

Assessment Committee Report to the Psychology Department

AY 2006/07

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Report Highlights:

1. Graded quality of the education provided by the Psychology Dept. was 3.43; none gave a grade lower than 'B.' [Senior Exit Survey]
2. Almost all (94%) of graduating seniors report being at least 'somewhat likely' to recommend psychology as a major to a friend. [Senior Exit Survey]
3. Only 43% of graduating seniors report being 'satisfied' or 'very satisfied' with academic advising in the Department. [Senior Exit Survey]
4. 90% of graduating seniors are at least 'somewhat satisfied' with opportunities to interact with faculty; and, 20% were 'very satisfied.' [Senior Exit Survey]
5. Slightly less than half (43%) of our majors report a minor, and 20% of those listed Sociology, followed by Biology and FCS (7% each). [Senior Exit Survey]
6. The majority of graduating seniors report selecting psychology as a major to prepare for employment (37%) or graduate school (33%). [Senior Exit Survey]
7. 25% of our psychology majors plan a career in mental health, with 23% planning to go into clinical, counseling, or school psych. [Senior Exit Survey]
8. 43% of graduating seniors completing the Exit Survey report applying to graduate school; almost half of those (46%) only applied to IL schools; and, 39% of those that applied to graduate schools had been admitted to programs when they completed the Exit Survey. [Senior Exit Survey]
9. 80% of the 51 students completing the PCE met our expectation of 50% accuracy. [Psychology Comprehensive Exam]
10. About 18% of all majors were involved in Independent Study and Supervised Research during the academic year. All students in Supervised Research/Independent Study/Honors either agreed or strongly agreed that it was a valuable learning experience, and all but one agreed that the knowledge gained would be useful to them in the future. [Undergraduate Student Information Form & Student Researcher Survey]
11. About 90% of students in Research Methods and Independent Study/Supervised Research reported improvement in their Research Methodology, Statistical skills, Computer/Technical skills, Critical Thinking skills, Oral Communication skills, Written skills, and Teamwork/Interpersonal skills. [Student Researcher Survey]
12. Poster judges rated students highly in areas of Introduction, Methods, and Results. However, scores were low for the Discussion/Conclusion section of posters. [Forum Poster Judging]
13. Forum Attendee evaluations (based on ratings of 11 faculty members) indicated students demonstrated competence in verbally discussing their research. [Forum Attendee Evaluation]
14. On-site internship supervisors uniformly rated the students highly in all categories assessed. [Supervisors' Evaluations of Interns]
15. Study abroad students report an overwhelming positive experience, especially in personal development areas such as self-confidence, improved self-insights, greater independence, and higher adaptability. All participants would recommend the experience to a friend. [Study Abroad Survey]

Student Learning Assessment Program

Summary Form Ay 2006-2007

Degree and
Program Name:

B.A. Psychology

Submitted By:

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PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Content Area Knowledge: Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the primary content areas of psychology.	<p>a) Our locally developed Psychology Comprehensive Exam (PCE) is administered to graduating seniors during their last semester on campus. <u>[direct measure]</u></p> <p>b) Our Exit Survey, administered to graduating seniors, has students report their perceived mastery of subject matter in the major psychology domain areas covered in our curriculum (i.e., abnormal/social, biopsychology, cognitive/learning, and developmental)</p> <p>c) Students completing undergraduate internships (PSY4275) are administered an Internship Evaluation.</p>	<p>a) At least half of the students score at least 50% on the PCE.</p> <p>b) 70% of graduating seniors will indicate being somewhat confident in their ability to give a presentation based on information learned from courses in the major domains (i.e., mean rating of 2 on a 4 point scale).</p> <p>c) At least 70% of the interns should agree that their knowledge base has increased in the understanding and application of psychological theories.</p>	<p>a) Expectations were met. Out of 129 students who applied to graduate during the 2006-07 academic year and were contacted, 51 students completed the PCE (40%). Of the 51, 41 (80%) scored at least a 50% on the PCE.</p> <p>b) Expectations were met. The following percentage of graduating students indicated feeling at least "somewhat confident" in the following domain areas: 90% in abnormal (M=3.5), 80% in social (M=3.3), 53% in biopsychology (M=2.7), 60% in cognitive (M=2.8), 90% in learning (M=3.5), and 97% in developmental (M=3.8).</p> <p>c) Expectations were met. Out of 22 students who completed an internship experience, 18 students (82%) returned the internship survey. 86% of the respondents agreed or strongly agreed that their understanding in these areas had increased as a result of the internship experience.</p>	<p>a) Results will be shared with all psychology faculty and outcomes in specific domains discussed.</p> <p>b) Results will be disseminated to the department curriculum committee and the rest of the faculty. Explanations for consistently lower scores in biopsychology and cognitive domains will be explored.</p> <p>c) Will review results with Internship Coordinator and faculty. Results will be useful for Orientation to Internship course and internship site supervisors.</p> <p>COMMITTEE/ PERSON RESPONSIBLE: Assessment Committee, Internship Coordinator, and Faculty supervising internships</p>
2. Research: Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in psychology	<p>a) Posters developed by students enrolled in Research Methods (PSY3805) classes are rated by independent faculty judges (excluding Research Methods instructors), using our Poster Evaluation instrument, on their Methods, Results, & Discussion sections, during each semester's Research Methods Forum. <u>[direct measure]</u></p> <p>b) Students who conduct research are asked to complete a Student Researcher Survey rating their research skills. These</p>	<p>a) The mean ratings for the Methods, Results, and Discussion sections of the posters will indicate some agreement (a minimum rating of 4 on a 7 point scale).</p> <p>b) At least 70% of the students conducting research will agree that participation in research improved their understanding of research</p>	<p>a) Expectations were only partially met. Seven faculty rated 21 randomly selected posters (50% of posters prepared); some posters represented projects by more than 1 student. Posters were rated as competent in the areas of Methods (M=4.52) and Results (M=4.29), but not Discussion/Conclusion (M=3.3).</p> <p>b) Expectations were met. Out of 222 students, 127 students completed the survey (57%). 100% of the students reported that their understanding of</p>	<p>a, b, c) Results will be used to provide feedback to Research Methods instructors to assist in developing more systematic research methods instruction for students across all sections.</p> <p>b, c, d) Results will be used to provide feedback to Research Methods instructors, faculty research advisors and honors program coordinator to assist improve students' research experience.</p>

	<p>students include Research Methods (PSY3805) students, students earning independent study (PSY3900) and supervised research (PSY4100) credit, and departmental honors students (PSY4444 and PSY4644).</p> <p>c) On the Exit Survey, students indicate their perceived skill development with respect to research.</p> <p>d) The number of students conducting Independent Study (PSY3900), Supervised Research (PSY4100), and Honors Theses (PSY4444 and PSY4644) projects is monitored.</p> <p>e) The number of students disseminating research (students in PSY4100 or PSY4644) by presenting at psychological research conferences or publishing articles is monitored.</p> <p>f) The number of research awards and grants obtained by undergraduate students is monitored.</p>	<p>methodology and statistics skills.</p> <p>c) At least 70% of graduating students will indicate at least "some" skill development in research, and will agree that their ability to conduct research improved as a consequence of being a psychology major.</p> <p>d) At least 15% of ALL majors should be involved in Independent Study or Supervised Research.</p> <p>e) At least 50% of students completing Supervised Research or Honors Theses will present and/or publish their results.</p> <p>f) At least 30% of students completing Supervised Research or Honors Theses apply for research awards and grants.</p>	<p>research methodology improved and 79% of students agreed that their statistics skills improved.</p> <p>c) Expectations were met. Out of 129 students who applied to graduate during the AY, 30 (23%) completed the Exit Survey. 100% of respondents both indicated at least "some" skill development in research skills, and agreed that their ability to conduct research improved as a consequence of being a psychology major.</p> <p>d) Expectations were met. During the 2006-07 AY, a total of 93 students (19.4% of our 480 majors) participated in any of these research activities. A total of 54 students participated in independent study, 35 students participated in supervised research, and 4 students were enrolled in honors thesis.</p> <p>e) Expectations were met. More than half of the students (59%) involved in Supervised Research and Honors Theses disseminated the results of their research to audiences outside of EIU. A total of 21 students made presentations at psychological conferences. Undergraduates were authors on 2 professional papers that were accepted during the 2006-07 AY.</p> <p>f) Expectations were met. There were 5 SURE award applications and 8 URG applications submitted during this year (33%). A total of 2 SURE awards and 5 Undergraduate Research Grants (URG) were awarded to psychology undergraduate students.</p>	<p>d) Faculty advisors will continue to encourage students to engage in independent research.</p> <p>e) Faculty advisors will continue to encourage students to present their research at undergraduate and professional conferences and to submit research manuscripts for publication.</p> <p>f) Faculty advisors will continue to nominate students for research awards and to encourage students to seek out grants and other funding opportunities.</p> <p>COMMITTEE/PERSON RESPONSIBLE: Assessment Committee, Research Methods faculty, Faculty poster judges, and Faculty supervising student research.</p>
<p>3. Technology: Students will demonstrate familiarity with computer technologies used in conducting psychological research and learning psychological principles.</p>	<p>a) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a Student Researcher Survey rating their computer/technical skills.</p> <p>b) On the Exit Survey, students indicate their perceived skill development with respect to electronic communication skills, computer/technical skills, and confidence using statistical computer program(s).</p>	<p>a) At least 70% of the students conducting research will indicate that participation in research improved their computer/technical skills</p> <p>b) At least 70% of graduating students will indicate at least "some" skill development in electronic communication and computer/technical skills; at least 70% will indicate they are at least somewhat confident in their ability to use</p>	<p>a) Expectations were met. 80% of the students agreed or strongly agreed that their computer/technical skills improved as a result of conducting and/or assisting with research.</p> <p>b) Expectations were met. 70% of graduating students indicated at least "some" skill development in electronic communication skills. 80% reported some skill development with respect to computer/technical skills. 83%</p>	<p>a, b) Results will be used to provide feedback to all faculty</p> <p>COMMITTEE/PERSON RESPONSIBLE: Assessment Committee, Research methods faculty, and Faculty supervising student research</p>

