

1. Introduction and Informed Consent

Introduction

This survey is about your experience as an undergraduate psychology major. These questions are being asked by psychology instructors from around the United States in order to better understand your experience. Your participation in this study is vital to helping us understand how to better serve psychology majors. This is a systematic, national study of undergraduate psychology majors—your participation is highly appreciated. Please continue reading the information below. If you agree to participate in this study, check the box below and answer the questions that follow. You may not participate in this study more than once. Most students complete this survey in about 30 minutes.

Purpose of Research: The purpose of this research is to help psychology instructors better understand your opinions, beliefs, and attitudes about various aspects of the college experience. In addition to demographic and education items, you will be asked about the quality of your psychology department, the skills and abilities you have obtained, what portions of the undergraduate experience benefitted you most, internship opportunities and fieldwork, intentions for graduate school or a career in psychology, the type of student you are, etc.

Procedures: Participation involves completing questions contained in this surveymonkey.com survey. Please note the following:

- Do not put your name or any other identifying information in any of your answers to the open-ended survey questions. Your responses are anonymous and held in confidence. Only group scores will be reported from this research.
- If you do not understand a question, if a question is unclear to you, or if a question does not apply to you, please leave it blank. Otherwise, please answer the questions truthfully by selecting the answer that best represents your opinion.
- If you feel that a question is none of our business, then please leave that question blank. Your responses are important to us, so please try to answer all the questions that you can.
- Your honest and open responses are important to us—please help by telling us how you really feel about these issues. Remember that you are replying anonymously, so no one will be able to link your responses to you.
- We are asking you to complete demographic and educational questions about yourself. Because this is a national survey, it is highly unlikely that your combined answers to these questions will make you identifiable, but if you are uncomfortable answering any of these questions, you should leave them blank.

Benefits: What is in this for you? You will be helping psychology instructors who care about undergraduate education to improve what they do in and out of the classroom.

Senior psychology majors completing this survey will benefit by reflecting on their undergraduate careers and help instructors better understand what works for students and what does not work. Psychology majors will also appreciate the complexity of the items asked and will be valued for sharing their opinions and attitudes.

Risks: The only minimal risk in this research is the time taken to complete the survey. We estimate that it will take 30 minutes to complete the survey.

Safeguards: The information you provide is kept in strict confidence. Your participation is completely voluntary and you may withdraw from the study at any time without penalty or loss of benefits. If you have questions or concerns about this study, you should contact your local psychology faculty member who provided the opportunity to participate, or R. Eric Landrum, Boise State University, at (208) 426-1993 or elandru@boisestate.edu. This project has been reviewed by your local college or university Institutional Review Board or other relevant body, and this project has also been reviewed by the Boise State University Institutional Review Board, which ensures that this research project complies with federal regulations concerning research with human subjects (Protocol #106-07-056). Should you have any concerns about your rights as a research participant, feel free to contact the Boise State University IRB at (208) 426-5401 or HumanSubjects@boisestate.edu.

* Informed Consent

By checking this box I indicate that I am at least 18 years of age, and I give my informed consent to be a participant in this study.

2. Your Psychology Program

Listed below are a number of statements about your learning experiences in the Psychology major. Please indicate the extent to which you agree with each statement by selecting the appropriate alternative:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I learned the theories and principles of the major content areas of psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned how psychological theories, principles, or methods are applied to help solve individual and societal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The writing assignments in my psychology courses helped me to develop my general writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand research studies in psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can evaluate research studies in psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can critique research studies in psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can design research studies in psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand statistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can carry out statistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can interpret statistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can critically evaluate theories of psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can critically evaluate methods of psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can critically evaluate principles of psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can critically evaluate applications of psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write research papers in APA style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write review papers in APA style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write a grant application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write a diagnostic report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate the quality of academic advising you have received within your major?

Poor
 Fair
 Average
 Good
 Excellent

How often did you meet with your academic advisor during your academic career?

More than once every semester
 About once a semester
 About once a year
 Less than once a year
 Never

How well did your professors get to know you as an individual?

Very well
 Somewhat well
 About average
 Not very well
 Not at all

Approximately how many of your professors were you able to get to know on an individual basis?

