

University of La Verne

Psychology Department
Bachelor's Degree Program

Program Review
2008

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Executive Summary

The undergraduate major in psychology is part of the Department of Psychology that offers a Masters degree in counseling and an APA accredited Psy.D. degree in Clinical-Community Psychology. The Program is taught by 11 full-time faculty with 51% of course work delivered by part-time faculty. The major is comprised of 58 semester units and is divided into 6 content areas. There are approximately 200 on campus majors including 160 traditional age and 40 non-traditional age students. Traditional age Psychology majors are advised by full time faculty while non-traditional age students are advised by a professional staff of advisers in (CAPA) an office dedicated to the needs of the non-traditional student. The average class size is approximately 17.

The learning outcomes for Psychology majors include knowledge of the breadth of psychology, the application of the scientific approach and basic research methods, the written and oral communication of psychological information, the application of psychological principles to understanding and solving problems, the appreciation and recognition of individual and group differences, and insight into career, educational, and professional planning.

The assessment process consisted of a review of the curriculum, an evaluation of learning outcomes and a survey of student satisfaction with various aspect of the program. The Program's curriculum was compared to the program of study of local colleges as well as those programs of psychology departments from around the country. Learning outcomes was assessed using a Senior Exam and analyses of both instructor evaluations of Senior Projects and supervisor evaluations of Internship students.

The findings suggestion the following:

1. The Program compares favorably to both local and national Psychology programs. While our Program requires a greater number of courses, it also offers our students many more opportunities to engage in internship, research, and computer assisted statistical experiences. While our Program does not offer the vast variety of course offerings that a larger institution does, it does demand a greater level of exposure to issues of diversity and multiculturalism.
2. The Program made significant progress in responding to the recommendations set forth in the 2003 initial assessment of the Program's goals.
3. Senior Thesis faculty appear to be pleased with the level of sophistication their students demonstrate when researching and communicating, in both oral and written form, issues related to contemporary issues in psychology.
4. Internship supervisors appear to be impressed with the level of professionalism shown in internship students. They report the appropriate application of psychological principles when our students engage in community involvement and seek to solve problems using psychology techniques and information.
5. On the Department-designed examination of learning outcomes, our majors appear to score in a range that is comparable to other students in other programs we have compared. While we would hope to have these scores improve from the initial assessment snapshot taken in Spring 2005, it is not surprising that the scores remained in the 50-65% range.
6. Majors report satisfaction with the Program's curriculum including various aspects of both capstone course, Internship and Senior Thesis.

Recommendations for action include:

1. Continue the refinement of the assessment process including the development of explicit instruments to measure learning outcomes for each of the Departmental Goals.

2. Continue the development of survey materials for the assessment of satisfaction with the various aspects of the Program by various target populations.
3. Have instructors explicit incorporate Departmental Goals into course syllabi.
4. Increase the number of writing assignments in curriculum.
5. Increase the emphasis on career information and planning within the curriculum.
6. Develop the cognitive and bio-psychological lab component of the curriculum.
7. Increase research opportunities as internship options.
8. Implement an interview process of students prior to their internship
9. Screen students for their readiness for the Senior Thesis course.
10. Consider the introduction of several new elective courses.
11. Increase student participation in Program governance and decision making.
12. Create partnerships and develop cooperative pedagogical ventures across levels of training in the (undergraduate, Masters, Psy.D.) Psychology Programs

I. The Program's Mission and Goals

The Psychology Program is student-centered and committed to excellence in teaching. As a Department we seek to direct our time and effort into activities that students find meaningful and useful and to allocate resources to areas that are producing the educational outcomes we value. We are committed to the process of implementing a student learning outcomes assessment program that would create a tradition of continuous academic improvement based upon student learning and program responsibility. While the primary focus of our self-study is to evaluate the outcomes of our efforts, it is also equally important to pay attention to the educational experiences that lead to these outcomes. This document outlines our current effort aimed at gathering and using data that will enable us to make decisions that lead to improved instruction, a stronger curriculum, and effective and efficient departmental policies. Ultimately, we seek to strengthen our ability to claim that our graduates are well-prepared to succeed in their future occupational and educational endeavors.

II. Learning Outcomes for the Bachelor's Degree in Psychology

The Faculty has identified program goals and key learning outcomes expected of our psychology majors. These goals and explicit performance outcomes correspond to those set forth in the guidelines proposed by the American Psychological Association for designing effective undergraduate curriculum in the field of Psychology. These goals and student learning outcomes are grouped into 6 categories and reflect the knowledge, skills, and values that the Department believes are central to undergraduate education in psychology.

The graduate with a B.S. in Psychology will:

Goal #1

demonstrate their knowledge of the breadth of psychology including the major concepts, theoretical perspectives, empirical findings, enduring controversies, and historical trends in psychology. Graduates will be able to integrate and synthesize the fundamental principles of psychology across the various content areas and sub-specialties of psychology including cognition, perception, individual behavior, personality, social processes, individual differences in behavior, developmental change, abnormal behavior and treatment, psychological tests and measurements, and the biological basis of behavior.

Goal #2

apply the scientific approach and basic research methods as tools for understanding human thought and behavior including research design and data analysis and interpretation. Graduates will be able to demonstrate the use of critical and creative thinking when formulating testable research hypotheses. They will be able to locate and utilize appropriate resources to conduct a literature review, to develop the theoretical formulations necessary to, in an ethical manner, design, plan, and conduct empirical research. They will be able to statistically analyze, interpret, and present the results of these processes. Graduates will be able to read and critically evaluate the merit of information found in reports of psychological research portrayed in the popular media and, supported by scientific reasoning and evidence, to generate alternative plausible conclusions and explanations to these claims.

Goal #3

communicate psychological information applying the language of science and effectively using APA style in multiple formats (e.g., essays, graphs and tables, poster production, correspondence, and technical laboratory reports). They will be able to demonstrate the ability to acquire and disseminate information in writing and speaking using computers and other presentation technology for a variety of professional purposes explaining and teaching psychological principles.

Goal #4

identify and apply appropriate psychological principles to understanding and solving problems

experienced in context of human service. As a consequence of their personal involvement in either clinical, counseling, educational, industrial/organizational, or community settings, graduates will be able to demonstrate both self-awareness about their own personal values, motives, and personality qualities as well as recognize the ethical dilemmas and professional issues present in everyday settings. Graduates will have emerged with effective strategies for implementing their psychological knowledge, skills, and values in a variety of real world settings. They will display self-regulation in their behavior, emotions, and mental processes when engaged in human service endeavors, setting high standards of personal integrity as examples for others. They will recognize the value of psychology in understanding and suggesting solutions for real-world problems. Graduates will be able to apply effective strategies for self-management and self-improvement and to incorporate feedback from others to improve their performance.

Goal #5

recognize, understand and respect the complexity of individual differences and sociocultural diversity.

Graduates will be able to demonstrate sensitivity and interact effectively in social and professional contexts with people of diverse abilities, backgrounds, and cultural perspectives. Graduates will be able to explain how privilege, power, and oppression may affect prejudice, discrimination and inequity. They will be able to demonstrate their understanding concerning how factors of gender, race, ethnicity, sexual orientation, and disability influence individuals' beliefs, values and the nature of their social interactions.

Goal #6

demonstrate insight with respect to career, educational, and professional planning. Graduates will be able to employ self-reflection and self-assessment when applying knowledge of psychology to the formulation of career choices and the types of academic experiences necessary to pursuing their professional goals. They will have acquired knowledge about occupational, career, and advanced educational opportunities appropriate to the discipline. They will demonstrate understanding of the importance of life-long learning and maintaining currency in their chosen field of endeavor.

III. Curriculum

The required curriculum in Psychology is designed to address the 6 goals for education in psychology. The Major in Psychology is comprised of 58 semester units including the completion of an empirical senior thesis and a one semester internship. While individual courses may specifically address only one or several of these goals, the curriculum as a whole incorporates all 6 goals. The structure of the major is organized into 6 categories of courses reflecting different types and levels of knowledge and skill. It is the policy of the Department that each course offering make every effort to incorporate material on diversity and address issues of gender, race/ethnicity, gender, sexual orientation, disability and age. Table 14 lists the Program's Major and Minor Requirements. Table 19 lists recommended classes for Psychology Majors taken outside the Department.

Curriculum Categories

- a. **Introductory Courses**--- Principles of Psychology and Psychology of Adjustment
- b. **Methodology Courses** -- Statistics, Research Methods, and Computer & Data Analysis

- b. **Laboratory Courses** -- Learning and Behavior Change, Social Psychology, Cognitive Psychology, and Experimental Psychology
- d. **Content Area Courses** -- Life Span Development, Brain & Behavior, Multicultural Psychology, Abnormal Psychology, and History of Psychology
- e. **Integrative/Capstone Courses** – Internship and Senior Thesis
- f. **Elective Courses** -- a menu of courses allowing for flexibility in accommodating students' different career interest: Personality Theory and Research, Community Psychology, Substance Abuse, Counseling and Interviewing Techniques, Health Psychology, Child Psychology and Development, Adolescent Psychology, Aging, Death and Dying, Psychological Testing, Psychology of Religion, Industrial-Organizational Psychology, and Stress Management

Curriculum Characteristics

Science Foundation – All courses are grounded in scientific foundations

Structure - Core Classes form the foundation of the Curriculum.

Sequence- An explicit path from introduction to the discipline to substantive content classes to capstone/integrative classes provides coherency, integration and developmental learning across the curriculum. In the past, when the sequence was less explicit, in upper division courses, incoming students' educational backgrounds and skill levels were often highly variable, and valuable time had to be spent reviewing or teaching concepts and procedures that students should have already known. Related to this was the apparent perception of students that there was no carry-over of knowledge and skills learned in one course to other courses. As a result, there was less time to move the students toward more mature understanding and higher levels of performance throughout the program. Students who did know the material that had to be reviewed were frustrated with the repetition of old information. And there was a lack of clarity regarding progress through the major. The current sequence provides an effective learning scaffold upon which students can build their experiences and, thus, render effective performance

Variety – Between Core classes and elective classes the Program ensures both sufficient breadth and specialization within the Major

Disciplinary Perspective – Faculty present a thematic focus in each class consistent with Departmental Goals and the University's Mission Statement.

Ethics – Students are expected to both gain knowledge of and maintain adherence to ethical principles in research practice and professional behavior.

Cultural and Social Diversity – Coursework throughout the curriculum includes multicultural content including the presentation of work of minority psychologists and perspectives.

Service Learning Community involvement and the application of principles and practices of psychology to address community issues is emphasized. The Program's structured service learning component links coursework with real world application.

Writing – The course sequence is designed to have writing related activities using APA style integrated into several courses in the curriculum culminating in the Senior Thesis, a writing intensive course.

Speaking –The Program provides opportunities for all students to present their work in a public setting and to participate in professional conversations in structured course activities throughout the curriculum.

Research Skills – The course sequence is designed to offer students a unified, engaging and realistic research experience culminating in a student directed independent research project.

Collaborative Skills and Learning – The curriculum offers students classroom activities that involve research teams and group projects which mirror professional experiences found in science and in human service settings. Structured course assignments simulate how professional activities are conducted, encourage the synthesis of content from multiple courses and provide opportunity to practice group skills, goal setting, and time management.

Information Literacy and the Use of Technology – The course sequence is designed to foster the development of information retrieval, statistical analysis and scientific reporting as well as other technological skills that generalize beyond the University.

Assessment of the Curriculum

1. Course Syllabus Audit --- content analysis as a measure of academic quality.

An analysis of course syllabi from across the psychology curriculum was performed to assess the extent to which Departmental goals and learning outcomes were covered in course content. We identified within each course, the assignments, activities, or experiences that ensure that our students had the opportunity to achieve the learning goals the Department had established. Such a review helped to identify areas of neglect or overemphasis in which the faculty articulated and also implemented Departmental goals in the curriculum (see Table 11).

For the most part, courses in the Psychology Program address the goals as the Department has set forth. Key concepts in Psychology (Goal I) are addressed adequately. A variety of psychological methodologies (Goal II) are covered in every class. A variety of communication methods (Goal III) are practiced across the curriculum. Real world applications of Psychological principles (Goal IV) are addressed adequately. Coverage of issues in diversity (Goal V) while weak in some courses is strong in nearly 70% of all courses in the Psychology curriculum. Career planning (Goal VI) is weak in roughly 30% with moderate coverage in 50% and strong in 20% of the Department's courses.

2. Curriculum Comparison with National Curriculum Norms---- based upon an APA survey of Psychology Curriculum,. Our course offerings are consistent with the major requirements of psychology programs surveyed in a recent poll of U.S. colleges of all types. Where our program lacks congruence with other programs is not having course offerings in the areas of sensation/perception, forensic psychology, human sexuality, motivation and emotion, and adult development. Also, consideration should be given to offering Psychological Testing, Industrial/Organizational Psychology, Psychology of Adjustment, Substance Abuse, and Experimental Psychology on a regular basis. See Table 2, 2a-i

The Psychology Program at the University of La Verne requires 58 semester units for its Major and 28 semester units for its Minor. Both unit requirements are significantly higher than those required by other institutions surveyed in the study of Psychology programs from across the nation (see Table 2a).

The Psychology Program at the University of La Verne course offerings are similar to those offered at the vast majority of colleges across the nation (see Table 2b). One particular course not offered in our Department that is offered by at least 50% of colleges surveyed is a course in Sensation and Perception. Our Program offers courses in Health Psychology, the Psychology of Women and Multicultural Psychology that is offered at less than 50% of the responding colleges.

The Psychology Program at the University of La Verne conducts Formal Program Evaluations more frequently than the vast number of colleges surveyed (see Table 2c). While 33% of these colleges conduct program reviews only 28% have done so consistently on a 5 year median cycle. The Psychology Program at the University of La Verne has conducted programs reviews twice in 5 years.

The Psychology Program at the University of La Verne has used a variety of assessment methods to conduct its program review including an internal instrument of learning, a senior survey, Senior Thesis evaluation, an alumni survey and exit interview. While 20% of the college psychology programs surveyed did not use any formal assessment instrument, less than half used an internal instrument and fewer than 3 % used any other means of assessment.

The Psychology Program at the University of La Verne has about the same number of faculty as the average Psychology Department of those institutions responding to the survey (see Table 2 E). The distribution of faculty across faculty rank is also similar to these institutions. A comparison of faculty salary was not included in this Program Review.

The Psychology Program at the University of La Verne relies heavily on Part-Time Faculty to deliver its course offerings (see Table 2F). The percentage of courses taught by Part-Time Faculty is much higher than that of all 4 year colleges responding to the survey. This percentage is comparable to the percent of courses delivered by Part-Time Faculty at responding Community College psychology programs. A comparison of Part-Time Faculty compensation is lower than the other 4 year colleges but higher than that paid to Part-Time Faculty at the Community College.

