Annual Report of the Psychology Undergraduate Program  
2011-2012  

Karyn Plumm and Brett Holfeld  

We intend with this report to describe the status of the Psychology Department Undergraduate Program and the activities associated with it during the 2011-2012 academic year. Karyn Plumm served as director of the program during this time. Brett Holfeld served as ½-time assistant during the year. In the narrative that follows we first describe our analysis of progress associated with the significant opportunities and challenges that were raised in last year’s report. This is followed by an account of this year’s major projects and a description of other activities. The report concludes with a presentation of activities either planned or contemplated for the year ahead and the identification of significant issues for the department.

Last Year’s Significant Issues

In last year’s annual report there were several issues identified that were thought to require substantial attention on the part of the department. Those issues are identified below along with actions undertaken to address them.

1. Establish additional “A” emphasis essential studies approved course. Psyc 460 (Advanced Social Psychology) was approved as an advanced communication course (A). Thanks to Dr. Terrell for helping to complete the necessary application materials needed to gain approval. We now offer two courses that meet the “A” requirement (Psyc 433 & Psyc 460).

2. Maintenance and growth of online program. The undergraduate online program continues to grow in its third year. Although issues of 1) advising and 2) student tracking have continued to be particularly difficult, the largest obstacle our students in this program face is 3) the ability to take courses required outside of the department. Specifically, our biology requirement had caused some students to transfer elsewhere. As this was the third and final year of the program’s “trial period,” we will be seeking some resolution as to the success and continuation of the program. This will be an upcoming issue for the next year.

   Actions. 1) The Curriculum Committee is working to revise and complete an academic “plan” for online students. A consistent issue is advising students with transfer credits. A large proportion of the distance students are transferring courses from one or more other institutions. It is difficult as an advisor to give recommendations to students when most of the transfer process is completed either at the Registrar’s Office or at Arts & Sciences. This project will be ongoing.

   2) During focus groups, students are asked additional questions regarding online courses and whether they would identify as distance students or not. Students taking Psyc 405 online also partake in the focus groups. We are beginning to get a better idea of what our online program is made up of. Approximately 23% of the 60 students who answered questions about online courses identified as “distance” students and 65% had taken at least one online course. This is the second year we were able to poll students for focus groups in Psyc 405 online. Students who identify as “distance” learners (i.e., they take the majority or all of their courses...
online) rose by 20% from last year’s focus group poll. Additionally, the number of students reporting having taken at least one online course doubled. It is quite likely that the students who identify as “distance” learners will grow exponentially in the next couple of years as we continue to ask such questions.

3) After multiple changes to the proposal to alter the biology requirement and many discussions with the biology department, as well as the College and University Curriculum Committees, the change to the biology requirement has now been approved. We will add a new course Psyc 330 (Biological Bases of Behavior), the biology department has agreed to offer Bio 111/111L online and students majoring in psychology will now be required to take 2 of the following courses with lab: Bio 111, Bio 150, Bio 151, Anat 204, or Psyc 330.

Major Projects

1. Continue to assess the undergraduate program

The data that are reported here relate both to the official plan and other assessment information. There are essentially four types of assessment data: (1) data from focus groups held with students in History and Systems classes; (2) scores from the ACAT exam given to all psychology majors in the History and Systems class, (3) evaluation of the writing of a sample of students from lab-based courses, and (4) data from student transcripts. Reported below are, first, a description of the results associated with the four types of data and, second, a summary of the findings associated with the assessment plan.

Focus Groups

The main purpose of the focus groups is to gain feedback directly from seniors about their experiences as psychology majors. Students are asked about strengths of the program, concerns about the program, and future career plans. Opportunities for anonymous written feedback, in addition to the oral feedback, are also given. This was the ninth year that the focus groups were held in conjunction with the History and Systems class which is restricted to seniors only. Thanks to Travis Clark, Adam Austin and Jenna Trisko, who helped conduct the focus groups.