- None
- 1
- 2-3
- 4-5
- More than 5

Please rate the quality of your relationships with the following people at your school.

	Unfriendly and nonsupportive	Not very friendly nor supportive	Neutral	Mostly friendly and supportive	Always friendly and supportive
Relationships with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with psychology faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with faculty members outside of psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During your current school year, how often have you engaged in each of the following behaviors?

	Never	Rarely	Occasionally	Somewhat often	Very often
Asked questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on assignments outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a community based project related to coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoke with a faculty member outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about your career plans with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your readings or classes with faculty members outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received frequent written or oral feedback from faculty on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt challenged by your coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lori Rosenthal, Lasell College

3. Your Academic Progress

What is your overall grade point average (GPA)?

What is your grade point average (GPA) for the last two years?

- under 2.00
- 2.00-2.49
- 2.50-2.99
- 3.00-3.49
- 3.50-4.00

What is your grade point average (GPA) in psychology courses at your current college or university?

- under 2.00
- 2.00-2.49
- 2.50-2.99
- 3.00-3.49
- 3.50-4.00

How many credit hours have you completed in psychology courses?

Of the undergraduate psychology courses you have taken, what percentage of them have been at your current college or university?

- 100% (all of them)
- 61-99% (most of them)
- 40-60% (about half)
- 0-39% (less than half)

Most of the psychology courses you have taken at your current college or university have been scheduled in which time period?

- Morning or early afternoon
- Early to late afternoon
- After 5pm
- Whenever they're offered, regardless of time of day

If it has taken you longer than 4 years to complete your degree, which of the following is the reason?

- Withdrew or did not enroll for one or more semesters
- Took a reduced (part-time) load
- Switched majors
- Required courses were not available
- Had to repeat one or more courses

Other (please specify)

Rank order your reasons for choosing psychology as a major by marking a "1" for the most important reason, a "2" for the next most important reason, and so on.

Career and/or salary potential	<input type="text"/>
To better understand myself and others	<input type="text"/>
Interesting subject matter	<input type="text"/>
To help others, to be of service	<input type="text"/>
Personal experience with therapy/counseling	<input type="text"/>
Family member or respected friend majored in psychology	<input type="text"/>
Easy/convenient major	<input type="text"/>
Psychology Club or Psi Chi	<input type="text"/>

What best describes your immediate post-graduate plans?

- I am or plan to be employed in a psychologically related field
- I am or plan to be employed in a field unrelated to psychology
- I am continuing graduate education in psychology
- I am continuing graduate education in a field other than psychology
- I am continuing education for a professional degree (e.g. MD, JD, DDS, etc)

Other (please specify)

If applicable, how many graduate schools will you apply to for Fall 2008?

While enrolled at your current college or university, have you done or participated in any of the following (select all that apply)?

- Served as a subject in any psychology experiments
- Worked with a psychology professor on his/her research
- Carried out your own psychological research project that was not assigned as part of a class.
- Taken a Directed Independent Study supervised by a member of the psychology faculty
- Taken a supervised practicum course and/or been involved in off-campus practicum experience.
- Participated in a service learning project as part of a psychology class
- Worked with a faculty member on activities other than coursework (such as committees, student life activities, etc.)
- Participated in a psychology-related internship, fieldwork, or other clinical assignment
- Participated in a learning community or other program where groups of students take two or more classes together

Please rate the degree of influence your psychology classes have had on developing the following skills by placing a check in the appropriate space next to each listed skill.

	None	Little	Average	High
Effective writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding different philosophies and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading and guiding others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking logically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying scientific principles and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent has your education at your current school contributed to your knowledge and/or the development of your skills in each of the following areas.

My educational experiences have. . .

	None	Little	Average	High
Taught me specific job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught me to write more clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught me to speak more clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught me to think more critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught me to work more effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught me how to learn effectively on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught me how to apply scientific methods and principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to understand myself better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to understand people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught me to solve complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to contribute to my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me develop skills related to my career goals in a psychology-related career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me develop skills that can be applied to career goals outside of psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the following characteristics of the Psychology courses you have taken at your current college or university by checking the appropriate space.

