

Annual Academic Assessment Report
B.A. Psychological Science
2020-2021 Academic Year

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 Fall and Spring Semesters of the 2020-2021 academic year and continued until the end of each 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: Seventy-eight graduating senior Psychological Science majors, taking Advanced Research or Advanced Seminar, completed this measure. We compared results for graduating

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.

Senior Psychology majors to a sample of 51 General Psychology students who had completed the measure in a previous year.³

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. For consistency with prior research we count as correct any case where students indicate that a real psychological term is a real psychological term (even if they do not believe they know what it means) and any case where they reject a false psychological term.

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: Mean performance was 67.82% correct (SD = 10.28%). Substantially more Advanced Research/Seminar students (43.59%) scored at the proficient level than did General Psychology Students (21.57%), χ^2 (df = 1, N = 129) = 6.59, $p = .017$. The Psychology Print Exposure test includes two types of items, actual psychology terms and fake psychology terms. Accuracy on actual psychology terms (M = 86.38%, SD = 9.82%) was higher than accuracy on fake psychology terms (49.90%, SD = 22.74%). A signal detection analysis indicated that the ability to distinguish between actual psychology terms and fake psychology terms was reasonable ($d' = 1.14$, SD = 0.62)

Exit Interview

Sample: All graduating seniors were asked to complete an online exit interview. This measure was completed by 100 out of 178 students who had applied for May graduation (56.18%).

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

³ In past years we sampled General Psychology students from the General Psychology subject pool to serve as a comparison group. During the past year, demand for access to research participants for this pool increased and we were not able to access student participants in this manner. We believe it is reasonable to assume however, that patterns from previous years would hold for this comparison group and so we used data from the previous year's assessment for comparison purposes.

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 framed 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, a majority of 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. Goal 1. Knowledge Base

	Mean (Std Dev)	Percent Agree
... prepared me to describe key concepts, principles, and overarching themes in psychology	4.55 (.55)	97.98
provided me with a working knowledge of psychology's key content domains	4.43 (.89)	93.94
... provided me with an understanding of applications of psychology	4.55 (.64)	95.96

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 Inventory⁴

Sample: The measure was given to 79 graduating seniors in Advanced Research/Advanced Seminar in the Fall 2020 and Spring 2021 semesters. For comparison purposes we also examined scores of 51 students in General Psychology from a previous year.⁵

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 ($M = 55.63\%$, $SD = 19.14$) compared to students in the General Psychology course ($M = 38.14\%$, $SD = 14.39$), $t(128) = 5.58$, $p < .0001$. Thus, we have evidence that advanced students are more proficient at research methods and statistical knowledge than early psychology students.

We did not meet our goal of 70% obtaining 70% or more on the measure; only 31.65% of the graduating seniors tested achieved a score of 70% or above. However, about 51.90% of these graduating seniors achieved a score of 60% or higher, 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.

It is noteworthy that when the scale was adopted as our assessment method, it was just in pilot testing and had not yet been published. Thus, there was no good normative information on what kind of performance it would be reasonable to expect. It is possible, therefore, that the committee set an unrealistic level of expectation for performance. It would be valuable to obtain normative information from peer institutions. The comparison to general psychology students demonstrates that students substantially increase their understanding of behavioral research methods and statistics compared to General Psychology students.

Exit Interview

⁴ Veilleux, J. C., & Chapman, K. M. (2017). Validation of the Psychological Research Inventory of Concepts: An Index of Research and Statistical Literacy. *Teaching of Psychology*, 44(3), 212-221.

⁵ As with the PPE test we have typically collected a sample for General Psychology students from the General Psychology subject pool. However, due to limitations on the size of the subject pool this semester, we elected not to collect new data but to make comparisons to data we had already collected during a previous semester on the assumption that performance of General Psychology students would be relatively consistent across years.

