

1998-1999 APA SURVEY OF UNDERGRADUATE  
DEPARTMENTS OF PSYCHOLOGY

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## Background and Introduction

In response to an ongoing interest by the American Psychological Association's (APA) Office of Ethnic Minority Affairs (OEMA) and increased requests for undergraduate application and enrollment data, the APA Research Office conducted the *1998-1999 APA Survey of Undergraduate Departments of Psychology*. The survey's purpose was four-fold. The first three sections examined institutional characteristics, departmental characteristics, and faculty characteristics, respectively. The fourth section, student characteristics, was created to examine the implications of recent declines in federal and state support of affirmative action programs in conjunction with a decline in the enrollment of ethnic minority students in psychology graduate programs. This section, specifically, looked at enrollment and graduation rates of undergraduate students of color in psychology in an effort to obtain trend information regarding enrollment in graduate psychology programs.

The survey was mailed to 2,724 undergraduate departments of psychology in Spring, 1999. Of those departments, 1,054 were in two-year institutions, 366 were in four-year institutions with any graduate programs, and 1,304 were in four-year institutions without any graduate programs<sup>1</sup>. A reminder postcard was sent to all departments four weeks after the original survey was mailed. Once data collection was completed, surveys were edited for incorrect and incomplete information and responding departments were contacted for clarification. Overall, 870 departments responded to the survey. Some departments did not provide useable surveys because they offered only graduate degrees, did not offer undergraduate

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<sup>1</sup> All four-year institutions included in this survey have *undergraduate* psychology programs, however, they may have *any* type of *graduate* program and are not limited to only psychology. Therefore, throughout the report, when discussing four-year institutions with or without graduate programs, the graduate programs may be of any type (e.g., mathematics, biology, chemistry, economics, etc.).

psychology degrees, or were slated to be closed. Once these departments were excluded, and duplicate and unidentifiable surveys were accounted for, there were 795 useable surveys yielding an overall response rate of 30%.

The current report summarizes the results of the data collected during this effort. All data are reported in the aggregate and cannot be used to identify specific universities, colleges, schools, departments, or individuals.

### Caveats

Readers should be aware of the possible sources of error when using the information provided in this report. The analyses are based on a subset of departments, those responding to the survey, rather than all existing psychology departments. It is noteworthy that these data are in line with both previous data collection efforts conducted by APA, as well as the results of national surveys. However, these data should not be used as the sole source for decision making and the reader is urged to locate other data sources to bolster any discussions or applications. Finally, data should be interpreted with caution when N is small.

## Institutional Characteristics

According to Table 1, it appears that responding departments were represented equally across public and private institutions, 52% and 48%, respectively. However, striking differences were found when the type of institution was taken into consideration. While four-year institutions with graduate programs were almost equally distributed across public and private settings, 51% and 49%, respectively, 85% of four-year institutions without graduate programs were privately controlled.

Most four-year institutions **without** graduate programs described themselves as liberal arts colleges (80%), while 71% of four-year institutions **with** a graduate program described themselves as universities. Almost all of the two-year schools identified themselves as public institutions (92%) and, as expected, 91% classified themselves as a community or junior college. Of those departments responding to the survey, the largest single percentage were in universities (38%) followed by liberal arts colleges (34%) and community/junior colleges (22%). The remaining 7% were found in denominational schools or other types of institutions such as technical schools or satellite campuses.

Degrees by institution. As previously mentioned, the majority of departments in four-year institutions without graduate programs were liberal arts colleges. Not surprisingly then, 45% of liberal arts colleges reported offering only baccalaureate degrees while 35% offered both baccalaureate and graduate degrees (see Table 2A). The majority of universities awarded both baccalaureate degrees and graduate degrees and almost all community and junior colleges granted only associate degrees.

Respondents also indicated the degree levels that their institution awarded in psychology. As reported in Table 2B, baccalaureate degrees in psychology were primarily awarded by



universities (50%) and liberal arts colleges (47%). Master's degrees were predominantly granted by universities (86%), and to a lesser extent, liberal arts colleges (12%). Likewise, institutions offering doctoral degrees were mostly classified as universities (95%).

Enrollment. Overall full-time undergraduate enrollment was reported to be approximately 3.3 million (see Table 3). This number is based on data reported by *only* 30% of all departments of psychology. Therefore, the *actual* overall full-time enrollment figure is likely to be much higher.

Since 1992-1993, the distribution of undergraduate enrollment in public and private institutions has remained virtually unchanged (Cooney & Griffith, 1994). The present data indicated that 81% of all undergraduate enrollees attended public institutions while only 19% of students were enrolled in privately controlled schools. Similarly, the *Digest of Education Statistics-1998* reported that the bulk of undergraduate students (81%) were enrolled in public institutions in both 1995 and 1996. In addition, current survey results indicate more than half of all students enrolled in four-year public institutions with graduate programs while only 13% of all students enrolled in four-year private institutions with graduate programs. Surprisingly, students enrolled in two-year public institutions represented 19% of all enrollees. Four-year institutions without graduate programs accounted for a combined total of only 9% of all enrollees with 3% in public institutions and 6% in private institutions. Sixty-one percent of students were found in four-year public institutions followed by four-year private institutions (19%) and two-year public institutions (19%). In general, four-year schools with graduate programs have undergone a 14% increase in enrollment since 1992-1993, while two-year schools have experienced a 30% decrease (Cooney & Griffith, 1994). This change could be attributed to the increase in availability of financial aid including scholarships, work-study programs, and federal loans and grants.

According to current survey results, public institutions with and without graduate programs had the highest median enrollments, 8,525 and 3,150, respectively. Specifically, public institutions with graduate programs reported a median enrollment five times that of their private counterparts, and public institutions without graduate programs enrolled almost three times as many as similar private institutions. The U.S. Department of Education (1998) also found that most public institutions have higher total enrollments compared to private institutions and particularly that the majority of public institutions with graduate programs reported overall enrollments over 10,000.

#### Departmental Characteristics

The majority of departments (65%) were Departments of Psychology (see Table 4). Four-year schools were most likely to have an actual "Department of Psychology", while psychology programs in two-year schools were more likely to have some other name or fall under the auspices of another department. Departments not specifically named "Department of Psychology" were most often labeled "Department of Social Science" or "Department of Behavioral Science."

Eighty-eight percent of all departments operated on a semester system. About 8% of departments worked on a quarter system while the remaining 4% used either a trimester or other type of academic schedule.

Enrollees and Graduates. Similar to the increase in enrollments for four-year institutions, these institutions also saw an increase in psychology majors. In 1992-1993, over three fourths of psychology majors were enrolled in four-year institutions while the remainder were enrolled in two-year or other types of institutions (Cooney & Griffith, 1994). Since that time, enrollment in

four-year institutions has increased 23% while two-year schools have undergone a 79% decrease in enrollment. According to Table 5, 96% of all full-time undergraduate psychology majors enrolled in four-year institutions while the remaining 4% enrolled in either two-year or some other type of school.

Overall, undergraduate psychology departments enrolled a median of 110 psychology majors per department. As expected, departments of psychology in public institutions had more psychology majors than departments in private institutions by a ratio of almost three to one. Also, similar to previous undergraduate enrollment data, four-year public institutions reported having 59% more psychology majors than four-year private institutions. The distribution of psychology baccalaureate recipients from public and private institutions has remained unchanged over the past seven years (71% and 29%, respectively) (Cooney & Griffith, 1994).

Minority graduates of undergraduate psychology departments represented 14% of all baccalaureate recipients (see Table 7), which is an 18% increase from 1992-1993 (Cooney & Griffith, 1994). Public institutions awarded more degrees to minorities than did private institutions by a ratio of almost four to one. Minority graduates represented slightly smaller percentages of degree recipients from two-year institutions. Specifically, minorities comprised 10% of all graduates from two-year institutions whereas minorities made up 15% of graduates from four-year institutions.

Women accounted for more than half of all undergraduate psychology degree recipients (see Table 8). Results indicated that 53% of all degree recipients in public institutions were women while women made up 60% of degree recipients in private institutions. Sixty-five percent of all female graduates were from four-year public institutions while 31% were from four-year private institutions.

## Faculty Characteristics

Faculty Appointments. The distribution of total faculty appointments in responding departments is directly related to the size of student enrollments. Specifically, public institutions, having the largest overall enrollment and the largest enrollments in departments of psychology, also had the highest total number of psychology faculty (see Table 9A). Likewise, public institutions also reported almost double the average full-time-equivalent (FTE) appointments as private institutions.

The majority of faculty who taught both undergraduate and graduate psychology courses had appointments in public institutions (56%) (Table 9B). These results are in line with previously stated data in this report in which most public institutions were designated as universities that had both undergraduate and graduate programs. The majority of faculty employed by privately controlled institutions taught only undergraduate courses (62%) while the remainder taught either a combination of graduate and undergraduate courses (32%) or only graduate courses (7%).

