

Assessment Template Annual Department Reports

Objectives	Course/Learning Experiences	Evaluation/Assessment Methods	Objective Accomplishments/ Results	Uses of Evaluation/ Assessment Results and Actions Taken
#1	GPSYC 101, General Psychology	Psychology ACAT	Content knowledge of Psychology Majors approximates the national average.	Continue to have GPSYC 101 faculty discuss ways to achieve course objectives.
#2				
#3				
#4				
#5				
#6				
#7	Methodology Sequence Courses	Psychology ACAT	Students have good methodological skills as evidenced by high ACAT scores.	Curriculum Revision: We now offer students a choice between two methodology sequences, and we will use our assessment tools to compare the effectiveness of these different approaches. Further analysis and discussion of how to ensure that transfer students are ready for PSYC 210 will take place this year.
#8		Information Literacy Test for Psychology Majors	Information literacy scores are good. They are also consistent regardless of instructional method.	
#9		Senior Exit Survey	Writing skills can be improved.	
#10		Special Project: Performance in PSYC 210	Transfer students do not earn as high of a grade in PSYC 210 as traditional students.	

Objectives	Course/Learning Experiences	Evaluation/Assessment Methods	Objective Accomplishments/ Results	Uses of Evaluation/ Assessment Results and Actions Taken
#11	Natural Science and Social Science Area Courses	Psychology ACAT	Content knowledge of Psychology Majors is relatively stable and exceeds national averages overall and in several specific domains.	Curriculum Revision: New curriculum increased the number of area courses that students must take. We expect future students to increase their knowledge in core areas of psychology.
#12		APA Goals Activity		
#13		Senior Exit Survey		
#14				
#15	Upper Level Specialty Content Courses	Psychology ACAT	Content knowledge of Psychology Majors approximates the national average.	Curriculum Revision: New curriculum insures that students complete at least one of these courses.
#16		APA Goals Activity		
#17				
#18		Senior Exit Survey		
#19	Capstone Courses	Oral presentation	Faculty evaluate students' performance favorably as measured by high course grades.	Continue to have capstone faculty discuss ways to achieve course objectives.
#20		Writing Assignment		
#21		APA Goals Activity		
#22	Sociocultural Awareness Courses	APA Goals Activity	Some improvement shown in this domain. Students no longer identify this as a significant deficit area.	Curriculum Revision: New curriculum requires each student to take at least one sociocultural course. We will continue to monitor this variable.
#23		Senior Exit Survey		
#24				
#25				

Note: See full assessment report for additional details. Section V (Uses of Evaluation/Assessment Results and Actions Taken) contains additional interpretations and planned actions.

Department of Psychology Assessment Report 2007-2008

I. Objectives

The Department of Psychology approved the following curriculum objectives on in 2005. Students entering JMU during the Fall 2006 began the new major which utilized the following list of objectives.

New Psychology Major Curriculum Objectives (Final Approval - April 18, 2005)

General Psychology (GPSSYC 101)

1. summarize basic theories, concepts and principles of the field of psychology, and how they are influenced by various factors, such as biological, cognitive, developmental, environmental, and social processes.
2. describe the empirical nature of scientific inquiry, and summarize basic research procedures used within the field of psychology.
3. summarize key ethical issues encountered in conducting research and making use of research findings.
4. recognize the key components of critical thinking, and apply critical thinking skills to scholarly and popular media.
5. recognize the historical and cultural influences on basic psychological processes, research findings, and psychological theories.
6. describe the relevance and practical application of psychological knowledge to their everyday lives.

Methodology Sequence Courses

7. demonstrate basic research skills in psychology including: research design, data analysis and interpretation, analysis of ethical issues and application of ethical principles related to psychological research.
8. use critical thinking, skeptical inquiry, and when possible a scientific approach to solve problems related to psychological phenomena.
9. demonstrate information competence and the ability to use computers and other technology for research purposes.
10. effectively report empirical research in written form using APA-style and in an oral presentation format.

Natural and Social Science Area Courses

11. explain major concepts, theoretical perspectives, empirical findings and historical trends in a subset of subfields in psychology.
12. describe how basic research methods in psychology, including research design, data analysis, and interpretation are applied in various subfields of psychology.
13. use critical and creative thinking, skeptical inquiry, and when possible the scientific approach to solve problems related to behavior and mental processes.
14. recognize, understand, and respect the complexity of sociocultural and international diversity and their impact on behavior and mental processes.

15. describe key terms and concepts and summarize important issues in the area of specialization.

Upper Level Specialty Content Courses

16. summarize how the concepts and issues from the area of specialization relate to content in core methodology and content courses.

17. demonstrate critical thinking about specific issues related to the area of specialization for the specific course.

18. apply psychological principles to critical issues within the area of specialization for the specific course.

Capstone Courses

19. analyze, synthesize, and evaluate information from primary sources to address psychologically relevant issues.

20. demonstrate effective written communication skills using APA style to prepare empirically based reports, literature reviews, theoretical papers, and/or program evaluations.

21. demonstrate effective oral communication skills at the individual level using one or more professional formats (e.g., individual paper/proposal presentation, participate as a member of a symposium, etc.); participation in class discussion alone is not sufficient.

Sociocultural Awareness Courses

22. *describe the sociocultural contexts that influence individual differences.*

23. explain how individual differences influence beliefs, values, and interactions with others and vice versa.

24. explain how privilege, power, and oppression may affect prejudice, discrimination, and inequity.

25. recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.

II. Course/Learning Experiences

See the JMU Catalog for the required program of study for the Psychology Major. The learning objectives described above, and the matrix at the beginning of this report are based upon our conceptualization of the Psychology Major as approved by our faculty on April 18, 2005.

III. Evaluation/Assessment Methods

Area Concentration Achievement Test

The Area Concentration Achievement Test (ACAT) in Psychology is a standardized test designed to measure content knowledge. The Psychology Assessment Committee selected the 10 content areas that are assessed with the version of this examination that is administered at JMU. The test is a two hour multiple-choice exam covering the principal sub-disciplines of psychology. The test is intended for senior Psychology Majors who are not necessarily graduate school bound. It examines mastery of concepts, principles, and knowledge expected of students at the end of their program.

The Information Literacy Test for Psychology Majors

The Information Literacy Test for Psychology Majors was developed by Lynn Cameron in consultation with the assessment subcommittee and with the Center of Assessment and Research (CARS). The library liaison made minor changes to the test because of changes to various web links, but for the most part, the test is similar to previous versions. Although the content of the test is similar, the format of the test did change. In the past, this was an online test. And for the last few years several students encountered computer errors while taking the test. To solve this problem, we had students mark their answers on a Scantron card (instead of a computer program). The test consisted of 39 multiple-choice items that measured knowledge in three areas: identifying citations, database searching, and evaluation of sources. The test included searches of LEO, PsycInfo and the Internet. (In the past, the test measured additional content areas, but we reduced the scales to just three that we felt would be more meaningful.)

APA Learning Goals

Students completed a Self-Reflection Exercise of the APA's Learning Goals for the Psychology Major. This instrument was modified from the one used in previous years. Kenn Barron and psychology major student Kara Makara developed this instrument. Students were asked to make four ratings on each of the ten learning goals for undergraduate psychology recently identified by the American Psychological Association (APA). As recommended by a more recent draft published by the APA, each student was asked to rate each goal on the different levels of learning from Bloom's Taxonomy of Knowledge. Students were asked if they remember learning about the goal, if they understand the goal, if they can apply the goal, and finally if they can evaluate/analyze the goal. They also were prompted to explain their ratings by providing open-ended feedback. Students expecting to graduate in May or December of 2008 took the survey.

Motivation Scale

All students completed the 10-item Motivation Scale developed by Donna Sundre to assess their motivation and effort while taking the psychology assessment. This scale is also known as the Student Opinion Survey (SOS). Higher scores on this test indicate higher motivation. The maximum score is 50. This 10-item test has two sub-scores: importance and effort.

Senior Exit Survey

The Senior Exit Survey of the Department of Psychology is an instrument developed by the assessment subcommittee to collect data for Academic Program Reviews. It consists of 113 items covering most aspects of student experience in the major: faculty and peer advising; relationships with school administrators and staff; communications; course evaluation; overall satisfaction with the major; achievement of goals and objectives; reasons for choosing a Psychology Major; special learning experiences; future plans. Currently, the test is taken online.

Other Assessment Projects

Several faculty, or faculty-student teams have been conducting additional assessment projects throughout the academic year. These projects each have focused goals and their own methodology, and sometimes result in contributions to the professional literature regarding

assessment in psychology. These projects and their finds are reported at the end of this report, prior to the appendices.

Procedures

All Psychology Majors who were expected to graduate in 2008 were contacted by e-mail and required to participate in assessment testing on February 12, 2008. This requirement was also announced in upper-level psychology classes. Students unable to attend Assessment Day were asked to complete a make-up test.

At the start of Assessment Day, all students completed the Academic Skills Inventory. Only students graduating in May were eligible to take the standardized content test (ACAT). The rationale for this is to insure that they have completed most (if not all) of their psychology coursework before being asked to take the content test. Remaining May graduates, and all other graduates, were directed to a computer laboratory to complete the Information Literacy Test for Psychology Majors and the APA Learning Goals. At the end of Assessment Day, all students completed the Motivation Scale. For the make-up activities, students completed the Information Literacy Test for Psychology Majors, Self-Reflection Exercise on APA Goals, and the Motivation Scale. Based on the number of graduation applications filed this year, we estimate that at least 90% of our graduating seniors participated in Assessment Day activities or completed a make-up exam.

All students were also asked to complete the on-line version of the Senior Exit Survey. 182 students completed the survey during the Spring semester.