The Psychology Program at the University of La Verne teaching load for Full-Time Faculty is higher than the other 4 year colleges responding to the survey but lower than at that of the sample of Community College programs (See Table 2G). While teaching load for the Department Chair is comparable to Department Chairs at 4 year colleges, it is lower than that of the Community College Psychology Department Chair. Also, Psychology faculty members at the University of La Verne are awarded teaching load credit for supervising undergraduate student research and undergraduate internship. Only 21% of psychology faculty members from 4 year colleges are awarded teaching credit for supervising student research and only 33% are awarded teaching credit for supervising practica or field experience.

The Psychology Program at the University of La Verne maintains both laboratory space that houses computer facilities, computer software and experimental equipment to conduct student research in cognition, social psychology, and biopsychology as well as a separate space for counseling and clinical work with psychology undergraduates. While 59% of 4 year colleges maintain a psychology computer, roughly a third maintain facilities in the other areas of laboratory work (see Table 2H)

The Psychology Program at the University of La Verne requires every student to engage in individual research projects as part of Senior Thesis. While 85% of the 4 year colleges surveyed provide students with opportunities for independent research, only 22% of their students participate in individual research opportunities (See Table 2I)

3. Curriculum Comparison with Local Curriculum Norms -- The curriculum of the Psychology Major at the University of La Verne was compared with three private and three public universities in the area. Table 3 shows the comparison schools and their course offerings.

The Psychology Program at the University of La Verne requires more course work and specifies more required courses than Psychology Programs from local area colleges. While requiring fewer courses to complete the Psychology Major, 3 Psychology Programs at local area colleges offer more electives (Cal Poly-Pomona-7 courses, Chapman University -4 courses, and Whittier College- 2 courses) than the Psychology Program at the University of La Verne. While requiring fewer majors courses, 3 Psychology Programs at local area colleges offer fewer elective courses (Cal State University, San Bernardino, Cal State University, Fullerton and Redlands University) than the Psychology Program at the University of La Verne.

Seven of the 13 required courses in the Psychology Program at the University of La Verne are either required or offered as elective choices at all 6 of the local area colleges. Four of the remaining 13 required courses in the Psychology Program (including Research Methods, History of Psychology, Internship and Senior Thesis) are either required or offered as electives at 5 of the local area colleges. One of the 13 required courses in the Psychology Program at the University of La Verne (Multicultural Psychology) is either a choice among required courses at 1 local area college (University of Redlands) or an elective choice at 2 other local area colleges (Cal Poly-Pomona and Chapman University). One of the 13 required courses in the Psychology Program at the University of La Verne (Computer & Data Analysis) is required at 1 local area college (Cal State Fullerton).

IV. Program Resources

The Program has adequate resource support necessary to carry out its mission and to achieve its goals.

Organization The undergraduate program is in the Department of Psychology and offers a Bachelor's of Science degree in Psychology. There are 234 traditional, college-age and 72 non-traditional college-age (CAPA) students in the undergraduate main campus program(see Table 15a). Psychology is the 3rd largest major in the University behind Business Administration and (College of Education's) Liberal Studies (See Table 15b). The Psychology Program ranks fourth in traditional age transfer student behind Business Administration, Communication and (College of Education's) Liberal Studies (See Table 15c). The Psychology Program ranks fifth in conferred degrees behind Business Administration, Organizational Management, (College of Education's) Liberal Studies, and Child Development (See Table 15d). There are two other programs in the Department: a) Master's program in Counseling with over 100 active students with specializations in Marriage Family Therapy or College Counseling and Student Services, and b) APA accredited Doctor of Psychology degree program in Clinical-Community Psychology with over 75 active students. Each program has a program chair who reports to Department Chair who, in turn, reports directly to the Dean of the College of Arts and Sciences.

The Psychology major is also offered in an off-campus center at Point Mugu, Ventura County, California. This center is not included in the current review process. However, the current review process includes the major in the Campus Accelerated Program for Adults (CAPA) as an integral part of the on campus traditional undergraduate program.

The table below summarizes the trends of psychology majors over the past four years for the main campus. Enrollment information of all majors in the College of Arts and Science shows that psychology is the single largest major in the

Enrollment and graduation trends for Psychology Majors
(Source: ULV fact book).

		Years									
		Fall, 03		Fall, 04		Fall, 05		Fall, 06		Fall, 07	
n	% of	n	% of	n	% of	n	% of	n	% of	A & S	
		A & S		A & S		A & S		A & S		A & S	
Majors		223	5.8	263	6.0	248	5.7	257	6.3	234	5.9
Degr Confer		40	4.1	50	5.1	77	6.1	77	6.5	71	6.1
Freshman		23	7.6	33	8.2	28	8.0	29	9.1	27	8.0
Transfers		9	8.3	14	9.3	11	8.5	6	4.1	8	5.9

College of Arts and Sciences, produces the highest numbers of graduating seniors, and brings in the highest number of new first time freshmen (except for Fall, 07, Biology had 29 new Freshman) and transfer students (for 03-05). Since the focus of this program review is the main campus, program enrollment trends are identified for the main campus students, including the traditional and CAPA programs. The trends show fairly steady number of majors and graduation rates, where the number of CAPA majors shows a noticeable drop from the previous years (See Table 13).

Average class size in the Psychology Undergraduate Program was 16.4 in Fall, 2006 (the last semester for which data is available).

The Undergraduate Psychology Program saw 71 students graduate this past year. Twelve graduated with Departmental honors and X with University Honors of either Cum Laude (X), Magna Cum Laude (X) or Summa Cum Laude (X). Additionally, exit surveys of our graduating seniors reveal that 80% are planning on pursuing graduate degrees in Psychology and related fields soon after graduation. See Table 6

In 2008, 12 students from the Psychology Program attended the Western Psychological Meetings in Irvine, California. Besides attending a variety of conference sessions, 2 current students and 2 recent graduates presented their research projects in either Poster Sessions or Colloquia. In 2008, 12 students from the Psychology Program attended the American Psychological Meetings in Boston, Massachusetts.

In 2008, 30 Psychology students from the undergraduate program were induced into Psi Chi, the National Honor Society for Psychology. This represented the largest number of students who have meet the qualifications for this honor and who have committed themselves to serve the goals of the University of La Verne Psi Chi Chapter. Currently, there are 65 active and 15 non-active members of the University of La Verne Psi Chi Chapter.

Faculty Characteristics - The Department of Psychology has 13 full-time faculty. Six are Licensed Psychologists and four others are license-eligible. The majority of the full-time Psychology faculty members teach in more than one program in the Department.

The Department relies on a core of five adjunct faculty who regularly teach in the undergraduate Psychology Program, all of whom hold at least the Master Degree and have been teaching in the Program for at least three or more years. During the 2007-2008 academic year, of the 55 courses offered, 28 (51%) were taught by the core adjunct faculty.

Space – The Psychology Department is situated in 12 faculty offices, 6 priority assigned classrooms, 1 multi-purpose laboratory, 1 student lounge and a 3 room suite of office, copier and storage space for 2 Departmental Administrative Assistants. The Department recognizes that a comfortable, convenient, attractive space sets up the conditions for creating a strong learning environment and productive community of students and faculty. Such an environment impacts student enrollment and retention, faculty productivity, faculty morale, faculty recruitment, and interdisciplinary activities. Our classrooms are furnished with modern tables and comfortable armchairs and are equipped with audio/video projection and computer and internet access.

Counseling Center - The University of La Verne Counseling Center provides a full range of brief as well as long-term counseling services designed to assist with the full range of psychological issues that students may encounter including relationship problems, family issues, adjustment to university life, stress management, academic problems, identity issues, anxiety, depression, substance abuse, and eating disorders.

Assessment History - The Psychology Department initiated assessment activities in the late 1990s and began its official reporting of them in May 2003. The initial report included a brief history of assessment and a detailed summary of the Program's progress toward the achievement of its goals. Several changes were made as a result of the recommendations made in that report and they are outlined in Table 1a, 1b. The Psychology Department's current assessment efforts are also the direct result of the recommendations contained in that self-study.

The Department is making substantial progress in the area of assessment. In some areas we have made great strides in recent years, whereas other areas we have taken more measured steps. We continue to revise and enhance our reporting. However, given the overall progress documented here, it can be clearly seen, we are well poised to continue to build upon a strong foundation in the area of assessment. We are pleased with the methodologies and the results obtained by our current efforts in the area of assessing learning outcomes. We found a number of assessment practices to be of particularly high quality. We also recognize the following as the distinctive qualities, program strengths, and successful features that set us apart from other Departments both inside and outside the University. See Table 16 for results for the Senior Exam in Psychology and subsequent recommendations.

Administrative Support A staff of 4 Administrative Assistants provides support services to the faculty and students for each academic program within the Department and the Counseling Center.

Internship---- The internship is a requirement for all students majoring in psychology. It is designed for advanced students (juniors and seniors) who must complete the requirement of working in a community based social service agency related to their field of academic study.

Departmental Web site – The Department has a well designed and maintained Web presence for our majors and faculty to access. As an internet resource, this page provides access to important information for the larger community inside and outside the University.

Technology – Department maintains a computer lab including survey and statistical software packages and internet resources.

Alumni Connections – The Department recognizes alumni as an important resource for mentoring and career consulting. Alumni also provide valuable advice on how the program might grow and change.

Student Development – The Department recognizes that learning psychology involves more than classroom and lab activities. Thus, Departmental sponsors extracurricular activities to provide students with opportunities to learn to take professional responsibility and adopt leadership roles in numerous community settings.

Student Advisement – The Department recognizes the need to develop, maintain, and provide accurate advising materials and information about the program and the University's academic requirements. Advisers are encouraged to interview at-risk students, to prepare individualized academic plans for them, and to provide referral information when necessary. Seven full time faculty advise the traditional college-age students with the average advisee load of 23 (see Table 16).

Student Organizations – The Psychology maintains a chapter of Psi Chi, the national honor society in Psychology. Its purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. This student run organization is extremely active in both hosting campus events and maintaining a schedule of off-campus professional activities and boasts an active membership of 30 students.

V. Approaches to Assessment

The Department's Assessment Plan is designed to publicly demonstrate the degree to which the Psychology Program is able to meet its goals and how over time it continues to improve. The essential questions we ask in this report are:

- (1) How well are students learning?
- (2) How effectively are our instructors teaching?
- (3) How well are graduates prepared for future occupational and educational pursuits?

The Department has adopted a multi-method approach for program evaluation and improvement. The following section provides a brief characterization regarding the nature of each of the many assessment activities currently employed and those considered for future use. The Department chose a number of instruments upon which to focus our assessment efforts for the near term with the hope that additional measures would be added over the long term. We have identified and described the instruments, methods, and a timetable for assessing student achievement at various stages of the program (see Table 13).

Assessment of Learning Outcomes

Assessment of student learning was accomplished using several summative performance measures. The following plan describes student learning assessment activities being undertaken by the Department of Psychology, including the specific methods to be used to validate the abovementioned student learning

objectives. The following is an annotated list which identifies and describes the instruments, methods, and timetable for assessing student achievement at the various stages of the program

Learning Outcome #1

Students will successfully demonstrate a broad knowledge of psychological science and theory.

Senior Exam –Developed by the Department

Consistent with the mission and educational objectives of the Department, a rather challenging objective test consisting of 100 multiple choice questions was constructed to tap deeper levels of student understanding in 20 sub-areas of Psychology. The exam was designed to correspond to the GRE Subject Area Exam in Psychology. The response pattern as well as demographic information of 32 graduating seniors is displayed in Table 12. Subject field scores were totaled, averaged across the participant pool, ranked by student achievement level and grouped in clusters of descending order. The results are displayed in table 18.

Scores ranged from 35 to 64% correct with the average score of 52%. Traditional age students scored slightly higher (52%) on the exam than non-traditional college age CAPA students (49%). Transfer students scored lower (47%) to non transfer students (56%). Areas of greatest achievement were: Stress and Health ((66%), Developmental (64%), Motivation (63%), Multicultural psychology (63%) and History of Psychology (61%). The lowest scores were in the areas of: Consciousness (42%), Psychological Testing (42%), and Personality(42%)

Learning Outcome 2

Student will use research methods and designs to effectively test hypotheses and draw conclusions using appropriate statistical analysis.

Capstone Course Assessment - An Analysis of Senior Thesis

Graduates in our program demonstrate comprehensive learning in the major in the Senior Thesis course when they propose, plan and conduct an independent research project and then develop a public presentation of their work in oral and written form. Student performance in all aspects of the research enterprise is generally judged using a pre-specified scoring rubric. This rubric-based system not only allows for the assessment of student success in attaining the knowledge and skills set as Department learning expectations but also serves the purpose of identifying where to improve the program. Also, when faculty use a common rubric, the aggregation of this type of assessment data across academic year cohorts allows for longitudinal comparisons.

Critical to the evaluation of the Senior Thesis as one of two culminating activities (Internship is the other) is a well-designed rubric. Our instructors benefit from a rubric that produces reliable feedback about student performance. Careful consideration was given to the instructions in the use of the rubric to clarify performance expectations.

See Table 4.

The Senior Thesis Rubric-based Ratings identified areas of both strength and weakness in student performance. With rating of excellent ranging between 86-93%, students demonstrated an ability to

search for and integrate reference material. While the percentage of students rated as excellent for their use of scholarly sources was relatively high at 73%, the proportion of students rated excellent for their ability to analyze, evaluate and present what they found in a well defined thesis was lower ranging from 33 to 40%. The percentage of students rated as having excellent organizational skills were moderately high ranging from 51-78%, although the percent of students rated excellent on their facility with language usage and grammatical structure was ranged between 26 to 40%.

Learning Outcome 3

Students will communicate effectively their knowledge of Psychology in writing work and oral presentations.

See Assessment measures for Learning Outcome 2

Learning Outcome 4

Students will demonstrate how their knowledge of psychology applies in the community.

1. Capstone Course Assessment –An Analysis of Internship Performance

Several different assessment instruments were used to assess the student's pre-professional internship performance including surveys of internship supervisors, evaluation of students' internship journals and students' internship Final Reports. Also assessed are the student interns' self-critique of their performance and the development of their philosophy statements based on their internship experience. This kind of performance evaluation effectively addressed many aspects of the psychology curriculum the Department wanted students to learn (see Table 17).

The Psychology Program's Interns consistently received high ratings on all aspects of their internship performance. Whether evaluated for managing responsibilities, interactional skills or demonstrating personal growth, the percentage of students receiving excellent scores were relatively high ranging from 78- 100%.

Learning Outcome 5

Students will demonstrate respect for the complexity of individual differences and sociocultural diversity.

Learning Outcome 6

Students will demonstrate their knowledge of career and educational options in psychology and related fields.

Satisfaction Surveys and Interviews

The Department developed a survey to determine the opinions of faculty, students, alumni, and their employers concerning their satisfaction with the Program including their perception of the Program's strengths and weaknesses. We surveyed former and current students on their perception of skills and abilities learned during their tenure in the Program and assessed their perception of their career preparation and their satisfaction with global aspects of the Program.