According to Table 10A, most full-time and part-time faculty were employed in four-year institutions (88% and 71%, respectively). In addition, most faculty employed by four-year schools had full-time appointments (66%) while two-year institutions employed mainly part-time faculty (62%). Similar to the results found in Table 9A, Table 10B shows that 64% of faculty in four-year schools with graduate programs taught both graduate and undergraduate courses. Again, as a result of employing more faculty than other institutions, four-year institutions with graduate programs had, on average, more than twice as many FTE appointments than four-year

institutions without graduate programs and almost four times as many FTE appointments as two-year schools.

Demographic and employment characteristics. According to Table 11A, female faculty members accounted for approximately the same percentage of all faculty across both public and private institutions. Specifically, women represented 40% of faculty in public institutions and 46% of faculty in private institutions. A greater disparity between men and women in public and private institutions can be seen when examining full-time faculty (see Table 11B). Men outnumbered women by a ratio of almost two to one in publicly controlled schools. Likewise, there were 29% more men than women employed as full-time faculty in private institutions. Among part-time faculty, however, women were much more visible (see Table 11C). According to Table 12A, male faculty outnumbered female faculty in four-year institutions by 32%; however, women constituted the majority in two-year institutions (54%). A closer examination of two-year schools found that women were predominantly employed as part-time faculty (59%) rather than full-time faculty (see Table 12B and 12C). As seen in Table 12B, the largest gender discrepancy for faculty was found for full-time employment in four-year institutions with graduate programs. Overall, 44% more male faculty were employed full time than female faculty. In contrast, part-time employment in four-year schools with graduate programs is almost equal across genders.

In general, according to Table 11A, minority faculty represented approximately 10% of all faculty. This percentage only varies by 1% or 2% for full- and part-time faculty (see Tables 11B and 11C). Overall, African American/Black faculty represented 5% of all faculty, followed by Hispanic (2%), and Asian/Pacific Islander (2%). American Indian/Alaskan Native and other racial/ethnic backgrounds constituted the remaining 1%. Similar distributions were found for

four-year and two-year institutions (see Table 12A). However, minorities represented slightly higher percentages of faculty in part-time positions when compared to full-time faculty in all types of public and private institutions (see Tables 11C and 12C).

Regardless of institutional control, the largest single percentage of faculty in psychology departments were full professors (see Tables 11A, 11B, and 11C). Full professors accounted for 34% of all faculty and 45% of full-time faculty across all institutions. When compared to similar data in 1992-1993, there has been an increase of 10% for all faculty and a 5% increase for full-time faculty. Only 9% of part-time faculty were reported as full professors. The majority of part-time faculty were employed as lecturers (72%), in contrast to only 4% of full-time faculty who were employed as lecturers.

Faculty distribution in two-year and four-year institutions showed that 35% of faculty in four-year schools and 26% in two-year schools were full professors (see Table 12A). Associate and assistant professors followed full professors, representing about one fourth each of faculty in four-year institutions. Lecturers represented a higher percentage of faculty in two-year institutions (56%) than four-year institutions (20%).

Most full-time faculty were employed by four-year institutions (91%) (see Table 12B). Of those full-time faculty in four-year institutions, 45% were full professors, 28% were associate professors, 25% were assistant professors, and the remaining 2% were lecturers. Only 8% of all full-time faculty were employed by two-year institutions. According to Table 12C, two-year schools employed more part-time than full-time faculty with the majority of part-time faculty employed as lecturers. Specifically, more than half of all faculty in two-year schools were lecturers and 91% of all lecturers were employed part-time. In contrast, only 18% of all faculty in four-year institutions held the rank of lecturer and, of those, 2% were employed full-time.

The most common degree held by all faculty in both public and private institutions was the PhD, according to Table 13. The PhD was also the degree mainly held by full-time faculty (91%), as well as part-time faculty (50%). Faculty with master's degrees accounted for most of the remaining half of part-time faculty (42%). The remaining degrees (PsyD, EdD, bachelor's degrees, and other degrees) were held by less than 3% of faculty in full-time positions and 7% of faculty in part-time positions.

As illustrated in Table 14, faculty holding PhDs were most commonly employed in four-year institutions. However, two-year institutions employed more faculty who held a master's degree than a doctoral degree. Specifically, 51% of full-time faculty and almost three quarters of part-time faculty in two-year institutions held a master's degree.

Table 15 shows the distribution of full-time undergraduate psychology faculty in public and private institutions by major subfield. Overall, about one fifth of full-time faculty were in clinical psychology, making it the most common subfield, followed by social psychology and developmental psychology each comprising 12% of the full-time faculty. Similar results were found for faculty in four-year institutions where clinical, social, and developmental psychology remained the most common subfields (see Table 16). However, when comparing health service provider (HSP) subfields and non-HSP subfields, a striking difference emerged. Although clinical psychology is the most common subfield, the other HSP subfields (counseling and school psychology) only accounted for an additional 8% of all full-time faculty. The remaining 71% of full-time faculty have their degrees in the non-HSP subfields. Therefore, although clinical psychology accounts for the single highest percentage of faculty degrees, the overall majority of faculty held their degrees in non-HSP subfields.

## Student Characteristics

Chairs were asked for demographic information on students enrolled in their departments. According to Table 17, women comprised the preponderance of undergraduate psychology majors overall (70%) and in both public (69%) and private institutions (71%). These results are similar to those found in the *Digest of Education Statistics-1998* where women accounted for almost three fourths of undergraduate students receiving a degree in psychology. Women also outnumbered men by more than 2:1 in four-year institutions with graduate programs and two-year institutions and almost 3:1 in four-year institutions without graduate programs (see Table 18).

Minorities accounted for approximately 22% of undergraduate psychology majors in both public and private institutions (see Table 17). African American/Black students comprised the largest single percentage of minorities in both types of institutions, followed by Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and other racial/ethnic backgrounds. Two-year institutions enrolled the highest percentage of minority students (33%), followed by four-year institutions with graduate programs (26%) and four-year institutions without graduate programs (15%) (see Table 18). Compared to 1995-96, these results show a 5% increase in the number of minority students entering and completing undergraduate degrees in the field of psychology (U.S. Department of Education, 1998).

In 1992, full-time undergraduate enrollments accounted for 66% of all students (Cooney & Griffith, 1994). Since that time, full-time enrollments have increased by 21%. Specifically, full-time students represented 80% of undergraduates in public institutions and 92% of undergraduates in private institutions (see Table 17). In addition, Table 18 shows that full-time students make up 85% of all undergraduates enrolled in four-year institutions; a 6% increase



since 1992. Two-year institutions also had more full-time than part-time enrollments, however, the difference was less pronounced than four-year institutions. Full-time students represented 58% of enrollments in two-year institutions while the remaining 42% were enrolled part-time.

Plans after graduation. According to Figure 1, immediate full-time employment was the most common goal for students in both public and private institutions after undergraduate graduation. A further education was the next most popular response with 22% of students from public institutions and 9% of students in private institutions pursuing a graduate education in psychology.

Figure 2 also shows that full-time employment was the most common future plan for students from all institution types. The percentage of students from four-year institutions with and without graduate program(s) going on for a graduate education was in line with expectations. Consistent with previous results that most two-year institutions award only associate degrees it is logical that graduates from two-year institutions would move on to something other than graduate school. In fact, results indicated that an average of 14% of graduates from two-year institutions transferred to a four-year institution to pursue completion of a bachelor's degree.

In general, however, response to this question was low and most department chairs responded that this information was either not readily available or was simply not collected. Therefore, these results should be viewed with caution.

## References

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## **DETAILED TABLES AND FIGURES**

Table 1

## Institutional Characteristics of Undergraduate Psychology Departments by Institution Type: 1998-1999

Characteristic	Institution Type									
	4-yr. Institution w/Grad Program		4-yr. Institution w/o Grad Program		2-yr. Institution		Other*		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Total <u>N</u> :	395	100.0	203	100.0	186	100.0	11	100.0	795	100.0
Control:										
Public	201	50.9	30	14.8	171	91.9	11	100.0	413	51.9
Private	194	49.1	173	85.2	15	8.1	0	0.0	382	48.1
Program Type:										
Community/Junior College	0	0.0	1	0.5	170	91.4	1	9.1	172	21.6
Liberal Arts College	101	25.6	162	79.8	3	1.6	0	0.0	266	33.5
University	280	70.9	19	9.4	1	0.5	3	27.3	303	38.1
Denominational School	6	1.5	13	6.4	1	0.5	0	0.0	20	2.5
Other	8	2.0	8	3.9	11	5.9	7	63.6	34	4.3

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percents and may not add to 100% due to rounding.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 2A

## Level of Degrees Granted by Institution by Program Type: 1998-1999

Degrees Granted by Institution	Program Type											
	Community/Junior		Liberal Arts		University		Denominational		Other <sup>1</sup>		Total <sup>2</sup>	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Total <u>N</u>	172	100.0	264	100.0	293	100.0	20	100.0	33	100.0	782	100.0
Associate Degree Only	168	97.7	1	0.4	3	1.0	1	5.0	13	39.4	186	23.8
Baccalaureate Degree Only	0	0.0	118	44.7	6	2.0	4	20.0	1	3.0	129	16.5
Associate and Baccalaureate Degrees	4	2.3	28	10.6	5	1.7	9	45.0	8	24.2	54	6.9
Baccalaureate and Graduate Degrees	0	0.0	91	34.5	207	70.6	3	15.0	7	21.2	308	39.4
Associate, Baccalaureate, and Graduate Degrees	0	0.0	26	9.8	72	24.6	3	15.0	4	12.1	105	13.4

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percents and may not add to 100% due to rounding.