Some of the major findings include:
The major strengths of the program that the students perceived were:

- Research/TA experience/Practical Experience
- Advising
- SONA
- Variety of courses
- Labs (GTAs)
- Teaching
- Online degree
- Printing system in the lab
- Additional activities/workshops/seminars
The first strength has consistently been mentioned over several years as a strong point of the program. It is gratifying to see the Orientation to the Major course was mentioned as a strength in advising. It was also mentioned that some faculty are willing to advise students who are not their “official” advisees which is viewed positively. Three strengths mentioned this year—Labs (GTAs), online degree availability, and printing in the lab—were not identified last year. Two strengths mentioned last year – SPA and support staff – were not mentioned this year.

Students identified the following concerns:

- **Advising.** Although many students’ experiences were reported as positive, others had concerns with advising. Specifically, some faculty were not knowledgeable enough, some faculty seemed to dislike advising students, students reported feeling disrespected and unimportant in their interactions with faculty (a couple of students reported being told to find a new advisor because theirs could not answer their questions), and students expressed concern for advising toward the clinical degree and nothing else (i.e., other graduate degrees or job placement at the bachelor level).

- **Teaching.** Again, although many students expressed positive impressions of teaching, others had concerns. Specifically, students reported that some professors do not seem as interested in their teaching as they do about their research (insincere), boring, monotonous lectures in many psychology classes, many labs seem pointless and do not add to student’s learning experience, some professors are very difficult to deal with (e.g., designing test questions in a way to trick students rather than assess learning), feeling as if some professors wanted them to fail, some professors did not seem to put any effort into online courses, some teaching assistants were also unprofessional and unknowledgeable about their course, and a lack of consistency between TA’s and professors (e.g., grading papers and open-ended assignments).

- **Courses.** Students expressed a desire for more elective classes to cover many different areas of psychology. They also reported a lot of redundancy between many psychology classes, an interest in having more discussion based courses, a need for a course on APA formatting, and a desire to have smaller class sizes.

- **Research and practical experiences.** Students reported receiving little encouragement from faculty and/or advisors in getting involved in research activities (especially earlier on in their career) as well as practical experiences.

- **Online degree.** Distance students would like more information on navigating the program and requirements. Blackboard issues were also mentioned as a hindrance in the program.

- **The state of Corwin-Larimore Hall.** Some students believe that our building is inadequate for the needs of the department and is in a state of disrepair. Specifically mentioned as poor rooms were 103 and 108.

The concerns about variety of courses, SPSS, and the building appeared last year. Students were much more diverse in their concerns about courses and/or teaching this year. The concern about SPSS and understanding of statistics is one the department has identified as well. The Curriculum Committee is currently working to resolve some of these issues through a possible change to required courses for undergraduate psychology majors aimed at improving statistical skill and knowledge as well as scientific writing ability. Although the involvement for research and practical experiences was not mentioned last year, the director of the undergraduate program is aware of the difficulty in getting students involved and as such has been working to put together courses directed at increasing student involvement in practical
experiences. An applied behavior analysis course will be offered this Fall (2012) aimed at preparing students to partake in an applied behavior analysis practical experience.

One of the aspects reported directly this year was the notion that many students meet with faculty other than their assigned advisors. They reported that negative experiences with their advisors keep them from wanting to meet with them and they also reported being grateful for those faculty that are willing to meet with students who are not their assigned advisees. This has been an intermittent problem identified by the department previously. There has been an attempt to address this issue previously in the advisor evaluation forms however the same problems are continuously reported. This will need to be addressed in an alternate way.

We asked students to report short-term and long-term career plans. We categorized their responses and organized them into the following table. A consistent finding over several years of collecting this type of data is that 2/3 to 3/4 of the students have plans that include graduate or professional school. That pattern was repeated this year again. Many students reported working with their bachelor degree initially to begin paying off student loans before continuing on to graduate school.

