Psychology Major Assessment Report for 2006-2007

I. Brief Summary of Assessment Plan: Outcomes Assessed in 2006-2007

In our 2006-2007 Assessment Plan, we said we would assess:

Goal 1: Knowledge Base, Outcomes 1 and 3-11 by giving the Psychology Area Concentration Achievement Test (Psych ACAT) to our senior psychology majors in P457 Senior Seminar in Spring, 2007.

Outcomes 1 and 3-11 identify specific content areas we have determined as important to our major. Because we are using the Psych ACAT to evaluate these outcomes, we did not need components. Each outcome is represented by a subtest of the ACAT, except Outcome 10 which is represented by two subtests. The outcomes are as follows…

<u>Students will demonstrate basic psychological literacy in:</u>
Outcome 1: Psychological Perspectives
Outcome 3: Research Methods
Outcome 4: Statistics
Outcome 5: Biological Bases
Outcome 6: Learning
Outcome 7: Cognition
Outcome 8: Development
Outcome 9: Individual Differences
Outcome10: Psychological Disorders & Treatments
Outcome11: Social Psychology

Benchmarks. We have three benchmarks:
1) as a group, students taking test will achieve 50th percentile or higher on each subtest,
2) at least 75% of individuals will achieve 50th percentile or higher on the subtests representing Outcomes 1, 3, 4, and 8 because those outcomes represent coursework that all psychology majors must take, and
3) at least 75% of individuals will achieve 50th percentile or higher on at least one of the subtests representing each of the course clusters required for psychology majors. There are two course clusters in the major. Cluster 1 is P319 Personality, P320 Social, P303 Health, and P324 Abnormal. Cluster 2 is P325 Learning, P326 Neuroscience, and P335 Cognition. Majors must take two courses within each cluster. Thus, benchmark 2 is met when at least 75% of the students achieve 50th percentile or higher on at least one subtest that evaluates each cluster.

Changes made since plan was submitted (& why).
The benchmarks described above have changed. We originally had only Benchmark 1, but received feedback from the Assessment Council indicating that the benchmark needed to identify number or percentage of individuals achieving the outcome. In addition, we had to find a way to

make our benchmarks represent the fact that not all students take all the classes represented by each of the ACAT subtests and thus should be expected to perform better on some subtests than on others. We added benchmarks 2 and 3 both to accommodate the Assessment Council's request and to ensure we were looking at the ACAT data in a way that best matches the course requirements in our curriculum. At present, we find both ways of looking at the data (group and individual) to be useful, so we kept the original benchmark as well.

Goal 2: Research Methods, Outcome 5, Design Basic Studies to Address Psychological Questions We were not satisfied with the 2005-2006 results for this outcome, so we chose to re-assess it for 2006-2007. We began assessment of the 2006-2007 data with the components and criteria as listed in Table 1 below.

Table 1.

Components for Goal 2: Research Methods, Outcome 3 Design Basic Studies	Criteria (i.e., Levels,Characteristics)
Research Question/Purpose/Objective Literature review Clear specification of hypothesis Hypothesis appropriate to lit. review Hypothesis appropriate to method Clear specification of operational definitions for constructs found in hypothesis	Present - Absent Appropriate - Somewhat Appropriate - Inappropriate Clear - Somewhat Clear - Unclear Appropriate - Somewhat Appropriate - Inappropriate Appropriate - Somewhat Appropriate - Inappropriate Clear - Somewhat Clear - Unclear

Benchmark. We began assessment of the 2006-2007 data with the following benchmark: 75% of psychology majors will achieve the highest level for each component (i.e., present, appropriate, clear).

Changes made since plan was submitted (& why):
As we conducted the assessment of the 2006-2007 data we recognized that the discussions we had about this outcome over the past year had changed our thoughts about what constituted acceptable student performance and that our benchmark needed to both reflect that change as well as reflect the outcome as a whole. (Note that the benchmark listed above is stated for each component rather than for the outcome). The <u>Revised Benchmark</u> is that 75% of psychology majors will exhibit the following <u>pattern</u> of performance: Research Question (Present), Clear Hypothesis (at least Somewhat Clear), Hypothesis Appropriate to Lit. Review (at least Somewhat Appropriate), Hypothesis appropriate to method (at least Somewhat Appropriate), and Clear Specification of Operational Definitions (at least Somewhat Clear). We believe this pattern better reflects what we most heavily emphasize (e.g., having a research question or purpose and making sure the hypothesis is appropriate for the method being used) in the course for which students write the research report used for assessment of this outcome. This pattern also better reflects the fact that some of these components are much more difficult for students to do than are

others, particularly considering the assessment is being done with students in a 200 level course and that the paper we use for this assessment is their first effort at writing a research report in psychology.