IV. Objective Accomplishments/Results

Area Concentration Achievement Test (ACAT)

Results for the 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008 ACAT administrations are provided in Tables 1 through 4. The self-reported characteristics of students taking the ACAT are listed below in Table 1. Test scores for each of the ACAT subscales are listed in Tables 2, 3, and 4. The ACAT is standardized with a mean of 500 and a standard deviation of 100. Percentile ratings are presented in the tables. Percentiles represent the rankings of JMU students compared to other institutions using the ACAT with senior students. The institutions in the comparison group vary from year to year and are not representative of all four-year undergraduate psychology programs. The methods of selection of participants at other institutions, their participation rates, preparation of students, and reasons for testing is not known and is not likely to be consistent with our methodology. For these reasons, results of the ACAT are less useful for determining the strength of our program in comparison to other institutions. The ACAT is most useful for the identification of relative strengths and weakness within the JMU psychology program from year to year. It will be very important to note changes in our scores as students begin to complete the new curriculum.

Students take the individual ACAT sub-scale tests regardless of whether or not they have completed the related class. We are proud of the performance of our students on the ACAT. Our student scores dropped slightly from last year. However, our students still scored above the 50th percentile in most areas. This year, our students performed better than last year on the Animal Learning/Motivation subtest. Scores were lower than last year on the Abnormal, Experimental Design, Human Learning/Cognition, Personality, Physiological, Sensation and

Perception, Social Psychology, and Statistics subtests. The overall score was also lower. A drop in ACAT performance is a matter of concern that will be discussed by the Assessment Committee and among program faculty.

Table 1: Self-Reported Characteristics of ACAT students

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Gender							
Male	17	12	21	15	15	19	9
Female	83	84	78	85	85	79	91
Overall GPA							
1.5 - 2.0	0	0	0	0	1	0	0
2.1 - 2.5	4	10	4	2	4	3	3
2.6 - 3.0	30	31	31	32	16	21	15
3.1 - 3.5	52	49	44	41	57	51	43
3.6 - 4.0	14	7	20	23	22	24	39
Psychology GPA							
1.5 - 2.0	0	0	0	1	1	0	0
2.1 - 2.5	2	8	6	3	2	3	0
2.6 - 3.0	23	32	19	19	15	9	16
3.1 - 3.5	50	46	45	40	38	45	29
3.6 - 4.0	25	11	29	31	43	38	55
Other Information							
Transfer Students	26	23	30	34	20	33	27
Planning graduate studies	68	62	68	68	79	87	70

Table 2: JMU Standardized Scores on the ACAT

Area Tested	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Abnormal	Standard Score	531	512	516	556	546	559
	Percentile	62	55	56	71	68	72
Animal Learning/Motivation	Comparison Group Size	9036	8782	11227	11708	12135	12798
	Standard Score	505	497	484	511	504	511
Developmental	Percentile	52	49	44	54	52	54
	Comparison Group Size	4752	4607	5528	5427	5262	5494
Experimental Design	Standard Score	508	519	517	499	496	512
	Percentile	53	58	57	50	48	55
Human Learning/Cognition	Comparison Group Size	8695	8356	10683	11161	11615	12493
	Standard Score	524	529	537	567	551	557
Personality	Percentile	59	61	64	75	69	72
	Comparison Group Size	9458	9337	11735	12078	12456	13141
Physiological	Standard Score	541	527	511	521	523	554
	Percentile	66	61	54	58	59	71
Social Psychology	Comparison Group Size	7810	7618	9372	9531	9466	9694
	Standard Score	504	493	501	586	574	580
Statistics	Percentile	52	47	50	81	77	79
	Comparison Group Size	6611	6613	8163	8471	8818	9403
Sensation and Perception	Standard Score	489	514	502	534	509	527
	Percentile	46	56	51	63	54	61
Overall Performance	Comparison Group Size	6172	6001	7515	7762	7908	8393
	Standard Score	501	488	501	491	481	520
Abnormal	Percentile	50	45	50	46	42	58
	Comparison Group Size	2338	2470	3202	3488	3667	4088
Animal Learning/Motivation	Standard Score	492	516	517	556	546	552
	Percentile	47	56	57	71	68	70
Developmental	Comparison Group Size	8440	8151	10412	10911	11292	12024
	Standard Score	543	525	546	565	552	565
Experimental Design	Percentile	67	60	68	74	70	74
	Comparison Group Size	8943	8904	11192	11625	12036	12806
Human Learning/Cognition	Standard Score	517	513	516	559	540	564
	Percentile	57	55	56	72	66	74
Personality	Comparison Group Size	4967	4931	5966	6021	5943	6125
	Standard Score	517	513	516	559	540	564
Physiological	Percentile	57	55	56	72	66	74
	Comparison Group Size	4967	4931	5966	6021	5943	6125
Social Psychology	Standard Score	492	516	517	556	546	552
	Percentile	47	56	57	71	68	70
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	Percentile	57	55	56	72	66	74
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	Standard Score	517	513	516	559	540	564
Overall Performance	Percentile	57	55	56	72	66	74
	Comparison Group Size	4967	4931	5966	6021	5943	6125

Table 3: JMU Raw Score on the ACAT

Area Tested	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Abnormal							
Mean % Correct	66	65	63	73	72	75	66
Standard Deviation	21	18	19	15	19	18	19
Animal Learning/Motivation							
Mean % Correct	53	53	49	56	54	55	59
Standard Deviation	18	16	17	17	16	17	19
Developmental							
Mean % Correct	64	67	66	63	61	63	63
Standard Deviation	15	15	14	13	14	15	14
Experimental Design							
Mean % Correct	58	60	60	65	63	64	58
Standard Deviation	15	14	16	15	14	17	16
Human Learning/Cognition							
Mean % Correct	48	46	43	46	46	52	48
Standard Deviation	17	15	13	15	14	14	14
Personality							
Mean % Correct	57	55	55	71	70	73	58
Standard Deviation	19	17	18	18	19	19	14
Physiological							
Mean % Correct	33	40	36	44	41	45	43
Standard Deviation	18	18	16	19	18	19	14
Sensation and Perception							
Mean % Correct	50	50	51	51	49	55	47
Standard Deviation	19	15	19	15	18	15	17
Social Psychology							
Mean % Correct	50	55	54	62	60	61	53
Standard Deviation	16	14	13	17	17	17	16
Statistics							
Mean % Correct	57	55	58	63	61	64	57
Standard Deviation	17	16	16	16	17	16	14
Overall Score							
Mean % Correct	54	55	54	60	58	61	56
Standard Deviation	11	10	9	8	9	9	8

Table 4: Relationship Between Content Area Scores and Self-Reported GPA

Area Tested	Correlation with...	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Abnormal	overall GPA	.26*	.05	.268*	.109	.098	.102	.047
	psychology GPA	.30*	.10	.352*	.126	.062	.227*	.039
Animal Learning/Motivation	overall GPA	.22	.30*	.165	.160	.096	.116	.098
	psychology GPA	.19*	.35*	.190	.146	.103	.068	.120
Developmental	overall GPA	.31	.08	.301*	.423*	.276*	.216*	.190
	psychology GPA	.20*	.19	.328*	.274*	.185	.260*	.250*
Experimental Design	overall GPA	.15*	.22*	.343*	.069	.311*	.219*	.427*
	psychology GPA	.26	.34*	.397*	.055	.249*	.262*	.414*
Human Learning/Cognition	overall GPA	.23*	-.04	.359*	.327*	.198	.201*	.024
	psychology GPA	.34*	.12	.333*	.219*	.139	.185	.076
Personality	overall GPA	.25*	.07*	.342*	.123	.284*	.177	.318*
	psychology GPA	.44*	.23*	.386*	.202*	.216*	.179	.262*
Physiological	overall GPA	.19*	-.02	.216*	.185	-.109	.087	.081
	psychology GPA	.21	.09	.237*	.241*	.003	.113	.079
Sensation & Perception	overall GPA	.11	-.02	.144	-.025	-.016	.055	.051
	psychology GPA	-.01	.14	.122	.116	.096	.168	.103
Social	overall GPA	.12	-.04	.050	.173	.023	.108	.184
	psychology GPA	.13	.18	.074	.053	.071	.057	.266*
Statistics	overall GPA	.11*	.08*	.228*	.236*	.211*	.285*	.157
	psychology GPA	.21	.32*	.258*	.096	.319*	.286*	.238*
Overall Score	overall GPA	.33*	.10*	.432*	.362*	.247*	.296*	.306*
	psychology GPA	.40*	.36*	.483*	.316*	.263*	.343*	.359*

Note: * indicates a statistically significant relationship with alpha = .05.

The Online Information Literacy Test (ILT) for Psychology Majors

A total of 78 students took the Information Literacy Test; out of a total of 39 possible correct, the students averaged 30.2 (77.4%). The lowest score was 18 (obtained by one student); the highest score was 37 (obtained by three students). See Table 5 below.

To measure internal consistency of the test, we calculated Cronbach's alpha. The alpha for the test was .70.

Table 5: Descriptive Statistics (whole test)

	N	Min.	Max.	Mean	Std. Dev.	Skewness	Kurtosis
Score	78	18.00	37.00	30.2179	4.08560	-.818	.610
Valid N (listwise)	78						

Specific Subscales

There are three subscales to the ILT: Identifying Citations, Database, and Critically Evaluating Sources. The Identifying Citations subsection assesses students' ability to recognize different types of articles. The Database subsection assesses students' ability to use various databases and search engines to find relevant information. And, finally, the Critically Evaluating Sources subsection assesses students' ability to recognize the strengths and weaknesses of different sources. See Table 6 for the mean and standard deviation of each subscale. To measure the internal consistency of these subscales, we computed the Cronbach's alpha for each scale. The alpha for the Critically Evaluating Sources subscale was 0.53, the alpha for the Database subscale was 0.56, and the alpha for the Identifying Citations subscale was 0.31. The Cronbach's alpha for the various subscales is low. Future work will need to be done to improve the reliability of these subscales. A more detailed report of these results is available upon request.