Senior Survey

Senior Exit Surveys are regularly distributed in Senior Thesis classes during the academic year. Questions reflect the Psychology Department's goals and students are asked to rate the level of their satisfaction regarding all aspects of departmental functioning (course offering, advisement and career counseling). The survey is designed to capture a broad range of student experience and provides an in-depth, personal perspective about the program's goals and academic issues of concern. See Table 5 for a summary of student comments and Table 6 for demographic information of the 117 student respondents. Over 90% of student respondents expressed satisfaction with various aspects of the Program (see Table 7) and with the curriculum (see Table 8). Over 86% of student respondents expressed their satisfaction with their Internship experience (see Table 9) and 93% of student respondents expressed their satisfaction with their Senior Thesis experience (see Table 10).

Recommended Changes to the Assessment Process

We were pleased with the assessment methodologies and the results obtained in the review process. The Program Review was not only intended to highlight problems or to identify underdeveloped features of the program but to generate a set of forward looking recommendations for Program redirection. For the purpose of identifying where to improve the program we recognize certain aspects of the program's performance warrant further development.

The Department will work to develop the following Assessment Instruments for Learning Outcome 1:

1. Nationally-Normed Comprehensive Exams

In the future, the Department will consider the use of commercial available exams. Students in the Senior Thesis class would be required to complete either the Psychology Area Concentration Achievement Test (PACAT) published by Autin-Peay University or the Educational Testing Service's (ETS) Major Field Test in Psychology. Both exams would provide the Department with standardized scores and sub-scores that can be used to determine where to improve the Program.

2. Course-Embedded Assessment - Student success in core courses

In the future the Department would identify specific classes in which to embed assessments. Class grades and course performance data including objective and essay exams could provide a meaningful index of student learning. While the Department recognizes that solely relying on grades is not adequate evidence of learning quality, this assessment plan includes strategies that make developing evidence of quality dependent on measures of particular target behaviors, rather than on more global measures such as grades. Course-embedded assessment would include written products (e.g., term papers, lab reports, critiques), oral presentations (e.g., speeches) situational assessments (e.g., role plays), poster presentations, self-assessment/reflection papers (e.g., student journals, self-critiques), collaboration (e.g., group projects, research team work, and on-line group activities)

The Department will work to develop the following Assessment Instruments for Learning Outcome 2 and 3:

1. Senior Quantitative and Research Skill Assessment Exam

The Department is considering the use of a quantitative competency examination which would assess basic knowledge of the core psychology curriculum related to research methods and statistics. This assessment of student learning would assess the degree to which students have knowledge, skills, and competencies consistent with stated Departmental goals and at graduation had achieved appropriate levels of research skill for graduate study and employment activities.

2. Writing Assessment Exam

The Department is considering constructing a Writing Exam to be part of the Research Methods course which would include elements of style in scientific writing and the use of APA formatting.

3. Portfolios Review

The Department is considering the development of a Portfolio system to contain a collection of students' work (e.g., writing, homework, etc.) over the course of the student's time in the program. This would provide not only longitudinal information about student achievement but also an opportunity for student reflection. At the heart of the Portfolio Review as an assessment instrument is to embed departmental assessment measures in existing coursework and to have students save the resulting work product. Since the Portfolio contains assignments which were already required for a number of courses across the curriculum, this assessment device saves time and eliminates the intrusion of external assessment measures. Student can see the direct connection between course content in the production of learning outcomes. In addition, the portfolio approach promotes coherence within the Department by encouraging faculty to collaborate and to discuss common course outcomes, goals, & objectives as the means to achieving a clear articulation of expectations to the student population.

The work in the Portfolio would be scored by a portfolio committee or designated faculty members for the purpose of identifying student strength and weaknesses and where improvements in the program are needed. The Portfolio would contain:

- a. Written Assignments (from designated courses)
 1. Term Papers
 2. Research Reports
 3. Book Reports
 4. Senior Thesis
- b. Lab Reports from Lab Classes (Social Psychology, Cognitive Psychology and Learning and Behavior Change)
- c. Research Method and Statistics Assignments
 1. Observations
 2. Surveys
 3. Experiments
 4. SPSS Notes and Output
- d. Internship Material
 1. Letters of Recommendation
 2. Internship Evaluation
 3. Journals
- e. Community Projects (from Community Psychology Class)
- f. Counseling and Interviewing Tapes (from Interviewing and Counseling Skills Class)
- g. Health Fair Project (from Health Psychology class)
- h. Evidence of conference attendance and participation,
- i. Student Resume/Vitae

The Department will work to develop the following Assessment Instruments for evaluating Learning Outcome 5:

1. Diversity Exam – Developed by the Department

2. Evaluation of Portfolios

A panel of faculty would be assigned to judge the quality of work and performance with respect to diversity issues.

3. Evaluation of Writing Samples

A scoring rubric would be established for the purpose of determining students' appreciation of diversity from writing efforts from across the psychology curriculum.

4. Evaluation of Group Discussion

Faculty members observe class discussion to assess the level of students' sensitivity to diversity issues.

5. Evaluation of Reaction Papers in Core Classes

The Department will seek to develop and implement the following Assessment Instruments to evaluate Learning Outcome 6:

1. Evaluation of Freshman and Senior Goal Statements

2. Evaluation of Personal Strategic Plan

3. Evaluation of Career Exploration Project

The Department will work to develop the following Satisfaction Surveys and Interviews:

1. Senior Exit Interview

In the future, the Department is considering interviewing either every graduating senior or a selected sample of them either individually or in small groups to capture a broad range of data about their experience in the Program.

2. Alumni Survey/Alumni Interview

The Department is keenly interested in how our graduates perform in the context of the professional world. Data from program alumni could strengthen our ability to say that our graduates are well-prepared to succeed in their future endeavors and that enduring learning and skills transfer from the classroom to the professional environment.

3. Student Expectation Survey- Department Developed

The Student Expectation Survey is designed to measure students' educational experience and their expectation regarding aspects of academic program. The Department recognizes that students bring a set

of attitudes, beliefs, and assumptions about the nature of their college experience, what they are to learn, what skills will be required of them, and what they need to do to succeed in the program and the outside world. These "expectations" can affect how students interpret both program goals as well as class activities. The results would highlight areas where there appear to be mismatches between the current facilities, resources or practices at in the Department and student expectations. They could assist us to better align resources and practices with student expectations.

4. National Surveys.

In the future, the Department will use published surveys of national education trends in higher education including the National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI) to help identify where program improvements may be needed.

5. Transfer Student Survey

6. Faculty Advising Questionnaire/Adviser Survey.

7. Employer Survey.

It is important to note that while Psychology remains one of the most popular undergraduate majors, the majority of our alumni will seek employment in fields other than psychology. It is optimal that our courses provide a solid foundation for learning that is transferable to the workplace. Employers are likely to be impressed by the variety of psychology courses our students have completed. Knowledge gained in most of our courses is relevant for work within the business world including sales, elder care, office work and various technical positions

These external judges may be more objective in their appraisal of student abilities and achievements than faculty assessors. Employers provide an important perspective on the relevance of the program to various occupations. Their insights may also point to some problems areas in the Department's curriculum that need remediation.

Having employers engage in assessment activities can also fosters positive public relations for the Program by signaling to the outside world how serious faculty seem to be about the quality of the program. Targeting the survey to the appropriate employers may prompt the respondent's positive action in the form of their support of the program by hiring our graduates and helping to recruit new students to the University.

The Department will work to develop the following Additional Assessment Instruments

- 1. Graduate School Acceptance Survey –**
- 2. Archival Analysis**
- 3. Transcript Analysis - Grade Patterns, time to degree completion**
- 4. Transfer Pattern Analysis**
- 5. Focus Groups**
- 6. External Examiner**

Action Recommendations

Changes at the individual course level:

1. The departmental goals along with the University's Missions Statement have become the foundation on which the department bases its program objectives. They should be included in each class syllabus and discussed explicitly with students at the beginning of each course.
2. Increase the number of writing assignments across the psychology curriculum
3. Increase the emphasis on career information within the curriculum
4. Develop the Cognitive and Bio-psychological Labs.
5. Make curricular modifications to allow students more hands-on, community experience
6. Improve feedback procedures regarding students' written work
7. Develop a plan to incorporate physiology into the psychology curriculum, to increase our students' understanding of human physiological processes as they relate to such topics as stress, relaxation, exercise and substance use. It has been suggested that our next faculty hire ought to have academic training in physiological psychology and possess knowledge of physiological lab systems and equipment. In support of this effort, we purchased lab equipment (Iworx) pertaining to the recording of EEG, cardiovascular measurements, skeletal muscle recordings and respiratory measurement. We should contact ULV faculty in related disciplines to ask about how we might benefit from what is already available on campus and how we might collaborate in the procurement of new laboratory resources.

Changes in Internship:

1. Implement an interview process of students prior to their internship
2. Increase research opportunities as internship options.
3. Screen students for their readiness for Internship and to represent the program in the public context. Qualifying criteria for suitability for an Internship should stress not only the quality of the potential Intern's course work as well as the quantity of course experience but their professional expectations while a part of the Internship Program.

Changes to Senior Thesis:

1. Screen students for their readiness for the Senior Thesis course. Implementing some checks prior to enrolling in the Senior Thesis course may help to prevent and eliminate difficulties that some students face in this capstone course that can compromise their graduation status.
2. Embed the Senior Exam in Psychology in the Senior Thesis course. This would enhance student motivation since the student may take the experience more seriously. When student performance on this exam is tied to course grading, maximum motivation to do well is likely.
3. Modify and standardize the rubric used to assess Senior Thesis

Changes at the Departmental level:

1. Consider the implementation of portfolios, create a digital filing system
2. Consider the introduction of a new course: Advanced General Psychology
3. Add to the Program's elective course offerings: Motivation and Emotion, Sensation and Perception, Human Sexuality, Psychology of Gender, Human Relations, Environmental Psychology, Psychopharmacology, Forensic Psychology, Topics in Applied Psychology, Psychology of Music, Children and Trauma, Educational Psychology, Principles of Career and Life Planning, Theory and Practice in Peer Helping and Counseling, and the Psychology of Disability.

4. Improve Departmental communication with students;
5. improve graduate and career planning
6. Increase the number of community-University connections
7. Increase student participation in Program governance and decision making. The Department recognizes the importance of having students take responsibility for the Program's development by offering input on program policies and curriculum decisions. Students should be enlisted to help in recruiting students, interviewing candidates for faculty positions and offering peer counseling to fellow students.
8. Create partnerships and develop cooperative pedagogical ventures across levels of training in the (undergraduate, Masters, Psy.D.) Psychology Programs
9. Create developmental expectations that describes how students' abilities should evolve in the undergraduate program
10. Become an exemplar program. Strive to capture university and public attention for our accomplishments and demonstrate and promote program improvements.
11. Solicit support from alumni donors or other funding sources.
12. Systematize the following:
 1. classic demonstrations for classroom use - a list for each class
 2. Departmental films/videos/DVD's – a list for each class
 3. a list of lab assignments for each lab class
 4. Look into developing field trips – a list of trips for each class
 5. Review and expand internship opportunities – a list of mentoring settings
 6. Develop a list of psychological test instruments for undergraduates use
 7. multicultural psychology – a list of populations included a survey of diversity
 8. research methods - a list of methodologies studied
 9. statistics – a list of statistical tools studied
 10. data analysis – a list of analyses performed
 11. independent research – a list of Senior Projects
 12. conference attendance - create a list of conferences
 13. service club, honor society and psychology forums
 14. guest speakers – a list of visiting scholars
 15. writing in psychology – a list of writing assignment in each class

Change in Assessment Activities:

1. development of alumni questionnaire,
2. develop a Student Expectation Survey
3. implement Student Satisfaction Surveys in the several classes on a regular basis.
4. redesign of senior exit questionnaire, conduct Senior Exit Surveys regularly
5. design individualized course evaluation forms
6. acceptance rates of students in the pre-professional programs should be tracked
7. Transfer Student Surveys should be conducted each year;
8. Faculty Advising Questionnaires and Adviser Surveys should be developed
9. schedule a faculty retreat to discuss the issues recommended in this Program Review.
10. initiate a series of in-service programs and workshops about assessment practice.
11. initiate an incentive program to recognize individual faculty members for assessment accomplishments.
12. continue work with the faculty to assess core curriculum.
13. shift assessment from an administrative-driven to a faculty-driven enterprise.
14. Schedule regular assessments, data collection, and data processing

15. Review, refine, and make explicit performance criteria for each Departmental goal. Establish reasonable program goals and identify student learning measures that can be used to evaluate how well the Program achieves its goals in each curriculum area.
16. Identify successful course attributes. Identify the attributes of sound educational experiences in each course and the learning atmosphere that produces active engagement between faculty and students across the Psychology curriculum. Identify distinctive qualities and successful features of the Program.
17. Recognize Aspects of the Program that warrant further Development. Highlight problem areas and aspects of the program that need redirection.

Changes in Career Advisement:

1. schedule meetings with faculty advisors explicitly about graduate school and career options
2. require students to make regular appointments with Campus Career Center
3. implement of a Psychology Career Fair

Table 1
Recommendations for Action
From
Self-Study 2003

1. Cultivate more adjunct faculty and engage adjunct faculty in in-service training.
2. Change 3 unit classes to 4 unit classes.
3. Remove the cross listing of core classes with other Behavioral Science courses.
4. Improve coverage of ethical and multicultural issues, the promotion of personal growth, information literacy, and making in-class presentations.
5. Develop performance measures to assess learning outcomes in the areas of theory, research and internship.
6. Rethink the sequencing of research-related courses.
7. Identify uniform expectations for Senior Thesis proposals in Research methods class.
8. Improve the Internship experience by:
 - a. Separating course sections by academic discipline,
 - b. Appointing a Teaching Assistant to the class,
 - c. Expanding Internship options to include other professional activities including research
 - d. Improve oversight of Internship sites,
 - e. Improve the process of securing Internship placements,
 - f. Institute an Internship Coordinator,
 - g. Develop an instructor Internship Manual, and
 - h. Update the listings of internship sites in the Internship Book.”
9. Improve the image of the Psychology Major.
10. Offer the Data and Computer Analysis course concurrently to Senior Thesis.
11. Improve graduate school and career counseling.
12. Assist transfer students through transition.
13. Revise all course outlines.

Table 1b

Undergraduate Psychology Program Evaluation 2005-2006 Recommendations and Time Table for Implementation

1. Develop performance indicators of learning outcomes for outgoing seniors:

The current assessment plan has the Department developing a Senior Exit Exam which is to be implemented by the 2006-2007 academic year.

A pilot Senior Exam in Psychology was created and 3 Senior Project classes sat for the Exam, May 2006. An analysis of the data for program change and possible revision of the Exam will take place over the Summer 2006.