		a statistical computer program.	were at least somewhat confident in their ability to use a statistical computer program.	
4. Critical Thinking: Students will demonstrate critical thinking skills with regards to psychology.	a) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a Student Researcher Survey rating their critical thinking skills. b) On the Exit Survey , students indicate their perceived skill development with respect to critical thinking c) The results for psychology students taking the Watson-Glaser test is monitored. <u>[direct measure]</u>	a) At least 70% of the students conducting research will indicate that participation in research improved their critical thinking skills. b) At least 70% of graduating students will indicate at least "some" skill development in critical thinking. c) Psychology students will meet or exceed the average score across all students.	a) Expectations were met. 91% of the students agreed that their critical thinking skills improved as a result of conducting and/or assisting with research. b) Expectations were met. 97% of graduating students indicated at least "some" skill development in critical thinking due to being a psychology major. c) Expectations were met. For SU06 and FA06 administrations (results were not available for SP07), psychology students' results exceeded the mean score of all students. In SU06, the average score for the 21 psychology majors taking the test was 25.6 (all student average = 24.8). In FA06, the average score for the 28 psychology majors taking the test was 27.3, (all student average = 25.7).	a, b, c) Results will be used to provide feedback to all faculty. COMMITTEE/ PERSON RESPONSIBLE: Assessment Committee, Research methods faculty, Faculty supervising student research, and all faculty
5. Communication: Students will demonstrate the ability to communicate information about psychology effectively.	a) Students' (PSY3805) ability to orally communicate the results of their statistical analyses is assessed by individuals attending the Research Methods Forum using the Attendee Evaluation Form . <u>[direct measure]</u> b) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a Student Researcher Survey rating their written communication skills. c) On the Exit Survey , students indicate their perceived skill development with respect to oral and written communication.	a) The mean ratings for the students' ability to clearly communicate understanding of the background/rationale, methodology/ design and the results/implications of the study will be "minimally competent" or above (A minimum rating of 3 on a 7 point scale) b) At least 70% of the students conducting research will indicate that participation in research improved their communication skills c) At least 70% of graduating students will indicate at least "some" skill development in oral and written communication.	a) Expectations were met. There were 73 faculty ratings of research methods posters. Overall, the attendees rated the students as competent in discussing the background/rationale (mean = 5.26), methodology/design (mean = 5.73) and results/implications (mean = 5.37). b) Expectations were met. 85% of students agreed that their oral communication skills improved; 83% agreed that their written communication skills had improved. c) Expectations were met. 80% of students indicated that their oral communication skills improved at least "some"; 90% agreed that their written communication skills had improved at least "some."	a, b, c) Results will be used to provide feedback to all faculty COMMITTEE/ PERSON RESPONSIBLE: Assessment Committee; Poster attendee judges, Research methods faculty; Faculty supervising student research, all faculty
6. Global Citizenship /Ethical Behavior: Students will interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts	a) Students completing undergraduate internships (PSY4175) have their supervisors complete a Supervisor's Internship Evaluation . <u>[direct measure]</u>	a) At least 70% of the interns should be evaluated by internship supervisors as being 'good' or better in their ability to understand the problems of others and accept options & actions different from their own, and at working with diverse populations.	a) Expectations were met. Out of 22 students who completed an internship experience, 12 evaluations (54%) were completed by supervisors. Supervisors evaluated interns as being 'good' or better in their ability to understand the problems of others (100%), accepting options & actions different from their own (100%), and at working with	a, b) Will review results with Internship Coordinator and faculty. Results will be useful for Orientation to Internship course and internship site supervisors. c) Results will be shared with faculty teaching study abroad classes and EIU's Study Abroad Office.

that influence individual differences	<p>b) Students completing undergraduate internships (PSY4175) are administered an Internship Evaluation.</p> <p>c) Students completing study abroad experiences are administered a Study Abroad Survey.</p> <p>d) Students who conduct research (PSY3805, PSY3900, PSY4100, PSY4444 and PSY4644) are asked to complete a Student Researcher Survey rating their teamwork/interpersonal skills.</p> <p>e) On the Exit Survey, students indicate their perceived skill development with respect to teamwork/interpersonal skills, and opportunities to interact with others.</p>	<p>b) At least 70% of the interns should agree that they have a greater understanding of the importance and application of ethical principles in psychology, learned more about ethical judgments, and a greater appreciation for diversity, particularly for agency consumers with either psychological disorders, family and emotional problems, or economic hardship.</p> <p>c) The mean ratings will indicate that students at least agree to being more receptive to different ideas & ways of seeing the world, having an increased tolerance of others, and greater interest in social issues (a minimum rating of 4 on a 5 point scale).</p> <p>d) At least 70% of the students conducting research will indicate that participation in research improved their teamwork/interpersonal skills.</p> <p>e) At least 70% of graduating students will indicate at least "some" development in teamwork/interpersonal skills, and agree to having had opportunities to interact with others.</p>	<p>diverse populations (92%).</p> <p>b) Expectations were met. Respondents agreed or strongly agreed that they have a greater understanding of the importance and application of ethical principles in psychology (100%), learned more about ethical judgments (83%), and had a greater appreciation for diversity (94%).</p> <p>c) Expectations were met. Fifteen psychology undergraduates completed study abroad experiences; eleven (73%) completed the Study Abroad Survey. The mean ratings indicated that all the students at least agree to being more receptive to different ideas & ways of seeing the world (M=4.27), having an increased tolerance of others (M=4.18), and greater interest in social issues (M=4.09).</p> <p>d) Expectations were met. 81% of students agreed that their teamwork/interpersonal skills improved.</p> <p>e) Expectations were met. 93% of students indicated that their teamwork/interpersonal skills improved at least "some"; 97% agreed that they had had opportunities to interact with others.</p>	<p>d, e) Results will be used to provide feedback to all faculty</p> <p>COMMITTEE/ PERSON RESPONSIBLE: Assessment Committee, Internship Coordinator, Study Abroad faculty, and Faculty supervising internships</p>
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Summary of Committee activities in 2006-07:

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

2006-2007 Goals Addressed

1. With regards to the Psychology Comprehensive Exam, we successfully implemented administration of this test via WebCT. As a result, our participation rates have dramatically increased by 37% (from 3% to 40%). In addition, the assessment committee proposed making the PCE a graduation requirement, which was passed by the department. The exam was reviewed; this process will continue as we analyze the data from this larger sample.
2. The committee has continued to examine the appropriateness of our learning objectives as well as our measures reflecting each of our goals.
3. The committee has continued to offer more of our measures via online administration. The online version of the student researcher form and the study abroad form was tested this year.
4. In an effort to increase faculty participation and to improve the committee's communication with faculty, we submitted a 2005-2006 assessment report to all departmental faculty. This document included both the Student Learning Assessment Program Summary Form, the response to the summary form, and the results of all the assessment measures during this time period.

In Addition,

1. Cari Brito, one of the co-chairs of the assessment committee, was instrumental in the committee designing the capstone course. Her participation consisted of embedding assessment in the curriculum of the course. This course was approved by the psychology department and will allow the assessment committee to add more direct assessment measures to our summaries.
2. Assessment representatives attended the College of Sciences Assessment meeting, the talk by Linda Suskie, and a Best Practices Conference focused on integrating international perspectives in class work and assessment.

Specific Responses to CASA Director's Report for 2005-06

1. To improve the "how" of the PCE, we have both put the exam online as well as made the completion of this test a graduation requirement. There is no minimum score needed to pass the exam. We will be exploring methods of embedding assessment into the curriculum for the future. The capstone course will provide a good opportunity for the faculty to experience this process.
2. The results we gathered this year do provide insight into the curriculum and we have already discussed with the chair of the department the poorer scores of our students on the statistics and abnormal psychology sections of the PCE. Once we have good participation and several years of data, we can begin to examine changes over time. The committee does believe that the wide range of confidence levels reflects our students, who vary greatly in abilities.
3. With regards to assessing the psychology minor, we currently do not have a set curriculum for the minor which would be necessary for assessment. Our chair, Bill Addison did meet with Karla Sanders last year to discuss this issue. The Curriculum committee should be addressing Karla's suggestion of having different tracks for minors, which is a feature we don't have for our majors.

Committee Results and Goals for 2007-08:

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

What have we Learned?

1. Students scored lower on the Statistics/Research Methods portion and the Abnormal/Personality section of the PCE compared to other sections; however, they rated their confidence lowest when envisioning presenting information on biological and cognitive psychology. We obtained a great deal of feedback from the students regarding the overall test. One of their concerns was the length of time between the course and the administration of the PCE. We believe that many of our students take Abnormal and/or Personality early in their psychology curriculum, which could explain students' low scores in these two domains. One possible change that we will examine is considering the length of time between the PCE and when the students took the course, as well as tracking whether a student did not take, or has yet to take, a course in a specific domain area.
2. Discussion sections on student posters rated lower in competence than Methods and Results sections and our expectations. Examination of the individual items rated for this section revealed that the low scores were attributable to students not including suggestions about the implication and/or application of their findings. However the Attendee Evaluation Form [Goal 5.a)] did indicate that students were competent at orally communicating the Results/Implication of their findings. It may be that students and Research Methods faculty were not aware that including information about the implications and applications of results in their mounted posters was important. As a consequence of this finding, we will make the Poster Evaluation instrument more readily available by posting it online.

Using the Data

1. In the past year, we have worked to improve the communication between the assessment committee and the rest of the faculty. As detailed above, the assessment committee distributed an annual report to the faculty. The results of the study abroad survey were shared with the study abroad office and the faculty responsible for supervising the program associated with the psychology department. The results of the internship survey were shared with the internship coordinator.
2. As previously mentioned, the low scores for Statistics/Research methods have been shared with the committee and the chair. In addition, we plan on sharing the data with a departmental subcommittee which is currently examining the curriculum in statistics.

Plans for the Future

1. We will need to assess the results of the PCE and determine if students are taking the exam seriously. In addition, we plan on conducting item analysis and determine if some of the items require revision or removal due to poor discrimination.
2. The only surveys still to be put online are the student internship survey and the supervisor internship survey, which we hope will be completed in the next year.
3. We will continue to work on increasing faculty participation in assessment.
4. We will revise our rating scale on the Faculty Poster Evaluation instrument. This year we expanded to a 7-point scale from a 4-point scale; however, our value descriptions presented some problems for a few raters.
5. We will start to develop assessment instruments for the capstone course.

