

Annual Academic Assessment Report
B.A. Psychological Science
June 1, 2016

On March 2, 2015, the Department of Psychological Science adopted a plan for the assessment of the undergraduate curriculum in Psychological Science. The Department identified five major measurable goals that would be evaluated by means of this assessment. These goals were based on recommendations by the American Psychological Association in its publication *APA Guidelines for the Undergraduate Psychology Major*.¹

- 1. Knowledge Base:** Demonstrate knowledge of core areas of psychological science as well as the ability to interpret and apply knowledge of psychological science
- 2. Scientific Literacy and Critical Thinking:** Demonstrate the ability to reason scientifically, understand scientific research, understand basic statistics relevant to behavioral sciences and think critically.
- 3. Ethical and Social Responsibility in a Diverse World:** Demonstrate a basic understanding of ethical principles as they apply to psychological research and practice.
- 4. Communication:** Demonstrate an ability to communicate effectively in written and oral presentations.
- 5. Professional Development:** Demonstrate the ability to apply skills learned to enhance teamwork, career preparation, and manage projects in a work or educational environment.

The Assessment plan called for measuring these goals annually using a combination of direct and indirect methods and for providing a report of findings to the faculty of the Department of Psychological Science and to the Dean of Fulbright College. Data collection for this assessment was carried out starting on the 10th week of the Spring Semester of 2016 and continued until the end of the Semester. This report provides the findings of these assessment efforts.

Assessment of Goals

Goal 1. Knowledge Base

The first goal identified by the Department concerns ensuring that students have a broad understanding of the knowledge base of Psychological Science. We used two measures to assess this goal.

Psychology Print Exposure Measure²

Sample: Forty-four graduating senior Psychological Science majors, taking Advanced Research or Advanced Seminar, completed this measure. For comparison purposes, 51 General Psychology students also completed the measure.

¹ APA Board of Educational Affairs Task Force on Psychology Major Competencies (2012). *APA Guidelines for the Undergraduate Psychology Major (Version 2.0)*. American Psychological Association: Washington D.C.

² Smith, D. L., & Barker, L. (2008). Using yes-no recognition tests to assess student memory for course content. *Teaching Of Psychology*, 35(4), 319-326.

Description: The Psychology Print Exposure (PPE) measure provides students with 50 terms taken from psychology classes (e.g., cognitive dissonance) as well as 50 psychological-sounding foil terms (e.g., proactive sufferance). Students are asked whether these are real psychological terms. Research shows that students with no psychological training score near chance and that performance on this simple ‘yes-no’ measure strongly correlates with course grades and final exam performance, r 's $> .68$. The Committee on Undergraduate Assessment developed an alternative version of the PPE for use with our students. Instead of merely replying Yes/No as to whether a term was a real psychological term, students were given three response options – (a) this is a real psychological term and I know what it means, (b) this is a real psychological term but I don't remember what it means, (c) this is a fake psychological term. Data reported below is based on cases where students indicate both that they believe a term is a real psychological term and that they believe they know what the term means.

Desired Level of Performance: Our goal was that 80% of graduating seniors would obtain scores of 70% or better on this assessment. Seventy-percent correct is considered ‘proficient’ by the test authors. Additionally, our goal was that graduating seniors would significantly outperform students in General Psychology

Results: Figure 1 shows the percentage of true positives, false positives, and overall accuracy for Advanced Research/Seminar and General Psychology students. True positives refer to indicating that one knows the meaning of a term when in fact it is a real psychological term. False positives refer to indicating that one knows the meaning of a term when in fact it is not a real psychological term. Total accuracy is simply the percentage of times the student made the correct response to each item. The percentage of true positives was significantly greater for Advanced Research/Seminar students than for General Psychology students, $t(93) = 9.87, p < .0001$. The percentage of false positives did not significantly differ between the Advanced Research/Seminar students than for General Psychology students, $t(93) = 1.51, p < .13$. Overall accuracy was higher for the Advanced Research/Seminar students than for the General Psychology students, $t(93) = 7.77, p < .0001$.

Figure 2 shows the percentage of students who scored 70% or better (i.e., proficient). Substantially more Advanced Research/Seminar students (81.82%) scored at the proficient level than did General Psychology Students (21.57%), $\chi^2(df = 1, N = 95) = 34.30, p < .0001$. The proportion is above our goal of 80% proficient.

Figure 1. Scores on Psychology Print Exposure Scale for Advanced Psychology students versus General Psychology students.

