

DRAFT 3: Psychology Department Alumni Survey – 2003

Summary Report – Summer of 2004

For graduating classes: '02 (1 year), '98 (5 years), '93 (10 years)

[includes results from the 1999 survey – for comparison]

Summary

As part of the college-wide mandate for departments to engage in comprehensive assessments of their programs, the Psychology department surveyed alumni who had graduated 1, 5, and 10 years ago (i.e., the classes of 2002, 1998, 1993). These classes were selected because we desired to assess alumni at various stages in their careers. Information from recent alumni was desirable because it more directly assesses the effectiveness of the current program. Information from earlier alumni was also desirable because we were interested in advanced educational degrees and mid-career employment information.

The survey was originally developed by Marji Lindner Gunnoe (1999), and revised by her and Paul Moes. Data from the 1999 survey were collected and entered by the Social Research Center (SRC) with funding from the Dean of Education's assessment budget. The current results were collected by Moes & Gunnoe together with the Administrative assistant. Files associated with the survey (see below) are stored in **G:\Common\....\Alumni Survey.99-03.**

Name of file	File type	Description
Alumni questionnaire.doc	MS Word	Questionnaire for 1999
Alumni survey report.doc	MS Word	Report on quantitative analyses - 1999
Alumni questionnaire.03.doc	MS Word	Questionnaire for 2003
Alumni survey report.03.doc	MS Word	Report on quantitative analyses - 2003
Alumni survey 99-03.sav	SPSS system file	Includes all data from both years. NOTE that because of changing question not all variables matched. Some variables at the end reflect older variables ('99 version)

The majority of this report is a detailed description of the results. **Highlights of the results are included at the end of the report.**

Response rate / Missing data

An initial mailing to 168 alumni, and one follow-up mailing yielded 85 returned questionnaires for an overall response rate of 51% (very good for mail surveys – but not as good as the 69% of 1999). Demographic information suggested that the respondents were fairly representative of our department majors with 66% being female (up from 59% in '99), 94% being white (reduced from 97% in '99), and respondents had a modal GPA of 3.5 – 4.00 (modal for '99 was 3.0-3.5).

2003 Survey: Number of respondents by class

	1993	1998	2002	All years
Males	10	8	11	29
Females	20	14	22	56
Total (% return)	30 (48%)	22 (44%)	33 (59%)	85
Total Distributed	62	50	56	168

Interpreting the detailed report

In general, there is enough information in the detailed report for readers to understand exactly what was being asked of respondents. For additional information (e.g., how missing data was handled, etc.) confer the original survey (with codes indicated) included in the data section of this report.

DETAILED RESULTS**I. Demographics**

Percentage in each GPA category – '99 survey

	1979	1989	1994	All years
2.0 – 2.49	3%	8%	3%	4%
2.5 – 2.99	14%	23%	31%	23%
3.0 – 3.49	47%	41%	41%	43%
3.5 – 4.0	36%	28%	26%	30%

Percentage in each GPA category – '03 survey

	1993	1998	2003	All years
2.0 – 2.49	.0%	4.5%	3.0%	2.4%
2.5 – 2.99	26.7%	9.1%	9.1%	15.3%
3.0 – 3.49	33.3%	36.4%	30.3%	32.9%
3.5 – 4.0	40.0%	50.0%	57.6%	49.4%

II. Education

A. Percentage of respondents who had another major besides psychology (most commonly education, business/accounting, communications, or sociology/social work).

'99 survey

1979	1989	1994	All years
19%	24%	28%	24%

'03 survey

1993	1998	2003	All years
23.3%	27.3%	30.3%	27.1%

B. Percentage of respondents with additional degrees (completed or in progress)

'99 survey

	1979	1989	1994	All years
Additional bachelors	5%	3%	8%	5%
Any advanced degree	65%	59%	59%	61%
Masters	54%	54%	51%	53%
Ph.D.	11%	10%	13%	11%
Other professional degree (e.g., law, medicine)	19%	7%	15%	14%

'03 survey

	1993	1998	2003	All years
Bachelors'	4.5%	.0%	.0%	1.7%
Any Advanced Degree	73%	82%	58%	69%
Masters' - Psyc	3.3%	.0%	.0%	1.2%
MSW	10.0%	4.5%	9.1%	8.2%
Other masters/professional (O.T., P.T., MSN)	13.3%	.0%	9.1%	8.2%
Ph.D. - Psyc	26.7%	45.5%	15.2%	27.1%
Psy.D	10.0%	27.3%	9.1%	14.1%
Other doctoral/professional (law, medicine)	3.3%	4.5%	.0%	2.4%

NOTE: The data from the '99 survey may not be entirely accurate due to differences of category interpretation by the persons coding the data.

C. Item 10: Compared to other students in your graduate program(s) with B.A. level training, how prepared were you in each of the following areas?

(5 = much more prepared than other students; 1 = much less prepared)

'99 survey Means (standard deviation)

	1979 (n = 20)*	1989 (n = 21)*	1994 (n = 21)*	All years (n = 62)*
Broad knowledge of Psych	4.24 (0.83)	3.70 (0.86)	4.23 (0.69)	4.06 (0.82)
Knowledge of specific area (e.g., social)	3.90 (0.97)	3.53 (0.84)	3.62 (1.12)	3.68 (0.98)
Statistics (theoretical)	3.55 (1.19)	3.25 (1.29)	3.95 (0.92)	3.57 (1.17)
Statistics (computer skills)	2.74 (1.19)	2.86 (1.28)	3.24 (1.09)	2.95 (1.19)
Methodology (theoretical)	3.74 (1.24)	3.50 (1.14)	3.81 (0.87)	3.68 (1.08)
Methodology (experience)	3.16 (1.30)	3.09 (1.23)	3.19 (1.17)	3.15 (1.21)
Writing APA reports	3.53 (1.23)	3.48 (1.12)	4.00 (1.05)	3.68 (1.14)
Integration of knowledge/faith	4.43 (0.75)	4.68 (0.58)	4.76 (0.54)	4.62 (0.64)

Notes: Ns represent average cell sizes across skills.

Inferential tests yielded no significant differences by year.

'03 survey Means (standard deviation) – Compared to others in my graduate program... Note that many of the categories have changed because of new questions. New or expanded questions are indented.

Compared to others...	Year of Degree							
	1993 N=16		1998 N=17		2002 N=10		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Breadth of knowledge	3.43	.53	3.60	.70	3.67	.58	3.55	.60
Development	3.44	.73	3.63	.89	3.63	.74	3.55	.78
Social/Personality	3.73	.70	4.12	.60	4.00	.82	3.95	.70
Clinical/Counseling	3.08	1.12	3.62	.77	3.38	1.41	3.35	1.07
Gender/Cross cultural	3.00	1.03	2.76	1.15	2.80	1.03	2.86	1.06
Learning/Cognition/Perc.	3.47	.74	3.59	.62	3.44	1.01	3.51	.75
Brain/Physiology	3.67	.90	3.67	.82	3.89	.93	3.72	.86
Interview/Listening	3.40	.99	3.29	.92	3.22	.97	3.32	.93
Behavior modification	3.36	.84	3.38	.51	3.13	.35	3.31	.63
Other therapies	3.00	.85	3.25	.45	3.38	.92	3.19	.74
Testing/Measurement	3.21	.58	3.31	.95	3.20	1.03	3.25	.84
Statistics	3.47	.99	3.12	1.11	3.50	1.08	3.33	1.05
Statistical computing	3.36	1.01	3.24	.97	3.40	1.17	3.32	1.01
Research methods	3.50	.85	3.22	.94	3.50	.85	3.38	.88
Reading research	3.64	.74	3.33	1.19	3.40	.97	3.45	.99
Lab methods	2.73	.79	3.07	1.14	3.40	.84	3.06	.97
Writing APA reports	3.62	.77	3.73	1.03	4.00	.82	3.76	.88
Perspectives/Philosophy	4.08	.64	3.75	1.00	3.67	1.00	3.84	.89

'03 survey – Additional set of related questions for 2003: “In the future, emphasize this area...” (5=much more); Means (standard deviation)

In the future emphasize... (5 = much more)	Year of Degree							
	93 N=16		98 N=17		2002 N=10		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Statistics	3.62	.8	3.69	.8	4.00	.9	3.74	.8
Clinical/Counseling	4.00	.9	3.56	.7	3.63	.7	3.71	.8
Interview/Listening	4.00	.9	3.59	.8	3.50	.5	3.70	.8
Statistical computing	3.58	.8	3.60	.8	4.00	.9	3.69	.8
Research methods	3.50	.7	3.71	.8	3.78	.7	3.66	.7
Gender/Cross cultural	3.50	.7	3.82	.8	3.56	1.0	3.66	.8
Testing/Measurement	3.64	.7	3.60	.7	3.67	.7	3.63	.7
Reading research	3.42	.7	3.76	.8	3.56	.9	3.61	.8
Other therapies	4.00	.7	3.40	.6	3.43	.5	3.59	.7
Lab methods	3.50	.5	3.62	.8	3.33	.5	3.50	.6
Writing APA reports	3.09	.3	3.56	.8	3.78	.7	3.47	.7
Brain/Physiology	3.42	.7	3.44	.5	3.11	.3	3.35	.5
Behavior modification	3.50	.5	3.38	.7	3.00	.0	3.34	.5
Social/Personality	3.36	.5	3.13	.3	3.67	.7	3.33	.5
Development	3.25	.5	3.41	.7	3.13	.4	3.30	.6
Learning/Cognition/Perc.	3.25	.5	3.31	.5	3.22	.4	3.27	.5
Perspectives/Philosophy	3.09	.3	3.29	.6	3.22	.4	3.22	.5
Breadth of knowledge	3.17	.4	3.14	.4	3.00	.0	3.13	.4

III. Employment

The 1999 report described first time employment. Because of some confusion with that question, we focused on current employment. However, we have included data from some of the previous years for contrast.

A. Summary stats

1. Percentage of respondents ever employed – 1999 survey.

1979	1989	1994	All years
89%	90%	94%	91%

**The 2003 survey did not include information about first time employment apart from current employment, since we felt little additional information would be gained from these questions at the present time. We may return to these questions in future surveys.

B. Current jobs

1. Current employment status

'99 survey

	1979	1989	1994	All years
full time position	59%	44%	69%	57%
part time position	24%	26%	22%	24%
not working	16%	31%	8%	19%

'03 survey

	1993	1998	2003	All years
full time position	50%	64%	55%	55%
part time position	20%	28%	9%	16 %
not working (or no response)	30%	14%	36%	29%

2. 1999 Survey: The primary reasons for current unemployment:

Furthering education	2
Raising children	18
Do not need/desire employment	1
Health problems	1
Not worth it for salary available	1
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Total respondents currently unemployed	23

2003 survey: Primary reason you are not currently employed?