CASA Director's Response to 2006/07 Summary Form:

Student Learning Assessment Program Response to Summary Form Undergraduate Program 2007

Department: Psychology

Category	Level*	Comments
Learning Objectives	Level 3, B.A. Psychology	Objectives are clear, measurable, and programmatic. There is a good blend of field-specific objectives and undergraduate learning goals here. Good specificity!
How, Where, and When Assessed	Level 3, B.A. Psychology	As I have mentioned previously, this plan uses both direct and indirect measures very well. This department has clearly embraced the idea that measures should be multiple. There is good detail here as well. In the past you have indicated a difficulty getting students to complete the PCE. How did you increase the rate of students completing the exam? And, are you satisfied with the completion rate? It would be helpful if you could include copies of your evaluation forms with the next submission of this report (if you have them available on-line, a link in the report would be fine). A wealth of data should be available given the measures listed—especially with the addition of a capstone course in which measures can be embedded.
Expectations	Level 2, B.A. Psychology	Expectations are in place and are specific.
Results	Level 2, B.A. Psychology	Results are being collected and analyzed for each measure. Well done! How many students are represented in the numbers for the exit surveys? You mention in Part Two that students are scoring rather low on the statistics portion of the PCE. It might be interesting to look at how far the students are from the stats class when they take the PCE and how well they did in that course. I don't think it would be surprising that they would forget some of the stats information if they don't have to use it every semester. It looks like you will have many interesting research points to explore.
How Results Will be Used	Level 3, B.A. Psychology	The assessment committee seems to have made positive strides over the last year or so. This is one of the most comprehensive assessment plans I have seen at the undergraduate level at Eastern. Well done! Your plan of sharing results with the faculty and other constituents is excellent.

*Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level.

Learning Goals for Psychology Undergraduate Students

Approved 12/2/05

1. **Content Area Knowledge:** Students will demonstrate knowledge and understanding representing appropriate breadth and depth in the primary content areas of psychology.
2. **Research:** Students will demonstrate skills in designing and conducting research, analyzing data, and interpreting results in the context of current theories in psychology
3. **Technology:** Students will demonstrate familiarity with computer technologies used in conducting psychological research and learning psychological principles.
4. **Critical Thinking:** Students will demonstrate critical thinking skills with regards to psychology.
5. **Communication:** Students will demonstrate the ability to communicate information about psychology effectively.
6. **Global Citizenship/Ethical Behavior:** Students will interact effectively, sensitively, and ethically with people from diverse backgrounds and demonstrate understanding of the sociocultural contexts that influence individual differences

Outcome Measures:

1. **Comprehensive Exit Evaluation** (currently the **Psychology Comprehensive Exam, or PCE**) [a direct measure]
 - *Learning Goal(s):* #1: Content Area Knowledge
 - *Completed by:* Graduating Seniors
 - *Participation:* 51 students out of 129 completed all of the PCE (**40%**)
2. **Supervisors' Evaluations of Interns** [a direct measure]
 - *Learning Goal(s):* #6: Global Citizenship/Ethical Behavior
 - *Completed by:* Students enrolled in Internship
 - *Participation:* 12 of 22 evaluations were submitted (**54%**)
3. **Forum Poster Judging** [a direct measure]
 - *Learning Goal(s):* #2: Research
 - *Completed by:* Faculty
 - *Participation:* 7 of 22 different faculty (**32%**): Addison, Deptula, Rauch, Sharma, Spencer, Stowell, Wilson
4. **Forum Attendee Evaluation** [a direct measure]
 - *Learning Goal(s):* #5: Communication
 - *Completed by:* Faculty, Research Methods Students, Graduate Students, Other Undergrads attending the Forum
 - *Participation:* 11 faculty evaluations were received [**30%** — not necessarily different faculty in fall (5 faculty) and spring (6 faculty)]
5. **Senior Exit Survey** [an indirect measure]
 - *Learning Goal(s):* #1: Content Area Knowledge
#2: Research
#3: Technology
#4: Critical Thinking
#5: Communication
#6: Global Citizenship/Ethical Behavior
 - *Completed by:* Graduating Seniors
 - *Participation:* 30 students out of 129 responded to items on the Exit Survey (**23%**)
6. **Student Researcher Survey** [an indirect measure]
 - *Learning Goal(s):* #2: Research
#3: Technology
#4: Critical Thinking
#5: Communication
#6: Global Citizenship/Ethical Behavior
 - *Completed by:* Students enrolled in Research Methods, Independent Study, Supervised Research, & Honors Theses
 - *Participation:* 127 surveys were submitted (**57%**)
 - Research Methods—62 out of 114 students, or **54%**
 - Independent Study—34 out of 54 students, or **63%**
 - Supervised Research—24 out of 45 students, or **53%**
 - Honors Thesis—7 out of 8 students, or **88%**

7. Internship Evaluation [an indirect measure]

- *Learning Goal(s):* #1: Content Area Knowledge
#6: Global Citizenship/Ethical Behavior
- *Completed by:* Students enrolled in Internship
- *Participation:* 18 of 22 (**82%**) surveys were submitted

8. Study Abroad Survey [an indirect measure]

- *Learning Goal(s):* #6: Global Citizenship/Ethical Behavior
- *Completed by:* Students enrolled in study abroad psychology classes
- *Participation:* 11 of 15 (**73%**) surveys were submitted

9. Undergraduate Student Information Form [an indirect measure]

- *Learning Goal(s):* #2: Research
- *Completed by:* Faculty (indicates student publications, presentations, awards, etc.)
Assessment Committee (gathers relevant departmental statistics)
- *Participation:* 6 of 22 (**27%**) faculty submitted information

University Available Information:

10. Watson-Glaser test

- *Learning Goal(s):* #4: Critical Thinking [a direct measure]
- *Completed by:* Students enrolled in Senior Seminar classes
- *Participation:* 53 out of 480 psychology majors (**11%**)

List of Performance Indicators / Outcome Measures

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Outcome Measure: 1—Psychology Comprehensive Exam

Instrument:

Available to students who have applied to graduate on WebCT.

Participation:

51 students out of 129 completed all of the PCE (39.5%)

13 more students completed at least part of the PCE (10%)

15 students completed in the fall, 36 in the spring

Results—Descriptives:

Overall Score for those that Completed the Entire PCE:

	N	Min	Max	Mean	SD	Avg Percent
Final Percentage	51	31.43	84.29	58.52	11.45	58%

# of Students (out of 51)	Scored at least
41, or 80%	50%
20, or 39%	60%
13, or 25%	70%
2, or 4%	80%

10, or 20%	less than 50%
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Subscores:

	N	Min	Max	Mean	SD	Avg Percent
Methods/Statistics	64	2	17 (20 possible)	10.19	3.17	51%
Social	60	2	10 (10 possible)	6.57	1.82	66%
Cognitive/Learning	56	3	9 (10 possible)	5.84	1.64	58%
Abnormal/Personality	54	2	10 (10 possible)	5.50	1.76	55%
Developmental	51	4	10 (10 possible)	6.71	1.49	67%
Sensation Perception/Biopsychology	54	2	10 (10 possible)	6.11	1.62	61%

Results—Analyses:

A repeated measures ANOVA indicated that students performed better on the social and developmental components than all other subtests. They performed the worse on the methods/statistics and abnormal/personality sections.

Independent samples *t*-tests did not find any significant differences in overall scores or subscores between those who took the test in the Fall or the Spring semester. (Note: the analyses for Methods/stats was close at .07 so that is something that the committee should keep an eye on in the future.) The mean in the spring was higher than that in the fall.

Student Feedback:

- I think the professors who teach the classes should make the evaluations
- I enjoyed taking the quizzes. I remember I learned many of them but I forgot a lot. These made me think that I need to study more. I would like to thank all of the faculty members for having such a wonderful department. I loved all the psychology classes I took at Eastern and learned a lot.
- Less statistical questions, many of the topic questions were not covered in my section of the statistics course
- A lot of the questions did not pertain to information learned in the category of information given in the specific courses they pertained to. Also, two or three of the categories of questions were in regard to two or three courses I did not take, for example, I took the Psychology of Learning but not Cognitive Psychology and I did not have a social psychology course so it may be useful to incorporate the information into one of the alternative courses or to test on courses taken rather than those not taken. It's a little early in the morning for me and I haven't had my coffee yet, so that's all. Thank you.
- Perhaps you could develop a way to make the names of the participants confidential.
- Everythings good, thanks :)
- Give it earlier in the semester.
- I can't think of any feedback other then I really thought I knew more then that. Maybe if you have time you could have questions geared toward specific classes the individual took. I know that is probably not possible, but it would be more helpful to know if the person learned from the classes because some dont take all the classes offered. thanks.
- Possibly give something like this a semester prior to graduation first to refresh the student's memory.
- It has been fairly comprehensive. I realized how much I have forgotten in the past two years. The only suggestion is to make one large test instead of several small ones.
- Since I am not the best at testing type environments such as this, I do not feel that the evaluation is as accurate as it can be. There are some quizzes that had material that I did not cover (like cognitive--I did not take this class). I enjoy psychology and all that it entails, but I don't feel that this is a fair assessment of my overall knowledge in psychology. Thanks.
- The evaluation was fine, nothing really to change about it because all the questions were relevant to information learned during the course of my college career. It was just hard to remember things that I learned in classes numerous semesters ago.
- It's a very good evaluation and I don't think it needs any changes.
- I had Doctor X for statistics and feel like I was not prepared for reseach methods at all.
- I'm not really sure if I have any suggestions for improvement of this evaluation. I thought it was fine.
- The Freud question in the personality section should be reworded, the conscience would not be as confusing as conscience. I thought it said conscious. Also there is a typo in the sensation/bio psych section.
- I actually thought it was good. I was not expecting to see items from every psych class that I have taken.
- Maybe to include own area for feedback of the individuals thoughts on why or why not they scored what they did.
- Reduce the amount of questions for the statistics part.
- I really don't have any feedback on how to improve it.
- Instead of separating the quiz into specific sections, combine all the questions. After completing a few of the quizzes, I became very bored.
- I hope that consideration about when these classes were taken, will be taken into account. it was a lot harder than i anticipated.
- Most of the questions I could remember having learned about but some in the abnormal part, we never covered in my class so I had no idea.