<sup>1</sup>Other category includes technical, agricultural, tribal, fashion and design, business, military, bible, and non-denominational schools.

<sup>2</sup>Excludes 13 departments for which degree data were missing.

Table 2B

## Levels of Psychology Degrees Awarded to Students in Psychology Departments by Program Type: 1998-1999

	Program Type										Total	
	Community/ Junior College		Liberal Arts College		University		Denominational		Other*			
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Total Departments	172	21.6	266	33.5	303	38.1	20	2.5	34	4.3	795	100.0
Associate Degree	94	81.0	10	8.6	7	6.0	1	0.9	4	3.4	116	100.0
Baccalaureate Degree	1	0.2	258	46.5	275	49.5	12	2.2	9	1.6	555	100.0
Master's Degree	0	0.0	28	11.9	203	86.0	2	0.8	3	1.3	236	100.0
Doctoral Degree	0	0.0	6	4.2	137	95.1	1	0.7	0	0.0	144	100.0
Other	72	50.7	13	9.2	31	21.8	6	4.2	20	14.1	142	100.0

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are row percentages and may not add to 100% due to rounding.

\* Other category includes technical, agricultural, tribal, fashion and design, business, military, bible, and non-denominational schools.

Table 3

## Overall Undergraduate Enrollment by Institution Type and Control: 1998-1999

	Institution Type				Total
	4-yr. Institutions w/ Grad Prog.	4-yr. Institutions w/o Grad Prog.	2-yr. Institution	Other*	
Total					
Overall enrollment	2,366,613	319,515	656,046	28,562	3,370,736
Median enrollment	4,000	1,218	2,195	1,900	2,200
Q1-Q3	1,550-9,431	789-2,000	1,014-4,550	570-4,600	1,100-5,614
<u>N</u> of depts	(395)	(203)	(186)	(11)	(795)
Public					
Overall enrollment	1,945,378	105,715	636,070	28,562	2,715,725
Median enrollment	8,525	3,150	2,350	1,900	4,441
Q1-Q3	4,296-15,000	1,664-5,025	1,125-4,925	570-4,600	2,000-10,047
<u>N</u> of depts	(201)	(30)	(171)	(11)	(413)
Private					
Overall enrollment	421,235	213,800	19,976	0	655,011
Median enrollment	1,680	1,100	450	0	1,312
Q1-Q3	1,080-3,400	695-1,700	290-1,302	0	800-2,200
<u>N</u> of depts	(194)	(173)	(15)	(0)	(382)

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 4

Distribution of Undergraduate Departments of Psychology and Other Departments by Institution Type: 1998-1999

Department Label	Institution Type									
	4-yr. with		4-yr. without		2-yr.		Other <sup>1</sup>		Total <sup>2</sup>	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Total	394	100.0	203	100.0	184	100.0	11	100.0	792	100.0
Department of Psychology	307	77.9	142	70.0	62	33.7	5	45.5	516	65.2
Other Department	87	22.1	61	30.0	122	66.3	6	54.5	276	34.8

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages.<sup>1</sup> "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.<sup>2</sup> Excludes 3 departments for which data regarding department title were missing.



Table 5  
Enrollment of Full-time Psychology Majors in Undergraduate Psychology  
Departments by Institution Type and Control: 1998-1999

	Institution Type				Total
	4-yr. Institution w/ Grad Prog.	4-yr. Institution w/o Grad Prog.	2-yr. Institution	Other*	
Total					
Overall enrollment	111,184	17,340	5,092	805	134,421
Median enrollment	200	70	36	50	110
Q1-Q3	90-400	42-120	20-75	20-200	50-263
<u>N</u> of depts	(395)	(203)	(186)	(11)	(795)
Public					
Overall enrollment	85,771	5,046	4,779	805	96,401
Median enrollment	350	147	36	50	229
Q1-Q3	198-589	73-320	20-75	20-200	87-460
<u>N</u> of depts	(201)	(30)	(171)	(11)	(413)
Private					
Overall enrollment	25,413	12,294	313	0	38,020
Median enrollment	100	65	29	0	80
Q1-Q3	55-186	38-109	9-198	0	45-139
<u>N</u> of depts	(194)	(173)	(15)	(0)	(382)

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 6  
Baccalaureate Recipients from Undergraduate Departments of  
Psychology by Institution Type and Control: 1997-1998

	Institution Type				Total
	4-yr. Institution w/ Grad Prog.	4-yr. Institution w/o Grad Prog.	2-yr. Institution	Other*	
Total					
Overall recipients	34,322	5,111	1,191	194	40,818
Median recipients	54	21	10	20	34
Q1-Q3	23-120	12-36	5-30	15-159	15-83
<u>N</u> of depts	(395)	(203)	(186)	(11)	(795)
Public					
Overall recipients	26,484	1,241	1,064	194	28,983
Median recipients	100	35	11	20	70
Q1-Q3	48-180	25-69	5-30	15-159	30-148
<u>N</u> of depts	(201)	(30)	(171)	(11)	(413)
Private					
Overall recipients	7,838	3,870	127	0	11,835
Median recipients	26	20	6	0	23
Q1-Q3	15-55	10-35	1-120	0	12-40
<u>N</u> of depts	(194)	(173)	(15)	(0)	(382)

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 7  
 Minority Baccalaureate Recipients from Undergraduate Departments of  
 Psychology by Institution Type and Control: 1997-1998

	Institution Type				Total
	4-yr. Institution w/ Grad Prog.	4-yr. Institution w/o Grad Prog.	2-yr. Institution	Other <sup>1</sup>	
Total					
Overall minority <sup>2</sup> recipients	5,270	501	114	3	5,888
Median minority recipients	7	2	1	1	4
Q1-Q3	2-20	1-5	1-6	1-2	1-13
<u>N</u> of depts	(395)	(203)	(186)	(11)	(795)
Public					
Overall minority recipients	4,047	121	108	3	4,279
Median minority recipients	13	6	1	1	9
Q1-Q3	4-38	2-11	1-5	1-2	2-25
<u>N</u> of depts	(201)	(30)	(171)	(11)	(413)
Private					
Overall minority recipients	1,223	380	6	0	1,609
Median minority recipients	3	2	*	0	3
Q1-Q3	1-8	1-4	*		1-6
<u>N</u> of depts	(194)	(173)	(15)	(0)	(382)

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small.

\* Summary statistics are not reported due to missing data.

<sup>1</sup> "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

<sup>2</sup> "Minority" includes African American/Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native.

Table 8  
Female Baccalaureate Recipients from Undergraduate Departments of  
Psychology by Institution Type and Control: 1997-1998

	Institution Type				Total
	4-yr. Institution w/ Grad Prog.	4-yr. Institution w/o Grad Prog.	2-yr. Institution	Other*	
Total					
Overall female recipients	18,133	3,419	680	146	22,378
Median female recipients	31	15	7	13	22
Q1-Q3	16-80	7-26	4-18	9-124	10-50
<u>N</u> of depts	(395)	(203)	(186)	(11)	(795)
Public					
Overall female recipients	13,724	854	605	146	15,329
Median female recipients	65	32	8	13	49
Q1-Q3	32-111	20-57	4-17	9-124	17-98
<u>N</u> of depts	(201)	(30)	(171)	(11)	(413)
Private					
Overall female recipients	4,409	2,565	75	0	7,050
Median female recipients	19	14	3	0	17
Q1-Q3	10-30	7-24	1-72	0	8-26
<u>N</u> of depts	(194)	(173)	(15)	(0)	(382)

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 9A  
Number of Faculty with Appointments and Full-time Equivalents in  
Departments of Psychology by Control: 1998-1999

Status of Faculty	Control					
	Public		Private		Total	
	( <u>N</u> = 413)	%	( <u>N</u> = 382)	%	( <u>N</u> = 795)	%
Total faculty with appointments in undergraduate depts of psychology	5,967	100.0	3,097	100.0	9,064	100.0
Total faculty with full-time appointments	3,828	64.2	1,725	55.7	5,553	61.3
Total faculty with part-time appointments	2,139	35.8	1,372	44.3	3,511	38.7
Average FTE* in department	13.1		6.9		10.1	

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Due to missing data total faculty with appointments differ across tables. Column percentages may not add to 100% due to rounding.

