance (2 nd Edition). Mahwah, NJ: Lawrence Erlbaum.	Melanie C. Page	2003
The moderating effect of emotional arousal on the gender difference in aggression: A meta-analysis. <i>Aggressive Behavior</i>	Melanie C. Page	2002

An inquiry-based approach to teaching research design: Asking the right questions. <i>Psychological Reports</i>	C. Richard Potts	2002
Practical memory concerns in adulthood. <i>International Journal of Aging and Human Development</i>	Celinda M. Reese	2004
The effects of age, ability, and memory monitoring on prospective memory task performance. <i>Aging, Neuropsychology, and Cognition</i> .	Celinda M. Reese	2002
Can the checklist for autism in toddlers differentiate young children with autism from those with developmental delays? <i>Journal of Child & Adolescent Psychiatry</i>	Douglas J. Scambler	2001
Emotional responsivity in children with autism, other developmental disorders, and typical development. Presentation at the Twelfth Biennial Retreat of the Developmental Psychobiology Research Group: Behavioral Phenotypes in Developmental Disabilities.	Douglas J. Scambler	2002
Communicator style and patient comprehension of oral contraceptive use. <i>Journal of the American Academy of Nurse Practitioners</i>	David C. Schrader	2001
Goal complexity and the perceived competence of interpersonal influence messages. <i>Communication Studies</i>	David C. Schrader	1999

<p>Preliminary development of a measure to assess children's trauma attributions. <i>Journal of Aggression, Maltreatment, & Trauma.</i></p>	<p>Maureen A. Sullivan</p>	<p>2005</p>
<p>Maternal characteristics associated with different attributions for children's misbehavior. Presentation at the Annual Convention of the Association for Advancement of Behavior Therapy</p>	<p>Maureen A. Sullivan</p>	<p>2004</p>
<p>Event-related potential and behavioral measures of attention in children 5-, 7-, and 9-year-olds. <i>Journal of General Psychology</i></p>	<p>David G. Thomas</p>	<p>2003</p>
<p>The influence of unequal numbers of trials on comparisons of average event-related potentials. <i>Developmental Neuropsychology</i></p>	<p>David G. Thomas</p>	<p>2005</p>

Appendix C-1 Degree Sheet for B.S.

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF

ARTS & SCIENCES

For students matriculating:

Academic Year 2004-2005

BACHELOR OF

SCIENCE

DEGREE

PSYCHOLOGY

MAJOR

Total hours 120

Minimum overall grade-point average 2.00


Other GPA requirements, see below

General Education Requirements <u>30</u> Hours		
Area	Hrs	To Be Selected From
English Composition and Oral Communication	6	ENGL 1113 or 1333; and 1213 or 1413 or 3323 (See Academic Regulation 2.5 in <u>Catalog</u>)
American History and Government	6	HIST 1103 POLS 1113
Analytical and Quantitative Thought (A)	6	MATH 1483 or 1513 and 3 hours designated (A).
Humanities (H)	6	Courses designated (H)
Natural Sciences (N)	8	Courses designated (N)
Social and Behavioral Sciences (S)	6	PSYC 1113 and 3 hours designated (S)
International Dimension (I)	-	Course designated (I). (see note 1.h)
Scientific Investigation (L)	-	Course designated (L). (see note 1.b)
Controlled Electives	2	Any course with a GE designation in any of the above areas.
College/Departmental Requirements <u>13</u> Hours		
Orientation	1	A & S 1111 (transfer students with 15 hours exempt)
Arts and Humanities	3	(see note 2.a)
Natural and Mathematical Sciences	9	(see note 2.b)

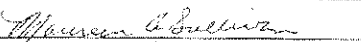
Major Requirements <u>50</u> Hours
Minimum GPA <u>2.00</u> , with a minimum grade of "C" in all PSYC courses. No more than 6 hours of PSYC may be 2000 level.
<u>Core Requirements: 8 hours</u>
PSYC 3214 PSYC 3914
15 hours from: PSYC 2583, 2743, 3073, 3113, 3413, 3443, 3513, 3823, 4333, 4813
15 additional hours from PSYC 2313, 2593, 3013, 3073, 3113, 3413, 3443, 3513, 3713, 3823, 3990, 4123, 4133, 4143, 4153, 4183, 4213, 4223, 4333, 4483, 4493, 4813, 4880, 4990.
<u>12 upper-division hours from:</u>
BIOC, BIOL, BOT, CHEM, CLML, MATH, MICR, PHYS, PLP, STAT, ZOOL.
Electives <u>17</u> Hours
4 hours may need to be upper division.

Other Requirements: See notes 1, 2 & 3 on back of degree sheet
Foreign Language Proficiency: See note 3 on back of sheet
Upper-Division Gen Ed: 6 hours outside major prefix.
Upper-Division Credit: Total hours must include at least 41 hours in courses numbered 3000 or above.
Hours in One Prefix: Hours in one prefix in excess of 48 will be added to the minimum total of 120 required for graduation.

Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) & any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.


 DEAN

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 DEPARTMENT HEAD

Appendix C-2 Degree Sheet for B.A.

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

For students matriculating:
 Academic Year 2004-2005
 Total hours 120
 Minimum overall grade-point average 2.00
 Other GPA requirements, see below

COLLEGE OF ARTS & SCIENCES
 BACHELOR OF ARTS
 DEGREE PSYCHOLOGY
 MAJOR

General Education Requirements <u>40</u> Hours		
Area	Hrs	To Be Selected From
English Composition and Oral Communication	6	ENGL 1113 or 1313; and 1213 or 1413 or 3323 (See Academic Regulation 3.5 in Catalog.)
American History and Government	6	HIST 1103 POLS 1113
Analytical and Quantitative Thought (A)	6	MATH 1483 or 1513, and 3 hours designated (A)
Humanities (H)	6	Courses designated (H)
Natural Sciences (N)	8	Courses designated (N)
Social and Behavioral Sciences (S)	6	PSYC 1113 and 3 hours designated (S)
International Dimension (I)	-	Course designated (I) (see note 1.b.)
Scientific Investigation (L)	-	Course designated (L) (see note 1.b.)
Controlled Electives	2	Any course with a GE designation in any of the above areas.
College/Departmental Requirements <u>23</u> Hours		
Orientation	1	A & S 1111 (transfer students with 15 hours exempt)
Arts and Humanities	9	(see note 2.a.)
Natural and Mathematical Sciences	3	(see note 2.b.)
Foreign Languages	10	(see note 3.)
Non-Western Studies	-	(see note 1.b.)

Major Requirements <u>50</u> Hours	
Minimum GPA <u>2.00</u> with a minimum grade of "C" in all PSYC courses. No more than 6 hours of PSYC may be 2000 level.	
Core Requirements: 8 hours PSYC 3214 PSYC 3914	
15 hours from PSYC 2553, 2743, 3073, 3113, 3413, 3443, 3513, 3823, 4033, 4813	
15 additional hours from: PSYC 2313, 2503, 3013, 3073, 3113, 3413, 3443, 3513, 3713, 3823, 3993, 4123, 4133, 4143, 4153, 4183, 4213, 4223, 4333, 4483, 4493, 4813, 4883, 4990	
Choose one of the following:	
<u>General Emphasis:</u> 12 hours of upper-division courses to be selected from ANTH, AR1*, BCOM, CDES, ECON, ENGL, EPSY, GEOG, HDPS, HIST, LSB, MGMT, MKTG, MUS1*, PHIL, POLS, REL, SOC, SPCH, TH* and Foreign Language	
<u>Applied Emphasis:</u> 12 hours of upper-division courses from ECON 3213, 3523 HDPS 3453, 3613, 4423, 4433, 4473 POLS 3414, 3503, 3513, 3523, 4693 SOC 3523, 3823, 4023, 4333, 4850, 4950, 4990	
<u>Business Emphasis:</u> 12 hours of upper-division courses from: BCOM, LSB, MGMT, MKTG.	
<u>Communication Emphasis:</u> 12 hours from: SPCH 3703, 3733, 3793, 4703, 4743, 4751, 4763, 4793 *music performance, studio art and applied theatre are not permitted	
Electives <u>7</u> Hours	
4 hours may need to be upper-division	

Other Requirements: See notes 1, 2 & 3 on back of degree sheet

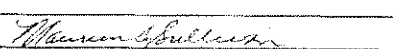
Upper-Division Gen Ed: 6 hours outside major prefix.

Upper-Division Credit: Total hours must include at least 48 hours in courses numbered 3000 or above.

Hours in One Prefix: Hours in one prefix in excess of 48 will be added to the minimum total of 120 required for graduation.

Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) & any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.


DEAN

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**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
PSYCHOLOGY**

