

**Assessment Report for Student Learning
In The Psychology Major
2018-2019 Academic Year**

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Introduction

This academic year realized important changes in the curriculum for psychology majors going forward. These changes mark the first time in at least 15 years that the curriculum has been examined in this way and modified. Going forward, Psychology majors will be required to choose from among four Concentrations: Clinical, Experimental, Social, and General. These Concentrations are explained in Appendix 5. We believe that these Concentrations will provide direction for students as they plan their work in the major, and as they begin to contemplate the direction their careers will take once they graduate from Millikin University. They parallel the major areas of psychology, and they are consistent with the skills and expertise of the three current professors in the department. It is our hope that these Concentrations will also help with clarifying our recruiting efforts as prospective students can grasp the various aspects of psychology on which they may concentrate. To achieve fully this division of the discipline, eight new courses were added: Psychology of Adulthood and Aging; Child and Adolescent Psychology; Practicum in Clinical Psychology; Introduction to Clinical Psychology; Research Seminar (Beginning and Advanced); Social Cognition; Stereotyping and Prejudice. While this present Assessment Report is based on the old curriculum, any assessment of the past academic year would be incomplete without acknowledgment of the efforts of the faculty to prepare all the documents needed to propose the changes.

Executive Summary

This assessment report on the psychology major examines student learning during the St2018-2019 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 Green Level, meaning that we have demonstrated accomplishment of student learning goals, but have one area needing attention. Our plan for improving that area is discussed below.

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.

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. During the 2018-2019 school year, we had three faculty members in Psychology, and one in Human Services. A successful search was conducted for a second position in Human Services; we are delighted with the additional of Dr. Emily Lux as Assistant Professor.

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.g., Qualtrics) and analysis (SPSS™). The computer lab (SH427) remains a vital home for research done by students and by students in collaboration with faculty. We have enlisted the assistance of IT to update the computers in the lab. There are currently 8 tower computers in the lab that are two years old. It is perhaps noteworthy that with increasing ownership of laptops by students, the need for desktop computers is declining. However, understanding that most research is conducted by teams of researchers, this computer lab provides the needed gathering place for those teams to meet and work.

There were 53 Psychology majors in December 2018, and 18 minors. There were 45 majors in May 2019, and 19 minors.

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 one 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 four.

Table 1 reports the Psychology courses offered for '18-'19, along with their enrollments.

**Table 1.
Courses and Enrollments**

Fall 2018

Course #	Course Title	Instructor	Enrollment
PS13001	Introductory Psychology	St. James	49
PS13002	Introductory Psychology	Scircle	20
PS13003	Introductory Psychology	Scircle	19
PS20101	Statistical Methods x-listed	Collinsworth	55
PS20201	Experimental Psychology	Collinsworth	14
PS26001	Research Seminar	Scircle	4
PS30101	Advanced Statistical Methods	St. James	11
PS31001	Principles of Psychopathology	McGarry	19
PS31501	Sensation and Perception	St. James	20
PS34001	Lifespan Developmental Psychology	Robertson	10
PS36001	Clinical Psychology Practicum	Collinsworth	5
PS36002	Psychology of Women	Collinsworth	29
PS36019	Stereotyping and Prejudice (Independent Study)	Scircle	1
PS36029	Violence Against Women (Directed Study)	Collinsworth	1
PS45001	Experimental Psychology Capstone	St. James	1
PS45002	Experimental Psychology Capstone	Collinsworth	2
PS45003	Experimental Psychology Capstone	Scircle	3