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, results are strongly in line with our goals; most of the responding graduating seniors 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. Goal 2. Scientific Literacy and Critical Thinking

	Mean (Std Dev)	Percent Agree
... gave me the ability to use scientific reasoning to interpret psychological phenomena	4.52 (.60)	96.97
... increased my psychology information literacy	4.61 (.62)	94.95
... gave me the ability to engage in innovative and integrative thinking and problem solving	4.38 (.75)	91.92
... gave me the ability to interpret, design, and conduct basic psychological research	4.48 (.69)	90.91
... gave me the ability to incorporate sociocultural factors in scientific inquiry	4.28 (.81)	88.89

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 84.83% of graduating senior Psychological Science majors had successfully completed the online ethics tutorial and the accompanying test. The vast majority of these students (78.81%) scored 100% on their first attempt on the tutorial. This is only slightly below our goal of 80%. The mean number of attempts was 1.32 (SD = .79).

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 (rating of 4 or 5).

Table 3. Goal 3. Ethical and Social Responsibility in a Diverse World

	Mean (Std Dev)	Percent Agree
...provided me with the ability to apply ethical standards to evaluate psychological science and practice.	4.55 (0.67)	94.95
...helped me learn how to build and enhance interpersonal relationships.	4.17 (0.93)	76.77
...helped me to adopt values that build communities at local, national and global levels.	4.27 (0.77)	84.85

...helped me to respect the values of others who are different from me	4.52 (0.85)	89.90
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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 sample of 20 papers submitted as part of a requirement for Advanced Research were coded using a modified version of a scoring rubric published by the Society for the Teaching of Psychology (Vosmik & Johnson, 2007)⁶. 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 *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	90
Abstract	70
Introduction	65
Method	85
Results	95
Discussion	65
References	100
General APA Style	90

Honors Theses

⁶ 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/sacscoc/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 32 students were awarded honors in our department in the 2020-2021 academic year. The COVID 19 pandemic affected how honors theses were evaluated during the 2020-2021 academic year. Typically, each honors thesis is graded by the student's committee on a 9 point scale. The assessment plan developed by the department outlined a goal that at least 70% of psychological science honors students would obtain a thesis score of 5 or higher on their thesis defense. However, due to the pandemic, the Honors College instituted a policy whereby each thesis was judged on a pass / no pass basis. For that reason, we do not have honors thesis scores to report during this academic year.

Additionally, students can be awarded honors cum laude, magna cum laude, or summa cum laude. The way levels of honors were awarded was not affected by the COVID 19 pandemic. The assessment plan includes a goal that at least 50% of psychological science students receiving honors would obtain magna cum laude or higher.

In 2020-2021, 62.50% 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.

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 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. For oral communication skills, 74.75% indicated that the undergraduate program in Psychological Science helped them to improve their oral communication skills, which is only slightly below our goal of 75%.

Table 5. Goal 4. Build Communication Skills

	Mean (Std Dev)	Percent Agree
... helped me to improve my writing skills	4.44 (0.72)	88.89
... helped me to improve my oral presentation skills	4.00 (1.07)	74.75
... helped me to improve my ability to interact effectively with others	4.30 (0.83)	85.86

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. Our plan calls for assessing this goal in two ways. First, the performance of graduating seniors on the Teamwork KSA (knowledge, skills and attitudes; Stevens & Campion, 1999) measure. 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):

Our assessment plan calls for a sample of Advanced Psychology students to complete the Teamwork KSA (Stevens & Campion, 1999) as a measure of teamwork and professional development. Seventy-eight graduating senior psychology majors completed this measure. We compared their performance to 18 General Psychology students who completed the measure in a previous year. The Teamwork KSA is made up of two major subscales – Interpersonal Skills and Self-Management Skills. Table 6 shows performance on these scales converted from raw scores into percent correct. As can be seen, graduating senior psychology majors outperformed General Psychology students on all scales as well as on the overall measure, however, the difference were not statistically significant for the self-management subscale.

Table 6. TKSA scores listed as mean percent correct.

	Seniors	General Psychology	p
Total Score	60.22	47.94	0.0018
Interpersonal	58.36	44.89	0.0016
Self-Management	64.87	55.56	0.0557

Mean raw scores were also higher for our graduating seniors (M = 21.08) than in a study published by Stevens and Campion (1999) using an industry sample (M = 19.80) and in a study of undergraduate psychology students (M = 19.29).

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 (i.e., ratings of 4 or 5).

Results: A majority of students gave ratings of 4 or 5 on all measures and all exceeded our goal of at least 75% agreement.