	Very Poor	Poor	Fair	Good	Very Good
Quality of the instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of required courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Range and variety of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of courses to career goals/objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness and value of course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate use of adjunct instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing and grading systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of current technology in instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility and/or ease of contacting faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for future graduate education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for career commensurate with degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Times/days classes are scheduled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you had it to do over again, would you

- still choose to major in psychology at your current college or university?
- major in psychology, but at a different institution?
- choose a different major than psychology?

Please list the two Psychology courses that have had the greatest positive impact on you.

Please list two changes you would make in the psychology program at your current college or university that would have most improved the quality of your experience as a Psychology major.

What are your long term plans, i.e., your career or occupational goals?

What course (courses) in the psychology major was (were) most useful to you or most relevant to your goals?

If you completed a field experience or internship, how did the course contribute to your program as a psychology major?

Based on your experiences as a psychology major, what changes, additions, or modifications in the program would you recommend (other than what you have already mentioned)?

Have you already applied to any graduate or professional schools? If yes, which ones? Have you been accepted into any programs yet?

Based on your undergraduate experiences, how confident do you feel in your abilities to do each of the following

	Not at all confident	Somewhat confident	Mostly confident	Very confident
Reading/Understanding a psychological journal article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically evaluating psychological research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading a group counseling session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting individual counseling interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administering a standardized psychological assessment test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing professional relationship with clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing professional relationship with co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I found _____ most helpful to my career development. (Check all that apply.)

- Meetings with my faculty advisor.
- Meetings with a career counselor.
- Completing various psychology courses.
- Reading on my own.
- Internship experiences.
- Psychology Club or Psi chi
- Other

I have had my resume reviewed and critiqued.

- Yes
- No
- I do not have a resume.
- Other

I have had my cover letter reviewed and critiqued.

Yes

No

I do not have a cover letter.

Other

If you plan to attend graduate school, what helped you make this decision?

Interviews with professionals

Faculty mentor

A professor of a class

Research about a career

Other

The psychology class that contributed the most to my personal development is:

The psychology class that has contributed the most to my future career choice is:

My Department offered program(s) on various careers in psychology.

Yes

No

If yes, I found these programs informative.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

My Department offered program(s) on applying to graduate school.

Yes

No

If yes, I found these programs informative.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

[If you had undergraduate research experience] I found the undergraduate research experience helpful.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

[If you had some sort of fieldwork experience] I found the fieldwork experience (internship, practicum, etc.) helpful.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Do you have a mentor?

Yes

No

If you do not have a mentor, do you think a mentor would have been helpful to you?

Yes

No

If you do have a mentor, how helpful have you found your mentor?

Very helpful

Helpful

Okay

Somewhat helpful

Not helpful

Is your mentor someone in the psychology department?

Yes

No

How many hours per week do you spend studying or working on schoolwork?

What class helped you develop skills in critical thinking?

What class did you find most stimulating and engaging?

What class did you find most challenging?

Did you transfer to the school you are now graduating from?

Yes

No

Do you think being a transfer student impacted your academic career:

Negatively

Positively

Why?

What did you find missing in your college experience that might have helped your professional and/ or career development?

How might your psychology department have been more helpful to your professional development?

What was most helpful to your professional development?

In what ways did your faculty advisor play a positive role in your professional development?

How many fieldwork courses in psychology (i.e., independent courses such as internships, practicum; not fieldwork or service learning that is part of another course) have you completed as part of your undergraduate studies?

0

1

2

3 or more

Sue O'Donnell, George Fox University

4. Internship and Fieldwork Choice Point

* Please answer if you have completed at least 1 independent fieldwork (e.g., internship, practicum, etc.) course in psychology.

Yes, I have completed a fieldwork or internship experience.

No, I have not completed a fieldwork or internship experience.

5. Internship and Fieldwork Experiences

Which of the following characterizes the type of setting that you completed your fieldwork experience in (use your most recently completed fieldwork experience if you have previously completed more than one fieldwork course)?

- Mental health
- Medical/health
- Legal/corrections
- School/education
- Human/social services
- Business
- Sales
- Marketing/advertising
- Communications
- Government
- Administration
- Other (please specify)

How did you identify and obtain your fieldwork experience?