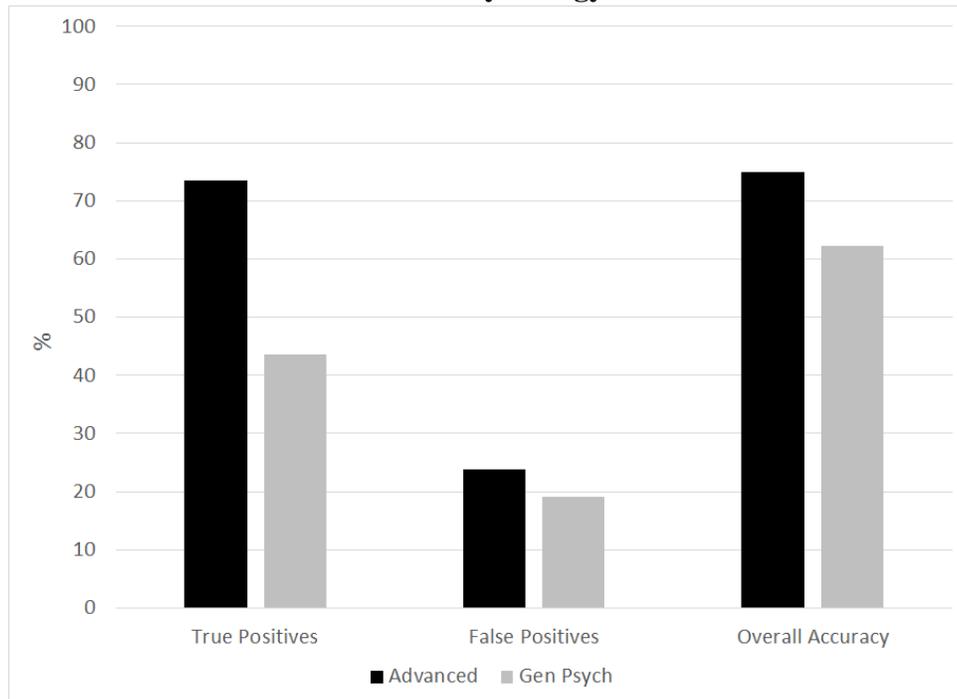
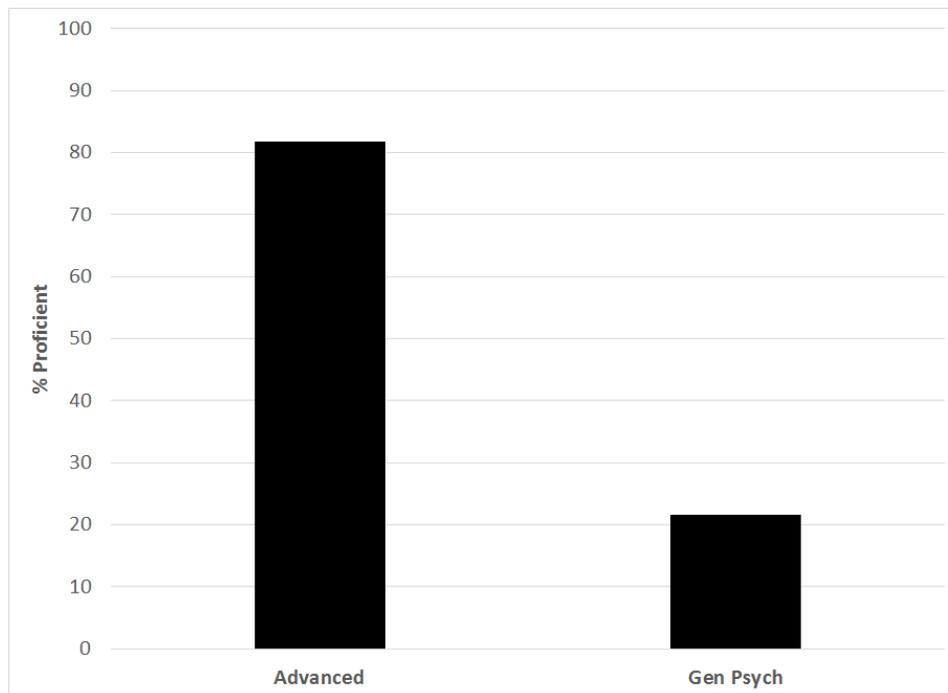


Figure 2. Percent of students scoring at the proficient level on the PPE in Advanced Research/Seminar classes versus General Psychology classes.



Exit Interview

Sample: All graduating seniors were asked to complete an online exit interview. This measure was completed by 53 out of 93 graduating seniors (57%).

Description: As part of a formal online exit interview, students were asked to answer a set of questions concerning the degree to which they believed that the classes and experiences they had as part of obtaining a degree in psychological science provided them with knowledge of core areas in psychology. Items were presented in the form of statements. For each student, some items were positively framed (e.g., “My classes and experiences as a major in psychological science have prepared me to understand applications of psychology to the real world.”) and some were negatively framed (e.g., “My classes and experiences as a major in psychological science failed to prepare me to understand applications of psychology to the real world.”). For each statement students rated their degree of agreement on a 5 point scale ranging from ‘strongly disagree’ to ‘strongly agree.’ For positively frame items, responses were coded such that ‘strongly disagree’ = 1, ‘disagree’ = 2, ‘neither agree nor disagree’ = 3, ‘agree’ = 4, and ‘strongly agree’ = 5. Negatively framed questions were reverse scored (i.e., a rating of 1 was transformed into a rating of 5, a rating of 2 was transformed into a rating of 4, and so on).

Desired Level of Performance: Our goal was that at least 75% of students would provide ratings of 4 or 5 to each item.

Results: Results of the Exit Interview questions dealing with the core knowledge goal are shown in Table 1. Results are for both positively and negatively framed items, but for ease of exposition, only the positively framed version of the item is shown. As can be seen, well over 75% of the graduating seniors agreed that the undergraduate program in Psychological Science did a good job (rating of 4 or 5) in providing them with content knowledge of Psychological Science.

Table 1. Exit Interview Questions Concerning Goal 1.