<table>
<thead>
<tr>
<th>Category of Response</th>
<th>Short-Term</th>
<th>Long-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate/Professional School (Career) in Psychology</td>
<td>12 (16, 41, 9)</td>
<td>18 (24, 23, 38)</td>
</tr>
<tr>
<td>Graduate/Professional School (Career) in Non-Psychology Discipline</td>
<td>48 (19, 30, 42)</td>
<td>53 (22, 30, 23)</td>
</tr>
<tr>
<td>Graduate/Professional School (Career) Undecided</td>
<td>3 (3, 0, 14)</td>
<td>15 (6, 9, 12)</td>
</tr>
<tr>
<td>Continue Undergraduate Education</td>
<td>13 (1, 0, 3)</td>
<td>5 (0, 0, 0)</td>
</tr>
<tr>
<td>Employment with Bachelor’s Degree</td>
<td>23 (18, 28, 13)</td>
<td>7 (4, 0, 0)</td>
</tr>
<tr>
<td>Other/Undecided</td>
<td>0 (0, 9, 20)</td>
<td>2 (1, 13, 21)</td>
</tr>
</tbody>
</table>

*ACAT Exam*

The second assessment component was the Area Concentration Achievement Test (ACAT), which the department administered for the first time during the spring 2004 semester. The exam was given to students in the History and Systems class and funded by fees that students paid when they enrolled in the course. There are 12 subtests offered by PACAT (the company that administers the exam) but only 10 can be tested per year and scores are normed compared to other undergraduate students nationwide. A total of 121 students completed the ACAT exam this year. The following table summarizes student performance. This year marks the first year we altered the time at which we alternate between subtests to better match the reporting of PACAT (the company that scores the exams) and therefore two areas were not tested two years in a row.
ACAT Performance by Sub-Area (Last Year’s Values in Parentheses)

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>50 (43)</td>
</tr>
<tr>
<td>Abnormal</td>
<td>47 (44)</td>
</tr>
<tr>
<td>Animal Learning &amp; Motivation</td>
<td>NT (NT)</td>
</tr>
<tr>
<td>Clinical/Counseling</td>
<td>NT (NT)</td>
</tr>
<tr>
<td>Developmental</td>
<td>59 (50)</td>
</tr>
<tr>
<td>Experimental Design</td>
<td>59 (48)</td>
</tr>
<tr>
<td>History &amp; Systems</td>
<td>46 (50)</td>
</tr>
<tr>
<td>Human Learning/Cognition</td>
<td>65 (65)</td>
</tr>
<tr>
<td>Personality</td>
<td>46 (47)</td>
</tr>
<tr>
<td>Physiological</td>
<td>59 (50)</td>
</tr>
<tr>
<td>Sensation &amp; Perception</td>
<td>56 (50)</td>
</tr>
<tr>
<td>Social</td>
<td>49 (50)</td>
</tr>
<tr>
<td>Statistics</td>
<td>50 (42)</td>
</tr>
</tbody>
</table>

*NT = not tested this year

Writing Assessment

Under the department’s writing assessment plan, the ability of our advanced students to write empirical research papers is assessed. A sample of papers from laboratory-based and other 400-level courses where complete APA-format empirical research papers are assigned is assessed annually by members of the Curriculum Committee. For the first time this year we also included literature reviews, proposals and analysis papers as well as samples from 300-level courses. Each paper was read and assessed by at least two committee members using a previously established rubric as well as a newer rubric created specifically for non-empirical writing. This year we read 20 papers at both the 300 and 400 level. Our sample consisted of 5 papers at the 300 level and 15 at the 400 level. We read 8 analysis papers, 8 empirical papers and 4 research proposals. Half of the papers (10) came from on-campus courses and half (10) from online courses. The entire committee discusses the results and prepares a report for the department, describing the major strengths and weaknesses. The results of the assessment employing this process were once again reported to the department. Using as a standard what the committee expected of advanced undergraduate writing, 4 of the 20 papers was judged to be A-level, 6 were B-level, 5 were C-level, 4 were D-level. None were judged as failing. This is consistent with the prior year’s findings overall however there were clearly poorer use of APA formatting and there was still a major lack of integration in the papers.

