

To: Learning Outcomes Assessment Committee (LOAC)

From: Jean Kirnan and Madeline Weinland

Date: October 1, 2013

Re: Psychology Department Assessment Report for Fiscal Year 2012-13

At our May 8, 2013 department retreat, the Psychology Department revised our assessment plan by eliminating one of the learning outcomes "Integration Across Domains". Thus, for fiscal year 2012-13 we completed indirect assessments for four (rather than the originally proposed five) learning outcomes of Ethical Standards and Conduct in Psychology, Career Preparation, Diversity, and Applying Psychology. See Appendix A.

## **ETHICAL STANDARDS AND CONDUCT IN PSYCHOLOGY**

### **Measurement/Findings**

- 1) NIH Certificate: 100% of PSY299 students in both fall and spring successfully completed the NIH human subjects training and received their certificates;
- 2) PIPER post participant survey items: Average response revealed mean score (on a scale of 1 to 5, with 1 being Strong Disagree and 5 being Strongly Agree) of 4.51 and 4.68 for questions #2 (The researcher was professional) and #3 (My participant rights were respected), respectively. Review of qualitative data in open-ended item #7 showed 95.3% had no comments, 2.35% offered positive comments and 2.35% offered negative comments. See Appendix B for detailed report;
- 3) Research, Planning and Ethics Committee Report: After over a year of no rejections, in spring 2013 the RPE rejected 2 proposals that asked sensitive information and would have put participants at greater than minimal risk (RPE can only approve minimal risk proposals). These proposals were re-written to remove excessive risk and subsequently approved. A third proposal was initially approved, but the RPE terminated the study when it was revealed that the student researcher had changed the study materials after the proposal had been accepted.

### **Action**

- 1) Feedback provided to faculty teaching PSY299 to continue with NIH certification. Knowledge of ethics will also be measured in items currently being constructed for the MCA (Methodological Core Assessment) to assess ethical knowledge specific to PSY121 and PSY203.
- 2) Conversation with faculty sponsoring research that received negative comments from participants revealed that most concerns were properly addressed in consent form and administrator's instructions. Agreement was reached to share comments with student researchers so that they are attuned to these concerns during study administration and can make appropriate changes or clarifications as needed.
- 3) The department is developing a document that will provide guidance for faculty as to the variety and appropriateness of various research topics and procedures to promote ethical student behavior in PSY299. We are additionally finalizing a code of ethics for faculty, students and staff. We anticipate this will contribute to both educating our community members on ethical practices, as well as creating a culture where ethics are valued.

## **Conclusion**

Ethical Standards refers to both knowledge and practice of professional ethics. The indirect measure of knowledge showed we are successfully meeting this objective. We will add a more direct measure with the items on the MCA. The indirect measures of practice revealed a high level of compliance with ethical procedures. In the few cases where problems arose, departmental policies and procedures identified the issues and provided for an effective course of action. We have resolved to strengthening those policies and ensuring they are communicated to all parties.

## **CAREER PREPARATION**

### **Measurement/Findings**

- 1) Review of Advising Sequence Events: Revealed that of 64 approved events throughout the year, 22, or 34%, had a theme of Career Preparation or Graduate School. See Appendix C.
- 2) Report on the department's ELOPsy (Experiential Opportunities in Psychology) activities revealed a significant decrease in the number of internships over the past few years. The total number of students involved in research labs and independent studies showed some decline as well, most notably in Senior Honors Thesis. See Appendix D
- 3) In addition to the number of students engaging in experiential learning courses, the department distributes a survey to internship students. On a 5-point Likert scale students indicated strong agreement that the internships provided them with the opportunity to learn about careers in psychology, develop team skills, and increase their interest in future volunteerism. See Appendix E
- 4) Student accomplishments report was generated and reviewed from the 112 submissions by faculty. These external accomplishments by our students included 44 professional conferences, 25 post-graduate school enrollments, 9 jobs, and 31 publications. See Appendix F.