Table 6: Descriptive Statistics (specific subscales)

	N	Mean % Correct	Std. Deviation % Correct
Identifying Citations	78	79.49	16.54
Database	78	64.42	17.39
Critically Evaluating Sources	78	80.77	10.38
Valid N (listwise)	78		

Methodological Note

Do students who attend the regular session outperform students attending the make-up session? Forty-nine students attended the regular session; 29 students attended the make-up session. Students attending regular sessions achieved an average of 31.16 points (79.90%) on this assessment, while make-up students achieved a mean of 28.62 (73.39%). These differences were statistically significant ($F(1, 76 = 7.666; p < 0.01)$). These differences were also practically significant, giving an effect size of 0.65 (following the recommendations of Cohen, 1992, this effect size is considered medium to large), meaning attendees in the regular session scored 0.65

standard deviations higher than those in the make-up session. It is unclear whether these differences are due to differences in samples of students from the “regular” versus “make-up” groups, differences in motivation, or other issues.

A copy of the full report of the Information Literacy Test is available upon request.

Self-Reflection Exercise on APA Learning Goals for the Psychology Major

Each APA recommended Learning Goal and Outcome was rated on a 5-point scale by senior psychology students ($N = 72$) across four levels of learning: remembering, understanding, applying, and evaluating. We found that the goals receiving higher ratings across all levels were values in psychology, communication skills, and personal development (all $M > 4.20$). We found that the goals receiving the lowest ratings across levels was career planning and development. Even our lowest rated goals still received scores of 3.37 to 3.683 on all four levels of learning indicating some level of achievement in these domains. It is noteworthy that one of our department’s significant concerns in the past was our students’ lack of understanding of sociocultural issues. From student’s self-perceptions as reported, here, there appears to be no deficit in this domain (Goal 8) compared to other goals.

It is hoped that as students progress through the major, they will mature in their level of knowledge, going from remembering, understanding, applying, to evaluating and being able to analyze the goal. Typically, students gave their highest ratings on remembering and lowest on being able to evaluate/analyze the goal, following the natural pattern of Bloom’s Taxonomy. Table 7 displays the means and standard deviations for the 2008 data. Table 8 displays the means

over time from 2006 to 2008.

A full copy of a report on the Self-Reflection Exercise on APA Learning Goals for the Psychology Major is available upon request.

Table 7. *M* and *SD* for the 10 APA goals at the 4 Levels of Learning – 2008 data

Goal	Mean ^a	SD ^a	Goal	Mean ^a	SD ^a
1. Knowledge base of Psychology			6 – Information and Technological Literacy		
1a	4.39	.74	6a	4.42	.77
1b	4.15	.78	6b	4.22	.74
1c	4.01	.78	6c	3.87	.88
1d	3.93	.83	6d	3.76	1.04
2 – Research Methods in Psychology			7 – Communication Skills		
2a	4.49	.67	7a	4.52	.67
2b	4.11	.80	7b	4.42	.69
2c	3.83	.90	7c	4.29	.80
2d	3.75	1.07	7d	4.27	.81
3 – Critical Thinking Skills in Psychology			8 - Sociocultural & International Awareness		
3a	4.23	.96	8a	4.23	1.00
3b	4.26	.82	8b	4.35	.83
3c	4.21	.80	8c	4.29	.85
3d	4.17	.82	8d	4.19	.93
4 – Application of Psychology			9 – Personal Development		
4a	4.31	.96	9a	4.38	.96
4b	4.26	.92	9b	4.42	.88
4c	4.13	1.03	9c	4.35	.89
4d	4.13	.99	9d	4.28	.91
5 – Values in Psychology			10 – Career Planning and Development		
5a	4.53	.69	10a	3.65	1.21
5b	4.43	.75	10b	3.68	1.16
5c	4.33	.77	10c	3.37	1.14
5d	4.24	.81	10d	3.37	1.10

a. Means and standard deviations are based on a 5-point scale

Levels: a – remembering; b – understanding; c – applying; d – evaluating

Table 8. Comparing 2006-2008 Means on the 10 APA Goals

Goal	M ₂₀₀₆	M ₂₀₀₇	M ₂₀₀₈	Goal	M ₂₀₀₆	M ₂₀₀₇	M ₂₀₀₈
1 – Knowledge Base of Psychology				6 – Information and Technological Literacy			
1a	4.22	4.39		6a	4.23	4.42	
1b	4.17	4.05	4.15	6b	4.12	4.22	
1c	3.99	4.01		6c	3.96	4.07	3.87
1d	3.78		3.93	6d		3.90	3.76
2 – Research Methods in Psychology				7 – Communication Skills			
2a	4.45	4.49		7a	4.39	4.52	
2b	4.22	4.24	4.11	7b	4.50	4.42	
2c	4.02	3.83		7c	4.46	4.29	4.17
2d	3.82		3.75	7d	4.33	4.27	
3 – Critical Thinking Skills in Psychology				8 – Sociocultural & International Awareness			
3a	4.07	4.23		8a	4.05	4.23	
3b	4.16	4.26		8b	4.18	4.35	
3c	3.82	4.13	4.21	8c	4.16	4.29	4.08
3d	3.94		4.17	8d	4.07	4.19	
4 – Application of Psychology				9 – Personal Development			
4a	4.17	4.31		9a	4.44	4.38	
4b	4.00	4.27	4.26	9b	4.41	4.42	4.29
4c	4.11	4.13		9c	4.46	4.35	
4d	4.02		4.13	9d	4.41	4.28	
5 – Values in Psychology				10 – Career Planning and Development			
5a	4.52	4.53		10a	3.70	3.65	
5b	4.45	4.43		10b	3.74	3.68	
5c	4.19	4.43	4.33	10c	3.92	3.37	3.63
5d	4.34	4.24		10d	3.61	3.37	

Note. Means are based on a 5-point scale

Levels: a – remembering; b – understanding; c – applying; d – evaluating

Motivation

On average, students reported being neutral (mean: 3.184) on statements of whether they viewed the test as important, but tended to agree with statements that they made an effort on them (mean: 3.75). See Table 9.

Cronbach's alpha was calculated for each subscale. For Effort the alpha was 0.82, and for Importance the alpha was 0.85.

Table 9: Effort and Importance Subscales

	N	Minimum	Maximum	Mean	Std. Deviation
Imp_AVG	175	1.40	5.00	3.1840	.81915
Eff_AVG	173	2.00	5.00	3.7514	.65126
Valid N (listwise)	173				

Assessment Day vs. Make Up Session

There was not a significance difference in how students rated the importance of the assessment tests on Assessment Day or the Make-up session, $F(1, 73) = 0.727$; $p > 0.05$. The effect size for importance was 0.21. However, students who attended make-up sessions reported significantly less effort on the assessment tests compared with the students who took the same tests on Assessment Day, $F(1, 73) = 9.722$, $p < .01$. The effect size for effort was 0.75. This significant reduction in effort by students taking makeup tests might have had an important impact on performance on the Information Literacy Test and Self-Reflection on APA Goals Exercise, but would not have an effect on performance on the ACAT since no students completed this test as a makeup.

ACAT vs. non-ACAT

Another question was whether ACAT students exhibited different motivation than non-ACAT students. The answer to this question is no: no statistically significant differences were found for the importance ($F(1, 145) = 1.045$, $p > 0.05$) and effort subscales ($F(1, 143) = 2.872$, $p > 0.05$) between non-ACAT and ACAT students. See Table 10.

Table 10: Means of ACAT

type	Imp_AVG	Eff_AVG
Non-ACAT	3.1333	3.9208
N	48	48
Std. Deviation	.66950	.52307
ACAT	3.2768	3.7381
N	99	97
Std. Deviation	.85271	.64959
Total	3.2299	3.7986
N	147	145
Std. Deviation	.79806	.61486

A full copy of a report on the Motivation Scores is available upon request.

Senior Exit Survey

180 seniors completed the Senior Exit Interview. Information about additional entry status, gender, ethnicity, and grade point averages are summarized in Tables 10-15 respectively.

Table 13 includes the year in school the Psychology Major was declared.

Table 11: Status when you first arrived at JMU

Freshman	Transfer Student
152 (84.4%)	28 (15.6%)

Table 12: Gender

Female	Male
151 (83.9%)	29 (16.1%)

Table 13: Ethnicity

Caucasian	African American	Hispanic	Asian American	Other
164 (91.1%)	3 (1.7%)	2 (1.1%)	6 (3.3%)	5 (2.8%)

Table 14: Reported Grade Point Average

2.0-2.4	2.5-2.9	3.0-3.4	3.5-4.0
2 (1.1%)	22 (12.2%)	82 (45.6%)	74 (41.1%)

Table 15: Year psychology was declared as a major

Freshman	Sophomore	Junior	Senior
78 (43.3%)	74 (41.1%)	25 (13.9%)	3 (1.7%)

Advising

Most seniors (165; 92.2%) stated that they had interacted with their academic advisor in Psychology to obtain advising assistance or information. (This number represents a 4.3% increase in the number of seniors who interacted with their advisors from last year.) The pattern of ratings for the eight questions has been fairly constant over the last twelve years. The majority of students agreed or strongly agreed with every item indicating their satisfaction with advising. (Data from students who had NOT met with their faculty advisor are excluded.)

	1	2	3	4	N/A
strongly disagree		disagree	agree	strongly agree	not applicable

MY ACADEMIC ADVISOR:

Has sufficient knowledge of Psychology/JMU policies, processes, and requirements to provide me with accurate useful information.

(1)	5%	(2)	5%	(3)	36%	(4)	54%	(N/A)	1%
-----	----	-----	----	-----	-----	-----	-----	-------	----

Is accessible via office hours, email or other modes of communication.

(1)	2%	(2)	3%	(3)	36%	(4)	58%	(N/A)	1%
-----	----	-----	----	-----	-----	-----	-----	-------	----

Advises on immediate academic problems.

(1)	3%	(2)	9%	(3)	32%	(4)	39%	(N/A)	18%
-----	----	-----	----	-----	-----	-----	-----	-------	-----

Advises on long-range planning and vocational opportunities.

(1)	5%	(2)	11%	(3)	31%	(4)	34%	(N/A)	19%
-----	----	-----	-----	-----	-----	-----	-----	-------	-----

Is well informed about campus support services (e.g. tutors, counseling) and refers me to other sources of information and assistance when such referral better suits my needs.