- Personal networking
- Faculty networking/assignment
- Using your institution's alumni services
- Using your institution's career services
- The media (e.g., newspapers)
- The internet
- Other (please specify)

Approximately how many hours per week did you spend completing your fieldwork course during the semester/quarter?

Was your fieldwork course required of your major or an elective?

- Required for my major
- An elective in my major
- A general, non-major elective

What was the gender of your immediate fieldwork supervisor?

- Male
- Female
- Not applicable (did not have a supervisor)

Was the race/ethnicity of your immediate internship supervisor different from your race/ethnicity?

- Same
- Different
- Don't know

What was the minimum amount of education completed by your fieldwork supervisor?

- Less than high school
- High school/GED
- Some college/post-secondary education
- An associates degree
- A bachelors degrees
- A masters degree
- A doctoral degree
- Don't know

How satisfied were you with your fieldwork experience, overall?

- Extremely satisfied
- Very satisfied
- Satisfied
- Somewhat satisfied
- Not satisfied

How satisfied were you with the knowledge and/or skills that you acquired during your fieldwork course?

- Extremely satisfied
- Very satisfied
- Satisfied
- Somewhat satisfied
- Not satisfied

How important do you believe your fieldwork experience was to you with regard to your career goals and professional development?

- Extremely important
- Very important
- Important
- Somewhat important
- Not important

How well did you accomplish your fieldwork goals?

- Extremely well – accomplished them all
- Very well
- Satisfactorily
- Somewhat well
- Not at all
- Did not have specific fieldwork goals

Which of the following were you able to accomplish during your fieldwork course?
{select all that apply}

- Enhanced your career exploration and development
- Applied information learned in your courses to your fieldwork experience
- Gained "real world" experience
- Expanded your professional network (i.e., developed professional relationships)
- Increased your awareness of your personal or professional strengths and weaknesses.

How accessible was your fieldwork supervisor when you were in need of assistance?

- Extremely/always accessible
- Very accessible
- Accessible
- Somewhat accessible
- Not accessible

How emotionally supportive did you perceive the supervision you received from your fieldwork supervisor in completion of your fieldwork course?

- Extremely supportive
- Very supportive
- Supportive
- Somewhat supportive
- Not supportive

How often did your fieldwork supervisor provide you feedback about your progress?

- Very frequently
- Frequently
- Somewhat frequently
- Rarely/not at all

How would you rate the quality of the relationship that you developed with your fieldwork supervisor?

- Excellent
- Very good
- Good
- Fair
- Poor

How would you rate the quality of supervision that you received from your fieldwork supervisor?

- Excellent
- Very good
- Good
- Fair
- Poor

In completing your fieldwork course, were you required to participate in a formal/regular class meeting (e.g., traditional classroom meetings, online meetings, etc.) or meet with a faculty member?

- Yes, weekly
- Yes, every other week
- Yes, once a month
- Yes, less than once a month
- No

Approximately how many other students participated in the same fieldwork course as you and were required to participate with you in formal/regular class meetings?

How actively involved were you in the activities and responsibilities of your fieldwork placement?

- Extremely active
- Very active
- Active
- Somewhat Active, mostly observed
- Only participated via observation

How personally important or meaningful were the types of activities you participated in during your fieldwork experience?

- Extremely important/Extremely meaningful
- Very important/Very meaningful
- Important/meaningful
- Somewhat important/somewhat meaningful
- Not important/not meaningful