### **Action**

- 1) A goal for next year is to increase the number and variety of Advising Sequence Events as well as improve advertising. Specifically we will be listing Career Center events throughout the year (we only listed fall semester last year), and increase the number of student sponsored events by working with research labs and senior honors theses students. Also, note that Career Preparation will also be measured in our alumni survey. Additionally, we hope to gain valuable information on Career Preparation with the implementation of the student and alumni advisory boards.
- 2) Several statistics have already been gathered in an attempt to explain the decrease in student internships. A review of enrollments shows a slight increase in the number of students for whom Psychology is the primary major (541 in 2009-10 to 586 in 2012-13) eliminating enrollment as a factor. We also reviewed the seasonal aspect of internship and note the decline seems greater in the fall; but need to collect data for several years to confirm this finding (which might suggest a problem with registration deadlines or student access to internship opportunities). We will consult with the Career Center and other departments to determine if this decline is broad-based or restricted to Psychology. The decline may also be due to increase rigor and quality control in terms of our internship approval process – some sites are no longer being approved due to weak internship experiences. Additionally, fewer students are declaring specializations (they are no longer mandated) and thus are not required to enroll in internship. We will also confer with our student advisory board, for their insights and to gain a student perspective. It is critical that we determine if the decline is a negative factor (students desire internship but do not participate because of cost (95% are unpaid), lack of faculty sponsors, inability to locate placements) or if this is a positive factor (placements are of a higher quality, students take internship because of interest and not curriculum mandate).

As for Senior Honors Thesis, we will monitor this. The decline may be related to faculty availability as the faculty who typically sponsor such projects have seen an increase in sabbatical and medical leave.

- 3) Numbers on the internship survey regarding career questions were overwhelmingly strong over the course of the year. Only one item showed a significant drop when comparing fall and spring semester responses. “Learn about careers in psychology” yielded an agreement score of 4.39 in the fall and 3.53 in the spring. There seems to be some ambiguity in the wording of that item and we will seek input from our student advisory board.
- 4) Several steps are proposed to improve the collection of student accomplishments and include: IT improvements in terms of the form design and interface; collection for the full year (last year’s collection began in January); increase response rate by allowing students to enter their own information instead of relying on faculty second hand information; and clarifying some of terms/categories.

## **Conclusion**

Students are taking advantage of the various opportunities to prepare for career and post-graduate education as evidenced by participation in events and internships. We hope to maintain and strengthen these activities as well as improve our documentation of them with specific action steps as noted. While there is some decline in internship, our numbers are still very strong and the drop may reflect the positive result of a more rigorous process. We are also collaborating with the Career Center on the development of a single “first year out” measure for TCNJ alumni that would include general questions and questions specific to major department or school. Finally, we note that Career Preparation occurs in many of our lab courses and several 300 level classes which are not part of the assessment plan for this year. Thus, this is just a sampling of our Career Preparation activities.

## **DIVERSITY**

### **Measurement/Findings**

- 1) Review of Advising Sequence Events: Revealed that of 64 events available throughout the year, 26, or 41%, had a theme of Diversity. See Appendix C.
- 2) Review of PSY299 and ELOPsy courses: Revealed that of the 62 different PSY299 projects (35%) met the outcome of Diversity; 34% of the 86 ELOPsy projects also met this outcome. See Appendix G. Examples from COSA of student work reflecting Diversity include:
  - *Special Topics in Psychology of Deaf Population* – Ariele Matkov – Julie Hughes as faculty sponsor
  - *Male Feminist Identification* - Christina Hermann, Danielle Strobridge, Nelson Ordonez – Shaun Wiley as faculty sponsor
  - *The Impact of Positive Portrayals of Feminists on Ethnic Minority and White Women* - Sadia Tahir, Jennifer Joseph, Amanda Krause, Melanie Wong – Shaun Wiley as faculty sponsor
- 3) Review of Course by Learning Outcomes Matrix: Of the 37 different listed course titles (not including ELOPsy, Experiential Learning) 16, or 43%, had Diversity as one of their learning outcomes. Over the course of last year, 13 of those 16, or 81% were offered. Only PSY351, PSY366, and PSY371 were not offered last year.
- 4) Students enrolled in internship experiences responded to a survey that contained a question regarding diversity. On a 5-point Likert scale students indicated strong agreement (4.64 out of 5.00) that the internships provided them with the opportunity to interact with people from diverse backgrounds. See Appendix E.