2. Modify the internship experience to better meet the needs of psychology majors.

Drs. Valerie Jordan and Richard Rogers have taken the lead in implementing a number of changes to the Internship class beginning in the 2004-2005 academic year and continuing in the 2005-2006 academic year.

In the 2005-2006 academic year, a proposal to expand internship and career services by compensating a faculty member to assume these tasks was rejected by the Department Chair and the Dean of Arts and Sciences. The suggestion to include these services within an Office of Internship and Career Services in concert with the Psychology Department's Graduate Programs was similarly rejected.

3. Rethink the research sequence.

In the 2004-2005 Academic Year, Dr. Ngoc Bui and Professor Jodie Lara implemented a number of changes to the research sequence including mandating prerequisites, altering specific course content and activities, and developing a skills-based approach to increasing student competence.

In the 2005-2006 Academic year, Statistics became a prerequisite for Research Methods and Research Methods became a prerequisite for Senior Thesis. Senior Project was changed to Senior Thesis to more aptly reflect its scientific basis.

Future discussions may involve the possibility of having the Undergraduate Psychology Program offer a Human Behavior Major as an alternative to the traditional Psychology Major. The design of this major would have the intent of meeting the needs of those students who would not be destined for graduate study. This major would include alternatives to the entire research sequence.

Incorporate diversity in more psychology courses.

Course Transformation grants were made available to Department faculty in the 2002-2003 and 2003-2004 Academic Years for the purpose of increasing diversity in the psychology curriculum. In the 2004-2005 and 2005-2006 academic years, faculty members revised all undergraduate Psychology Course Outlines.

Using the American Psychological Association Guidelines for Curriculum in Undergraduate Psychology Programs, individual faculty were to follow the Guideline's specific recommendations for the inclusion in course content of diversity issues. Principal responsibility for seeing the implementation of these recommendations remains unclear.

4. Provide more direct and better academic and career advisement to traditional and non-traditional age students.

Beginning in the 2004-2005 Academic Year, a number of changes have been implemented related to student advisement. Faculty members receive timely and accurate advisement lists and students are required to meet with their advisors prior to registration each term. For the purpose of advisement, Psychology Faculty Members were asked to declare their "home" program from among the Department's academic programs. It remains unclear which faculty are responsible to which program.

Psi Chi, the Department's chapter of the Psychology Honor Society, remains the principal venue for students to discover graduate and career options. Activities of Psi Chi focus on student academic and professional achievement.

At the end of the 2005-2006 academic year, in an effort to effect advisement efficiency, the role of Professor Jodie Lara in the advisement of undergraduate traditional and CAPA students was eliminated. It is unclear at this time how her duties and responsibilities will be distributed. CAPA may assume some of the advisement load.

5. Revise course outlines to reflect the current syllabi and course objectives.

Beginning in 2004-2005 and completed in 2005-2006 Academic Years, faculty members revised Psychology Course Outlines. Using the American Psychological Association Guidelines for Curriculum in Undergraduate Psychology Programs, individual faculty were to include the Guideline's specific recommendations when revising each course outline. The Psychology Department Chair supervised the process and took principal responsibility for ensuring the quality of the project's outcome.

Table 1c

**The Senior Exam in Psychology
An Assessment of Learning Outcomes
A Follow-up Report, June 26, 2006
Submitted by Arthur Gonchar, Ph.D.
Chair of the Undergraduate Psychology Program**

The assessment of student achievement in the Undergraduate Psychology Program involved a total of 28 students in 3 Senior Project classes taking the Senior Exam in Psychology at the end of Spring Semester 2006. The exam was similar to the GRE Subject Area Exam in Psychology and included 100 multiple choice questions relating to key concepts from across 20 different subfields covered in our Psychology Undergraduate curriculum. While students were informed of the exam several weeks ahead of time, they were told nothing else about the content of the exam.

Participants' responses were divided into 20 subject categories, subject field scores were totaled and then averaged across the participant pool. Subject fields were ranked by student achievement level and grouped in clusters of descending order. The results are as follows:

1. Multicultural Psychology
2. Developmental Psychology
3. Research Methods
4. History of Psychology
5. Motivation

6. Personality Theory
7. Intelligence and Psychological Testing
8. Learning
9. Psychotherapy
10. Stress and Coping

11. Social Psychology
12. Cognition
13. Biological Psychology
14. Statistics
15. Perception

16. Memory
17. Consciousness
18. Abnormal Psychology
19. Sensory Psychology
20. Ethics and Professional Issues

In addition to the small number of student participants, there are also 2 other recognized limitations to this method of assessment of student achievement. First, while all students were provided with standardized verbal and written instructions as well as reassurance of confidentiality, their level of motivation, degree of measurement fatigue, and level of engagement in the examination process is indeterminable. Second, whether the number of test items for each subfield was an appropriate to the amount of subject material and whether they assessed the breadth of subject matter is also problematic.

These limitations notwithstanding, the Senior Exam does reveal both the strengths and weakness of the Psychology Program. While student performance in the subject fields of the top two clusters shows substantial retention of the Psychology Program's curriculum, it is the bottom 2 clusters that suggest where the Program's attention and resources should be focused.

Recommendations for Program and Curriculum Improvement

1. While there is no need to have a separate course in the Undergraduate Psychology Program, ethics and professional issues should be integrated across the curriculum. In addition, these issues can also be an important topic for course such as Abnormal Psychology, Health Psychology, Research Methods, Interviewing and Counseling Techniques, and Psychological Testing.
2. While there may not be a need for a separate course in Sensation and Perception, subject achievement in these subfields could be enhanced by having greater attention paid to them in such courses as, Principles of Psychology, Cognitive Psychology and Brain and Behavior. In these courses, students could have laboratory assignments which explore the concepts of sensory and perceptual psychology. Thus, laboratory instruments and software should be upgraded to accommodate the development of lab exercises and manuals.
3. Teaching resources for Abnormal Psychology and Brain and Behavior should be improved and made available to instructors in these courses. Abnormal Psychology could be enhanced by improving the Undergraduate Psychology Video Library, its connection with the Department's clinical programs and developing clinically oriented internship placements
4. Laboratory resources for Social Psychology and Cognitive Psychology should be enhanced. Senior Project topics related to Cognitive and Social Psychological themes should be encouraged.
5. Greater focus should be placed on how statistical strategies are reinforced throughout the psychology curriculum. While statistical concepts are introduced in the Statistics course, statistics should be emphasized and reintroduced in several other classes including Computer Data Analysis, Research Methods, and Senior Project.
6. The Internship class should seek student placements where community agencies reinforce the application of psychological concepts in real-world settings. Class discussion and assignments should focus on psychological issues raised elsewhere in the psychology curriculum.

Table 2

Profiles of Undergraduate Programs in Psychology

Michael Stoloff and Nicole Sanders
James Madison University

Maureen McCarthy
American Psychological Association

Introduction

Over the course of 2 years (2003-2005), undergraduate departments of psychology were invited to participate in a survey* designed to derive information that is specific to programs of undergraduate psychology. Invitations were mailed to all programs registered with the APA Office of Research. Although the number of programs did change during the mailing cycle, 1098 two-year programs, 1149 four-year programs, and 435 undergraduate programs with graduate programs were surveyed. Responses to specific items were further delineated by undergraduate programs situated within doctoral and masters level programs.

Overall response rate was 17% with a total of 463 schools submitting usable responses. Departments with graduate programs in psychology replied at a much higher rate (48%). Departments without graduate programs (15%) and two-year programs (7%) resulted in a much lower rate of return. Overall response rate for 4-year programs reached an acceptable level of 24%. Response rate for community colleges was low and these results may not be generalizable.

*Items were derived by compiling requests from teachers and departments of undergraduate psychology. Items were also reviewed by members of the Society for Teaching of Psychology (Division 2).

Type	Number Sent	Number Received	Response Rate
Doctoral		114	
Masters		97	
(Comprehensive: Doctoral + Masters)	435	211	48%
Bachelors Programs	1149	171	15%
Community Colleges	1098	77	7%
Other		4	
Total	2682	463	17%

Table 2a

Number of Hours Required for the Psychology Major/Minor

Institutions were asked how many credit hours are required for their Major Program. The following table indicates the median, mean, standard deviation for the number of hours required. Only institutions offering bachelors-level psychology programs were included in this analysis.

Credit Hours Required for the Major

	All 4-Year Programs	Doctoral	Masters	Bachelors	ULV
Median	37	36	37.5	38	58
Mean (S. D.)	38 (6.20)	37 (5.98)	39 (5.82)	39 (6.44)	

Number of Hours Required for the Psychology Minor

Institutions were asked how many credit hours are required for their Minor Program. The following table indicates the percent of schools offering a Minor Program, and their median, mean, standard deviation for the number of hours required. Only institutions offering bachelors-level psychology programs were included in this analysis.

Credit Hours Required for the Minor

	All 4-Year Programs	Doctoral	Masters	Bachelors	ULV
Percent Offering a Minor	86%	76%	98%	86%	Yes
Median	18	18	18	18	28
Mean (S. D.)	19 (2.92)	18 (2.67)	19 (3.00)	20 (2.92)	

Table 2b**Course Offerings**

Respondents were asked to indicate courses that were offered by their department. The following data indicate course offerings in order of overall frequency. It should be noted that inconsistencies in course titles might reflect underreporting of actual course offerings. For example, courses in Research Methods and Experimental Psychology may have overlapping content. Similarly Child Psychology and Developmental Psychology or Cross Cultural Psychology and Multi-Cultural Psychology may be different titles for essentially the same course.

Course Offerings Reported in Percentages

Course	All	4-Yr	Doc	MA	BA	Com C	ULV
Intro Psychology	98	98	99	99	97	98	Required
Abnormal Psychology	93	96	94	97	97	78	Required
Social Psychology	90	93	92	92	94	72	Choice of 2
Psychology of Personality	78	86	86	86	85	33	Elective
Statistical Methods	75	85	88	92	79	19	Required
Cognitive Psychology	71	83	90	79	80	6	Choice of 2
Physiological Psychology	71	82	82	85	81	11	Required
History/Systems of Psych	68	80	78	87	78	0	Required
Research Methods	67	76	79	71	77	20	Required
Practicum/Field Experience	60	70	68	72	70	5	Required
Developmental Psychology	57	58	72	59	49	55	Required
Psychology of Learning	59	70	70	76	66	3	Choice of 2
Industrial/Organization Psy	57	65	62	79	58	19	Elective
Child Psychology	59	59	56	72	54	58	Elective
Principles of Psy Testing	55	65	59	67	68	2	Elective
Adolescent Psychology	51	55	52	64	52	28	Elective
Sensation/Perception	52	62	82	64	47	0	Not Offered
Honors Theses or Equiv	51	60	80	57	49	3	Required
Lifespan Development Psy	46	44	32	53	46	59	Required
Human Sexuality	43	44	44	53	38	38	Not Offered
Health Psychology	43	49	62	45	43	9	Elective

Adult Psychology	39	43	34	58	39	19	Not Offered
Psychology of Women	32	36	44	38	29	14	Elective
Specific Integrative Capstone Course in Psychology	35	41	26	47	47	3	Not Offered
Educational Psychology	31	28	23	34	29	45	Not Offered
Experimental Psychology	32	37	36	46	33	3	Not Offered
Motivation and Emotion	25	29	44	32	19	0	Not Offered
Psychology of Gender	28	31	34	34	28	8	Not Offered
Psychology of Adjustment	25	24	21	30	22	33	Not Offered
Comparative Psychology	25	29	40	32	21	2	Not Offered
Cross Cultural Psychology	24	26	35	21	22	13	Not Offered
Forensic Psychology	21	25	28	34	18	3	Not Offered
Careers in Psychology	16	18	15	26	14	8	Not Offered
Death and Dying	18	17	18	25	11	23	Not Offered
Memory	18	21	36	17	13	0	Not Offered
Human Factors in Psych	10	11	26	7	4	3	Not Offered
Multi-Cultural Psychology	13	15	23	15	10	2	Required
Orientation to Psychology	10	11	12	14	9	3	Not Offered
Sleep and Dreaming	4	5	11	2	3	0	Not Offered
Psychology of Men	2	2	2	5	0	2	Not Offered

Table 2c

Formal Program Evaluation Cycle

Respondents were asked to indicate how often formal program evaluations are conducted.

Percentages Conducting Formal Program Evaluations at Various Intervals

Program Evaluation Cycle	All 4-Yr Programs	Doc	Ms	Bachelor	Com Coll	ULV
Annually	33%	18%	39%	40%	29%	Yes
State/ Institutional Mandated Cycle	34%	32%	41%	31%	32%	
Median Cycle Period (years)	5 years	5 years	5 years	5 years	4 years	5 years
Regional Accreditation Basis	28%	27%	30%	27%	26%	
Median Cycle Period (years)	10 years	7 years	10 years	10 years	8 years	
Ad hoc or As Needed	22%	29%	20%	18%	22%	
Other	9%	11%	5%	9%	5%	

Table 2d**Methods of Assessment**

Respondents were asked to indicate which methods are being used to assess outcomes in the major. Five choices were included Internal Instrument, (ETS Major Field Test, Psychology Area Concentration Achievement Test (PACAT), Other and None. Many “other” responses were indicated and we recoded these into the categories shown in the table below, however our percentage estimates may undercount these other methods, since our data relied on free-entry responses rather than specific prompts. Many institutions use a combination of several assessment methods.

Percentages Using Assessment Methods

Assessment Method	All 4-Year Programs	Doc	Ms	Bs	Comm College	ULV
Internal Instrument	46%	47%	42%	47%	26%	Yes
ETS Major Fields Test	25%	11%	29%	33%	1%	
ACAT	7%	4%	8%	9%	0%	
Other	22%	18%	21%	25%	13%	
Senior Survey	3%	4%	3%	2%	0%	Yes
Course-Embedded Assessment	3%	3%	2%	4%	4%	
Portfolio Review	3%	1%	7%	2%	1%	
Thesis/Research Project	3%	0%	2%	5%	0%	Yes
Alumni Survey	2%	2%	0%	2%	0%	Yes
Exit Interview or Focus Group	2%	0%	2%	4%	0%	Yes
Employment/ Grad School Admission	1%	0%	1%	1%	0%	
	None	32%	14%	15%	34%	

Table 2e

Number of Faculty and Average Salary by Rank

Departments were asked to report the number of full-time faculty and average faculty salary by rank. For number of faculty, the values are average number of faculty (mean number per department). In addition to the average size of department, we also report median and average faculty salaries by type of institution.