Todd Walter, D'Youville College

6. Educational Attainment

Please select the response to each statement that best represents your opinion.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Perseverance is a factor needed when deciding to go to graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal finances will affect my decision to go to graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will apply to graduate school because of pressure from my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very well organized and that will help in graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My desire to succeed will influence my decision to apply to graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The hard work I have shown during my undergraduate education will be a factor in my graduate school acceptance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will not apply to graduate school unless there is a local program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy going to class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self motivation plays an important role in academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student research is a valuable learning opportunity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self discipline plays an important role in academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I am ready for graduate school because of my undergraduate educational experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The profession I desire requires a graduate degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need to attend graduate school to prepare for my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have all the tools to succeed in graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can have a successful career without graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is better to accomplish short term goals than long term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am applying to graduate school because my parents have advanced degrees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am anxious to begin my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family is an obstacle in applying for graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My finances are an obstacle in applying for graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My GPA is an obstacle in applying for graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to ask for a letter of recommendation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The application process is confusing to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easier to find a job than to apply to graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate school is for younger students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be a better employee than graduate student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Without a graduate degree I will fail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think graduate school will not be easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively participate in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am nervous about the cost of graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class attendance is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Class participation is important to me.	jn	jn	jn	jn	jn
Group work is important.	jn	jn	jn	jn	jn
Internships are important.	jn	jn	jn	jn	jn
Research assistantships are important.	jn	jn	jn	jn	jn
Teacher assistantships are important.	jn	jn	jn	jn	jn
Career goals are important when deciding to go to graduate school.	jn	jn	jn	jn	jn
My parents desire me to further my education.	jn	jn	jn	jn	jn

Eric Landrum, Boise State University

7. Student Motivation

Please answer the following items using the scale provided.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
College grades most often reflect the effort you put into classes.	1	2	3	4	5
I came to college because it was expected of me.	1	2	3	4	5
I have largely determined my own career goals.	1	2	3	4	5
Some people have a knack for writing, while others will never write well no matter how hard they try.	1	2	3	4	5
I have taken a course because it was an easy good grade at least once.	1	2	3	4	5
Professors sometimes make an early impression of you and then no matter what you do, you cannot change that impression.	1	2	3	4	5
There are some subjects in which I could never do well.	1	2	3	4	5
Some students, such as student leaders and athletes, get free rides in college classes.	1	2	3	4	5
I sometimes feel that there is nothing I can do to improve my situation.	1	2	3	4	5
I never feel really hopeless—there is always something I can do to improve my situation.	1	2	3	4	5
I would never allow social activities to affect my studies.	1	2	3	4	5
There are many more important things for me than getting good grades.	1	2	3	4	5
Studying everyday is important.	1	2	3	4	5
For some courses it is not important to go to class.	1	2	3	4	5
I consider myself highly motivated to achieve success in life.	1	2	3	4	5
I am a good writer.	1	2	3	4	5
Doing work on time is always important to me.	1	2	3	4	5
What I learn is more determined by college and course requirements than by what I want to learn.	1	2	3	4	5
I have been known to spend a lot of time making decisions which others do not take seriously.	1	2	3	4	5
I am easily distracted.	1	2	3	4	5
I can be easily talked out of studying.	1	2	3	4	5
I get depressed sometimes and then there is no way I can accomplish what I know I should be doing.	1	2	3	4	5
Things will probably go wrong for me sometime in the near future.	1	2	3	4	5
I keep changing my mind about my career goals.	1	2	3	4	5
I feel I will someday make a real contribution to the world if I work hard at it.	1	2	3	4	5
There has been at least one instance in school where social activity impaired my academic performance.	1	2	3	4	5
I would like to graduate from college, but there are more important things in my life.	1	2	3	4	5
I plan well and I stick to my plans.	1	2	3	4	5

8. Student Proficiency

To what extent do you believe your undergraduate training as a psychology major provided you with proficiency in the following skills?

Descriptive Skills

	None	A little	Some	Quite a bit	A great deal
Observation: I am able to make more subtle, sensitive observations that are distinct from interpretations	jn	jn	jn	jn	jn
Measurement: I am able to actively pursue appropriate instrumentation; and implement reasoned measurement strategies	jn	jn	jn	jn	jn
Interpretation: I am able to rely on data more systematically for interpretation; and produce more complex interpretations	jn	jn	jn	jn	jn

Conceptualization Skills

	None	A little	Some	Quite a bit	A great deal
Recognize & Apply concepts: I am able to identify and apply concepts independently to explain and predict behavior	jn	jn	jn	jn	jn
Recognize & Apply basic theory: I am able to apply theory to explain and predict behavior and tolerate counterintuitive findings	jn	jn	jn	jn	jn
Evaluate, synthesize, generate advanced theory: I am able to evaluate quality and fit of theory application objectively; I am able to compare and contrast relative contributions of theories; I am able to integrate theoretical perspectives	jn	jn	jn	jn	jn