Table 7. Goal 5. Professional Development

	Mean (Std Dev)	Percent Agree
... helped me to apply my new knowledge and skills to my career goals.	4.19 (0.97)	81.82
... helped me to improve my project management skills.	4.20 (0.84)	82.83
... helped me to develop meaningful professional direction for life after graduation.	4.22 (0.86)	81.82
... helped me to improve my self-efficacy and self-regulation skills.	4.03 (0.89)	76.77
... helped me to improve my teamwork.	4.07 (1.01)	76.77

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 1.

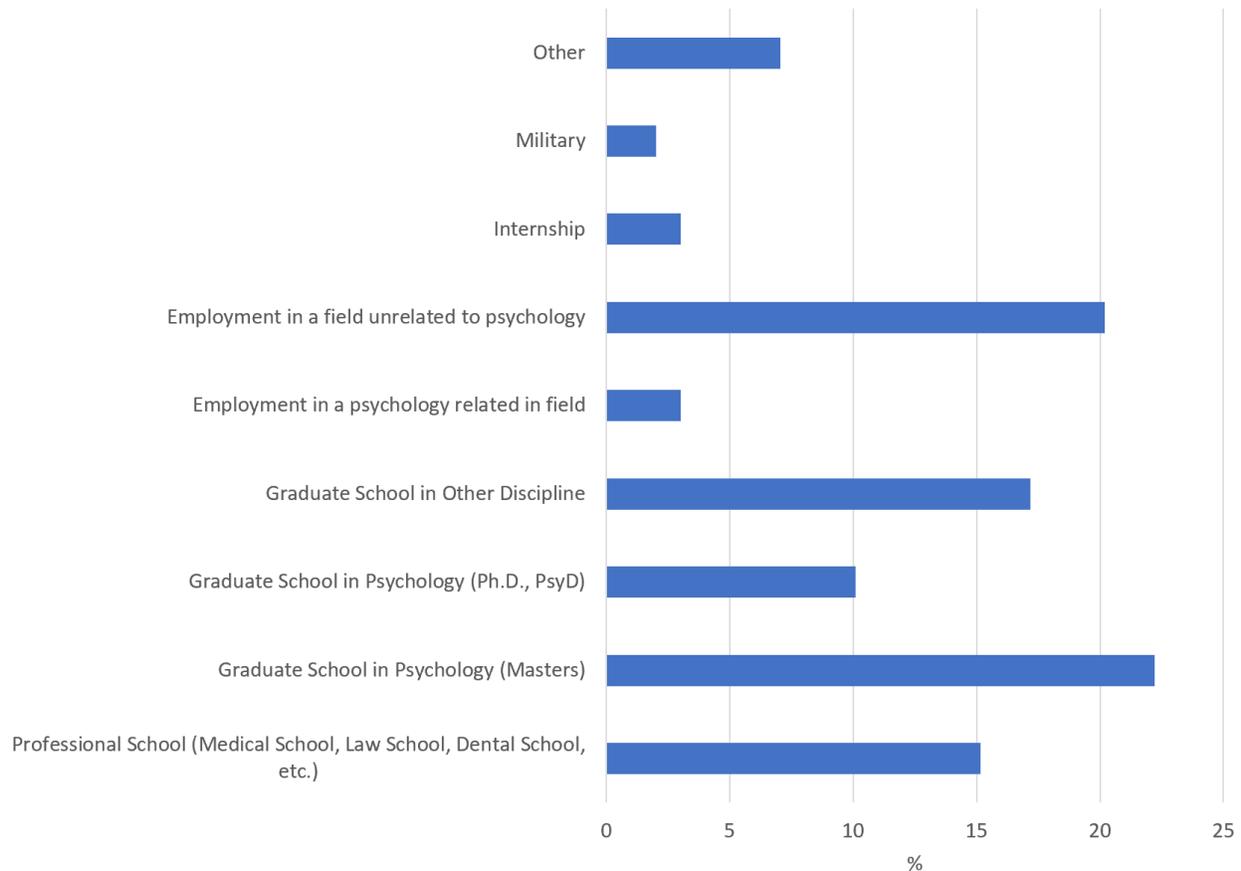


Figure 1. Post-graduation Plans of Graduating Senior Psychological Science Majors.