- Some of the questions were difficult because it has been a while since I have either taken the class or reviewed the information. Overall, I believe it is a well organized "quiz."
- I thought this assessment was pretty good, I would give a little review for each section that can be viewed once. Some of the topics I had the classes a few years before and had some trouble remembering
- I believe it would be more beneficial to students and the department to have evaluations such as these every year. The evaluations can be relative to the courses taken. It would better help track the students knowledge.
- It was pretty good and was a verity of questions
- No feedback at this time...
- I felt the cognitive/learning portion did not coorespond to what I was taught in my Cognitive class. It seemed more to be more focused on the Learning class content.
- Many of those that I did poorly on, I second guessed myself instead of going with my first answer. However, I did take many of these courses over three years ago. Even so, I do find this helpful for my own personal evaluation and I was a little surprised.
- Make the research methods and statistics section two different quizzes.
- Overall, the assessments were pretty good. The only thing that might make them hard is the amount of time that has past sense I was in a class that the test are assessing.
- I don't feel that any changes need to be made. I thought it accurately encompassed all areas of psychology that I covered in college.
- I can't think of anything to change.
- I think it is set up nicely.
- People forget over time, some of these courses I took years ago, some last semester, some this...and I evidently have forgotten ALOT! Honestly the proof that we learned is that we passed...but most of us it appears have lost our knowledge of what we learned because it seems most of our mean scores were very low. Honestly I think an evaluation like this will always have a low mean score if you wait to ask at the end of our education, perhaps if these were given after each course was completed. If that happens though it's almost like you are checking to see if each professor was adequately doing his/her job. Although we are trying to find that out in the long run, it would be inappropriate to do this right after each course to find out if they learned anything considering they would have to learn something to pass the course. Obviously if you used this data to evaluate our learning most of us should not be graduating...I feel I have learned alot more in college than this evaluation has shown.

1. Agencies: **Big Brothers, Big Sisters, Effingham Probation, Charleston, Teen Reach, Humboldt Teen Reach, Kids Hope United (2), CEAD DCFS, EIU Human Resources, Coles County Public Defender, Casey School District**

3. How often does the intern follow agency policies and procedures (e.g., professional conduct, appropriate dress, being on time, and following line of authority)?

Always **(12)** Usually Sometimes Never

4. How often is the intern able to work effectively with supervisors and other agency staff?

Always **(12)** Usually Sometimes Never

5. How often does the student appropriately respond to supervision, feedback and self-evaluation?

Always **(11)** Usually **(1)** Sometimes Never

Using the following scale: 5 = outstanding, 4 = excellent, 3 = good, 2 = fair, and 1 = poor

6. How would you judge the intern's abilities in the following areas:

a. understand the problems of others	1	2	3 (1)	4 (5)	5 (6)
b. accept options and actions different from his/her own	1	2	3	4 (7)	5 (5)
c. adjust to change or a new situation	1	2	3	4 (6)	5 (6)

7. Please evaluation the intern on the following areas:

a. motivation, commitment	1	2	3	4 (3)	5 (9)
b. dependability	1	2	3	4 (2)	5 (10)
c. emotional maturity	1	2	3	4 (7)	5 (4)
d. initiative	1	2	3	4 (4)	5 (8)
e. judgment	1	2	3 (1)	4 (5)	5 (6)
f. attitude towards job	1	2	3	4 (2)	5 (10)
g. attitude towards patients or clients	1	2	3	4 (4)	5 (8)
h. sensitive, ethical behavior	1	2	3	4 (3)	5 (9)

8. How well does the intern work with the following:

a. Individuals	1	2	3	4 (5)	5 (7)	N/A
b. Groups	1	2	3 (1)	4 (3)	5 (4)	N/A (4)
c. Children	1	2	3	4 (4)	5 (3)	N/A (5)
d. Adolescents	1	2	3 (1)	4 (2)	5 (3)	N/A (5)
e. Senior citizens	1	2	3	4	5 (1)	N/A (10)
f. Other clients: _____	1	2	3	4 (1)	5 (3)	N/A (8)

9. How well does the student work with diverse populations, including low income clients and people of different ethnicities?

1 2 3 4**(6)** 5**(5)** N/A**(1)**

Outcome Measure: 3—Forum Poster Judging

Participation:

7 of 22 Faculty = 32%

Instrument & Results:

Department of Psychology, Eastern Illinois University Evaluation Form for Posters	
Presenter(s)	_____
Title of poster	_____
Rater	_____ Sponsor _____
<p>Rate each element using the following 7-point Likert-type scale:</p> <p>Scale</p> <p>7 = Strongly Agree, demonstrates <i>high level of competence</i></p> <p>5 = Agree, demonstrates <i>competence</i></p> <p>3 = Somewhat Disagree, demonstrates <i>minimal competence</i></p> <p>1 = Strongly Disagree, <i>not competent</i></p> <p>n/a = Not Applicable</p>	

Sections, Items	Fall 2006 Mean (N= 5 faculty)	Spring 2007 Mean (N= 6 faculty)	Average 2006- 2007
Introduction/Abstract	4.65	5.16	4.88
1. Purpose of the study is clearly identified	5.06	5.90	5.45
2. Reference to prior research is sufficient and appropriate	4.37	5.07	4.69
3. Clear understanding of issues being tested is demonstrated	4.37	5.20	4.75
4. Hypothesis is clearly stated	4.80	4.47	4.65
Methods	4.21	4.88	4.52
5. Number and characteristics of subjects/participants clearly stated	4.35	4.87	4.59
6. Apparatus and/or materials used described sufficiently	4.34	4.80	4.55
7. Procedures for running subjects/participants clearly described	4.54	4.77	4.65
8. Design of the study (IVs and DVs)	3.62	5.07	4.30
Results	4.20	4.35	4.29
9. Figures/tables effectively show results of the study	4.28	4.90	4.62
10. Narrative comments, when present, complement and support figures/tables	4.30	4.45	4.38
11. Statistical analyses are clearly reported	4.03	3.70	3.88
Discussion/Conclusions	3.54	3.94	3.73
12. Results are related to initial hypothesis and to previous research	3.79	4.40	4.08
13. Both positive and negative findings are clearly explained	3.59	3.89	3.73
14. Implications and/or applications of findings are suggested	3.23	3.53	3.38
Appearance	4.85	5.66	5.22
15. Elements of poster arranged in logical manner	4.91	5.90	5.37
16. Text is clearly readable and appropriate in quantity	4.71	5.60	5.12
17. Visual elements of poster attract attention but do not distract from content	4.94	5.87	5.37
18. Care and attention to detail in preparation of poster is shown	4.83	5.27	5.03
Overall Average	4.35	4.87	4.60

FA06 - Research Methods Forum Results for Reviewer Evaluations

12 of 24 posters were randomly selected for evaluation. Two sets were created.

Set 1 (evaluated by 3 faculty): poster #s 2, 3, 5, 8, 19, 23

Set 2 (evaluated by 2 faculty): poster #s 1, 4, 14, 17, 18, 24

Poster #16 was evaluated by all 5 faculty reviewers.

POSTER #16 was prepared by only 1 student, and evaluated by ALL 5 Faculty Reviewers

Survey Item #:	Faculty Reviewer #					M	SD
	1	2	3	4	5		
1	5	5	3	3	5	4.2	1.1
2	5	3	3	2	3	3.2	1.1
3	7	3	4	4	3	4.2	1.6
4	5	5	5	4	5	4.8	0.4
5	5	5	5	3	5	4.6	0.9
6	3	7	5	3	3	4.2	1.8
7	5	7	3	3	5	4.6	1.7
8	3	5	3	3	5	3.8	1.1
9		3		4		3.5	0.7
10		3	5	4		4.0	1.0
11	5	3	5	3	3	3.8	1.1
12	5	5	4	3	3	4.0	1.0
13	3	5	3		3	3.5	1.0
14	5	3	3		1	3.0	1.6
15	5	5	5	4	5	4.8	0.4
16	5	3	5	5	5	4.6	0.9
17	7	5	5	4	5	5.2	1.1
18	5	5	5	4	3	4.4	0.9

Averages for Poster #16:

	M	SD
Introduction:	4.1	1.2
Methods:	4.3	1.3
Results:	3.8	0.9
Discussion/Conclusions:	3.5	1.2
Appearance:	4.8	0.9

SP07 - Research Methods Forum Results for Reviewer Evaluations

9 of 18 posters were randomly selected for evaluation. Two sets were created.

Set 1 (evaluated by 4 faculty): poster #s 4, 5, 11, 16

Set 2 (evaluated by 2 faculty): poster #s 7, 8, 14, 21

Poster #18 was evaluated by all 6 faculty reviewers.

POSTER #18 was prepared by 3 students, and evaluated by ALL 6 Faculty Reviewers

Survey Item #:	Faculty Reviewer #						M	SD
	1	2	3	4	5	6		
1	6	7	3	3	5	7	5.2	1.8
2	3	5	3	3	5	7	4.3	1.6
3	3	7	3	5	5	7	5.0	1.8
4	2	5	3	3	3	7	3.8	1.8
5	3	3	5	3	3	6	3.8	1.3
6	3	7	7	5	5	6	5.5	1.5
7	6	7	7	3	5	6	5.7	1.5
8	6	7	7	5	5	5	5.8	1.0
9	5	7	5	5	3	6	5.2	1.3
10	3	5	4	5	3	1	3.5	1.5
11	2	5	3	3	3	4	3.3	1.0
12	5	5	5	5	5	6	5.2	0.4
13	3	5	5	5	3	6	4.5	1.2
14	1	5	5	5	3	6	4.2	1.8
15	6	7	7	5	5	7	6.2	1.0
16	5	7	7	7	5	7	6.3	1.0
17	6	7	6	7	5	7	6.3	0.8
18	4	7	7	5	5	7	5.8	1.3

Averages for Poster #16:

	M	SD
Introduction:	4.6	1.7
Methods:	5.2	1.5
Results:	4.0	1.5
Discussion/Conclusions:	4.6	1.3
Appearance:	6.2	1.0

Outcome Measure: 4—Forum Attendee Evaluation

Participation:

99 forms were submitted; 5 faculty in the fall, 6 faculty in the spring

Instrument:

Please take a few moments to rate each element using the following 7-point Likert-type scale.
Please remember to indicate the poster number of the project which you are rating:

Scale

- 7 = Strongly Agree,demonstrates *high level of competence*
 5 = Agree,demonstrates *competence*
 3 = Somewhat Disagree,demonstrates *minimal competence*
 1 = Strongly Disagree,*not competent*
 n/a = Not Applicable

Poster Number: _____

The presenter(s) was able to **clearly communicate** understanding of:

- _____ the background/rationale of the study.
 _____ the methodology and design of the study.
 _____ the results and implications of the study.