The **strengths** (in order of most common to least common) that were identified were:

- Integration of literature (analysis)
- Discussion/logic
- Methods
- APA format
- Grammar
- Critical thinking
  - Note: Only integration of literature/analysis was mentioned repeatedly. Other strengths were listed for only one paper each.

The major weaknesses (in order of most common to least common) were:
- APA format (especially in-text citation)
- Analysis
- Poor discussion/conclusions
- Writing style (not professional/choppy/informal language)
- Critical thinking
- Illogical jumps
- Spelling/grammar
- Statistics (missing, incorrect, lack of understanding)
- Poor introduction (lit review lacking/weak integration of material)
- Application
- Incorrect or lacking citations
- Methods
- Lack of comprehension of subject.
  - Note: The last two points were the only mentioned once.

Assessment Plan

Seven student learning goals constitute the official assessment plan of the undergraduate program.

<table>
<thead>
<tr>
<th>Student Learning Goals &amp; Objectives</th>
<th>Assessment Methods</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will know the origins of the field of psychology and its major schools of thought</td>
<td>Area Concentration Achievement Test (ACAT), History and Systems subtest—50% of majors achieve a percentile rank of 50% or higher; improvement over successive years</td>
<td>2008—30.0% 2009 – 37.2% 2010 – 43.2% 2011 – 47.8% 2012 – 37.2%</td>
</tr>
<tr>
<td>2. Thinking and Reasoning (critical, creative, and quantitative): Students will understand the essentials of psychological research, how psychological phenomena are investigated and analyzed</td>
<td>ACAT, Experimental Design and Statistics subtests—50% of majors achieve a percentile rank of 50% or higher; improvement over successive years</td>
<td>Exp. Design 2008—59.0% 2009 – 60.3% 2010 – 65.4% 2011 – 63.4% 2012 – 38.9% Statistics 2008—39.0% 2009 – 47.4% 2010 – 49.4% 2011 – 46.5%</td>
</tr>
</tbody>
</table>
3. Students will develop a broad background in the field of psychology

ACAT, overall score—50% of majors achieve a percentile rank of 50% or higher; improvement over successive years

2008—44.0%
2009—42.3%
2010—54.3%
2011—52.1%
2012—37.2%

4. Communication and Information Literacy:
Students will learn how to write empirical research papers on a psychological topic.

Psychology Department writing assessment instrument—75% of majors sampled achieve a rating of “average” or “above average,” where any paper judged below a B-level was considered “below average.” Improvement over time. This is the second year of use of this process.

2008—50% of papers judged to be “average” or “above average.”
2009—80% of papers judged to be “average” or “above average”
2010—80% of papers judged to be “average” or “above average”
2011—60% of papers judged to be “average” or “above average”
2012—50% of papers judged to be “average” or “above average”

5. Students will experience a department (faculty, staff, and facilities) that supports and encourages their learning and their career goals.

Focus groups of students in the Psyc 405 class—feedback themes that indicate general satisfaction with experiences as a psychology student.

There is a mixture of satisfaction and concern that is difficult to summarize in a few sentences. We continue to look at ways to address the major concerns that students describe.

6. Service/Citizenship
Students will engage in experiential learning

Number of psychology graduates who have enrolled in Psy 395 or Psy 397—percent increases annually with an eventual goal of 25%

2008—13.89%
2009—10.20%
2010—11.3%
2011—0.05%
2012—10.5%

7. Diversity

Number of graduates who have completed a psychology course designated as either “U” or “G” by essential studies criteria with an eventual goal of 75%

2011—18.9%
2012—30.7%

In regard to goals 1-3, generally speaking, performance on the ACAT was much worse than it was the year before, such that none of the goals that were previously met was met this year. There are a few possible reasons for the poor performance:

1. Our students are not learning at the level we desire.
2. The exam is not measuring what we expect our students to learn. Over the past 5 years of using the exam, we do not see consistency in scores which again, there may be many reasons for.
However, there is arguably a concern that the ACAT exam is not reliably testing what our students are learning in our program. We should consider alternate ways to assess these goals.