(1)	3%	(2)	5%	(3)	34%	(4)	33%	(N/A)	26%
-----	----	-----	----	-----	-----	-----	-----	-------	-----

Respects my feelings and concerns.

(1)	2%	(2)	3%	(3)	30%	(4)	55%	(N/A)	11%
-----	----	-----	----	-----	-----	-----	-----	-------	-----

Is helpful and effective.

(1)	3%	(2)	11%	(3)	32%	(4)	48%	(N/A)	6%
-----	----	-----	-----	-----	-----	-----	-----	-------	----

Overall, I am pleased with my relationship with my academic advisor.

(1)	6%	(2)	15%	(3)	35%	(4)	43%	(N/A)	2%
-----	----	-----	-----	-----	-----	-----	-----	-------	----

Peer Advising

Eighty-two students (45.6%) consulted Peer Advising at some time. The following ratings are the responses of students who used the Peer Advising services. Consistent with previous years, the evaluation of the peer advisors is positive.

1	2	3	4	N/A
strongly disagree	disagree	agree	strongly agree	not applicable

THE PEER ADVISORS:

- Have sufficient knowledge of Psychology/JMU policies, processes, and requirements to provide me with accurate useful information.
(1) 2% (2) 0% (3) 48% (4) 45% (n/a) 5%
- Have sufficient and convenient office hours to meet my needs.
(1) 3% (2) 0% (3) 50% (4) 45% (n/a) 2%
- Advises on immediate academic problems.
(1) 2% (2) 2% (3) 39% (4) 40% (n/a) 16%
- Advises on long-range planning and vocational opportunities.
(1) 2% (2) 4% (3) 38% (4) 37% (n/a) 20%
- Are well-informed about campus support services (e.g. tutors, counseling) and refers me to other sources of information and assistance when such referral better suits my needs.
(1) 2% (2) 1% (3) 40% (4) 40% (n/a) 16%
- Respect my feelings and concerns.
(1) 2% (2) 0% (3) 43% (4) 45% (n/a) 10%
- Are helpful and effective.
(1) 2% (2) 1% (3) 46% (4) 49% (n/a) 1%

Overall, I was pleased with peer advising.

Yes:	97.6%
No:	2.4%

Department Head, Assistant Department Head, and Department Secretaries

Students were asked to evaluate the Department Head, Assistant Department Heads, and the Department Secretaries only if they have had contact with them in their official roles. See Tables 16, 17, and 18 for the percentage of students that agreed or strongly agreed with the statements on the senior exit survey. Consistent with previous years, students believe that the departmental administration and staff provide both helpful advice and treat students courteously. The evaluations of the Department Head were even more favorable than usual. Of the 49 seniors who had direct communication with the Department Head, 100% of the students reported that they were treated courteously. This is a 9.8% increase from last year. Fewer students reported meeting with both the Assistant Department Heads and the secretaries this year. Last year, 42 seniors met with the Assistant Department Heads; this year the number dropped to 33 students. The number of seniors meeting with the secretaries dropped from 101 to 85.

Table 16: Evaluation of Department Head

	% of students that agree or strongly agree	Sample Size
Received helpful advice	97.9%	47
Were treated courteously	100%	49

Table 17: Evaluation of Assistant Department Heads

	% of students that agree or strongly agree	Sample Size
Received helpful advice	93.8%	32
Were treated courteously	97.0%	33

Table 18: Evaluation of Secretaries

	% of students that agree or strongly agree	Sample Size
Received helpful advice	96.3%	82
Were treated courteously	95.3%	85

Department Communications

Although the undergraduate program is large, seniors report that the current method for communication is effective. Consistent with previous years, the most effective form of communication is the E-mail news. 167 students (93.8%) agree or strongly agree that E-mail news is an effective method of communication. The percentage of students who agree or strongly agree with that E-mail news is effective is the same as last year. This result is important because during the 2007-2008 academic year the frequency of E-mail News dropped from a weekly publication to an e-mail that was sent approximately every other week. 158 students (89.3%) agree or strongly agree that class announcements are an effective method of communication. 145 students (85.3%) of students agree or strongly agree that the psychology webpage is an effective method of communication.

Psychology-Related Clubs and Societies

About half of our students (51.1%) report being involved in a psychology-related club or societies. 32.8% of students report being involved with Psi Chi, the Psychology Honor's Society. 20.6% of our students report involvement with Psychology Club. 10.0% of our students report involvement with Peer Advising. 2.2% of our students report being involved with the Student Advisory Committee. None of our graduating seniors report involvement in ABPsi, the Student Circle of Black Psychologists. (Last year, 1.1% of our students reported involvement in ABPsi.)

Goals and Objectives of the Psychology Major

The Psychology Major has a number of explicit academic and personal growth goals and objectives. Students were asked to indicate how helpful they thought the Psychology Major was in reaching these goals and objectives. (These are not the official goals and objectives of the Psychology Major.) Listed below (in rank order) are the goals and objectives the students evaluated. Each statement was evaluated on a 4-point scale with 1 = Not at all helpful and 4 = Extremely helpful.

- Developing a knowledge base that was cumulative across the courses you took, which included basic terminology, concepts and theories of psychology ($M=3.33, SD=.64$)
- Developing an awareness of the profession's ethical principles and guidelines for research and practice in psychology ($M=3.30, SD=.66$)
- Enhancing your personal and professional growth ($M=3.30, SD=.73$)
- Developing the ability to read and evaluate research in psychology ($M=3.30, SD=.68$)
- Acquiring an appreciation of and respect for individual difference and diversity of experiences and background ($M=3.22, SD=.74$)
- Understanding how the discipline of psychology might be used to address societal problems ($M=3.16, SD=.72$)
- Developing critical thinking and problem-solving skills ($M=3.13, SD=.67$)
- Integrating information from the various sub-disciplines of psychology ($M=3.07, SD=.72$)
- Learning and applying psychological principles and theories of human and animal behavior ($M=3.05, SD=.66$)
- Learning the relationships among psychology, the physical sciences, and the social sciences ($M=3.05, SD=.70$)
- Examining the cultural and community context in which psychological knowledge is developed and applied ($M=3.04, SD=.74$)
- Understanding how the discipline of psychology can be used in the education profession ($M=3.03, SD=.73$)
- Acquiring statistical and research skills used in the behavioral sciences ($M=3.00, SD=.81$)
- Integrating research and statistical skills with content material from upper level courses ($M=2.99, SD=.78$)
- Developing writing skills ($M=2.78, SD=.80$)
- Evaluating the diverse professional opportunities in psychology ($M=2.77, SD=.83$)
- Developing oral communication skills (learning to speak effectively) ($M=2.73, SD=.88$)

The program appears to be successful in helping students attain all the goals we have established. The rank ordering is similar over the last 10 years. Evaluating professional opportunities, developing writing skills, and developing oral communication skills have consistently been rated the lowest among the goals over the last 10 years. The following table shows our progress with respect to the goals of greatest concern during the past several years:

Table 19: Change in self-reported achievement of selected goals over time

Goals/ Objective	2006	2007	2008
Acquiring an appreciation and respect for individual difference and diversity of experiences and background	3.12	3.15	3.22
Examining the cultural and community context of psychology	2.92	2.90	3.04
Understanding how psychology addresses social problems	2.92	2.91	3.16
Integrating research and statistical skills with content from upper-level courses	2.91	2.88	2.99
Developing writing skills	2.80	2.69	2.78
Developing oral communication skills	2.67	2.57	2.73
Evaluating professional opportunities in psychology	2.62	2.66	2.77

As can be seen, we have recently shown some improvement in goals related to appreciation of diversity, background and experience, and how psychology addresses social problems. This may be a result of our expanded focus on sociocultural issues within our curriculum. We have also experienced an improvement in student awareness of professional opportunities in psychology. This may be a result of the offering of new experimental courses during 2007-2008 regarding preparing for a career in psychology. We will monitor these changes in the future to determine if the effect is sustained. We will continue to discuss ways to improve oral communication, writing, and research and statistical application skills among our students. This continues to be a challenge given the number of students who major in psychology and the high student to faculty ratio in this department.

Experiential Learning

Of 134 students 23.1% report few or too few opportunities for field placement. (This is down from 27.3% in 2007 and 29.6% in 2006.) While only 11.5% of 148 students report few or too few opportunities to participate in research (project assistantship, independent study, thesis). (This is similar to 12% in 2007 and 13% in 2006.) The number of students participating in a special learning project is listed in Table 20.

Table 20a: Number of semesters involved with a special learning project (out of all students who answered the question)

	None	One	Two or more
Directed Studies (PSYC 290)	109 (60.6%)	43 (23.9%)	28 (15.6%)
Independent Studies (PSYC 402)	80 (44.9%)	52 (29.2%)	46 (25.8%)

Table 20b: Number of semesters completing a field experience (out of students who report completing at least one field experience)

	One	Two or more
Field Experiences	39 (86.7%)	6 (13.3%)

Students were asked to evaluate their special learning experiences on a 4-point scale. Specifically, students were asked how worthwhile the experience was. Higher numbers indicate a more worthwhile experience. Descriptive statistics are listed below in Table 21.

Table 21: How worthwhile was your special learning experience?

	Evaluation on 4-point scale	Sample size
Directed Studies	$M = 3.12$ ($SD = .80$)	120
Independent Studies	$M = 3.39$ ($SD = .75$)	134
Honor Thesis	$M = 3.68$ ($SD = .48$)	19
Field Experiences	$M = 3.57$ ($SD = .68$)	47

Twenty students reported completing an Honor's Thesis this year. (This value is a slight decline from the 25 students who completed a thesis in 2007. The number is still much higher than the 12 students who reported completing a thesis in 2006.) 100% of these students agree or strongly agree that their thesis was a worthwhile educational experience.

Psychology Learning Community

Seventeen students reported being a member of the Psychology Learning Community.

94.1% of these students agree or strongly agree that the Learning Community was a worthwhile experience.