Item	Percent of Students Providing Rating of 4 or 5	Mean (SD)
... prepared me to describe key concepts, principles, and overarching themes in psychology	100%	4.49 (.50)
... provided me with a working knowledge of psychology's key content domains	96.23%	4.36(.76)
... provided me with an understanding of applications of psychology	96.23%	4.49 (.58)

Conclusions

In the online exit interview, graduating seniors strongly agreed that their degree in Psychological Science has provided them with a firm grasp of the core content knowledge in Psychology. Knowledge of psychological constructs, as measured by the PPE, was substantially greater for Advanced Research/Seminar students than it was for General Psychology students. More than 80% of our advanced students scored at the proficient level on this measure.

Goal 2. Scientific Literacy and Critical Thinking

The second goal identified by the Department concerns ensuring that students can demonstrate the ability to reason scientifically, understand scientific research, understand the basics of statistics relevant to behavioral sciences and think critically. We used two measures to assess this goal as described below.

Research Methods and Statistical Knowledge Concept Inventory³

Sample: The measure was given to 44 graduating seniors in Advanced Research/Advanced Seminar in the Spring 2016 semester, along with 51 students in General Psychology.

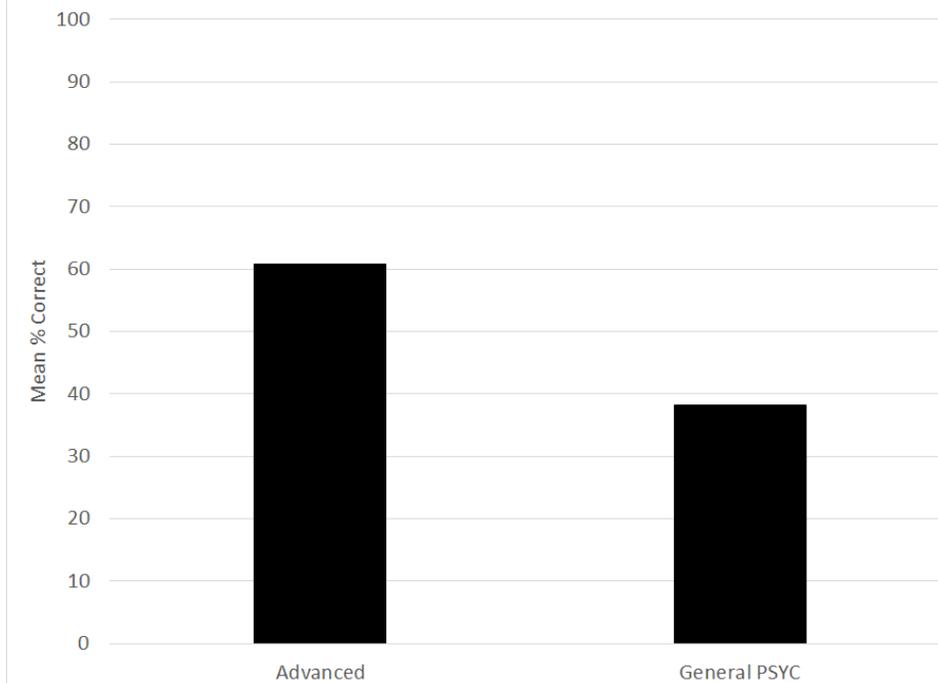
Description: This measure presents students with a series of vignettes depicting research scenarios and multiple choice questions asking about conclusions that can be drawn about each situation. These vignettes and questions address topics at the heart of research methodology and statistics taught in undergraduate psychology courses, including replication, experimenter bias, operational definitions of variables, correlation, reliability and validity, random assignment, experimental design, confounds, interaction effects, limits to generalizability, and interpretation of statistical findings. To correctly answer each question, students must truly understand the concept, as the foils present empirically derived wrong-answers.

Desired Level of Performance: Our goal was that 70% of graduating seniors in capstone courses (Advanced Seminar and Advanced Research) would achieve 70% or above on this measure. Additionally, our goal was that graduating seniors would significantly outperform students in General Psychology.

Results: Overall, we found that students in the Advanced courses scored significantly higher ($M = 60.70\%$, $SD = 13.55$) compared to students in the General Psychology course ($M = 38.14\%$, $SD = 14.39$), $t(93) = 7.86$, $p < .0001$. Thus, we have evidence that advanced students are more proficient at research methods and statistical knowledge than early psychology students.

³ Veilleux, J. C., & Chapman, K. M. (2016). Development of the Psychological Research Inventory of Concepts, Manuscript submitted for publication.

Figure 3. Percent correct answers (out of 20) for the Research Methods and Statistical Concept Inventory for students in Advanced Research/Methods and General Psychology



We did not meet our goal of 70% obtaining 70% or more on the measure; only 34.09% of the graduating seniors tested achieved a score of 70% or above. However, about 63.6% of these graduating seniors achieved a score of 60% or more, indicating that a substantial number of students obtained scores between 60% and 70%. Conversely, only 3.9% of students in General Psychology achieved a score of 70% or more on the concept inventory, and only 5.9% of students in General Psychology achieved a score of 60% or more. This difference was likewise statistically significant, with a greater proportion of students in Advanced courses reaching 70% than General Psychology, $\chi^2(1, N = 95) = 14.63, p < .001$, and a greater proportion of students in Advanced courses reaching 60% compared to General Psychology, $\chi^2(1, N = 95) = 25.11, p < .001$.

Exit Interview

Sample: As noted above 53 graduating seniors (57%) completed the exit interview.

