

**Assessment Report for Student Learning
In The Psychology Major
2015-2016 Academic Year**

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Review of the current curriculum and proposed changes

The Psychology major is on the cusp of revision. Dr. St. James, Dr. Scircle, and I have met a number of times to discuss changes in the curriculum, and Dr. Scircle and I have used the PS360 courses to pilot courses for introduction to permanent status in the curriculum including Child and Adolescent Psychology, Social Cognition, and Stereotyping and Prejudice. In addition, Adulthood and Aging is being offered in Fall 2016, and being taught by Kay White. We expect to prepare proposals to the Department, College, and Council on Curriculum based on recommendations from those experiences.

The tentative plan is to reconfigure our current set of four “cores” into three. At present, students take one course from each core, with one additional course from any core. We plan to change this to three cores, with each student taking one from each and then two more electives from any core. The number of courses would be unchanged. The three reconfigured cores would be Psychobiology, Social Psychology, and Applied Psychology. Please see additional attachment for the tentative plan.

Capstones were for the first time explicitly split among the three psychology faculty. We capped the courses at 4 each so that we can provide the students the close direction and supervision that these projects require. These courses do not figure directly into course load; however, these course loads count toward the cumulative work in directed study, independent study, and JMS supervision for which faculty are provided one course release for every 12 student projects.

The Updated Assessment Report for 2015-2016

Executive Summary

This assessment report on the psychology major examines student learning during the 2015-2016 academic year. Our assessment of student performance provided evidence that students met or exceeded our evaluation benchmarks for each of the 3 learning goals. The current status of our assessment data, using the performance indicators, would be at the Yellow Level, meaning that we have begun to collect and demonstrate accomplishment

of student learning goals, but have several areas of further improvement. Our plans for improving our assessment indicators are discussed.

1. Student Learning Goals in the Psychology Major

The three learning goals for the Psychology major are:

1. Students will demonstrate the ability to distinguish between non-scientific v. scientific approaches to mind and behavior and critique the similarities & differences between psychology and other sciences.
2. Students will demonstrate their ability to understand critical variables that influence mind and behavior from the 4 core areas: biopsychology, learning and cognition, developmental/social psychology, and applied psychology, and evaluate theoretical orientations within these approaches.
3. Students will demonstrate their ability to perform psychological research. That includes surveying the literature on a research topic using professional databases (such as PsycINFO and PubMed), developing an appropriate empirical research design, conducting the study in an ethical manner, and analyzing and reporting their data and interpretations in accordance with the professional standards of the discipline.

The psychology faculty are committed to the Millikin mission and have designed a curriculum which intentionally prepares majors for professional success, democratic citizenship in a global community, and a personal life of meaning and value by producing graduates who are capable of thinking critically from a psychological perspective. In addition, the role of performance learning is specifically identified. We believe that performance learning has always been an integral part of our curriculum as evidenced by our continual focus on research activities that culminate in presentation to the later academic community, including presentations at conferences and publication of student research.

Psychology graduates achieve the goal of *professional success* by demonstrating their ability to:

- a. distinguish between non-scientific v. scientific approaches to mind and behavior and critique the similarities & differences between psychology and other sciences.
- b. understand critical variables that influence mind and behavior from the 4 core areas: biopsychology, learning and cognition, developmental/social psychology, and applied psychology, and evaluate theoretical orientations within these approaches.

c. demonstrate their ability to perform psychological research. That includes surveying the literature on a research topic using professional databases (such as PsycINFO and PubMed), developing an appropriate empirical research design, conducting the study in an ethical manner, and analyzing and reporting their data and interpretations in accordance with the professional standards of the discipline.

Psychology majors will develop a discipline-based understanding of *citizenship in a global environment* goal by:

a. understand critical variables that influence mind and behavior from the 4 core areas: biopsychology, learning and cognition, developmental/social psychology, and applied psychology, and evaluate theoretical orientations within these approaches.

b. demonstrate their ability to perform psychological research. That includes surveying the literature on a research topic using professional databases (such as PsycINFO and PubMed), developing an appropriate empirical research design, conducting the study in an ethical manner, and analyzing and reporting their data and interpretations in accordance with the professional standards of the discipline.