Evaluation of Psychology Major

Table 22 displays students' evaluation of how challenging they find psychology courses to be and Table 23 displays students' evaluation of various aspects of the Psychology Major. Consistent with previous years, students appear least satisfied with psychology classrooms and laboratories. Hopefully these numbers will improve now that we have moved into new facilities in Miller Hall.

Table 22: Course Evaluation

	Not Many	About Half	Most of Them
How many were not at all demanding?	152 (84.4%)	25 (13.9%)	3 (1.7%)
How many were appropriately challenging?	2 (1.1%)	39 (21.7%)	139 (77.2%)
How many were too difficult?	146 (81.1%)	32 (17.8%)	2 (1.1%)

Table 23: Evaluations of Psychology Major (higher numbers indicating more favorable evaluation)

	Evaluation on 4-point scale
Satisfied with decision to major in psych?	$M = 3.62$ ($SD = .63$)
Intellectual climate of psych stimulating?	$M = 3.46$ ($SD = .62$)

	Evaluation on 5-point scale
Comfort of classrooms and labs?	$M = 3.24$ ($SD = 1.02$)
Reputation of psych on JMU campus?	$M = 4.37$ ($SD = .70$)
Well-equipped classrooms and labs?	$M = 3.84$ ($SD = .74$)

Future Plans and Preparations

Table 24 lists students' plans for after graduation. 89.7% ($n = 116$) students report being satisfied or very satisfied with the way the Psychology program prepared them for graduate school. 78.6% ($n = 131$) students report being satisfied or very satisfied with the way the Psychology program prepared them for employment immediately after the BA/BS degree. These numbers are slightly lower than last year. Last year, 96.8% and 87.1% were satisfied or very satisfied with the way the Psychology program prepared them for graduate school and employment respectively.

Table 24: Which of the following best describes your plans for after graduation?

Employment (graduate school unlikely)	Employment (graduate school later)	Graduate school next academic year	Other
14 (7.8%)	74 (41.1%)	74 (41.1%)	18 (10.0%)

Why Major in Psychology?

Listed below (in rank order) are student ratings of possible reasons for deciding to major in psychology. Each statement was evaluated on a 4-point scale with 1 = Not at all relevant and 4 = Extremely relevant. The rank order of the responses is nearly identical to last year's data.

I chose to major in Psychology because...

- I wanted a career in a helping profession ($M=3.26$, $SD=.93$)
- I wanted to understand myself and others better ($M=3.09$, $SD=.89$)
- I wanted a career in psychology ($M=2.83$, $SD=.98$)
- I believed that a psychology major would be a good preparation for many careers and I wanted to leave my options open ($M=2.79$, $SD=1.04$)
- I enjoyed the scientific approach to understanding human behavior ($M=2.53$, $SD=1.04$)
- I believed that psychology is a good liberal arts major ($M=2.51$, $SD=1.03$)
- I was undecided for a while but I seemed to do well in psychology. ($M=1.66$, $SD=.93$)
- JMU does not offer a major more relevant to my interests (e.g. education) ($M=1.59$, $SD=.88$)
- I originally preferred a different major but I seemed to do better in psychology ($M=1.41$, $SD=.74$)
- Other students recommended the psychology major to me ($M=1.30$, $SD=.58$)
- An advisor recommended the psychology major to me ($M=1.23$, $SD=.56$)

General Comments

Most written comments were positive. The complete list of comments is available upon request.

Special Projects Related to Assessment

This year, the Department of Psychology Faculty completed several assessment related projects. These projects include:

- Transfer Student Performance in PSYC 210
- Honor Thesis Experience
- A Comparison of Student Performance in Hybrid and Traditional Sections of GPSYC 160
- Graduate School Attendance by Psychology Major Graduates

Results to these projects are included on the following pages.

Transfer Student Performance in PSYC 210

Faculty who teach PSYC 210 (Psychological Statistics) have discussed how some students do not seem to be ready for the course. Some students seem to grasp the material more easily than other students. In trying to figure out if some students were not prepared for PSYC 210, we looked at the students' transcripts.

One hypothesis was that students who completed MATH 220 (or an equivalent transfer course) would have an advantage over students who completed an alternative 200-level Math course. To test this hypothesis, we compared students' final grade in PSYC 210 during the Fall 2007 semester. This hypothesis was not supported. The 117 students who had MATH 220 credit ($M = 3.21$, $SD = .81$) did not differ significantly with the students 19 students who did not have MATH 220 credit ($M = 3.226$; $SD = .90$), $t(134) = .31$, $p = .759$.

Our second hypothesis was that transfer students were not as prepared for PSYC 210 as traditional students. This hypothesis was supported. The 94 traditional students ($M = 3.25$, $SD = .74$) earned a significantly higher grade in PSYC 210 than the 25 transfer students ($M = 2.72$; $SD = .90$), $t(117) = 3.06$, $p = .003$.

We have reported these results to Institutional Research. We plan on monitoring the performance of transfer students during future semesters.

Honors Thesis Experience

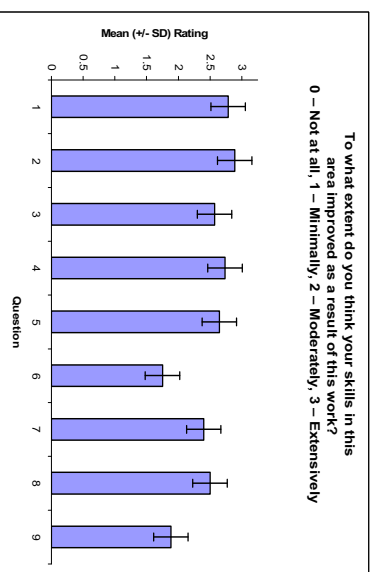
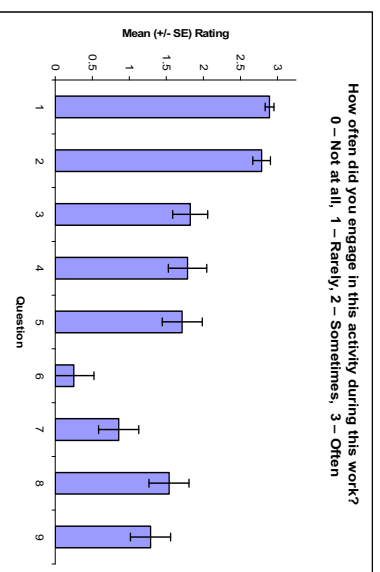
During the summer of 2007, an e-mail was sent to 72 students who were enrolled in PSYC 499A, 499B or 499C (Honors Thesis) during the Fall 2006, Spring 2007, and Summer 2007 semester asking them to complete an online questionnaire about their research experience.

- 28 students responded
 - 7 males; 21 females
 - All 18-22 year of age
 - 24 Caucasian; 1 Hispanic, 2 Other, 1 did not answer;
- Plans next year:
 - 9 had been accepted to graduate school
 - 13 planned to attend graduate school but had not yet been accepted
 - 6 intended to get a job but to attend graduate school within the next 5 years
- Progress toward completion of the thesis
 - 13 finished 499C in Spring 2007
 - 2 had completed 499B and were enrolled in 499C
 - 13 had completed 499A only

The questionnaire included items about the activities listed below. A summary of students' responses appears in the graph accompanying each section. Students also provided an overall rating of the experience, summarized in the last graph.

The Research Process

- 1 - Research Idea Development** (e.g., brainstorming, generating hypotheses, theory development, research design)
- 2 - Literature Review** (e.g., information gathering with PsycINFO, MEDLINE, or ERIC, reading, discussing, summarizing, integrating, and/or synthesizing literature)
- 3 - Technical Activities** (e.g., setting up research materials/equipment, maintaining research materials/equipment, design/development/fabrication of research materials/equipment)
- 4 - Data Collection** (e.g., instrument identification & development, recruitment & scheduling subjects, administer tests/interviews/protocols)
- 5 - Working with Data** (e.g., data entry, data coding, data verification, data analysis, reliability analysis, interpreting results)

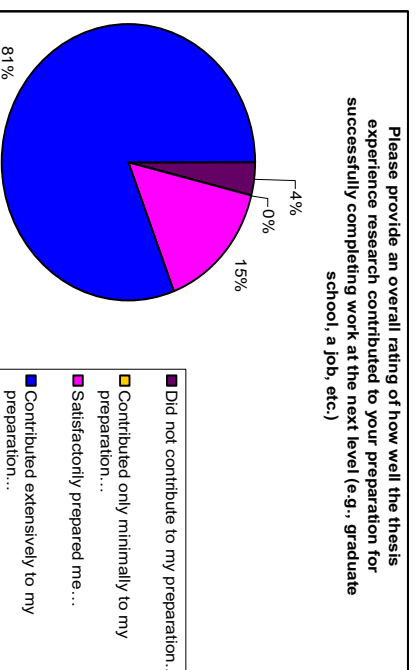
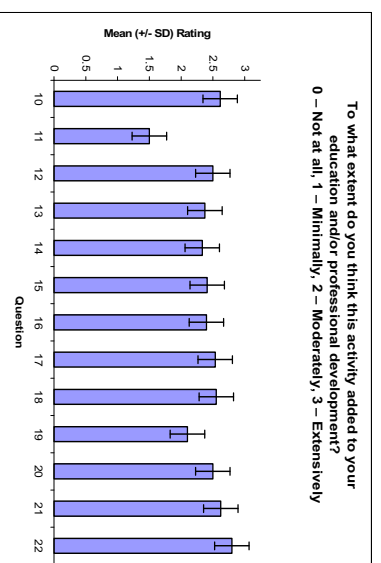
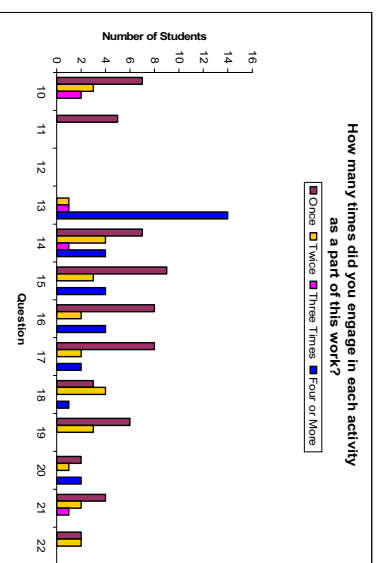