Description: The online exit interview included five questions concerning the degree to which their degree provided them with mastery of methodology and statistical concepts. These items were scored as described above.

Desired Level of Performance: Our goal is that 75% of students would provide ratings of 4 or 5 (as described above).

Results: Results of the exit interview questions dealing with the research methods goal are shown in Table 2. Of the students who responded to the exit interview questions, results are certainly in line with our goals; well over 75% of the graduating seniors responding believed that

the undergraduate program in Psychological Science did a good job (i.e., moderately or strongly agreed) in teaching critical thinking, scientific literacy and methodological competence.

Table 2. Exit Interview Questions Concerning Goal 2.

Item	Percent of Students Providing Rating of 4 or 5	Mean (SD)
... gave me the ability to use scientific reasoning to interpret psychological phenomena	90.57%	4.23 (0.80)
... increased my psychology information literacy	94.34%	4.45 (0.80)
... gave me the ability to engage in innovative and integrative thinking and problem solving	84.91%	4.3 (0.72)
... gave me the ability to interpret, design, and conduct basic psychological research	98.11%	4.53 (0.54)
... gave me the ability to incorporate sociocultural factors in scientific inquiry	84.91%	4.23 (0.70)

Conclusions

Graduating seniors overwhelmingly believed that obtaining a B.A. in Psychological Science helped improved their ability to reason scientifically and to think critically. Results of a standardized measure of methodological and statistical competency confirmed this conclusion. Graduating Senior Psychological Science majors greatly outperformed General Psychology students on our measure of methodological and statistical reasoning, demonstrating that the degree program had increased their knowledge substantially. Results fell short of our goal that 70% of students would receive a score of 70% or greater, however, a substantial percent scored 60% or better.

Goal 3. Ethical and Social Responsibility in a Diverse World

The third goal of the Department was for graduating senior psychological science majors to demonstrate a basic understanding of ethical principles as they apply to psychological research and practice. We assessed this goal in two ways: 1) performance of undergraduate students on a mandatory ethics tutorial and exam, and 2) a set of ethics questions included in an exit interview for graduating seniors. Results from these assessments are summarized below.

Research Ethics Tutorial

Description: We examined archival records of students who had completed the Department’s online ethics tutorial and compared those records to a list of graduating seniors. The tutorial is designed such that students complete a final exam at the end of the tutorial. Students are required to take and pass this tutorial if they are involved in research in any way. Students are considered to have successfully passed the tutorial only if they achieve a score of 100%. Students are allowed to take the tutorial as many times as needed in order to meet this criterion.

Desired Level of Performance: Our goal was that at least 50% of all graduating seniors will have successfully completed the ethics tutorial, with 80% of those students obtaining a score of 100% on the first try.

Results: Our examination revealed that 77.66% of graduating senior Psychological Science majors had successfully completed the online ethics tutorial and the accompanying test. The vast majority of these students (82.43%) scored 100% on their first attempt on the tutorial. The mean score on the first attempt of the tutorial was 98.81%. These results are all consistent with the goals outlined in the department’s assessment plan.

Exit Interview

As described previously, a formal online exit interview was given to a sample of graduating seniors. A component of this exit interview was a set of questions designed to assess the degree to which their classes and experiences provided them with adequate training and experience in research ethics and social responsibility. Four such ethics items were presented in on the exit interview (Table 3). Details regarding the scoring and framing of these items is described in a previous section of this document. The percentage of graduating seniors providing a rating of 4 or 5 for ethics items on the exit interview is summarized in Table 3. All items met the specified departmental goal of 75% agreeing or strongly agreeing.

Table 3. Exit Interview Questions Concerning Goal 3.

Item	Percent of Students Providing Rating of 4 or 5	Mean (SD)
...provided me with the ability to apply ethical standards to evaluate psychological science and practice.	96.23%	4.55 (0.57)
...helped me learn how to build and enhance interpersonal relationships.	79.25%	4.04 (0.90)
...helped me to adopt values that build communities at local, national and global levels.	75.47%	4.02 (1.01)
...helped me to respect the values of others who are different from me	81.13%	4.25 (0.85)

Conclusions

Graduating seniors strongly agreed that obtaining their degree in Psychological Science improved their ability to apply ethical principles to research and practice and increased their respect for diversity. More than 75% of our graduates had successfully completed an online research ethics tutorial with a score of 100%. Most successfully passed the ethics test on their first try.

Goal 4. Communication

The fourth goal identified by the Department concerns improving student's communication skills. We used three measures to assess this goal.

Advanced Research Final Paper

A random sample of 20 papers submitted to two different sections of Advanced Research in Spring 2016 were coded using a modified version of a scoring rubric published by the Society for the Teaching of Psychology (Vosmik & Johnson, 2007)⁴. The revised scoring rubric included 8 criteria. Each criterion was scored on a 4 point scale (inadequate, minimally adequate, adequate, exceptional). Our goal was, that for each criterion in the grading rubric, 75% of students would score adequate or above. Results on each of the criteria are shown below in Table 4. For all criteria except for *Introduction and General Discussion*, the goal level was achieved.

Table 4. Percentage of Graduating Seniors Receiving Scores of Adequate or Exceptional on Their Senior Writing Requirement in Advanced Research.