We also realized that we needed to revise the components to achieve greater consistency among our ratings. The greatest point of inconsistency in our ratings was on the component Literature Review. Part of the problem was that students' ability to adequately describe and integrate past literature seems to be an outcome separate from being able to design a basic research study. We chose to remove the Literature Review component from this outcome. Thus, data regarding Goal 2, Outcome 5 in the third section of this report will not include ratings of the Literature review component. We are discussing whether writing a literature review should become one of our outcomes underneath a different goal.

II. Assessment Methods

Goal 1: Knowledge Base, Outcomes 1 and 3-11 (Psychological Perspectives, Research Methods, Statistics, Biological Bases, Learning, Cognition, Development, Individual Differences, Psychological Disorders/Treatments, Social Psychology)

We currently use the Psychology Area Concentration Achievement Test (ACAT) to assess these outcomes. The ACAT allows us to choose the topic areas within psychology we want to include on our students' tests and provides data that shows us how our students' performance compares to psychology students at other institutions that use the ACAT. The ACAT conducts scoring on a rolling calendar such that (if carefully timed) we can receive students' scores back before the end of the semester, allowing us to close the feedback loop by sharing scores with the students. We can accomplish this by informing students of aggregate group performance either in class or via Oncourse. Students are told they can make individual appointments with their Seminar instructor to see their individual results if they wish.

Students take the Psych ACAT just before or just after Spring Break of their final spring semester of their Senior year in their P457 Senior Seminar class. The faculty member teaching the seminar administers and proctors the test, after which it is sent back to the company for scoring. Psychology faculty reviewed/discussed the ACAT scores during their annual Summer Retreat. There were no changes to this assessment method since the plan was submitted.

Goal 2: Research Methods, Outcome 5 Design Basic Studies We assessed this goal using student papers drawn from P211 Methods of Experimental Psychology. The activity/object students used to demonstrate achievement of Outcome 5 was the final draft of the Survey Research Report Assignment in P211 (collected during the last week of classes in both Fall, 2006 and Spring, 2007). We collected 14 papers from psychology

majors across those two semesters. Copies of each paper were given to each full-time psychology faculty member to be evaluated using the outcomes, criteria, and benchmarks described in Section I. Faculty met as a group to calibrate the P211 paper evaluations. We each read and evaluated the components of each paper individually, then met to compare evaluations and discuss any differences of opinion. These discussions increased the consistency with which we applied criteria and resulted in better agreement about how the criteria were applied so that we could provide more consistent instruction for students. There were no changes to this assessment method since the plan was submitted.

III. Description of Assessment Results

Goal 1: Knowledge Base, Outcomes 4-11 (Statistics, Biological Bases, Learning, Cognition, Development, Individual Differences, Psychological Disorders/Treatments, Social Psychology)

Because the sample size for Senior Seminar is rather small each year, and was particularly small in Spring, 2007, we said in our plan that we would look at data from both Spring, 2006 (our first use of the ACAT; 12 students) and Spring, 2007 (4 students) in this report. Although this report does not require inclusion of Spring, 2006 data, we do so for our own benefit; it makes it easier and more reliable to look for patterns in the data, particularly considering this is only the second time we have used the ACAT.

Our first benchmark was having our students (as a *group*) achieve at least the 50th percentile in comparison to the national sample of other Psychology Majors who also took this test. This data is presented in Table 2 for each subtest/learning outcome.

Table 2. Psychology Area Concentration Achievement Test (ACAT) subtest results in relation to outcomes for Goal 1: Knowledge Base

Areas of Psychology Tested (i.e., ACAT subtests)	2006 group %tile n = 12	2007 group %tile n = 4
Subtest: History & Systems (Outcome 1: Perspectives in Psychology)	45*	42*
Subtest: Experimental Design (Outcome 3: Research Methods)	62	53
Subtest: Statistics (Outcome 4: Statistics)	64	72
Physiological (Outcome 5: Biological Bases)	71	47*
Human Learning/Cognition (Outcomes 6 & 7: Learning & Cognition)	67	66
Developmental (Outcome 8: Developmental)	53	48*
Personality (Outcome 9: Individual Differences)	48*	41*