Results:

Rater Group	Statistics	Section		
		Background / Rationale	Methodology / Design	Results / Implications
Psychology Faculty (N=11)	Total Ratings	73	73	73
	Mean	5.26	5.73	5.37
	SD	1.44	1.02	1.39
Graduate Student (N=3)	Total Ratings	16	16	16
	Mean	6.19	5.75	6.0
	SD	.83	.93	.89
Research Methods Student (N=85)	Total Ratings	629	629	629
	Mean	6.60	6.56	6.61
	SD	.82	.89	.85

Outcome Measure: 5—Senior Exit Survey

Instrument:

Available through the Dept. Webpage:
http://psych.eiu.edu/dept/assessment/exit_survey.asp

Participation:

30 students out of 129 responded to items on the Exit Survey (23%)

Semester Graduating	Freq	%
FA06	11	36.7
SP07	12	40.0
SU07	6	20.0
FA07	1	3.3
Total	30	100

Results:

Descriptive Statistics

Question	N	Min	Max	Mean	SD
Age	30	20	32	22.80	2.25
Confidence presenting Abnormal/Clinical Psych	30	1	5	3.53	0.97
Confidence presenting Social Psych	30	1	5	3.27	1.14
Confidence presenting Biopsychology	30	1	5	2.70	0.99
Confidence presenting Cognitive Psych	30	1	5	2.83	1.02
Confidence presenting Learning Psych	30	1	5	3.50	1.14
Confidence presenting Developmental Psych	30	2	5	3.77	0.90
Oral communication skills	30	2	5	3.57	1.04
Written communication skills	30	2	5	3.87	0.97
Skills in reading academic materials is psych	30	2	5	4.40	0.77
Electronic communication skills	30	1	5	3.20	1.32
Critical thinking skills	30	2	5	4.07	0.69
Research skills	30	3	5	4.53	0.68
Computer/Technical skills	30	1	5	3.47	1.25
Teamwork/Interpersonal skills	30	2	5	3.70	0.88
Confidence using statistical computer program	30	1	5	3.40	1.00
Usefulness of skills gained using statistical computer prog	30	1	5	3.40	1.22
Ability to conduct research improved cause psych major exp	30	4	6	5.17	0.83
Grade quality of ed provided by Psych Dept.	30	3	4	3.43	0.50
Interactions with Others (Diversity)	29	1	6	4.14	1.53
Satisfaction w/opportunities to interact w/faculty	30	1	6	4.67	1.09
Satisfaction w/advising	28	1	6	3.68	1.89
Satisfaction w/decision to earn psych degree	30	1	6	5.03	1.10
Likelihood of recommending psych as a major to a friend	30	2	6	4.97	0.93

Responses to last two open-ended items

	New classes Dept should offer	Other things Dept should change
1		
2		
3		
4	Psychology Seminar Psychology and the Law is only offered every few years; but is a fascinating course. I think that this should be offered on more regular basis; if possible.	My experiences in the Psychology Department have been extremely positive and from my perspective I wouldn't have changed a thing. I have received ex
5		
6	A class with basis on each type of psychology; forensic; school; and clinical. (I know there is already Industrial). A class on alcohol or drug abuse.	Provide some sort of prep possibility for students interested in graduate school. Psych Forum only covered slight introductory information and there should be some sort of seminar for seniors/juniors to take in order to cover things they should be doing
7	Intro Counseling or more Behavior Modification courses. I do wish there were more classes associated with the Honors College.	More Research Methods classes like Dr. X's! I think everyone should have to go through this.
8	Psychology of Sexuality; Dream Psychology; Parapsychology	Offer more changes for students to develop research or work with research
9		
10	More classes dealing with research; abnormal psychology; and theories of learning.	I would have enjoyed a smaller class size with more of a discussion type atmosphere.
11		
12	Besides psychology forum, a more intensive class for upperclassmen that shows them all the possible options for continuing education after graduation.	
13	I think a Counseling class, where students can take it only if they have passed Crisis Intervention. This class can be designed to help those with role-plays and anyone who is interested in being a crisis counselor and/or volunteer.	T
14	Counseling Psychology	Advising sucks. students should choose their advisor of be chosen by a faculty member. or we should be assigned according to interests.
15	Dream analysis	Teachers corresponding better with students
16		
17	Offer some sort of intro. to school psychology class for people who are interested, but not sure about going into that area. Also, an intro. to counseling class would be good.	
18		
19	A capstone course before graduation, a counseling/social work class (which is currently in the sociology department)	The surveys taken on WebCT before graduation were not completely accurate. I will be g
20		
21	I believe the psychology program should offer more classes, or even a specialization for those students that want to pursue a more research oriented field.	I believe there should be more science requirements, such as a biology class to help students in classes such as biological psychology.
22	Social Work classes	More knowledge about one on one opportunities besides an internship with the field of the students choice.
23		
24	More specific courses in regards to abnormal psychology issues	
25		
26		
27	More classes with an applied focus	Enhance internship capabilities
28	Family dynamics and behavior modification	
29		More work with SPSS.
30		

Frequency Tables

AGE	Frequency	Percent
22	11	36.7
23	8	26.7
21	5	16.7
24	2	6.7
20	1	3.3
26	1	3.3
27	1	3.3
32	1	3.3

Gender	Frequency	Percent
Women	26	86.7
Men	4	13.3

Classes Transferred	Frequency	Percent
None	12	40.0
1 to 2	8	26.7
3 to 4	6	20.0
5 or more	4	13.3

Do You Have a Minor?	Frequency	Percent
No	17	56.7
Yes	13	43.3

What is Minor?	Frequency	Percent
[blank]	17	56.7
Sociology	6	20.0
Biology	2	6.7
FCS	2	6.7
History	1	3.3
Foreign Language	1	3.3
Business	1	3.3

Do you Have a 2 nd Major?	Frequency	Percent
No	28	93.3
Yes	2	6.7

What is Second Major?	Frequency	Percent
[blank]	28	93.3
Biological Sciences	1	3.3
Sociology	1	3.3

Teacher Certification	Frequency	Percent
No	30	100.0

Involved in Program:	Frequency	Percent
Internship	8	26.7
Independent Study	10	33.3
Supervised Research	7	23
Study Abroad	5	16.7
Honors Program	0	0

Reason for selecting psych as a major	Frequency	Percent
Prep for employment	11	36.7
Prep for graduate school	10	33.3
Other	4	13.3
Prep for life skills (interpersonal relationships, parenting)	3	10.0
Easy/Quick major	1	3.3
General education	1	3.3

Other reason for selecting major
Dental Hygiene Program
Graduate school for Occupational Therapy
Overseas Missions
Personal Enjoyment

Work area	Frequency	Percent
Mental Health	8	26.7
Other	7	23.3
Social Work	5	16.7
Business	4	13.3
Applied Health	2	6.7
Education	2	6.7
Human Resources	2	6.7

Other work area	Frequency	Percent
[blank]	26	86.7
Unsure	2	6.7
Laboratory setting	1	3.3
Religious	1	3.3

Ultimate job title	Frequency	Percent
[blank]	9	30.0
Clinical Psychologist	3	10.0
Counselor	2	6.7
School Psychologist	2	6.7
Caseworker	1	3.3
Clinical and School Social Worker	1	3.3
Commercial Lines Specialist	1	3.3
LCP	1	3.3
Occupational Therapist	1	3.3
Prenatal psychologist	1	3.3
Psychologist	1	3.3
Research assistant	1	3.3
Sales	1	3.3
Social worker	1	3.3
Supervisory Management	1	3.3
System of Care Specialist	1	3.3
Therapist	1	3.3
Unsure	1	3.3
Total	30	100

Long-term(>10 years) occupational goal
[3 blanks]
Attend graduate school and work in a school as a School psychologist
Complete PhD in clinical psychology with some type of specialization and work in a private practice or mental health institution.
Completing my master's in clinical and school social work, working in the field and obtaining my PhD to eventually teach at a college/university
Dental school at a University following the dental hygiene program.
Get a masters at southern baptist theological seminary and go overseas full time
Help and study the mental health of adolescents
I am hoping to work with pregnant women and/or babies. I would like to be a counselor or kind of like a teacher.
I have not really set a goal yet.
I hope to get a Masters Degree; hopefully in Counseling; but I'm not sure when. I want to work overseas at some point; maybe for the military as a counselor.
I hope to work in a laboratory group setting conducting research on improving people's everyday lives, especially those who suffer from mental illness.
I would like to work in the human services field and go to graduate school for social work.
Ideally; I would like to have my Masters degree in Clinical Psychology in addition to my LCPC. I would like to work in a counseling center working with young adults in a counseling center similar to Eastern's Counseling Center. I am considering the possibility of returning to school eventually to finish my Doctorate. At that time; I would consider looking into teaching at the college level.
LCPC and then maybe a phd program.
Not sure
Own a private practice
Providing therapy for Adolescents and children in a hospital; clinic; or private practise.
School Psychologist in an urban or suburban high school.
To be an executive manager for a fortune 500 company
To become a licensed Psychologist with my own private practice.
To establish myself and a successful sales person and go to grad school.
To go to graduate school and become a pediatric physical therapist.
To go to medical school.
To graduate from graduate school to become an Occupational Therapist.
To have my masters or phd in mental health field.
To have went on and recieved a Masters Degree and to be fully enjoying my career, family, and life in general.
Well eventually I want to go back to graduate school but past that I really have no idea.
Working in DCFS

Future plans to go to grad / prof school	Frequency	Percent
Yes	23	76.7
No	7	23.3

Future grad degree	Frequency	Percent
MA	10	43.5
MSW	4	17.4
MS	2	8.7
MA or PhD	2	8.7
PsyD	2	8.7
LDH	1	4.3
MEd or EdS	1	4.3
PhD	1	4.3

Future grad program	Frequency	Percent
Social Work	5	21.7
Clinical	4	17.4
Counseling	3	13.0
Clinical or Counseling	2	8.7
School Psychology	2	8.7
Clinical and School Social Work	1	4.3
Cognitive and social processes	1	4.3
Dental Hygiene	1	4.3
FCS	1	4.3
Not sure yet	1	4.3
Occupational Therapy	1	4.3
Prenatal Psychology	1	4.3

Other future plans
[20 blanks]
At this time; I am looking for a part-time position in one of the human services agencies in the area until I return to school in pursuit of a Master's degree.
I hope to get an internship doing research at Disney's Animal Kingdom this Spring.
I plan to do a non-degree program in order to get my foot into the door. After I earn a Masters I hope to go on to a Ph.D in neuroscience.
Learning hypnosis for therapy and comedy
None that I can think of at this time
Possibly the nursing program which may possibly lead me to psychiatrist.
Specialization or possible further degree in school psychology.
To begin life.
To have a family and to move out of the midwest area.
Two year mission project in another country

