

# Psychology Major Assessment Report May, 2017

## I. Program Assessment Meetings

**January 25, 2017** (Present: Prof. Gagnon, Markowitz, Morfei, and Smith)  
We met for approximately one hour and discussed this year's targeted assessment goals related to scientific inquiry and professional development. Profs. Gagnon and Markowitz have sabbatical plans for 2017-18 that include development of courses in research methods. Although our resources in terms of available faculty are limited relative to the psychology curriculum, we hope to find a way to offer more opportunities for students to engage in hands-on research. Prof. Smith's application of social science research in Math 151, Elementary Statistics, should also aid in students' understanding of scientific inquiry in the field of psychology.

We also discussed how we are working toward helping our students with their professional development. Profs. Gagnon, Markowitz, and Morfei all incorporate guest speakers into some of their courses. In addition to providing additional perspectives on relevant course material, these speakers model the careers they represent.

**February 22, 2017** (Profs. Gagnon, Markowitz, and Morfei)  
In a roughly one-hour meeting, we discussed a number of issues related to the business of the psychology major. Included was discussion of the results of the ETS Field Test in Psychology, one of our assessment tools. We noted that two of our graduating seniors had poor scores, one in the biological area and one in the cognitive area. We discussed whether they should be given additional tests in these areas as we have done in similar cases in past years. Prof. Gagnon noted that both students were taking upper-level courses in those areas during the spring, 2017 semester. We decided that taking those courses would improve and demonstrate the students' knowledge bases in these areas.

**May 22, 2017** (Prof. Gagnon, Markowitz, and Morfei)  
We met for approximately one hour to discuss our assessment work for the 2016-17 year and our plan for the upcoming 2017-18 academic year. We discussed the data on which we will be reporting for this year's assessment report (i.e., the ETS exam and senior exit interviews). Based on our data analyses (see below), we determined that we will continue to work on scientific inquiry and professional development during the 2017-18 academic year. We continue to be challenged to do more with the resources we currently have, but we hope to improve in these areas nonetheless.

## II. Closing the Loop

A. **Scientific Inquiry.** As part of our longer-term goal to provide students with more hands-on research opportunities, Profs. Gagnon and Markowitz both proposed ways to address the issue as part of their sabbatical plans for the 2017-18 academic year. As noted in the analysis of the senior exit interviews below, this is

an ongoing need on which we will continue to focus with our limited resources. At this point, no major changes to the curriculum have been made to address the issue. As noted in the data analysis below, students continue to express their desire for research experience.

The relevant portions of the sabbatical plans submitted by Profs. Gagnon and Markowitz are as follows:

**Prof. Sarah Markowitz: Create a new course: Clinical Research Methods in Psychology.** Since the discontinuation of PSY 360L/365L, students have consistently requested more opportunities for hands-on research as part of their Psychology curriculum in exit interviews. Furthermore, our environmental scan of peer institutions three years ago confirmed that we do not meet the opportunities provided by our peer institutions in this regard. The Psychology faculty has struggled to address this need, and has kept PSY 360L/365L on the books in hope that someone would take on a research methods course, but this has not happened. (See Psychology Annual Assessment Report 2016 for further information on this issue and attempts to address it.) Professor Gagnon and I decided to request sabbaticals for the 2017-2018 academic year in part to address this need. I will develop a course in clinical research methods, and she will develop a course in experimental research methods. This will provide students an opportunity to specialize in the type of research most relevant to them and their aspirations within the field, allowing them to complete a research study that could be presented at a national conference, and making them more competitive for graduate school admissions, particularly for Ph.D. programs. During the fall sabbatical leave, I will explore resources and examples of clinical research methods courses at similar institutions and develop a project-based, hands-on learning research methods course. This is a topic for which it can be challenging to develop projects without ready access to clinical populations, as is the case at a small liberal arts college like Wells. I will use my connections within the Clinical Psychology at Liberal Arts Colleges special interest group, of which I am currently president, of the Association for Behavioral and Cognitive Therapies (ABCT) to explore strategies for success at other similar institutions and develop a course that will be a good fit for the needs and opportunities for students at Wells College. I will plan to offer the course every other spring, alternating with PSY 338 Psychotherapy, which is currently offered every year.