Approximately half of students in our sample indicated that they intended to attend graduate school following graduation and about 15% indicated that they planned to attend a professional school (e.g., Medical School, Law School). Of the students who indicated that they planned to attend graduate school, 44.4% indicated that they had already been accepted to graduate school as of the 10th week of the Spring Semester.

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.

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 graduating seniors performed significantly better than General Psychology students. 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 measures of core psychological knowledge (PPE) and of knowledge of research methods and statistics we did not reach our goals of 70% of students scoring 70% or better. This suggests that there is some room for improvement in teaching of research methodology and statistics. However, it is also noteworthy that at the time these goals were first developed, we had very little normative information about this measure. It is possible that we set the aspirational goal at too high a level.

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.

Appendix

The exit interview asked about a number of other issues that are not directly part of the formal assessment plan. In this appendix, we report the results of those questions.

The first set of questions are a randomly presented set of questions dealing with a number of different issues within the undergraduate program. These questions were responded to using a 5 point scale ranging from 1= strongly disagree to 5 = strongly agree. These questions have been grouped based on similar content, however, they were not presented to students in this manner. The numbers indicate the percent of students who agreed (4) or strongly agreed (5) with each statement.

Advising

I spoke with my advisor in the Fulbright Advising Center regularly	33.68
When I talked my advisor in the Fulbright Advising Center, I felt like I was given good direction	38.95
I spoke with my advisor in the Department of Psychological Science regularly	22.11
When I talked my advisor in the Department of Psychological Science, I felt like I was given good direction	30.53

Class Availability

I was happy with the variety of courses offered by the department	75.79
Sometimes I had difficulty in enrolling in a class that I needed for graduation	68.42
There were enough sections of courses offered, so that everyone could sign up for the courses they needed	18.95
The class sizes were too large	17.89
The class sizes were too small	3.16
The class sizes were just right	67.37
I was able to enroll in the classes of interest, but I sometimes had to wait a semester.	66.32

Faculty, Teaching Assistants, Staff

Faculty were accessible if I needed to talk to them	90.53
The faculty cared about my progress	82.11
Teaching assistants were helpful	72.63
I felt supported by the faculty and staff	88.42
I feel connected to the department and the people in it (graduate students, faculty, staff)	60.00

Student Involvement

I attended faculty office hours, beyond what was required	42.11
I went to psychology club or PSI CHI meetings	22.11
I engaged in volunteer activities related to psychology	40

Research Opportunities and Professional Development

If formal internship opportunities were available through Psychology, I would have applied for one	85.26
I feel prepared to enter the job market, graduate, or professional school	64.21
I was made aware of opportunities to get involved in research	70.53
There was adequate funding to support undergraduate research and conference travel	35.79
I had adequate access to computer technology	87.37

Students were also asked two free response questions asking them to indicate what they liked about the undergraduate program and what they felt could be improved about the undergraduate program. These were coded to reflect common themes.

Free Response – What Did You Like About the Department

Theme	Examples
<p>The Faculty (68.48%)</p>	<p>“I love love love love the teachers. UARK hired some incredible and inspiring people for the psychology department. It motivated me early on to get a PhD in psych to possibly become a professor... It is a supporting, loving, devoted, and caring department with some of the smartest and most influential people I have personally met.”</p> <p>“I loved that the psychology department has helpful and caring faculty. I feel compared to other professors that teach different majors, the psychology professors are more caring and understanding toward their students and their student's views.”</p> <p>“The professors all seemed down to earth and I felt like they really did care about my success. “</p> <p>“How much the professors actually care about you. I went to LSU for two years and they didn't care at all. I would 100% recommend UArk over LSU every single time.”</p>
<p>The Classes (31.52%)</p>	<p>“I like the variety of courses offered at University. There is a wide range of topics that include Comparative Psychology to Behavioral Neuroscience. I felt that this range of topics was helpful for students to get an introduction to all the areas of applied psychology.”</p> <p>“I like how many different classes we could take. I was really able to individualize my study of psychology.”</p> <p>“I really enjoyed the variety of subjects and professors that were provided, and I felt like the staff were very supportive and cared about our academic and life pursuits”</p>
<p>The Research Opportunities (26.09%)</p>	<p>“My favorite part of the program was the research. ...I loved interacting with the other honors students and we are all very close now.”</p>