Total Enrollment =263 Part-Time =29 Full-Time = 234

Spring 2019

Course #	Course Title	Instructor	Enrollment
PS13001	Introductory Psychology	St. James	29
PS20101	Statistical Methods x-listed	Collinsworth	38
PS20201	Experimental Psychology	Scircle	14
PS26001	Research Seminar	Scircle	4
PS26002	Introduction to Clinical Psychology	Collinsworth	9
PS30301	Cognitive Neuroscience	St. James	18
PS30401	Advanced Experimental Psychology	St. James	11
PS30501	Social Psychology	Scircle	18
PS30601	Tests and Measurement	Collinsworth	10
PS31002	Principles of Psychopathology	McGarry	14
PS34001	Lifespan Developmental Psychology	Robertson	27
PS31819	Personality Theory (Directed Study)	Collinsworth	1
PS36001	Clinical Psychology Practicum	Collinsworth	3
PS36002	Social Cognition	Scircle	10
PS45001	Experimental Psychology Capstone	St. James	2
PS45002	Experimental Psychology Capstone	Collinsworth	2
PS45003	Experimental Psychology Capstone	Scircle	3

Total Enrollment =213 Part-Time = 16 Full-Time =197

4. The Psychology Learning Story

The Psychology faculty has remained stable over the past year. Dr. Melissa Scircle was promoted with tenure; she is an invaluable member of the Department and the University. We have enjoyed the needed level of the three full time faculty members for five years. As described above, a major initiative in curriculum review resulted in exciting and innovative division of course work.

Going up a level from the new Concentrations, 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. The research component includes basic and advanced courses in statistics and in experimental psychology (research methods), and culminates in the Capstone. The content courses have been generally divided into three Concentrations (the General Concentration has only the requirement of one course from each of the other three Concentrations, and then two more from any Concentration): Clinical, Experimental, and Social. Selection of a Concentration provides direction for students both while at Millikin and as they plan their future careers.

The developmental strategy. Courses in the four Concentration areas are not sequential. Selection of a Concentration in joint discussion with their faculty advisor will provide four electives from which students will choose three. Clinical Concentration has seven elective courses; Introduction to Clinical Psychology is a required course for the Concentration, and is among the seven. A more complete explanation of the organization of courses is contained in Appendix 5.

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.

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 Experimental Psychology in the Spring of their Freshman year, 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. There is frequently a strong and obvious bond among the group of students taking Experimental Psychology, Advanced Statistics, and Advanced Experimental Psychology as peer assistance is encouraged. Students working through their Capstone projects together establish the very essence of a learning community. Various faculty hold joint meetings with the Capstone students so they can support and learn from one another.

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 6. (Because of difficulties with formatting, this is in a separate 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.¹ [These data are current as of 2010.]

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

Millikin is among only three schools that require an empirical research capstone. Most schools require a capstone, but it is usually a literature survey, rather than an empirical study. Only about half (13 of 25) of the other schools even *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 ²	Empirical Research Capstone
Millikin University	R	R	R	R	R

Peer Institutions

¹ Some schools had a two-semester sequence combining methods and statistics. They are listed here as having Basic Statistics and Basic Research Methods. The University of Indianapolis is omitted, as their web site did not specify the courses required for the major.

² A course by this title is likely to include some discussion of advanced topics in statistics, and combine, to some undeterminable degree, the Advanced Statistics and Advanced Experimental Psychology courses. I lump them together as Advanced Experimental Psychology.

Concordia College	R		R		O
Drury University	R	O	R	R	O
Elmhurst College	R		R		
Gustavus Adolphus College	R		R		
Luther College	R		R		
Otterbein College	R		R		
University of Evansville	R		R		O
University of Portland	R		R		O
Whitworth University	R		R		O

Aspiration Institutions

Baldwin-Wallace College	R		R	R	R
Hope College	R		R		
Illinois Wesleyan University	R		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 Tables 3 and 4).

Learning Goal 2 will be assessed by examining the grades of Psychology majors for the three core content areas (see Table 5).

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

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 10 of 12 students. Two students did little or nothing on their projects and received F's.

As shown in Table 4, grades across the four research methods courses were also generally good. Grades of A and B were earned by 73% of the students, and C's by 10% (2 received a D or F).

We assess this goal at the **Green** level (i.e., 70% earned C or above).

Learning Goal 2.

Grades in the four core content areas are reported in Table 5. Grades of A or B were earned by 79% of students, while 5% earned C's and 10% D's or F's.

We assess this goal at the **Green** level (i.e., 70% earned C or above).

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 extremely weak performance.