	Year of Degree			Total
	93	98	2002	
Furthering my education.	1	3	12	16
Unable to find psychology-related work.	1	0	0	1
Staying home to raise children.	9	0	0	9
Time off so spouse can pursue career / educ.	1	0	0	1
Other.	0	1	0	1
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Total	12	4	12	28

3. Primary job category (current position) – 2003 Survey

12a. Job category - current job	Year of Degree			Total
	93	98	2002	
Administration.	1	3	1	5
	4.5%	15.8%	4.8%	8.1%
Clerical / administrative	0	0	4	4
	.0%	.0%	19.0%	6.5%
Clergy / missions.	1	1	1	3
	4.5%	5.3%	4.8%	4.8%
Consulting.	0	1	0	1
	.0%	5.3%	.0%	1.6%
Education / teaching.	4	3	1	8
	18.2%	15.8%	4.8%	12.9%
Health or health related services.	6	7	5	18
	27.3%	36.8%	23.8%	29.0%
Other profession (not health related)	2	1	3	6
	9.1%	5.3%	14.3%	9.7%
Research.	2	0	0	2
	9.1%	.0%	.0%	3.2%
Management.	2	1	2	5
	9.1%	5.3%	9.5%	8.1%
Sales.	0	0	1	1
	.0%	.0%	4.8%	1.6%
Other human services.	3	0	2	5
	13.6%	.0%	9.5%	8.1%
All other.	1	2	1	4
	4.5%	10.5%	4.8%	6.5%
Total	22	19	21	62

12b. Job setting - current job	Year of Degree			Total
	93	98	2002	
Elementary / Secondary Education.	3	0	0	3
	14.3%	.0%	.0%	4.9%
College / University Education.	2	5	3	10
	9.5%	26.3%	14.3%	16.4%
Special Education.	0	1	0	1
	.0%	5.3%	.0%	1.6%
Other educational setting.	0	0	1	1
	.0%	.0%	4.8%	1.6%
General hospital / clinic.	3	1	1	5
	14.3%	5.3%	4.8%	8.2%
Psychiatric hospital.	0	1	0	1
	.0%	5.3%	.0%	1.6%
Outpatient mental health.	3	3	2	8
	14.3%	15.8%	9.5%	13.1%
Counseling / guidance - educational setting.	0	1	0	1
	.0%	5.3%	.0%	1.6%
Long term care - elderly.	1	1	2	4
	4.8%	5.3%	9.5%	6.6%
Long term care - retardation / disabilities.	0	0	1	1
	.0%	.0%	4.8%	1.6%
Community center / shelter.	1	0	0	1
	4.8%	.0%	.0%	1.6%
Other human service agency.	0	1	1	2
	.0%	5.3%	4.8%	3.3%
Other health services position.	1	1	0	2
	4.8%	5.3%	.0%	3.3%
Civil service.	1	1	2	4
	4.8%	5.3%	9.5%	6.6%
Accommodations / restaurant.	0	0	2	2
	.0%	.0%	9.5%	3.3%
Agricultural, forestry, fishing or related fields.	1	0	0	1
	4.8%	.0%	.0%	1.6%
Church.	1	2	0	3
	4.8%	10.5%	.0%	4.9%
Communications or other utilities.	1	0	0	1
	4.8%	.0%	.0%	1.6%
Corporation.	0	0	1	1
	.0%	.0%	4.8%	1.6%
Criminal justice system / law.	1	0	0	1
	4.8%	.0%	.0%	1.6%
Finance or related fields.	1	0	0	1
	4.8%	.0%	.0%	1.6%
Non-profit / Not-for-profit organization.	1	0	2	3
	4.8%	.0%	9.5%	4.9%
Small business.	0	1	2	3
	.0%	5.3%	9.5%	4.9%
All other.	0	0	1	1
	.0%	.0%	4.8%	1.6%
Total	21	19	21	61
	100.0%	100.0%	100.0%	100.0%

4. Educational requirements for current

1999 Survey (n = 81): Percentages by year

	1979	1989	1994	All years
None specified	7%	--	21%	10%
Associates degree / some college	4%	8%	4%	5%
Bachelors	29%	36%	39%	35%
Masters	36%	40%	21%	32%
Ph.D.	14%	8%	--	7%
Other advanced degree (e.g., law, medicine)	11%	8%	14%	11%

position
graduation

2003 Survey:

Educational requirements for current position?	Year of Degree			Total
	93	98	2002	
none specified	2 9.1%	3 15.8%	9 42.9%	14 22.6%
AA/trade license	2 9.1%	1 5.3%	1 4.8%	4 6.5%
Bachelors	4 18.2%	5 26.3%	9 42.9%	18 29.0%
Masters	13 59.1%	8 42.1%	1 4.8%	22 35.5%
PhD	1 4.5%	1 5.3%	0 .0%	2 3.2%
other adv deg	0 .0%	1 5.3%	0 .0%	1 1.6%
other	0 .0%	0 .0%	1 4.8%	1 1.6%
Total	22 100.0%	19 100.0%	21 100.0%	62 100.0%

5. Item 14: *How closely is your current position related to your undergraduate psychology education?* (5 = very closely related; 1 = not at all related)

1999 Survey: Means (standard deviations)

1979	1989	1994	All years
3.36 (1.25)	3.08 (1.53)	2.83 (1.23)	3.09 (1.34)

2003 Survey: Means (standard deviations)

1993	1998	2003	All years
3.19 (1.25)	3.58 (1.17)	2.67 (1.28)	3.1 (1.2)
N= 21	19	21	6

6. Estimated annual “full-time” income from primary position

***We have not included results concerning salary or other job related information from the 2003 survey. The primary reason for the omission is that the picture has not changed a great deal from the 1999 results. In addition,

IV. Competencies and satisfaction

1. Question 18: *Psychology majors learn knowledge and skills that are useful across many contexts. How well did your Calvin Psychology major prepare you to do each of the following?* (3 = very well; 0 = not well at all)

1999 Survey: Means (standard deviations)

	1979	1989	1994	All years
a.) Write concisely and precisely	2.00 (.70)	2.14 (.88)	2.30 (.78)	2.15 (.80)
b.) Compile relevant information on a specific topic	2.18 (.52)	2.39 (.49)	2.29 (.65)	2.28 (.56)

c.) Determine whether or not a claim is supported by research findings	2.00 (.58)	2.17 (.62)	2.32 (.70)	2.17 (.65)
d.) Integrate a Reformed, Christian perspective with the knowledge, skills, and values of contemporary psychology	2.29 (.74)	2.08 (.68)	2.34 (.48)	2.23 (.65)
e.) Understand myself and others	2.28 (.62)	2.13 (.62)	2.39 (.54)	2.27 (.60)
f.) Accept and value human diversity	2.03 (.83)	1.86 (.83)	1.95 (.71)	1.94 (.79)
g.) Communicate on an interpersonal basis	2.09 (.62)	2.03 (.82)	2.12 (.70)	2.10 (.72)
h.) Facilitate others' mental health	2.00 (.72)	1.97 (.75)	2.09 (.70)	2.02 (.72)
i.) Understand basic statistics	1.94 (.69)	1.78 (.58)	2.16 (.72)	1.96 (.68)
j.) Use a computer to conduct simple statistical analyses	0.68 (.95)	1.21 (.62)	1.68 (.82)	1.20 (.89)
k.) Design a simple experiment and report the results	1.88 (.81)	1.65 (.59)	2.16 (.73)	1.90 (.74)
l.) Secure entry-level psychology-related employment	1.54 (1.04)	1.83 (.86)	1.85(1.0)	1.75 (.97)
m.) Secure entry-level employment in another field	1.54 (.90)	1.75 (.70)	1.83 (.85)	1.71 (.85)
n.) Attain admission into graduate school	1.93 (1.05)	2.04 (.77)	2.03 (.94)	2.00 (.92)

2003 Survey:

Q. 18. How well did your Calvin Psychology Major prepare you to...	Year of Degree								
	93 N=23		98 N=21		2002 N=33		Total		
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	N	Std. Dev.
understand yourself and others?	2.07	.62	2.41	.50	2.64	.49	2.39	82	.58
compile relevant information on a specific topic?	1.93	.78	2.38	.59	2.48	.51	2.27	81	.67
integrate a Reformed, Christian perspective with contemporary psych.	2.08	.76	2.23	.61	2.42	.61	2.26	80	.67
communicate on an interpersonal basis?	1.96	.76	2.24	.44	2.48	.57	2.25	81	.64
attain admission into graduate school?	1.83	1.07	2.50	.51	2.43	.51	2.23	64	.81
accept and value human diversity?	1.89	.80	2.26	.73	2.47	.51	2.22	78	.71
determine whether or not a claim is supported by research?	2.04	.71	2.09	.61	2.38	.49	2.19	81	.61
write concisely and precisely?	1.86	.89	2.24	.62	2.30	.59	2.13	82	.73
foster others' mental health?	1.67	.70	1.90	.83	2.41	.57	2.03	74	.76
design a simple experiment and report the results?	1.52	.89	2.05	.80	2.19	.74	1.93	80	.85
understand basic statistics?	1.81	.83	1.76	.77	2.09	.78	1.91	80	.80
secure entry-level employment in another field?	1.52	.85	2.00	.41	2.09	1.00	1.85	59	.87
secure entry-level psychology-related employment?	1.33	1.01	2.07	.73	2.20	.96	1.84	63	1.00
conduct a survey or program review?	1.35	.94	1.68	.82	2.23	.56	1.79	76	.85
use a computer to conduct simple statistical analyses?	1.24	.88	1.62	.80	1.94	.72	1.63	78	.84

**Note: Top 3 categories have significantly higher average than all categories combined; Bottom two categories are significantly lower than the grand average.

2. Question 19: (open-ended): *What is the single most valuable skill or knowledge you learned as a result of being a Calvin Psychology major?*

(Choose from the list above or indicate one that is not on the list.)

1999 Results: Skills chosen from q25, named by at least 2% of Rs

a.) write concisely and precisely	6%
b.) compile relevant info on specific topic	3%
c.) determine if claim is logically supported	4%
d.) integrate Reformed, Christian perspective	10%
e.) understand self and others	15%
f.) accept and value human diversity	5%

g.) communicate on interpersonal basis	8%
h.) foster others' mental health	3%
n.) attain admission into grad school	2%
<i>Other</i> (cf comments in qualitative analyses)	47%

Note: While Rs were asked to identify the single most valuable skill, 5 of the 110 Rs selected multiple skills and were counted in more than one category.

3. Question 20 (open-ended): *What skills or knowledge acquired as a psychology major are most relevant to your current, primary position of employment?*

(Choose from the list above or indicate one that is not on the list.)

1999 results: Skills from above mentioned by at least 2% of Rs

a.) write concisely and precisely	14%
b.) compile relevant info on specific topic	13%
c.) determine if claim is logically supported	3%
d.) integrate Reformed, Christian perspective	10%
e.) understand self and others	15%
f.) accept and value human diversity	11%
g.) communicate on an interpersonal basis	18%
h.) foster others' mental health	7%
k.) design simple experiment and report the results	2%

2003 Results. Because many of the responses were varied and did not conform to the categories provided, we are providing a brief summary of common types of responses (from most to least common). In addition, individuals often mixed their responses to items 19 and 20 together, or many of their responses were redundant, so we have combined comments from both items.

Students continuing on to graduate or professional schools often cited:

- The usefulness of their statistics, research and research-writing experiences. However, they often also cited the need for more.
- Philosophical, religious, and personal perspectives (i.e., integration of faith and learning) were often cited as being central to a Calvin College degree.
- Personal growth and the ability to deal with others (i.e., diversity, acceptance and understanding of others, etc.) were common.
- Content of specific topics were listed on occasion. Most common were breadth of knowledge in psychology, development, mental health concepts, and brain function.
- "Real life experiences" (i.e., internships, applied research, work experiences, field trips) were valued by many. In addition a small number cited professional knowledge and job opportunities as important.

Students going on to work settings often cited:

- Personal growth, interpersonal skills and the ability to understand diverse groups. Almost as prevalent were comments about the usefulness of these issues in a work setting. Several suggested that knowledge of mental illness were particularly useful in many situations.
- Religious perspectives and the integration of faith and learning. Most comments were very favorable (and several cited Psyc 399 specifically as an important part of this). A small number of comments were critical of this area.
- The usefulness of some basic research skills, but many also reported a need for more practical types of research. Some specific things mentioned were testing issues, grant writing, outcome evaluation, and other more community oriented research activities.