- *How will this benefit me and Wells College?* This will benefit Wells College by 1) meeting a demonstrated need in the Psychology major; 2) making our students more competitive for graduate school admissions; and 3) providing the type of hands-on learning experiences most important to student engagement and retention. This will benefit my professional enrichment by increasing my knowledge of research methods within my field and project-based learning strategies. As I develop the course and projects, I anticipate using similar strategies and skills to attempt more project-based learning in my other courses, an area in which I have room to grow as an educator.

**Prof. Deb Gagnon: Create a new course: Experimental Research Methods in Psychology.** Students protested the removal of the 300-level research method lab courses (PSY 360L/365L) from the psychology major requirements when the curriculum was redesigned in the 2011-2012 academic year, and have consistently requested the return of these and for more opportunities for hands-on research in general in the major's exit interviews. This has been the single most common request, in fact, in the exit interviews. Furthermore, our environmental scan of peer institutions three years ago confirmed that we do not meet the opportunities provided by our peer institutions in this regard. The psychology faculty has struggled to address this need, and has kept PSY 360L/365L on the books in hope that we would be able to offer one or the other at some point, but this has not happened. (See Psychology Annual Assessment Report 2016 for further information on this issue and attempts to address it.) Professor Markowitz and I decided to request sabbaticals for the 2017-2018 academic year in part to address this need. I will develop a lab course in experimental research methods, and she will develop a similar course in clinical research methods. Along with opportunities to engage in qualitative research methods offered in other social sciences (e.g., ANTH, WGS), this will provide psychology majors with an opportunity to specialize in the type of research most relevant to them and their aspirations within the field, allowing them to complete a research study that could be presented at a national conference, and making them more competitive for graduate school admissions. During the spring sabbatical leave, I will explore resources and examples of experimental research methods lab courses at similar institutions and develop a project-based, hands-on learning research course. The large data collection requirements of experimental research often involve either significant participant time commitments or large numbers of participants, which in turn require access to large participant pools or participant reimbursement funds, neither of which we have access to at Wells. I will explore how colleagues at similar institutions – specifically our peer institutions mentioned above – to see how they manage these obstacles, and I will be exploring how to re-incorporate opportunities for research in the psychology curriculum, either by adjusting my own rotation or by re-evaluating how we do our senior seminar/capstone experience. This will be considered in a larger discussion within the major about our curriculum and requirements.

## **B. Professional Development.**

As you will see from the exit interviews summarized below, students are still seeking more career development opportunities. One of the ways we are addressing professional development is through guest speakers and other career-related activities in several of our courses. Some examples include:

### **PSY 210, Child Development**

In Spring 2017, Prof. Markowitz hosted two guest speakers:

Melani Fuchs, master elementary teacher and movement specialist at the Elizabeth Ann Clune Montessori School of Ithaca, and author of *Movement Matters*, a book designed to help teachers integrate movement into Montessori curricula  
<http://www.montessorimovementmatters.com/authors.html>

Unii Carruyo, founder of Wiggles and Wings Montessori School for the Arts, and author of a teacher training book and a children's book  
<http://www.wigglesandwings.com/teachers.html>

### **PSY 235, Forensic Psychology**

Crystal Walters, an advocate and educator from the Cayuga/Seneca Action Agency, spoke to the class on issues related to domestic violence. She also addressed careers in the agency and spoke to a couple of students individually about potential internships.

Sherry Bianco, Wells alumna and social worker with Cayuga County Child Protective Services, spoke to the class on issues of child abuse, neglect, and custody issues. She also talked about her career and offered her contact information to students interested in internships and career advice.

JoAnn Carlson, Wells alumna and special education teacher at the Finger Lakes Residential Center, spoke to the class about her work and the Center's connections with juvenile justice issues. One of the students who took Psy. 235 a few years ago did get a position at the Finger Lakes Residential Center after he graduated.

### **PSY 270, Foundations and Methods**

Students took a strengths inventory on the first day of class and also create a concept map of the major influences in their lives in one of the last class meetings.

### **PSY 280, Psychology of Art**

Prof. Gagnon hosted Art Therapist Kim Kernehan, River Hospital (Alex Bay, NY) who spent an entire seminar with the class talking about her career as an art therapist, working with military veterans. Prof. Gagnon also hosted the Peace Paper visiting practitioners who spoke about their use of paper making toward psychological healing (including, again, military vets). She hosted visiting artist Deborah Jones, who spoke about her career as a woman during the feminist revolution (60s and 70s) and beyond, as an art activist. Finally, she took the students on a field trip to the Johnson Art Museum at Cornell University, where they met and spent an entire class period with an art historian and curator who shared her career trajectory with the students (among other things). Students were also encouraged to attend the Ithaca Art Trail Open Weekends in October, where they could visit artist studios and speak to them personally about their careers. At least two students did take advantage of that opportunity. The class was invited to visit and work with the King Ferry Migrant Farmworkers in course-relevant ways (art projects, "ESL").