Item	Percent of Papers Adequate or Above
Title Page	95%
Abstract	80%
Introduction	70%
Method	90%
Results	85%
Discussion	65%
References	85%
General APA Style	90%

Honors Theses

⁴ Vosmik, J.R. & Johnson, K.E. (2007). A rubric for evaluating a psychology research report. Office of Teaching Resources in Psychology. Society for the Teaching of Psychology. http://www.coastal.edu/sascoc/academic/faccomposer/1382647131_Rubric%20article%20draft_July%2015.pdf This scoring rubric was awarded the 2007 Instructional Resource Award by the Society for the teaching of Psychology

We examined the results of honors theses submitted by students in the Department of Psychological Science. A total of 18 students were awarded honors in our department in the current academic year. Each honors thesis is graded by the student's committee on a 9 point scale. Our goal was that at least 70% of psychological science honors students would obtain a thesis score of 5 or higher on their thesis defense. Additionally, students can be awarded honors cum laude, magna cum laude, or summa cum laude. Our goal was that 50% of psychological science students receiving honors would obtain magna cum laude or higher.

Figure 5a shows the mean thesis score for our students over the last five years. Figure 5b shows the percentage of students receiving thesis scores of 5 or higher. Approximately 72% of graduating honors students in 2016 received thesis scores of 5 or higher on their thesis defenses, with a mean score of 6.12 (SD = 2.02).

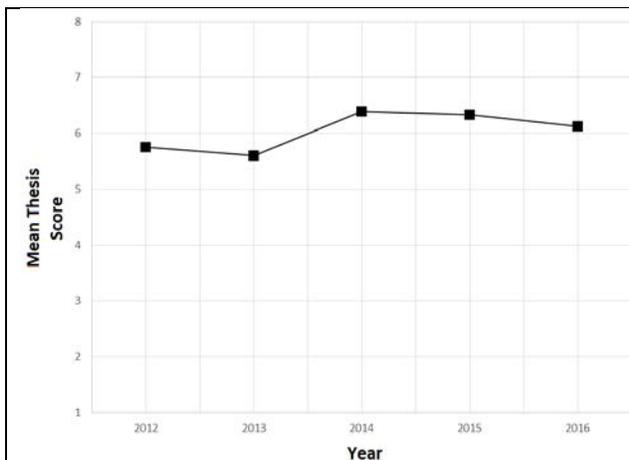


Figure 5a. Mean thesis scores for the past five years.

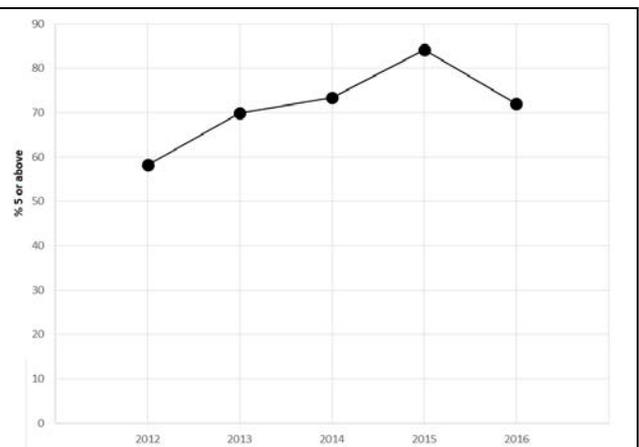
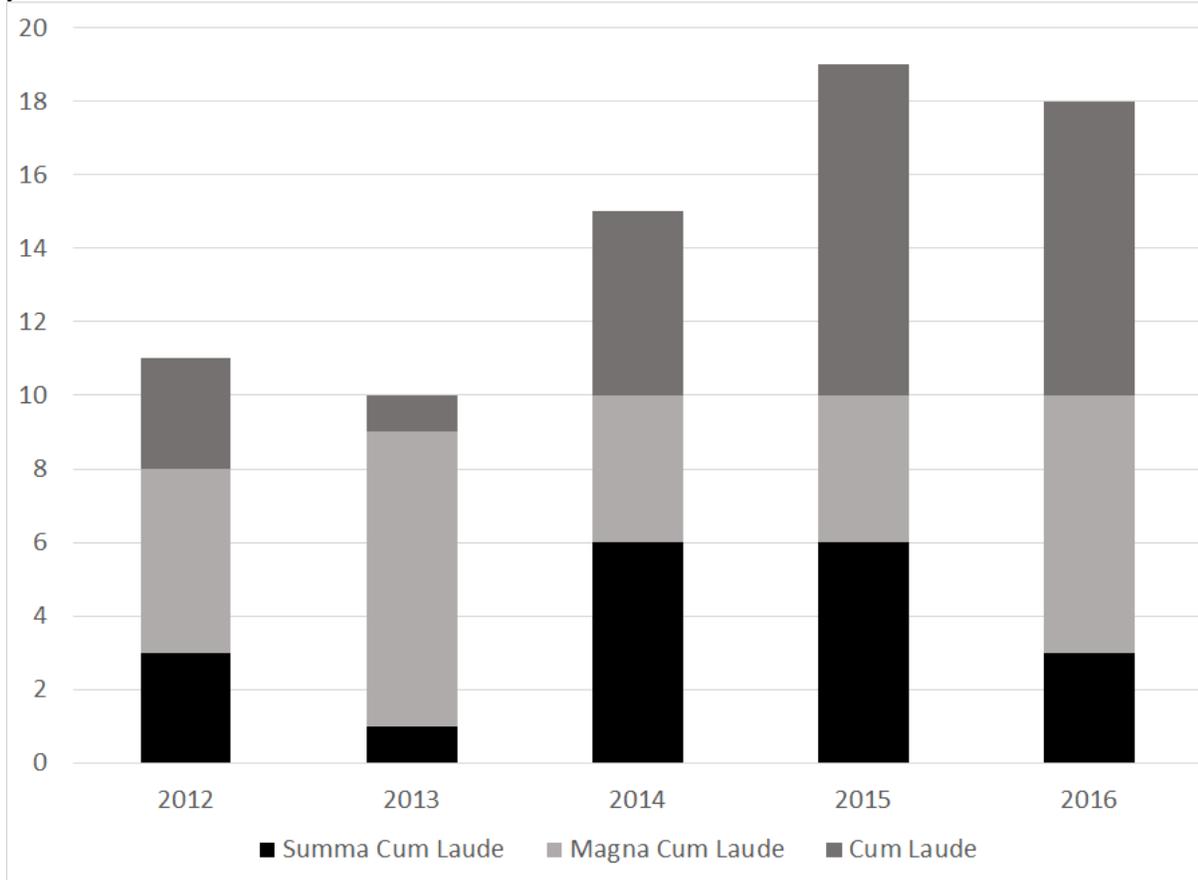