	All 4-Year Programs	Doctoral	Masters	Bachelors	Community College	ULV
NUMBER OF FACULTY						
Full Professor	5	11	4	2	2	5
Associate Professor	4	6	3	2	0	6
Assistant Professor	3	5	3	2	0	3
Lecturer	1	1	1	0	0	0
Non-Tenure Track	1	1	1	0	1	2
Mean Overall	13	24	12	7	4	
MEDIAN FACULTY SALARY						
Full Professor	\$66,900	\$87,315	\$61,671	\$60,250	\$50,000	
Associate Professor	\$53,000	\$62,496	\$50,000	\$49,750	\$50,000	
Assistant Professor	\$47,000	\$54,042	\$44,000	\$44,963	\$48,000	
Lecturer	\$36,000	\$42,000	\$34,000	\$32,000	\$33,000	
Non-Tenure Track	\$40,000	\$45,213	\$40,000	\$37,000	\$33,000	
Median Overall	\$52,000	\$60,774	\$48,525	\$49,000	\$50,000	
MEAN (S. D.) FACULTY SALARY						
Full Professor	\$71,173 (20,396)	\$88,545 (23,416)	\$63,755 (10,799)	\$63,544 (14,591)	\$55,176 (15,037)	
Associate Professor	\$55,397 (11,273)	\$64,440 (9347)	\$51,314 (7658)	\$51,182 (10,780)	\$50,440 (9409)	
Assistant Professor	\$47,944 (8732)	\$55,163 (8475)	\$44,469 (5902)	\$44,372 (6784)	\$50,133 (10,404)	
Lecturer	\$34,278 (17,283)	\$42,618 (19,985)	\$33,156 (12,354)	\$26,819 (16,622)	\$29,308 (14,240)	
Non-Tenure Track	\$40,636 (14,367)	\$46,424 (20,615)	\$38,540 (7801)	\$37,026 (10,045)	\$31,700 (18,199)	
Mean (S. D.) Overall	\$54,945 (18,685)	\$65,672 (22,599)	\$50,306 (13,233)	\$50,977 (15,644)	\$50,175 (16,125)	

Table 2f

Part-Time Faculty

Respondents were asked to indicate the percentage of their courses are taught by part-time faculty each semester, and the average compensation per-credit hour paid to part-time faculty. Means (S. D.) are shown.

Part-Time Faculty

	All 4- Year Programs	Doctoral	Masters	Bachelors	Community College	ULV
Percentage Taught	19%	20%	21%	17%	48%	51%
COMPENSATION PER CREDIT HOUR						
Median	\$800	\$1000	\$700	\$774	\$550	\$650
Mean (S.D.)	\$924 (465)	\$1096 (484)	\$799 (317)	\$901 (505)	\$542 (359)	

Table 2g

Teaching Load

Respondents were asked to indicate the teaching load per semester in credit hours for both faculty and the Department Chair. Means are shown.

Teaching Load

	All 4-Year Programs	Doctoral	Masters	Bachelors	Community College	ULV
Faculty	10	8	11	11	15	12
Department Chair	7	4	7	9	11	8

Respondents were asked to indicate whether teaching load credit was awarded for supervising undergraduate student research or undergraduate practica or field experiences.

The percent of schools awarding load credit is shown.

Load Credit for Student Supervision

	All 4-Year Programs	Doctoral	Masters	Bachelors	Community College	ULV
Research	21%	19%	31%	25%	1%	Yes
Practica or Field Experience	33%	29%	52%	41%	5%	Yes

Table 2h

Percentages Reporting Laboratories

Institutions were asked to list the type of laboratory facilities provided by their programs. The following table indicates the percentage of programs reporting types of laboratory facilities.

Type of Lab	All	All 4-Year Programs	Doctoral	Masters	Bachelors	Com College	ULV
Computer	52	59	70	61	51	18	Yes
Animal	38	45	59	36	40	1	No
Cognition	37	44	73	30	32	0	Yes
Social/Group	34	41	62	31	32	0	Yes
Biopsychology	33	40	55	29	36	1	Yes
General Experimental	33	39	42	36	37	4	No
Counseling/Clinical	27	33	50	40	17	0	Yes
Developmental	25	30	52	21	20	0	No
Other	14	16	18	11	17	3	No
None	24	15	7	15	19	75	

Table 2i

Research Opportunities

Respondents were asked to indicate whether individual or group research opportunities were offered, and the percentage of students who participated in these activities. The following data indicate, for individual and group research experiences, the percentage of schools offering these opportunities, and the median, mean and standard deviation of the percentage of students who participate.

Research Opportunities

	All 4-Year Programs	Doctoral	Masters	Bachelors	Com Coll	ULV
INDIVIDUAL RESEARCH EXPERIENCES						
Percent of Schools That Offer	87%	85%	92%	86%	4%	Yes
Percent of Students Who Participate						
Median	10	20	10	10	2	100
Mean (S. D.)	20 (22.00)	23 (19.46)	14 (18.23)	22 (24.71)	2 (1.00)	
GROUP RESEARCH EXPERIENCES						
Percent of Schools That Offer	30%	32%	32%	27%	0%	No
Percent of Students Who Participate						
Median	10	10	10	16	0	
Mean (S. D.)	24 (28.45)	21 (22.67)	23 (30.26)	27 (31.07)	0 (0.00)	

Courses	University of La Verne	Cal Poly Pomona	CSU San Bernardino	Cal State Fullerton	Redlands	Chapman
	58 units	44 units*	45 units*	41 units	44 units	47 units
Principles of Psychology	X,R	X,R	X,R	X,R	X,R	X,R
Statistics	X,R	X,R	X,R	X,R	X,R	X,R
Computer Data Analysis	X,R			X,R		
Research Methods	X,R	X,R		X,R	X,R	X,R
History of Psychology	X,R	X,R	X,R3b		X, R3b	X,R
Internship	X,R		X, R1	X,R	X,R	X
Senior Project/Thesis/Seminar	X,R	X,R	X		X,R	X,R
Abnormal Psychology	X,R	X	X, R3a	X, R2b	X, R3a	X,R
Brain and Behavior	X,R	X,R	X, R3b	X	X, R3b	X,R
Life-Span Development	X,R	X	X, R3a	X, R2b	X, R3a	X, R
Multicultural Psychology	X,R	X			X, R3b	X
Learning and Behavior Change	X, R2	X	X, R3b	X, R2	X, R3b	X, R
Experimental Psychology	X, R2	X,R	X, R		X, R3b	
Cognitive Psychology	X, R2	X	X, R3b	X, R2a	X, R3b	X,R
Social Psychology	X, R2	X,R	X, R3a	X, R2b	X, R3a	X, R2a
Personality Theory & Research	X, E2	X	X, R3a	X, R2b	X	X, R2a
Psychological Testing	X, E2	X	X, R1	X,R	X, R3b	X
Health Psychology	X, E2	X	X, R1			X
Community Psychology	X, E2	X				
Adolescent Psychology	X, E2	X	X			
Substance Abuse	X, E2					
Counseling & Interviewing Skills	X, E2	X	X, R1		X, R3b	
Industrial-Organizational Psych	X, E2	X	X, R3a	X, R1	X, R3a	X
Sel Top: Psych of Women	X, E2				X, R3a	X
Sel Top: Women/Culture & Soc	X, E2					
Selected Top: Sports Psych	X, E2					
Sensation/Perception		X	X	X		
Communication Processes			X			
Advanced Seminar			X			
Motivation and Emotion						X
Psychology of Aging				X		X
Child Abnormal Psychology						X
Human Sexuality		X				X
Gay/Lesbian/Bi-Sexual Psych						X
Psychopharmacology						X
Children and Trauma						X
Psychology of Music						X
Forensic Psychology						X
Topics in Applied Psych						X
Literature Review Seminar						
Forensic Psychology				X		
States of Consciousness						
Psych of Exceptional Individual						

Educational Psychology		X		X		
Human Relations		X				
The Psych of Identity		X				
Environmental Psych		X				
Organization Change/Intervention		X				
Leadership and Teams		X				
Legal & Ethical Issues		X				
Applied Social Psych		X				

** X, R = Offered and Required

X, R1/2/3 = Offered, Choose 1, 2, or 3 in
category a or b

X = Offered, but not required

blank = school does not offer course

E2= Elective, Choose 2

* Converted to Semester Units

Required courses and Electives Offered at other Universities, not at ULV

Cal State, San Bernardino

Electives:

- PSY 364 : Perception
- PSY 315 : Communication Processes
- PSY 431 : Experimental Psychology: Developmental
- PSY 432 : Experimental Psychology: Clinical
- PSY 433 : Experimental Psychology: Biological
- PSY 434 : Experimental Psychology : Social
- PSY 435 : Experimental Psychology : Personality
- PSY 436 : Experimental Psychology : Learning and Motivation
- PSY 437 : Experimental Psychology : Cognition and Perception
- PSY 438 : Experimental Psychology : Industrial and Organizational
- PSY 421 : Advanced Seminar in Psy : Developmental
- PSY 422 : Advanced Seminar in Psy : Clinical
- PSY 423 : Advanced Seminar in Psy : Biological
- PSY 424 : Advanced Seminar in Psy : Social
- PSY 425 : Advanced Seminar in Psy : Personality
- PSY 426 : Advanced Seminar in Psy : Learning and Motivation
- PSY 427 : Advanced Seminar in Psy : Cognition and Perception
- PSY 428 : Advanced Seminar in Psy : Industrial and Organizational

Chapman University:

Required:

- PSY 201 : Critical Thinking

Electives:

- PSY 319 : Motivation and Emotion
- PSY 315 : Sensation and Perception
- PSY 324 : Psychology of Aging
- PSY 330 : Child Abnormal Psychology
- PSY 340 : Human Sexuality
- PSY 344: Gay, Lesbian, and Bi-Sexual Psychology
- PSY 355 : Diversity in Marital and Family Relationships
- PSY 428 : Introduction to Clinical Psychology
- PSY 433 : Psychopharmacology
- PSY 446 : Children and Trauma
- PSY 461 : Psychology of Music
- PSY 482 : Forensic Psychology
- PSY 495 : Topics in Applied Psychology

Whittier College:

Required:

- PSY 317 : Literature Review Seminar
- One additional laboratory science course outside the field of psychology

Electives:

- PSY 322 : Behavioral Neuroscience
- PSY 332 : Sensation and Perception
- PSY 334 : Psychology of Learning
- PSY 376 : Clinical Communication
- PSY 85 : Forensic Psychology
- PSY 89 : States of Consciousness
- PSY 92 : Psychology of Human Sexuality
- PSY 338 : Motivation and Emotion
- PSY 354 : Diverse Identities
- PSY 374 : Psychology of Exceptional Individual

Cal State Fullerton

Electives:

- PSY 303 : Sensation and Perception
- PSY 304 : Comparative Animal Behavior
- PSY 302L : Learning and Memory Lab
- PSY 303L : Sensation and Perception Lab
- PSY 304L : Comparative Animal Behavior lab
- PSY 305L : Cognitive Psychology Lab
- PSY 306L : Biopsychology Lab
- PSY 311 : Educational Psychology
- PSY 317 : Legal Psychology

University of Redlands

Electives:

- PSY 31 : Psychology of Interpersonal Relationships
- PSY 220 : Exceptional Child
- PSY 260 : Topics in Psychology
- PSY 320 : Psychology of Gender
- PSY 343 : Educational Psychology
- PSY 350 : Evolutional Psychology
- PSY 352 : Human Sexuality
- PSY 355 : Psychology of Prejudice and Discrimination
- PSY 360 & 460 : Advanced Topics in Psychology

Required:

- SOC 202 : Principles of Sociology II

Electives:

- PSY 303/303L : Physiological Psychology
- PSY 310 : Child Psychology : Early Childhood
- PSY 311 : Child Psychology : The Middle Years
- PSY 314 : Human Relations
- PSY 321 : The Psychology of Identity
- PSY 340 : Educational Psychology
- PSY 420 : Environmental Psychology
- PSY 426 : Applied Social Psychology
- PSY 433 / 433L : Experimental Psychology: Research Methodology and Design
- PSY 435 : Legal and Ethical Issues in the Mental Health Profession
- PSY 450 : Principles of Behavioral Management
- PSY 452 : Organizational Change and Intervention
- PSY 455 : Human Sexual Behavior
- PSY 460 / 460A : Sensation and Perception
- Psy 490 : Leadership and Teams

Table 4
Psychology Department Senior Thesis Rubric-based Ratings* (Fall 2007 and Spring 2008)

Item	N	Mean	SD	% Excellent
A. Integration and inference				
1. Has clear and well-defined thesis.	15	1.80	.77	40%
2. Recognizes the complexity of the factors involved.	15	1.73	.70	40%
3. Uses scholarly sources and appropriate research methodology.	15	1.33	.61	73%
4. Thoroughly analyzes, evaluates, and integrates information.	15	1.80	.77	40%
5. Concludes and infers appropriately.	15	1.80	.67	33%
B. Reference List				
6. Majority of sources are current.	15	1.13	.35	86%
7. Sources are from referred journals or scholarly books and exceptions are appropriate.	15	1.13	.35	86%
8. Formatting is consistent with appropriate APA academic style.	15	1.16	.44	86%
9. Total number of references is reasonable.	15	1.20	.56	86%
10. Reference list matches with citations.	15	1.06	.25	93%
C. Organization				
11. Is well-organized.	14	1.50	.85	71%
12. Main ideas are clear and vivid.	14	1.71	.91	50%
13. Sequencing is smooth and effective.	14	1.64	.74	50%
14. Project overall is clean and presentable	14	1.21	.42	78%
D. Language Use				
15. Displays consistent facility with language	15	1.76	.62	33%
16. Uses variety of sentence structures from simple to complex.	15	1.86	.69	33%
17. Word choices are sophisticated, precise, and original.	15	1.83	.74	40%
18. Uses idioms appropriately.	14	1.75	.61	35%
19. There are no detectable grammatical or mechanical errors.	15	2.20	.92	26%
E. Academic Integrity				
20. Citations/footnotes are placed appropriately.	15	1.43	.62	60%
21. Quotation marks are placed appropriately.	15	1.06	.25	93%
22. Paraphrasing is well done and cited.	15	1.63	.71	46%
23. No glaring shift of style/vocabulary or indication plagiarism	12	1.58	.66	50%

* 4 point scale, 1 = Excellent, Values 70% and over indicate strengths and areas of accomplishment, values below 70% indicate areas needing attention

Table 5

Psychology Department Senior Exit Survey Summary of Comments 2008

**10. Please rate your satisfaction of the following items as they relate to your major/program:
(Variety of courses, schedules, faculty availability, advisement)**

Main themes

- Scheduling of classes could have been better
- Overall, the entire experience was pleasant
- Professors were great
- Advisor was not too helpful
- More variety of courses

All comments

- Overall, I had a pleasant experience in the above areas here at ULV.
- Senior year, classes were schedules horribly. instead of back to back, they were all scattered
- My first two advisors had no idea what they were talking about ever! Another counselor was able to provide me with help however
- My advisors never explained an important clause to me in the required courses for my major. I had to stay an extra semester to complete it perhaps more than our section of a specified course could be offered within the possibility of more than one instructor teaching it
- There should be a broader spectrum of courses available for extra curricular fulfillment
- more elective options
- Professor was a great advisor and mentor through the stressful years. they help with our academic potential
- my advisor was very helpful throughout the process
- would have liked more psychology electives
- advisor was not very helpful, but it did not matter since I prefer to take care of such things on my own