## Action

- 1) See specific comments above under Career Preparation where we will seek to increase offerings and improve communication of advising events.
- 2) Share feedback with faculty and encourage the continuance of course projects with a focus on diversity
- 3) Ask faculty specialization coordinators to review courses listed as “diversity” and ensure regular offering or removal from course catalogue. Lack of offerings is partly due to staffing limitations, not a lack of interest.
- 4) Encourage students to continue to seek and faculty to sponsor these experiences

## Conclusion

Approximately 41% of advising sequence events, 43% of regularly offered courses, and 34% of experiential learning experiences include a component of Diversity. Our department offers, and students take advantage of multiple opportunities to learn about and experience diversity. Given the growing diversity of our country and the globalization of society in general, we are pleased with our ability to meet this goal at multiple levels. We also hope to measure this learning outcome in the Psychology Knowledge measure that is under construction.

## APPLYING PSYCHOLOGY

### Measurement/Findings

- 1) Review of PSY299 and ELOPsy: Revealed that of the 62 different PSY299 projects, 68% met the outcome of Applying Psychology; 78% of the 86 ELOPsy projects also met this outcome. See Appendix G. Examples from COSA of student work demonstrating Applying Psychology include:
  - *Internship at the Cardiac and Pulmonary Rehabilitation Center at Princeton University Hospital of Plainsboro* - Shabani Ahluwalia, Jessica Davis – Betsy Ruddy as faculty sponsor
  - *Internship at the Princeton House Behavioral Health Women's Program: Dialectical Behavior Therapy Skills* - Samantha Bobrik – Betsy Ruddy as faculty sponsor
  - *Effectiveness of a Dog Therapy Program on Elementary School Students' Reading Ability* - Zachary Wong, Alexandria Blaso, Steven Siminerio – Jean Kirnan as faculty sponsor
- 2) Review of Course by Learning Outcomes Matrix: Of our total 37 different course titles (not including ELOPsy, Experiential Learning) 25, or 68%, have Applying Psychology as one of their learning outcomes. Over the course of last year, 21 of those 25, or 84% were offered. Only PSY303, PSY351, PSY366, and PSY385 were not offered last year.
- 3) Students enrolled in internship experiences responded to a questionnaire that contained a question regarding applying psychology. On a 5-point Likert scale students indicated strong agreement (4.31 out of 5.00) that the internships provided them with the opportunity to apply psychology knowledge and processes learned in coursework. See Appendix E.

## Action

- 1) Share feedback with faculty and encourage the continuance of course projects with a focus on Applying Psychology
- 2) Ask faculty specialization coordinators to review courses listed as Applying Psychology and ensure regular offering or removal from course catalogue. Lack of offerings is partly due to staffing limitations, not a lack of interest.
- 3) Encourage students to continue to seek and faculty to sponsor these experiences

## **Conclusion**

Approximately 68% of our regularly offered courses and 78% of experiential learning experiences include a component of Applying Psychology. We are pleased with our ability to clearly meet this learning objective as it gives our students the opportunity to take knowledge from the classroom lecture and textbooks and solve real life problems; an essential skill for later professional and personal life. We also hope to measure this learning outcome in the Psychology Knowledge measure that is under construction.

## **Summary**

We initiated our department assessment plan in 2012-13 by establishing indirect measures of four learning outcomes: Ethical Standards and Conduct in Psychology, Career Preparation, Diversity, and Applying Psychology. While there are no set standards to compare our measures with, the data are strong and show growth leading us to conclude that these outcomes are being met. The data from this year will establish a baseline for future assessment. We will be monitoring these data each year (although reporting in the five year cycle) and have identified action steps to investigate or directly address questions raised by this assessment. Each of these learning outcomes will be measured again in our more direct measures, part of the five year assessment cycle.

## Appendix A

<b>Year</b>	<b>Assessment Method</b>	<b>Learning Objectives</b>	<b>Where Assess</b>
2012-13  INDIRECT	PIPER Survey (Human Participants) IRB Human Participants Certificates RPE (Research, Planning & Ethics) Report  Curriculum Report  COSA (Celebration of Student Achievement) Report ELOPsy (Experiential Learning Opportunities in Psychology) Report Workshop Report Student and Alumni Reports to Ben	#5 Ethics #5 Ethics #5 Ethics  #6 Applying Psychology #4 Diversity  #6 Applying Psychology #4 Diversity #7 Career Preparation  #7 Career Preparation #7 Career Preparation	PIPER on-line PSY299 RPE Committee  Staff Report using PAWS and Faculty Survey  Staff Report reviewing titles Staff Report using ELOPsy on-line Staff Report Staff Report
2013-14 DIRECT	MCA (on-line multiple choice exam of Methodological Core)	#1 Psychology as a Science #3 Critical Thinking in Psychology #5 Ethics #9 Information Competence	PSY121 (Pre) and PSY203 (Post)
2014-15 DIRECT	Alumni and Advising Sequence Surveys	#8 Career Preparation	PSY096 – PSY099 Alumni
2015-16 DIRECT	PsyK (on-line multiple choice exam of Psychological Knowledge)	#2 Psychological Knowledge #4 Diversity #6 Applying Psychology	PSY096 (Pre) and PSY099 (Post)
2016-17 DIRECT	Course Final Papers scored with Rubric	#8 Effective Communication	PSY299 and PSY4**