Abnormal (Outcome 10: Psychol. Disorders & Treatments)	57	63
Clinical/Counseling (Outcome 10: Psychol. Disorders & Treatments)	54	46*
Social (Outcome 11: Social Psychology)	56	75
OVERALL PERFORMANCE	59	55

Note: * indicate benchmarks not met

As you can see in Table 2, the 2006 data show that, as a *group*, our students scored above the 50th percentile on all of the Outcomes except Outcomes 1 (Psychology Perspectives) and Outcome 9: Individual Differences (although the latter was only a bit below the 50th percentile). The 2007 data show the same pattern: difficulty reaching the 50th percentile for Outcomes 1 and 9. In addition, in 2007 they did not achieve 50th percentile for Outcomes 5, 8, and for one of the subtests that taps Outcome 10. However, percentiles for Outcomes 5 and 8 are not far below the expected level and at present are not a concern. Although perspectives in psychology (Outcome 1) are introduced in a number of our courses, we are not surprised by the performance on Outcome 1, since our students were not required to take a class that specifically emphasizes this outcome. We had already made a change to our curriculum to remedy this. Those students beginning the psychology major in Academic Year 2006 or later are now required to take P459 History & Systems of Psychology which will emphasize Outcome 1. However, none of the students taking the ACAT in 2006 or 2007 were required to take that course and most had not. It will take several more years before we should expect to see improvement in Outcome 1. In addition, the courses that emphasize Outcomes 5, 9, and part of Outcome 10 are only offered every other year and are not required for all students. This may have contributed to the lower group percentiles for these outcomes.

Our other two benchmarks for the knowledge outcomes focus on percentages of *individuals* who have achieved 50th percentile or higher. These benchmarks more clearly compare subtest scores to the specific coursework students have taken. Because only 4 students took the ACAT in 2007, we combined ACAT data from 2007 with the ACATs from the 12 students from the 2006 administration to check the next two benchmarks. One of these benchmarks states that we expect at least 75% of individuals to achieve 50th percentile or higher on the subtests representing Outcomes 3 (research methods), 4 (statistics), and 8 (Development) because majors are required to take courses in each of these three areas. Thus 12 of the 16 students would need to achieve 50th percentile to meet the benchmark for each of these outcomes. The benchmark was met for Outcome 3 (12 of 16 achieved 50th percentile) and came close to being met for Outcome 4 (11 of 16 students), but was not met for Outcome 8 (9 of 16 students). We are pleased with the data for Outcomes 3 and 4, and suspect the reason this benchmark was not met for Outcome 8 is because the course students take in development is typically taken very early in their

college careers and thus that material may be less easily recalled by the time they take the ACAT as seniors. The benchmark was not met for Outcome 1 (perspectives) for which 7 of 16 students achieved 50th percentile, but this group of students were not required to take the History and Systems of psychology course that would have emphasized perspectives. Considering that, it's not bad that nearly half the students achieved 50th percentile on this outcome!

The second of the benchmarks that focus on percentages of *individuals* states that at least 75% of individuals will achieve 50th percentile or higher on at least one of the subtests representing each of the course clusters required for psychology majors. There are two course clusters in the major. Majors must take two courses within each cluster. Cluster 1 is P319 Personality, P320 Social, P303 Health, and P324 Abnormal (which represent knowledge Outcomes 9, 10, and 12). This cluster is represented by the following subtests of the ACAT: Personality, Social, Abnormal, and Clinical/Counseling. Of the 16 students who took the ACAT, 12 (75%) reached the 50th percentile or higher on at least one of the four Cluster 1 subtests. Thus, the benchmark was met for Cluster 1. Cluster 2 is P325 Learning, P326 Neuroscience, and P335 Cognition (which represent knowledge Outcomes 5, 6, and 7). This cluster is represented by the following subtests of the ACAT: Human Learning/Cognition and Physiology. Of the 16 students who took the ACAT, 13 (81%) reached the 50th percentile or higher on at least one of the two Cluster 2 subtests. Thus, the benchmark was met for Cluster 2.

Goal 2: Research Methods, Outcome 5, Design Basic Studies.

A group summary of how students performed is shown below in Table 3. As was the case in the 2005-2006 data, our students did the best with Research Question/Purpose/Objective and Hypothesis Appropriate to Method. These are the two components that instructors for this course emphasize most heavily, thus it is logical that higher achievement occurred on these components.