Number of grad schools applied to	Frequency	Percent
Did not apply to grad school	17	57.0
1	3	10.0
2	2	6.7
3	2	6.7
4	1	3.3
5	2	6.7
6	0	0.0
7	2	6.7
8	1	3.3
# of students that applied	13	43

Number of grad schools applied to outside IL	Frequency	Percent
0	6	46.2
1	2	15.4
2	3	23.1
3	1	7.7
4	1	7.7

Number of grad schools accepted to	Frequency	Percent
Don't know yet	6	46.2
0	1	7.7
1	2	15.4
2	2	15.4
3	1	7.7
5	1	7.7

Grad School Attending	Frequency	Percent
Unknown	7	53.8
Ball State University	1	7.7
EIU	1	7.7
FCS	1	7.7
Loyola University Chicago	1	7.7
Midwestern university	1	7.7
Washington University in St. Louis	1	7.7

Degree	Frequency	Percent
MA	2	33.3
M.Ed./Ed.S.	1	16.7
MSW	1	16.7
Non-Degree	1	16.7
PsyD	1	16.7

Program	Frequency	Percent
[did not specify]	1	16.7
Community Counseling	1	16.7
Clinical	1	16.7
Clinical and School	1	16.7
Cognitive processes	1	16.7
School Psychology	1	16.7

Confidence presenting Abnormal/Clinical Psych	Frequency	Percent
Not at all Confident	1	3.3
A Little Confident	2	6.7
Somewhat Confident	12	40.0
Moderately Confident	10	33.3
Very Confident	5	16.7

Confidence presenting Social Psych	Frequency	Percent
Not at all Confident	3	10.0
A Little Confident	3	10.0
Somewhat Confident	11	36.7
Moderately Confident	9	30.0
Very Confident	4	13.3

Confidence presenting Biopsychology	Frequency	Percent
Not at all Confident	2	6.7
A Little Confident	12	40.0
Somewhat Confident	11	36.7
Moderately Confident	3	10.0
Very Confident	2	6.7

Confidence presenting Cognitive Psych	Frequency	Percent
Not at all Confident	2	6.7
A Little Confident	10	33.3
Somewhat Confident	11	36.7
Moderately Confident	5	16.7
Very Confident	2	6.7

Confidence presenting Learning Psych	Frequency	Percent
Not at all Confident	2	6.7
A Little Confident	2	6.7
Somewhat Confident	12	40.0
Moderately Confident	7	23.3
Very Confident	7	23.3

Confidence presenting Developmental Psych	Frequency	Percent
Not at all Confident	0	0.0
A Little Confident	1	3.3
Somewhat Confident	13	43.3
Moderately Confident	8	26.7
Very Confident	8	26.7

Oral communication skills	Frequency	Percent
Not at all	0	0.0
A Little	6	20.0
Some	7	23.3
Quite a Bit	11	36.7
A Lot	6	20.0

Written communication skills	Frequency	Percent
Not at all	0	0.0
A Little	3	10.0
Some	7	23.3
Quite a Bit	11	36.7
A Lot	9	30.0

Skills in reading academic materials is psych	Frequency	Percent
Not at all	0	0.0
A Little	1	3.3
Some	2	6.7
Quite a Bit	11	36.7
A Lot	16	53.3

Electronic communication skills	Frequency	Percent
Not at all	4	13.3
A Little	5	16.7
Some	8	26.7
Quite a Bit	7	23.3
A Lot	6	20.0

Critical thinking skills	Frequency	Percent
Not at all	0	0.0
A Little	1	3.3
Some	3	10.0
Quite a Bit	19	63.3
A Lot	7	23.3

Research skills	Frequency	Percent
Not at all	0	0.0
A Little	0	0.0
Some	3	10.0
Quite a Bit	8	26.7
A Lot	19	63.3

Computer/Technical skills	Frequency	Percent
Not at all	3	10.0
A Little	3	10.0
Some	8	26.7
Quite a Bit	9	30.0
A Lot	7	23.3

Teamwork/Interpersonal skills	Frequency	Percent
Not at all	0	0.0
A Little	2	6.7
Some	11	36.7
Quite a Bit	11	36.7
A Lot	6	20.0

Confidence using statistical computer program	Frequency	Percent
Not at all Confident	1	3.3
A Little Confident	4	13.3
Somewhat Confident	11	36.7
Moderately Confident	10	33.3
Very Confident	4	13.3

Usefulness of skills gained using statistical computer prog	Frequency	Percent
Not at all useful	2	6.7
A Little useful	5	16.7
Somewhat useful	9	30.0
Moderately useful	7	23.3
Very useful	7	23.3

Ability to conduct research improved cause psych major exp	Frequency	Percent
Very strongly disagree	0	0.0
Strongly disagree	0	0.0
Disagree	0	0.0
Agree	8	26.7
Strongly Agree	9	30.0
Very Strongly agree	13	43.3

Grade quality of ed provided by Psych Dept.	Frequency	Percent
F	0	0.0
D	0	0.0
C	0	0.0
B	17	56.7
A	13	43.3

Had opportunities to interact w/others [Diversity]	Frequency	Percent
Very strongly disagree	2	6.7
Strongly disagree	4	13.3
Disagree	0	0.0
Agree	12	40.0
Strongly Agree	4	13.3
Very Strongly agree	7	23.3

Satisfaction w/opportunities to interact w/faculty	Frequency	Percent
Very dissatisfied	1	3.3
Dissatisfied	0	0.0
Somewhat dissatisfied	2	6.7
Somewhat satisfied	8	26.7
Satisfied	13	43.3
Very satisfied	6	20.0

Satisfaction w/advising	Frequency	Percent
Very dissatisfied	8	26.7
Dissatisfied	0	0.0
Somewhat dissatisfied	2	6.7
Somewhat satisfied	5	16.7
Satisfied	9	30.0
Very satisfied	4	13.3

Satisfaction w/decision to earn psych degree	Frequency	Percent
Very dissatisfied	1	3.3
Dissatisfied	0	0.0
Somewhat dissatisfied	1	3.3
Somewhat satisfied	4	13.3
Satisfied	13	43.3
Very satisfied	11	36.7

Likelihood of recommending psych as a major to a friend	Frequency	Percent
Very unlikely	0	0.0
Unlikely	1	3.3
Somewhat unlikely	1	3.3
Somewhat likely	4	13.3
Likely	16	53.3
Very likely	8	26.7

Outcome Measure: 6—Student Researcher Survey

Instrument:

Name: _____

Student Researcher Survey

PLEASE NOTE: We are asking for your feedback regarding the entire research process, not just the forum/poster presentation part.

I worked on **this project** while I was enrolled in:

☐ Research Methods ☐ Independent Study ☐ Supervised Research
☐ Honors Thesis ☐ Other: _____

Which of the following describes your research project?

☐ Student-led (You led and constructed the project, for example an honors thesis or research methods)
☐ Faculty Project (You worked with a faculty member who led and constructed the project)
☐ Other _____

Was this project done:

☐ Individually ☐ Two-Student Team Project ☐ Student Group (3+) Project
☐ Other: _____

Please indicate your level of agreement with each of the following statements using the scale below.

Scale

SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree NA = not applicable

(1) My skills in the following areas have improved as a direct result of working on **the entire research project**:

	SA	A	U	D	SD	NA
a) Understanding of Research Methodology (e.g., designing a study, testing and/or gathering data, interpreting results, etc.)						
b) Statistics Skills (e.g., knowledge and application of statistical tests)						
c) Computer/Technical Skills (e.g., use of statistical software and database programs)						
d) Critical Thinking Skills (e.g., problem solving, reasoning, analytical skills)						
e) Oral Communication Skills						
f) Written Communication Skills						
g) Teamwork/Interpersonal Skills						
h) Other skills developed/learned (please explain): _____						

(2) This research project was a valuable learning experience for me as a psychology major. SA A U D SD

(3) The knowledge I have gained from this experience will be useful to me in the future. SA A U D SD

(4) I presented (or will present) findings from this research project at: (please check all that apply)

☐ Research Methods Poster Session ☐ MAUPRC ☐ MPA
☐ ScienceFest ☐ Other _____

(5) Please list below any recommendations you have that could help to improve the research experience:

Please return to Dr. Stowell's Mailbox. Thank you!

Responses for Research Methods (PSY3805) students were processed separately from those of Independent Study, Supervised Research, and Honors students.

Research Methods (PSY3805) students

Participation:

62 students out of 114 responded to items on the Survey (54%)

Results:

Descriptive Statistics	N	Min	Max	Mean	SD
Understand of Research Methodology	62	1	2	1.52	0.50
Statistics Skills	62	1	5	1.98	0.95
Computer/Technical Skills	62	1	4	1.71	0.84
Critical Thinking Skills	62	1	4	1.63	0.71
Oral Communication Skills	61	1	4	2.03	0.86
Written Communication Skills	62	1	4	1.74	0.68
Teamwork/Interpersonal Skills	61	1	5	1.80	0.81
Valuable Learning Experience	62	1	5	1.40	0.71
Knowledge Gained Will Be Useful	62	1	4	1.73	0.87

Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5

Project Description	Frequency	Percent
Student-led	53	85.5
Faculty Project	7	11.3
Other	2	3

How Project Was Done	Frequency	Percent
Individually	3	4.8
Two-Student Team Project	4	6.5
Student Group Project	55	89

Understand of Research Methodology	Frequency	Percent
Strongly Agree	30	48.4
Agree	32	51.6
Undecided	0	0.0
Disagree	0	0.0
Strongly Disagree	0	0

Statistics Skills	Frequency	Percent
Strongly Agree	20	32.3
Agree	29	46.8
Undecided	9	14.5
Disagree	2	3.2
Strongly Disagree	2	3

Computer/Technical Skills	Frequency	Percent
Strongly Agree	29	46.8
Agree	26	41.9
Undecided	3	4.8
Disagree	4	6.5
Strongly Disagree	0	0

Critical Thinking Skills	Frequency	Percent
Strongly Agree	30	48.4
Agree	26	41.9
Undecided	5	8.1
Disagree	1	1.6
Strongly Disagree	0	0

Oral Communication Skills	Frequency	Percent
Strongly Agree	18	29.0
Agree	26	41.9
Undecided	14	22.6
Disagree	3	4.8
Strongly Disagree	0	0