4. Question 21: *How worthwhile were each of the following psychology courses to you (vocationally and/or personally)?* (3 = very worthwhile; 1 = not worthwhile)

1999 Survey: Means (standard deviations)

	1979	1989	1994	All years	N
a.) Introductory psychology	2.63 (.49)	2.37 (.69)	2.26 (.59)	2.41 (.62)	106
b.) Developmental psychology: Lifespan	2.65 (.49)	2.72 (.54)	2.32 (.65)	2.57 (.58)	67
c.) Developmental psychology: Child	2.68 (.48)	2.76 (.44)	2.26 (.69)	2.58 (.57)	79
d.) Developmental psychology: Adolescence	2.63 (.50)	2.60 (.51)	2.15 (.69)	2.48 (.59)	44
e.) Psychopathology (Abnormal)	2.62 (.60)	2.65 (.54)	2.79 (.41)	2.69 (.52)	109
f.) Statistics	2.25 (.76)	1.90 (.81)	2.21 (.66)	2.11 (.76)	111
g.) Organizational psychology	1.90 (.74)	2.29 (.73)	2.14 (.66)	2.13 (.70)	38
h.) Experimental psychology	2.15 (.72)	2.21 (.63)	2.35 (.57)	2.23 (.65)	69
i.) Social psychology	2.53 (.68)	2.58 (.55)	2.70 (.47)	2.60 (.57)	96
j.) Theories of personality	2.65 (.61)	2.31 (.74)	2.59 (.56)	2.52 (.64)	88
k.) Principles of psychological measurement	2.07 (.80)	1.89 (.67)	2.53 (.51)	2.16 (.71)	50
l.) Mental health in the classroom	2.68 (.58)	2.00 (1.0)	2.83 (.41)	2.58 (.67)	12
m.) Theories of counseling and psychotherapy	2.73 (.47)	2.57 (.65)	2.74 (.54)	2.69 (.55)	48
n.) Psychology and religion	2.33 (.79)	2.22 (.44)	2.10 (.74)	2.23 (.67)	31
o.) Psychology of motivation	2.00 (.89)	2.38 (.72)	2.21 (.58)	2.25 (.69)	36
p.) Psychology of learning processes	2.47 (.52)	2.50 (.76)	2.50 (.53)	2.48 (.57)	33
q.) Physiological psychology	2.33 (.50)	2.29 (.49)	2.67 (.49)	2.48 (.51)	31
r.) Cognitive psychology	2.75 (.46)	2.42 (.58)	2.35 (.49)	2.45 (.54)	49
s.) Research seminar (Psych 395)	2.60 (.55)	2.20 (.79)	2.69 (.48)	2.52 (.63)	31

2003 Survey: Means [N is shown in place of St. Dev.]

21. How worthwhile were each of the following psyc. courses to you (vocationally and personally)?	Year of Degree								Std. Dev.
	93		98		2002		Total		
	Mean	N	Mean	N	Mean	N	Mean	N	
Internship	3.00	5	2.75	8	2.86	14	2.85	27	.36
Independent study	2.00	2	2.89	9	2.83	6	2.76	17	.56
Social Psychology	2.45	20	2.80	20	2.83	29	2.71	69	.52
Psychopathology	2.59	27	2.67	21	2.84	32	2.71	80	.51
Theor. Couns. & Psychoth.	2.60	10	2.56	9	2.79	19	2.68	38	.53
Res. Sem. (Psych 395)	2.30	10	3.00	8	2.67	9	2.63	27	.56
Dev Psych: Child	2.67	15	2.40	10	2.71	14	2.62	39	.54
Marriage/family	2.70	10	2.25	8	2.73	15	2.61	33	.61
Dev. Psyc: Adolescence	2.43	7	2.50	4	2.75	8	2.58	19	.51
Physiological Psychology	2.60	10	2.27	11	2.89	9	2.57	30	.63
Psychology of Motivation	2.67	9	2.50	6	2.50	8	2.57	23	.51
Theories of Personality	2.45	20	2.69	16	2.55	22	2.55	58	.54
Psychology and Religion	2.56	9	2.36	11	2.53	30	2.50	50	.65
Introductory Psychology	2.52	27	2.53	17	2.38	29	2.47	73	.55
Mental Health; Classroom	2.00	3	2.25	4	3.00	4	2.45	11	.69
Experimental Psychology	2.07	15	2.69	13	2.54	13	2.41	41	.71
Human sexuality/gender	2.33	9	2.50	2	2.43	7	2.39	18	.61
Cognitive Psychology	2.25	20	2.54	13	2.33	12	2.36	45	.57
Organizational Psych	2.50	8	2.17	6	2.17	6	2.30	20	.80
Dev Psych: Lifespan	2.39	18	2.38	13	2.15	20	2.29	51	.58
Psyc.Measurement	2.00	10	2.80	5	2.33	3	2.28	18	.67
Psyc. of Learning	2.00	7	2.43	7	2.27	11	2.24	25	.52
Statistics	2.00	24	2.32	19	1.75	32	1.97	75	.79

Significant differences over years occurred for:

Social Psychology

Experimental Psyc.

Research Seminar

Statistics

Honorable mention: Physiological Psyc.; Psyc. of Measurement (p=.085)

5. Item 9: "How helpful were faculty and staff at Calvin in helping you to pursue further education?" (3 = Very helpful, 1 = Not at all helpful)

2003 Survey: (NOTE: This question was not include in the 1999 Survey)

	Year of Degree											
	93			98			2002			Total		
	Mean	N	Std. Dev.	Mean	N	Std. Dev.	Mean	N	Std. Dev.	Mean	N	Std. Dev.
Psychology Advisor	1.64	14	.63	2.24	17	.75	2.28	18	.67	2.08	49	.73
Other Psychology Faculty	2.07	15	.70	2.18	17	.73	2.28	18	.67	2.18	50	.69
Calvin Career/Placement Services	1.36	11	.50	1.86	7	.69	1.00	6	.00	1.42	24	.58
other response	3.00	3	.00	2.71	7	.49	2.00	4	.00	2.57	14	.51

6. Question 23: *All things considered, how satisfied are you with your Calvin Psychology major?* (4 = very satisfied; 1 = very dissatisfied)

1999 Survey: Means (standard deviations)

1979	1989	1994	All years
3.38 (.79)	3.24 (.60)	3.45 (.66)	3.32 (.68)

2003 Survey: Means (standard deviations)

1993	1998	2002	All years
3.11 (.88)	3.59 (.59)	3.67 (.54)	3.4 (.7)

7. Questions 24: *If you had your undergraduate degree to do over again, would you pursue a psychology major?* (5 = definitely; 1 = definitely not)

a.) 1999 Survey: Means (standard deviations)

1979	1989	1994	All years
3.62 (1.32)	3.13 (1.31)	3.23 (1.25)	3.32 (1.30)

2003 Survey: Means (standard deviations)

1993	1998	2002	All years
3.33 (1.39)	4.05 (1.00)	3.73 (1.28)	3.68 (1.27)

b.) Percentages endorsing each category

1999 Survey:

	1979	1989	1994	All years
definitely	30%	18%	18%	22%
probably	38%	26%	28%	31%
undecided	6%	16%	21%	14%
probably not	19%	29%	26%	25%
definitely not	8%	11%	8%	9%

2003 Survey:

	1993	1998	2002	All years
definitely	29.6%	40.9%	36.4%	35.4%
probably	18.5%	31.8%	27.3%	25.6%
undecided	14.8%	18.2%	15.2%	15.9%
probably not	29.6%	9.1%	15.2%	18.3%
definitely not	7.4%	.0%	6.1%	4.9%

8. Question 24a: *While pursuing your psych major would you ... (check all that apply)....*

1999 Survey:

	All years
do everything basically the same	17%
take more courses in	
counseling/human services	49%
physiology / biology	27%
statistics / measurement	14%
research design	9%
develop your own research project	12%
be a double major	24%
do a psychology-related internship	42%
other	10%

[Note: Question 24a was answered only by the 59 Rs who said they would “definitely/probably” pursue a psych major again.]

2003 Survey:

	1993	1998	2002	All years
do everything basically the same	3.3%	9.1%	6.1%	5.9%
take more courses in				
counseling/human services	26.7%	36.4%	45.5%	36.5%
physiology / biology	20.0%	22.7%	24.2%	22.4%
statistics / measurement	10.0%	36.4%	15.2%	18.8%
research design	10.0%	18.2%	15.2%	14.1%
develop your own research project	16.7%	27.3%	9.1%	16.5%
be a double major	13.3%	18.2%	27.3%	20.0%
do a psychology-related internship	20.0%	31.8%	18.2%	22.4%
other	3.3%	13.6%	6.1%	7.1%

Percentage endorsing

9. Question 24b: *What is the primary reason you not pursue a psych major? (check one)*

Percentage endorsing

1999 Survey:

	All years
Dissatisfaction with Calvin Psych dept	(none)
Disillusionment with psychological discipline	8%
Not enough jobs / B.A. level	23%
Salary/benefits too low / B.A. level	14%
Not enough jobs M.A. level	4%
Salary/benefits too low / M.A. level	8%
Not enough jobs/ Ph.D. level	2%

Salary/benefits too low/ Ph.D level	2%
Burn-out (clients)	4%
Burn-out (other demands)	2%
Different major would have better prepared me for current employment	36%

Notes: Question 24b was answered only by the 53 R's who chose "undecided/probably not/definitely not" for question 24 ("Would you pursue a psych major again?"). R's were supposed to select one (primary) reason, but several R's selected more than reason (and appear in multiple categories).

2003 Survey:

	1993	1998	2002	All years
Dissatisfaction with Calvin Psych dept	3.3%	.0%	.0%	1.2%
Disillusionment with psychological discipline	10.0%	4.5%	6.1%	7.1%
Not enough jobs / B.A. level	20.0%	9.1%	12.1%	14.1%
Salary/benefits too low / B.A. level	3.3%	4.5%	3.0%	3.5%
Not enough jobs M.A. level	6.7%	.0%	3.0%	3.5%
Salary/benefits too low / M.A. level	3.3%	.0%	.0%	1.2%
Not enough jobs/ Ph.D. level	3.3%	.0%	.0%	1.2%
Salary/benefits too low/ Ph.D level				
Burn-out (clients)	.0%	4.5%	6.1%	3.5%
Burn-out (other demands)	6.7%	.0%	6.1%	4.7%
Different major would have better prepared me for current employment	20.0%	4.5%	15.2%	14.1%

10. Open ended question (items 25 and 26): Do you have any advice or suggestions for current Calvin students [#25] or thinking about majoring in Psychology [or ... suggestions for Psychology department faculty... [26]]. See the end of the report for a complete compilation of respondent comments.

2003 Results:

Students going on to graduate or professional school often cited: (from most common to less common)

- The need for additional research, advanced statistics & research and computer applications in statistics and research as an important addition. Several mentioned courses in advanced statistics (such as multivariate), or improved applications. Many felt well prepared in graduate school, but several also suggested that more would have been a great benefit. In addition, a common comment was a desire for more independent research projects with faculty and in other applied settings. A few also mentioned assessment (e.g., testing issues) as important additions.
- Many individuals suggested that we should have more clinical and/or applied experiences. Several cited the internships as being vital, but that many individuals were not familiar with the breadth and depth of applications that could be pursued. More hands-on experiences, improved advising and possibly even courses that would inform students about professional and work issues.
- Several suggested that students should take courses in other areas (e.g., social work, business) to complement their psychology major or to offer an exploration of alternative professional paths. Students should be made aware of the professional options and how social work differs

from Psychology, etc.