Figure 5b. Percent of students scoring 5 or above in the past five years

Figure 6 shows the proportion of students receiving each level of honors over the last five years. In 2016, 55.6% of our honors students who received honors, received Magna or Summa Cum Laude. On all measures we achieved our aspirational goals with regard to supervision of honors theses.

Figure 6. Frequency of each level of honors for psychological science students over the last five years.



Exit Interview

Three exit interview questions concerned the degree to which students believed that they developed communication skills in our program. Results of the Exit Interview questions dealing with the communication are shown in Table 5. As can be seen, well over 75% of the graduating seniors responding agreed that the undergraduate program in Psychological Science did a good job (i.e., rating of 4 or 5) in helping them to improve their writing skills and skills interacting with others. We fell slightly short of our goal of 75% agreeing or strongly agreeing with the statement that the undergraduate program improved their oral presentation skills.

Table 5. Exit Interview Questions Concerning Goal 4.

Item	Percent of Students Providing Rating of 4 or 5	Mean (SD)
... helped me to improve my writing skills	77.36%	4.55 (0.57)
... helped me to improve my oral presentation skills	73.58%	4.04 (0.90)
... helped me to improve my ability to interact effectively with others	90.57%	4.25 (0.85)

Conclusions

Graduating senior Psychological Science majors generally agreed that the degree improved their communication skills. More than 75% of students agreed that the program improved their writing and interpersonal communication skills. A majority of graduating seniors indicated that the degree improved their oral communication skills, however, the percentage agreeing (73.58%) was lower than our goal of 75%. Students in our Honors program are successfully defending their Honors thesis and receiving scores, on average, above our aspirational goal of 5 and more than 50% of Honors students are graduating Magna or Summa Cum Laude. A review of research papers submitted in Spring 2015 indicated that on a majority of criteria, more than 75% of the papers were judged to be adequate or exceptional. There was, however, room for improvement in the quality of Introduction and General Discussion sections. Although a majority of the Introduction and General Discussions were judged to be adequate or exceptional, the percentage was lower than our aspirational goal of 75%.

Goal 5. Professional Development

The fifth and final goal of the Departmental undergraduate assessment was to determine if advanced undergraduate students (specifically, graduating students) demonstrate the ability to apply skills learned to enhance teamwork, career preparation, and manage projects in a work or educational environment. We assessed this goal in two ways. First, we examined the performance of graduating seniors on the Teamwork KSA (knowledge, skills and attitudes; Stevens & Champion, 1999) measure and compared their performance to general psychology students. Second, we examined graduating seniors' responses to questions concerning their post-graduate plans on an exit interview. We also examined how they responded to questions asking about the degree to which their classes and experiences in the department contributed to their professional development. The results of these assessments are summarized below.

Teamwork KSA (knowledge, skills attitudes):

Sample: We had 20 General Psychology students and 20 graduating senior Psychological Science majors complete the Teamwork KSA.

Description: The teamwork KSA (Stevens & Campion, 1999) is one of the most commonly used measures of teamwork skills and nicely dovetails with the set of skills envisioned by the APA under its conception of professional development. The teamwork KSA is made up of 35 questions, most involving vignettes in which respondents are asked to indicate the best behavior to exhibit under different team or project settings. The measure includes two major subscales of interpersonal skills and self-management, which can be further subdivided. The interpersonal subscale consists of questions in the areas of conflict resolution, communication, and collaborative problem solving. The self-management subscale consists of questions in the areas of goal setting and planning.

Desired Level of Performance: Our first goal was that our graduating seniors would score significantly higher on the overall measure and on the interpersonal skills and self-management subscales than General Psychology students. Our second goal was that graduating seniors would score above the fiftieth percentile on the overall measure.

Results: On average, we found that graduating seniors performed better than the general psychology students on the Teamwork KSA. The seniors' total score, as well as scores on the interpersonal skills subscale and self-management subscale, were significantly higher than the scores of General Psychology students (see Table 6).

Table 6. Mean Raw Scores on Teamwork KSA and two major subscales. Note: Values in parentheses are standard deviations.

