

Psychology Undergraduate Program Outcome Data 2009

The undergraduate psychology program at Utah State University is committed to turning out students who are well rounded and service oriented. In order to accomplish this, students are required to complete apprenticeship experience outside of the classroom. Students must identify an applied location/project and a research location/project to work with. These locations are as varied as our students themselves. Students also have the option of enrolling in independent research / study or cooperative education (COOP) courses. During the academic year 2008-2009 our undergraduate students completed approximately 17,190 hours as part of their involvement in these courses. For a list of applied placements, see Appendix A.

Graduates from the psychology undergraduate program are surveyed approximately 1 year post graduation. Questions are asked regarding employment and continuing education among other subjects. New questions were added for the graduating class of 2007-2008 to address the learning objectives set forth by the American Psychological Association (APA) for undergraduate psychology programs. These graduates were asked to rate how well the psychology department addressed the following areas: Knowledge Base of Psychology, Research Methods in Psychology, Critical Thinking Skills in Psychology, Application of Psychology, Values in Psychology, Information and Technological Literacy, Communication Skills, Sociocultural and International Awareness, Personal Development, and Career Planning and Development. The following chart (Figure 1) shows the responses to these questions.

In order to represent the answers in an understandable manner, the responses were assigned points. Possible responses include Very Well (100pt), Well (75pt), Average (50pt), Not Very Well (25pt), and Not at All (0pt). As shown in Figure 1, the undergraduate program received an above average rating in all areas with room for improvement. This is the first year these questions have been addressed in our survey, thus we have no comparative data. However, areas rated comparatively lower will be closely attended to as refinements are made to the undergraduate program.

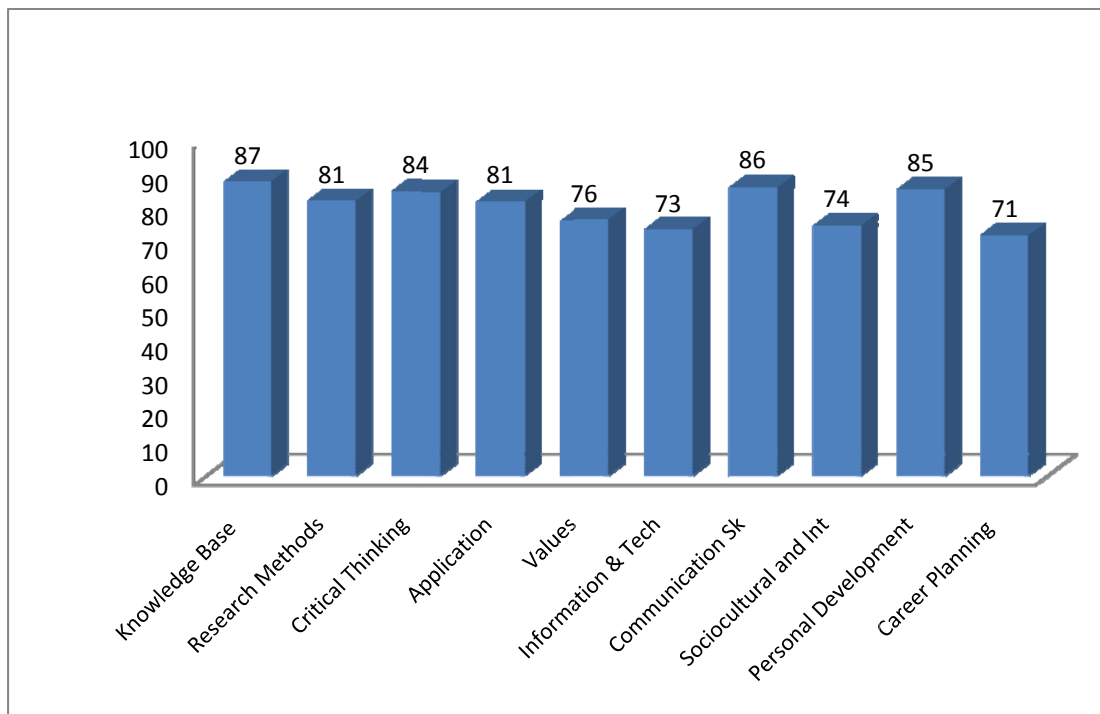


Figure 1. Survey results for undergraduate program coverage of APA learning objectives.

In addition to addressing these areas, our survey also addresses employment and graduate school application and acceptance information. It must be acknowledged that we attempt to contact all graduates from the program. However, this being said, it is possible that the information for employment and graduate school attendance statistics may be skewed by the fact that we are able to obtain more contact information for those who are employed or attending graduate school than those that are not. We attempt to contact students at home, permanent, and/or employment addresses to complete the survey. For the most recent year, we had a total of 89 graduates. 49 surveys were completed giving a 55% response rate. When viewing data in the following charts, one should consider that fact that these results reflect the responses of 55% of the graduates. Some responders chose not to provide answers for all questions asked.