In last year's report, we chose to focus on trying to help students better achieve an appropriate literature review and a hypothesis appropriate to that literature review by revising a current assignment related to the final paper. Rather than simply asking students to turn in a hypothesis, the new assignment asked them to respond to two additional questions: "What information in the background articles you read leads you to believe that your hypothesis is plausible," and "What information in the background articles you read leads you to believe testing this hypothesis is the logical next step in the research on this topic?" This revised assignment requires them to start thinking about how the background literature and their hypothesis are (or are not) related earlier in the semester and receive feedback from the instructor; the work they do on this assignment can then be incorporated into the Introduction section (i.e., literature review) of the final paper. In order to help students focus on communicating important ideas rather than getting lost in a detailed, lengthy checklist, we decided to give two different versions of the checklist. The

first identifies only the big-picture content items. The second includes details about format. These changes were implemented in both the Fall, 2006 and Spring, 2007 sections of the P211 methods class. We did see some improvement in the Literature Review component; 57% (8 of 14) achieved the highest level of "appropriate" in 2006-2007 compared to only 27% (4 of 15) in 2005-2006. There was also a small improvement in Hypothesis Appropriate to Lit. Review; 29% (4 of 14) achieved the highest level of "appropriate" in 2006-2007 compared to only 7% (1 of 15) in 2005-2006. Although it's tempting to say the changes in the assignment helped, these differences could just as easily be due to the fact that both faculty made a concerted effort in 2006-2007 to choose a topic for the report that would be concrete enough for students to understand even if they had no background knowledge of the topic (other than the readings assigned in P211). In fact, in the 2005-2006 report, we noted that "appropriateness of literature review was likely to have been affected by students' choice of a topic that had relatively little background literature available as well as by students having difficulty identifying and using in their papers the most relevant parts of their background articles."

Table 3

Components for Goal 2: Research Methods, Outcome 5 Design Basic Studies+	Criteria (i.e., Levels,Characteristics) Number in parentheses represents number of students (out of 14 total) who achieved each level)
Research Question/Purpose/Objective Literature review Clear specification of hypothesis Hypothesis appropriate to lit. review Hypothesis appropriate to method Operational definitions are clear	Present (12) - Absent (2) Appropriate (8) - Somewhat Appropriate (5) - Inappropriate (1) Clear (7) - Somewhat Clear (6) - Unclear (1) Appropriate (4) - Somewhat Appropriate (9) - Inappropriate (1) Appropriate (12) - Somewhat Appropriate (1) - Inappropriate (1) Clear (1) - Somewhat Clear (8) - Unclear (5)

The above presentation of the data is of particular use to the psychology faculty in making decisions about how to modify curriculum to improve student performance. However, it does not directly address the new benchmark described in Section I of this report. The Revised Benchmark is that 75% of psychology majors will exhibit the following pattern of performance: Research Question (Present), Clear Hypothesis (at least Somewhat Clear), Hypothesis Appropriate to Lit. Review (at least Somewhat Appropriate), Hypothesis appropriate to method (at least Somewhat Appropriate), and Clear Specification of Operational Definitions (at least Somewhat Clear). In 2006-2007, 57% of the students (8 of 14) showed the described pattern of performance. Thus, the benchmark of 75% was not met. However, in 2005-2006, only 27% of students (4 of 15) showed the described pattern of performance. Thus, we appear to be making progress toward achievement of the benchmark.

Other data collected to assess the major
In addition to collecting data to *directly* assess learning Goal 1: Knowledge Base, Outcomes 1 and 3-11 and Goal 2: Research Methods, Outcome 5 Design Basic Studies as we proposed in our 2006-2007 Assessment Plan, we also collected *indirect* data via student surveys that provide indirect evaluation of our Goal 8: Career Planning and Development in particular and indirect evaluation by seniors of each of the learning goals in general. Although we recognize that the following data does <u>not</u> directly assess student learning, we include it here because it allows the psychology faculty to use this report (and both of the types of data we collect: direct and indirect) to provide ourselves with a more complete picture of our major. Please note that we have begun discussion of ways to more directly assess the learning outcomes related to Career Planning and Development in the future and will present them in future reports.

Goal 8: Career Planning and Development
We currently do an indirect evaluation of this goal by asking students taking our 1 credit hour P199 Planning Your Career in Psychology to complete a survey at the beginning and end of the course. Although the survey asks students to respond to a variety of items on a 1-5 scale, only those most directly related to career knowledge, planning, and development will be included here.