Psychology majors will develop discover and develop a *personal life of meaning & value* by:

a. understand critical variables that influence mind and behavior from the 4 core areas: biopsychology, learning and cognition, developmental/social psychology, and applied psychology, and evaluate theoretical orientations within these approaches.

b. demonstrate their ability to perform psychological research. That includes surveying the literature on a research topic using professional databases (such as PsycINFO and PubMed), developing an appropriate empirical research design, conducting the study in an ethical manner, and analyzing and reporting their data and interpretations in accordance with the professional standards of the discipline.

2. Snapshot

The Department of Behavioral Sciences includes majors in Human Services and Psychology. We have two faculty members in Human Services and three in Psychology.

Facilities include the Behavioral Sciences Computer Laboratory and two other rooms devoted to faculty and student research. Research is supported by specialized software for data collection (E-Prime™, developed by Psychology Software Tools, Inc.; and Qualtrics Survey Software which has to be renewed annually) and analysis (SPSS™).

There are 62 Psychology majors and 61 Human Services majors and 9 double majors Psychology/Human Services (May 2016).

Though not directly relevant to the Psychology major, the courses in Psychology also serve many other majors. Basic Statistics for the Behavioral Sciences and Social Psychology are both cross-listed with Sociology. Majors in Human Services are required to take two Psychology courses. Majors in Nursing are required to take at least three Psychology courses, and those in Art Therapy are required to take at least three.

Table 1 reports the Psychology courses offered for '15-'16, along with their enrollments.

**Table 1.
Courses and Enrollments**

Fall 2015

Course #	Course Title	Instructor	Enrollment
PS13001	Introductory Psychology	St. James	42
PS13002	Introductory Psychology	Scircle	23
PS13003	Introductory Psychology	Scircle	23
PS20101	Statistical Methods x-listed	Collinsworth	64
PS20201	Experimental Psychology	Scircle	26
PS26001	Research Seminar	Collinsworth	4
PS30101	Advanced Statistical Methods	St. James	27
PS31001	Principles of Psychopathology	Garrison	21
PS31501	Sensation and Perception	St. James	25
PS34001	Lifespan Developmental Psychology	Scrimsher	27
PS36001	Child and Adolescent Psychology	Collinsworth	27
PS36002	Stereotyping and Prejudice	Scircle	23
PS45001	Experimental Psychology Capstone	St. James	1
PS45002	Experimental Psychology Capstone	Collinsworth	2
PS45003	Experimental Psychology Capstone	Scircle	3

Total Enrollment =338 Part-Time = 27 Full-Time = 311

Spring 2016

Course #	Course Title	Instructor	Enrollment
PS13001	Introductory Psychology	St. James	44
PS13002	Introductory Psychology	Scircle	26
PS20101	Statistical Methods x-listed	Collinsworth	61
PS20201	Experimental Psychology	Scircle	14
PS26001	Research Seminar	Collinsworth	2
PS30401	Advanced Experimental Psychology	St. James	20
PS30501	Social Psychology	Scircle	27

PS30502	Social Psychology	Scircle	24
PS30601	Tests and Measurements	Collinsworth	13
PS31001	Principles of Psychopathology	White	19
PS33201	Memory and Cognition	St. James	29
PS34001	Lifespan Developmental Psychology	Scrimpsheer	32
PS45001	Experimental Psychology Capstone	St. James	4
PS45002	Experimental Psychology Capstone	Collinsworth	7
PS45003	Experimental Psychology Capstone	Scircle	4

Total Enrollment = 329 Part-Time = 32 Full-Time = 297

4. The Psychology Learning Story

The Psychology major was extensively revised in 2003 to emphasize preparation for graduate school. Traditionally, the psychology major had served two groups of students—those planning to continue on to graduate school in Psychology and those interested in a four-year degree as entrée to jobs in the helping professions. Because of the improvements in the Human Services course offerings, the latter group is now far better served by the major in Human Services. We believe we are meeting the needs of both groups with one unexpected development: a number of our better students who are interested in graduate studies in clinical work (either psychology or social work) have declared double majors. This provides them with a unique experience of obtaining experience working clinically in local agencies as well as obtaining what we believe to be an excellent preparation for the academic work in graduate programs. This is evidenced in the following data that reflect that the number of double majors has grown from 1 in 2011 to 9 currently.