\* Full-time equivalent (FTE) is defined as one full-time appointment of 9 months (or 12 months as the case may be). Fractions of FTE are calculated by dividing the months of appointment of a part-time or a split-time faculty by 9 (or 12 for the 12-month academic year).

Table 9B  
Teaching Status of Faculty with Appointments in Departments of Psychology by Control: 1998-1999

Status of Faculty	Control					
	Public		Private		Total	
	(N = 413)	%	(N = 382)	%	(N = 795)	%
Total faculty with appointments in undergraduate depts of psychology	5,748	100.0	3,146	100.0	8,894	100.0
Total faculty who teach ONLY graduate courses	214	3.7	214	6.8	428	4.8
Total faculty who teach ONLY undergraduate courses	2,321	40.4	1,940	61.7	4,261	47.9
Total faculty who teach BOTH graduate and undergraduate courses	3,213	55.9	992	31.5	4,205	47.3
Average FTE* teaching undergraduate courses	10.2		5.8		8.1	

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Due to missing data total faculty with appointments differ across tables. Column percentages may not add to 100% due to rounding.

\* Full-time equivalent (FTE) is defined as one full-time appointment of 9 months (or 12 months as the case may be). Fractions of FTE are calculated by dividing the months of appointment of a part-time or a split-time faculty by 9 (or 12 for the 12-month academic year).

Table 10A  
Number of Faculty with Appointments and Full-time Equivalents in Departments of Psychology by Institution Type: 1998-1999

Status of Faculty	Institution Type									
	4-yr. Institution w/ Graduate Program		4-yr. Institution w/o Graduate Program		2-yr. Institution		Other <sup>1</sup>		Total	
	(N = 395)	%	(N = 203)	%	(N = 186)	%	(N = 11)	%	(N = 795)	%
Total faculty with appointments in undergraduate depts of psychology	6,115	100.0	1,255	100.0	1,625	100.0	69	100.0	9,064	100.0
Total full-time faculty with appointments	4,102	67.1	786	62.6	614	37.8	51	73.9	5,553	61.3
Total part-time faculty with appointments	2,013	32.9	469	37.4	1,011	62.2	18	26.1	3,511	38.7
Average FTE <sup>2</sup> in department	14.5		5.5		5.9		6.7		10.1	

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages. Due to missing data total faculty with appointments differ across tables.

<sup>1</sup> "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

<sup>2</sup> Full-time equivalent (FTE) is defined as one full-time appointment of 9 months (or 12 months as the case may be). Fractions of FTE are calculated by dividing the months of appointment of a part-time or a split-time faculty by 9 (or 12 for the 12-month academic year).

Table 10B  
Teaching Status of Faculty with Appointments in Departments of Psychology by Institution Type: 1998-1999

Status of Faculty	Institution Type									
	4-yr. Institution w/ Graduate Program		4-yr. Institution w/o Graduate Program		2-yr. Institution		Other <sup>1</sup>		Total	
	(N = 395)	%	(N = 203)	%	(N = 186)	%	(N = 11)	%	(N = 795)	%
Total faculty with appointments in undergraduate depts of psychology	6,514	100.0	1,279	100.0	1,037	100.0	64	100.0	8,894	100.0
Total faculty who teach ONLY graduate courses	428	6.6	0	0.0	0	0.0	0	0.0	428	4.8
Total faculty who teach ONLY undergraduate courses	1,912	29.4	1,279	100.0	1,037	100.0	33	51.6	4,261	47.9
Total faculty who teach BOTH graduate and undergraduate courses	4,174	64.1	0	0.0	0	0.0	31	48.4	4,205	47.3
Average FTE <sup>2</sup> teaching undergraduate courses	11.7		5.2		3.8		5.6		8.1	

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology

Note. Data should be interpreted with caution when N is small. Percents are column percentages. Due to missing data total faculty with appointments differ across tables.

<sup>1</sup> "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

<sup>2</sup> Full-time equivalent (FTE) is defined as one full-time appointment of 9 months (or 12 months as the case may be). Fractions of FTE are calculated by dividing the months of appointment of a part-time or a split-time faculty by 9 (or 12 for the 12-month academic year).



Table 11A  
Demographic and Employment Characteristics of All Faculty by Control: 1998-1999

Characteristics	Control					
	Public		Private		Total	
	(N = 413)	%	(N = 382)	%	(N = 795)	%
<b>Gender</b>	6,244	100.0	3,564	100.0	9,808	100.0
Male	3,719	59.6	1,943	54.5	5,662	57.7
Female	2,525	40.4	1,621	45.5	4,146	42.3
<b>Race/Ethnicity</b>	6,148	100.0	3,431	100.0	9,579	100.0
White	5,553	90.3	3,070	89.5	8,623	90.0
African American/Black	263	4.3	183	5.3	446	4.7
Hispanic	138	2.2	89	2.6	227	2.4
Asian/Pacific Islander	117	1.9	58	1.7	175	1.8
American Indian/Alaskan						
Native	38	0.6	14	0.4	52	0.5
Other	39	0.6	17	0.5	56	0.6
<b>Rank</b>	5,440	100.0	3,204	100.0	8,644	100.0
Full Professor	2,052	37.7	910	28.4	2,962	34.3
Associate Professor	1,145	21.0	696	21.7	1,841	21.3
Assistant Professor	1,043	19.2	739	23.1	1,782	20.6
Lecturer	1,200	22.1	859	26.8	2,059	23.8

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Totals for each section vary due to missing or partial faculty data. Percents are column percentages and may not add to 100% due to rounding.

Table 11B  
Demographic and Employment Characteristics of Full-time Faculty by Control: 1998-1999

Characteristics	Control					
	Public		Private		Total	
	(N = 413)	%	(N = 382)	%	(N = 795)	%
<b>Gender</b>	4,377	100.0	2,197	100.0	6,574	100.0
Male	2,829	64.6	1,284	58.4	4,113	62.6
Female	1,548	35.4	913	41.6	2,461	37.4
<b>Race/Ethnicity</b>	4,328	100.0	2,166	100.0	6,494	100.0
White	3,929	90.8	1,976	91.2	5,905	90.9
African American/Black	155	3.6	91	4.2	246	3.8
Hispanic	92	2.1	40	1.8	132	2.0
Asian/Pacific Islander	99	2.3	38	1.8	137	2.1
American Indian/Alaskan Native	26	0.6	10	0.5	36	0.6
Other	27	0.6	11	0.5	38	0.6
<b>Rank</b>	4,002	100.0	2,094	100.0	6,096	100.0
Full Professor	1,912	47.8	831	39.7	2,743	45.0
Associate Professor	1,073	26.8	612	29.2	1,685	27.6
Assistant Professor	871	21.8	578	27.6	1,449	23.8
Lecturer	146	3.6	73	3.5	219	3.6

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Totals for each section vary due to missing or partial faculty data. Percents are column percentages and may not add to 100% due to rounding.

Table 11C  
Demographic and Employment Characteristics of Part-time Faculty by Control: 1998-1999

Characteristics	Control					
	Public		Private		Total	
	(N = 413)	%	(N = 382)	%	(N = 795)	%
<b>Gender</b>	1,867	100.0	1,367	100.0	3,234	100.0
Male	890	47.7	659	48.2	1,549	47.9
Female	977	52.3	708	51.8	1,685	52.1
<b>Race/Ethnicity</b>	1,820	100.0	1,265	100.0	3,085	100.0
White	1,624	89.2	1,094	86.5	2,718	88.1
African American/Black	108	5.9	92	7.3	200	6.5
Hispanic	46	2.5	49	3.9	95	3.1
Asian/Pacific Islander	18	1.0	20	1.6	38	1.2
American Indian/Alaskan						
Native	12	0.7	4	0.3	16	0.5
Other	12	0.7	6	0.5	18	0.6
<b>Rank</b>	1,438	100.0	1,110	100.0	2,548	100.0
Full Professor	140	9.7	79	7.1	219	8.6
Associate Professor	72	5.0	84	7.6	156	6.1
Assistant Professor	172	12.0	161	14.5	333	13.1
Lecturer	1,054	73.3	786	70.8	1,840	72.2

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Totals for each section vary due to missing or partial faculty data. Percents are column percentages and may not add to 100% due to rounding.