11. Thinking about the content of your major/program, would you say you received a strong background in (Theory, experience, research, multicultural, multidisciplinary and ethnics)

Main themes

- Have not yet taken internship but have received hands on experience through several class assignments
- Internship should be emphasized more so that students can gain experience and get good jobs after graduation
- Psych. programs has produced good foundation for future theoretical and applicable framework
- professors teaching multicultural psychology should be apt to do so
- more research

All comments

- Have not yet taken internship but have received hands on experience through several class assignments
- Internship should be emphasized more so that students can gain experience and get good jobs after graduation
- Psych. programs has produced good foundation for future theoretical and applicable framework
- professors teaching multicultural psychology should be apt to do so
- more research

12e. What was most valuable about your internship experience?**Main themes**

- The Instructor
- The Hands on experience
- Working in a professional setting
- Allowing the student to put into practice what was learned in a classroom
- Getting to learn something new

All comments

- Instructor and insight gained
- It was one of my best classes. The experience obtained is priceless.
- The interaction
- The variety of learning disabilities that I got to see in action and the SDC teacher. She was so patient and wise
- Experience in a potential career field
- the closeness with staff
- the opportunity to interact with individuals from a lower socioeconomic status
- Getting to learn about counseling
- I've had an excellent experience and i've gained an enormous amount of knowledge and have gained a lot of self confidence
- It made me realize I have the powerful abilities to be great in this profession
- practical experience, future insight
- the ability to see what my future job will be like
- being exposed to a diverse group and setting

- going off site and working at a girls home
- I liked the facility and my supervisor was the head social worker which is a possible career for me.
- Working with children and having the chance to interact with them
- Applying concepts from my psy education to real work experiences.
- the most valuable thing about my internship was working with great professionals who were willing to teach me some great things about counseling
- working with children
- I liked that we could chose from a variety of places to intern
- working with staff and students
- That I was able to go out and see clients. participated in some hands on experience
- learning about how children think and interact
- I was able to apply my knowledge and skills easily
- paid internship
- being able to working with a unique population
- Hands on experience
- probably knowing that peoples lives were touched by it
- working in the field
- It allowed me to become comfortable with dealing with a population that I had never encountered before.
- choice of setting allowed me to tailor it to my interests
- The internship helped me to become more assertive and gave me hands on experience
- it was something I enjoyed
- I learned what I like and don't like about the field I was interested in
- feeling of competency
- learning new terminology
- it gave me a good idea bout what I want to do
- population exposed too
- gained experience with working with children
- exposure to the field through human interaction
- working with down syndrome
- credits
- the fact that I had the opportunity to speak with clients and review their case files
- the internship was great, great site, great supervision
- I really likes that I was given the opportunity to have my internship experience at site that is in interest of career that I would like to go into
- dealing with children
- Everything
- overall amount of diverse hands on experience
- My internship showed me the importance of volunteering. it also helped me realize how beneficial internships are
- working with diverse group of people
- I was allowed to work with a different age group, and to get to know them
- getting to work with disables children

- working with different diversity individuals economically and ethnicity
- learning how helping others can be applied in all setting
- the variety of spots that were offered to us
- experience in working with at risk youth
- finding what field I do not want to go into
- I hope to work with children in the future and have the opportunity to do this in my internship
- direct contact with subjects
- working one on one with clients as an intern not a therapist
- I became comfortable in a professional setting
- observing others in that setting
- experienced gained
- working with others
- working with students in high school
- new experience
- great teacher
- student interaction
- working with the population and learning about foster care agencies
- one on one communication between internship and myself
- learning about different areas of psychology
- working with children that needed help in getting along everyday
- getting to know the students
- great professor and great programs
- working in a setting with a population I hope to work with one day
- variety of assignment
- discussion of events that occurred on the site with my professor
- the most valuable was the exposure to different types of therapeutic environment and children theories used
- being able to participate and be apart of a team
- opportunity to participate as a team member
- instructor has a wealth of information
- we had to leave something with the facility
- working with high school students
- the people and the environment
- gaining more indo on what it takes to a high school counselor
- I was able to work at the site I desired
- got the change to interact with children
- experience that I can now list on resume
- the ability to transfer book knowledge and theories to a real world setting

12f. What was least valuable about your internship experience

Main themes

- The amount of hours required
- The class and the internship put together

- The writing and the Journals
- Scheduling in all that time
- Listening to fellow classmates

All Comments

- Some of the instructors
- The short amount of time
- My schedule in completing my 96 hours
- Too many hours, less time would be just as effective
- the hands on working experience will be the most valuable but as of yet I have not had the opportunity for internship
- not meeting my expectations
- The drive which was 26 miles each way with rising gas prices. but it was my choice
- work schedule
- the guidelines for completing hours
- coming back into class and listening to a lot of repetitive stories
- The fact that it didn't get the experience I wanted. I basically did my internship at home
- all of the writing assignments
- it wasn't in my exact area of interest
- conflicting time schedule with classroom lessons
- the book needs to be updated
- the writing and the journals
- doing the tedious work asked of me
- internship class and internship is so time consuming and demanding that it should be more than 4 units
- it was too short and difficult to find a good internship
- not being able to apply learned knowledge of psychology into the setting
- no psychological training
- stressful to get so many hours done
- having to do 96 hours
- I was constantly being sexually harassed by on of the teachers I worked with
- I was not allowed to have as much exposure into the field as I wanted
- the busy work
- it was difficult to gain experience related to my major
- the monotony that come from doing it through a class
- not much supervision
- number of hours
- I honestly can't think of anything. the whole experience was valuable to me since I learned a lot
- class was pointless
- it was not a professional site
- some courses would have been more beneficial if split into 2 semesters

- I didn't get to work with the main person that was planned in the beginning
- not having more time in the program
- organizing paperwork
- support and guidance
- hands on experience
- I did not understand how reading a book was relevant to internship experience
- the amount of hours
- my time was not taken seriously by everyone I worked for
- my supervisor and scheduling conflicts
- the drive
- Very little structure. little prep time
- the hours
- the hours
- losing time
- dealing with parents
- easy transition into internship site
- very difficult to get in contact with the right people
- seeing how many children need help in getting along with people
- grading papers
- hearing other students negative experiences
- amount of class work
- down time
- the final project
- Having to do general office duties such as filing.
- internship placement was not very helpful
- not getting paid
- the time available to do internship
- the teacher was not very helpful at my site
- class was too long
- finding an internship that will work with ones schedule

13h. What do you feel was the most valuable experience you had in Senior Project?

Main themes

- The process of the whole thing
- The instructor
- The guidance provided
- Support from fellow classmates
- Conducting ones' own research
-

All comments

- Experience
- instructor guidance
- Working with professor. good experience
- got a chance to understand the purpose of research
- discussion and presentation

- realizing my research skills were so strong
- the professor and availability
- learning about the process of research
- working with professor
- instructor, very knowledgeable, encouraging, thorough
- my professor
- Constructing my lit. review and working with professor
- realizing how much you have learned
- everything that is included
- great instructor and organization
- research and conducting research and make a cumulative report
- requirement to prepare and present research to peers
- the professor
- learning how to do research
- hands on experience
- the process
- learning more and research a topic of interest to me
- the process of writing a literature review
- friendships gained, advisor was awesome
- the distribution and testing of data
- the overall experience allowed me to understand that I do not have interest in doing research in the future
- conducting the research
- working with peers
- the process
- pick my topic and go with it
- gained better knowledge of APA
- the process
- working hard and collecting data
- seeing a study you conceptualize take form
- my advisor and research
- learning more about research
- research experience
- the whole process
- the professor made it enjoyable
- support from classmates
- the presentation and getting prepared for it
- to do research on something I was interested in
- being responsible for the entire process
- class was well structured
- the experience as a whole
- learning how to understand literature
- ability to do constructive work
- the support of classmate
- small class size and instructor knowledge
- presenting it

- learning from mistakes
- finishing
- learning to be objective and see the entire process
- comprehending published literature
- completing the project
- learning how to do research
- research experience
- ability to read scientific literature
- hands on experience
- the research
- learning the research process
- creating my own project
- using APA format and analyzing data
- putting it altogether
- learning how to write up a project
- learning to be ok if my results did not support hypothesis
- conducting my own project
- learning how to analyze data
- learned a lot about desired topic
- writing literature review
- presentation aspect
- feeling independent

13i. What was the least valuable experience in Senior Project?

Main themes

- Feeling rushed to finish
- Presenting
- Amount of Work
- Stressful
- Time Frame of the class

All comments

- taking course during cycle III
- stress
- literature review
- the prices
- all of what I learned from my instructor was of value
- the money spent
- presenting
- I strongly dislike research
- population restrictions
- group assignment
- amount of work
- presenting to peers

- this survey
- oral presentation
- did not have enough information on what do exactly
- not really learning SPSS
- inputting data
- data inputting
- some professors
- meeting very week
- time frame
- lack of support from faculty
- trial and error portion of the process
- the exit exam
- literature review
- time consuming
- feeling too rushed too finish

15. Do you think ethical issues were adequately addressed in your psychology courses?

Main themes

- More ethical issues need to be addressed
- Do not remember learning about ethical issues
- Covered in nearly all courses

All comments

- various protocols may need to be better addressed between departments
- do not remember ever talking about this topic
- in research methods
- covered in nearly all courses

16. What do you consider to be the strengths of the psychology department?

Main themes

- The Professors
- Diversity of the staff
- Small Classes
- The way the department is organized
- Professors always being available

All comments

- Professors
- instructors
- professionalism, knowledgeable instructors, and availability
- faculty was great
- staff

- Just how they run the program. everyone in the department is always willing to help and answer questions
- professors
- quality of teachers and advisors
- its very organized, good faculty, good staff, love the teachers, they are great
- strong, intelligent, committed instructors
- availability of teachers and their knowledge of their subject matter
- accessible professor
- scientific approach to prepare for graduate studies
- the faculty and their enthusiasm, as well as self esteem
- diverse faculty
- great faculty and classes
- availability of professor
- scope of the classes
- the variety of required and elective courses
- the faculty knowledge
- diversity in staff, very supportive
- diversity
- the diversity of classes to choose from
- great faculty
- senior project
- professors
- the understanding, and diversity of professors
- faculty
- professors and one on one time with them
- professors and program
- professors
- professors
- hands on supports
- good open door policy
- faculty and staff
- faculty and small classes
- building a firm foundation and the senior project program
- the department has very knowledge faculty
- faculty
- faculty
- faculty was great
- faculty and the way they challenge their students
- teachers
- very intelligent professors
- availability of professors
- knowledgeable professors
- professors being available and taking the time to help
- various classes that give a insight to the field
- professors are committed to students
- access to professors and their understanding

- supportive instructors
- knowledgeable and always available teachers
- availability of teachers
- emphasis on diversity
- multicultural
- professors
- courses offered and requirement by professors
- experience at the school
- competent instructors, flexibility of class schedule, high standards
- the passion I have for the field of psychology
- faculty, class availability
- guiding students toward a multicultural perspective
- professors support and availability
- knowledgeable professors
- the faculty is wonderful and I felt at home at ULV
- reliable and helpful
- diversity
- professors and courses
- diversity of the faculty
- faculties availability
- professors are helpful;
- diverse staff
- ability to apply multicultural perspectives

17. What do you consider to be the weaknesses of the psychology department?

Main themes

- Small amount of classes offered
- Lack of variety in electives
- Some of the Professors
- Amount of work
- Advising System

All comments

17. What do you consider to be the weaknesses of the psychology department?

- difficult to schedule required courses that don't interfere with GRE's
- assistance with survey
- not enough variety in coursework offered, not high enough standards in grading
- not offering enough classes in the morning
- money from school
- more classes available
- certain classes that are required

- not offering electives that are listed in the book
- the amount of work
- academic advisement
- professors do not push students hard enough
- restricted class scheduling
- computer lab is very small
- scheduling, variety of undergraduate courses
- department is too small
- students should be notified or just given departmental honors, should not have to apply
- have senior project expand over a whole year
- computer lab and the printer
- offer more classes
- not enough options n classes as other schools
- more options on who teaches the class and times being offered
- class selection
- advising system
- offer different types of classes
- teachers don't like suggestions for changes
- some of the instructors
- more classes with hands on experience
- more hands on experience
- need more hands on counseling experience
- not much to do after graduating due to lack of experience
- professor is too biased
- lack of class variety
- computer lab and spss on the computers is too slow
- internship could be better
- limited courses offered
- unprofessional attitudes of some of the staff members
- not enough classes available
- small department
- some faculty members are not effective in teaching

Table 6
Psychology-Senior Exit Survey

Frequency Tables

Question 1

semester of graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1=fall	29	24.8	26.9	26.9
	2=spring	79	67.5	73.1	100.0
	Total	108	92.3	100.0	
Missing	999.00	9	7.7		
Total		117	100.0		

Question 2

gender of participant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = male	18	15.4	15.5	15.5
	2 = female	98	83.8	84.5	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Question 3

age of participant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.00	4	3.4	3.5	3.5
	21.00	23	19.7	20.2	23.7
	22.00	28	23.9	24.6	48.2
	23.00	8	6.8	7.0	55.3
	24.00	5	4.3	4.4	59.6
	25.00	2	1.7	1.8	61.4
	26.00	4	3.4	3.5	64.9
	27.00	3	2.6	2.6	67.5
	28.00	3	2.6	2.6	70.2
	29.00	1	.9	.9	71.1
	30.00	3	2.6	2.6	73.7
	31.00	2	1.7	1.8	75.4
	32.00	4	3.4	3.5	78.9
	33.00	2	1.7	1.8	80.7
	35.00	3	2.6	2.6	83.3
	36.00	2	1.7	1.8	85.1
	37.00	2	1.7	1.8	86.8
	38.00	2	1.7	1.8	88.6
	41.00	1	.9	.9	89.5
	42.00	3	2.6	2.6	92.1
	44.00	2	1.7	1.8	93.9
	45.00	1	.9	.9	94.7
	46.00	1	.9	.9	95.6
	51.00	1	.9	.9	96.5
	54.00	1	.9	.9	97.4
	55.00	2	1.7	1.8	99.1
	57.00	1	.9	.9	100.0
Total		114	97.4	100.0	
Missing	999.00	3	2.6		
Total		117	100.0		

major

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5 = psychology	117	100.0	100.0	100.0

Question 4

minor of the participant

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2 = behavioral sciences	15	12.8	12.8	12.8
4 = criminology	6	5.1	5.1	17.9
5 = sociology	1	.9	.9	18.8
6 = other	13	11.1	11.1	29.9
7 = N/A	82	70.1	70.1	100.0
Total	117	100.0	100.0	