Technology Skills

- 6 - Develop computer programs to control/present research conditions and/or collect data (e.g., Visual Basic, .NET Framework, MedPC, MEDS)
 - 7 - Use specialized software to control/present research conditions and/or collect data (e.g., WebSurveyor, MedPC, Praat)
 - 8 - Using data analysis software (e.g., SPSS, SAS, LISREL, BMDP)
 - 9 - Use Spreadsheet/Database software (e.g., Excel, Access)
- ### Professional Development Activities
- 10 - Attend a conference
 - 11 - Attend a workshop
 - 12 - Attend a colloquium
 - 13 - Attend lab/research team meetings

Specific Communication

- 14 - Write text for a research protocol
- 15 - Write text for an IACUC /IRB proposal
- 16 - Write text for a conference submission (e.g., abstract)
- 17 - Write text for a poster presentation
- 18 - Write text for an oral presentation
- 19 - Write text for a grant/scholarship proposal
- 20 - Write text for a manuscript/paper/book/chapter intended for publication
- 21 - Present a poster at a professional conference
- 22 - Present a paper at a professional conference



Summary
 Psychology students who complete honors theses engage in a broad range of research, technology, professional development, and communication activities throughout the thesis process. The overwhelming majority report that completing the honors thesis contributed extensively to their preparation for work at the next level.

A Comparison of Student Performance
in Hybrid and Traditional Sections of GPSYC 160

Beginning with the 2007 Fall semester, Charles Harris taught four hybrid sections (80 students per section) of the course, GPSYC 160 Life Span Human Development. The primary purpose of this mode of teaching was to increase the number of students who could be served with GPSYC 160 without negatively impacting the quality of the experience. During previous years, Dr. Harris taught three traditional, lecture-style classes that each met for two 75-minute sessions each week (six total sessions/week; 240 students taught). In this new mode of instruction, Dr. Harris taught four hybrid sections that each met just once a week for 75 minutes (four total sessions/week; 320 students taught). Hybrid classes also had extensive online activities each week that supplemented in-class instruction.

An ANOVA found no significant differences when comparing final grades for students enrolled in two traditional, face-to-face (ftf) sections of GPSYC 160 (Spring 2007) with the final grades of students enrolled in two hybrid sections (Fall 2007). The final grades for students in hybrid sections were comparable to those of students in traditional sections.

Final Grades

Dependent Variable: final

Class type	final	Mean	Std. Deviation	N
ftf1		86.2439	8.52529	82
ftf2		86.6026	8.02972	78
hybrid1		84.3462	12.14825	78
hybrid2		84.4722	10.15648	72
Total		85.4452	9.83004	310

Final Grade ANOVA

Dependent Variable: final

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	319.168(a)	3	106.389	1.102	.348	.011
Intercept	2256834.845	1	2256834.845	23378.656	.000	.987
classypfinal	319.168	3	106.389	1.102	.348	.011
Error	29539.400	306	96.534			
Total	2293130.000	310				
Corrected Total	29858.568	309				

a. R Squared = .011 (Adjusted R Squared = .001)

ANOVA and Post-hoc analyses of student performance on four unit tests found no significant differences for the first, second, and fourth tests. Only the third test showed significant difference. However, a post-hoc analysis showed that the difference was between the second hybrid section and the other three sections. It is important to note that the average scores

on the third test for all four sections were higher than on previous tests. Although students in all four sections demonstrated improved performance on the third test, the second hybrid section showed the least improvement.

This analysis of student performance complements the institutional benefits associated with hybrid courses. Teaching four hybrid sections of GPSYC 160 (80 students per section), utilizes 50% less classroom space than that which would be required for four traditional sections. When compared with teaching three traditional sections that served approximately 240 students each semester; teaching four hybrid sections serves approximately 320 students each semester with no additional cost to the University.

As for our NET Generation students, the further integration of instructional technology within hybrid courses is evidence of JMU providing contemporary educational experiences. Although some students might see the primary benefit as having to attend class only once each week, hybrid courses are weekly time-management laboratories. Students must, in a timely manner, access online lectures, online group assignments, and online inventories. As such, hybrid courses require students to become responsible managers of their own learning.

A more detailed report that will include analysis of end-of-course student evaluations is being prepared.

Graduate School Attendance by Psychology Majors

Using an online-survey, Department Head Michael Stoloff surveyed the 161 students who graduated in May 2008. We received responses from 124 students (77%). We learned that 62% were planning to attend graduate school (38% were planning to attend next year, and 24% were planning to attend sometime in the future). The May 2008 graduates who will attend graduate school in Fall 2008 indicated that they had been accepted into a graduate program to pursue one of the following areas of study: Counseling (9), Education including Special Education (7), Social Work (6), School Psychology (5), Psychological Science (4), Behavior Analysis (3), Industrial/Organizational Psychology (2), Public Health (2), Forensic Psychology/Criminal Justice (2), Clinical Psychology (1), Human Development (1), Student Affairs (1), Law School (1), and Physical Therapy (1).

Similar surveys were conducted of May graduates in 2006 and 2007. The following is a summary of the data for the number of students who were admitted to graduate programs immediately after graduating with a bachelors degree in psychology at JMU. (Note that these data do not include students who were admitted to graduate programs sometime after their graduation; these data only include students who are admitted to graduate programs with the intent to attend graduate programs immediately.) A total of 438 students graduated in May during these three years, and 361 (82%) responded to our survey. A total of 149 (41%) indicated that they had been admitted to a graduate program and were planning to attend during the Fall. These students were admitted to the following programs:

Type of Program	Number
Counseling	30
School Psychology	18
Education (Including Special Education)	17
Psychological Science	12
Social Work	11
Forensic Psyc or Criminal Justice	8
Industrial/Organizational Psychology	8
Behavior Analysis	7
School Counseling	5
Law School	5
Clinical Psychology	4
Public Health	3
Autism	2
Human Resources Development	2
Student Affairs	2
Physical Therapy	2
Sports Psychology	1
Veterinary Medicine	1
Medicine	1
Human Development	1

Conflict Resolution	1
Neuropsychology	1
Cognition and Aging	1
Sociology	1
Kinesiology	1

These data are consistent with findings from our Senior Exit Survey on which 41.1% of graduating seniors reported they planned to attend graduate school during the next academic year, and an additional 41.1% report that they plan to attend graduate school at some time in the future.

V. Uses of Evaluation/Assessment Results and Actions Taken

Assessment Test	Impact on the Psychology Major
ACAT	<ul style="list-style-type: none"> ● Helping students acquire a personal knowledgebase in the discipline of Psychology, and helping students develop the research skills necessary to acquire and evaluate new information in the behavioral sciences are the first and second goals for undergraduate Psychology Majors as recommended by the American Psychological Association. Our faculty agree that these objectives are fundamental for our program. Our primary measure of this content knowledge and understanding of research methods is derived from our ACAT data. ● We are proud of the performance of our students on the ACAT. Our students score above the 50th percentile on each area. ● This year, our students performed better on the ACAT than last year on the Animal Learning/Motivation subtest. However, scores were lower than last year on the Abnormal, Experimental Design, Human Learning/Cognition, Personality, Physiological, Sensation and Perception, Social Psychology, and Statistics subtests, and overall. A drop in ACAT performance is a matter of concern that will be discussed by the Assessment Committee and among program faculty. During previous years, we compared student performance on our <i>Content Assessment</i> with the pattern of coursework students actually completed and discovered that students who had completed more content-area courses performed better on this test than students who completed fewer courses. Students who complete certain Area Courses often earned higher scores on the ACAT subtests that cover this content. During the 2006-2007 academic year we implemented a revised Psychology Major that increased the number of Area Courses required for graduation. Students entering in 2006 or later now need 44 credit hours (instead of 38) to complete the psychology major. In the new major, all students completing the Bachelor's of Science Degree will be expected to complete Biopsychology. The students who completed the ACAT in 2008 generally completed the old, 38-credit major, not the new major that we have put in place. Starting next year, after a significant number of students in our new major reach their senior year, we anticipate higher ACAT scores in all domains. ● Our students earn better than average scores on ACAT measures of statistics and research methods, but this domain is extremely important in psychology, and even higher performance is desirable. Our faculty have been exploring alternative ways of teaching statistics and research methods and have offered alternative methodology sequence courses for 4 years. We now have the data necessary to conduct a comparison of the effectiveness of learning statistics and research methods using either a sequential or more fully integrated approach. We will use assessment data to determine the effectiveness of both sequences

Senior Exit Survey	
<ul style="list-style-type: none"> ● We have recently shown some improvement in goals related to appreciation of diversity, background and experience, and how psychology addresses social problems. This may be a result of our expanded focus on sociocultural issues within our curriculum. We will continue to monitor these changes to determine if this effect grows as more students complete the major program adopted in 2006 that requires completion of sociocultural courses. ● We have also experienced a slight improvement in student awareness of professional opportunities in psychology. This may be a result of the offering of new experimental courses during 2007-2008 regarding preparing for a career in psychology. We will monitor this changes to determine if the effect is sustained. ● We will continue to discuss ways to improve oral communication, writing and research and statistical application skills among our students. This continues to be a challenge given the number of students who major in psychology and the high student to faculty ratio in this department. ● Student self-assessment of their writing and oral communication skills continues to be low even though faculty have been requiring more written work during most psychology classes during the past several years. The psychology faculty will discuss these findings and will consider how we might be able to help students improve their writing and oral communication in the future. However, this will be a considerable challenge, because of the number of students who major in psychology at JMU and our high student to faculty ratio. ● For many years students, while students have been generally satisfied with the number of opportunities we provide to participate in research, they have asked for more opportunities for field placement. However, the percent of students who complain about the lack of availability of field placement has declined from 29.6% in 2006 to 23.1% in 2008. We have not increased our number of opportunities for field placement during this period, but we have restricted the number of students who can complete the Psychology Major, bringing our opportunities more in line with the number of students we are serving. With our current complement of full-time faculty, it would be difficult for us to increase the number of opportunities for field placement, but we should consider that possibility if additional faculty are made available to our department. ● Perhaps as a consequence of enrollment management practices that are currently in place in psychology, the percentage of students who select the Psychology Major with good reason has increased substantially over the years. Most students report selecting the Psychology Major because they are interested in understanding themselves and others, because they want to develop a career in a helping profession, a career in psychology or a related field, or because they are interested in the scientific analysis 	