Written Communication Skills	Frequency	Percent
Strongly Agree	23	37.1
Agree	33	53.2
Undecided	5	8.1
Disagree	1	1.6
Strongly Disagree	0	0

Teamwork/Interpersonal Skills	Frequency	Percent
Strongly Agree	23	37.1
Agree	30	48.4
Undecided	6	9.7
Disagree	1	1.6
Strongly Disagree	1	2

Valuable Learning Experience	Frequency	Percent
Strongly Agree	42	67.7
Agree	17	27.4
Undecided	2	3.2
Disagree	0	0.0
Strongly Disagree	1	2

Knowledge Gained Will Be Useful	Frequency	Percent
Strongly Agree	31	50.0
Agree	20	32.3
Undecided	8	12.9
Disagree	3	4.8
Strongly Disagree	0	0

Where Research Will Be Presented	Frequency	Percent
Research Methods Poster Session	59	95.2
In class	3	5

Other Skills Learned

- Creativity
- How to not sleep by picking up others slack & having them get the credit for it
- Organizational skills, time management skills
- Patience and time management. there were many things to do in a short amount of time
- SPSS/Excel
- Time management
- Tolerance & frustration

Recommendations for Improvement

- Allow students the option to work alone or in smaller groups. This project is a huge load for someone to take on with slackers in their group and no matter they'll always get credit for it & your grade suffers because of the lack of time management abilities when they are uncooperative
- Any more material would be too overwhelming
- Better text books for
- Give more background on how to find related literature
- Go over the process slower & more in depth
- I still don't know what's going on statistically because I had Dr. X. Y is a good teacher. I think the answers would be more valid if we didn't have to put our names on these. I don't really like writing what I did about Dr. X with my name attached to it.
- I think working in a group or on your own should be the choice of the student.
- I would like to present findings in a more formal way rather than just stand in a hallway for 2 hours
- Make the intro to psych pool of participants available to students in research methods
- Maybe professors could refresh our memory on the statistics portion of the project (results)
- More lecture
- Research with professors
- We need examples to know how to write the paper step by step, other than just taking notes on what to do.

Independent Study, Supervised Research, Honors students

Participation:

65 students out of 108 responded to items on the Survey (60%)

Results:

Descriptive Statistics	N	Min	Max	Mean	SD
Understand of Research Methodology	62	1	2	1.45	0.50
Statistics Skills	59	1	3	1.85	0.64
Computer/Technical Skills	56	1	3	1.77	0.71
Critical Thinking Skills	65	1	3	1.54	0.64
Oral Communication Skills	61	1	4	1.82	0.87
Written Communication Skills	63	1	4	1.83	0.87
Teamwork/Interpersonal Skills	55	1	3	1.47	0.66
Valuable Learning Experience	65	1	2	1.15	0.36
Knowledge Gained Will Be Useful	65	1	3	1.17	0.42

Class Enrolled in	Frequency	Percent
Independent Study	34	52.3
Supervised Research	24	36.9
Honors Thesis	7	11

Project Description	Frequency	Percent
Student-led	19	29.2
Faculty Project	42	64.6
Other	4	6

How Project Was Done	Frequency	Percent
Individually	30	46.2
Two-Student Team Project	4	6.2
Student Group Project	27	41.5
Other	4	6

Understand of Research Methodology	Frequency	Percent
Strongly Agree	34	52.3
Agree	28	43.1
Undecided	0	0.0
Disagree	0	0
Strongly Disagree	0	0

Statistics Skills	Frequency	Percent
Strongly Agree	17	26.2
Agree	34	52.3
Undecided	8	12.3
Disagree	0	0
Strongly Disagree	0	0

Computer/Technical Skills	Frequency	Percent
Strongly Agree	22	33.8
Agree	25	38.5
Undecided	9	13.8
Disagree	0	0
Strongly Disagree	0	0

Critical Thinking Skills	Frequency	Percent
Strongly Agree	35	53.8
Agree	25	38.5
Undecided	5	7.7
Disagree	0	0
Strongly Disagree	0	0

Oral Communication Skills	Frequency	Percent
Strongly Agree	25	38.5
Agree	26	40.0
Undecided	6	9.2
Disagree	4	6.2
Strongly Disagree	0	0

Written Communication Skills	Frequency	Percent
Strongly Agree	27	41.5
Agree	23	35.4
Undecided	10	15.4
Disagree	3	4.6
Strongly Disagree	0	0

Teamwork/Interpersonal Skills	Frequency	Percent
Strongly Agree	34	52.3
Agree	16	24.6
Undecided	5	7.7
Disagree	0	0
Strongly Disagree	0	0

Valuable Learning Experience	Frequency	Percent
Strongly Agree	55	84.6
Agree	10	15.4
Undecided	0	0
Disagree	0	0
Strongly Disagree	0	0

Knowledge Gained Will Be Useful	Frequency	Percent
Strongly Agree	55	84.6
Agree	9	13.8
Undecided	1	1.5
Disagree	0	0
Strongly Disagree	0	0

Where Research Will Be Presented	Frequency	Percent
Poster Session	1	1.5
MAUPRC	18	27.7
MPA	7	10.8
ScienceFest	2	3.1
Other: APA, Independently to instructor, Journal article submission (2), conference next year	8	12

Other Skills Developed

- Administering the experiment
- Confidence in research interpretation
- Data analysis; effective presentation of material
- Data analysis; focusing on detail
- Ethnic awareness
- How to fill out paperwork for grants, etc.
- How to work with individuals in the community
- Organization
- Organization skills
- Reading
- SPSS
- Time management, flexibility (understanding & being sensitive to other's schedules)
- Use of APA

Recommendations to Improve

- "I had a great experience with my independence"
- Dr. Havey is a great person who is very knowledgeable & interesting. I do wish he would've pushed me harder. I want to get published.
- Finding different ways of getting reference material besides the library.
- I've really enjoyed working on this project! I've learned a great deal & strongly feel it has helped make statistics a little more sense! Dr. Williams is excellent to work for! =)
- I do not have any recommendations. I really enjoyed my research experience and looked forward to collecting the data.
- I enjoyed my independent study. I don't think there is anything I would change or add.
- I have no recommendations; things went very smooth!
- I think that the way the independent research functions is just fine.
- If the board had okay'd the project more quickly, it would have helped immensely.
- Interlibrary loans for articles should be easily accessible -- had trouble getting them in.
- No recommendations. Dr. Gruber is an excellent professor
- None. Dr. Bernas was great to work with. He was very helpful. He is a great teacher/sponsor.
- Nothing to improve... Dr. Deptula was an incredible teacher, advisor & mentor!
- To work out problems with experimentrak, new printers

Outcome Measure: 7—Internship Evaluation

Participation:

18 of 22 (82%) surveys were submitted

Instrument & Results:

Field Placement/Internship Evaluation – 2006-2007

1. What is your internship?

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Big Brothers/Big Sisters ○ CEAD Council - DCFS ○ CEAD Council – Women’s Recovery ○ CEAD Council (2) ○ Charleston High School Guidance Office (2) ○ Charleston Teen Reach ○ Counseling Agency in Oak Brook ○ Counseling Internship @ Carl Sandburg Elementary school (1-3grades) | <ul style="list-style-type: none"> ○ EIU Human Resources ○ Funkhauser TLC ○ Kids Hope United ○ Lonnie Lutz Public Defender’s office ○ Mattoon Headstart ○ Probation Officer, Effingham Co. ○ School Psychologist ○ TLC Humboldt |
|--|---|

Please circle the appropriate answer for each question. If Question 5 is not applicable to your field placement/internship, please circle NA. We greatly appreciate your opinion and your time!

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

As a result of my internship,	SA	A	U	D	SD
1. I have learned more about the local communities/agencies	7	10		1	
2. I have contributed to the local community	5	11		2	
3. I have a greater understanding of the importance and application of the ethical principles in psychology	12	6			
4. I have a greater understanding of psychological theories and concepts.	5	10		3	
5. I have a greater understanding of the application of psychological theories to “real world” cases and work settings	11	5	2		
6. I have a greater appreciation for diversity, particularly for agency consumers with either psychological disorders, family and emotional problems, or economic hardship	12	5			1
7. My field placement/internship experience has helped to clarify my future graduate school and/or career goals.	10	5	2	1	
8. I would recommend the field placement/internship to other psychology students.	9	7		1	1
9. I learned about making professional personal judgments that are informed, responsible, and ethical.	9	6	1	2	

Please list any recommendations you may have to improve the internship experience:

- I think a more in-depth or written description should be available for all the internship experiences.
- Overall, very good experience.
- At this time, I do not have any improvement suggestions.
- Make sure to tell students that the only time that CEAD offers groups are in the afternoons and evenings- so if they only have mornings available, its hard for hours.
- I cannot recommend any suggestions. It was an incredibly informative and rewarding experience.
- I learned a lot through my experience at BBBS. I have learned valuable information by working with disadvantaged families and children.
- Do not send anyone else to Human Resources.
- I feel faculty members should be more supporting about the issue of internships.
- Have more hands on experience.
- Stress the need to keep a daily log. Maybe a mid-evaluation, to see if anything needs improved or understood.
- I don't really have any suggestions to improve the internship experience mostly because my internship experience differed greatly from others. The class portion of the internship was interesting and I learned a lot about what is ethical and what is not and my internship also allowed me to see those practices first hand.

Other comments or suggestions?

- The experience was great (CEAD lets students get real experience, its nice).
- My internship was an excellent opportunity to help me determine what direction would be best for my graduate school options (Masters in School Counseling).
- This was a rather exciting and terrific experience I am glad I undertook.
- This is a great place to do an internship at.
- Unfortunately, due to Lonnie's very heavy caseload, I wasn't really able to get as in depth with some of the cases I would have liked.
- I am going to have a part-time job at BBBS this summer and next year.
- Everything went smoothly, as planned! I wouldn't change a thing.
- I enjoyed the experience.