Figure 2 details the employment rate of our graduates from the academic years 1997-1998 through 2007-2008. Students are given answer options of Employed, Unemployed, or Not Seeking Employment.

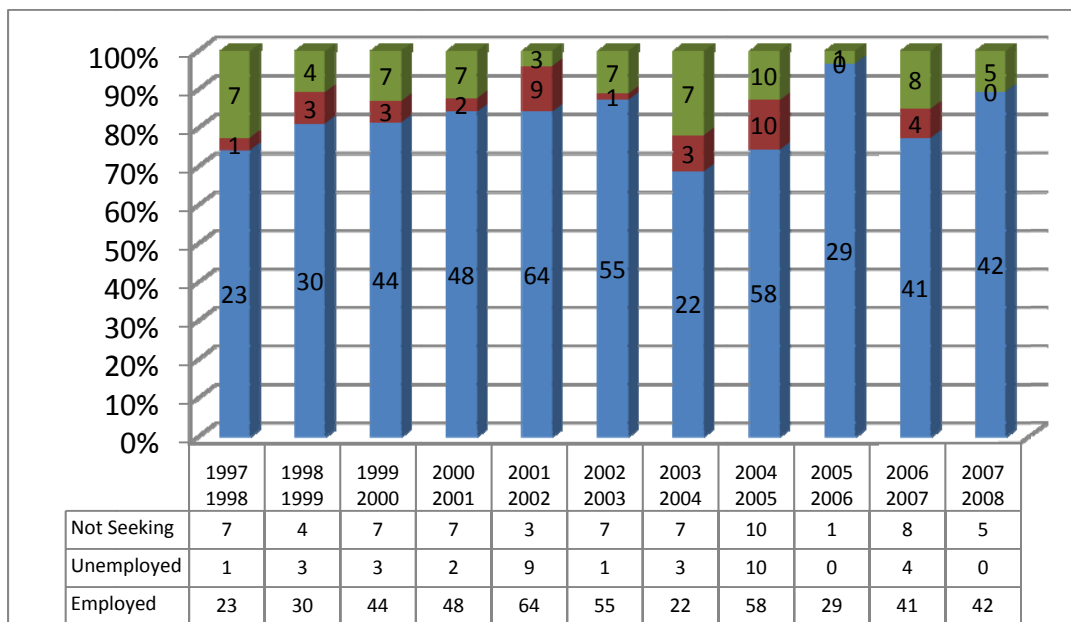


Figure 2. Survey results for undergraduate employment rate.

Figure 3 visually demonstrates the number of employed graduates from the undergraduate program that are employed in psychology-related positions.

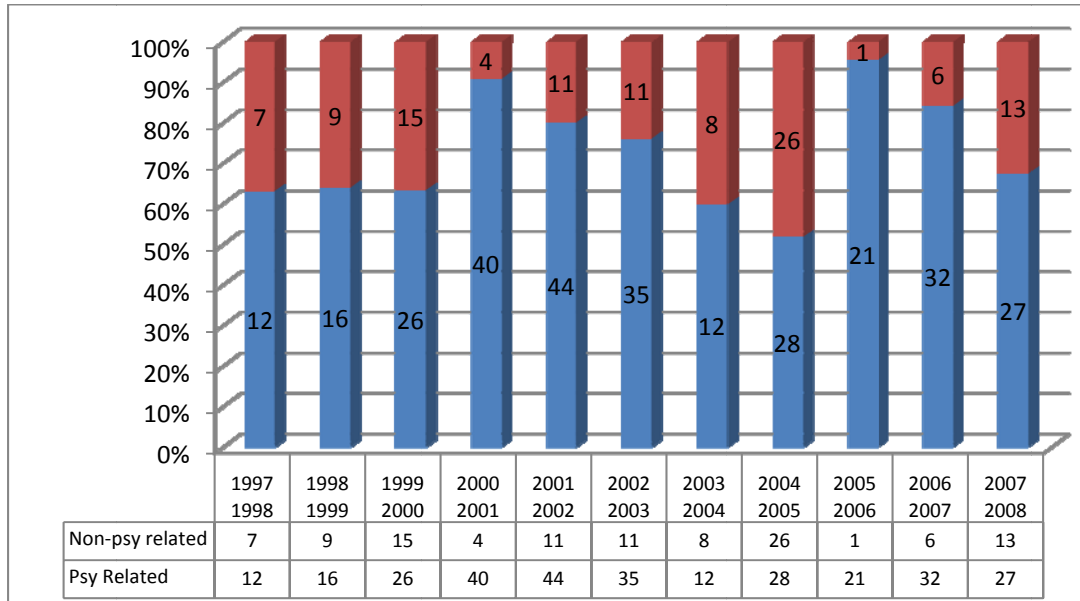


Figure 3. Survey results for undergraduate psychology-related employment rate.