3. The students did not have incentive to do well on the exam.

There are probably several other possible explanations as well. Given that many of our students go on to graduate and other professional programs, the first explanation is likely not the case. Students are able to learn at the level we desire, however many of our students may not be doing this. The majors in psychology are majors for reasons other than wanting to pursue careers in psychology. For example, we have many majors who intended to go into Nursing, Physical Therapy or Occupational Therapy and chose to be psychology majors only after they did not get into such programs. They may not have the incentive to do as well in the discipline as those who chose it in the first place. Even though students may have incentive to do well in courses, the incentive to do well on the exam may still be lacking.

4. This year’s scores included online course sections as well as on campus.

This is the first entire year of including online sections for every semester that Psyc 405 was taught. This is likely the best reason for the lower scores as the online sections tended to perform worse in every area than the on campus sections did. A total of 85 students were enrolled in the on campus sections and a total of 36 were enrolled in the online sections. Below is a comparison of the ACAT scores based on the type of course section students were enrolled in:

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentile Rank On Campus</th>
<th>Percentile Rank Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>54</td>
<td>32</td>
</tr>
<tr>
<td>Abnormal</td>
<td>51</td>
<td>36</td>
</tr>
<tr>
<td>Animal Learning &amp; Motivation</td>
<td>NT</td>
<td>NT</td>
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<tr>
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<td>NT</td>
<td>NT</td>
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<tr>
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<td>50</td>
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</tr>
<tr>
<td>Experimental Design</td>
<td>57</td>
<td>38</td>
</tr>
<tr>
<td>History &amp; Systems</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>Human Learning/Cognition</td>
<td>72</td>
<td>58</td>
</tr>
<tr>
<td>Personality</td>
<td>54</td>
<td>39</td>
</tr>
<tr>
<td>Physiological</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>Sensation &amp; Perception</td>
<td>56</td>
<td>43</td>
</tr>
<tr>
<td>Social</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Statistics</td>
<td>50</td>
<td>33</td>
</tr>
</tbody>
</table>

Poorer performance by students enrolled in the online sections may be explained in a few ways: 1) students who enroll in online courses have characteristics that differ from student who do not (i.e., they work or have families, do not have the same goals for their education, etc.), 2) students enrolled in the online sections were required to set-up appointments with proctors to complete the ACAT exam. This is an aspect that is consistently complained about as it takes them more time to arrange for the exam than it does for on campus students, 3) students enrolled in online courses are not learning to the level we desire. We will continue to monitor this difference over the coming years as we get consistent data from both on campus and online students.
Student writing for goal 4 was somewhat poorer than the previous year and falls below the goal set for this aspect of assessment. There have been concerns about the basic writing mechanics ability of students that they should have learned by virtue of the Engl 110, 120/125 sequence that is required of all UND students. The department has previously discussed the notion of adding a writing course to the curriculum but given our limited budget and course allotment, has been unable to do so. We will continue to teach writing mechanics in the appropriate courses. Alternatives that have been suggested include a student run journal to further engage students in the writing process as well as courses specific to professional writing in the discipline.

Our assessment of the fifth goal with focus group data has revealed a consistent pattern over several years with research assistant opportunities as a consistent perceived strength. It is heartening to see apparent effects of our efforts to improve advising, as many students valued the Psyc 120 course and faculty advising. Students have once again however, mentioned advising by some faculty as a negative experience in the department. Although the perception of advising is changing for some students, others continue to have poor experiences. It is our goal to see these experiences continue to improve through the use of Psyc 120, drop-in advising, and helpful advising tools such as the My Psychology Advisor Blackboard Organization. In addition, the Curriculum Committee will focus on improving the advising of distance students as well as making such advising easier for faculty.