## **PSY 338, Psychotherapy**

Prof. Markowitz hosted three guest speakers on two occasions:

Rich Gallagher, LMFT, a licensed marriage and family therapist and author of numerous books, including most recently, *No Bravery Required*, a self-help book for anxiety.

<https://anxietycamp.wordpress.com/about/>

Dr. Joe and Jillian Strayhorn: Dr. Strayhorn is a child psychiatrist and author of numerous books, mostly on psychoeducational tutoring. He is the founder of the Organization for Psychoeducational Tutoring (OPT). Jillian is a long-serving tutor in the program. Two students have done PSY internships with OPT after hearing the Strayhorns in PSY 338.

## **PSY 342, Biological Bases of Behavior**

Raquele Laury '09 M.D. visited to discuss the realities of her path to becoming a medical doctor, including the trials, tribulations, obstacles, and ultimate triumphs that come with grit, perseverance, and determination. She also discussed the various occupations available as a healthcare professional.

## **PSY 343, Neuropsychology**

Being partially clinical in nature, the course discusses clinical practice and testing quite a bit. Prof. Gagnon shares her own experience in clinical neuropsychology, and the class discusses neuropsychology assessment, ethics, and other professional practice issues throughout the course.

## **PSY 349, Cognition & Culture**

The class was invited to visit and work with the King Ferry Migrant Farmworkers in course-relevant ways, including a service/experiential learning opportunity working with a diverse community.

## **Psy. 355, Adult Development and Aging**

Brenda Weidmann, from the Cayuga County Office for the Aging, spoke to the class about services for aging adults. She also routinely discusses internship and career possibilities when she visits the class each year.

## **PSy 370, Sensation & Perception**

Occupational Therapist Meg Gillard of the Autism Program at the Franziska Racker Centers visited and spoke to the students about her career as an OT working with children on the Autism Spectrum and also, the therapeutic options available to OTs in addressing issues of over- and under-stimulation in such children, i.e., sensory processing disorders and sensitivities, as well as attentional issues.

## **PSY 403, Senior Seminar in Psychology**

In addition to creating resumes and other career-related activities, we include a segment on 'Telling Our Stories', which is always well received and eye opening to our students! The members of the psychology faculty discuss their life and career pathways, which are varied and sometimes surprising.

## **HS 100, Introduction to the Health Professions**

Psychology-relevant careers in this course included visits by Occupational Therapists involved in working with children on the autism spectrum disorder in the clinic and via hippotherapy. Sarah Markowitz presented on clinical psychology, and Geri Manahan on social work.

Raquete Laury '09 MD spoke on her path following Wells, which included a Masters from Pace University in forensics and an MD in clinical pathology.

### **III Examination of Data Collected**

The two primary sources of data collected to assess student learning outcomes were the ETS Major Field Test in Psychology and the Exit Interview we require as part of our senior comprehensive exam. The ETS and Exit Interview analyses appear below. The Exit Interview themes are summarized here, together with the questions to which students are asked to respond. Note, though, that ETS does not allow us to distribute the actual test.

#### **A. Educational Testing Service Major Field Test in Psychology**

**Methods.** As part of their senior comprehensive exam, psychology majors are required to take the Educational Testing Services (ETS) field test in psychology early in the spring semester of their senior year. The ETS Field Test in Psychology is a comprehensive undergraduate assessment "designed to measure the critical knowledge and understanding obtained by students in the major field of study." (ETS, 2015). The major field test goes "beyond the measurement of factual knowledge by ... (evaluating) students' ability to analyze and solve problems, understand relationships and interpret material from their major field of study."

ETS offers comprehensive national comparative data that allows us to evaluate our students' performance and compare our program's effectiveness to programs at similar institutions nationwide. The ETS major field test provides "reliable documentation for accreditation, student achievement benchmarks, and curricula improvement... (it can be used) in curriculum evaluation, departmental self-studies, and end-of-major outcomes assessment." Thus, the test is an essential and invaluable tool in program assessment. It helps us prepare students to succeed by improving our curriculum, it can be used to demonstrate the strengths of our program to prospectives and their families, and it helps assure us that our students have mastered their field of study.