Students going to work settings gave very similar answers, but they stressed even more the need for hands-on experiences and advice/instruction about real-world issues. Many felt that they were misled about the importance of graduate work in psychology or that they were unaware of the limited job opportunities in psychology related work.

Despite some complaining and concerns, most expressed positive sentiments about the department, faculty and the education they received.

Highlights of the results (recommendations are in italics)

Demographic information

- The return rate dropped from the 1999 survey. *The curriculum committee should review methods to increase response rates.*
- While sampling could have influenced the results (i.e., higher percentage of high GPA students responding), there appears to be a significant grade inflation over the past 10 years. *The curriculum committee should continue to monitor and provide guidance concerning grade distribution.*

Education

- The percentage of alumni receiving advanced degrees in psychology has steadily increased. Recent efforts to increase applications to graduate schools (e.g., colloquiums), along with changes in advising appears to have had an impact. The increase was most pronounced for Ph.D. and Psy.D. programs.
- The number of students completing an MSW is also fairly strong.
- While there is still considerable room for improvement, there were significant gains in ratings of how well students were prepared for graduate school, and for the assistance they received in getting into graduate school.
- Despite these increases, a fairly consistent theme was the need for more and better advising about graduate school preparation, perspectives on jobs at the B.A. level and advice about social work careers.
- *The seminars and colloquium committee, along with the publicity committee should examine ways to improve understanding about career choices, (i.e., level of advancement at the B.A. level, difference between social work and psychology tracks, web site information, etc.).*

Work / Careers

- Students not entering into graduate studies are most often entering areas in allied health or health related services, mental health or other human services.
- The proportion of individuals not working to stay at home with children has diminished from 1999, while the number postponing work to continue education has increased.
- The relatedness of current positions to psychology remains moderate.

Preparation and Learning: Graduate school

- In contrast to others in graduate school, alumni felt the most well prepared in the areas of social/personality, perspective & philosophy, writing APA reports and Brain/Physiology
- Other areas showing significant gain other the three graduating classes were Lab methods, clinical/counseling and development.
- Areas receiving low scores included Gender/Cross cultural issues, Interview/listening skills, Behavior modification and Testing & Measurement.

- Areas where respondents were most likely to desire greater emphasis in the future included Statistics, Clinical counseling, Interview/Listening, Statistical computing and Research methods.

Preparation and Learning: General preparation

- Areas showing the highest ratings included, understanding self and others, compile information, and integrate a reformed perspective into learning.
- Significant gains were posted for accepting and valuing diversity, writing concisely, and other research related skills (designing a study, statistics, and conducting a survey).
- While some improvements have been posted, alumni gave lower scores for securing entry employment (psychology related or other related), and several research related skills (statistical computing, survey work, understanding basic statistics).

Preparation and Learning: Activities and Courses:

- Students valued most their internship experience, independent study, social psychology and clinical counseling areas (psychopathology, counseling).
- Significant gains were also shown for Experimental psychology, Adolescent development and Physiological Psychology. Note that mental health in the classroom also gained considerably but the number of respondents was particularly low.
- Low ranking areas included statistics, Learning, Measurement and Lifespan.
- In both comments and ratings, alumni clearly valued hands on learning activities and desire to have more. Many valued the opportunity to learn the application of theory, but also developed useful skills and professional understanding in order to prepare themselves for graduate school or work commitments.
- *The curriculum committee should review these findings to determine if recent changes in the curriculum (i.e., the addition of the interview course and Psyc. 256) are sufficient to respond to some of these areas, or if additional changes are needed to address some issues.*
- *The entire department should discuss what changes could be made to improve hands on learning or skill related activities (within existing courses, through student faculty research, or in new curricular opportunities) – without compromising the foundational theory.*
- *Given the numbers of students entering allied health areas, and applied mental health fields, some consideration should be given to increasing health related knowledge (i.e., biological issues, health psychology) and some skill development for entry level practice (i.e., basic social service positions)..*

Other:

- While considerable improvements are evident, academic advising did not receive very favorable ratings. Informal comments expressed a desire for more career advice, suggestions concerning long term plans, and preparation for graduate school.
- In advising future students, respondents recommended taking more courses in clinical/counseling, being a double major, taking more courses in physiology/biology, doing a psychology related internship and doing more research activities.

Overall satisfaction:

- Ratings for overall satisfaction were higher than the 1999 survey and there were steady increases across the three graduating years. The majority of informal comments confirmed a strong endorsement of the department's perspectives, personal interaction with students, and development of a strong foundation for learning.

Students going on to psych related grad school (including social work, etc.)

ID	Q. 19 & 20	Area
1	Empathy Experimental Design & statistical analysis; Critical thinking & concise writing; Integration of knowledge	Clinical Neuropsych
3	How to think regarding empirical evidence	Cog/Dev.
4	Human development	Soc Wk
6	Writing skills	Soc Wk
9	Studying psychology has give me insight into the areas of mental illness and psychological problems on a person's physical and emotional well-being, which will be available in my pursuit of being a Christian physician.	Internal medicine
11	Seeing the philosophy behind programs of research (because they are rarely stated)	I/O
12	Many: understand self & others; write concisely; integrate faith with psychology	Clinical
13	The most valuable thing I took from my psychology major was the real life experience from three internships. My advisor was very supportive of these experiences and they gave me considerable direction in terms of grad school and career. My current job requires a lot of knowledge about brain anatomy and how changes through trauma, stroke, tumor, etc. affect behavior. Psych 333 (Physio) was a great class and I use what I learned there every day at my job.	Clinical Neuropsych
14	Organization in thought and presentation of an idea or ideas. Understanding and being able to deal with psychological disorders such as depression, bi-polar, and substance abuse issues.	J.D.(?)
22	Writing APA style, very helpful in grad school	Occupational Therapy
23	Learned so much about human behavior in Social Psychology. It literally changed the way I think about others.	Social/Health
29	Ability to think critically as a professional in a human service setting The writing & research preparation helped me in my graduate program	Mental Health
32	-To be able to live with other people and help them in their lives, i.e. high school youth - Dealing with people in general	Counseling
34	Accept and value human diversity I work as a Restaurant server; patience and an understanding of myself and others is most relevant to my work.	Marital/Family Therapy
35	- writing; - accept and value human diversity	Social Work
36	-Applying values to my vacation	Research
37	-hard work ethic; the academic challenges at Calvin made the transition into graduate school easy (compared to my classmates).	Clinical Psych
39	-ability to analyze information and use thinking skills -psychological testing and measurements; consultation skills	School Psych
40	Christian integration and psychology; breath in psychology field knowledge	Clinical Psych
42	-understanding myself and others	Counseling
43	-my Calvin Psych Major gave me a foundation of knowledge in Psychology; I learned the more specifics in grad school	Social Work
49	Gave me a strong foundation in Psych so I could be successful in my Master's program	Counseling Psych
53	Integrating a Reformed Christian perspective in contemporary Psychology; Research Design/Statistics	Neurology
54	I felt I had a great knowledge base on different theories which helped a great deal in grad school Theory & Counseling Methods	Social Work
55	1) Conducting and reporting the results of the senior research project. One cannot gain entry into top programs without this type of experience; 2) Research & statistical skills; 3) Clinical practicum at Pine Rest 1) Research and statistical skills; 2) writing and communication skills	Clinical
61	-I would need a masters degree to do what I would want in the field	Counseling Psych

	-Theories of psychology	
63	I acquired a solid knowledge base from which to work; Understanding self and others	Counseling Psych
64	How to communicate well; how to manage change	Social Work
69	Critical thinking and succinct writing skills	Clinical
70	Philosophical/theoretical issues in psychology	Clinical
71	How to conduct a research study; skills related to conducting research	Social Psych
74	How to do research; how to write well	Human Dev.
75	Thinking critically; my teaching benefits immensely from my experience of having been exposed to teaching excellence at Calvin	Counseling
76	Integrating a reformed perspective in communication with others: communication (interviewing, listening, with patients)	Physician Assistant
79	Calvin Psych Dept. prepared me exceptionally well for the research demands of a graduate program Clinical & counseling skills, integrating Christian perspective with secular-oriented field, maintaining Christ-centered treatment	Sociology
80	The beginning of a theological and psychological perspective in understanding of persons	Clinical
84	Writing ability; apply a Christian perspective to a secular field; basic foundations of psychology; child development; psycho-educational testing; report writing; reading research	Development
ID	Questions 22, 25 & 26	Area
1	Add: Advanced statistics (multivariate); Introduction to Clinical Neuropsychology Increase research activity & grantsmanship to provide more research opportunities; Increase professional activity in psychological organization to familiarize students with the field.	
3	Don't get me started Students: yes	
4	More hands on clinical; Prepare students early on for reality that BA is not enough	
6	Students: Know what you want to do after grad school is done. Faculty: More play therapy with children Lists of jobs kids can get with this major. More education of what's out there.	
9	Psychology prepares you well for dealing with people, however if you re like me and prefer to have clear evidence (scientific) psychological theories may seem rather "soft" and subject to opinion. I do believe studying psych has given me a broader background than studying biology or chemistry would have	
11	Add APA writing and stats, maybe some distribution theory Students: If you're thinking grad school, take 300s early and 200s as an ender. If you're interested in things other than clinical take stats in the math department. Faculty: Make people write good APA-style papers; talk to advisees about grad school early; keep up the good work and dedication—it matters	
12	Students: Go for it! It is a great field in which to work with people. Faculty: Keep up the good work. Continue to encourage students personally and academically.	
13	I'd really loved some cooperation with the Bio department for some more in depth neuro anatomy. I'm not sure how feasible it is or how much wide spread interest there would be but I would have liked it. Students: Know that a major in psychology usually means grad school if you want to do something in the actual field of psychology Faculty: I tell everyone who asks that the psychology department faculty are the best of any department at Calvin. I loved my time and my classes at Calvin in part because of the enthusiasm of my professors. Also several in particular have become friends who have given me a lot of encouragement and wise life advice.	