## Appendix B

### PIPER Survey Results

Item	Fall 2012	Spring 2013	Full Year
Q2: The researcher was professional	4.57	4.45	4.51
Q3: My participant rights were respected.	4.73	4.62	4.675
Q7: Additional comments (open-ended)			
No comment	96.00%	94.60%	95.30%
Positive Comments	2.10%	2.60%	2.35%
Negative Comments	1.90%	2.80%	2.35%
Issues that can't be helped	0.30%	0.60%	0.45%
Design/Materials	0.70%	1.00%	0.85%
Unprofessional	0.45%	0.30%	0.38%
Potential Unethical	0.45%	0.90%	0.68%

For Fall 2012, there were 897 survey responses. For Spring 2013, there were 1001 survey responses.

We specifically looked at questions 2, 3, and 7 to see how the PIPER survey reflected our Ethics learning objective. Questions 2 and 3 were given on a 5-point Likert scale, and question 7 was open ended.

We divided the negative comments into more specific categories. Comments classified as “issues that can’t be helped” were complaints about the study in general that cannot be fixed in the future, for example: “Very tedious and mind-numbing.” Comments classified as being negative comments about “design/materials” addressed the construction of the study, for example: “I was annoyed by the computer based survey aspect of this study. There were dozens of typo's and careless mistakes.” Comments classified as “unprofessional” addressed the manner in which the study was executed, for example: “The researchers did not pay attention to when the participants were done or had to go onto the next section and the researchers did not explain what to do beforehand at the end of each section.” Finally, comments classified as “potential unethical” addressed researchers not showing up, PIPER credits inappropriately applied, or other ethically compromising situations, for example: “The researcher did not fully explain instructions to me nor did I receive a debriefing form regarding the study.”

We note that the comments do not take into account the purpose of the experiment (i.e., a student may comment that they were distracted and mark it as a negative, while the distraction may be part of the experiment). We also note that we did not take into consideration whether or not these statements were accurate or justified; we took the statements as is.

## Appendix C

### Advising Sequence Report

#### Psychology Advising Sequence: 2012-2013 Report

	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Total</b>
Total number of events	35	29	64
Psychology Department Sponsored	10	8	18
Career Preparation	11	3	14
Graduate School	5	3	8
Psychology Knowledge/Directly related to psychology	14	15	29
Diversity (global perspective, gender, race)	10	16	26

\*Events can be counted as multiple classifications. For example, a psychology sponsored talk about race and political psychology could be counted as “Psychology sponsored,” “Psych knowledge” and “Diversity.”

This year, between the fall and spring semesters, there were 64 listed opportunities for students to receive advising sequence credit. Among those, 18 were directly sponsored by the psychology department in some way, whether through brown bag talks, an ELOPsy workshop, or an event sponsored by Psi Chi (National Honor Society in Psychology) or Psychology Club. Fourteen of the semesters’ listings had to do with career preparation. One thing to note about the drop in career preparation activities between fall and spring, is that in the fall, we listed all of the career center’s “LionsLINK” days and open workshops. In the spring, we did not list each one, but told students that they could get credit for going to the career center. Eight workshops were geared towards graduate school, including alumni panels and GRE preparation days. Twenty-nine workshops directly related to psychology in some way (though not sponsored by the department), including workshops held by CAPS (Counseling and Psychological Services) and lectures about political psychology. Twenty-six workshops involved diversity in some way, whether it was a movie about a different culture, a forum on race and education, or gender studies issue. Students were given advanced notice of each event, and there was a note posted about utilizing career fairs or resume workshop services for advising credit.

