



# Department of Psychology 2005-2006 Evaluation Report

Prepared by Heidi A. Wayment, Department Chair; Approved by the Department Assessment Committee (R. Till & L. Dickson) on x/x/06. Discussed with Departmental Faculty on August 24, 2006.

## Assessing Written Expression Among PSY 302w Students

The Department of Psychology's Undergraduate Learning Outcome Assessment Plan requires that all 302w students' major paper assignment (an APA formatted research report) be assessed at two time points during the semester, with the expectation that students will improve over time. While the exact timing of this assessment may vary by instructor, the purpose of this assessment is to gauge 1) quality of paper content, 2) organization of paper content, and 3) quality of writing mechanics. The "writing intensive" designation dictates that students have the opportunity to rewrite all or part of their report over the course of the semester.

Data were available for one class taught by full-time faculty during the Spring 2005 semester (last academic year) and one class by full-time faculty from the Fall 2005 semester. It should be noted that no data was collected from 3 additional Fall 2005 sections or from any of the 4 sections taught during the Spring 2006 semester, likely a result of a failed transmission of information/request to PSY 302w instructors by the new chairperson.

### Data Analysis

Data reported here were collected from 48 students from the Spring 2005 semester (Sjoberg: 27 students) and Fall 2005 semester (Lutes: 21 students), with 3 students having missing data at one or both time points. Final analyses were computed on a total of 45 students.

Students' written reports were rated on three dimensions: quality of content, organization, and quality of

writing mechanics at two time points (T1 = time one; T2 = time two). Each assessment was made on a 5-point ordinal scale (1 = inadequate, 2 = weak, 3 = competent, 4 = strong, 5 = superior). Thus, there were six variables of interest (T1 content, T2 content, T1 organization, T2 organization, T1 mechanics, T2 mechanics). Analyses on scales consisted of frequency distributions and chi-square tests. Analyses treating these scales as interval data were also used to compute paired-sample t-tests to assessment mean levels of improvement from T1 to T2.

**Quality of Content.** At time one, 29% of the students had papers whose content was rated as inadequate or weak, 44% had papers whose content was rated as competent, and 27% had papers whose content was considered to be strong, or superior. At time two, only 10% of the students had papers whose content was rated to be weak, 20% had papers whose content was considered competent, and nearly 70% of the students had papers whose content was considered to be strong, or superior.

Rating	T1	%	T2	%
Inadequate/ Weak	13	28.5	5	11.1
Competent	20	44.4	9	20
Strong/ Superior	12	26.7	31	68.9

A Chi-Square test was computed after collapsing the competent and strong/superior categories. This test revealed a significant change over time in the number of students scoring competent or better on quality of content ( $\chi^2(1) = 4.44, p < .05$ ).

Closer examination of data revealed that the change in scores over time went down for 4 students, was unchanged for 14 students, and improved for 24 students. Of those students whose scores went down ( $n = 4$ ), 3 of these students had a 3 or 4 at T1 but a 2 at T2. Of the students that showed no change over time ( $n = 14$ ), one student had received a 2, three had received 3s, seven received 4s and three received 5s. Of the students that improved over time ( $n = 24$ ), one brought his or her score from 1 to 2; a total of 8 students improved their scores from 2: four raised their scores to 3, three raised their scores to 4, and one raised his or her score to 5. A total of 14 students improved their scores from 3: ten raised their scores to 4 and four raised their scores to 5.

**Organizational Writing Skills.** At time one, 27% of the students had papers whose organization was rated as inadequate or weak, 42% had scores rated as competent, and 31% had scores that were rated strong or superior. At time two, about 7% of the students had papers whose organization was rated to be weak, 11% had scores that were competent, and 82% had scores that were strong or superior.

Rating	T1	%	T2	%
Inadequate/Weak	12	26.6	3	6.6
Competent	19	42.2	5	11.1
Strong/Superior	14	31.2	37	82.3

A Chi-Square test was computed after collapsing the competent and strong/superior categories. This test revealed a significant change over time in the number of students scoring competent or better on organizational writing skills ( $X^2(1) = 6.48, p < .05$ ).

Closer examination of data revealed that the change in organization scores over time went down for 2 students, was unchanged for 18 students, and improved for 22 students. Of those students whose scores went down by one point ( $n = 2$ ), one student had had a 3 and another a 4. Of the students that showed no change over time ( $n = 18$ ), one student

had received a 1, one student a 2, three had received 3s, eleven received 4s, and two received 5s. Of the students that improved over time ( $n = 24$ ), one brought his or her score from 1 to 4; a total of 8 students improved their scores from 2: one raised his or her score to 3, five raised their scores to 4, and two raised their scores to 5. A total of 13 students improved their scores from 3: seven raised their scores to 4 and six raised their scores to 5.

**Quality of Writing Mechanics.** At time one, approximately 45% of the students had papers whose quality of writing mechanics was rated as inadequate or weak, less than 20% was considered competent, and about 38% with papers whose quality of writing mechanics was considered to be competent, strong, or superior. At time two, only 9% of the students had papers whose quality of writing mechanics was rated to be weak, 27% had competent writing mechanics and 64% had writing mechanics considered strong or superior.