> **Finding information about Psychology (Items 10 and 12)**
> Students reported an increased understanding from beginning to end of semester in how to find information about Psychology on the internet (Item 10) and using PsycINFO (Item 12). (The results for Item 10 were: Pre 4.21, Post 4.79, and for Item 12 were: Pre 3.14, Post 4.50). This is *indirectly* related to Career Planning Outcome 1: Describe careers in psychology, because without skills in finding accurate, reliable career information in psychology, the descriptions they give will be nothing more than personal beliefs and stereotypes about what psychologists in certain jobs do.

> **Knowledge of/preparedness for careers (Items 1, 3, 5, and 14)**
> 1. I feel prepared for any type of post-B.A./B.S. career.
> 2. I am certain I will be able to work in a psychology-related job.
> 5. I am familiar with the jobs a B.A./B.S.-level psychologist can attain.
> 14. I am familiar with the type of careers graduates from this program have attained.
> Students also reported an increased understanding in the Knowledge of/preparedness for careers. (The results for item 1 were: Pre 3.43, Post 3.93, item 3: Pre 4.29, Post 4.36, item 5: Pre 3.21, Post 4.57, and item 14 were Pre 3.00, Post 4.36). Responses to these questions are also indirectly related to Career Planning Outcome 1: Describe careers in psychology. Students reported an increased level of awareness about what is required to become prepared to be qualified for a BA level position, and with the kinds of positions that IUK graduates have gone on to at that level. The students also increased slightly in their certainty that they would be able to gain employment in a psychology related job.

The survey also asked students to list their career interests. The three most common areas of career interest for psychology majors have changed only slightly from the data from last year's assessment. The number one positions remained clinical/counseling psychology. The only other areas mentioned by more than one student were forensic/criminal psychology and sports psychology. Most of the students reported that their interest area did not change from the beginning to the end of the course. Again, the information given about occupations at the end of the class was more specific than the information given at the beginning of the class. This leads us to believe that the information gathered and reported in class did give students a more realistic idea about what the various areas in psychology actually required in regard to education and training.

Senior-level Student Evaluations of Learning Goals
We currently do an indirect evaluation of students perceptions of the eight learning goals for the psychology major as part of the exit survey our psychology majors in Senior Seminar (PSY P457) are asked to complete during the last several weeks of the course. On the survey, students are asked to respond to questions about current and future employment status, graduate school application and acceptance, and both strengths of and changes needed in the psychology program. Psychology majors are supposed to take this course in their last Spring semester before graduating. Thus, most students have completed most of their coursework and are expecting to graduate soon (in a few weeks or the next December). In Spring 2007, the 4 students taking P457 completed the survey. A psychology faculty member reviewed the surveys and summarized themes emerging from the student responses. All the psychology faculty then discussed the results and possible ways to address areas of concern at our annual summer retreat.

The psychology faculty consider this survey to be very useful in providing information on the future plans of our graduates and their attitudes and suggestions about the curriculum. Because we have been asked in this report to focus only on that part of our assessment efforts relating to student learning outcomes, we will only summarize the results and our response for those questions most obviously related to our learning goals and outcomes. We recognize these data are on student attitudes and beliefs and are not a direct measure of student learning. Nonetheless, we believe the results are useful in helping us evaluate and generate ideas on how to improve the psychology major. Obviously, we are limited this year by the small sample size. Thus, any results can only be suggestive of areas for discussion and cannot be legitimately generalized beyond these four individuals.

A number of questions asked students to rate how effective the psychology program has been in helping them learn in each of the following areas. The items in this section of the survey correspond to our 8 learning goals. Here is a summary of the results.

Table 4

Area (related Goal #))	Not at all effective	Not very effective	Somewhat effective	Very effective	Extremely effective
Content or Knowledge Base (#1)	0	0	0	3	1
Research Methods (#2)	0	0	0	2	2
Critical Thinking (#3)	0	0	0	3	1
Applying Concepts (#4)	0	0	2	1	1
Ethics (#5)	0	0	0	2	2
Communication (#6)	0	0	0	3	1
Quantitative Literacy (#7)	0	0	3	0	1
Career Planning/Develop. (#8)	0	0	1	3	0

Students also provided some comments relating to each of the above areas. Overall, they had many positive things to say about the program (e.g., "I love the psych program here"; "The psychology program at IUK is outstanding! The professors are very helpful!").

Student suggestions included the following.
- Offer more psychology courses/special topics courses.
- Put greater emphasis on applications of psychological concepts (more practice, homework).
- Assign more homework; have more discussion about study habits and writing skills.
- Discuss stats beyond the stats course (e.g., when reviewing scientific articles)
- Thoroughly discuss jobs for psychology majors.
- Provide more help for those who fall behind.
- Have more discussion of peer reviewed journals and current events/research in psychology.
- Make IUK more activity/togetherness oriented.