Problem Solving Skills

	None	A little	Some	Quite a bit	A great deal
Methods skills—recognition, evaluation, generation: I am able to select and apply appropriate methods to maximize validity and reduce alternative explanations	jn	jn	jn	jn	jn
Statistical reasoning—recognition, application, evaluation, and generation: I am able to select and apply appropriate statistics with more independence; I am able to begin to use statistical reasoning as a basis for criticizing research results	jn	jn	jn	jn	jn
Bias detection & management: I am able to identify the potential influences of bias and confounds; I am able to recognize that personal, professional, and cultural interests influence problem and method selection	jn	jn	jn	jn	jn

Ethical Reasoning

	None	A little	Some	Quite a bit	A great deal
Awareness of ethical standards: I am able to identify how ethical standards enhance or constrain research	jn	jn	jn	jn	jn
Evaluation of ethical practices: I am able to recognize more subtle ethical breeches and I am able to suggest alternatives	jn	jn	jn	jn	jn
Adherence to ethical standards: I am able to execute appropriate ethical safeguards as a researcher's responsibility	jn	jn	jn	jn	jn

Components of scientific attitudes and values

	None	A little	Some	Quite a bit	A great deal
Enthusiasm for research: I am able to view scientific method as valuable for personal and professional discovery	jn	jn	jn	jn	jn
Objectivity/subjectivity: I am able to show greater vigilance about avoiding negative outcomes of subjective influences	jn	jn	jn	jn	jn
Parsimony: I am able to use precision as a criterion to determine quality of explanation	jn	jn	jn	jn	jn
Skepticism: I am able to practice skepticism selectively to improve evaluation skills	jn	jn	jn	jn	jn
Tolerance of ambiguity: I am able to assume behavioral explanations will be complex and I have begun to tolerate ambiguity	jn	jn	jn	jn	jn

Communication skills

	None	A little bit	Some	Quite a bit	A great deal
Resource gathering skills—selectivity, relevance, currency, evidence: I am able to integrate content from multiple sources, acknowledging contradictory information; and use resources selectively	jn	jn	jn	jn	jn
Argumentation skills—organization, awareness of audience, persuasiveness: I am able to create coherent and integrated arguments based upon research evidence; and engage audiences by refined use of language, examples, and supports	jn	jn	jn	jn	jn
Conventional expression—use of APA format, grammar, appropriate supportive visuals: I am able to use APA format more consistently; practice professional, formal expression to improve communication appeal	jn	jn	jn	jn	jn

Collaboration skills

	None	A little bit	Some	Quite a bit	A great deal
Project completion skills: I am able to complete more complex projects that may require collaboration over time with minimal direction	jn	jn	jn	jn	jn
Process management: I am able to collaborate to assign roles and responsibilities more strategically to achieve completion; to evaluate quality of thinking produced by the group to improve process	jn	jn	jn	jn	jn
Leadership: I am able to exercise some leadership to contribute to positive working climate	jn	jn	jn	jn	jn
Consensus building skills: I am able to integrate diverse viewpoints to improve quality of group process and outcome	jn	jn	jn	jn	jn
Brainstorming: I am able to contribute to building safe climate to reduce risk in generating creative alternatives	jn	jn	jn	jn	jn

Self-Assessment skills

	None	A little bit	Some	Quite a bit	A great deal
Self-regulation—work completion skills: I am able to execute complex projects properly, taking into account personal characteristics and challenges	jn	jn	jn	jn	jn
Self-reflection—thinking about thinking: I am able to make refined, accurate judgments about quality of work; prefers deep criticism to improve quality of future work	jn	jn	jn	jn	jn

Tom Tomcho, Delaware State University

9. Professional Goals

To what extent do you agree that your psychology instructors' use of the following types of teaching strategies have helped you to prepare for your professional goals following graduation?