Rating	T1	%	T2	%
Inadequate/Weak	20	44.5	4	8.9
Competent	8	17.8	12	26.7
Strong/Superior	17	37.7	29	64.4

A Chi-Square test was computed after collapsing the competent and strong/superior categories. This test revealed a significant change over time in the number of students scoring competent or better on quality of writing mechanics ( $X^2(1) = 10.22, p < .01$ ).

Closer examination of data revealed that the change in writing mechanics scores over time went down for 3 students (1 point), was unchanged for 18 students, and improved for 23 students. Of those students whose scores went down one point ( $n = 3$ ), one had a 3, one had a 4, and one had a 5. Of the students that showed no change over time ( $n = 18$ ), one student had received a 1, two had received 2s, two had received 3s, eleven had received 4s, and two had received 5s. Of the students that improved over time

(n = 23), one brought his or her score from 1 to 3; a total of 15 students improved their scores from 2: seven raised their scores to 3, three raised their scores to 4, and five raised their score to 5. A total of 5 students improved their scores from 3: two raised their scores to 4, and three raised their scores to 5. Two students raised their scores from 4 to 5.

**Summary Statistics.** As evidenced in the chart below, when considering the percentage of students enrolled two sections of 302w that were competent or higher in each of the three domains under evaluation, it is clear that our student learning outcomes were met by the end of the course.

Students $\geq$ Competent			
	Content	Organization	Mechanics
Time One	71%	73%	58%
Time Two	90%	93%	91%

An alternative analysis was conducted using the six measures as interval ratings. At T1, the average scores for content ( $X = 3.0$ ,  $STD = .95$ ) and organization ( $X = 3.02$ ,  $STD = .97$ ) were 3 or higher. The T1 average score for writing mechanics 2.92 ( $STD = 1.13$ ). At T2, the average scores for content ( $X = 3.8$ ,  $STD = .92$ ), organization ( $X = 4.0$ ,  $STD = .88$ ), and writing mechanics ( $X = 3.76$ ,  $STD = .96$ ) were 3 or higher. Paired sample correlations indicated that students scores increased over time (content:  $.33$ ,  $p < .03$ ; organization:  $.30$ ,  $p < .06$ ; mechanics  $.42$ ,  $p < .01$ ) and paired sample t-tests revealed that all of these improvement over time were significant (content:  $t(41) = 4.34$ ,  $p < .0001$ ; organization:  $t(41) = 5.25$ ,  $p < .0001$ ; mechanics:  $t(41) = 4.52$ ,  $p < .0001$ ).

**Stable Ratings.** An interesting statistic concerns the number of students whose ratings did not improve over time. As indicated in the table below, only 2 or 3 students (4-6%) did poorly at both assessments on their written assignment. However, between 13-19 students (29-42%) of the students were at least competent at Time 1 and showed no change over time. The breakdown across the three highest categories

suggests that no improvement occurs for 6% who achieve "competency," for 15-24% of students who achieve "strong" and another 6-10% for those who achieve "superior" in their initial writing assignment. These results suggest our students are coming to PSY 302w with good writing skills.

Student w/ No Changes Over Time			
	Content	Organization	Mechanics
Inadequate	0%	1%	1%
Weak	1%	1%	2%
Competent	3%	3%	2%
Strong	7%	11%	11%
Superior	3%	5%	2%

### Conclusion

Taken together, these results indicate that when assessing the group-level performance, students in two of our department's PSY 302w courses (Spring 2005), between 50-70% of the students are able to perform at the "competent" or higher level at initial assessment, and at least a third of these students show no change in scores at the end of the semester. At the group-level, there was significant improvement in writing ability in terms of content, organization, and writing mechanics. The biggest gains during the semester were for writing mechanics (58% to 91%). The other two domains, content and organizational skills, showed net gains of around 20% over the course of the semester. By the end of the semester approximately 90% of students demonstrated competency or better in the three areas of content, organizational skills, and writing mechanics.

### Recommendations

1. Chair will remind all PSY 302w instructors (full-time tenure track and part-time) about the requirement to collect assessment data on their students'

written APA reports. Instructors will be given a packet of assessment materials at the beginning of the semester.

2. Instructors may consider addressing writing mechanics earlier in the semester.

## Undergraduate Psychology Majors: Exit Questionnaire

Each year during our Psychology Capstone course (PSY 490c), graduating seniors in Psychology are asked to complete a questionnaire assessing their thoughts and feelings about the Psychology Major. Below is a summary of the data collected during the 2005-2006 academic year.

**Gender.** Eighty-two female (73% of sample) and 30 male (27%) students completed the questionnaire (n = 112).

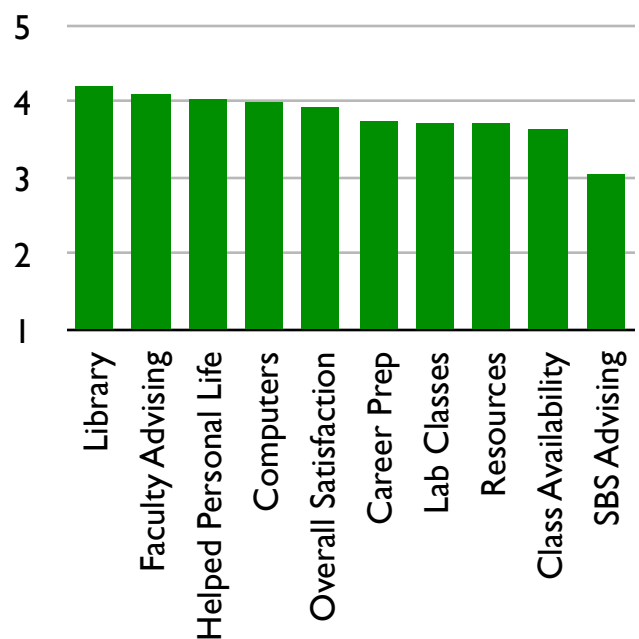
**Ethnicity.** Approximately 70% of the sample was Caucasian (n = 79), followed by "other" (9% or 10), Hispanic (7% or 8), Native American (4.5% or 5), 3% Asian (n = 3) and 3% Black (n = 3). These percentages are very consistent with overall ethnic makeup of Psychology Majors on the Flagstaff campus.