For each student, ETS provides an overall score (between 120-200) and subscores (out of 100%) for each of four subject areas: Learning, Cognition, & Memory; Perception, Sensation, & Physiology; Clinical, Abnormal, & Personality; and Developmental & Social. These individual scores are useful for assessing individual performance, but even more useful for assessment purposes are the Assessment Indicators that are returned for the aggregate in six knowledge areas: Memory & Cognition; Perception/Sensation/Physiology; Development; Clinical & Abnormal; Social; and Measurement & Methodology. All these data points can be compared to the national comparative data that are based on 13,671 test takers from 285 domestic institutions that administered the test from September 2014 through June 2016. (The complete National Comparative Data Summary, including the identities of the 285 participating institutions, can be found at: [http://www.ets.org/s/mft/pdf/acdg\\_psychology.pdf](http://www.ets.org/s/mft/pdf/acdg_psychology.pdf))

**Results.** The mean test score for the 2017 Wells cohort was 152 (out of 200; SD = 14), an improvement of 3 points from 2016 and comparable to a national mean test score of 156.1 (SD = 15.1). While 50% of the national cohort scored below the mean of 156.1 (by definition), 63% of the Wells cohort scored below it, but this again represents an improvement from 2016 when 69% scored below it. Thus, our students are underperforming compared to their peers across the country, but showing improvement over the years (see Assessment Report 2016) and from year to year. We believe we are witnessing improvement in our majors' knowledge base in psychology from our efforts.

We will now look at a more fine-grained analysis of the data. How did the Wells 2017 cohort fare in each of the content areas? Following are the national individual averages across all 13,671 test takers from September 2014 through June 30, 2016, the Wells 2016 cohort, the Wells 2017 cohort, and the difference between the National and the 2017 cohort (in parens).

	National 2014-2016	Wells 2016	Wells 2017	Difference National-2017 (2016)
1. Learning, Cognition, Memory	56.2	51	55	1.2 (5.2)
2. S&P, Physiology	55.8	53	54	1.8 (2.8)
3. Clinical/Abnormal, Personality	56.0	46	49	7 (10)
4. Developmental, Social	56.3	53	56	.3 (3.3)

The results show that our 2017 cohort performed less well individually than their peers in other institutions across the nation in every subarea of the field, but the difference scores decreased from 2016 quite considerably and we are narrowing in on the national averages in all areas. Notably, the Developmental/Social area is only .3 from the National average. The Clinical/Abnormal and Personality area continues to lag the farthest from the National average; reasons for this will be discussed in the Discussion below.

What if we compare our institutional scores to the 285 other institutions in the comparative data set? In this case, the National institutional mean is 155.6 (SD = 9.6), so we look even better with a mean of 152 at just 3.6 points of separation, although only 31% of the institutions scored lower than this (so nothing to celebrate quite yet). Looking at institutional means for each Assessment Indicator, we see the following:

	National <u>2014-2016</u>	Wells <u>2017</u>	Difference <u>National-2017</u>
1. Learning, Cognition, Memory	55.7	55	.7
2. S&P, Physiology	55.5	54	1.5
3. Clinical/Abnormal, Personality	55.8	49	6.8
4. Developmental, Social	55.5	56	-.5

This comparison shows just how well we are doing, as a program, in the Developmental/Social area since we exceeded the national average by .5. We are close also in the Learning/Cognition/Memory and S&P/Physiology areas and farthest in the Clinical/Abnormal/Personality area.

How does Wells compare in terms of Assessment Indicators? Below are the averages (2014-2016) for each of the six Assessment Indicators, Wells' 2016 and 2017 average for each Indicator, the Indicators rank ordering in parentheses for each of these, and the difference between the National mean and 2017 mean and, in parentheses, the same difference for 2016.