We assess this at the **Yellow** level. The two students who failed the course did not complete their Capstone project. However, our goal is for all students to satisfactorily complete the Capstone project. While recognizing 100% as a lofty goal, we expect that if students have successfully completed the statistical and research methods courses to arrive at the Capstone, they should all be satisfactorily prepared to complete it. Unfortunately, life interrupts students' progress toward their goal of completing the undergraduate degree, and that was the case for both students who failed the Capstone. In addition, we recognize that this course is (and should be) a challenging course. Independent research is optional at most of the institutions listed above in Table 2, only required in 3. We believe it is one of the advantages we offer our majors. The faculty

intend to intervene sooner in the semester to advise students to drop the course if circumstances are preventing them from completing it satisfactorily.

Advising.

Results of the advising survey for Spring '19 are reported in Table 6. 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.” (These averages are across all full-time faculty in the Department of Behavioral Sciences. Psychology faculty also advise some students in Human Services, and we have no way to separate the surveys by major. Ratings are similar across all department faculty.)

Table 3. Capstone—Frequency by Grade

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3	5		2								2

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
6	1		3			2					1

Advanced Statistics											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
7			1			1					

Basic Experimental											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
2	3	1	7			1	1			1	

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

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	2	3	4	2	1						

Developmental/Social Core											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4	2		2	2	2				1	1	1

Applied Core											
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3	2			1			1				1

Table 6. Results of survey of advising for Spring 2019—Department of Behavioral Sciences.

Descriptive Statistics		
	N	Mean
Convenience of scheduling appointment	58	4.95
Amount of time spent with advisor during class scheduling appointment	58	4.95
Advisor's feedback about progress in meeting graduation requirements	58	4.90
Advisor's knowledge about course options or selections in the major	58	4.88
Advisor's knowledge about course options or selections in university studies MPSL	57	4.91
Advisor's availability throughout the academic year	58	4.83
Timeliness of responses to my questions or concerns	58	4.86
Ability to answer academic or plan of study questions	58	4.88
Knowledge about campus support programs	58	4.72
Knowledge about co-curricular opportunities	57	4.74
Knowledge about whom to contact to answer academic questions	58	4.83
Helpfulness with career preparation and planning	58	4.83
Information about job opportunities on campus or in the community	57	4.70
Attitude toward me as an individual	58	4.91

Appendix 1 – Psychology Capstone Project Rubric (PS450)

Student Learning Goals	Nominal	Adequate	Excellent
<p>Goal 1: Ability to distinguish between non-scientific v. scientific approaches to mind & behavior, & critique the similarities & differences between psychology & other sciences.</p>	<p>Restates some general ideas but shows no evidence of key distinctions or ability to critique.</p>	<p>Understands most key distinctions; but process of moving from explanation to conjecture to analysis to synthesis is incomplete.</p>	<p>Demonstrates thorough understanding of key distinctions, & can readily move from explanation to conjecture to analysis to synthesis.</p>
<p>Goal 3 part a: Students will demonstrate their ability to use various databases to develop an appropriate re-search design, ..., analyze the study, and report their data in accordance with the professional standards of the discipline.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Goal 3 part b: Students will demonstrate their ability to ... ethically conduct a study,....</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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	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	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	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 _____

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:

Appendix 5 Description of New Curriculum

Major in Psychology

Psychology is the scientific discipline with diverse domains that encompass variables from the most basic (e.g., neuroanatomy and neurochemistry) to the interactional (e.g., sociocultural) levels. The discipline employs the scientific method to understand mind and behavior, and also delivers clinical and consulting services derived from this empirical base. A major in psychology leads to a Bachelor of Science Degree and is designed for the student seeking a liberal arts degree or graduate study leading to a Master's degree or a Ph.D. in experimental (e.g., cognitive, learning, physiological, quantitative, industrial/organizational, memory), or social (e.g., attitudes, person perception, judgment and decision-making, stereotyping and prejudice, relationships), or clinical (e.g., psychotherapy, psychological assessment, child and adolescent counseling) areas of psychology. This degree is the preferred path to a career as a practitioner, researcher, or psychology professor. Emphasis is in the scientific skills and basic research areas of psychology. A total of 33 hours is required; 21 of which have to be at the 300 level or above.