**Why Did You Choose Psychology?** The largest group of students (n = 25 or 22%) indicated professional or graduate school preparation. Seventeen students (15%) listed personal growth as their primary reason. Nine students (8%) listed vocational training and five students (5%) listed liberal studies education as their primary motive. Twenty-one students (19%) listed some combination of these reasons. Twenty percent (n = 23) said "other," meaning they didn't specify from our list of options.

**Extra-Curricular Activities.** Twenty-eight (25%) of the students said they participated in fieldwork or internship experiences. Thirty-six (32%) said they participated in research projects with faculty and thirteen (12%) said they participated in Psi Chi or the Psychology Club. Having an internship or fieldwork experience was positively correlated with research involvement (.27,  $p < .01$ ) and marginally correlated with Psi Chi/Psychology club involvement (.18,  $p <$

.06). Research involvement was unassociated with Psi Chi/Psychology Club involvement ( $r = .04$ ).

**Student Ratings.** Graduating students were asked to rate 10 aspects of their education on a 5-point scale (1 = very poor; 5 = very good). Four items averaged over 4 points: Faculty advising (4.12, STD = .86), library facilities (4.22, STD = .67), computer facilities (4.00, STD = .81), and that psychology courses prepared them for their personal lives (4.06, STD = .74). Five additional items averaged between 3.74 and 3.95: Overall satisfaction with the program (3.95, STD = .71), preparation for career (3.76, STD = .95), quality of lab classes (3.74, STD = .87), physical resources (classrooms, equipment; 3.74, STD = .81), and availability of classes (3.67, STD = .84). The lowest rated item was SBS Advising (3.06, STD = 1.1).



**Do Extra-Curricular Activities Matter?** In order to examine if extra-curricular activities were associated with perceived positivity of their experience as majors, exploratory t-tests were computed (with a Bonferroni adjustment). **Students who had been involved with research rated their career preparation as higher (4.11, STD = .76) than those who did not have the research experience (3.59, STD = .98;  $t = -2.79, p < .005$ ).** **Students involved in Psi Chi/ Psychology Club rated higher satisfaction with faculty advising (4.58, STD = .52;  $t = -2.97, p < .007$ )**

than students who were not involved (4.06, STD = .88). No differences emerged for fieldwork experience on the 10 items. Female students felt that the psychology major prepared them better for their career (3.94, STD = .80) than did male students (3.22, STD = 1.16;  $t = -2.99$ ,  $p < .005$ ). These results are exploratory and should be viewed with caution.

### Correlates with Overall Satisfaction

Further exploratory analyses were conducted with students' ratings of "overall satisfaction with the psychology program." Overall satisfaction with the program was significantly correlated with each of the other nine items, likely reflecting a response bias to some degree. However, some correlations were stronger than others. Overall satisfaction was most highly correlated with preparation for one's personal life (.63,  $p < .0001$ ), preparation for career (.56,  $p < .0001$ ), availability of psychology courses (.44,  $p < .0001$ ), and quality of lab courses (.42,  $p < .001$ ).

### Open-Ended Comments

There were several places where students could write in their own thoughts and feelings: *Which individuals in the Psychology Department have been most helpful? Are there other experiences in Psychology that were helpful? What could the Psychology Department do better?* I will briefly describe students' answers to each of these questions.

**Which individuals in the Psychology Department have been most helpful?** Every faculty member was listed at least once in this part of the survey, including part-time faculty and faculty that have retired.

**Are there other experiences in Psychology that were helpful?** Overall there were 27 responses to this question. In order of what students reported: 1) the classes and their content (6 responses), 2) capstone course (4 responses), 3) advising (4 responses), 4) relationship with faculty (3 responses), 5) extra-curricular activities (Psi Chi, labs, internships, research) (3 responses), and 6) miscellaneous comments (4 responses). There were three negative comments here (11% of the responses) that had to do with wanting more labs and hands-on training and negative comments about their advising experiences.

### What could the Psychology Department do better?

These student comments were very detailed and informative. After reading all of the comments, **four major categories of comments emerged** (in order of frequency): 1) **advising**, 2) **desire for more hands-on learning experiences**, 3) **curricular issues**, and 4) **faculty responsiveness to students**. There were a total of 74 comments.

**Advising:** (31 comments; **42%** of total comments) Students overwhelmingly asked for better, more informed, and earlier advising about the major, graduate school requirements, extra-curricular activities (research experience most specifically mentioned). Students made suggestions like offering a capstone earlier, wanting more specific information about what it takes to go to graduate school, and finding a faculty mentor earlier.