Table 12A  
Demographic and Employment Characteristics of All Faculty by Institution Type: 1998-1999

Characteristics	Institution Type									
	4-yr. Institution w/ Graduate Program		4-yr. Institution w/o Graduate Program		2-yr. Institution		Other*		Total	
	(N = 395)	%	(N = 203)	%	(N = 186)	%	(N = 11)	%	(N = 795)	%
<b>Gender</b>	7,077	100.0	1,333	100.0	1,324	100.0	74	100.0	9,808	100.0
Male	4,274	60.4	734	55.1	607	45.8	47	63.5	5,662	57.7
Female	2,803	39.6	599	44.9	717	54.2	27	36.5	4,146	42.3
<b>Race/Ethnicity</b>	6,908	100.0	1,308	100.0	1,291	100.0	72	100.0	9,579	100.0
White	6,237	90.3	1,183	90.4	1,140	88.3	63	87.5	8,623	90.0
African American/Black	299	4.3	68	5.2	79	6.1	0	0.0	446	4.7
Hispanic	164	2.4	22	1.7	33	2.6	8	11.1	227	2.4
Asian/Pacific Islander	137	2.0	21	1.6	16	1.2	1	1.4	175	1.8
American Indian/Alaskan Native	35	0.5	5	0.4	12	0.9	0	0.0	52	0.5
Other	36	0.5	9	0.7	11	0.9	0	0.0	56	0.6
<b>Rank</b>	6,398	100.0	1,304	100.0	881	100.0	61	100.0	8,644	100.0
Full Professor	2,331	36.4	382	29.3	230	26.1	19	31.1	2,962	34.3
Associate Professor	1,455	22.7	287	22.0	84	9.5	15	24.6	1,841	21.3
Assistant Professor	1,342	21.0	352	27.0	75	8.5	13	21.3	1,782	20.6
Lecturer	1,270	19.8	283	21.7	492	55.8	14	23.0	2,059	23.8

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding. Totals for each section vary due to missing or partial faculty data.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 12B  
Demographic and Employment Characteristics of Full-time Faculty by Institution Type: 1998-1999

Characteristics	Institution Type									
	4-yr. Institution w/ Graduate Program		4-yr. Institution w/o Graduate Program		2-yr. Institution		Other*		Total	
	(N = 395)	%	(N = 203)	%	(N = 186)	%	(N = 11)	%	(N = 795)	%
<b>Gender</b>	5,088	100.0	920	100.0	511	100.0	55	100.0	6,574	100.0
Male	3,271	64.3	528	57.4	274	53.6	40	72.7	4,113	62.6
Female	1,817	35.7	392	42.6	237	46.4	15	27.3	2,461	37.4
<b>Race/Ethnicity</b>	5,046	100.0	897	100.0	496	100.0	55	100.0	6,494	100.0
White	4,602	91.2	813	90.6	442	89.1	48	87.3	5,905	90.9
African American/Black	179	3.5	43	4.8	24	4.8	0	0.0	246	3.8
Hispanic	101	2.0	15	1.7	10	2.0	6	10.9	132	2.0
Asian/Pacific Islander	111	2.2	15	1.7	10	2.0	1	1.8	137	2.1
American Indian/Alaskan Native	27	0.5	4	0.4	5	1.0	0	0.0	36	0.6
Other	26	0.5	7	0.8	5	1.0	0	0.0	38	0.6
<b>Rank</b>	4,781	100.0	906	100.0	359	100.0	50	100.0	6,096	100.0
Full Professor	2,188	45.8	343	37.9	194	54.0	18	36.0	2,743	45.0
Associate Professor	1,351	28.3	245	27.0	75	20.9	14	28.0	1,685	27.6
Assistant Professor	1,096	22.9	295	32.6	45	12.5	13	26.0	1,449	23.8
Lecturer	146	3.1	23	2.5	45	12.5	5	10.0	219	3.6

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding. Totals for each section vary due to missing or partial faculty data.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 12C  
Demographic and Employment Characteristics of Part-time Faculty by Institution Type: 1998-1999

Characteristics	Institution Type									
	4-yr. Institution w/ Graduate Program		4-yr. Institution w/o Graduate Program		2-yr. Institution		Other*		Total	
	(N = 395)	%	(N = 203)	%	(N = 186)	%	(N = 11)	%	(N = 795)	%
<b>Gender</b>	1,989	100.0	413	100.0	813	100.0	19	100.0	3,234	100.0
Male	1,003	50.4	206	49.9	333	41.0	7	36.8	1,549	47.9
Female	986	49.6	207	50.1	480	59.0	12	63.2	1,685	52.1
<b>Race/Ethnicity</b>	1,862	100.0	411	100.0	795	100.0	17	100.0	3,085	100.0
White	1,635	87.8	370	90.0	698	87.8	15	88.2	2,718	88.1
African American/Black	120	6.4	25	6.1	55	6.9	0	0.0	200	6.5
Hispanic	63	3.4	7	1.7	23	2.9	2	11.8	95	3.1
Asian/Pacific Islander	26	1.4	6	1.5	6	0.8	0	0.0	38	1.2
American Indian/Alaskan Native	8	0.4	1	0.2	7	0.9	0	0.0	16	0.5
Other	10	0.5	2	0.5	6	0.8	0	0.0	18	0.6
<b>Rank</b>	1,617	100.0	398	100.0	522	100.0	11	100.0	2,548	100.0
Full Professor	143	8.8	39	9.8	36	6.9	1	9.1	219	8.6
Associate Professor	104	6.4	42	10.6	9	1.7	1	9.1	156	6.1
Assistant Professor	246	15.2	57	14.3	30	5.7	0	0.0	333	13.1
Lecturer	1,124	69.5	260	65.3	447	85.6	9	81.8	1,840	72.2

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding. Totals for each section vary due to missing or partial faculty data.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 13

Highest Degree Level Attained by Full-time and Part-time Faculty in Departments of Psychology by Control: 1998-1999

Highest Degree	Control					
	Public		Private		Total	
	(N = 413)	%	(N = 382)	%	(N = 795)	%
Full-time Faculty						
Total	4,461	100.0	2,124	100.0	6,585	100.0
PhD	4,042	90.6	1,952	91.9	5,994	91.0
PsyD	6	0.1	18	0.8	24	0.4
EdD	84	1.9	65	3.1	149	2.3
Master's	311	7.0	75	3.5	386	5.9
Bachelor's	10	0.2	0	0.0	10	0.2
Other*	8	0.2	14	0.7	22	0.3
Part-time Faculty						
Total	1,939	100.0	1,273	100.0	3,212	100.0
PhD	911	47.0	703	55.2	1,614	50.2
PsyD	26	1.3	53	4.2	79	2.5
EdD	31	1.6	59	4.6	90	2.8
Master's	932	48.1	441	34.6	1,373	42.7
Bachelor's	13	0.7	2	0.2	15	0.5
Other*	26	1.3	15	1.2	41	1.3

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding.

\* "Other" includes Doctor of Chiropractic, J.D., Doctor of Ministry, M.D., Education Specialist, Doctor of Divinity, Doctor of Arts, and Specialist in school psychology.

Table 14

Highest Degree Level Attained by Full-time and Part-time Faculty in Departments of  
Psychology by Institution Type: 1998-1999

Highest Degree	Institution Type									
	4-yr. Institution w/ Grad Program		4-yr. Institution w/o Grad Program		2-yr. Institution		Other <sup>1</sup>		Total	
	(N = 395)	%	(N = 203)	%	(N = 186)	%	(N = 11)	%	(N = 795)	%
Full-time Faculty										
Total	5,110	100.0	924	100.0	493	100.0	58	100.0	6,585	100.0
PhD	4,900	95.9	857	92.7	191	38.7	46	79.3	5,994	91.0
PsyD	21	0.4	3	0.3	0	0.0	0	0.0	24	0.4
EdD	85	1.7	19	2.1	43	8.7	2	3.4	149	2.3
Master's	86	1.7	41	4.4	249	50.5	10	17.2	386	5.9
Bachelor's	8	0.2	0	0.0	2	0.4	0	0.0	10	0.2
Other <sup>2</sup>	10	0.2	4	0.4	8	1.6	0	0.0	22	0.3
Part-time Faculty										
Total	1,906	100.0	410	100.0	878	100.0	18	100.0	3,187	100.0
PhD	1,204	63.2	225	54.9	178	20.3	7	38.9	1,614	50.6
PsyD	57	3.0	15	3.7	7	0.8	0	0.0	79	2.5
EdD	54	2.8	19	4.6	16	1.8	1	5.6	90	2.8
Master's	572	30.0	139	33.9	652	74.3	10	55.6	1,373	43.1
Bachelor's	0	0.0	7	1.7	8	0.9	0	0.0	7	0.2
Other <sup>2</sup>	19	1.0	5	1.2	17	1.9	0	0.0	24	0.8

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding.

<sup>1</sup> "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

<sup>2</sup> "Other" includes Doctor of Chiropractic, J.D., Doctor of Ministry, M.D., Education Specialist, Doctor of Divinity, Doctor of Arts, and Specialist in school psychology.