	National <u>2014-16 (rank)</u>	Wells <u>2016 (rank)</u>	Wells <u>2017 (rank)</u>	Difference <u>Nat'l-2017 (2016)</u>
1. Memory/Cognition	45.5 (6)	43 (5)	46 (6)	-.5 (2.5)
2. S&P/Physiology	53.3 (4)	50 (3)	51 (3)	2.3 (3.3)
3. Developmental	48.9 (5)	41 (6)	48 (5)	.9 (7.9)
4. Clinical/Abnormal	69.8 (1)	61 (2)	64 (1)	5.8 (8.8)
5. Social	62.8 (2)	63 (1)	64 (1)	-1.2 (-.2)
6. Statistics/Methods	54.5 (3)	46 (4)	49 (4)	5.5 (8.5)

Again, we see that Wells has made strides toward the National mean in all areas and, in two areas (Memory/Cognition and Social), even performed *above* the national mean in absolute terms. The areas that are farthest from the National means are, again, Clinical/Abnormal and Statistics/Methods (note that both made great strides forward this past year, however). This pattern of doing better than the year before was true of the 2016 cohort compared to the Wells 2015 cohort

(see 2016 Assessment Report), so we continue to move in the right direction as a program.

What can the relative rank orderings tell us about the areas that Wells is doing well in? Like the National orderings, our students do best in the Clinical/Abnormal and Social areas (1 and 2, respectively) even though we lag behind the National scores in absolute terms. Where we differ is in the S&P/Physiology area (3), which is better than the National rank order (4) and Statistics/Methods (4) which is behind the National ranking (3). The Developmental and Memory/Cognition areas follow the National rank order (5 and 6, respectively).

### **Discussion and Recommendations.**

We are pleased by the progress we are making by approaching the National comparative yardsticks, year by year. Looking at a more fine-grained analysis, the content area with the greatest room for improvement is in the Clinical/Abnormal/Personality content area. This is not surprising, however: Our curriculum is designed to provide a broad-based approach to psychology and not focus so much on clinical/counseling as other programs (represented in the National comparative data) might. Our curriculum also allows students to satisfy the requirement in this area in non-traditional ways that are not tested in standardized testing, for example, by taking Forensic Psychology or Indigenous Psychologies. If a student does not take Abnormal Psychology, then they will miss the very content that is tested in the Major Field Test. Given that most students in psychology still trend toward clinical/counseling careers, **we should consider making Abnormal Psychology a requirement**. Also, the major made a deliberate decision to no longer offer a course in Personality, which is also evaluated in this content area part of the test. So the low score in this area should not be particularly surprising, but perhaps we should **consider bolstering coverage of Personality in the Introductory, Social, and/or Clinical offerings**. We seem to be heading in the right direction in all other content areas, so our approach in these will be to continue doing what we are doing but also continuing to try to do it even better, especially **Research Methods, which continues to be a focus of our efforts**. Sabbatical goals for two of the psychology faculty will focus on this particular effort in the 2017-2018 academic year.

**B. Exit Interview.** The text of the interview appears below. You'll note that the students are asked to refer to our Assessment Plan, although the Plan is not included here. The Plan will be submitted separately.

### **Psychology Senior Exit Interview Spring, 2017**

The final component of the Senior Comprehensive Exam in Psychology is an Exit Interview. As with other components of Comps, the Exit Interview is mandatory: your comps grade will not be released to the Registrar until you submit a response.

As a graduating senior who has now completed requirements for the psychology major at Wells, we value your input and reflection on our academic program. Please look over the psychology program's goals, objectives, and outcomes below.\* After you've read through that material, respond to the five Exit Interview questions listed below that. Send your answers electronically to Laurie Turo (lturo@wells.edu). Do not include your name; Ms. Turo will cut and paste your responses into a separate file so there will be no identifying information in the file.

In addition to the exit interview, we ask that you indicate in your e-mail message to Ms. Turo what your post-Wells plans are, whether that is graduate school, employment, student teaching, or some other opportunity. Please be as specific as possible (e.g., if attending graduate school, indicate program, degree, institution; if job, the specific position and organization; if Teach for America, Peace Corps, etc., where the placement is, etc.) This information will be forwarded to us independently of your Exit Interview.

Your answers to the questions are due no later than 4:30 on Friday, May 5. As soon as Ms. Turo receives your Exit Interview and post-Wells plans, she will send your Senior Comprehensive Exam letter to you via campus mail (if you want it sent to another address, please let Ms. Turo know this in your email). This letter from the major will indicate your comps grade (Pass with Distinction, Satisfactory, Fail) and will include your score report from the ETS Exam. Please be sure to respond by the due date, as the Registrar needs our recommendation for graduation shortly thereafter.