Some things to improve for next year are:

1. Communication between departments in order to find more (and more accurate) events. I have already been in touch with secretaries/program assistants from other relevant departments in order to work together on promoting/attending their events.
2. Give more information about the event in the listing. If it’s a psychology event, we’re going to put an abstract of what students can expect, along with what specializations or interests the event would align to.
3. We are going to put the career center’s events back into the listings, as we did in the fall.
4. We are going to try to have more psychology student sponsored events. This can be done through labs, or through more seniors giving presentations on their work.



## Appendix D

### ELOPsy Participation Across Time

	2009- 2010	2010- 2011	2011- 2012	2012- 2013
Internships	93	68	59	49
Independent Study	39	35	27	25
Senior Honors Thesis	14	17	12	7
Instructional Internships	35	34	35	29
Research Labs	229	207	218	217
Total ELOPsy	410	361	351	327

\*Internship includes individually sponsored PSY399 and PSY499 as well as the classroom based field study course of PSY383.

## Appendix E

### Internship Report

<b>Item:</b>	<b>Fall 2012 Mean</b>	<b>Spring 2013 Mean</b>	<b>2012- 2013 Mean</b>
In the internship placement I was able to:			
Applying Psychology knowledge and processes learned in coursework	4.44	4.18	4.31
Learn about careers in psychology	4.39	3.53	3.96
Observe the importance of ethical standards of conduct in a work setting	4.89	4.53	4.71
Develop my ability to work as a member of a team	4.83	4.47	4.65
Interact with people from diverse backgrounds	4.56	4.71	4.64
As a result of this internship, I have increased my interest in future volunteerism or other community engagement	89% yes, 11% no	94% yes, 6% no	
Was this a paid internship?	100% no	12% yes, 88% no	

For the fall 2012, there were 20 survey responses, and for the spring 2013, there were 19 survey responses.

After reviewing the results of the internship surveys, we looked more closely at the statement “Learning about career options for Psychology majors”. There was 1 student in the fall who marked disagree, and 5 in the spring who marked disagree. When we looked back at these 6 students’ surveys, the rest of their answers indicated positive experiences and fulfilling tasks; thus, not learning about other careers in psychology does not mean they had a negative experience. This lower number should not be interpreted as a failure of the internship.

These issues made us consider the wording of the statement and how students are interpreting its meaning as many of the internships aren’t direct applications of psychology but rather provide settings where our majors can apply generalizable skills in research, statistics, or management. We will bring this item before the student advisory panel to see how they would interpret it.

## Appendix F

### Student Accomplishment Report

Student Accomplishments: 2012-2013

	<b>Total</b>	<b>Award</b>	<b>Conference</b>	<b>Grad/Prof School Enrollment</b>	<b>Job</b>	<b>Publication</b>	<b>Scholarship</b>	<b>Special Study Abroad</b>
All Programs Combined	112	1	44	25	9	31	1	1
No specialization	51	1	21	13	3	11	1	1
Ed. Double	1		1					
Biopsych	13		2	2	4	5		
Cognitive	2		1	1				
Clin/Couns	15		9	3		3		
Developmental	6		3	2		1		
I/O	12		3	2	1	6		
Social	8		1	2	1	4		
Minor	1		1					
Other	3		2			1		

This year, there were 112 reported student accomplishments. The above chart shows the breakdown by specialization for each type of achievement. A few things to note when looking at the chart:

1. As stated, these were the reported accomplishments. Only the accomplishments that were submitted directly to me were entered into the database. Thus, there are numerous unreported accomplishments.
2. The “Other” column refers to 3 accomplishments that were entered and sorted without a specialization category chosen, or there was a glitch in the database.
3. The database has only been functioning since January, thus the year’s report may be missing some early accomplishments from the previous year.
4. Each accomplishment category refers to an external accomplishment. For example, publications and conferences were only entered if they were not affiliated with TCNJ, and jobs were not counted if they were campus jobs. Study abroad only counted if it was “special” – which I interpreted to mean an unusual circumstance or placement. Awards and inductions such as Psi Chi and department awards were not entered.

Next year, the data collection can be improved by doing the following:

1. Clarify with Dean Rifkin the meaning of “special” study abroad.
2. Update website with a place for students to submit their own accomplishments directly to the office. Hopefully, by doing this we eliminate some of the necessary “middle-man” efforts from faculty.
3. I have already spoken to IT about eliminating some of the unnecessary information from the database, and rearranging some of the data to make entry easier. As the database is new, it will be improved over time.
4. I will remind the faculty to submit accomplishments to me more often, to avoid an end of semester dump of accomplishments. EPA citations can be entered earlier in the year as well.