	General Psychology	Graduating Seniors	<i>p</i>
Total Score -- 35 max	16.55 (5.29)	23.35 (3.36)	2.09E-05
Interpersonal Subscale -- 25 max	11.30 (3.60)	15.20 (2.97)	0.000607
Self-Management Subscale -- 10 max	5.25 (2.05)	8.15 (1.50)	9.36E-06

In order to determine whether graduating seniors reached our goal of scoring above the fiftieth percentile on the overall score and the interpersonal and self-management subscales, we converted our seniors' Teamwork KSA scores to percentile scores. We first used Steven and Campion's (1999) norming table to determine the percentile score and to compare the mean scores of our seniors to the mean scores of their norming sample. Compared to the individuals in the test developer's norming group, graduating seniors at the University of Arkansas had an average overall score that was higher than approximately 57% of the people who had previously taken the Teamwork KSA. However, this may underestimate the ability of our students. The norming group used by the test developers was based on individuals who had been in the workforce for a period of time and thus may not be an appropriate comparison group for our students. A study of upper level undergraduate Psychology students found that the mean Teamwork KSA score was 19.29 (SD = 4.84). Compared to this norm group, and assuming a normal distribution, our students scored in approximately the 80th percentile.

Exit Interview

Description: To better assess professional development, the exit interview included questions about post-graduate plans, whether the student had a job lined up, whether the student had been accepted to graduate school, medical school, law school, etc. Additionally, graduating seniors were asked to answer a set of questions concerning the degree to which they believe the classes and experiences aided in their professional development. These items were scored as described above.

Desired Level of Performance: Our goal is that 75% of students will respond ‘agree’ or ‘strongly agree’ to the positively worded questions and 75% of students will respond ‘disagree’ or ‘strongly disagree’ to the negatively worded questions.

Sample: We had 53 graduating senior psychology majors complete the exit interview.

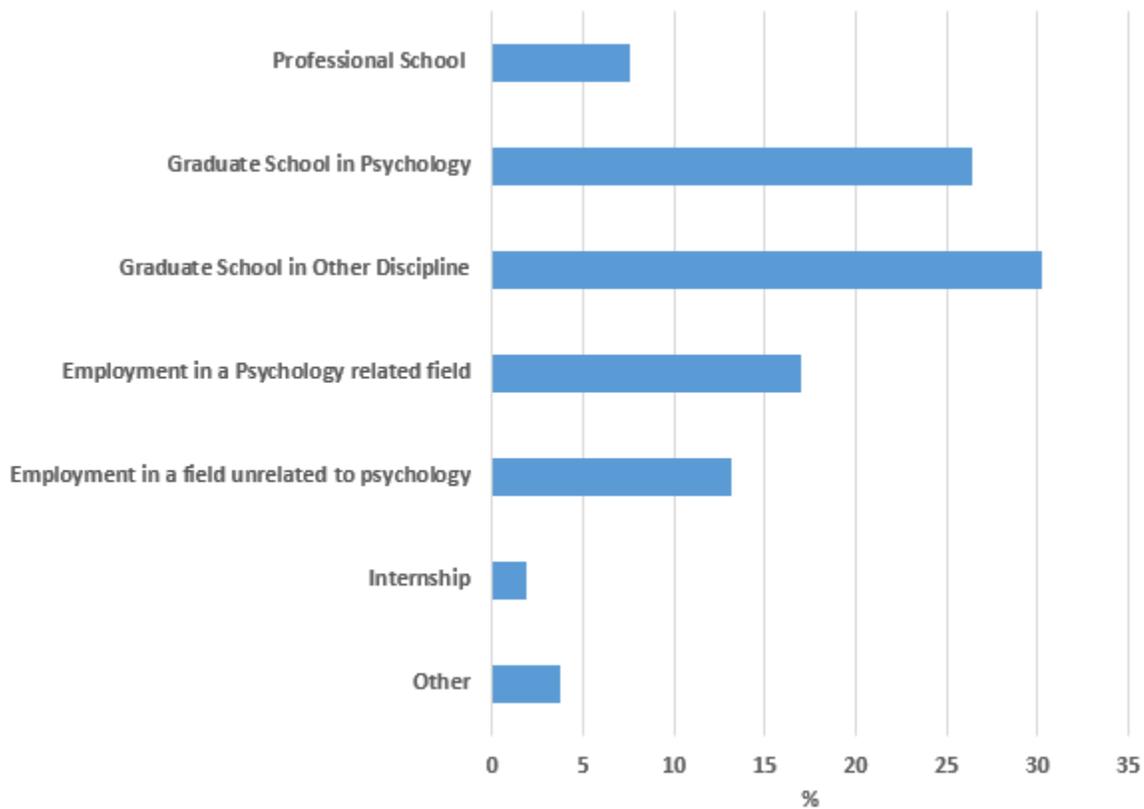
Results: We did not fully meet our goal regarding seniors’ responses to professional development questions on the exit interview. For two of the five exit interview questions related to professional development (see Table 7), students responded with a rating of 4 or 5 less than 75% of the time. It is noteworthy, however, that in the previous year none of the five exit interview questions concerning professional development met the 75% threshold.

Table 7. Exit Interview Questions Concerning Goal 5.