	<p>of behavior or psychology as a liberal arts discipline. Very few students reported selecting psychology because JMU does not offer a more appropriate major or because they seem to “do well in” Psychology courses, or because it was recommended to them by other students or advisors. Most students report being very satisfied with their decision to major in psychology.</p> <ul style="list-style-type: none"> • Almost half of our students do not participate in psychology-related student organizations. One of the regular activities of these organizations has historically been to sponsor speakers who discuss career opportunities at their meetings. Next year we will continue to encourage student organizations to host career-focused activities, and we will encourage all Psychology Majors to participate in these organizations and activities. This may help us better achieve the goal of helping students feel more confident about career or graduate-school options upon graduation. (Our concern about career preparation, other ways of addressing the issue are discussed below under APA Goals.)
<p>APA Goals</p>	<ul style="list-style-type: none"> • Previous data suggested that we were weak in meeting the APA Goal about Sociocultural and International Awareness. To improve our ability to meet this goal, we have added a number of 200-level and 400-level course offerings in this domain. Our new curriculum (which began in Fall 2006) requires that all students complete at least one course that addresses sociocultural issues. Most of the courses that comprise this new curriculum have been offered as experimental courses for several years, and the impact on our students is already apparent. No significant deficit was noted in this domain, compared to others on this year’s self-reflection. We will continue to monitor students in this domain. • Data suggests that we can improve in the area of career development for Psychology Majors. We believe that most of our students are actually quite well prepared for graduate study or entry-level positions, but they do not recognize their own skills, and sometimes don’t know what steps to take to develop a career. During the Fall 2007, we offered two new 1-credit hour experimental courses about job opportunities for psychology students and developing a career related to psychology through post-graduate training. In addition, we continue to seek ways to improve our career advising through a multidimensional approach to academic advising. Our web site—it now includes substantial information about career options for Psychology Majors. This year we added six in-depth profiles of Psychology Major Alumni who have pursued quite different but equally successful careers as examples of what our students might do after they graduate. We strengthened the connection between Psychology and the JMU Office of Academic Advising and Career Development, encouraging students to participate in their activities. We improved our weekly e-mail news, revised our orientation program for new majors, and improved the quality of our Peer Advising program. We are gradually shifting our cadre of academic advisors from faculty

	<p>who are in both the Departments of Psychology and Graduate Psychology, to faculty (mostly in the Department of Psychology) who enjoy and are successful with the process of undergraduate advising. We will continue to work to improve our career advising next year and hope that these efforts will ultimately help instill greater confidence among graduating Psychology Majors.</p>
<p>Information Literacy Test</p>	<ul style="list-style-type: none"> • Additional work is necessary to improve this test. • These data suggest that while students readily recognize different sorts of articles and they can critically analyze the strengths and weaknesses of different sources of information, their ability to use databases is weak. Our Statistics and Research Methods Committee will be charged with discussing this deficit with our library liaison and bringing recommendations to our department. • Although we have experimented with different instructional methods, the scores on this test have remained constant. Faculty are confident that we can teach information literacy skills effectively through a variety of approaches.
<p>Special Projects</p>	
<p>Performance in Psyc 210</p>	<ul style="list-style-type: none"> • From this analysis we are confident that our decision to allow students to take Calculus instead of Mathematical Statistics as a prerequisite to Psyc 210 was sound; however, we are very concerned that our transfer students are often underprepared for Psyc 210, a course they often must take during their first semester at JMU. Additional information will be available from the Office of Institutional Research soon, and the psychology faculty will discuss how to deal with the apparent lack of preparedness of transfer students for this required course.
<p>Honors Thesis Experience</p>	<ul style="list-style-type: none"> • The overwhelming majority of psychology students completing an honors thesis report that this experience contributed extensively to their preparation for work at the next level. The psychology faculty will discuss this report and will consider how we might be able to provide this opportunity for more students in the future. This will be a considerable challenge, because of the number of students who major in psychology at JMU and our high student:faculty ratio. Nevertheless, it is worthy of discussion because the honors thesis experience significantly contributes to the overarching objective of the Psychology Major—to prepare students for their next experiences.
<p>Hybrid versus Traditional Courses</p>	<ul style="list-style-type: none"> • This analysis demonstrated that student learning can be equivalent in a hybrid (live lecture/online) class compared to a traditional class taught by the same instructor. This mode of instruction was more efficient as it allowed a single faculty member to teach a larger number of students and it required less classroom space. During 2008-2009 Department of Psychology faculty will discuss this mode of instruction and the results of this analysis and other faculty will consider adopting the hybrid approach pioneered by Charles Harris.

Graduate School Attendance by Psychology Majors	<ul style="list-style-type: none"> This analysis demonstrated that during the past three years, no less than 41% of Psychology Majors go on to graduate programs immediately after graduation. Other data from alumni surveys indicates that many others attend graduate programs within 5 years of graduation. During 2008-2009, Department of Psychology Faculty will discuss these findings. We will consider making “preparing students for graduate study” a more explicitly stated objective in our list of learning objectives, and will discuss what we might do to help students meet this objective.
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VI. Communication & Discussion Plans for 2008-2009 Relevant to Program Assessment

We intend to communicate our assessment findings through the following processes this year:

- The complete Assessment Report will be distributed to all full and part-time faculty in the Department of Psychology, with a executive summary that will draw attention to key areas requiring follow-up.
- Our e-mail news and web site will be used to provide students with advice derived from our senior exit survey regarding what recent alumni have found to be their most important undergraduate experiences. The purpose here is to motivate students to take advantage of the opportunities available to them.
- The faculty of the department will discuss the findings and recommendations outlined in this report, and individuals or subcommittees will be charged with following up with selected higher-priority recommendations.

Development of Overarching Curriculum Objectives. Our department has done a good job identifying what students should achieve in the various courses throughout our curriculum, but we lack any clear statement of the overarching goals of our program. Our actions suggest that we have some overarching goals, and we assess them, but they are currently not written as part of our program’s learning objectives. For example, are we preparing students to be competitive candidates for graduate school? Do we want them to be ready to competently present themselves as candidates for excellent bachelor-level positions? We need some discussion of what we are trying to achieve with the overall curriculum.

VI. Strategic Planning/Action Plans

The Department of Psychology conducted an Academic Program Review in April 2006. The date for our next review has not yet been set.

1. Maintain and improve the quality of the Psychology Major.

Strategic Goal	2008-2009 Actions	Resources Required
A. Challenge our students to exceed their expectations.	<ul style="list-style-type: none"> • Increase our expectations for student accomplishment in classes by requiring more activities that compel students to demonstrate greater depth of understanding. • Provide more research experiences, community service learning, internships and field placements. • Encourage more students to present or publish their work at professional conferences. 	1, 2, 5
B. Better integrate courses within the overall curriculum.	<ul style="list-style-type: none"> • Increase the percentage of our courses taught by full-time faculty who make undergraduate psychology teaching their primary activity. 	1
C. Refine the Psychology Major experience to better match national best practices models & enhance student experiences in areas of weakness revealed through program assessment.	<ul style="list-style-type: none"> • Implement a new psychology major curriculum. • Hire faculty who are knowledgeable in emerging areas of psychology. 	1, 2, 5
D. Help students better understand the role of culture in the development and expression of behavior, and help them more effectively interact with individuals from diverse cultures.	<ul style="list-style-type: none"> • Implement new courses, and new activities within courses. 	1
E. Better prepare students for jobs and graduate school.	<ul style="list-style-type: none"> • Increase the number of capstone courses offered to allow Psychology Majors to make uninterrupted progress towards graduation. • Improve the quality of academic advising, curricular and extracurricular career advising activities. • Prepare students for success in graduate school. 	1, 2, 5

F. Recruit talented students.	<ul style="list-style-type: none"> • Make public the wide range of career opportunities that Psychology Alumni have successfully pursued. • Develop scholarships in Psychology. • Make public the quality of our program to better promote our program to top students. 	2
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2. Maintain and improve the quality of the General Education experiences we offer.

Strategic Goals	2008-2009 Actions	Resources Required
A. Improve the quality of classroom experiences in our General Education courses. Increase the number of students who meet cluster objectives as measured by General Education assessment.	<ul style="list-style-type: none"> • Promote discussions among faculty who teach these courses regarding General Education objectives, and effective pedagogy to achieve these objectives. 	1
B. Help students better understand the role of culture in the development and expression of behavior, and help them more effectively interact with individuals from diverse cultures.	<ul style="list-style-type: none"> • Continue to develop, share and implement new activities within courses. 	1
C. Increase the number of students served with our General Education courses to match growth in demand for these courses.	<ul style="list-style-type: none"> • Hire additional full-time faculty to teach General Education courses. 	1

3. Increase our participation in quality shared university programs.

Strategic Goals	2008-2009 Actions	Resources Required
A. Work to improve the quality of the MA in Psychological Science Program.	<ul style="list-style-type: none"> • Continue to actively serve the program by teaching courses, supervising students, and participating in program activities. 	1, 2, 5
B. Contribute to the development of a new university program in Neuroscience.	<ul style="list-style-type: none"> • Participate in the development of this new program. 	1, 2, 5

<p>C. Contribute to the development of quality shared programs such as the Human Science Minor, Justice Studies Major, BIS Social Science Track, and programs requiring undergraduate psychology courses.</p>	<ul style="list-style-type: none"> • Participate in the continued development and offering of these curricula. • Hire additional faculty, including part-time faculty who can offer courses and work with students enrolled in these programs. 	<p>1, 2, 5</p>
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4. Engage in scholarship that has an impact on our profession.