Figure 4 shows the number and rate of students Applied Planning to Apply, and Not Applying to graduate school.

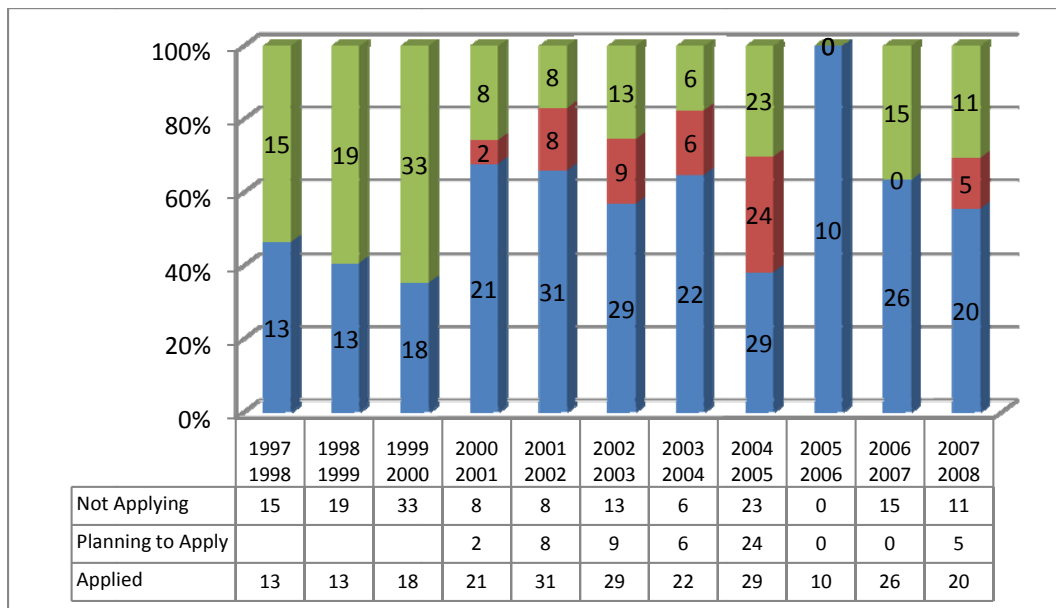


Figure 4. Survey results for undergraduate graduate school application rates.

We began asking about graduate acceptance rate in the 2000-2001 academic year. Figure 5 demonstrates the acceptance rate of those students who applied to graduate school, and chose to answer this question. A small percentage (12.78%) of students from the recorded years of 2000-2001 through 2007-2008 who answered the application to graduate school question chose not to reply as to whether they had been accepted to graduate school. One could assume that these non-responders would be listed in the Not Accepted category.

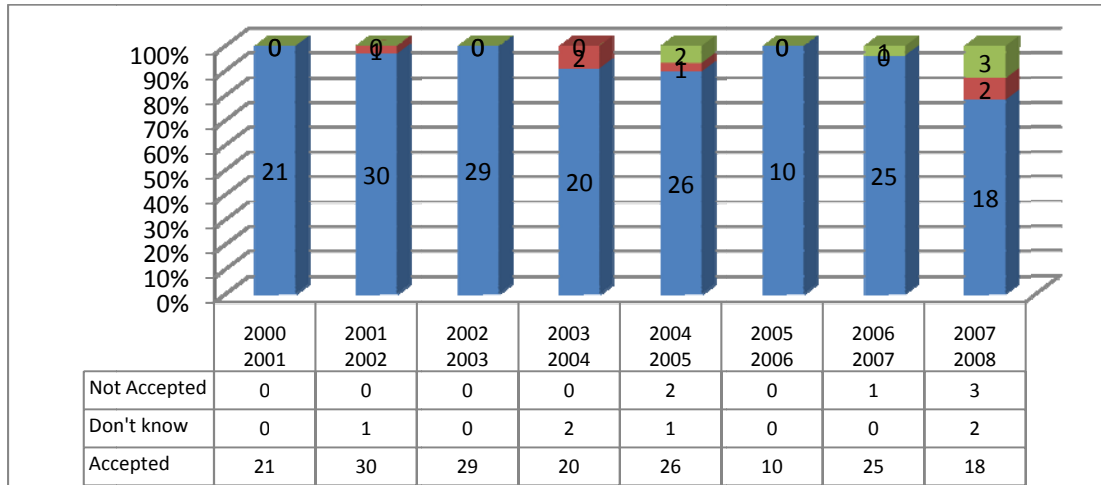


Figure 5. Survey results for undergraduate graduate school acceptance rates.