IV. Using Assessment for Program Improvement

Goal 1: Knowledge Base, Outcomes 4-11 (Statistics, Biological Bases, Learning, Cognition, Development, Individual Differences, Psychological Disorders/Treatments, Social Psychology).
We are pleased that we are meeting (or coming close to meeting) the individual benchmarks for Outcomes 3 (research methods) and 4 (statistics) and for Clusters 1 and 2 of our curriculum. The benchmark was not met for Outcome 1 (perspectives), but this group of students was not required to take the History and Systems of psychology course that would have emphasized perspectives; future students will be required to take the course. The benchmark for Outcome 8 (Development) was not met; we plan to discuss this in future meetings.

Goal 2: Research Methods, Outcome 3, Design Basic Studies to Address Psychological Questions. We will continue to use the revised assignment and revised checklists in P211 (as described in Section II of this report) and will continue to try to provide students with concrete topics for their research project. We saw some increase

from 2005-2006 to 2006-2007 in the percentage of students who were able to achieve the pattern of skill levels we expected to see in the research reports. The main problem is that students were having trouble writing thorough operational definitions. We plan to more heavily emphasize the importance of that section of the research report in future classes.

Goal 8: Career Planning and Development. At present, we are pleased that the P199 survey data show that students self-reported improvements in their ability to gather information about psychology careers and increased knowledge of what those careers entail. The survey is also useful in helping us keep tabs on our students' primary career interests. We plan to continue using the surveys as an indirect measure. We also plan to begin developing methods to directly assess the outcomes of Goal 8. One option we have discussed is giving students both a pre- and post-test that directly evaluates their knowledge of the major areas of study (and work) in psychology and their understanding of terminology related to careers and career preparation (e.g., graduate school and licensure). In preparation for developing such a test, we have recently created a list of content that we believe students should learn about careers in the P199 course. We have also recently revised our outcomes for the career goal. Now that we are more satisfied with the outcomes, we can continue conversations about how best to directly assess the outcomes. The revised outcomes will be presented in next year's Assessment Plan. Finally, in last year's report, we pointed out that although students seem to be aware of their weaknesses (those that could keep them from achieving career goals), they are either not aware of how to improve or do not take the time to write concrete plans to improve. In response, the assignment in which they used to describe both their improvement plans AND their plans for when to take the rest of the courses they need in order to graduate, has been revised. Specifically, it has been separated into two assignments. We hope that by focusing on the coursework in the first assignment and focusing on the improvement plans in the second assignment, we will see clearer, more specific plans.

Senior Exit Survey. We were pleased that most seniors seemed to find the program very to extremely effective in many areas**.** Ratings on Goal #4 (Application of Psychological Concepts) suggest that we need to both make students more aware of when we are giving them practice applying concepts in our courses and provide them with even more opportunities to do so. Ratings on Goal #7 (Quantitative Literacy) were discussed and faculty agreed to try to find ways to do this in upper-level courses in the context of having students read research articles. We plan to discuss these two issues further when we focus on developing the learning outcomes and curriculum map for these two goals.

Students also wrote some suggestions for improvement of the program. As in past years, some students suggested more psychology special topics courses. It is difficult to offer more courses given the size of the school and faculty. We have recently offered a number of special topics courses (e.g., on the psychology of work, creativity, religion, law) and hope to continue to do so. Another suggestion was to thoroughly discuss jobs available to those with psychology degrees. We have recently placed even more emphasis on discussion of jobs available for psychology majors in the Psy P199 Careers in Psychology

course. Several other student comments mentioned needing more help for those falling behind and more activities that draw students together outside the classroom. We will remain open to those who want more help with study habits or writing skills or help from falling behind, but we do not feel any program changes are necessary in that regard. Over the summer a Psychology Discussion group met that has now been integrated into Psychology Club. One of the goals here has been to increase students' engagement beyond the classroom and their sense of "togetherness" as psychology majors.

V. Dissemination of Results

An electronic copy of this report will be sent to all psychology majors via the campus email system at the beginning of the Spring semester (January, 2008). Information from the report will also be shared with students in the P199 Becoming a Psychology Major course in Spring, 2008. In addition, a brief, paragraph-length summary of this report will be written and submitted to Sharon Calhoon. This brief summary will be incorporated into a web page containing similar summaries from other degree programs and a link from the brief summary to a copy of the complete assessment report will be established.