Finally: Thank you – We appreciate and value your input!

\*See Psychology Assessment Plan submitted separately.

### **Exit Interview Questions:**

1. Do you feel that we are adequately addressing all ten of the listed goals? Provide some context for your answer.
2. Do you have any suggestions for how we might do a better job of addressing the goals? .
3. In your view, are some goals stressed too heavily, while others are not dealt with enough? If so, please provide some detail as to which goals are over-stressed and which ones need more attention.
4. Are the ten goals for the major in line with what you hoped or expected to get out of the major or would you delete, add, or modify any?

5. Please provide any further comments you have about the psychology major at Wells.

### **Class of 2017 Exit Interviews: Three Themes and Solutions**

- 1) Career Preparation: Students embrace the opportunity to be better prepared for life beyond Wells as part of Senior Seminar, but expect more information about possible career/occupational avenues earlier in their undergraduate career. While there was an appreciation that this was covered in PSY 270, students still want more career development focus throughout all of their coursework. Several students commented that they would have liked more guidance on internship selection. Solution: This was a theme of last year's exit interviews as well. We have been working to enhance discussion of careers across all courses, and promote guest speakers with diverse careers. It is possible that the class of 2017 only experienced this change within their senior year and did not have sufficient opportunity to benefit from it. Perhaps future classes will not have this complaint. This year's class did, for the most part, benefit from taking PSY 270 early in their career, though many still commented that they would like more career or graduate school preparation throughout their coursework, and integration of coursework and internship experiences. When a new director of experiential learning and career services is hired, the Psychology faculty plans to work closely with this individual to enhance our attention to career development in ways that will benefit students.
- 2) Students want more opportunities for hands-on research. This is a consistent complaint in the exit interviews we have conducted ever since we removed PSY 360L and PSY 365L as requirements in our course offerings, and a problem we have been studying and trying to address. Our Environmental Scan of peer institutions four years ago confirmed that we do not meet the opportunities provided by our peer institutions in this regard. Solution: Offer PSY 360L Qualitative Research Methods Fall 2017. We hoped to offer a topics course in research methods in Spring 2017, but this was not possible, due to other course needs. We expect PSY 360L to be a valuable opportunity for those students able to take advantage of it. It does not, however, systematically address the need for such a course, and it does not cover quantitative methods. In 2017-2018, both Professors Markowitz and Gagnon will be on sabbatical, and each has included a proposal to create a research methods course, in clinical methods in the case of Professor Markowitz and experimental methods in the case of Professor Gagnon. We are excited to regularly offer more advanced research methods courses in future years.
- 3) Students would like more emphasis on multicultural competence throughout their coursework in Psychology. Many commented that particular courses, like Indigenous Psychologies and Cognition and Culture, did a good job addressing this goal, but felt that it was lacking in others. Solution: This theme has emerged from time to time in recent years. Psychology faculty members have made changes, such as including readings by more diverse authors, to their courses to address this concern. Some of the courses that

were mentioned as lacking a multicultural focus were ones where this goal is both an explicit goal and focus of the course, so these comments were puzzling. Further attention to this component of the curriculum may need to be a future area of focus.

#### **IV. Program Changes for 2017-18**

Given that we are still working on the areas of scientific inquiry and professional development, we have no major program changes planned for the upcoming academic year. In terms of professional/career development, the seniors who graduated this year did not benefit from changes we made to the Psy 270 (Foundations and Methods) course. As noted above, the sabbatical plans of two faculty members will inform how we approach changes to the curriculum to enhance our delivery of research methods.

#### **V. Action Plan for 2017-18**

We will continue to focus on improving our delivery of **scientific inquiry/research methods** and **career/professional development**. Student learning outcomes in these areas will be assessed through the ETS Major Field Test in Psychology and the Exit Interviews that are part of the Psychology Senior Comprehensive Exam. Note, though, that the research methods issue will be addressed, in large part, through the sabbatical plans of two of the psychology faculty in the coming year.

We will continue to enhance courses throughout the psychology curriculum to include professional development. In addition to guest speakers, we will work with Career Services to help connect students' in-class experiences with their choices of internships and careers. We intend to discuss including an additional question on the student course evaluations to assess whether our students are gleaning career choice ideas and paths from the curriculum.

Respectfully submitted,

Milene Z. Morfei

Chair, Psychology Major