Assessment Report for Student Learning
In The Psychology Major
2012-2013 Academic Year

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Although we have hired a third Psychology faculty member full time, the Psychology major is still in flux. I include the section from last years' report detailing our thoughts about changes to the course requirements. I expect that we will begin implementing these during the coming year, but some of the decisions need to await discussion this Fall with Melissa Scircle, the new faculty member, whose specific interests will help shape the curriculum.

Review of the current curriculum and proposed changes

Linda Collinsworth and I met on July 13, 2011 to plan for changes to the departmental curriculum in light of the changes in staffing that have and will occur. Such changes offer opportunities as well as headaches.

We reviewed the entire Psychology curriculum course by course in terms of which courses each of us currently teaches and which ones we particularly want to continue to teach. That then gave us a list of courses that could make up the teaching load of the new faculty member. We decided on the following:

Drop Industrial/Organizational Psychology from the departmental offerings. This is a somewhat specialized course that was nice to offer, but not a necessary part of the

will not figure directly into course load, since it would amount to 5-6 students each year for each faculty member (and some of those will overlap with JMS).

Add Tests and Measurements to our required research methods core. A major distinction for our department is in having a truly rigorous core of courses in research methods, leading up to the empirical Capstone research project. This would give all students a good introduction to a set of techniques that many use in their Capstone research. By requiring Basic Statistics as a prerequisite, this would permit Linda to build on material already covered.

Reconfigure our

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.

Table 1.
Courses and Enrollments

Fall 2012

Course #	Course Title	Instructor	Enrollment
PS13001	Introductory Psychology	St. James	60
PS13002	Introductory Psychology	St. James	43
PS20101	Statistical Methods x-listed	Collinsworth	61
PS20201	Experimental Psychology	St. James	30
PS26001	Research Seminar	Collinsworth	3
PS30101	Advanced Statistical Methods	St. James	24
PS31001	Principles of Psychopathology	Collinsworth	36
PS31002	Principles of Psychopathology	Garrison	33
PS31901	Personality Theory	Collinsworth	21
PS31501	Sensation and Perception	St. James	32
PS31801	Personality	Collinsworth	33
PS34001	Lifespan Developmental Psychology	Fennesey	28
PS45001	Experimental Psychology Capstone	St. James	10

Total Enrollment =414   Part-Time = 28   Full-Time = 386

Spring 2013

Course #	Course Title	Instructor	Enrollment
PS13001	Introductory Psychology	St. James	65
PS20101	Statistical Methods x-listed	Collinsworth	56
PS26001	Research Seminar	Collinsworth	4
PS30401	Advanced Experimental Psychology	St. James	16
PS30601	Tests and Measurements	Collinsworth	9
PS31001	Principles of Psychopathology	Collinsworth	32
PS31002	Principles of Psychopathology	Garrison	25
PS31003	Principles of Psychopathology	Mack	22
PS33201	Memory and Cognition	St. James	36
PS34001	Lifespan Developmental Psychology	Fennesey	36
PS34002	Lifespan Developmental Psychology	Fennesey	35
PS45001	Capstone	St. James	7

Total Enrollment =343   Part-Time = 103   Full-Time = 240

4. The Psychology Learning Story

The Psychology major was extensively revised in 2003 to emphasize preparation for graduate school. This change in emphasis was made possible by a recommitment of resources within the Department of Behavioral Sciences, with one full-time faculty position in Psychology switched to Human Services, permitting the hiring of a second full-time faculty member for that major. Traditionally, the p99 236.81 73.08 0.48004 ref4185.9 99 236.81 73

Computer Laboratory in 1990 and again in 1997, I emphasized the role that such a laboratory could play in providing 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 difficulties with formatting, this is in a separate file titled 08 Psy BSs Major Sheet.doc)

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*

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

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 cru0e6 0 0 1 ETn3.304 15.72 re9(

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.

Advising.

Results of the advising survey for Fall '10 are reported in Table 6. Items were scored on a 5-

Biological Core[3]

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4	2	2	8			1	1				1

Learning/Cognitive Core[4]

A	A-	B+	B	B-

Helpfulness with career preparation and planning	84	4.85
Information about job opportunities on campus or in the community	84	4.96
Attitude toward me as an individual	84	4.83

Final Course Grades			
	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)
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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