**More Hands-On Learning Experiences:** (20 comments; **27%** of total comments). Many students expressed the desire for more teaching and research labs, more hands-on training in labs, fieldwork, and research.

**Curricular Issues:** (12 comments; **16%** of total comments). Students' comments seemed to be along the lines of wanting more variety in the courses we offer. For example, one wanted larger classes, one wanted smaller, a few wanted more clinical classes, more neuroscience classes, one student wanted more on-line courses. Two students mentioned fewer multiple-choice exams in classes. There weren't many of these comments relative to other concerns.

**Faculty Responsiveness:** (9 comments; **12%** of total comments). All of these comments had to do with wishing that faculty would take more of an interest in students, learn their names, be creative and engaging, and be better about responding to email and phone calls.

**Miscellaneous:** (2 comments; **3%** of total comments). One student wanted the graduation process to improve and one transfer student said that he or she wanted a better connection to the department.

**Recommendations:** Improve information that we make available to students. Continue with our department plan to communicate “early and often” with students about opportunities for research, fieldwork, Psi Chi/Psychology Club and other extra-curricular activities as they arise. Realize that students are eager to have these opportunities and will appreciate receiving standardized advising.

Continue with Departmental plans to diversify course offerings, especially improving and expanding capstone offerings based on student and faculty interest.

Improve students’ access to information from faculty perhaps via the Vista system. Provide training and support to help faculty upload syllabi, handouts, and other information via the web.

## **Pilot Data: Assessing Advisement Among PSY 230 and PSY 302w Students**

As part of our department's efforts to understand enrollment trends, improve our advising efforts for our majors, and plan for potential improvements to our Capstone Experience courses for the 2007-2008 academic year, I collected pilot data from students in PSY 230 and PSY 302w during the Spring 2006 semester. I would like to thank the instructors of those sections helped this process tremendously by taking time from their classes to collect the data. This year the questionnaire was a "pilot" questionnaire. The faculty will decide at our annual August meeting (2006), if we feel that collecting such data is worthwhile and if so, how the questionnaire might be amended to insure useful data.

### **PSY 230 Results**

**Gender:** Fifty-three female (88% of sample) and 8 male (12%) students completed the questionnaire (n = 63).

**Class Standing:** Six percent (n = 4) reported first-year standing, 41% (n = 26) reported sophomore standing, 28% were juniors (n = 24), and 14% were

seniors (n = 9). About half of the sample was taking PSY 230 at the appropriate time.

**Majors:** Fifty-five percent (n = 35) were psychology majors (5 were double majors). Six to eight percent of the sample reported being Sociology, Biology, History, and Health Science majors, making up another nearly 29% of the sample (n = 18). The remaining 16% of the sample were scattered among Public Relations, Theatre Political Science, Criminal Justice, speech, Parks and Recreation, Elementary Education and Interior Design (n = 10).

**Minors:** Of those who were not Psychology majors (n = 28), 28% (n = 8) of these students were Psychology minors. Thus, there were 20 students who had neither a Psychology major nor minor (32% of sample).

**Transfers:** Twenty-three of the students (about 37%) were transfer students. Of these 23, about two-thirds (n = 15 or 65%) came from a 2-year college, and the remaining third (n = 8) from a 4-year institution. Thus, about 1/4 of the sample transferred from a two-year college and 1/8 of the sample from a four-year institution.

**Graduation Date:** Three students in PSY 230 were in their last semester at NAU and were graduating in Spring 2006. An additional three were planning to graduate in Fall 2006. My understanding of the data suggests that these students are not our majors. Twenty-seven percent (n = 17) students (8 were majors) are planning to graduate in Spring 2007, one year after they took PSY 230. Eight percent (n = 5; 3 were majors) were planning on graduating 3 semesters after taking the class (Fall 2007). Thus, at least 28 students (44%) and 11 majors (almost 1/3 of the majors) were taking PSY 230 extremely late. Fifty-five percent (n = 34; 14 were majors) were planning on graduating 4 semesters after taking the class (Spring 2008).

**Advising Plan:** Eighty-six percent (n = 54) of these students said they had made a "tentative plan for the courses you will need to take in order to achieve your graduation date?"

**Help with Advising:** Eighty-three percent (n = 52) said they had help in understanding their plan of study and what courses they needed to take.

**Who Helped?** Thirty-seven percent (n = 23) said they received help from the SBS Advising Center in some form. Seven students (11%) said they received help from the Gateway Center and four students (6%) said they received help from SBS and the Gateway Center. **Overall, 54% said they received advising help from the SBS and Gateway Centers.** Another 30% reported that department faculty helped them (n = 18). Of those who said they received no help (n = 10 or 16%), the reasons they gave were the advising they received wasn't helpful (n = 5), one said it takes too much time, one said they didn't know, and two said they planned to seek help in the future.

**Future Plans:** When asked what their thoughts were about what they thought they would like to do after graduation, just under 60% (n = 36) said they planned to attend graduate school in some form or other. An additional 14 (22%) wanted a combination of graduate school and employment. One wanted to join the military, one the Peace Corps and one wasn't sure. **Thus, up to 88% of students enrolled in PSY 230 said that graduate school was in their future plans.**

Chi-square analyses revealed no differences for gender with respect to the number of students who sought advising help or for those planning on going on to graduate school.