Appendix A

1835th Medical Detachment
PTSD & Modern Deployment
Acceptance & Commitment Therapies
Advanced Analysis of Behavior TA
Alpine Academy / Utah Youth Village
America Reads
Analysis of Behavior Lab Assistant
Anasazi Foundation Trail Walker / Mentor
Animal Behavior Change – Horse Training
Animal Science Lab – Rats / Pigeons
Anxiety and OCD Study
Applying Sales Psychology
Applying / Enhancing New Tea-methods
ASSERT Autism Support Services
ASSERT Instructor
Avalon Hills Eating Disorders Clinic
Bear River Head Start (Small Steps)
Bear River Head Start Parent Education
Behavior Analysis Lab Tech (LARC)
Box Elder Family Support Center
Box Elder School District
Boys and Girls Club of Cache Valley
Bridgerland Literacy
Bullying Research
Cache Employment and Training Center
Cache Study on Memory
Cache Valley Youth Center
CAPSA Domestic Violence Advocate
Carbon Co. Family Support, Children’s Justice Center
Case Management
Catalyst RTC
Center for Grieving Children
Center for Persons with Disabilities (CPD)
Central Utah Counseling Center
Child & Family Services
Chinchilla Auditory Neuron Research
Coding and Research Cross Gender
Coding of Experimental Sessions
Communication Skills Training Program
Comp Housing and Residential Treatment (CHARTS)
Counseling Internship: Carbon High School
Courage Reins – Equestrian Therapy
CUCC Participant Manual
Cultural Identity Influences
Data Analysis and Entry
Data Collection, Interviews, Survey
Decoding Rat Videos
Dementia Study
Direct Care Staff at Chrysalis Enterprises
Division of Child & Family Services Admin for Children & Family
Division of Child & Family Services Caseworker
Eating Disorders Research
Effects of Drugs on Behavior
Effects of Military Personnel in Iraq
Family Life, Cell Phone Use Research
First Step House, Salt Lake City, UT
Four Corners Mental Health
Futures Through Choices
Gang Affiliation Research Awareness
Health and Wellness Center
High School Counseling, Desert Hills High School
History and Systems of Psychology TA
Horseback Riding Affects
How Alcohol Affects Cognition
Hyper Primerica Financial Firm
Institute for Antiviral Research
Interact Voice Response to HIV Behavior
Intervention Effectiveness in Wilderness Therapy
Inventory Office Coordinator
Los Angeles County GAIN Program
LARC Behavior of Rats with Cocaine
LDS Family Services
Learned Helplessness Research
Legacy House Assisted Living
Little Aggies Early Care and Education
Logan Institute of Religion
Logan Police Department
Millcreek Jr. High Functional Skills
Mountain Crest High School
Multisensory Infant Cognition Lab
Multisensory Numerical and Object Representation
National Alliance on Mental Illness (NAMI)
National Center for Hearing Assessment and Management (NCHAM)
Neural Coding Lab
North Eastern Services
Parenting Intervention with Spanish Speakers
Park Dale Care Center
Personal Care Attendant for Alzheimer’s
Picture Exchange for Non-verbal Individuals
Pioneer Care Center and Rehab
Portland State University Business
Preston High School Athletics
Prevention of Victimization
Probation & Parole Supervision
Psi Chi Undergraduate Research Grant
Psychological Statistics Tutor
Psychology Community Clinic
Psychology in the Schools
Psychology of Human Adjustment TA
Quality Measures in Wilderness Therapy
Reading and Evaluating Research
Research
RA, Early Intervention Research Institute (EIRI)
Research Planning
Research Team Psychology Department
Researching Sales Psychology
School Psychology Research Assistant
School Psychology Data collection
Skill Card Data
Sky View High School
Sociology 1010 Exam Score Improvement Project

Special Education Issues and Activities
Special Olympics of Utah
Strategies for Academic Success TA
Student Credit Progress Toward Graduation
Substance Abuse in a Residential Setting
SunRise Academy
The Power Source
Triumph Youth Services
Uintah Academy
Undergraduate Assistant
Undergraduate Research Creative Opportunity (URCO)
project coding
Undergraduate Teaching Fellow Adolescent Psychology
USU – Aggie Special Olympics
USU – Academic Resource Center
USU – Admissions Office
USU – Athletic Department
USU – Brigham City Campus
USU – Counseling Center
USU – Counseling Center REACH Peers
USU Family Child Human Development Department
USU Nutrition Department
USU Prevention Specialist
USU Psychology Advising Office Peer Advisor
USU Psychology Department Edith Bowen Lab School
(EBLS)
USU Psychology Department Research Assistant
USU Psychology Department Various Projects
USU Sound Beginnings Preschool
USU Student Health & Wellness Center
USU Snow College Psychology Department
Utah Council for Crime Prevention
Young Women Empowerment Center
Youthtrack Utah