2011 - 56 PS Majors, 81 HS majors, 1 PS/HS double major
 2012 - 66 PS Majors, 97 HS majors, 5 PS/HS double majors
 2013 - 55 PS Majors, 88 HS majors, 5 PS/HS double majors
 2014 - 58 PS Majors, 69 HS majors, 5 PS/HS double majors
 2015 - 57 PS Majors, 68 HS majors, 7 PS/HS double majors
 2016 - 62 PS majors, 61 HS majors, 9 PS/HS double majors

The number of majors in Psychology has remained generally consistent over the past 5 years.

There are two groups of courses for our majors in Psychology at Millikin University. One group provides coverage of the major content areas of Psychology; the other provides a background in psychological research. For the content areas, our curriculum is in flux. In examining the evolution of psychological study and with the loss of a faculty member whose specialty was psychology of learning, we have in practice eliminated the cognition/learning core. This is yet to be formalized through passage of new requirements through the College and University. This is expected to be accomplished in the early Fall 2016. For the past academic year, students were required one course from each of the three remaining core areas (biological psychology, developmental/social psychology, and applied psychology), plus at least two additional

courses from any of those areas. The research component includes basic and advanced courses in statistics and in experimental psychology (research methods), and culminates in the Capstone.

The developmental strategy. Courses in the three core areas are not sequential. The specific selection of courses in each area is based on the specific interests of the students, and based on discussion with the advisor.

The developmental strategy of our curriculum is most evident in the research courses, which are clearly sequential. We typically advise students to take Basic Statistics in the Spring of the Freshman year or the Fall of the Sophomore year, with Experimental Psychology taken during the Sophomore year. Advanced Statistics and Advanced Experimental Psychology are then taken during the Junior year. Students in Advanced Experimental Psychology begin working on their Capstone by choosing a research topic and beginning to develop the literature survey and the research itself. It is expected that Institutional Review Board approval will be sought during that course. The intent is that students will be completely ready to begin collecting data for the Capstone early in the Fall of their Senior year, so that the project can be completed, written, and reviewed by the faculty advisor by the end of that semester. Because applications for many graduate programs have deadlines between December and February for admission the following Fall, this timeline permits students to include copies of their final Capstone paper with their graduate applications. The faculty responsibilities have now been distributed to all three full time faculty. We believe this ensures a better project from the students because they have greater one on one attention that is afforded with an enrollment that's capped at 4.

Because of the sequencing of courses, some students—especially our strongest—can jumpstart the process by taking Basic Statistics in the Fall of their Freshman year, then taking both Experimental Psychology and Advanced Statistics in the Fall of their Sophomore year, and taking Advanced Experimental Psychology in the Spring of their Sophomore year. In this case, the research designed during Advanced Experimental Psychology is completed as a Junior, leaving the Spring of the Junior year and the Fall of the Senior year for a second research project that serves as the Capstone.

Learning community. Because cohorts of students tend to take the sequence of research courses together, we encourage appropriate collaboration and mutual help. In the original proposals to the National Science Foundation that equipped the Behavioral Sciences Computer Laboratory in 1990 and again in 1997, the role of our laboratory provides students with a sense of a place of their own, making mutual help and collaboration more likely. The development of that sense of a learning community ultimately depends on the students themselves, and is stronger in some years than others. It is frequently a strong and obvious bond among the group of students taking Advanced Statistics and Advanced Experimental Psychology.

Advising. As with all majors, advising plays a developmental role, as well as providing concrete advice about scheduling. All three faculty do academic advising. Assessment

of advising is conducted each semester, and the assessment tool and results are discussed below.

Curriculum map. The current curriculum map that is given to students as part of the advising process is included as Appendix 5. (Because of formatting issues, this is a separate electronic file.)