Strategic Goals	2008-2009 Actions	Resources Required
<p>A. Encourage faculty and students to engage in quality research, to share their work with other scholars, and to produce written scholarship.</p>	<ul style="list-style-type: none"> • Produce a substantial number of publications and conference presentations. • Fund more student & faculty conference travel. • Sponsor a successful ETOP conference. 	<p>1, 2, 5</p>
<p>B. Seek funding for scholarly projects.</p>	<ul style="list-style-type: none"> • Submit more grants. 	<p>1, 5</p>
<p>C. Improve the environment and resources that support effective scholarship.</p>	<ul style="list-style-type: none"> • Develop laboratories in Miller Hall. 	<p>2, 5</p>

5. Have a positive impact on our college, university, community and profession through our service.

Strategic Goals	2008-2009 Actions	Resources Required
<p>A. Actively participate in campus-wide discussions to refine and improve General Education and other new-student experiences (such as freshman and transfer student orientation and advising).</p>	<ul style="list-style-type: none"> • Encourage faculty participation in these activities and reward faculty who make important contributions to these university programs. 	<p>1</p>
<p>B. Participate in service activities that meaningfully contribute to the operation and advancement of our department, college, university, our professional organizations, and community service.</p>	<ul style="list-style-type: none"> • Encourage faculty participation in these activities and reward faculty who make important contribution to these university programs. 	<p>1</p>

6. Other goals.

Strategic Goals	2008-2009 Actions	Resources Required
A. Retain top-quality full-time faculty.	<ul style="list-style-type: none"> Assist the Dean with completion of a competitive salary analysis comparing the Department of Psychology with JMU's Department of Graduate Psychology and national norms for salaries in our field. Increase the salary paid to full-time faculty to retain exceptional members of our faculty. 	4
B. Retain top-quality part-time faculty.	<ul style="list-style-type: none"> Increase the salary paid to part-time faculty to retain individuals who have demonstrated exceptional performance as classroom instructors. 	3
C. Complete a successful move to Miller Hall	<ul style="list-style-type: none"> Set up operations in new facilities Purchase necessary items to make effective use of these new facilities. 	2, 5

Additional Information

The following information is useful for assessing the faculty needs of the Department of Psychology.

Courses that are never offered because we don't have the necessary faculty:

Psyc 235. Psychology of Adjustment
 Psyc/Just 255. Abnormal Psychology for Law Enforcement Personnel
 Psyc/Just 314. Police Psychology
 Psyc 420. Advanced Psychological Statistics*
 Psyc 427. Tests and Measurements.
 Psyc 442. Introduction to Small Group Processes
 Psyc 465. Black/African Psychology
 Psyc 492. History of Psychology*

*Missed just 2007-2008 but former instructors no longer on faculty.

Courses primarily offered by adjunct faculty:

Gpsyc 160. Life Span Human Development
 Psyc 250. Intro to Abnormal Psychology
 Psyc 275. Psychology of Human Intimacy
 Psyc/Just 316. Human Development and Crime
 Psyc 412. Psychology of Motivation
 Psyc 430. Clinical Psychology
 Psyc 435. Community Psychology

Psyc 440. Counseling Psychology
Psyc 452. Child Psychopathology

Additional sections of Capstone Courses (Psyc 493 [Laboratory in Psychology] or Psyc 497 [Senior Seminar]) are also needed.

Resources Required for Strategic Goals

- A. *Additional full-time, faculty whose time is primarily dedicated to serving the mission of the Department of Psychology.* Additional faculty help by doing work that directly forwards our goals, and by freeing up other faculty who can address goals. Additional faculty are sought to improve the quality of our work by spreading work across more people, and reducing our reliance on part-time faculty. Additional faculty are also sought to serve an increased number of Psychology Majors, but we need to address our over-reliance on part-time faculty before expanding the number of students we serve. Additional faculty will be needed to provide more General Education courses to a growing campus and to allow Psychology to participate in additional interdisciplinary programs. The following faculty positions are needed:

General Education/Child Development Position. We have already initiated a search for the tenure-track General Education position for the search that failed during 2007-2008. The position announcement includes emphasis on teaching Gpsyc 160, but since the other positions added during 2007-2008 included heavy emphasis on General Education, this position needs to significantly contribute to the gap that has emerged with the departure of Zewe Serpell and Aashir Naisim in the area of Child Development (especially with the teaching of Psyc 365 [Developmental Psychology]).

Declared But Not Admitted Advisor/General Education Position. Through University Studies, we would like to initiate a search for a RTC “Lecturer,” for a full-time “Declared But Not Admitted” psychology major advisor who also contributes to General Education teaching. This position would replace faculty who have traditionally been in a part-time role who are replaced by the one-year contract faculty member, during 2008-2009.

Quantitative Psychology. Needed to teach Psyc 420 (Advanced Psychological Statistics) and Psyc 427 (Tests and Measurements) and to contribute to teaching of our required methods sequence (Psyc 210-213). While we have some faculty with this expertise, demand for offering our required methods sequence and other courses within these faculty members knowledgebase makes it unlikely our current faculty will be able to offer these experiences in the future. The psychology faculty agree that making these experiences available to our students should be a high priority for our program as many of our students want to pursue graduate training and these courses are important preparation for that objective. These are not areas of psychology that we have been able to recruit part-time faculty to teach. If a new quantitative psychologist is available to contribute to our required methods sequence, other faculty who regularly teach those courses to more often offer other courses that are needed by our program including Bryan Saville (Psyc 492 [History of Psychology], Psyc 180 [Introduction to Behavior Analysis]), Tracy Zimm (Psyc 410 [Industrial/Organizational Psychology], Psyc 495 [I/O

Field Placement], Psyc 497 [Senior Seminar], Jessica Irons (Psyc 385 [Biopsychology], Psyc 285 [Drugs and Behavior], Psyc 497 [Senior Seminar]) and research reassignment.

Other Priorities for Future Hires

1. **Statistics & Research Methods (to expand the number of students served in the Psychology Major).** The number of students who want to Major in Psychology is steadily growing and the number of students who need to delay their methods courses (required upon admission to the major) is growing. We would like to initiate a search for a faculty member to primarily teach Psyc 210-213 to allow us to accept 20 additional students each year. We currently have sufficient staff to allow 240 students to begin the major each year. With this additional faculty member we will be able to accommodate 260 students per year.
2. **Applied Psychology.** Needed to Teach Psyc 497 (Senior Seminar) and Advanced Specialty Area Content Courses. Psychology students are very interested in learning about, and working with faculty who conduct research in, the application of psychology to real-life problems. Faculty who conduct applied scholarship often have great potential for external funding for projects that can bring additional opportunities to our students. Psychology faculty have suggested potential areas of applied psychology might include additional focus in Health Psychology, Cognitive Neuroscience or Behavioral Pharmacology, Industrial/Organizational Psychology, Cultural or International Psychology, Sports Psychology, Gerontology, Educational Psychology, Applied Behavior Analysis, or Positive Psychology.
3. **Cognitive Neuroscience.** Needed to teach Psyc 385 [Biopsychology], a course that is now required of students seeking a Bachelors Degree in Psychology, and therefore will need to be offered with greater frequency in the future. This position will also support our contributions to the Psychological Sciences program, and will help us contribute to a Neuroscience Major.
4. **Clinical/Counseling Psychology.** Needed to teach Psyc 440 [Counseling Psychology], Psyc 497 [Senior Seminar], and perhaps Psyc 475 [Adult Development], and advise and mentor students interested in Clinical and Counseling Psychology. Our faculty have suggested that valuable foci could include clinical-health, clinical-child, or behavioral. Faculty with a strong research (rather than practice) focus would be desirable. This position is needed because of the reorganization of psychology into two departments. As a result of this reorganization, faculty with expertise in these domains are now focusing their expertise on graduate education. We rely on part-time faculty for advanced psychology courses in clinical and counseling psychology. These courses could be better integrated into our overall curriculum, and we could provide more better advising, and more research, service and field placement opportunities in clinical and counseling psychology, if we had more faculty with specialization in this domain.

5. **Life-Span Human Development/General Education.** As the campus undergraduate population continues to grow, and as selected programs such as Education, Health Sciences, and Nursing, the number of students needing to take Gpsyc 160 (Life Span Human Development) continues to grow. This year we scheduled a record number of seats in Gpsyc 160, but we were asked to further increase the number of students served by hiring additional part-time faculty if possible. We are already approaching the limit to what is possible with qualified part-time faculty. Additional full-time faculty will be needed to expand our offering of Gpsyc 160.

6. **Forensic Psychology.** Needed if our department is going to collaborate with the Justice Studies department, offering (or more frequently offering) Psyc/Just 316 [Human Development and Crime], Psyc 312 [Forensic Psychology], Psyc/Just 314 [Police Psychology], Psyc/Just 255 [Abnormal Psychology for Law Enforcement]). This position was included in the program proposal for Justice Studies.

B. **Additional funding.** The Department of Psychology received an increase in operating funds this year in recognition that the department needs to be treated as a science department that will have increased operating expenses because of the facilities now available to us in Miller Hall. The cost of conference travel has dramatically increased this year. We continue to operate a financially profitable summer program, and we hope to continue to receive year-to-year “Summer Profitability” funding. These funds will be used to increase the amount available to support student research and conference travel by both students and faculty. We will continue to work with Development to enhance the funding available from the JMU Foundation, increase contributions to our scholarship funds, and we will also continue to seek funding from externally funded grants.

C. **Facilities.** Miller Hall meets the current needs of the Department of Psychology for faculty office and laboratory space, but the design of Miller Hall did not include a plan to expand the size of our program, which with university growth seems inevitable. Additional spaces will be needed in the future, but none will be essential during the 2008-2009 academic year.