Question 5

ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = african american	14	12.0	12.5	12.5
2 = asian american	2	1.7	1.8	14.3
3 = european american	32	27.4	28.6	42.9
4 = latino american	42	35.9	37.5	80.4
5 = native maerican	3	2.6	2.7	83.0
6 = mixed ethnicity	8	6.8	7.1	90.2
7 = other	11	9.4	9.8	100.0
Total	112	95.7	100.0	
Missing 999.00	5	4.3		
Total	117	100.0		

Question 6

are you a capa student?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = yes	45	38.5	38.5	38.5
2 = no	72	61.5	61.5	100.0
Total	117	100.0	100.0	

Question 7

of yrs at ULV

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = one yr	4	3.4	3.5	3.5
2 = 2 yrs	34	29.1	29.6	33.0
3 = three yrs	22	18.8	19.1	52.2
4 = 4 yrs	48	41.0	41.7	93.9
5 = five yrs or more	7	6.0	6.1	100.0
Total	115	98.3	100.0	
Missing 999.00	2	1.7		
Total	117	100.0		

Question 8

of courses taken

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6.00	2	1.7	2.4	2.4
8.00	1	.9	1.2	3.5
9.00	1	.9	1.2	4.7
10.00	9	7.7	10.6	15.3
11.00	9	7.7	10.6	25.9
12.00	14	12.0	16.5	42.4
13.00	6	5.1	7.1	49.4
14.00	4	3.4	4.7	54.1
15.00	15	12.8	17.6	71.8
16.00	6	5.1	7.1	78.8
17.00	2	1.7	2.4	81.2
18.00	3	2.6	3.5	84.7
19.00	1	.9	1.2	85.9
20.00	1	.9	1.2	87.1
30.00	1	.9	1.2	88.2
44.00	2	1.7	2.4	90.6
50.00	2	1.7	2.4	92.9
52.00	6	5.1	7.1	100.0
Total	85	72.6	100.0	
Missing 999.00	32	27.4		
Total	117	100.0		

Question 9

continuing education?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = no plans at this time	8	6.8	6.9	6.9
3 = want teaching credential right away w/ plans grad deg	6	5.1	5.2	12.1
4 = take a yr to think about it	9	7.7	7.8	19.8
5 = definite plans to begin grad school after taking yr off	36	30.8	31.0	50.9
6 = currently seeking admission to grad school	47	40.2	40.5	91.4
7 = been accepted into program	10	8.5	8.6	100.0
Total	116	99.1	100.0	
Missing 999.00	1	.9		
Total	117	100.0		

Question 10a Satisfaction with the Program See Table 7

variety of courses

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = very satisfactory	59	50.4	50.4	50.4
2 = satisfactory	49	41.9	41.9	92.3
3 = unsatisfactory	7	6.0	6.0	98.3
4 = very unsatisfactory	2	1.7	1.7	100.0
Total	117	100.0	100.0	

Question 10b Satisfaction with the Program See Table 7

scheduling of courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = very satisfactory	35	29.9	30.2	30.2
	2 = satisfactory	68	58.1	58.6	88.8
	3 = unsatisfactory	8	6.8	6.9	95.7
	4 = very unsatisfactory	5	4.3	4.3	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Question 10c Satisfaction with the Program See Table 7

faculty availability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = very satisfactory	66	56.4	56.4	56.4
	2 = satisfactory	47	40.2	40.2	96.6
	3 = unsatisfactory	2	1.7	1.7	98.3
	4 = very unsatisfactory	2	1.7	1.7	100.0
	Total	117	100.0	100.0	

Question 10d Satisfaction with the Program See Table 7

advisment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = very satisfactory	61	52.1	52.1	52.1
	2 = satisfactory	43	36.8	36.8	88.9
	3 = unsatisfactory	8	6.8	6.8	95.7
	4 = very unsatisfactory	5	4.3	4.3	100.0
	Total	117	100.0	100.0	

Question 11a Satisfaction with the Curriculum See Table 8

theory info

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.2	5.2
	2 = disagree	1	.9	.9	6.0
	3 = agree	55	47.0	47.4	53.4
	4 = strongly agree	54	46.2	46.6	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Question 11b Satisfaction with the Curriculum See Table 8

hands on experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.2	5.2
	2 = disagree	7	6.0	6.0	11.2
	3 = agree	50	42.7	43.1	54.3
	4 = strongly agree	53	45.3	45.7	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Question 11c Satisfaction with the Curriculum See Table 8

opportunity for research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.2	5.2
	2 = disagree	5	4.3	4.3	9.6
	3 = agree	42	35.9	36.5	46.1
	4 = strongly agree	62	53.0	53.9	100.0
	Total	115	98.3	100.0	
Missing	999.00	2	1.7		
Total		117	100.0		

Question 11d Satisfaction with the Curriculum See Table 8

multidisciplinary perspective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.2	5.2
	2 = disagree	1	.9	.9	6.0
	3 = agree	58	49.6	50.0	56.0
	4 = strongly agree	51	43.6	44.0	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Question 11e Satisfaction with the Curriculum See Table 8

multicultural perspective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.2	5.2
	2 = disagree	4	3.4	3.4	8.6
	3 = agree	54	46.2	46.6	55.2
	4 = strongly agree	52	44.4	44.8	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Question 11f Satisfaction with the Curriculum See Table 8

ethical principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	7	6.0	6.0	6.0
	2 = disagree	4	3.4	3.4	9.5
	3 = agree	52	44.4	44.8	54.3
	4 = strongly agree	53	45.3	45.7	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Question 12a Satisfaction with Internship See Table 9

comfortable in a culturally diverse setting?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.5	5.5
	2 = disagree	1	.9	.9	6.4
	3 = agree	47	40.2	43.1	49.5
	4 = strongly agree	55	47.0	50.5	100.0
	Total	109	93.2	100.0	
Missing	999.00	8	6.8		
Total		117	100.0		

Question 12b Satisfaction with Internship See Table 9

feel competent in a culturally diverse setting?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.5	5.5
	3 = agree	46	39.3	42.2	47.7
	4 = strongly agree	57	48.7	52.3	100.0
	Total	109	93.2	100.0	
Missing	999.00	8	6.8		
Total		117	100.0		

Question 12c Satisfaction with Internship See Table 9

be comfortable in a professional setting?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	5	4.3	4.6	4.6
	2 = disagree	6	5.1	5.6	10.2
	3 = agree	41	35.0	38.0	48.1
	4 = strongly agree	56	47.9	51.9	100.0
	Total	108	92.3	100.0	
Missing	999.00	9	7.7		
Total		117	100.0		

Question 12d Satisfaction with Internship See Table 9

transfer skills and knowledge in applied setting?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	4	3.4	3.7	3.7
	2 = disagree	3	2.6	2.8	6.5
	3 = agree	48	41.0	44.4	50.9
	4 = strongly agree	53	45.3	49.1	100.0
	Total	108	92.3	100.0	
Missing	999.00	9	7.7		
Total		117	100.0		

Question 13a Satisfaction with Senior Thesis See Table 10

understand published literature?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	5	4.3	4.3	4.3
	2 = disagree	1	.9	.9	5.1
	3 = agree	34	29.1	29.1	34.2
	4 = strongly agree	77	65.8	65.8	100.0
	Total	117	100.0	100.0	

Question 13ab Satisfaction with Senior Thesis See Table 10

formulate research question?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = strongly disagree	6	5.1	5.1	5.1
	2 = disagree	2	1.7	1.7	6.8
	3 = agree	37	31.6	31.6	38.5
	4 = strongly agree	72	61.5	61.5	100.0
	Total	117	100.0	100.0	

Question 13c Satisfaction with Senior Thesis See Table 10

analyze computer data?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = strongly disagree	5	4.3	4.3	4.3
2 = disagree	4	3.4	3.4	7.7
3 = agree	51	43.6	43.6	51.3
4 = strongly agree	57	48.7	48.7	100.0
Total	117	100.0	100.0	

Question 13d Satisfaction with Senior Thesis See Table 10

conceptualize statistics?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = strongly disagree	4	3.4	3.4	3.4
2 = disagree	4	3.4	3.4	6.8
3 = agree	60	51.3	51.3	58.1
4 = strongly agree	49	41.9	41.9	100.0
Total	117	100.0	100.0	

Question 13e Satisfaction with Senior Thesis See Table 10

intrepret results and draw conclusions?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = strongly disagree	5	4.3	4.3	4.3
2 = disagree	4	3.4	3.4	7.7
3 = agree	52	44.4	44.4	52.1
4 = strongly agree	56	47.9	47.9	100.0
Total	117	100.0	100.0	

Question 13f Satisfaction with Senior Thesis See Table 10

use apa format for research papers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = strongly disagree	6	5.1	5.1	5.1
2 = disagree	1	.9	.9	6.0
3 = agree	28	23.9	23.9	29.9
4 = strongly agree	82	70.1	70.1	100.0
Total	117	100.0	100.0	

Question 13g Satisfaction with Senior Thesis See Table 10

orally present original research?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 = strongly disagree	6	5.1	5.2	5.2
2 = disagree	1	.9	.9	6.0
3 = agree	35	29.9	30.2	36.2
4 = strongly agree	74	63.2	63.8	100.0
Total	116	99.1	100.0	
Missing 999.00	1	.9		
Total	117	100.0		

Question 14**when did you decide to major in this?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 = before starting college	59	50.4	50.4	50.4
	2 = after taking several classes	18	15.4	15.4	65.8
	3 = starting with another major but later changed	35	29.9	29.9	95.7
	4 = other	5	4.3	4.3	100.0
	Total	117	100.0	100.0	

Question 15**were ethical issues addressed in your major?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1= yes	110	94.0	94.8	94.8
	2 = no	6	5.1	5.2	100.0
	Total	116	99.1	100.0	
Missing	999.00	1	.9		
Total		117	100.0		

Table 7

Senior Exit Survey Satisfaction with the Program

Means, standard deviations and percentage of very satisfied responses on the senior exit survey about availability of courses and faculty availability (4-point scale, 1 = Very Satisfactory)

Item	N	M	SD	% Very Satisfactory
10. Please rate your satisfaction of the following items as they relate to your major/program:				
a. Variety of Courses	117	1.58	.68	50%
b. Scheduling of courses	116	1.85	.72	30%
c. Faculty Availability	117	1.48	.62	56%
d. Advisement	117	1.63	.79	52%

Table 8

Senior Exit Survey – Satisfaction with the Curriculum

Means, standard deviations and percentage of strongly agree responses on the psychology senior exit survey about **content of the major** Senior Exit Questionnaire (4-point scale; 4 = Strongly Agree)

Item	N	M	SD	%Strongly Agree
11. Thinking about the content of your major/program, would you say you received a strong background in:				
a. Theoretical Information	116	3.35	.74	46%
b. Hand on experience/ internship	116	3.29	.80	45%
c. Opportunity for psychology research	115	3.39	.80	54%
d. Multidisciplinary perspective	116	3.32	.74	44%
e. Multicultural perspective	116	3.31	.77	45%
f. Ethical Issues	116	3.30	.80	46%

Table 9

Senior Exit Survey – Satisfaction with Internship

Means, standard deviations and percentage of strongly agree responses on the psychology senior exit survey about **internship** (4-point scale; 4 = Strongly Agree)

Item	N	M	SD	% Strongly Agree
12. Has your internship experience provided you with the ability to:				
a. Be comfortable in a culturally diverse setting?	109	3.38	.76	50%
b. Feel competent in a culturally diverse setting?	109	3.41	.76	52%
c. Be comfortable in a professional setting?	108	3.37	.79	52%
d. Transfer skills and knowledge in applied setting?	108	3.38	.72	49%

Table 10

Senior Exit Survey – Satisfaction with Senior Thesis

Means, standard deviations and percentage of strongly agree responses on the psychology senior exit survey about **senior projects and research experience** (4-point scale; 4 = Strongly Agree)

Item	N	M	SD	% Strongly Agree
13. Has your Senior Project provided you with the ability to:				
a. Understand published literature?	117	3.56	.72	66%
b. Formulate research question (s)?	117	3.49	.77	61%
c. Analyze computer data?	117	3.36	.74	49%
d. Conceptualize statistics?	117	3.31	.70	42%
e. Interpret results and draw conclusions?	117	3.35	.74	48%
f. Use APA format for research papers?	117	3.58	.75	70%
g. Orally present original research to peers?	116	3.52	.76	64%

Table 11

Program Learning Outcomes Covered in Course Syllabi for R

Course #	Title	Goal #1 Psychological Knowledge	Goal #2 Psychological Methods	Goal #3 Communication Methods
PSY 101	Principles of Psychology	survey of the field	survey of methods	term paper
PSY 215	Personality Theory & Research	personality	psych assessment	2 long papers
PSY 303	Learning & Behavior Change	learning	experimentation	paper/presentation
PSY 305	Statistics	statistics	data analysis	weekly assignments
PSY 306	Cognitive Psychology	cognition/memory/language	experimentation	1 short paper
PSY 308	Social Psychology	social process	experimentation	team presentation
PSY 312	Abnormal Psychology	psychopathology	psych evaluation	2 papers
PSY 315	Psychological Testing	tests/measurement	psych assessment	team work
PSY 327	Health Psychology	mind/body	needs assessment	poster presentation
PSY 375	Community Psychology	community engagement	needs assessment	team projects
PSY 390	Research Methods	research	lab reports	team projects
PSY 395	Computer Data Analysis	data analysis	data analysis	portfolio
PSY 400	History of Psychology	philosophic/historical roots	archival analysis	group presentation
PSY 405	Brain and Behavior	nuerophysiology	primary source review	paper/presentation
PSY 407	Life-Span Development	developmental	observations	reflection paper
PSY 408	Adolescent Psychology	developmental	observations	presentation
PSY 409	Multicultural Psychology	diversity	immersion experience	group discussion
PSY 422	Substance Abuse	social problems	narrative analysis	journaling
PSY 429	Counseling & Interview Skills	psychotherapy	counseling/role-play	interviewing
PSY 450	Sel Topics: Sports Psychology	motivation/self-efficacy	performance analysis	class presentation
PSY 450	Sel Topics: Positive Psychology	welling-being/happiness	strengths analysis	project presentation
PSY 450	Sel Topics: Psychology of Women	gender issues	observational analysis	public policy critique
PSY 450	Sel Topics: Women/Culture/Soc	gender issues	media analysis	group presentation
PSY 497	Internship	culminating activity	case work/observe	reflection paper
PSY 499	Senior Project	culminating activity	thesis research	profess'al presentatio