Fall Semester	2000		2001		2002		2003		2004		Change	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Student Information												
Headcount												
Undergraduate	412		379		365		427		460		48	11.7%
Graduate	52		49		43		48		51		-1	-1.9%
Professional	0		0		0		0		0		0	-
Total	464		428		408		475		511		47	10.1%
Minority	92		89		91		115		123		31	33.7%
Non-minority	372		339		317		360		388		16	4.3%
Entry Information												
ACT Average			24		32				21			
ACT 25th - 75th Percentile			24-24		32-32				21-21			
Top 10% High Sch. Class(%)	0.0%		0.0%		0.0%		0.0%		100.0%		100.0%	
Retention/Graduation Rates												
No. of Full-time Semesters	0		8.9		8.3		8.8		8.4		-0.5 -5.6%	
Semester Credit Hours - State Funded												
Undergraduate	5,611		6,012		6,137		6,961		6,330		719	12.8%
Graduate	388		386		368		467		483		95	24.5%
Professional	0		0		0		0		0		0	-
Total	5,999		6,398		6,505		7,428		6,813		814	13.6%
Number of Lecture Classes Taught Avg Class Size												
	Number	Avg.	Number	Avg.	Number	Avg.	Number	Avg.	Number	Avg.		
Undergraduate	38	46.0	41	44.3	43	45.9	48	50.3	48	42.0	10	26.3%
Graduate/Professional	6	10.0	7	10.0	6	10.0	7	12.0	6	12.0	0	0.0%
All Student	44	41.1	48	39.3	49	41.5	55	45.5	54	38.7	10	22.7%
Class Size												
% of Classes < 20	15.9%		14.6%		16.3%		14.5%		14.8%		-1.1%	
% of Classes > 50	27.3%		16.7%		20.4%		23.6%		14.8%		-12.5%	
OSU-Tulsa												
Headcount	10		10		4		5		8		-2 -20.0%	
Student Credit Hours	0		0		0		0		0		0 -	
Faculty Information												
Instructional-FTE	11.77		13.02		27.77		26.75		25.35		13.58 115.4%	
Professor-Lecturer	20.63		15.47		15.39		18.67		18.67		-1.96 -9.5%	
Graduate Assistant	32.40		28.49		43.16		45.42		44.02		11.62 35.9%	
Headcount												
Professor-Lecturer	16		17		34		33		31		15 93.8%	
Minority	1		1		2		2		2		1 100.0%	
Tenured/Tenure Track	13		15		20		20		21		8 61.5%	
Tenured	9		10		13		13		15		6 66.7%	
% Tenured	69.2%		66.7%		65.0%		65.0%		71.4%		2.2%	
% of Faculty Full - Time	95.5%		98.0%		92.0%		91.8%		96.6%		1.1% 100.0%	
Student Faculty Ratio	29.3		24.4		13.1		15.9		16.5		-12.8 -43.6%	
Faculty Salaries vs. Peer Inst. (Full-time Faculty - 9 mos.)												
	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	Big 12	OSU	
Professor	\$67,631	\$79,715	\$70,610	\$85,006	\$67,745	\$88,441	\$69,248	\$90,357	\$72,026		\$4,395	6.5%
Associate	\$54,626	\$54,954	\$57,010	\$56,970	\$51,967	\$59,064	\$51,967	\$59,639	\$54,727		\$101	0.2%
Assistant	\$46,755	\$47,256	\$48,247	\$49,032	\$49,177	\$50,261	\$49,177	\$50,988	\$52,155		\$5,400	11.5%
Classes Taught by												
Tenured/Tenure Track	19%		18%		19%		25%		19%		0.00%	
% Lower Div. Classes	37%		39%		40%		48%		42%		5.00%	

**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
PSYCHOLOGY**

Fiscal Year	2000	2001	2002	2003	2004	Change	
						Amount	Percent
Financial Information							
Faculty Salaries	\$1,002,921	\$1,133,082	\$1,239,770	\$1,719,549	\$1,723,963	\$721,042	71.9%
Other Salaries	\$141,530	\$139,642	\$161,585	\$193,018	\$183,947	\$42,417	30.0%
Fringe Benefits	\$231,874	\$270,683	\$336,538	\$487,307	\$471,765	\$239,891	103.5%
Travel	\$8,356	\$13,948	\$9,199	\$5,966	\$7,017	(\$1,338)	-16.0%
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Supplies Other Oper. Exp.	\$51,280	\$54,271	\$50,776	\$55,514	\$52,000	\$720	1.4%
Property, Furniture Equip.	\$12,131	\$23,105	\$11,500	\$9,532	\$7,539	(\$4,592)	-37.9%
Library Books Periodicals	\$26	\$87	\$142	\$52	\$312	\$286	1091.9%
Transfers Other Disbur.	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$1,448,118	\$1,634,819	\$1,809,510	\$2,470,939	\$2,446,544	\$998,426	68.9%
Cost per SCH	\$126.44	\$131.50	\$136.49	\$181.87	\$158.70	\$32.26	25.5%
Cost per SCH in Constant \$	\$126.44	\$127.76	\$130.41	\$169.45	\$143.31	\$16.87	13.3%
Other Revenue							
Other Student Fees	\$0	\$0	\$0	\$0	\$0	\$0	-
Gifts and Grants	\$0	\$241	\$0	\$0	\$0	\$0	-
OSU-Tulsa Fac. Exp. Transfers	\$0	\$0	\$0	\$0	\$0	\$0	-
Fees Related to Educ. Depts.	\$22,678	\$27,515	\$36,031	\$40,923	\$37,857	\$15,179	66.9%
Other Income	\$4,166	\$57,177	\$8,651	\$124,014	\$24,209	\$20,043	481.1%
Total	\$26,844	\$84,932	\$44,682	\$164,938	\$62,066	\$35,222	131.2%
External Funding							
Sponsored Expenditures**	\$338,308	\$326,922	\$492,276	\$506,109	\$576,300	\$237,992	70.3%

**Excludes federal appropriations for College of Agriculture Sciences and Natural Resources.