A Comparison to Other Psychology Programs. Eddy, Lloyd, and Lubin (1987) reported a survey of graduate programs in clinical, counseling, and school psychology that were accredited by the American Psychological Association. The programs were asked to rate the importance of various factors in graduate admissions. In all three areas, **research experience** was the most important factor—ahead of invited visits to the department, computer skills, paid or volunteer human service experiences, and a double major in social sciences. They noted that, “The most frequent comments concerning strong or broad preparation stressed the importance of research experience. *There is simply no better way to increase one’s chances of being accepted*” (p. 162, emphasis added). On a scale of 1-5, with 5 being the most important, clinical psychology programs rated research experience a 4.28. The second-most important factor, a personal visit to the department, was rated only a 3.14. Ratings were similar for counseling and school psychology graduate programs. It is worth emphasizing that these were graduate programs in professional/applied psychology. We can safely assume that graduate programs in experimental psychology, neuroscience, or other scientific areas would value research experience even more highly. Also, though the survey is older than most of our current students, the emphasis on research experience has certainly not decreased.

With that as prologue, how does our curriculum compare to other schools? In regard to research experience, we are among the best. Table 2 reports the course requirements in research methods of statistics for Millikin and for the “peer” and “aspiration” institutions chosen by Millikin for purposes of a variety of comparisons. The other schools in the College Conference of Illinois and Wisconsin are also included. [These data are current as of 2015.]

Millikin is the only one of the schools that requires both basic and advanced courses in research methods and statistics.

Millikin is among only four schools that require an empirical research capstone. Most schools require a capstone, but it is usually a literature survey, rather than an empirical study. Approximately 60% (16 of 25) of the other schools *offered* the opportunity for an empirical research capstone. This does not mean that none of their students are doing research, of course, but student research is not built in to the curriculum for **all** students.

Table 2. Requirements in research methods and statistics.**R = required, O = offered**

	Basic Statistics	Advanced Statistics	Basic Research Methods	Advanced Research Methods	Empirical Research Capstone
Millikin University	R	R	R	R	R
Peer Institutions					
Concordia College	R	--	R	--	O
Drury University	R	O	R	R	O
Elmhurst College	R	--	R	--	O
Gustavus Adolphus College	R	--	R	--	O
Luther College	R	--	R	--	O
Otterbein College	R	--	R	O	O
University of Evansville	R	--	R	--	O
University of Portland	R	--	R	--	O
Whitworth University	R	--	R	--	R
Aspiration Institutions					
Baldwin-Wallace College	R	--	R	--	R
Hope College	R		R		O
Illinois Wesleyan University			R		
Mount Union College	R		R		O
Ohio Northern University	R		R	R	
Sienna College	R		R	R	O
St. Mary's University	R		R		
Stetson University	R		R		R
Stonehill College	R		R		O
Valparaiso University	R		R		
College Conference of Illinois and Wisconsin					
Augustana College	R	R	R		O
Carthage College	R		R		O
Elmhurst College	R		R		O
North Central College	R		R		
North Park College	R		R		O
Wheaton College	R		O		

4. Assessment Methods

Learning Goal 1 will be assessed through the Capstone (PS450) using the Capstone rubric (see Appendix 1) and the final grades in the research sequence (see Appendix 2).

Learning Goal 2 will be assessed by examining the grades of Psychology majors for the four core content areas (see Appendix 3).

Learning Goal 3 will also be assessed through the Capstone (PS450) using the Capstone rubric (see Appendix 1).

Advising will be evaluated via the Behavioral Sciences Advising Survey, which has been administered each semester as an anonymous questionnaire. The questionnaire is given to each student during advising for the following semester. Students are requested to turn in the survey (completed or not) in order to have our administrative assistant enter them into a registration group. The survey is included below as Appendix 4.

5. Assessment Results

Learning Goal 1.

As shown in Table 3, grades for the Capstone were generally good. Grades of A and B were earned by 9 of 11 students. No students scored lower than a C.