#	Age	G	Ethnicity	GPA	Psy GPA	Intend Grad	GRE	CAPA	Trans	Stat	Res	His	Multi	Bio	Sen	Per	Learn	Mem
1	23	F	Bicultural	3.23	na	Y	Y	N	Y	3	4	2	1	3	3	2	9	3
2	21	F	Latino	3.53	3.67	Y	Y	N	N	5	5	2	1	5	4	4	6	4
3	22	F	Caucasian	3.82	3.9	Y	N	N	N	3	4	2	1	3	3	4	8	5
4	22	F	Multicultural	3.5	3.5	Y	N	N	N	4	1	1	1	2	4	3	4	4
5	39	F	Latino	3.3	3.6	Y	N	Y	Y	3	3	2	0	2	2	0	5	4
6	23	F	Latino	3.4	3.4	Y	N	N	Y	1	2	3	0	6	3	4	4	2
7	24	F	Caucasian	3.5	3.5	Y	Y	N	Y	1	1	2	0	3	1	2	5	2
8	21	F	Caucasian	na	na	Y	na	N	N	2	4	4	1	4	2	5	7	2
9	21	F	Black	3.5	na	Y	N	N	N	5	4	2	1	5	4	4	6	2
10	22	F	Latino	3.4	3.52	Y	N	N	N	5	2	3	0	1	2	4	7	4
11	24	F	Latino	2.7	na	Y	N	N	N	3	3	3	0	4	3	6	5	3
12	21	F	Latino	na	na	na	na	na	na	2	2	2	1	4	3	4	5	4
13	27	F	Black	na	na	Y	na	Y	Y	1	2	1	0	6	3	3	8	4
14	45	F	Latino	3.66	3.54	Y	N	Y	Y	1	2	1	0	2	1	3	4	3
15	24	F	Caucasian	2.9	3	Y	N	N	N	5	4	3	1	5	1	5	6	4
16	38	M	Latino	3.63	na	Y	N	Y	N	4	4	2	1	7	1	7	6	3
17	55	F	Black	3.6	3.2	Y	N	Y	Y	2	3	2	0	3	3	3	5	2
18	21	F	Latino	3.7	3.7	Y	N	N	N	2	2	2	0	4	2	3	5	1
19	32	F	Black	na	na	Y	na	Y	Y	2	1	3	1	3	0	3	5	3
20	22	F	Caucasian	3.4	na	Y	N	N	N	5	3	3	1	5	4	4	3	5
21	22	F	Latino	3	2.95	Y	na	N	N	1	1	4	1	4	3	5	7	4
22	22	M	Latino	3.63	na	Y	Y	N	N	2	2	2	1	1	2	4	5	2
23	31	F	Caucasian	3.4	3.5	Y	N	Y	N	3	2	4	1	2	2	5	8	5
24	na	na	na	na	na	na	na	na	na	3	4	4	1	3	4	5	8	5
25	21	F	Latino	2.7	na	na	na	N	N	3	5	3	1	3	3	5	7	5
26	48	F	Multicultural	3.06	3	Y	N	Y	Y	5	2	2	1	6	2	3	3	4
27	30	M	Latino	3.3	3.5	Y	N	Y	Y	1	4	1	1	4	3	3	4	2
28	22	F	Latino	3.14	na	Y	na	N	N	2	5	2	1	4	1	3	6	3
29	51	F	Black	3.43	na	na	na	Y	Y	5	3	2	0	3	2	4	6	4
30	24	F	Latino	2.07	2.8	Y	na	na	na	3	2	2	0	4	2	3	2	3
31	33	M	Latino	3.25	3.67	Y	na	Y	Y	2	0	3	1	4	2	3	6	2
32	22	F	Caucasian	3.3	3.5	Y	Y	N	N	6	2	4	0	1	4	6	6	5
total										95	88	78	20	116	79	122	181	108

Table 13
Approaches to Assessment

Assessment of Curriculum		
X	Course Syllabus Audit	
X	Curriculum Comparison with National Curriculum Norms	
X	Curriculum Comparison with Local Curriculum Norms	
Assessment of Learning Outcomes		
X	Senior Exit Exam in Psychology	Learning Outcome 1
	Nationally-Normed Comprehensive Exams	Learning Outcome 1
	Course-Embedded Assessment	Learning Outcome 1
X	Capstone Course Assessment- Senior Thesis	Learning Outcome 2, 3
	Senior Quantitative and Research Skill Assessment Exam	Learning Outcome 2, 3
	Writing Assessment Exam	Learning Outcome 2, 3
	Portfolio Review	Learning Outcome 2, 3
X	Capstone Course Assessment- Internship	Learning Outcome 4
	Diversity Exam	Learning Outcome 5
	Evaluation of Writing Samples	Learning Outcome 5
	Evaluation of Group Discussion	Learning Outcome 5
	Evaluation of Reaction Papers in Core Classes	Learning Outcome 5
	Evaluation of Freshman and Senior Goal Statements	Learning Outcome 6
	Evaluation of Personal Strategic Plan	Learning Outcome 6
	Evaluation of Career Exploration Project	Learning Outcome 6

Satisfaction Surveys and Interviews	
X	Senior Survey
	Senior Exit Interview
	Alumni Survey/Interview
	Student Expectation Survey
	National Surveys
	Transfer Student Survey
	Faculty Advising Questionnaire/Adviser Survey
	Employer Survey
	Graduate School Acceptance Survey
Archival Analysis	
	Transcript Analysis
	Transfer Pattern Analysis
Additional Assessment Approaches	
	Focus Groups
	External Examiner
X = Assessment Approach used in current Program Review	

Table 14

Psychology Major Requirements

Prerequisites (take all 10 units):

- (4) PSY 101 Principles of Psychology
- (4) PSY 305 Statistics
- (2) PSY 395 Computer Data Analysis

Core Requirements (take all 16 units):

- (4) PSY 390 Research Methods
- (4) PSY 400 History of Psychology
- (4) PSY 497 Internship
- (4) PSY 499 Senior Project

Area of Emphasis (take all 16 units):

- (4) PSY 312 Abnormal Psychology
- (4) PSY 405 Brain and Behavior
- (4) PSY 407 Life-Span Development
- (4) PSY 409 Multicultural Psychology

Two of the following Lab Courses (8 units):

- (4) PSY 303 Learning and Behavior Change
- (4) PSY 304 Experimental Psychology
- (4) PSY 306 Cognitive Psychology
- (4) PSY 308 Social Psychology

Electives: a minimum of two of the following (8 units)

- (4) PSY 215 Personality Theory and Research
- (4) PSY 310 Culture and Personality
- (4) PSY 315 Psychological Testing
- (4) PSY 327 Health Psychology
- (4) PSY 375 Community Psychology
- (4) PSY 408 Adolescent Psychology

- (4) PSY 422 Substance Abuse
- (4) PSY 429 Counseling and Interviewing Skills
- (4) PSY 439 Industrial-Organizational Psychology
- (4) PSY 450 Selected Topics

TOTAL UNITS: 58

Minor Requirements

Prerequisite:

- (4) PSY 101 Principles of Psychology

Core Requirements:

- (4) PSY 312 Abnormal Psychology
- (4) PSY 400 History of Psychology
- (4) PSY 407 Life-Span Development
- (4) One 300- or 400-level PSY elective

Two of the following:

- (4) PSY 303 Learning and Behavior Change
- (4) PSY 306 Cognitive Psychology
- (4) PSY 308 Social Psychology

TOTAL UNITS: 28

Table 16
Advisor List and Number of Advisees
Spring 08

Leticia Arellano-Morales	28
Ngoc Bui	24
Glenn Gamst	10
Arthur Gonchar	29
Christopher Liang	27
Raymond Scott	15
Jerry Kernes	26

Table 17
Supervisor Rating of Intern Questionnaire

Mean, Standard Deviations, and total number of responses to the ULV Psychology Supervisor Rating of Intern Questionnaire
4 point scale; 4 = Excellent

Item	N	Mean	SD
% Excellent			
<u>Organizational Skills:</u>			
1. Follows policies/ procedures of agency 88.9%	9	3.88	.33
2. Manages responsibilities effectively 88.9%	9	3.88	.33
3. Shows willingness to take on responsibilities 88.9%	9	3.88	.33
4. Maintains professional ethics/confidentiality 88.9%	9	3.88	.33
5. Prompt/regular in attendance/makes up 77.8% absences	9	3.66	.70
6. Maintains appropriatedemeanor and dress 100%	9	4.00	.00
7. Is cooperative with staff 100%	9	4.00	.00
8. Can be depended uponby staff members 100%	9	4.00	.00
<u>Supervision Relationship:</u>			
9. Meets regularly or as neededwith supervisor 100%	9	4.00	.00
10. Accepts supervisor/coworkers feedback 100%	9	4.00	.00
11. Shows insight into ownperformance 100%	8	4.00	.00
12. Raises questions 100%	9	4.00	.00
13. Reports problems 85.7%	7	3.85	.37
14 Incorporates suggestions 88.9%	9	3.88	.33
<u>Interaction Skills:</u>			

15. Shows interest and enthusiasm 88.9%	9	3.88	.33
16. Demonstrates good listening skills 100%	9	4.00	.00
17. Develops/maintains good working 100% relationships	9	4.00	.00
18. Demonstrates insight, maturity, common 100% sense	9	4.00	.00
19. Ability to assess situations accurately 100%	9	4.00	.00
20. Learns from mistakes 100%	7	4.00	.00
<hr/> <u>Personal Skills:</u>			
21. Can formulate and set goals 100%	9	4.00	.00
22. Recognizes limitations and strengths of self 77.8%	9	3.77	.44
23. Demonstrates ability to integrate theory and 100% practice	8	4.00	.00
24. Has shown personal growth and development 100%	8	4.00	.00
25. Has shown qualities comparable to our staff 100% members	9	4.00	.00
<hr/> <u>For Interns Working with Clients:</u>			
26. Appears confident/comfortable working with 100% clients	8	4.00	.00
27. Positive, responsive/encouraging with 87.5% clients	8	3.87	.35
28. Recognizes limitations and strengths of clients 75%	8	3.75	.46
29. Can handle conflicts between clients 71.4%	7	3.42	.97
30. Can guide and direct clients into appropriate 85.7% activities	7	3.85	.37

Table 18
The Senior Exam in Psychology
Average Scores on Subfields

1. Stress and Health	66%
2. Developmental Psychology	64%
3. Motivation	63%
4. Multicultural Psychology	63%
5. History of Psychology	61%
6. Memory	56%
7. Ethics and Professional Issues	56%
8. Research Methods	55%
9. Psychotherapy	55%
10. Perception	54%
11. Abnormal Psychology	52%
12. Learning	51%
13. Statistics	50%
14. Sensory Psychology	50%
15. Social Psychology	47%
16. Cognition	47%
17. Biological Psychology	45%
18. Consciousness	42%
19. Intelligence & Psych Testing	42%
20. Personality Theory	42%

Table 19

Recommended Classes for Psychology Majors

<u>Issues in Anthropology</u>	<u>ANTH 250</u>
<u>Race and Ethnicity</u>	<u>ANTH 315</u>
<u>Cultural Anthropology</u>	<u>ANTH 330</u>
<u>Women Across Cultures</u>	<u>ANTH 333</u>
<u>Latino Experience</u>	<u>ANTH 336</u>
<u>Anthropological Theory</u>	<u>ANTH 400</u>
<u>Human Anatomy</u>	<u>BIOL 343</u>
<u>Human Physiology</u>	<u>BIOL 344</u>
<u>Nutrition</u>	<u>BIOL 441</u>
<u>Principles of Management</u>	<u>ECBU 350</u>
<u>Culture & Gender Issues in Management</u>	<u>ECBU 353</u>
<u>Communications in Organizations</u>	<u>ECBU 354</u>
<u>Organizational Behavior in Business</u>	<u>ECBU 355</u>
<u>Principles of Marketing</u>	<u>ECBU 360</u>
<u>Child Psychology and Development</u>	<u>EDUC 350</u>
<u>Sex, Drugs, and Health Education</u>	<u>EDUC 420</u>
<u>Diversity, Interaction, & the Learning Process</u>	<u>EDUC 460</u>
<u>Multicultural Literature</u>	<u>ENG 385</u>
<u>Conflict Management Training Workshop</u>	<u>HUM 109</u>
<u>Introduction to Peace Studies</u>	<u>HUM 110</u>
<u>Conflict Resolution and Non-Violence</u>	<u>HUM 310</u>
<u>History of Technology</u>	<u>INTD 301</u>
<u>Mass Media Effects</u>	<u>INTD 302</u>
<u>The Hero Journey</u>	<u>INTD 303</u>
<u>Women and the Environment</u>	<u>INTD 304</u>
<u>Pathways to Peace</u>	<u>INTD 305</u>
<u>Map Religion/Visual Culture</u>	<u>INTD 306</u>
<u>War and Mass Media</u>	<u>INTD 307</u>
<u>Ethics, Religion & Environment</u>	<u>INTD 308</u>
<u>Women Playwrights & Fem Theory</u>	<u>INTD 311</u>
<u>Dance of Art, Math, & Music</u>	<u>INTD 312</u>
<u>On Cusp of the Homogenozoic</u>	<u>INTD 316</u>

<u>Public Relations Methods</u>	<u>JOUR 430</u>
<u>Yoga</u>	<u>MSS 007</u>
<u>Health & Physical Fitness Strategies</u>	<u>MSS 151</u>
<u>Introduction to Philosophy</u>	<u>PHIL 110</u>
<u>Introduction to Ethics</u>	<u>PHIL 230</u>
<u>History of Ancient & Medieval Philosophy</u>	<u>PHIL 321</u>
<u>History of Modern & Contemporary Philosophy</u>	<u>PHIL 322</u>
<u>Topics in Philosophy: Existentialism</u>	<u>PHIL 350</u>
<u>Contemporary Issues in Philosophy: Love & Sex</u>	<u>PHIL 370</u>
<u>World Religions: West</u>	<u>REL 300</u>
<u>Buddhist Philosophy/Meditation</u>	<u>REL 390</u>
<u>Principles of Sociology</u>	<u>SOC 250</u>
<u>Sociology of the Family</u>	<u>SOC 307</u>
<u>Sociology of Deviance</u>	<u>SOC 320</u>
<u>Juvenile Delinquency</u>	<u>SOC 321</u>
<u>Introduction to Criminology</u>	<u>SOC 322</u>
<u>Social Problems</u>	<u>SOC 324</u>
<u>Criminal Justice System</u>	<u>SOC 326</u>
<u>Correctional Systems</u>	<u>SOC 329</u>
<u>Law and Society</u>	<u>SOC 350</u>
<u>ST: Social Change</u>	<u>SOC 409</u>
<u>Hispanic Civilization and Culture II</u>	<u>SPAN 321</u>
<u>Mexican Literature in Translation</u>	<u>SPAN 361</u>
<u>Chicano Literature</u>	<u>SPAN 386</u>
<u>Intro to Speech Communication Theory & Practice</u>	<u>SPCM 110</u>
<u>Interpersonal Communication</u>	<u>SPCM 210</u>
<u>Intercultural Communication</u>	<u>SPCM 220</u>
<u>Persuasion and Social Influence</u>	<u>SPCM 240</u>
<u>Advanced Interpersonal & Family Communication</u>	<u>SPCM 410</u>
<u>Designing Media Message</u>	<u>TV 400</u>