Discussion

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students participate in conversations, debates or dialogue with each other and the instructor regarding comprehension, application, analysis, or integration of course material or topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interactive participation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students participate in the learning activity rather than being passive recipients. Similar to cooperative learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Active evaluation of psychology concepts

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students observe, discuss, or write about psychological concepts. Students provide a specific evaluation of the concept or material. Examples of evaluation include: (a) integrating new concepts with existing information, (b) critically evaluating others' work, or (c) evaluating how psychological concepts apply to their own experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experiential approach

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students participate in activities such as service learning, collaborative research or some type of fieldwork in which the student gains practical experience, and that generally leads to the generation of some output (e.g., a research or writing product) beyond the immediacy of the activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing: Non-self-reflective

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students generate written work utilizing APA writing style. This may be broadly theoretical or empirical in nature, and may involve summaries of existing literature, integrating multiple perspectives, theoretical or empirical papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Observation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students observe participants' behavior on videotape or unobtrusively in real time to facilitate their understanding of psychological phenomena or behavioral coding practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher demonstration

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Teacher led activities intended to more explicitly or concretely inform about a topic through illustrations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-reported survey

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students complete surveys to assess students' attitudes, beliefs, or knowledge concerning psychological phenomena.	ja	ja	ja	ja	ja

Presentation: Group

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students in a group provide their class with an oral (and sometimes accompanying written) presentation of information relevant to a psychological phenomenon. Typically a summary or description of a student based project.	ja	ja	ja	ja	ja

Presentation: Individual

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students individually provide their class with an oral (and sometimes accompanying written) presentation of information relevant to a psychological phenomenon. Typically a summary or description of a student based project.	ja	ja	ja	ja	ja

Role play

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students role play individuals different from who they are, or role play a response to an imagined event, to gain a greater understanding of psychological phenomena.	ja	ja	ja	ja	ja

Creative expression

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students produce some type of creative output not easily categorized, such as making a brain model out of clay	ja	ja	ja	ja	ja

Writing: Self-reflective

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students incorporate their own personal thoughts, beliefs, or attitudes regarding the referent psychological phenomena or published article, or write about their own experiences from the vantage point of a particular psychological theory.	ja	ja	ja	ja	ja

Interview

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students practice communication skills either with each other or with individuals outside of the course as part of the activity.	ja	ja	ja	ja	ja

Computer simulation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students engage in a simulated experience that promotes a better understanding of psychological phenomena, data analyses, or methodological approaches.	ja	ja	ja	ja	ja

Keeping a journal

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students keep a written, audiotaped, videotaped, or web-based log of their experiences, thoughts or feelings regarding a psychological topic. Students apply or analyze their own or others' behaviors from a particular theoretical vantage point.	ja	ja	ja	ja	ja

Creating a portfolio

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students create a compilation of work samples in order to demonstrate technological or scientific skills.	ja	ja	ja	ja	ja

Diana Rice, Geneva College

10. Career Exploration and Decidedness

Have you taken a course focussed on career options for psychology majors?

Yes

No

How much confidence do you have that you could accomplish each of the following tasks ?

	Low confidence				High confidence
Accurately assess your career-related interests, values, and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find information about graduate programs in your area of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a decision about which career will be the right one for you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand your basic personality traits and their implications for your career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gather data on salaries and employment trends in careers that are of interest to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose a career that will be a good match for your interests, abilities, and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: Consider each of the following statements carefully and select the one that best indicates how much the statement describes you.

	Not at all like me				Very much like me
I have gathered information about possible careers from many different sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sought out experiences to help me clarify my values and how they can be expressed in my future career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pretty certain about the type of job I will have in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have carefully evaluated the skills I possess and how they can be put to use in the world of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have investigated a variety of different career possibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have chosen a career and am currently preparing for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each item, please select the choice that best describes your feeling.

	Strongly disagree	Disagree	Agree	Strongly agree
I have a clear understanding of the kinds of work done by different types of psychologists (e.g. clinical, experimental, social, organizational).	jn	jn	jn	jn
If I decide to become a psychologist, I know just what steps I will have to take to accomplish this goal.	jn	jn	jn	jn
I know how to go about preparing for, selecting, and getting admitted to graduate school.	jn	jn	jn	jn
I can identify several different fields of study that would allow me to do counseling/therapy and I understand what each of these fields involves.	jn	jn	jn	jn
I can identify a number of "people helping" careers outside of psychology and I have some understanding of the preparation required for each of these careers	jn	jn	jn	jn
I can identify several areas within the business world in which a psychology major may be valuable and I know how to pursue a career in business if I should decide to do so.	jn	jn	jn	jn

Please answer each question by deciding whether the statement is True or False and then considering how confident you are in that decision.