**Open-Ended Comments:** Students were asked "What types of information would have been helpful for you about the Psychology Major either before coming to NAU or after you arrived here?" and "How would you like the Department of Psychology to assist you most?"

Twenty students (32%) did not respond (mostly because they were not majors)

Fifteen students (24%) said they would like more information about the GRE, what it takes to get into graduate school, what kinds of career options there are for majors.

Fourteen students (22%) said they would like more information about what courses to take in order to graduate. Several suggested a chart to look at, an advising sheet, and to make such information downloadable on the web. Three of the students specifically mentioned "transitional advising" for transfer students and information about what courses transfer, and another 4 students had general needs for easier access to advisors.

Eleven students (17%) said they were happy or satisfied with their education at NAU.

Two students (3%) made miscellaneous comments (no tricky tests and more interesting classes).

### PSY 302w Results

**Gender:** Thirty-four female (74% of sample) and 12 male (26%) students completed the questionnaire (n = 46).

**Class Standing:** Only 20% (n = 9) reported a sophomore standing, 57% were juniors (n = 26), 22% were seniors (n = 10) and 1 was unknown. It appears that **75% of the students were taking PSY 302w at the appropriate time.** The difference between the percentage of those taking 302w and 230 at the "appropriate" time is likely due to the fact that more non-majors take PSY 230 than take PSY 302w.

**Majors:** **Seventy-five percent (n = 35) were psychology majors** (1 a double major). The remaining 11 individuals were spread equally into the following majors: Sociology, Criminal Justice, Exercise Science, Theatre, Math, BAILS, and English with no more than two students in each of these majors, sometimes only one.

**Minors:** **Twenty-two percent (n = 10) of the students were Psychology minors** (2/10 had two minors). **Thus, there are 6 students who had neither a Psychology major nor minor (13% of sample).**

**Transfers:** **15 of the students (about 33%) were transfer students.** Of these 15, about half came from a two-year college, and half from a four-year institution. Thus, about 1/6 of the sample transferred from a two-year college and 1/6 of the sample from a four-year institution.

**Graduation Date:** Two students in PSY 302w were in their last semester at NAU and were graduating in Spring 2006 (one was a major). Fifteen percent (n = 7) are planning to graduate in Fall 2006 (two were majors). Thus, these students took PSY 302w one semester prior to graduation. Forty percent (n = 39; 15 were majors) students are planning to graduate in Spring 2007, one year after they took PSY 302w. 15% (n = 7) were planning on graduating 3 semesters after taking the class (Fall 2007) and 17% (n = 8) planning on graduating 4 semesters after taking the class (Spring 2008). Only 2 students were planning on graduating later than that (recall there were 9 students with sophomore standing). **About 9% (3/35) of the majors took the course too late in their major; about 43% of the majors were taking the course at the typically prescribed time.** Another 38% of the majors were taking the course in enough time to have other opportunities that would benefit from having completed PSY 302w earlier than later in their major. **Many of the non-majors in the course are taking the course relatively late in their academic careers.**

**Advising Plan:** Ninety percent (n = 41) of these students said they had made a "tentative plan for the courses you will need to take in order to achieve your graduation date?"

**Help with Advising:** Ninety percent (n = 41) said they had help in understanding their plan of study and what courses they needed to take.

**Who Helped?** **Seventy-two percent (n = 33) said they received help from the SBS Advising Center either alone or in conjunction with help from faculty,** mostly from the Department of Psychology. The rest of the students reported receiving help only from faculty or only the Gateway Center, but none of these numbers were very high. Of those who said they received no help (n = 5, 11%), the reasons they gave were the advising they received wasn't helpful, wants to see another advisor, and doesn't need help.

**Future Plans:** When asked what their thoughts were about what they thought they would like to do after graduation, **80% (n = 37) indicated that their future plans included graduate school in some form or other.** One wanted to join the military, one the Peace

Corps, and 11% (n = 5) wanted to seek direct employment.

Chi-square analyses revealed no differences for gender with respect to the number of students who sought advising help or for those planning on going on to graduate school.

**Open-Ended Comments:** Students were asked "What types of information would have been helpful for you about the Psychology Major either before coming to NAU or after you arrived here?" and "How would you like the Department of Psychology to assist you most?"

Ten students (22%) did not respond (mostly because they were not majors)

Twelve students (26%) said they would like more information about the GRE, what it takes to get into graduate school, what kinds of career options their are for majors, what masters degrees we offer, and specific information about sub-speciality areas in Psychology.

Fifteen students (33%) said they would like more information about what courses to take in order to graduate. One suggested a "4 year plan." and checklists on the website. Three of the students specifically mentioned advising for the Psychology Minor. Two students suggested mandatory advising in first 2 years, one suggested that professors announce in class that they are available for advising, and one suggested more information in PSY 101.