- 14 Faculty: Psych 395 is worthless!
Students: If you are going to major in Psychology, double major in an employable field as well, e.g. computer science, business.
- 22 Evidence based practice would be wonderful to add supporting what we do and practice with other (Published) research is the best way to show our clients we are keeping up with new (...) and ideas to stay on top of the information; I would have like a better stats class
Students: Take a variety of classes if you aren't sure where you are going with your Psych BA or if you plan to go to grad school in an area other than psychology
Faculty: Thanks, I felt fairly well prepared for grad school and have been doing very well. Calvin psych was a great foundation.
- 23 Add health psychology; Add an advanced stats course for students planning to go to grad school
Students: Be sure to take 395 in your junior year along with research methods (if planning to go to grad school); I also think everyone should take Social Psychology
Faculty: Many of my friends at Calvin complained that the faculty in their department was unfriendly or didn't care about them. I never felt this way in the Psych. Dept. I would advise the faculty to continue building relationships with the students. Leave your office door open, encourage students to come talk to you about anything, and invite students into your home.
- 29 Statistics courses were the most frustrating for me; I didn't feel I learned the necessary information I should have. I think that psych majors should be required to take more classes – if I had been forced I feel I would have been even better prepared for graduate school.
Students: Ask yourself why/ Don't pick it because you don't know what else to do. Honestly unless you pursue higher education, a B.A. Psych doesn't necessarily mean you'll find employment related to the field of Psych.
Faculty: Challenge students to think about their future employment more. I don't like that the job market should dictate one' area of study—but in the post college real world it does!
- 32 Students: Think about how indepth you want to go with Psychology, i.e. clinical vs. more practical. In following whether or not graduate school is preferred over a job right after graduation.
- 34 I/O Psych Course specifically for Psych students (no business students,) more internship opportunities
Students: This field is extremely broad, so it is really up to the individual to take their knowledge where their passions are
Faculty: Keep up the good work! Offer more research opportunities for students – experience is the best way to learn
- 35 Students: If you want an MSW, get your BSW, it saves you a lot of time!
Faculty: do a great job
- 36 Students: Talk to people in your field of interest (profs & places of employment) and find out the best tracks in which to study
Faculty: Distribute email addresses of people in the various fields (with their permission) so current students can ask them questions.
- 37 -More research opportunities need to be available to students. An advanced statistics class would be worthwhile to add also. Nothing needs to be reduced or eliminated.
Students: Explore all options and avenues that psychology has to offer. Because of my experience in the Clinical M.A. program I am in, I have decided to apply to I/O Ph.D. programs for further education.
Faculty: Keep up the good work. Graduate school at a public university has opened my eyes to how teaching can be marginalized at the expense of research.
- 39 I felt very well prepared for grad school, although I should have taken physiology. I was prepared for the large amount of research and stats required, but it may have been helpful to have had more
Students: Spend some time with those working in careers you are considering.
Faculty: While I am very satisfied with my education at Calvin, I believe that more/better assistance should be given to students through Career Services and/or Advisors. Calvin is lacking compared to other universities and colleges in helping students bridge this transition.
- 40 Students: research and writing are invaluable to keeping doors open for you later on;
Faculty: thanks for a great education
- 42 -career counseling; career choices in the field of Psychology
Students: Don't major in Psych just because you find the subject interesting. Think practically – what can I do with this major?
Faculty: Inform the students of different career opportunities within the field; encourage students to take career tests to see what best fits their

- personality, etc. Think practically – not everyone can afford a Ph.D. I wish I had learned more about the field of career counseling.
- 43 Add practical courses in which students practice various techniques of various theories. Internship is a must
 Students: Have a career plan. What job do you want to have when you graduate and are you on the right course for it Plan on grad school as a must. Would the social work program be a better choice?
 Faculty: Add practice courses. More education in different theories—the students should graduate knowing how to do (limited, of course) cognitive therapy, solution focused, etc. Also, all students should have opportunity to do an internship.
- 49 More hands-on experience would be helpful
 Students: Go for your Ph.D. if you are going to major in Psych
 Faculty: It would have been nice to have more outside activities to get to know profs on a more social level
- 53 Use of computer statistical programs to generate tables and graphs
 More emphasis on the biology of psychology, collaboration with biology dept for double major or B.S.
 Students: Understand going into it that you will most likely have to pursue a graduate degree. I was extremely blessed to have found a wonderful job in the field right out of school
 Faculty: I really enjoyed and valued my time at Calvin. The faculty were wonderful and I still use the skills (both practical and interpersonal) that they taught on a regular basis. Thank you!
- 54 n/a
- 55 Add a second stats research course
 Students: 1) Plan on the need to obtain additional training; 2) Research experience is required for grad school entry; 3) Minor in stats, business or econ
 Faculty: I was given little guidance in the graduate school preparation and application process. Calvin faculty didn't anticipate the skills or information that the major universities were seeking
- 61 Emphasize Internships; Helping Skills – interview skills & listening skills
 Students: take an internship
- 63 Students: Do the research project if interested in Grad school
- 64 Students: Do an internship! (Chicago Met program was awesome!)
 Faculty: Provide internships at the BA level (wasn't a part of program when I was there)
- 69 Offer classes in both SPSS and Statistics; Offer an independent study class with a research focus
 Students; Lean Stats! Develop a research interest if you want to pursue grad school. Work with profs on their research. Take advantages of amazing internship opportunities.
 Faculty: Outstanding preparation for grad school. I did feel ahead of the game in many respects.
- 70 Clinical research seminar or more emphasis on things like epidemiological research, tx. outcome research, empirically supported tx Clinical
 Students: Seek a research-related internship/job before going to graduate school for a Ph.D.
 Faculty: Emphasize both counseling and clinical (more research-focused) psychology as possibilities for people interested in psychopathology, assessment, and counseling. Most Ph.D. programs in Clinical Psych require for more exposure to clinical research than Calvin provides
- 71 More guided exposure to reach, done by faculty members at conferences, or with regard to visiting speakers
 More guide exposure to research done by faculty members, at conferences, or with regard to visiting speakers
 Students: Know where you're going. If you are even thinking about graduate school get research experience. If you're planning to go into clinical psych, work at Pine Rest. If you want to graduate and get a job, do an internship at Calvin or off campus like the Chicago Experience.
 Faculty: Spend more time during advising asking students about future goals and plans and tell students why you are doing that. They may just want a signature to sign up for classes, but a little career planning during advising could serve them well.
- 74 Students: Take a broad range of Psych classes to get a feel for what you might do when you graduate; definitely do an internship
- 75 How about a psychology of religion course and a course on vocational psychology?
 Students: Doctoral work in top-flight programs requires interest in and knowledge of statistics and research methods. It's possible to succeed in good school without a lot of coursework in these topics but if I could do it over I'd definitely take more research methods, stats and measurement assessment

- Faculty: Consider adding a counseling psychologist in 2005
- 76 n/a
- 79 Psychology of Gender
Students: If you plan on going to grad school, take advantage of the statistics and research classes
Faculty: Thanks
- 80 An intro course in assessments would be good-particularly given that assessment is an area which separates psychologists from other degrees
- 84 Students: Do some research in what you want to do beyond Calving (graduate studies) talk to people in those fields
Faculty: Having a Christian perspective in each class helped provide a solid foundation prior to going to a secular graduate program. The Calvin program itself prepared me well for graduate school.

Students going on to other graduate or professional work

ID	Q. 19 & 20	Area
2.	Religion & Psyc class	Theatre
24	-Ability to understand humanity and also the Interim class "Helping Skills" helped greatly and will in my future goals as a missionary; -Personalities/Social Psychology; understanding myself	Missions
25	-The Interview class taught me a lot; -Abnormal Psych 1-on-1 counseling skills for this current job and listening skills. I use these all the time! -Taking -Abnormal Psych addictions in some classes has helped me deal with students more -Social Psych has helped me appreciate the diverse student body that I work with/for	Seminary
28	It allowed me to gain a much different perspective on humans than you get in medical school	Medicine
30	Gaining an appreciation and further understanding of myself and others (beneficial both vocationally and personally)	Seminary
38	I really can't remember most of the information you are looking for. I pursued a career in business before I quit when I had a child so my Psych degree really wasn't used.	MBA/ Management
48	To question and closely evaluate statistical information, i.e. how results are presented	Nursing
50	n/a	Physical Therapy
52	I had limited class work in Psych; however, a Reformed worldview/perspective was valuable to me and should be emphasized more, especially in counseling and view of some abnormal personalities as it relates to sin.	Physical Therapy
56	Knowledge that I can understand and figure out other people Listening/interviewing skills; identifying possible mental health issues	Library Science
58	Interpersonal communication; writing skills; dealing with the emotions of others	Nursing
59	Understand myself and others; communicate on an interpersonal basis	Seminary
60	n/a	Physical Therapy
65	n/a	
66	Critical listening and critical thinking skills in order to analyze personal emotional and moral/religious attitudes	Theology
68	Interpersonal communication and listening skills; the interview class was very helpful; Listening Skills; critical analysis and research skills/mindset	Communication
72	How to think	Education
73	Patience! Human behavior in any setting	Management
77	Social dynamics in social psych; various psychological abnormalities Listening skills; basic psychological disorders as well as understanding of personalities (family systems, etc.)	
78	Communication skills; research/analysis; writing skills	Public policy
85	The ability to understand human diversity and the ability to relate to people with varying degrees of mental and physical health; facilitating	Physical Therapy

patients' mental health

ID	Questions 22, 25 & 26	Area
9	<p>.</p> <p>Cross-cultural Psychology; more Counseling classes</p> <p>Students: For me it is alright since I'm going to Seminary, but if you aren't going to go on to graduate school of some kind I would not do Psychology</p> <p>Faculty: Teach Statistics class better</p>	
24	<p>Not filled in</p> <p>I would like to see a neuropsych program</p> <p>Students: Psychology is a huge field, find out what you like and take related courses.</p>	
25	<p>Increase internships and service-learning requirements/opportunities – the experience helps bring weight to the concepts learned in class</p> <p>Faculty: Keep up the work you do with students projects: fellowships, research assistance, etc., and the relationships you form with students because these are the things that make a lasting impression. Thanks for a great college experience in the psychology department.</p>	
30	<p>n/a</p> <p>Students: <u>DO NOT MAJOR IN PSYCH ALONE!</u></p> <p>Faculty: Take a more vested interest in your students even though they aren't planning on becoming researchers or psychologists</p>	
38	<p>Students: It is a good stepping stone for a P.T. degree, but it is more practical now to begin an entry-level Master's program which can be completed in 5 years at a P.T. school</p> <p>Faculty: Thank you for a good foundation</p>	
48	<p>Psychology related to illness/injury/health/wellness</p> <p>Students: Challenge yourself to take tough courses if you plan to continue to grad school.</p> <p>Faculty: During my years at Calvin, the Biology, Chemistry & Physics faculties did a much better job – more thoughtful – at incorporating Reformed perspectives into their coursework. I feel this is vital in Psychology – its tendency towards humanism and self-improvement</p>	
52	<p>Students: Take a few classes for interest sake, but get a major in something more practical (unless you pursue a Ph.D.)</p> <p>Faculty: Require hands-on experience at a mental health related facility</p>	
56	<p>More experimental psychology; more theories of personality i.e. Meyers-Briggs; <i>Please Understand Me</i>, etc.</p> <p>Students; Be prepared to go to grad school immediately or b) get a degree in a different field. Be satisfied, either way that you probably have a better understanding of human interaction then the average person. That makes a difference in all other areas of life.</p> <p>Faculty: Do whatever you can to make statistics more interactive. Also, fro the computer-shy among us, more directed (...) during computer assignments. Thank you for using so many levels and tools for teaching. I remember you fondly.</p>	
58	<p>Added/Kept: Cross-cultural psychology – best class!</p> <p>n/a</p>	
60	<p>n/a</p> <p>Faculty: Create links with programs other than psych related, i.e. Occupational Therapy Program</p>	
65	<p>Pre-thesis seminar (prep work for post-grad degrees_</p> <p>Psychology and Health (Inter-disciplinary); cult Psychology; Psychology of Death; Biblical Therapy; Non-professional Counseling (These are probably covered in other places, so they would be expansions.)</p> <p>Students: I would have benefited from ore “hands-on” Internships. Unfortunately, I did not take advantage of the ones offered. <u>Take advantage of these!</u> Be prepared if you choose a career outside of Psychology, be prepared to prove yourself worthy for employment. Unfortunately many employers do not understand the (...) of a Psych Major!</p> <p>Faculty: I had a special fondness I my heart for all of the Calvin Psych Faculty. Even though this survey is not the shiniest, my respect for the faculty has not waned. Thank you.</p>	
68	<p>More listening/communication & interpersonal skills</p>	

Students: research and critical thinking skills and interpersonal skills and knowledge are invaluable in any job position

Faculty: Keep up the excellent work; had I continued on in Psych graduate school, I w ?