Table 15

Full-time Undergraduate Faculty in Departments of Psychology  
by Major Subfield and Control: 1998-1999

Major Subfield	Control		Total (N = 795)
	Public (N = 413)	Private (N = 382)	
<b><u>Health Service Provider Subfields</u></b>			
Clinical	913	393	1,306
Row %	69.9	30.1	100.0
Column %	21.0	19.2	20.4
Counseling	235	170	405
Row %	58.0	42.0	100.0
Column %	5.4	8.3	6.3
School	83	33	116
Row %	71.6	28.4	100.0
Column %	1.9	1.6	1.8
<b>Subtotal of Health Service</b>			
Provider Subfields	1,231	596	1,827
Row %	67.4	32.6	100.0
Column %	28.3	29.1	28.6
<b><u>Non-Health Service Provider Subfields</u></b>			
Cognitive	424	229	653
Row %	64.9	35.1	100.0
Column %	9.8	11.2	10.2
Developmental	474	262	736
Row %	64.4	35.6	100.0
Column %	10.9	12.8	11.5
Educational	112	62	174
Row %	64.4	35.6	100.0
Column %	2.6	3.0	2.7
Experimental	360	200	560
Row %	64.3	35.7	100.0
Column %	8.3	9.8	8.8
General	194	105	299
Row %	64.9	35.1	100.0
Column %	4.5	5.1	4.7

(continued)

Table 15 (continued)

Full-time Undergraduate Faculty in Departments of Psychology  
by Major Field and Control: 1998-1999

	Control		
	Public	Private	Total
Major Field	(N = 413)	(N = 382)	(N = 795)
<b><u>Non-Health Service Provider Subfields</u></b>			
<b>(continued)</b>			
Social	481	311	792
Row %	60.7	39.3	100.0
Column %	11.1	15.2	12.4
Personality	82	58	140
Row %	58.6	41.4	100.0
Column %	1.9	2.8	2.2
Industrial/Organizational	233	56	289
Row %	80.6	19.4	100.0
Column %	5.4	2.7	4.5
Neuroscience/Physiological/ Comparative/Biopsychology	409	56	465
Row %	88.0	12.0	100.0
Column %	9.4	2.7	7.3
Psychometrics/Quantitative	110	31	141
Row %	78.0	22.0	100.0
Column %	2.5	1.5	2.2
Other	238	85	323
Row %	73.7	26.3	100.0
Column %	5.5	4.1	5.0
<b>Subtotal of Non-Health Service Provider Subfields</b>			
	3,117	1,455	4,572
Row %	68.2	31.8	100.0
Column %	71.7	70.9	71.4
<b>Grand Total of All Subfields</b>			
	4,348	2,051	6,399
Row %	67.9	32.1	100.0
Column %	100.0	100.0	100.0

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding.

Table 16

Full-time Undergraduate Faculty in Departments of Psychology  
by Major Subfield and Institution Type: 1998-1999

Major Subfield	Institution Type				Total (N = 795)
	4-yr. Inst. w/ Grad Prgm (N = 395)	4-yr. Inst.w/o Grad Prgm (N = 203)	2-yr. Institution (N = 186)	Other* (N = 11)	
<b><u>Health Service Provider Subfields</u></b>					
Clinical	1,086	131	75	14	1,306
Row %	83.2	10.0	5.7	1.1	100.0
Column %	21.9	14.0	14.6	25.0	20.2
Counseling	235	74	92	4	405
Row %	58.0	18.3	22.7	1.0	100.0
Column %	4.7	7.9	17.9	7.1	6.3
School	96	3	16	1	116
Row %	82.8	2.6	13.8	0.9	100.0
Column %	1.9	0.3	3.1	1.8	1.8
<b>Subtotal of Health Service Provider Subfields</b>					
	1,417	208	183	19	1,827
Row %	77.6	11.4	10.0	1.0	100.0
Column %	28.6	22.2	35.6	33.9	28.3
<b><u>Non-Health Service Provider Subfields</u></b>					
Cognitive	544	97	9	3	653
Row %	83.3	14.9	1.4	0.5	100.0
Column %	11.0	10.4	1.8	5.4	10.1
Developmental	548	142	38	8	736
Row %	74.5	19.3	5.2	1.1	100.0
Column %	11.0	15.2	7.4	14.3	11.4
Educational	94	33	46	1	174
Row %	54.0	19.0	26.4	0.6	100.0
Column %	1.9	3.5	8.9	1.8	2.7
Experimental	425	112	18	5	560
Row %	75.9	20.0	3.2	0.9	100.0
Column %	8.6	12.0	3.5	8.9	8.7
General	104	68	125	2	299
Row %	34.8	22.7	41.8	0.7	100.0
Column %	2.1	7.3	24.3	3.6	4.6

(continued)

Table 16 (continued)

Full-time Undergraduate Faculty in Departments of Psychology  
by Major Field and Institution Type: 1998-1999

Major Subfield	Institution Type				Total ( <u>N</u> = 795)
	4-yr. Inst. w/ Grad Prgm ( <u>N</u> = 395)	4-yr. Inst.w/o Grad Prgm ( <u>N</u> = 203)	2-yr. Institution ( <u>N</u> = 186)	Other* ( <u>N</u> = 11)	
<b><u>Non-Health Service Provider Subfields</u></b>					
<b>(continued)</b>					
Social	587	168	34	3	792
Row %	74.1	21.2	4.3	0.4	100.0
Column %	11.8	17.9	6.6	5.4	12.2
Personality	113	21	5	1	140
Row %	80.7	15.0	3.6	0.7	100.0
Column %	2.3	2.2	1.0	1.8	2.2
Industrial/Organizational	251	23	13	2	289
Row %	86.9	8.0	4.5	0.7	100.0
Column %	5.1	2.5	2.5	3.6	4.5
Neuroscience/Physiological/ Comparative/Biopsychology	486	23	16	7	532
Row %	91.4	4.3	3.0	1.3	100.0
Column %	9.8	2.5	3.1	12.5	8.2
Psychometrics/Quantitative	126	11	4	0	141
Row %	89.4	7.8	2.8	0.0	100.0
Column %	2.5	1.2	0.8	0.0	2.2
Other	265	30	23	5	323
Row %	82.0	9.3	7.1	1.5	100.0
Column %	5.3	3.2	4.5	8.9	5.0
<b>Subtotal of Non-Health Service Provider Subfields</b>					
	3,543	728	331	37	4,639
Row %	76.4	15.7	7.1	0.8	100.0
Column %	71.4	77.8	64.4	66.1	71.7
<b>Total of all Subfields</b>					
	4,960	936	514	56	6,466
Row %	76.7	14.5	7.9	0.9	100.0
Column %	100.0	100.0	100.0	100.0	100.0

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Column percentages may not add to 100% due to rounding.

\* "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

Table 17

Gender, Race/Ethnicity, and Enrollment Status of Undergraduate Psychology Majors in  
Departments of Psychology by Control: 1998-1999

	Control					
	Public		Private		Total	
	( <u>N</u> = 413)	%	( <u>N</u> = 382)	%	( <u>N</u> = 795)	%
Gender						
Total	55,897	100.0	24,374	100.0	80,271	100.0
Male	17,306	31.0	7,019	28.8	24,325	30.3
Female	38,591	69.0	17,355	71.2	55,946	69.7
Race/Ethnicity						
Total	56,224	100.0	22,821	100.0	79,045	100.0
White	41,372	73.6	17,851	78.2	59,223	74.9
African American/Black	5,872	10.4	2,117	9.3	7,989	10.1
Hispanic	3,988	7.1	1,371	6.0	5,359	6.8
Asian/Pacific Islander	2,552	4.5	872	3.8	3,424	4.3
American Indian/ Alaskan Native	468	0.8	251	1.1	719	0.9
Other	1,972	3.5	359	1.6	2,331	2.9
Enrollment Status						
Total	45,147	100.0	24,457	100.0	69,604	100.0
Full-time	36,216	80.2	22,406	91.6	58,622	84.2
Part-time	8,931	19.8	2,051	8.4	10,982	15.8

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office,  
American Psychological Association, 2000.

Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding. Totals for each section vary due to missing or partial student data.