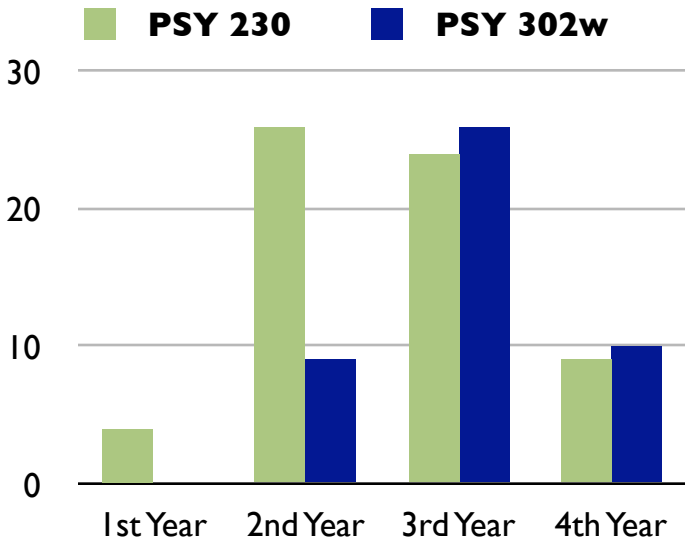
Six students (13%) said they were happy or satisfied with their education at NAU.

Four students (9%) made miscellaneous comments. Two asked for more classes such as psychophysiology and neuro-anatomy). One student wanted to buy books through Amazon.com and one said the new website was very helpful.

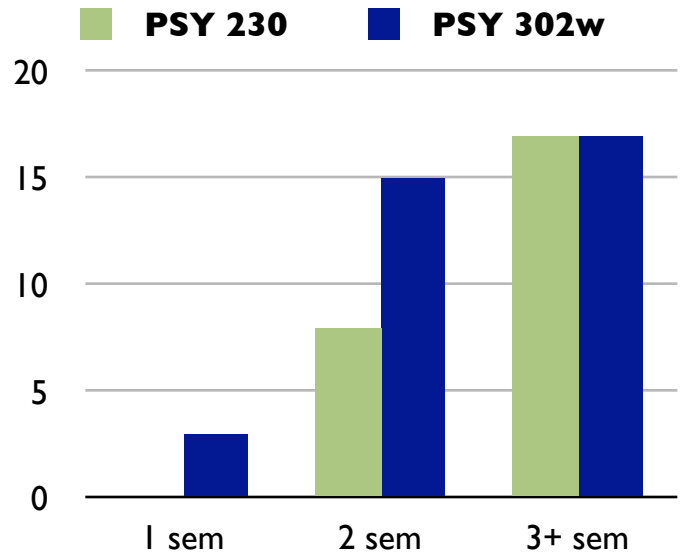
On the next page the responses of the two cohorts of students are compared and specific recommendations are made.

## When are Students Taking these Important Classes?

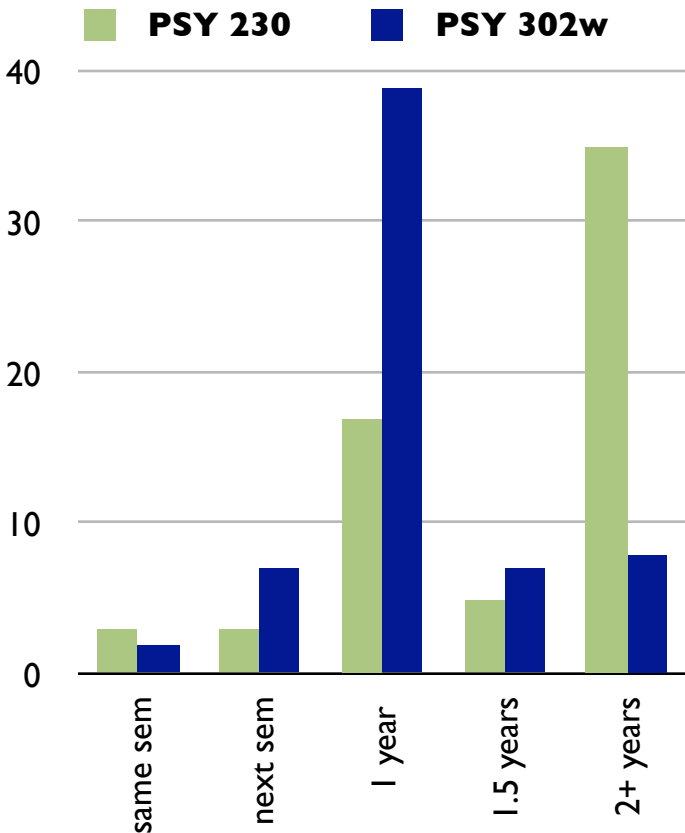
### Academic Standing



### Graduation Plans: Majors Only



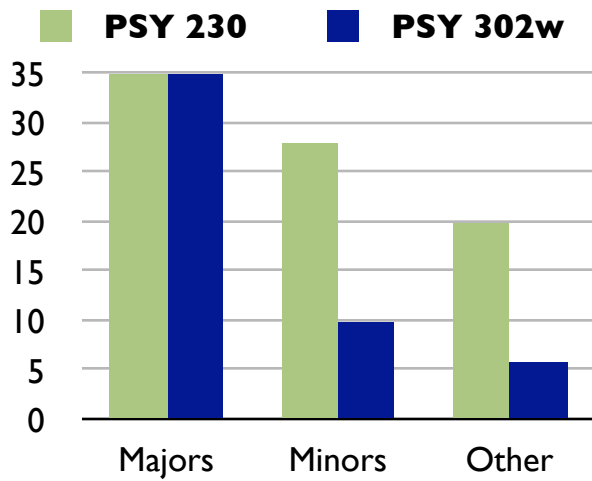
### Graduation Plans: All Students



**Recommendation:** Recall that we should have mostly 2nd year students in 230 and mostly 3rd year and some second years in 302w. We need to help students keep on track when taking PSY 230 in order that they make engage in extra-curricular activities, such as research and fieldwork experiences in their 3rd and early in their 4th year. Based on the data here, majors seem to be taking PSY 302w at the right time, but most are taking it just one year before graduation, perhaps one semester earlier would be more helpful for those desiring to go to graduate school.