Results relating to the sixth goal are encouraging. As we have made an effort to focus on experiential learning and improving the process for practical experiences in particular, we have witnessed an increase in students partaking in such experiences. Thanks should go out to Drs. Bradley and Yeager for their involvement in recruiting students to partake in ABA-related practical experiences. It is interesting to note as well that student participation as a research assistant has decreased from 72% of last year’s graduating seniors to 54% of graduating seniors having earned credits as a research assistant. This drop echoes the concerns students raised during focus groups about not having opportunities or being aware of such opportunities to engage in RA experiences. These experiences are great opportunities for students to experience research first-hand and it have become a part of the culture of the department for undergraduate students to participate in that way. Given our efforts, it is likely we will see a change in the percentage of students partaking in practical experiences in the years to come.

Goal 7 is a newly added goal that we have just begun to collect data for this last year. At present, we currently have about 35% of graduate completing a psychology course identified as either “G” or “U” for special emphasis in diversity. We will continue to monitor this and make changes to this goal if necessary.

2. Continue to improve student advising.

Drop-In Advising

Judging from the focus group data as well as from informal feedback, many students continue to value the drop-in advising program that is held for about a month during the pre-registration period. We appreciate the support of the faculty who volunteered their time to staff the drop-in advising periods. Thanks to Drs. Finstad, Grabe, Ruthig, Wise, Derenne, King, and Peters, as well as to Brett Holfeld for their time this year. In past years, we’ve had about 40 – 60 students participate. This year we had 26 students partake in drop-in advising (13 in Fall and 13 in Spring). This significant drop in students using the drop-in advising may be due to the greater satisfaction with advising in general. We plan to make some slight changes to drop-in advising
so that faculty will have access to online resources when speaking with students. This will make the process easier and more informative for students as well as allow faculty to remain in their office while advising students. It was also recommended that drop-in advising be available for distance students. This is a recommendation the Curriculum Committee will attempt to promote in the coming year.

**Advising Efforts**

Since the implementation of the Psyc 120 course, we have had much more positive feedback about advising. We have completed the “My Psychology Advisor” Blackboard site which has served to replace the previous listserv of students and to provide one place for students to be able to view advising checklists and find out how to best contact their advisor. The site also serves to announce practical experience opportunities for students, applications and deadlines for things such as awards, emphases, and information sessions. We also engaged in several other activities, in which the primary intent was to improve the quality of advising, including:

- Meeting with prospective students (either during visits to the department or the campus-wide open house events), prospective majors, minors (declared and prospective), and majors with questions about the program. The Director of the Undergraduate Program meets with dozens of students (in addition to his or her advisees) over the course of the year with various types of questions. Some of the meetings are simply phone calls, some are e-mail contacts, and many are face-to-face meetings. Enrollment services had over 50 schedule meetings with Karyn throughout the year. During the Fall Open House Karyn met with 51 students and their families. During the Spring Open House, she met with 40. Many other faculty in the department has similar types of contacts with students and their efforts are greatly appreciated.

- Serving as the contact person for transfer students who wish to have transfer psychology courses count toward the psychology major at UND. Sometimes to answer their questions the student is required to submit course syllabi and the Director of the Undergraduate Program asks the relevant Psychology Department instructor to examine the syllabus for its comparability to the corresponding UND course. We appreciate the faculty’s cooperation in helping with this process.