Table 18

Gender, Race/Ethnicity, and Enrollment Status of Undergraduate Psychology Majors  
in Departments of Psychology by Institution Type: 1998-1999

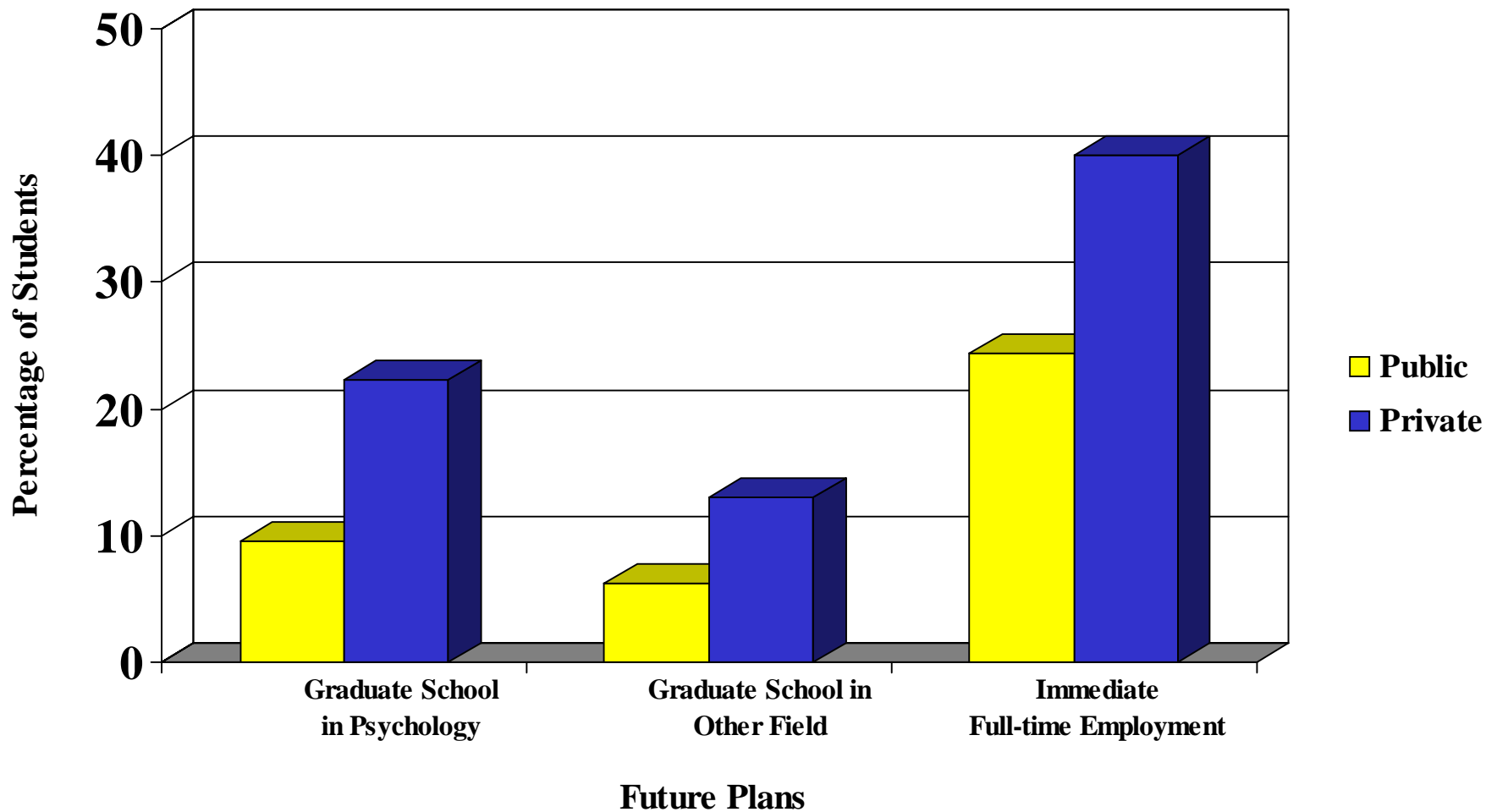
	Institution Type									
	4-yr. Institution		4-yr. Institution		2-yr.		Other*		Total	
	w/Grad Program		w/o Grad Program		Institution					
	(N = 395)	%	(N = 203)	%	(N = 186)	%	(N = 11)	%	(N = 795)	%
Gender										
Total	65,177	100.0	11,624	100.0	2,787	100.0	683	100.0	80,271	100.0
Male	20,008	30.7	3,184	27.4	919	33.0	214	31.3	24,325	30.3
Female	45,169	69.3	8,440	72.6	1,868	67.0	469	68.7	55,946	69.7
Race/Ethnicity										
Total	64,448	100.0	11,450	100.0	2,848	100.0	299	100.0	79,045	100.0
White	47,882	74.3	9,379	81.9	1,854	65.1	108	36.1	59,223	74.9
African American/Black	6,429	10.0	1,260	11.0	294	10.3	6	2.0	7,989	10.1
Hispanic	4,572	7.1	367	3.2	238	8.4	182	60.9	5,359	6.8
Asian/Pacific Islander	2,947	4.6	314	2.7	161	5.7	2	0.7	3,424	4.3
American Indian/ Alaskan Native	410	0.6	92	0.8	217	7.6	0	0.0	719	0.9
Other	2,208	3.4	38	0.3	84	2.9	1	0.3	2,331	2.9
Enrollment Status										
Total	54,425	100.0	11,823	100.0	2,673	100.0	683	100.0	69,604	100.0
Full-time	45,851	84.2	10,642	90.0	1,559	58.3	570	83.5	58,622	84.2
Part-time	8,574	15.8	1,181	10.0	1,114	41.7	113	16.5	10,982	15.8

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.

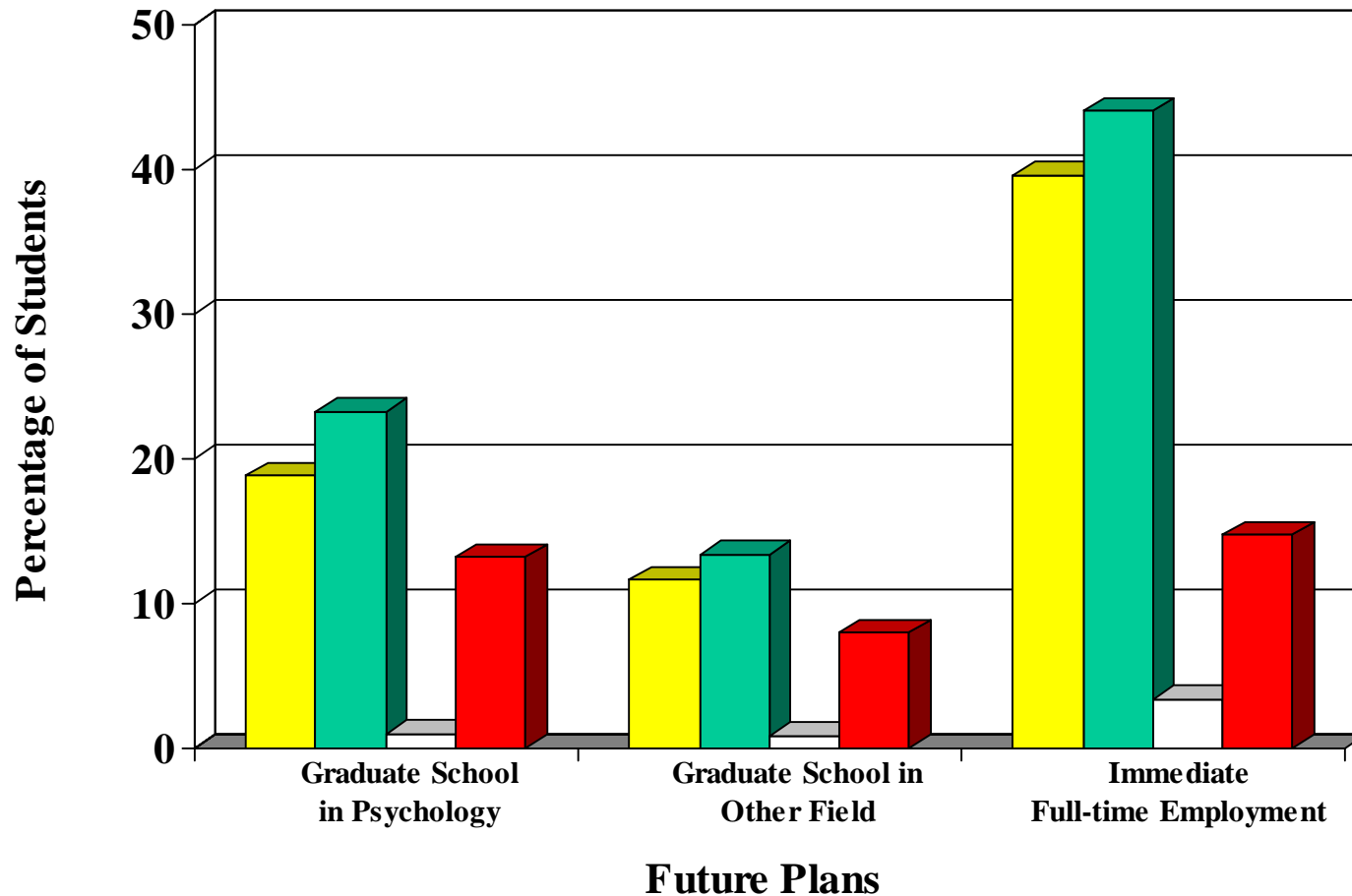
Note. Data should be interpreted with caution when N is small. Percents are column percentages and may not add to 100% due to rounding. Totals for each section vary due to missing or partial student data.

<sup>\*</sup> "Other" includes satellite campuses for 4-year institutions, comprehensive colleges, and combination 2-year, 4-year, and technical schools.