The following courses are required of all majors:

Discipline Foundation

PS130, Introductory Psychology

Research Methods and Quantitative Analysis

PS201, Statistical Methods in Behavioral Sciences

PS202, Experimental Psychology

PS301, Advanced Statistical Methods

PS304, Advanced Experimental Psychology

PS450, Experimental Psychology Capstone

In addition, students must declare a concentration from one of four options explained below.

Students must choose among four (4) concentrations: 1) General; 2) Clinical; 3) Experimental; 4) Social. If desired, a student may elect to complete multiple concentrations of Clinical, Experimental, and Social. The following requirements are in addition to the courses listed above as **Discipline Foundation** and **Research Methods and Quantitative Analysis**.

1) The **General Concentration** allows a student to select courses from the other three concentrations without choosing emphasis in any particular area. This concentration allows for exploration of multiple areas that will allow a student to have flexibility in determining future studies or careers. Students must complete 15 hours in psychology in addition to those listed above required of all majors. To complete this concentration, students must complete three (3) hours from each of the three other concentrations (total of 9 hours), and then six (6) more hours from any concentration (electives).

2) The **Clinical Concentration** is an option to students who are considering graduate studies in Clinical Psychology. The coursework is based on the Scientist-Practitioner model that utilizes the interface between clinical research and clinical practice. In the best of worlds, each informs the other. Scientist-Practitioners and Practitioner-Scientists must embrace controversy and maintain an environment that is conducive to constant questioning, change, and exploration; what we accept as fact today will be overturned and replaced by a new understanding tomorrow through this process of challenge, research, and re-examination. Without this process of questioning, there is no science—merely a system of beliefs. This concentration option allows recognition that one's elective options have focused on clinical psychology coursework.

The requirements for Clinical Concentration are Introduction to Clinical Psychology PS2XX, three (3) hours from Experimental offerings, three (3) hours from Social offerings, and a total of six (6) hours from the following courses:

PS206 Introduction to Clinical Psychology (required)

PS280 Psychology Research Group (if research is associated with Clinical Psychology)

PS306 Tests and Measurement

PS310 Principles of Psychopathology

PS318 Personality Theory

PS342 Child and Adolescent Psychology

PS344 Adulthood and Aging

PS406 Clinical Psychology Practicum

PS260; PS360 Special Topics (specifically designated Clinical Concentration)

3) The **Experimental Concentration** encompasses three main areas. Sensation and Perception examines how we know about the world through our senses and the conscious representation of the world that builds on sensory input. Cognitive Psychology involves the experimental study of the basic aspects of mental life, including memory, attention, and executive function. Cognitive Neuroscience explores the neural underpinnings of sensation, perception, and cognition and how they arise from the activity of the brain and other neural structures.

The requirements for Experimental Concentration are three (3) hours from Clinical offerings, three (3) hours from Social offerings, and nine (9) hours from the following courses:

PS280 Psychology Research Group (if research is associated with Experimental Psychology)

PS303 Cognitive Neuroscience

PS306 Tests and Measurement

PS315 Sensation and Perception
PS332 Memory and Cognition
PS260; PS360 Special Topics (specifically designated Experimental Concentration)

4) The **Social Concentration** focuses a branch of psychology concerned with how social influences affect how people think, feel, and act. The way we perceive ourselves in relation to the rest of the world plays an important role in our choices, behaviors, and beliefs. Conversely, the opinions of others also impact our behavior and the way we view ourselves.

The requirements for Social Concentration are three (3) hours from Clinical offerings, three (3) hours from Experimental offerings, and nine (9) hours from the following courses:

PS280 Psychology Research Group (if research is associated with Social Psychology)
PS305 Social Psychology
PS309 Social Cognition
PS334 Stereotyping and Prejudice
PS318 Personality Theory
PS260; PS360 Special Topics (specifically designated Social Concentration)