	<p>“I love the variety of labs open for students to do research in, the focus on research we have in the department, and most of all I love the professors and grad students. They actually care about the undergraduates”</p> <p>“[B]eing able to work in the research labs is so great! That was an opportunity I didn't get to experience at LSU and it really helped me put to use some of the things I had learned over the years.</p>
Grad Students (6.5%)	“I like the professors and graduate students. I felt connected and supported and I felt my time doing research was very helpful to my skill development and understanding of the field of psychology.”
Science Based (3%)	“That the emphasis is on the science. I felt like I was taking “hard” science courses”
Inclusivity (2%)	“I loved all my professors and the atmosphere of inclusivity.”
Clinically Based (1%)	“I also love the focus on clinical work in some classes (specifically Abnormal Psychology) and how everything was scientifically based.”
Funding (1%)	“-a well funded department”

Free Response: How We Could Be Better?

Theme	Example
Eliminate Class Bottlenecks (59.62%)	“The required courses were not easy to register for” “Classes are almost impossible to enroll in if you do not have some kind of priority enrollment date.”
Make Students More Aware of Research Opportunities (19.23%)	“The opportunities to work in a lab should be more widely publicized. Also, information regarding graduate school should be more readily available to students.”
More Faculty (13.46%)	"We need more staff. I could have graduated early and avoided intersession courses if I had been able to get into my courses on time. This is the case for a significant number of undergraduates. Psychology, being the second largest major in Fulbright College, deserves adequate funding."
Greater Variety of Classes (11.54%)	“There needs to be a wider variety of classes as well as greater class availability.”
Create Different Tracks (e.g., B.A., B.S.) (5.77%)	“Offer a B. S. in psychology. Meaning you’d have to offer more science heavy psych classes. That’s where the field is going and that’s where we need to go too.”
More Professional Development Assistance (finding jobs, internships, applying to grad school, etc.) (5.77%)	“A lot more career help, and formal internship opportunities would be awesome!”
More volunteer activities (3.85%)	“More research opportunities (as I mentioned above) or resources for finding opportunities in the area. More info on volunteer activities for the department (I didn't even know that was a thing).”
Faculty Not Interested In Students (3.85%)	“Some professors during our time online have just had us read the book and do homework. It gave the impression that they didn't care if we learned the material, and it's not a learning style that works for everyone. Some of the TA's do not respond to emails from students.”
Fulbright advising (3.85%)	“The only complaint I would have about my 3 years in the department was my advisor, [name redacted]. And I hate to be someone to complain, which is why I put up with her for 3 years, but I genuinely had zero help from her. Anytime I had an advising appointment I’d leave more confused. There were multiple times she had me taking more than one class that did absolutely nothing for my ability to graduate. If it wasn’t for her, I’m confident I could have graduated a semester early. But instead I’m stuck taking a summer class. She definitely wasted my time, and during the pandemic she wouldn’t even answer my emails with simple questions about if I took a class if I could graduate or not. She didn’t care about me, and

	I felt like she had no idea what she was talking about 99% of the time. Coming from the business department, where the advisors were really really on top of it, I was super disappointed with [name redacted].”
Faculty Diversity (1.92%)	“There is simply not enough faculty, and the faculty that is here is extremely homogenous (white, heterosexual, etc.)”
More Focus on Research Literacy (1.92%)	“Aside from that, I think that more focus should be placed on research literacy and writing, since I’ve only taken 3 classes where those things were emphasized, and two of those classes I am taking my last semester. Essentially, I think lower level psych. courses should have more research writing and literacy lessons, even if a paper isn’t required, so that when students get to the courses where writing papers are required they won’t feel out of their element as I have.”
Eliminate Language Requirement (1.92%)	"REMOVE THE INTERMEDIATE LANGUAGE REQUIREMENT. I don’t feel like me not be able to pass Spanish should keep me from graduating with a degree in psychology."
Build Greater Sense of Community Among Students (1.92%)	“I think that there needs to be more connection between courses and between the psychology community at UARK.”