## Appendix G

### Diversity and Applied Psychology in Student Projects

Fall 2012

	<b>Number of Discrete Project Topics</b>	<b>Number of Diversity Projects</b>	<b>%</b>	<b>Number of Applying Psychology Projects</b>	<b>%</b>
PSY 299	27	6	<b>22%</b>	23	<b>85%</b>
ELOPsy- Total	40	10	<b>25%</b>	32	<b>80%</b>
PSY 399	6	1	<b>17%</b>	6	<b>100%</b>
PSY 499	4	0	<b>0%</b>	4	<b>100%</b>
Combined Internships (399 and 499)	10	1	<b>10%</b>	10	<b>100%</b>
PSY 393	2	0	<b>0%</b>	1	<b>50%</b>
PSY 396	3	0	<b>0%</b>	2	<b>67%</b>
PSY 492	18	8	<b>44%</b>	15	<b>83%</b>
PSY 493	4	1	<b>25%</b>	2	<b>50%</b>
PSY 496	3	0	<b>0%</b>	2	<b>67%</b>
Combined Research (393, 396, 492, 493, 496)	30	9	<b>30%</b>	22	<b>73%</b>
PSY 470	7	7	<b>100%</b>	7	<b>100%</b>
300 Level ELOPsy Courses Combined (399, 396,393)	11	1	<b>9%</b>	9	<b>82%</b>
400 Level ELOPsy Courses Combined (499, 492,493,496)	36	16	<b>44%</b>	30	<b>83%</b>

Spring 2013

	<b>Number of Discrete Project Topics</b>	<b>Number of Diversity Projects</b>	<b>%</b>	<b>Number of Applying Psychology Projects</b>	<b>%</b>
PSY 299	35	16	<b>46%</b>	19	<b>54%</b>
ELOPsy- Total	46	19	<b>41%</b>	35	<b>76%</b>
PSY 399	3	2	<b>67%</b>	3	<b>100%</b>
PSY 499	5	1	<b>20%</b>	5	<b>100%</b>
Combined Internships (399 and 499)	8	3	<b>38%</b>	8	<b>100%</b>
PSY 393	0	0		0	
PSY 396	4	1	<b>25%</b>	3	<b>75%</b>
PSY 492	24	12	<b>50%</b>	18	<b>75%</b>
PSY 493	7	3	<b>43%</b>	4	<b>57%</b>
PSY 496	3	0	<b>0%</b>	2	<b>67%</b>
Combined Research (393, 396, 492, 493, 496)	38	16	<b>42%</b>	27	<b>71%</b>
PSY 470	15	0	<b>0%</b>	15	<b>100%</b>
300 Level ELOPsy Courses Combined (399, 396,393)	7	3	<b>43%</b>	6	<b>86%</b>
400 Level ELOPsy Courses Combined (499, 492,493,496)	54	16	<b>30%</b>	44	<b>81%</b>

At the end of the school year, we sent a Qualtrics survey to each full-time faculty member, and to each adjunct professor who had taught 299. We asked about the 299, ELOPsy, and 470 courses that they taught or supervised, and had them report the total number of projects in each course, and within that total, the number that fulfilled the Diversity and the Applying Psychology learning outcomes.

We found that from Fall to Spring, Applying Psychology occurs consistently, while Diversity fluctuates. This is probably because Diversity is highly dependent on the course topic, while Applying Psychology could be happening within any given topic. For example, PSY 470's topic was "Cross Cultural Child Development" in the fall, so it directly related to Diversity. However, in the spring, the 470 topic was "Behavioral Economics"

which does not deal with Diversity. The other 470 taught in the spring was not included as the faculty member was on medical leave at the time our survey was distributed.

We also used this survey to collect data on how many students completed their NIH certificates in their PSY 299 class. In both fall and spring, 100% of students completed NIH certification. We included this as part of our Ethics LO, as this is an important certification in regards to acquiring knowledge of ethical research.

Beginning in the fall of 2013, we will distribute this survey at the end of each semester to gather the data more quickly and accurately. We will also be sending reminders to all 299 professors to have their students complete their NIH certification.