72 Students: Take an internship; take it along with a double major

Faculty: Yu never should have let Dr. John Lee go! He was the only psych prof with any people skills on how to identify a troubled college student. Dr. Lee was the only prof to reach out to me.

73 Eliminate statistics, it wasn't relevant to Psychology at all, and it was terribly difficult to succeed in. Grading was arbitrary, class was not enjoyable

Students: Be prepared to work hard and learn a lot. Do not pursue a BA in Psychology unless you plan on getting a Masters and/or Doctorate in the same

Faculty: Make the Psychology curriculum more enjoyable. Make it fun in whatever way possible. Ask current students what would make each class fun in order for the learning that takes place to be more memorable and understandable

77 Students: Ask for help from profs to set out a plan for classes that will best prepare you for what you think you want to do. Don't just do the bare minimum

Faculty: Create space to help students have a plan for the classes they take (especially those who have an advisor in another department

78 Require research class for IDIS majors

85 A stronger course in physiological psychology. Lots of good material, necessary for graduate degrees but needs to be taught in a more organized way.

Students: it seems that most higher paying jobs cannot be obtained without a bachelors degree in psychology. It's a great degree that serves the purpose of helping to get the students into graduate program.

Faculty: Thanks

Students going on to work settings:

ID	Q. 19 & 20	Area
5	Major allows me to pursue passion for people; in the future will allow me to become a counselor; General information about psychological disorders – other than that, not much	Skilled Rehab
7	Integrate faith with vocation; Psyc 399 was one of the best classes I've ever had – it got us thinking about real issues in the field today.	Youth development
8	Understand self and others - Knowledge of brain structure & of which area of the brain affects which function has been helpful. - Also the knowledge of certain disorders or dysfunctions such as OCD has been relevant & helpful.	Brain injury
10	- self knowledge an understanding - add a class in advanced statistics	n/a
15	-integrate a Reformed, Christian perspective with the contemporary psychology - Communicate on an interpersonal basis	n/a
16	-everything taught in Prof. Weaver's Psych 399; constructive criticism thought concerning the field of psychology	Wine specialist
17	- Accept and value human diversity - Ability to relate to others - Understanding of child development	n/a
18	In my job I do a lot of counseling to individual and do a lot with Psychoactive drugs. We also use behavioral studies. There are many common Psych terms that are used in my position.	Social work
19	- write concisely and precisely	n/a
20	- symptoms of mental illness - remaining objective and being able to recognize symptoms	n/a
21	-To be open minded with others -Integrating Christian faith with psychology	n/a
26	-That anyone could have a mental health problem and how often our society stigmatizes these people. I have thee skills to help them or find them help that is needed, the ability to communicate with them and the understanding that I can help empower them -DSM IV diagnoses, my prep from Psychopathology and Social Psychology particularly and my internship at Wedgwood CYFS	n/a
27	-Communicate on an interpersonal basis -Accept and value human diversity -write concisely and precisely -compile relevant information on a specific topic	n/a
31	Communicate on an interpersonal basis; Communicate on an interpersonal basis; accept and value diversity	n/a
33	-Because I am working with teens with rough personal and family histories, interpersonal skills and knowledge of these are quite important to my work; facilitating health on any number of levels often results from a solid personal/interpersonal relationship. -Knowledge of emotional problems of teens and children (Adolescent Psych) Awareness of DSM-IV-R disorders/diagnoses/treatments/meds -Knowledge of how to "counsel" – helping them hem themselves by helping them articulate their struggles (Helping Skills)- how to ask questions, etc. Knowledge of group dynamics/social aspects, as I work in a group home.	Youth Treatment Specialist;
41	-Communicate on an interpersonal basis -Understanding, communicating and respecting others	n/a
44	-In my type of work, it is essential to understand the dynamics involved in people's behaviors in various situations -behavioral issues	Police Officer
45	-understand myself and others as it (...) to human diversity	Real Estate

	-being in a sales/service position, the knowledge gained in abnormal psychology helps me better understand my customers.	
46	Oh please – Calvin almost destroyed my faith; only in the last year or two I've started to get [it] back	n/a
47	Things that sound like common sense may not actually be true; you must look to the research or circumstance	n/a
57	Ability to understand myself and others	n/a
62	1) A Christian World view; 2) a belief that I can help others -I had a great Summer Session course on child development	Director of after school program for Christian School
67	Actually the class that has helped me the most is a Social Work class interviewing for solutions/strengths perspective	Inner City high school, counseling for non-profit agency
81	Understand myself and others; dealing with people and understand and working with them	Director of children's ministries
82	Human condition can be very fragile. It is important to treat people with dignity and grace with understanding that all people are created in God's image; Understanding of how mental health affects general health. What specific diagnosis are (...) Don't jump to conclusions about what may be wrong with a person; take time to look at all symptoms; so much of mental health is about forgiveness.	Helping youth 16-21 with a mental health diagnosis
83	Accept and value human diversity; understand myself & others; communicate on interpersonal level; conduct a survey or program review; compute relevant info on specific topic	n/a
ID	Questions 22, 25 & 26	Area
5	Intro statistics courses need improvement. I didn't feel like I learned much at all, despite good grade. -Add more courses in practical application to life situations. [only psychopathology, Psychological perspectives and Social Psych contributed). -Add courses in assessing clients, MDS materials; more focus on needs/disorders with different age groups & populations. -Make internships/volunteering mandatory; allow more real-world & marketable experience -Advice to students: Psych a good supplement to another major (e.g., Soc. Work). Difficult to find employment with decent pay @ BA level. I use very little of my Psyc education on a daily basis.	
7	Faculty: Add grant writing class; I wish I had learned more practical way to use stats instead of SPSS. -Calvin should have two tracts – one for grad school and one for those who want community programming. Have stats course cover some of the reporting material we use to write grants. - Add course on human sexuality – part two. - Require internships.	
8	- Hold seminar for folks trying to decide between Psyc and Social Work – highlighting the benefits & and drawbacks of both. It would have been helpful to have a seminar on available jobs for psych majors with a BA. I loved my major & greatly benefited from my education, yet have found it difficult to find a job that suites me and challenges me & adequately uses the knowledge & skills I've attained. - Outstanding department; wonderful teachers – work toward teaching toward the real world Students: Highly recommend majoring also in another field that would be more marketable. Try & research & find out what jobs are available with a BA in psyc.	

- 10 No comment
- 15 Student: I would have benefited from some distinctions between a psych major and a social work major.
Faculty: As advisors, I would have benefited from a greater explanation of work in psychology as compared to social work.
- 16 Cultural Psychology; more narrowly specified courses other than the basics
Students: Pay attention to the history of psychology's beginnings, question principles and theories.
Faculty: Weaver Rocks! One of the best profs I've had.
- 17 Students: Decide your major early; look for research opportunities with profs, or at social research center
- 18 I think that the Statistics course should not be eliminated by any means but the professor who taught it did a very poor job and as a result I feel like I learned nothing at that class and I feel it was a waste of money.
Faculty: Something needs to be done about the Statistics class if Shoemaker is teaching. He is a nice guy, but not a good prof that I would expect at Calvin at all.
I had an awesome experience at Calvin and God taught me a ton through the Psych Department. Many people told me not to get a Psych major because I won't be able to get a job but now I'm a social worker which is related to Psychology and I love my job and love serving God through it!
- 19 - good balance
- Students: if you plan on going to grad school (1) apply to lots, (2) take stats early, and (3) study well for GRE
- Faculty: I loved being a psychology major and miss it. Thanks for being great professors.
- 20 -Interaction with real people who suffer from mental illness
Students: Get to know some real people with mental illness
Faculty: talk more about employment options, I felt I went into field unsure of what to pursue after getting the degree
- 21 Students: Be prepared to fight for a job when you get out of school!
Faculty: Thank you
- 26 Additional internships. Psych 399 should also integrate religion into more practical career planning/vocational vision, etc.
- 27 Behavioral Psychology
- 31 n/a
- 41 Students: Take more Psych courses that interest you. Statistics classes are of no value unless you intend to go to graduate school
- 44 n/a
- 45 I wish I had opportunities for more practical application of what I was learning
Students: if you have a passion for a career in a "helping profession" but you are more interested in "hands-on" work as opposed to research and statistics, definitely look into the social work department
Faculty: I wish that my advisor had worked with me to devise a class schedule better suited to my development and career advancement. It wasn't until my junior year that I was exposed to social work, and I just took off. Social work course work rekindled my passion for helping people. I believe that I would have been happier and much better served if I had graduated with a B.S.W.
- 46 Know about the law—so that you know how much the government control the field and what little help you can give people without legal issued
Students: Don't [major in psych] it is no good without any more [advanced] education
Faculty: let people know that the only job I could get within the psychology field with my B.A. was changing adult diapers – not cool.
- 47 Business related psychology applications
Students: It makes sense if you are thinking about grad school. If you are interested in practical work with clients, social work may be a better fit.
Faculty: I was hoping to use my psychology in the business world, so a lot of the classes I took seemed to clinical or experimentally oriented, and not practical enough for what I was looking for. I wish I would have been told more clearly that to get any sort of "real" psychology job, I really would have to pursue a Master's degree.
- 57 Students: If interested in psychology, invest as much as possible in the classes & programs offered.
- 62 1) Much more hands on/real world activities early in this course of study, for example, so many hours of volunteering required sophomore

year

Students: Get out there and try it before you buy it. By the time I figured out that I was not going to work at Pine Rest and instead was going to teach Preschool it was too late. I had invested too much time and money and credits to change majors.

Faculty: May God continue to bless you, uphold you, and use you.

67 Intervening for solutions; The Helping Interview SOWK 370 and lab

Students: The only Social Work class worth taking is interviewing for solutions/strength perspective; know that BA jobs will not enable you to pay off your debt at Calvin.

Faculty: Continue to engage students personally. Invite them into your life, office and home, Have "Study Parties" at your home for review.

68 Students: Research and critical thinking skills and interpersonal skills and knowledge are invaluable in any job, or position

Faculty: keep up the excellent work. Had I continued on in Psych graduate school, I w---

81 Have internship required but help out those who don't have transportation

Students: Do an internship

Faculty: Have more classes that deal with integrating counseling and religion/Christianity

82 My intro class was based largely on Adventure Based Challenge; it helped me clearly decide Psych was where I wanted to be. I have used them lot, and would suggest if; I would also make some sort o counseling class requirement.

Students: Take a broad range of classes, even if you don't feel you will pursue something in that discipline. Also explore the related fields of Social work, Sociology, Education (Special Ed) It has taken me 10 years to se that God had a lot of different experiences in store for me.

Faculty: Continue to be diligent in helping students discover their gifts and who they are. This took me a long time in college. I felt somewhat confused in this area. That is a big task for professors but I' in the end they will benefit the dept. and the world for Christ.

83 More counseling classes; maybe role-play; more I/O psychology

Students: Start thinking about grad school early; find which area of psych you'd like to pursue and take applicable classes

Faculty: when advising students inform them of job opportunities in psych as early as possible so they can decide if they should continue their education or not.

**ETS (Educational Testing Service) Subject Test in Psychology
Results for Spring of 2004**

Overview:

Twenty senior students completed the ETS subject test in psychology as part of our senior assessment test. The primary purposes were to 1). Validate our locally developed test that we have used for the past several years, 2). Provide for normalized comparisons.