Item	Percent of Students Providing Rating of 4 or 5	Mean (SD)
... helped me to apply my new knowledge and skills to my career goals.	75.47%	3.98 (0.97)
... helped me to improve my project management skills.	83.02%	4.09 (0.77)
... helped me to develop meaningful professional direction for life after graduation.	77.36%	3.91 (0.88)
... helped me to improve my self-efficacy and self-regulation skills.	73.58%	3.94 (0.79)
... helped me to improve my teamwork.	66.04%	3.81 (1.09)

During the exit interview, we asked graduating seniors about their post-graduate plans, whether the student had a job lined up, whether the student had been accepted to graduate school, medical school, law school, etc. Results are shown in Figure 8.

Figure 8. Post-graduation Plans of Graduating Senior Psychological Science Majors.



A majority of students in our sample indicated that they intended to attend graduate school following graduation and close to 10% indicated that they planned to attend a professional school (e.g., Medical School, Law School). In response to the question asking whether they had been accepted to a school already, 2/3 of the students who indicated that they planned to attend graduate school reported that they have already been accepted to a school. Of the students who indicated that they planned to enter the workforce, 37.5% indicated that they had already accepted a job.

Conclusions

The results for professional development were positive. On the direct measure of teamwork, interpersonal skills, and self-management, the graduating seniors outperformed General Psychology students and scored in the top half of the distribution of the test developers norming group. A majority of our students intend to attend graduate or professional schools and a substantial proportion of these students had already been accepted into a program, with most achieving their first choice. Students also had a good deal of success directly entering the workforce. Exit interview questions also tended to support the view that the department did a good job developing these skills in students.

Conclusions and Recommendations

The undergraduate assessment plan adopted by the Department of Psychological Science calls for the annual assessment of the undergraduate program and that the results of the assessment be reported annually to the Department and to the Dean of Fulbright College. As part of the action plan adopted by the Department, each Fall following the assessment the Undergraduate Curriculum Committee, in conjunction with the Undergraduate Assessment Committee, will review the results of the assessment and make recommendations for any needed curriculum changes based on the results of the assessment.

The results of the present assessment suggest that the Undergraduate Curriculum and Undergraduate Assessment Committees should consider addressing the following issues in particular. Because of the process outlined in the assessment plan, we withhold making specific recommendations for change – leaving that instead to the appropriate committees and the Department as a whole. Instead we simply highlight important findings that the Department should address.

Program Strengths

The Department of Psychological Science is highly regarded by graduating seniors. The general pattern to emerge from this assessment is that the Department received high ratings in terms of providing students with (1) Knowledge of Core Psychological Concepts, (2) Knowledge of Scientific Reasoning and Critical Thinking, (3) Understanding of Ethics as it Applies to Research, Practice and Diversity, (4) Written and Interpersonal Communication Skills, and (5) Professional Development.

Additionally, on the objective performance measures used in the assessment, our graduating seniors performed either at our aspirational goal level or only slightly below those goals. This was true for all five of the major goals adopted by the Department. This is especially impressive given that we set our standards quite high. Even in those areas where the Department fell short of the goal level of attainment, the difference between student performance and our aspirational goals tended to be small.

When comparing graduating seniors to General Psychology students, as we did for many of the objective performance measures, it was clear that students in our program learn a great deal in relation to all five of our major goals during their time in the program. Not only did graduating seniors outperform the comparison group, but they tended to outperform them to a very impressive degree.

Program Weaknesses

Although the program review generally indicated that the undergraduate program in psychological science is strong and vibrant, there were some areas where we fell short of our goals. The faculty should consider ways of addressing these issues.

With regards to knowledge of research methodology, statistics and critical thinking, our graduates significantly outperformed General Psychology students, suggesting that our students have learned a great deal about these topics during the time in our program. Additionally, students generally believed that they had learned a great deal about these topics. However, on our objective measure of knowledge of research methods and statistics, the *Research Methods and Statistical Concept Inventory*, we did not reach our goal of 70% of students scoring 70% or better. A much larger percentage of students scored 60% or better. This pattern replicates what we found during last year's assessment of the undergraduate program. This suggests that there is some room for improvement in teaching of research methodology and statistics.

The most dramatic area of weakness identified in this round of assessments concerned graduating seniors' view of the degree to which the program aided their professional development in terms of teamwork, professional direction, self-management goals, project management and knowledge of career paths and goals. The low ratings given to the program with regards to these areas stand in stark contrast to the largely glowing ratings given by graduating seniors to questions concerning the other four Departmental goals. It may be that these low ratings reflect the fact that issues of professional development (e.g., application processes to graduate school; possible career paths) are not traditionally covered in the major content classes in Psychological Science. Although the exit interview indicated that many students who had applied to graduate and professional schools had attained guidance from faculty mentors in this process, such guidance was largely informal and not part of the curriculum per se. We believe that it will be important for the department undergraduate curriculum committee, assessment committee, and the department as a whole to address these issues in the near future.

It is also worth noting that there were, scattered throughout the other five goals, certain specific areas in need of improvement. For instance, although students largely provided high ratings to the program for improving their communication skills, and although the objective measures of communication skills of our graduates were largely laudable, there were also some weaknesses identified.

Our formal measure of teamwork, interpersonal skills, and self-management, the teamwork KSA, indicated that our students have developed strong teamwork and project management skills. Surprisingly, we did not achieve our goal of 75% agreement with the statement that the program helped in the development of teamwork skills.

Conclusions

It is noteworthy that for each of the five main goals outlined by the American Psychological Association, our department gained high marks on the vast majority of measures. The faculty are to be commended on the exceptional job that they are doing in fostering outstanding undergraduate education in psychological science.