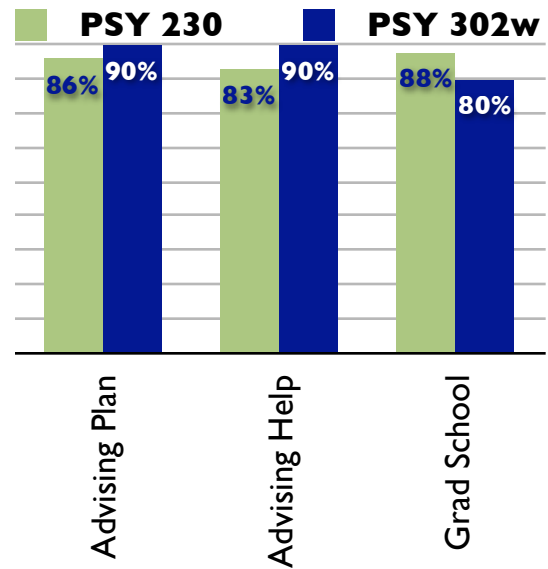
## Who are we Teaching in these Courses?

Percentage of Majors/Minors in Class

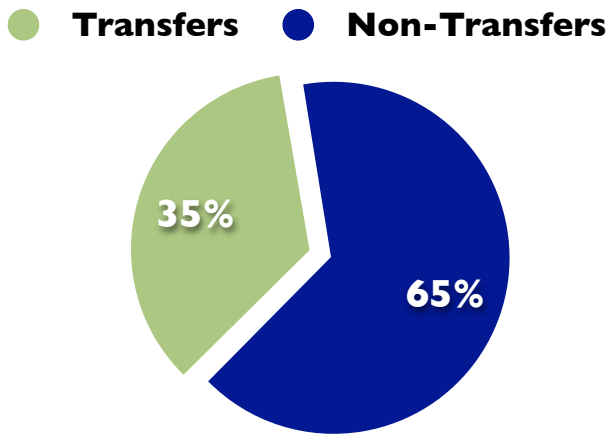


## Are Students Getting the Advising They Need?

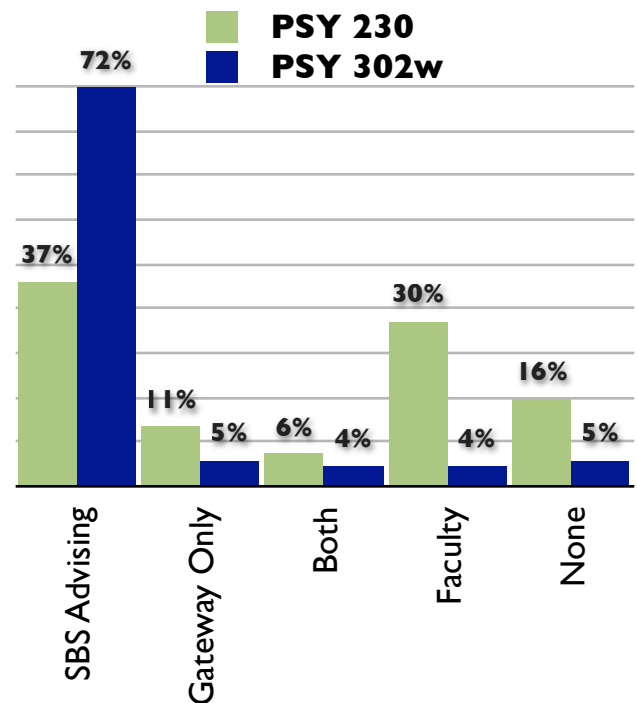
Advising and Career Goals



Percentage of Transfer Students



Who Helped With Advising?



**Recommendation:** We have a high percentage of transfer students and it is important to use 230 and 302w as a mechanism to tell students about the website for them to learn about advising, classes, information about graduate school, and extracurricular activities.

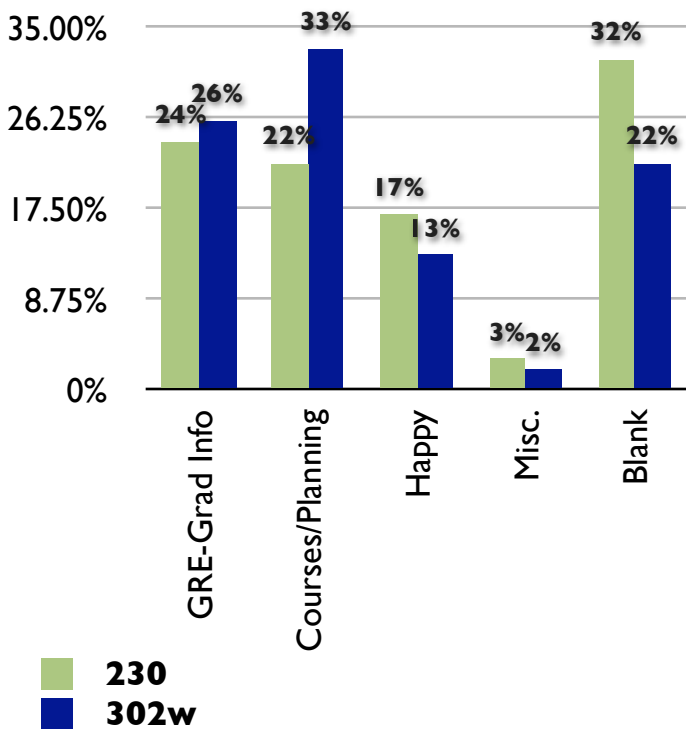
At some point we may want to revisit the non-majors and minors who are taking these courses, but apparently so late that it may not do that much for their education in their respective majors!