3. **Assist first-year teaching assistants.**

Several years ago the department approved a program of working with first-year teaching assistants with the goal of enhancing the experiences of students in the labs of large-enrollment classes and of the teaching assistants leading those labs. First year TAs (graduate and undergraduate) attended bi-weekly one-hour meetings for seven sessions during the fall semester, six at the beginning and one near the end. A major component of each of our weekly meetings was discussion of teaching-related issues that had arisen during the prior week. In addition, specific teaching-related topics were discussed, including Grading written assignment/creating rubrics for writing, Dealing with difficult students – behavior in the classroom, online, and cheating, Instructing in an online environment, Teaching with technology/communication, Lecturing, Leading classroom discussions, Evaluation – grading and
aiding, Motivation in the classroom, Valuing student differences, Creating and grading group projects, Teaching large classes (not just lecturing), Lab instruction and Teaching students how to learn (the dreaded “how do I study for the test?” question). Near the end of the semester we discussed how to deal with end-of-semester issues. Undergraduate students received 1 credit of Psychology 492: Independent Projects for their participation (they also had additional expectations, including writing summaries of their experiences of being a TA as well as what they were learning in the seminar and observing other TAs in their teaching). During the spring semester, three undergraduate teaching assistants met with Karyn to discuss teaching issues.

4. Manage the undergraduate student awards program.

This was the eighth year of our student awards process. Each fall three awards are made at the time of Psi Chi initiation—Outstanding Undergraduate Research, Outstanding Undergraduate Service and Outstanding Psychology Student. In October we solicited both student applications and faculty nominations, and three-person faculty committees conducted blind reviews of the materials. As a result of that process, Danielle Beyer received the award for Outstanding Undergraduate Service, Melissa Wheeler was honored for Outstanding Undergraduate Research, and Sarah Martner was selected the Outstanding Psychology Student. There were few applicants for all awards this year than in previous years. Additionally, many students did not attend the award ceremony as it was scheduled the day before a holiday break. We will strive to get the information out to students more effectively about the awards process and will consider hosting the awards ceremony separately from the SPA initiation. We wish to thank Drs. Ferraro, Derenne and Kehn for their assistance in conducting the reviews.

Other Activities

There were several other activities in which we engaged during the year, including:

- Monitored the undergraduate emphasis system, with 9 students earning emphases with their fall or spring graduations. This total compares with 14 students last year and 9 the year before. To date (since the Fall 2000 Semester up through this summer), 218 students have received emphasis documentation, 3 in five areas, 11 in four areas, 28 in three areas, 75 in two areas, and 101 in one area. One hundred sixty-one emphases have been earned in Clinical Science, 74 in the Psychology of Human Development, 58 in Social and Cultural Psychology, 54 in Psychology of Education and Learning, and 46 in Biological and Physiological Psychology.
- Maintained the undergraduate bulletin board.
- Maintained and updated the faculty/staff/GTA picture bulletin board.
- Announced presentations of undergraduate honor’s theses at the Undergraduate Honors Thesis Conference in spring of 2011.
- Maintained an undergraduate publication board. Photocopies of the title pages of articles with undergraduate student authors are posted on a bulletin board near the main psychology office. This is updated on an ongoing basis.

Future Projects
We have the following responsibilities that we believe to be **ongoing**:
- Maintain an advising site through Blackboard for undergraduate students
- Maintain the undergraduate web page
- Coordinate drop-in advising
- Conduct focus groups with History and Systems students
- Work with the History and Systems instructors to administer the ACAT exam
- Monitor assessment data according to the department’s undergraduate assessment plan and report to the department
- Meet with prospective psychology majors
- Monitor the undergraduate emphasis system
- Maintain the undergraduate bulletin board (changed once a year)
- Maintain the undergraduate publication bulletin board (ongoing)
- Maintain the faculty/staff/GTA picture board (changed once a year)
- Coordinate the cooperative education course credits
- Coordinate the practical experiences course credits
- Coordinate the student awards
- Lead the teaching enhancement training of first-year GTAs and undergraduate teaching assistants
- Conduct special informational sessions for psychology majors (replacing the cohort advising process)
- Review proposed course schedule to try to minimize time overlap of courses likely taken by the same students.