	Confident it is false	Believe it is false	Simply do not know	Believe it is true	Confident it is true
Any psychology major who graduates with a 4.00 GPA can count on getting into almost any Ph.D. clinical psych program.	jn	jn	jn	jn	jn
Work experience in a clinical setting is more important than research experience when applying to clinical psych graduate programs.	jn	jn	jn	jn	jn
To enter a master of social work program (MSW) you must first have a bachelors degree with a social work major.	jn	jn	jn	jn	jn
To enter a masters degree program in business (MBA) you must have a bachelors degree with a major in some business area.	jn	jn	jn	jn	jn
The Doctor of Psychology degree (Psy.D.) in clinical psych offers the same opportunities as a Ph.D. and costs much less to complete.	jn	jn	jn	jn	jn
A social worker or counselor can be licensed to practice independently with a masters degree, while a clinical psychologist needs a doctorate.	jn	jn	jn	jn	jn

Jim Thomas and Cyndi McDaniel, Northern Kentucky University

11. Demographics and Education

What is your gender?

Male

Female

What is your marital status?

Single, never married

Married/partnered

Separated/divorced

Widowed

What is your age?

What was your status when you started at your current college or university?

Recent high school graduate

Transferred from other college or university

Other

What is your current college or university?

Other (please specify)

What was the year of your birth?

What race and ethnicity do you most identify with (select all that apply)?

American Indian or Alaska Native

Asian / Asian American

Black or African American

Native Hawaiian or Other Pacific Islander

White

Hispanic or Latino

Not Hispanic or Latino

Are you mostly a full-time or part-time student?

Full-time

Part-time

What is your current class rank?

Freshman

Sophomore

Junior

Senior

Where did you live for most of your time in college?

Off-campus

On-campus

What is the highest educational level achieved by your mother?

- Some high school
- High school degree
- Some college
- Undergraduate degree
- Some graduate school
- Graduate or Professional degree

What is the highest educational level achieved by your father?

- Some high school
- High school degree
- Some college
- Undergraduate degree
- Some graduate school
- Graduate or Professional degree

Do you have a second major? If so, what?

Do you have a minor? If so, what?

Please answer each of the following.

	Yes	No
I am currently in a relationship that will affect my decision to apply to graduate school.	<input type="radio"/>	<input type="radio"/>
I am employed less than 20 hours a week.	<input type="radio"/>	<input type="radio"/>
I have children.	<input type="radio"/>	<input type="radio"/>
I am married or currently in a long term relationship.	<input type="radio"/>	<input type="radio"/>
I am a nontraditional student.	<input type="radio"/>	<input type="radio"/>
My family thinks I should go on to graduate school.	<input type="radio"/>	<input type="radio"/>
I am a transfer student.	<input type="radio"/>	<input type="radio"/>
I am a full-time student.	<input type="radio"/>	<input type="radio"/>
I plan to continue my education after I receive my bachelor's degree.	<input type="radio"/>	<input type="radio"/>
I plan to attend graduate school in psychology.	<input type="radio"/>	<input type="radio"/>
I plan to attend graduate school in a subject other than psychology.	<input type="radio"/>	<input type="radio"/>
I have applied (or will apply soon) to a graduate program in psychology.	<input type="radio"/>	<input type="radio"/>
I plan to take a break from school before applying to a graduate program.	<input type="radio"/>	<input type="radio"/>
I do not wish to attend graduate school in psychology at any time.	<input type="radio"/>	<input type="radio"/>
My goal is to obtain a good job with my bachelor's degree in psychology.	<input type="radio"/>	<input type="radio"/>

What is the approximate enrollment of your institution of study?

- Less than 1,000 students
- 1,001 – 5,000 students
- 5,001 – 10,000 students
- 10,001 - 20,000 students
- 20,001 to 30,000 students
- More than 30,000 students

Is your institution private or public?

Private

Public

12. Thank You!

Thank you so much for completing this survey. Your answers will help psychology instructors to continue to improve the quality of education for undergraduate psychology majors. Thanks again!