Attempts were made at random assignment, but due to scheduling constraints more students who were “late comers” were given the ETS test. This may have lowered the results. Table 4 shows that students completing the ETS test did have a slightly lower GPA

Table 1: Averages for each major sub-test component:

N=20	Mean	Min	Max	Std. Dev.	Course Comparisons (Average score with vs. without taking that course)						
					W/	W/out	W/	W/ out	W/	W/ out	
Total Score:	161.8	139	189	13.9							
Percentile:	70 th										
SUBSCORES:											
						Learning		Cognition			
Learning & Cognition	62.2	35	92	18	M=	51.25	64.9	72.00	59.7		
Percentile:	70 th				N=	4	16	4	16		
						Physiological		Cognition		Motivation	
Percept./Sens/Physio/ Comp/Ethology	59.9	41	86	13	M=	64.1	57.5	64.2	58.7	59.1	60.1
Percentile:	50 th				N=	7	13	4	16	6	14
						Personality		Psychopathology		Counseling/ Psychotherapy	
Clinical, Abnormal, & Personality	61.1	40	79	12	M=	61.4	59.5	61.6	58.0	60.40	61.7
Percentile:	60 th				N=	16	4	17	3	10	10
						Social		Child		Life-Span	
Developmental & Social	67.1	47	91	13	M=	68.8	51.5	70.3	65.0	69.4	63.6
Percentile:	90 th				N=	18	2	8	12	12	8

**Note: No comparisons of average sub-score by course completion were significant.

Other results are shown on attached sheets.

Table 2: "Assessment Indicators:" (only provided for group data)

Assessment indicator	Mean Perc. Crrct.	SE	Percentile
Memory & Thinking	53.5	4.4	60 th
Sensory & Physiology	39.7	3.7	55 th
Developmental	50.8	3.8	85 th
Clinical & Abnormal	53.4	3.3	80 th
Social	68.8	3.3	85 th
Measurement & Methodology	51.9	4.7	65 th

Table 3: Case Summaries

Gender	GPA	Total Score: ETS	Learning & Cognition	Perc/Sens/Ph ysio/Comp/Et hology	Clinical, Abnormal, & Personality	Dev & Social	Total # of courses
Male	2.72	147	44	44	63	56	10
Female	3.85	182	89	75	56	88	12
Female	2.76	151	44	55	71	47	11
Female	3.53	180	89	72	75	85	10
Female	3.56	154	57	48	67	53	12
Female	2.58	154	60	62	40	53	12
Female	3.07	156	54	55	63	65	11
Male	3.32	171	73	58	63	71	10
Female	3.16	158	41	72	67	76	15
Female	3.74	171	73	58	79	82	11
Female	3.36	139	35	41	40	56	11
Female	3.63	171	82	65	59	65	18
Female	2.75	147	41	55	63	50	13
Male	3.85	175	70	72	75	76	14
Female	3.20	145	44	41	40	56	13
Male	3.46	189	92	86	59	91	19
Female	3.67	175	82	75	71	68	13
Female	2.71	156	60	44	59	68	11
Female	3.00	161	54	68	67	65	10
Female	2.80	154	60	51	44	71	14

Table 4: Correlations of sub-scores with course performance (with A = 10; not completed = 0):

N=20	Learning & Cognition	Percept./Sens/Physio /Comp/Ethology	Clinical, Abnormal, & Personality	Developmental & Social
Correlations with courses:	Learning: -.33	Motivation: .01	Personality: .17	Social: .62*
	Cognition: .32	Physiological: .35	Psychopathology: .20	Child: .29
	Psyc & Religion: .44*	Cognition: .23	Counseling: -.01	Adolescence: -.02
	Research II: .60*	Psyc & Religion: .22	Physiological: .19	Life Span: .40
	Social: .56*	Social: .39	Psyc & Religion: .22	Psyc & Religion: .34

Table 5:**Correlation of Total Score with sub-scores, GPA and Number of Psych courses**

		Total Score:
Learning & Cognition	r value:	.941
	Sig. (2-tailed)	.000
Percept./Sens/Physio/Comp/Ethology	r value:	.852
	Sig. (2-tailed)	.000
Clinical, Abnormal, & Personality	r value:	.465
	Sig. (2-tailed)	.039
Developmental & Social	r value:	.846
	Sig. (2-tailed)	.000
GPA	r value:	.675
	Sig. (2-tailed)	.001
Total number of courses	r value:	.357
	Sig. (2-tailed)	.122

Table 6: Comparison of local and ETS tests:

*Note that no direct comparisons can be made since the subtest scores are not directly comparable.

Local test

Average GPA: 3.3

Correlation: # Psych classes: .54 (p<.01)

N=30; Males 13; Females 17

Highest scoring areas: Abnormal, Social, Counseling, Research Design and Development

Significant differences based on courses taken:

Physiological, Cognitive, Personality

Average correct: 72.5%

ETS subject test

Average GPA: 3.2

Correlation: # Psych classes: .36 (p=.12)

N=20; Males: 4; Females: 16

Highest scoring area: Social, Developmental,

Clinical & Abnormal Memory & Thinking,

Largest proportional differences seen for: Social,

Physiological, Cognitive

Average correct: 50.8%

Table 7: Other information about participants.**Total number of courses taken in Psychology (including Interim)**

	Frequency	Percent	Valid Percent	Cumulative Percent
# of courses in Psych 10	4	20.0	20.0	20.0
11	5	25.0	25.0	45.0
12	3	15.0	15.0	60.0
13	3	15.0	15.0	75.0
14	2	10.0	10.0	85.0
15	1	5.0	5.0	90.0
18	1	5.0	5.0	95.0
19	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Summary and Recommendations:

The test appears to be a reasonably valid reflection of the performance of our students, although the small and less-than-random sample may work against clear interpretation. There appears to be some face validity with overlapping areas of strengths and weaknesses for the two tests (local and ETS). There are relationships (albeit weak) between the test scores to courses taken, GPA, and performance within specific courses. The lack of strong correlations in some situations may reflect a mismatch of curriculum to test content or the nature of students enrolling in certain courses. The strong relationships in some cases (e.g., with Psyc & Religion) may reflect the level of the course and corresponding grade distribution more than course content.

Students are performing well – especially for those who are currently admitted to graduate programs. An average performance of the 70th percentile for the entire group demonstrates that our students are performing at well in relation to other colleges. However, there is considerable room for growth. Departmentally we set the 75th percentile as our goal for future testing using the ETS subject test.

Areas for greatest attention:

****NOTE:** All recommendations are very tentative and may need to await additional data/results for action. These are only offered for future records.

1. Students scored the lowest in Physiology/Sensation/Perception/Comparative. Since students who completed the Physiological (333) course performed much better, it appears that the primary reasons for the lower performance overall is the low number of students completing Psyc 333, and possibly the lack of offerings in the other areas (i.e., Sensation, etc.), or lack of emphasis throughout the curriculum. *If we feel that this is an important area*, we need to one or more of the following:

- Alter advising to encourage more students to take courses such as 333, Health psych., Cognition, Sensation & Perception (if it were offered).
 - Increase the number of offerings (e.g., make Health psych a regular course, have a second level of Psyc 333, Offer Sensation & Perception, Evolutionary Psych?)
 - Alter requirements so that more take Psyc 333, Cognition, and other to-be-developed courses.
2. The low correlations for performance on the test and course performance for Learning and Motivation areas may well be spurious – given the small samples. However, this may also reflect that the current ETS test does not emphasize these traditional areas. *Depending on departmental priorities and goals*, we may wish to review these areas and decide if we need or want to revamp curriculum content to reflect what one group of testers (i.e., the folks at ETS) believe is the best current curriculum content.
3. While the 65th percentile for methodology is a reasonably good performance, given that this is part of a core taken in the department, we could be doing better. However, we will need to await the impact of the introduction of Psyc 256 to determine if any additional changes are warranted.
4. In order to meet the overall goal of 75th percentile for all students we should consider all the above ideas (since increases in individual areas will lead to overall increases), but also consider such possibilities as:
- Increasing the number of courses students should take in psychology.
 - Increase the number of students who take courses in more foundational areas.
 - Increase the proportion of students who complete more advanced research projects.

****Highlighted items, along with all summary conclusions and recommendations require final approval from the department prior to the final draft of this report.**

Psychology Department Senior Exit Exams 2004
Report by: Marjorie Lindner Gunnoe and Paul Moes

I. Overview

Two exams were given this year – the departmental exam and an ETS exam. This was done for the purpose of validating our departmental exam.

The 2004 departmental exam was identical to the 2003 exam and composed of:

- a.) 30 items assessing courses taken and plans for future education
- b.) 120 items assessing students' knowledge of the psychological discipline
(10 items each from 12 topical areas)

Thirty students took the departmental assessment this year. These students graduated in Aug 2003, Dec 2003, Jan 2004, and May 2004. Most took the assessment during interim 2004.

Eighteen students took the ETS exam. These students were all May 2004 grads. Three students slipped out as December grads who declared immediately prior to graduating.

Demographics, when possible, represent a compilation of data taken from the departmental test and the ETS test (N = 51). Academic test results are reported separately, by test.

II. Demographic information on graduating majors

A. Gender

2004			2003	2002	2001	2000
	Frequencies	Percent				
Male	17	33%	34%	35%	32%	31%
Female	34	67%	66%	65%	68%	69%
Total	N=51		N=56	N=52	N=71	N=62

B. Cumulative GPA (at end of spring semester)

Year	2004	2003	2002	2001	2000
Mean	3.30	3.32	3.27	3.14	3.22
Standard deviation	0.49	0.43	0.52	0.49	0.49
Median	3.36	3.41	3.37	3.23	3.25
Range	2.04-3.98	2.25-3.98	2.09 – 3.97	2.03-3.97	2.08-3.98

C. Number of majors (New item in 2001)

	2004	2003	2002	2001
Group major (less than full psych major)	0	0	0	0
Psych major only	45 (88%)	36 (64%)	36 (69%)	49 (69%)
Double major	6 (12%)	20 (36%)	16 (31%)	22 (31%)

D. Intended graduation data^a **2004**

	Frequencies	Percent	2003	2002	2001	2000
January	11	22%	2%	4%	6%	5%
May	36	71%	88%	83%	79%	79%
August	2	4%	2%	2%	3%	5%
December	2	4%	7%	11%	11%	11%
Other	--		2%		1% ^a	-

^a As of 2004, All August and December grads' scores are included in the next calendar year analyses.

E. Future plans

	Frequencies	2004	2003	2002	2001	2000
Terminal B.A.	3	6%	11%	8%	4%	7%
Psych related grad school (immediately)	11	22%	25%	13%	17%	36%
Psych related grad school (after some time off)	18	35%	20%	25%	37%	34%
Non-Psych related graduate school	19	37%	45%	54%	42%	24%

Other grad school plans indicated in 2004 (number of students): Business (2); Criminal justice (1); Dance therapy (1); Education (1); History (2); Law (2); Medicine (2); Physical therapy (1); Political science (1); Social work (6)

F. Hours of service learning (New items in 2001; precise definition of service learning that *excluded* internships for course credit was first provided in 2003.)

2004 ($N = 47$)

(# of hours)	Psych courses	Non-psych courses	Not linked to a course	Total
Mean	11.7	13.4	49.7	74.2
St. Dev	17.4	21.1	117.3	129.8
Range	0-80	0-80	0-700	0-780
Percent doing none at all	55%	60%	55%	19%

Prior years

(# of hours)	Psych courses ^a	Non-psych courses	Not linked to a course	Total (computed by Gunnoe) ^b
2003 Mean	11.9	12.3	24.7	47.6
2002 Mean	23.5	18.7	62.7	103.9
2001 Mean	13.4	11.8	26.3	51.3

^a Service learning was most commonly done in conjunction with Psyc 204. Other courses indicated were Psyc 310, 212, 222, 201, and 380.