**Recommendation:** We need the 4-year plan on the web and faculty could tell students in class about the importance of seeing an advisor and looking to our

website for help. Over 80% of students say they want to go on to graduate school!

Pam Stinson-Tattersall asked me to comment on an 8 term or 4 year plan they have been working on for the Psychology Major. I have suggested to her moving PSY 485 to the 5th, 6th, or (at the latest), 7th semester rather than the 8th semester.

### What Students Said They Would Like to See



### Recommendation:

5. It is clear that our students want to know what courses to take, when to take them, what extracurricular opportunities are available to them, what can one do with a Psychology Major or graduate degree, and what one needs to get in to graduate school much, much earlier in their major!

Our recent efforts with the Departmental website and emails to Psychology majors are certainly a step in the right direction toward addressing student concerns. Our revised website has begun to address this

with “Why Psychology” and with links to resources for students.

As indicated earlier, over 80% of students say they want to go on to graduate school! **We need to develop more information on our website about Graduate School planning.** As part of our PSY 101 restructuring efforts we can get the word out early in the classes, and in the break-out sections and via Vista. Our efforts to systematize PSY 485 also addresses many of the students’ concerns and we have already realized a significant increase in student participation in PSY 485 for Fall 2006. We need to continue these efforts and monitor our success. Our intended plan to closely examine our capstone course offerings will also help educate students about what we will be able to offer (given students’ interests) and get them thinking early about these choices.

### Further recommendations:

We should continue with this one-page survey to 230 and 302w students to assess our progress with advising. We might want to remove some questions, and add others.

On June 26, 2006, Kathy Cruz-Urbe passed on information to me from Shane Pablo, the Senior Program Coordinator at NAU’s Learning Assistance Centers. During the 2005-2006 academic year, 180 students were helped with tutoring for PSY 230 and 29 students for PSY 302w. In addition 49 students received tutoring help for PSY 240 and 23 received help for PSY 101. Faculty should be encouraged to inform students that they can receive help from the Learning Assistance Center. In future questionnaires, we may want to assess the degree to which the Learning Center was helpful, and what they received there that they were not able to find in class or lab sections.

Have all faculty put the Department’s website URL on their syllabi.

One student commented that we should tape Dr. Sydeman’s lecture on the GRE and Graduate School planning and make it available to all students!

## AY 2006-2007 Goals

### CHAIRPERSON RECOMMENDATIONS

Chairperson will provide all PSY 302w instructors with assessment forms at the beginning of each semester.

Chairperson will work with PSY 101 coordinator and 490c instructor(s) to plan annual assessments for content knowledge. Will also work with PSY 101 coordinator to assess PSY 101 restructuring efforts.

Chair continue to coordinate PSY 485 advertising, application process, and initial email contact with students, and assess success of these efforts.

### DEPARTMENTAL RECOMMENDATIONS

Improve/update departmental website with information about 1) 4-year plan (when to take 230, 302w, 485, 497 etc. 2) opportunities for extra-curricular activities (485, 497, Psi Chi, etc.), 3) Information about graduate school and GRE (One student commented that we should tape Dr. Syde-man's lecture on the GRE and Graduate School planning and make it available to all students) and 4) Information for transfer students.

Maintain bulletin boards with information about 4-year plan, 485 opportunities, Psi Chi and other honor societies, Information about GRE and graduate school, and Information for transfer students (including a suggestion box)

Continue with Departmental plans to diversify course offerings, especially improving and expanding capstone offerings based on student and faculty interest.

Continue with Departmental Newsletter and notify all majors and graduate students via email with link to newsletter when a new one is posted.

Generate support and enthusiasm for 2nd annual Psi Chi undergraduate research conference at NAU.

### FACULTY RECOMMENDATIONS

Faculty should be encouraged to inform students that they can receive help from the Learning Assistance Center. In future questionnaires, we may want to assess the degree to which the Learning Center was helpful, and what they received there that they were not able to find in class or lab sections.

Students should be directed to Departmental website by all instructors. Instructors of PSY 230 and PSY 302w may continue to work with Chairperson to administer brief, 1-page surveys to assess our ability to deliver this information to students.

Improve students' access to information from faculty perhaps via the Vista system. Provide training and support to help faculty upload syllabi, handouts, and other information via the web. Put Departmental website URL on syllabi.

Faculty take an interest in their web presence by updating web information, sharing information about teaching, research, and students for newsletters.

PSY 302w instructors may consider addressing writing mechanics earlier in the semester.