Outcome Measure: 8—Study Abroad Survey

Participation:

11 of 15 (73%) surveys were submitted

Instrument & Results:



STUDY ABROAD DATA

While your impressions of your study abroad experience are still fresh in your mind, we ask that you take the time to fill out this evaluation. Please be as honest as possible in all areas because your feedback will help our department and future student who will participate in study abroad. Feel free to add additional comments to any of the questions that you would like to elaborate on. We thank you in advance for your participation and we look forward to reading your responses. Once completed, return this form to your faculty or to:

**Department Assessment Committee
Psychology Department
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL 61920
Fax: (217) 581-6764**

I. Personal Information

Name: _____ Today's Date: ____/____/____

Mailing Address: _____
Street
City
State
Zip

Phone Number: _____ E-mail address: _____

Sex: (1) M (10) F Class status while abroad: (0) Soph. (2) Junior (4) Senior (5) Grad Student

Major before you left: **11 Psych (1 Double Major with Sociology)**

Major after you returned: **same for all**

Ethnic Background: (0) Native American/Alaskan Native (1) Hispanic American
 (0) African American (10) White, non Hispanic
 (0) Asian-American or Pacific Islander (0) Multi-ethnic
 (0) Prefer not to answer

Yes/No Why did you want to study abroad: *(Check all that apply)*

(11/0) Learn about another culture	(1/10) Improve foreign language skills	(9/2) Learn about myself
(11/0) Opportunity to travel	(2/9) Take classes not offered at EIU	(0/11) Required for major
(9/2) Become more independent	(2/9) Prepare for Graduate School	(7/4) Meet new people
(0/11) Opportunity to serve abroad	(4/7) Enhance resume, increase job opportunities	
(0/11) Opportunity to work abroad		
(0/11) Other (<i>Please specify</i>):		

Have you traveled, studied, or lived abroad before you left? (4)Yes (7)No

If yes, please explain:

- ❖ Two week trip to London, Ireland, and Paris
- ❖ Hong Kong, Thailand, Hawaii, Antigua, Costa Rica, and Jamaica
- ❖ I took a trip with People to People Student Ambassadors seven years ago for three weeks in Western Europe.
- ❖ Lived in Germany when I was 5-7, traveled to UK when I was 16.

II. Study Abroad Program Information

Location Abroad: Maastricht Netherlands Dates Abroad: 05/06 - 06/06
City Country mo/yr. mo/yr.

University (Abroad): Teikyo University Professor(s): Havey/Kirk

Where did you first learn about this program?

(0) EIU Website (8) Class visit (2) Friend (0) Study Abroad Office (1) Other: Class Presentation

III. Individual Development

Please indicate your level of agreement with each statement by circling the appropriate number

<u>X / SD</u>		Strongly Disagree				Strongly Agree
(4.27/.467)	I have gained better insight into myself as a result of study abroad	1	2	3	4	5
(4.27/.467)	Study abroad has made me more receptive to different ideas and ways of seeing the world.	1	2	3	4	5
(4.36/.505)	I have a greater sense of independence or self-confidence due to living and studying abroad.	1	2	3	4	5
(4.09/.831)	Study abroad has increased my interest in social issues	1	2	3	4	5
(4.00/.775)	My interest in world events has changed.	1	2	3	4	5
(3.18/.874)	My interest in the arts has increased through my study abroad.	1	2	3	4	5
(1.91/.701)	My experience abroad has changed my career plans.	1	2	3	4	5
(3.82/.874)	My interest in language learning has increased.	1	2	3	4	5
(4.18/.603)	My tolerance of other people and customs has increased.	1	2	3	4	5
(3.82/.874)	I understand the US better.	1	2	3	4	5
(4.27/.647)	I like the US better.	1	2	3	4	5
(4.36/.505)	My ability to adapt to new situations has increased.	1	2	3	4	5
(3.18/.751)	I became more interested in academic study.	1	2	3	4	5
(1.00/0.00)	My major has changed, or probably will change as a result of this program	1	2	3	4	5
	Other: <u>I enjoyed the overall experience (1)</u>	1	2	3	4	5

IV. Social and Cultural Experience

Please indicate your level of agreement with each statement by circling the appropriate number

<u>X / SD</u>		Strongly Disagree				Strongly Agree
(3.82/.603)	I was satisfied with the amount of contact with the host country nationals	1	2	3	4	5
(2.64/.809)	There was too much contact with US Citizens	1	2	3	4	5
(2.55/1.293)	I was able to form close friendships with international students	1	2	3	4	5
(4.09/.701)	I interacted with a wide variety of people that lived in the host country	1	2	3	4	5
(3.36/1.206)	The staff helped me take part in, and understand the local culture	1	2	3	4	5
(3.82/.751)	The program structure facilitated interaction with the local culture	1	2	3	4	5
	Other: <u>Locals were helpful and friendly (1)</u>	1	2	3	4	5

V. Overall Evaluation

Would you recommend this program to a friend? (11) Yes (0) No

How would you compare what you gained abroad with what you would have gained in a comparable time at Eastern?

(5)	Much more valuable	(6)	More valuable
(0)	About the same	(0)	Less valuable
(0)	Much less valuable		

Did you feel safe in your surroundings?(11)Yes (0)No

When traveling around?(10)Yes (1)No

Please explain:

- ❖ For the most part, especially in Maastricht I felt safe doing everything.
- ❖ I never had a problem with crime.
- ❖ Felt very comfortable with my safety and my belongings everywhere except while in Amsterdam.
- ❖ Beautiful surroundings, nice neighborhood, and security at night.
- ❖ Only in Belgium did I feel unsafe.
- ❖ I always felt safe in Maastricht, but when traveling in the big cities I didn't always feel safe.
- ❖ Ireland was safe, Italy only sometimes.

VI. Sharing Your Experience/Promoting Study Abroad

Please indicate which of these activities you would be willing to participate in to share your experience and help promote study abroad. Check all that apply.

Yes/No

- (8/3) You may give my name and contact information to students who are interested in a similar program
- (6/5) I would be willing to participate in Study Abroad Information Session
- (8/3) I would be willing to speak to students at the Pre-departure Orientation
- (2/9) I would be willing to sit at a table in the MLK Union during the lunch hour
- (8/3) I would be willing to donate pictures and/or materials from my experience abroad to help future Eastern students

VII. General Questions

Is there anything that you wish you had known before you went abroad? *Please explain:*

- ❖ I wish I would have known that preparing weekend travel trips were complicated and stressful.
- ❖ The exchange rate
- ❖ I wish I would have known more about plane and train travel.
- ❖ Eurail Passes. I feel that they would have been very useful, but we didn't have all the info until it was too late.
- ❖ I wish I would have known more about travelling plans, when in Europe.
- ❖ How expensive the food and water is and how much money I would spend on traveling alone.
- ❖ That while everything in Europe is close, it still takes quite a bit of time to get from place to place.
- ❖ I wish I had known how expensive side trips would be and how stressful it is to make travel plans. They should be made ahead of time at home.
- ❖ You cannot buy Eurorails in Europe except if you go to Brussels.
- ❖ I wish I'd known more about Dutch culture and the Dutch language.
- ❖ I wish I had learned more of the language.

What was the most rewarding part of your experience?

- ❖ Meeting locals and forming friendships.
- ❖ Weekend traveling.
- ❖ The travel on the weekends was great. I took in an amazing amount of history and culture.
- ❖ Meeting new people, and traveling to new places. Being overseas gave me a new sense of independence.
- ❖ Traveling around Europe. For example, going to Italy, Paris, Amsterdam and more.

- ❖ **Being able to see and experience things that I would never have had the time or money to see otherwise.**
- ❖ **Learning how to get from place to place.**
- ❖ **Realizing all of the great things about USA that we take for granted and meeting locals and experiencing their culture authentically.**
- ❖ **Traveling.**
- ❖ **Being away from home in another culture was most rewarding to me. I found out that I can be very independent.**
- ❖ **Traveling around Europe was the best part of the study abroad program.**

What recommendations do you have to improve the study abroad experience?

- ❖ **To know to prepare better in weekend traveling.**
- ❖ **Researching and planning before departure is crucial.**
- ❖ **Bring more people to speak specifically about things before departure. (Eg: what to pack; How to travel; Recommend). I think all students should be required to study abroad!**
- ❖ **None. (2)**
- ❖ **Educate students about how to travel. It was very overwhelming to plan trips alone with no guidance on trips.**
- ❖ **I would tell future students to plan their weekend trips ahead of time. It makes everything a lot easier!**
- ❖ **Learn more of the language before departure.**

Thanks again for taking the time to fill out this evaluation. Your answers will be used to help future study abroad participants!

Please return this form to your study abroad faculty or to the EIU Psychology Department.

NOTE: Form adopted, in part, from the Creighton University Office of International Programs

Outcome Measure: 9—Undergraduate Student Information

Participation:

6 of 22 (27%) faculty submitted information

Instrument & Results:

- This instrument is distributed in the spring and asks for data the entire academic year.
- Information from faculty who completed the form & departmental statistics

Awards/Grants	Applied/ Submitted	Received/ Accepted
SURE	5	2
Undergraduate Research Awards (from Honors College)		
Applied Spring 06 for Summer 06	--	--
Applied Spring 06 for Fall 06	2	2
Applied Fall 06 for Spring 07	6	3
Social Science Writing Award	1	1

Conference Presentations	Submitted	Accepted for Presentation
MAUPC	10	10 (12 students)
MPA: Regular Session		4
MPA: Psi Chi Session		3
Islamic Society of North America (Regional Conference)	1	1
Psychonomics Conference	1 (2 students)	1 (2 students)

Publications	Submitted	Accepted for Publication
Book Chapter: Adolescent Behavioral Research Advances	1	1
Article: Journal of the Social Scientific Research of Religion	1	1

Student Participation	Fall 2006	Spring 2007	Frequency 2006-2007 (Total # of different students)	Percent (Avg # of Majors was 480)
Independent Study	26	28	54 (54)	11.25
Supervised Research	16	29	45 (35)	9.38 (7.29)
Honors Independent Study & Theses	4	4	8 (4)	1.67 (0.83)
Internship	7	15	22 (21)	4.58 (4.38)

Outcome Measure: 10—Watson-Glaser

Participation:

Psychology Majors enrolled in Senior Seminar classes

Instrument:

Maintained and administered by the University

Results:

Semester	Inference	Recognition of Assumption	Deduction	Interpretation	Evaluation of Argument	Total Composite Mean
Summer 2006						
Psychology Majors (N=21)	3.86	5.05	6.0	4.05	6.67	25.62
EIU Students (N=597)	3.59	4.80	5.81	4.10	6.49	24.78
Fall 2006						
Psychology Majors (N=28)	4.00	4.79	6.93	4.54	7.07	27.32
EIU Students (N=615)	3.74	4.94	6.17	4.28	6.55	25.67
Spring 2007						
Psychology Majors (N=53)	4.13	5.38	6.21	4.23	7.19	27.13
EIU Students (N=977)	3.68	4.92	6.06	4.18	6.77	25.60
Max Possible	7	8	9	7	9	40