^b Some hours appeared to have been listed in multiple categories (e.g., the same placement counted for a psych and an education course). "Total" represents my best guess at the actual total number of hours.

III. Courses taken

A. Number of students who had completed or were enrolled their last semester in each of the following courses (2004 $N = 48$; info not available for 3 who slipped out):

Course	Freq	2004	2003	2002	2001	2000
151	41	85%	84%	89%	93%	90%
201	31	64%	57%	47%	55%	58%
204	19	40%	28%	33%	37%	27%
207	10	20%	12%	24%	8%	14%
At least 1 dev course	--	97% ^d	82%	89%	88%	89%
212	47	98%	94%	91%	97%	98%
220 /322 Family	13	27%	39%	27%	42%	40%
222	14	29%	12%	22%	13%	21%
255 lecture	45	94%	96%	91%	88%	96%
255 lab	40	83%	92%	93%	88%	96%
256	33	69%	14%	--	--	--
280 /322 Interview	25	52%	31%	40%	27%	25%
301	12	25%	35%	20%	15%	21%
306	21	44%	92%	100%	98%	96%
308	6	13%	26%	36%	35%	29%
310	40	83%	90%	78%	88%	87%
311	37	77%	78%	62%	62%	71%
312	0		2%	4%	3%	8%
313	5	10%	18%	13%	12%	14%
314	22	46%	40%	40%	37%	40%
322 (Cog,Rel,Cult) ^a	--		--	--	3%	4%
330	13	27%	16%	27%	33%	31%
332	8	17%	20%	27%	28%	25%
333	17	35%	26%	16%	30%	31%
334	18	38%	31%	38%	20%	31%
More than one lab course	--	13% ^d	10%	4%	13%	8%
380	28	58%	31%	33%	35%	37%
390	8	17%	14%	7%	7%	17%
356 / 395 ^c	16	38%	16%	9%	17%	12%
399	48	100%	98%	100%	95%	58% ^a

^a last offered 2001

^b Year 2000 graduates were not yet required to take this course.

^c Year 2004 includes students who have taken 395 or 356; Prior years indicate only 395

^d Based on $N = 30$ (information could not be computed for students taking the ETS exam)

B. Total number of regular-semester courses taken (does not include interims)

Note: 2001 class was the first one required to complete a 10 course major.

2004 data (N = 30: information available only for those who took dept exam)

Courses taken	2004 ^a Cum. percent	2003 Cum. percent	2002 Cum. percent	2001 Cum. percent	2000 Cum. percent
7	--	-	-	2%	2%
8	3%	2%	-	3%	14%
9	10%	18%	20%	23%	27%
10	27%	35%	40%	40%	46%
11	43%	53%	60%	58%	60%
12	57%	73%	78%	85%	77%
13	83%	80%	93%	92%	90%
14	87%	98%	98%	97%	92%
15	90%	100%	-	98%	96%
16	97%	-	100%	100%	100%
19	100%				

^a 2004 data (N = 30: information available only for those who took dept exam)

2004: Mean = 12.10 (SD = 2.35); Med = 12

2003: Mean = 11.41 (SD=1.81); Med = 11

2002: Mean = 11.13 (SD=1.67); Med = 11

2001: Mean = 11.02 (SD=1.76); Med = 11

2000: Mean = 10.96 (SD=2.15); Med = 11

C. Number of Psychology interims taken

	2004	2003	2002	2001	2000
1	10%	43%	31%	18%	15%
2	63%	41%	49%	67%	60%
3	23%	16%	13%	13%	23%
4	3%	-	7%	2%	2%

^a 2004 data (N = 30: information available only for those who took dept exam)

2004: Mean = 2.20 (SD=.66); Med = 2

2003: Mean = 1.73 (SD=.72); Med = 2

2002: Mean = 1.96 (SD=.85); Med = 2

2001: Mean = 1.98 (SD=.62); Med = 2

2000: Mean = 2.12 (SD=.68); Med = 2

IV. Internal validity of the departmental instrument

A. Correlations with total number of items correct

	2004	2003	2002	2001	2000
Cumulative GPA	.84 (p<.001)	.58 (p<.001)	.72 (p<.001)	.69 (p<.001)	.54 (p<.001)
# of Psych courses ^a (excluding interims)	.55 (p<.01)	.16 (ns)	.15 (ns)	.10 (ns)	.43 (p<.001)
# of Psych courses ^a (including interims)	.54 (p<.01)	.15 (ns)	.12 (ns)	.01 (ns)	.36 (p<.01)
# of Psych courses <u>completed at Calvin</u> (excluding interims)	.40 (p <.05)	.09 (ns)	.21 (ns)	.04 (ns)	.45 (p<.001)
# of Psych courses <u>completed at Calvin</u> (including interims)	.42 (p < .05)	.08 (ns)	.18 (ns)	-.04 (ns)	.39 (p<.001)

^a “Courses” is defined broadly to include courses completed at Calvin or elsewhere, currently taking at Calvin, or an approved substitution (e.g., CLEP). See 2001 report for potential explanations for the lack of association between test score and courses.

^b 2004 data (N = 30; analyses based only on those who took the departmental exam)

B. Students who scored in/at the top 10 percentile: Butterfield, DeYoung, Monsma, Schiesswohl, Storteboom-Griffen, VanDyke

C. Conclusion: The instrument appears to be internally valid. Students with higher GPAs did better on the test.

V. Items correct on the knowledge portion of the assessment

1. Total score on the assessment (all respondents)

Class	Mean	SD	Median	Range
2004	87.0	15.3	87.5	50-111
2003	82.9	13.8	84.5	53-109
2002	81.1	11.5	82	59-105
2001	80.8	12.2	82	45-114
2000	81.5	13.0	80.5	49-105

2. Mean scores (standard deviation) by subject area

	2004	2003	2002	2001	2000
History	5.5 (2.1)	5.6 (2.0)	5.3 (1.7)	5.5 (2.1)	5.7 (2.1)
Statistics	6.7 (2.7)	6.1 (2.3)	5.3 (2.4)	5.6 (2.2)	5.5 (2.0)
Developmental	8.2 (1.7)	7.2 (1.5)	7.2 (1.7)	7.4 (1.7)	6.7 (1.4)
Abnormal	9.5 (1.0)	9.5 (1.5)	9.3 (0.8)	9.5 (.73)	9.4 (0.8)
Social	8.5 (1.8)	8.2 (1.7)	7.9 (1.6)	7.9 (1.6)	8.1 (1.4)
Personality	7.3 (2.1)	7.3 (1.9)	6.8 (1.7)	6.6 (2.0)	6.8 (2.0)
Learning	5.4 (2.1)	5.3 (2.0)	5.3 (1.9)	5.1 (2.0)	5.2 (1.8)
Cognitive	7.0 (2.1)	6.1 (1.8)	6.7 (2.1)	6.4 (1.6)	6.9 (2.0)
Motivation	6.4 (1.8)	6.3 (1.7)	6.2 (1.4)	5.8 (1.7)	5.9 (1.7)
Physiological	6.2 (2.2)	6.5 (1.9)	5.8 (2.0)	6.0 (1.7)	6.3 (1.6)
Counseling	8.3 (1.6)	7.9 (1.6)	8.1 (1.3)	7.9 (1.5)	7.6 (1.7)
Research design	8.2 (1.4)	7.0 (1.5)	7.3 (1.8)	7.2 (1.7)	7.2 (1.4)

3. Mean scores (standard deviation) by subject area for 2004 students who have vs. have not completed a course at Calvin in the subject area

Subject area	Not completed course	Completed course
History	4.9 (1.7) <i>n</i> = 17	6.2 (2.6) <i>n</i> = 13
Statistics	4.5 (2.1) <i>n</i> = 2	6.8 (2.7) <i>n</i> = 28
Developmental	7.0 (0) <i>n</i> = 1	8.2 (1.7) <i>n</i> = 29
Abnormal	--	9.5 (1.0) <i>n</i> = 30
Social	7.6 (2.5) <i>n</i> = 8	8.8 (1.4) <i>n</i> = 22
Personality*	5.6 (2.0) <i>n</i> = 9	8.0 (1.7) <i>n</i> = 21
Learning	5.4 (2.2) <i>n</i> = 27	4.7 (2.3) <i>n</i> = 13
Cognitive*	6.2 (1.2) <i>n</i> = 17	8.1 (2.6) <i>n</i> = 13
Motivation	6.1 (1.5) <i>n</i> = 24	7.3 (2.6) <i>n</i> = 6
Physiological*	5.7 (2.0) <i>n</i> = 20	7.4 (2.0) <i>n</i> = 10
Counseling	7.9 (1.8) <i>n</i> = 17	8.8 (1.0) <i>n</i> = 13

* Significant group difference

4. Mean scores (standard deviations) on research design items by research courses completed at time of assessment.

255 only: 7.4 (1.9) (*n* = 5)256/308: 8.1 (1.3) (*n* = 20)356/395: 9.5 (1.0) (*n* = 4)

5. Number of areas in which students scored at least 70% (our departmental objective).

2004 (n = 30)

# of subject areas where students scored at least 70%	Frequency	Cumulative percent	2003 Cum. percent	2002 Cum. percent	2001 Cum. percent	2000 Cum. percent
1	--			-	3%	4%
2	1	3%	2%	4%	5%	4%
3	1	7%	12%	7%	8%	11%
4	1	10%	23%	20%	20%	16%
5	5	27%	28%	27%	30%	22%
6	2	33%	41%	42%	47%	44%
Criterion 7	2	40%	45%	60%	65%	60%
8	5	57%	67%	73%	80%	73%
9	4	70%	73%	87%	83%	84%
10	3	80%	86%	91%	87%	91%
11	2	87%	91%	98%	98%	96%
12	4	100%	100%	100%	100%	100%

The criterion for the 2004 assessment was (again) that students would score at least 70% in at least 7 topical areas. Sixty-seven percent of our graduating majors met this criterion with one semester yet to learn.

D. Summary

Of the 2004 graduating class, 67% were female. Average GPA at the end of Spring 2003 was 3.30. Ninety-four percent hoped to secure addition education beyond their B.A. in psychology. This is comparable to the results obtained in previous years.

Replicating previous years' findings, the typical major took 11 semester courses and two psychology interims. In addition to the required courses in the major, almost all took abnormal psychology (Psych 212), social psychology (310), and at least one developmental course (201, 204, or 207). Eighty-one percent took a second research/design course (256 or 308), 58% did a psych internship (Psyc 380), and 45% engaged in service learning in conjunction with a psych course. The vast majority of 2002 grads were still taking psych courses during their last semester

The average score on the departmental assessment exam was 87 items correct (out of 120, SD = 15). This is higher than the means for the previous four years (range 80.8 – 82.9). We suspect this is because students who signed up for the assessment earlier (and were more organized/motivated?) were given the department exam, whereas the stragglers were given the ETS exam. This suggest that the ETS scores are probably not representative (i.e., are skewed low) of our graduating majors.

For the department exam, students performed best on the (in order): abnormal, social, counseling, developmental, and research sections of the exam (perhaps because most students had completed these courses by the time of the assessment.) Total scores on the exam were correlated with students' GPAs, and the number of courses student had taken. (Note: 2004 was the first time, since 2000 that the number of courses taken predicted scores on the department exam. This too suggests that the students who took the departmental exam may and the ETS exam may have been different in some substantive way.

Our assessment goal is that students score at least 70% in seven topical areas of psychology upon graduation. Sixty-seven percent of students met this goal (with at least one semester yet to learn).