**Figure 1**  
**Student Plans for Year Following Completion of Undergraduate**  
**Psychology Degree by Control: 1998-1999**



**Figure 2**  
**Student Plans for Year Following Completion of Undergraduate**  
**Psychology Degree by Institution Type: 1998-1999**



■ 4-yr. Inst. with Grad Program(s) 
 ■ 4-yr. Inst. without Grad Program(s) 
 ■ 2-Yr. Institution 
 ■ Other Institution

Source: 1998-1999 APA Survey of Undergraduate Departments of Psychology. Research Office, American Psychological Association, 2000.



## **APPENDIX**

# 1998-1999 APA SURVEY OF UNDERGRADUATE DEPARTMENTS OF PSYCHOLOGY

## Directions:

- ◆ The following items request information on your institution, on the characteristics of your department or program, and on the characteristics of your undergraduate psychology faculty and students. Throughout the survey we use the terms "department" and "program", although we recognize that these terms may not accurately denote your unit. For example, some institutions may not have an established department of psychology, or may offer only a few courses in psychology. For ease of question wording and readability, "department" may be interpreted as any unit, be it a "division", "program", or "school", that houses undergraduate psychology courses, while "program" may refer to a department-like unit or to one or more undergraduate psychology courses collectively.
- ◆ Please answer each question as best you can. Feel free to write an explanation in the margin or on a separate page. If you have questions, call **Tonja Murray** or **Jessica Kohout** collect at (202) 336-5980 or email **research@apa.org**.
- ◆ *All data you provide are strictly confidential and will be reported in aggregate form only.*
- ◆ Please complete this survey AS SOON AS POSSIBLE and return in the enclosed business reply envelope.

**1998-1999 APA Survey of Undergraduate  
Departments of Psychology  
American Psychological Association  
Research Office  
750 First Street, N.E.  
Washington, DC 20002**

## I. INSTITUTIONAL CHARACTERISTICS

1. Please check the category below that best describes your institution:
  - ☐ Four-year university/college/institution with graduate program(s)
  - ☐ Four-year university/college/institution without graduate program(s)
  - ☐ Two-year college/institution
  - ☐ Other (please specify) : \_\_\_\_\_
  
2. Please indicate the type of institution in which you are located:
  - ☐ Public
  - ☐ Private
  - ☐ Other (please specify) : \_\_\_\_\_
  
3. Please indicate which one of the following applies to your institution:
  - ☐ Community/Junior College
  - ☐ Liberal Arts College
  - ☐ University
  - ☐ Denominational School
  - ☐ Other (please specify) : \_\_\_\_\_
  
4. Check the appropriate category of degree(s) awarded at your **institution** (check all that apply).
  - ☐ Associate degree(s)
  - ☐ Baccalaureate degree(s)
  - ☐ Master's degree(s)
  - ☐ Doctorate degree(s)

5. Next, please indicate the level(s) of degree awarded in **PSYCHOLOGY** at your **institution** (check all that apply).

☐ Associate

☐ Baccalaureate

☐ Master's

☐ Doctorate

☐ Other (please specify) : \_\_\_\_\_

6. Please provide the TOTAL FULL-TIME undergraduate enrollment across all programs and departments at your INSTITUTION for the Fall term of the 1998-99 academic year.

Total FULL-TIME undergraduate enrollment in Fall, 1998.

## II. DEPARTMENTAL CHARACTERISTICS

7. Is your department on a semester, trimester, quarter, or other system?

☐ Semester

☐ Trimester

☐ Quarter

☐ Other (please specify) : \_\_\_\_\_

8. Please indicate the label(s) applied to your department(s) or program(s) where undergraduate psychology courses are taught at your institution. If your department or program has a traditional label such as "Department of Psychology," please indicate this below.

☐ Department of Psychology

☐ Other department or program label(s) (please specify) :

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9. Please provide the TOTAL number of undergraduate psychology majors enrolled FULL TIME for the Fall term of the 1998-99 academic year.

Total FULL-TIME undergraduate psychology majors in Fall, 1998.

10. How many UNDERGRADUATE psychology majors graduated from your department in the 1997-98 academic year (between July 1, 1997 and June 30, 1998)?

Number of psychology majors who graduated in the previous academic year

% of these graduates who were ethnic minorities

% of these graduates who were women

☐ Not applicable: no major in psychology offered at this institution.

### III. FACULTY CHARACTERISTICS

11. What was the total number of faculty members (with academic rank at or above the instructor level) in your department during the 1998-99 academic year? (**Include full-time and part-time appointments as indicated**).

a. Total number of faculty members with appointments in your department (**include full-time and part-time appointments**)

b. Total number of **full-time equivalents**\* in your department

c. Total number of **full-time equivalents**\* for the teaching of undergraduate courses in psychology

d. Total number of faculty members with **part-time** appointments in your department

\* Full-time equivalent (FTE) is defined as one full-time appointment of 9 months (or 12 months as the case may be). Fractions of FTE are calculated by dividing the months of appointment of a part-time or a split-time faculty by 9 (or 12 for the 12-month academic year).

12. Please indicate the number of faculty in each of the categories below:

Number of faculty who teach ONLY graduate psychology courses

Number of faculty who teach ONLY undergraduate psychology courses

Number of faculty who teach BOTH graduate and undergraduate psychology courses

13. Please indicate the number of undergraduate psychology faculty in your department during 1998-99 by race/ethnicity, gender, rank, and employment status.

<u>Full-time Faculty</u>		<u>Part-time Faculty</u>	
_____ Male	_____ White	_____ Male	_____ White
_____ Female	_____ African American/ Black	_____ Female	_____ African American/ Black
_____ TOTAL	_____ Hispanic	_____ TOTAL	_____ Hispanic
_____ Full	_____ Asian/Pacific Islander	_____ Full	_____ Asian/Pacific Islander
_____ Associate	_____ American Indian/ Alaskan Native	_____ Associate	_____ American Indian/ Alaskan Native
_____ Assistant	_____ Other	_____ Assistant	_____ Other
_____ Lecturer	_____ TOTAL	_____ Lecturer	_____ TOTAL
_____ TOTAL		_____ TOTAL	

14. Please indicate the number of FULL-TIME and PART-TIME undergraduate psychology faculty in your department during 1998-99 by THE HIGHEST DEGREE LEVEL ATTAINED. Count each faculty member **ONCE** only. Totals should agree with those provided in question 13.

<u>Full Time</u>	<u>Part Time</u>
PhD <input type="text"/>	PhD <input type="text"/>
PsyD <input type="text"/>	PsyD <input type="text"/>
EdD <input type="text"/>	EdD <input type="text"/>
Master's <input type="text"/>	Master's <input type="text"/>
Bachelor's <input type="text"/>	Bachelor's <input type="text"/>
Other (specify) : <input type="text"/>	Other (specify) : <input type="text"/>
TOTAL <input type="text"/>	TOTAL <input type="text"/>

15. Please indicate the **number** of **full-time undergraduate faculty** in your department by their current major field. Totals should agree with those provided in question 13.

_____	Clinical
_____	Counseling
_____	School
_____	Cognitive
_____	Developmental
_____	Educational
_____	Experimental
_____	General
_____	Social
_____	Personality
_____	Industrial/Organizational
_____	Neuroscience/Physiological/Comparative/Biopsychology
_____	Psychometrics/Quantitative
_____	Other (specify) _____
_____	Other (specify) _____
_____	Other (specify) _____
_____	TOTAL FULL-TIME FACULTY

#### IV. STUDENT CHARACTERISTICS

16. Please estimate the number of currently enrolled **upper-level students\*** who have **declared a major or specialization in psychology** by race/ethnicity, enrollment status and gender.

_____ White	_____ Full time	_____ Male
_____ African American/ Black	_____ Part time	_____ Female
_____ Hispanic	_____ TOTAL	_____ TOTAL
_____ Asian/Pacific Islander		
_____ American Indian/ Alaskan Native		
_____ Other		
_____ TOTAL		

\* "Upper-level students" refers to juniors and seniors enrolled at four-year institutions, or to second-year students enrolled at two-year institutions.

17. Please estimate the percent of students who graduated with a major in psychology in the last three years (1995-96, 1996-97, 1997-98) whose plans for the next year fell into each of the following categories:

\_\_\_\_\_ % entering graduate school in psychology

\_\_\_\_\_ % entering graduate school in a field other than psychology

\_\_\_\_\_ % entering professional school in psychology

\_\_\_\_\_ % entering professional school in a field other than psychology

\_\_\_\_\_ % terminal baccalaureates seeking immediate full-time employment

\_\_\_\_\_ % entering military service

\_\_\_\_\_ % other (please specify): \_\_\_\_\_

**100% TOTAL**

***THANK YOU FOR YOUR PARTICIPATION! Please return this survey AS SOON AS POSSIBLE. If you have any questions, please contact Tonja Murray or Jessica Kohout COLLECT at (202) 336-5980.***