As shown in Table 4, grades across the four research methods courses were also generally good. Grades of A and B were earned by 61% of the students, and C's by 33%. Two students (4%) earned D's. No students failed.

Learning Goal 2.

Grades in the four core content areas are reported in Table 5. Grades of A or B were earned by 70% of students, while 22% earned C's. 5% (n=3) earned D's and 3% (n=2) earned F's.

Learning Goal 3.

Grades in the Capstone are reported in Table 3. Grades of A and B earned by most of the students, and only two showed average performance.

Advising.

Results of the advising survey for Fall 2015 are reported in Table 6 and for Spring 2016 in Table 7. Items were scored on a 5-point scale from 1 = Very Dissatisfied to 5 = Very Satisfied. For all items, the average was between a rating of "Satisfied" and a rating of "Very Satisfied."

Table 3. Capstone—Frequency by Grade

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4	2	0	3	0	1	1	0	0	0	0	0

Table 4. Final Course Grades in Research Skills Courses—Frequency by Grade

Basic Statistics											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3	0	0	2	1	2	1	1	0	1	0	0

Advanced Statistics											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3	3	0	2	0	1	4	0	0	0	0	0

Basic Experimental											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3	2	2	0	1	1	1	1	1	0	0	0

Advanced Experimental											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3	3	0	2	0	1	4	0	0	0	0	0

Table 5. Final Course Grades in Required Core Areas—Frequency by Grade

Biological Core											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4	4	2	10	3	0	4	0	0	0	0	0

Developmental/Social Core											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4	3	1	1	5	0	6	2	1	2	0	2

Applied Core											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
5	1	0	0	1	0	2	0	0	0	0	0

Table 6. Results of survey of advising for Fall, 2015—Department of Behavioral Sciences-Psychology.

Descriptive Statistics		
	N	Mean
Convenience of scheduling appointment	32	4.87
Amount of time spent with advisor during class scheduling appointment	32	4.72
Advisor's feedback about progress in meeting graduation requirements	32	4.78
Advisor's knowledge about course options or selections in the major	32	4.84
Advisor's knowledge about course options or selections in university studies MPST	32	4.80
Advisor's availability throughout the academic year	32	4.75
Timeliness of responses to my questions or concerns	32	4.75
Ability to answer academic or plan of study questions	32	4.94
Knowledge about campus support programs	32	5.00
Knowledge about co-curricular opportunities	32	5.00
Knowledge about whom to contact to answer academic questions	32	4.91
Helpfulness with career preparation and planning	32	4.78
Information about job opportunities on campus or in the community	32	5.00
Attitude toward me as an individual	32	4.87

Table 7. Results of survey of advising for Spring, 2016—Department of Behavioral Sciences.

Descriptive Statistics		
	N	Mean
Convenience of scheduling appointment	17	4.76
Amount of time spent with advisor during class scheduling appointment	17	4.88
Advisor's feedback about progress in meeting graduation requirements	17	4.88
Advisor's knowledge about course options or selections in the major	17	4.88
Advisor's knowledge about course options or selections in university studies MPSTL	17	4.88
Advisor's availability throughout the academic year	17	4.88
Timeliness of responses to my questions or concerns	17	4.76
Ability to answer academic or plan of study questions	17	4.88
Knowledge about campus support programs	17	4.94
Knowledge about co-curricular opportunities	17	4.94
Knowledge about whom to contact to answer academic questions	17	4.94
Helpfulness with career preparation and planning	17	4.94
Information about job opportunities on campus or in the community	17	4.88
Attitude toward me as an individual	17	4.94

Appendix 1 – Psychology Capstone Project Rubric (PS450)

Student Learning Goals	Nominal	Adequate	Excellent
Goal 1: Ability to distinguish between non-scientific v. scientific approaches to mind & behavior, & critique the similarities & differences between psychology & other sciences.	Restates some general ideas but shows no evidence of key distinctions or ability to critique.	Understands most key distinctions; but process of moving from explanation to conjecture to analysis to synthesis is incomplete.	Demonstrates thorough understanding of key distinctions, & can readily move from explanation to conjecture to analysis to synthesis.
Goal 3 part a: Students will demonstrate their ability to use various databases to develop an appropriate research design, ..., analyze the study, and report their data in accordance with the professional standards of the discipline.	Questionable ability to evaluate or use data bases, poor selection & or flawed design, some ethical flaws, inaccurate or incorrect data analyses, & fails to use the language & style of the discipline in oral or written reports with many spelling & grammar errors.	General ability to evaluate or use data bases, good design selection with a few design flaws, ethical errors are few & minimal, uses correct data analysis tools with only a few errors, & uses the language & style of the discipline in oral or written reports with minimal spelling & grammar errors.	Excellent command & use of multiple data bases, effective design without significant confound, adheres to ethical standards, thorough and appropriate use of data analysis tools, & oral or written report is without spelling or grammar errors, & conforms to language & style of the discipline.
Goal 3 part b: Students will demonstrate their ability to ... ethically conduct a study,....	Fails to understand or adhere to the ethical principles & standards of psychology, minimal ability to explain or evaluate the impact of psychology on society, & minimal knowledge and skills with limited ability to apply these to serve professional and community needs.	General understanding & ability to evaluate how ethical principles & standards of psychology impact society, & can, with minimal ethical errors or deviations from standard practice, apply their knowledge & skills to serve professional & community needs.	Demonstrates rigorous & conscientious appreciation of how the ethical principles & standards of psychology impact society, & their writing & other work demonstrates complete adherence with these principles & standards when engaged in professional & community activities.

Appendix 2 – Psychology Research Methods & Quantitative Analysis Rubric

Artifact Final Course Grades	Green	Yellow	Red
PS201	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
PS202	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
PS301	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
PS304	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)

Appendix 3 – Psychology Core Coursework Rubric

Artifact Final Course Grades	Green	Yellow	Red
Biopsychology PS303 or PS315	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
Developmental - Social PS204, PS318, or PS340	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
Applied Psychology PS305, PS306, or PS310	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)

Appendix 4 – Behavioral Sciences Academic Advising Evaluation

We are interested in your experiences with a number of features of the department. Your feedback will help us identify what we do effectively and what we could improve. Please take a moment to answer these confidential questions so that we can work together to provide you with a department that tries to help you accomplish your goals. Fold this form in half, tape or staple it, and return it via campus mail to the department. Thank you for your participation!

Please answer the following questions about yourself in the space provided.

Major 1 _____ Major 2 _____ Minor _____

Current class rank at Millikin: ___ First Year ___ Sophomore ___ Junior ___ Senior

Class rank when you declared your major in the department:

___ First Year ___ Sophomore ___ Junior ___ Senior

Other: _____

Advisor: ___ Collinsworth ___ Garrison ___ St. James ___ Scircle ___ White

You just met with your advisor to schedule classes for the Fall "year" semester. For your recent class scheduling experience, please mark your answers using the scale below.

1. Very dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very satisfied

- ___ Convenience of scheduling your appointment with your advisor
- ___ Amount of time spent with advisor during the class scheduling appointment
- ___ Advisor's feedback about progress in meeting graduation requirements
- ___ Advisor's knowledge about course options or selections in the major
- ___ Advisor's knowledge about course options or selections in university studies (MPSL)

During the school year, you likely email, call, or meet with your department advisor about questions you have about your plan of study, internship or work opportunities, research opportunities, etc. Based on your year round experiences with your advisor in these areas, please mark your answer using the scale below.

1. Very dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very satisfied 6. Not applicable

- ___ Availability throughout the academic year (e.g., questions, meetings)
- ___ Timeliness of response to my questions or concerns (e.g., phone, email, meeting)
- ___ Ability to answer academic or plan of study questions
- ___ Knowledge about campus support programs (tutors, Learning Center, Counseling Services, etc.)
- ___ Knowledge about co-curricular opportunities (student organizations, speakers)
- ___ Knowledge about whom to contact to answer academic questions
- ___ Helpfulness with career preparation and planning
- ___ Information about job opportunities on campus or in the community
- ___ Attitude toward me as an individual

Any additional comments: