2022-2023 Psychology Department Program Review

Table of Contents

Introduction: Department History and Current Faculty Members

Although Hanover College offered a few courses in "psychology" in the years following World War I, most of these offerings were taught by philosophers and educators. In 1936, Hanover's first professionally trained psychologist, Dr. George A. Zirkle, arrived from Duke University. Dr. Zirkle and his wife, Sara (also a psychologist), were two of the most celebrated students in J.B. Rhine's parapsychological laboratory. By 1947, Dr. and Mrs. Zirkle had greatly expanded the number and quality of psychology offerings such that Hanover College was able to advertise a complete major in psychology. The psychology staff consisted solely of Dr. Zirkle and various part-time help until 1963, when Dr. Harve E. Rawson joined the staff as the second full-time trained psychologist. Throughout the 1960's and early 1970's, psychology at Hanover College grew rapidly and was soon the second largest major and the largest producer of students pursuing post-baccalaureate graduate and professional training.

Until the late 1980s, the department only had three members, each of which served the college for extended periods of time. The 1990s brought growth but also some turnover. By the mid-2000s, however, the department stabilized and thrived around a core of four tenure-track positions that included Dr. John Krantz (cognition/sensation & perception), Dr. Skip Dine Young (clinical), Dr. Ellen Altermatt (developmental) & Dr. Bill Altermatt (social). Four positions were never quite enough to fully staff all the necessary classes so Hanover hosted a number of visiting professors until Dr. Kati Tuttle joined in a tenure track position in 2015 (neuropsychology/forensic).

At that point, the Department believed we would finally be able to realize the potential of the department's dynamic, lab-based curriculum. However, over the course of the '18-'19 academic year, the Altermatts took positions at Carleton College in Minnesota, and Dr. Tuttle resigned her position when her husband was transferred to Arkansas. While everyone left on good terms and have all continued to assist Hanover and the department from a distance, these changes did bring about a loss of momentum. Since 2019, the department has been attempting to refill the positions while also working through the pandemic, with at least one visiting and/or tenure-track search every year. Dr. Kate Snyder joined the faculty as the tenure-track Developmental Psychologist in 2019 but left in 2021 to be closer to family. This role was filled by Dr. Rachel Thomas, first as visiting and now as a tenure-track faculty member. The Neuropsychology tenure-track position has been filled by Dr. Mary Saczawa in 2020. In Spring of 2022, Dr. Krantz, our senior member, chose to take graduated retirement, continuing to teach courses in a part-time capacity through 2023-2024. Dr. Dine Young is the only continuing full-time tenured member of the department (see [Appendix A](#) for CVs for Drs. Thomas, Saczawa & Dine Young).

The Psychology Department is in the process of expanding the faculty. We are currently in the middle of a very promising tenure-track search for either a social or cognitive psychologist to start in Fall 2023, Next year we hope to fully re-constitute the department by adding a fifth tenure-track faculty member to start Fall 2024.

Section 1: Department Support for the Mission of Hanover College

Hanover College Mission Statement:
> *Hanover College is a challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning and meaningful service. Hanover College is dedicated to creating a distinctive intellectual community within which students are challenged and nurtured to take responsibility for their learning and their lives and to develop their unique abilities to their highest levels. The achievement of these purposes requires personal commitment, a willingness to accept responsibility and discipline in exercising it. Academically, Hanover College emphasizes the importance of oral and written expression, intellectual curiosity and sound judgment.*

The Psychology Department prides itself on actively supporting the Hanover College mission, its students, and its community. The major is designed to provide students with a breadth of knowledge across major subfields of Psychology, to teach them to synthesize across areas and disciplines, and to foster a lifelong passion for learning and critical evaluation. The unique structure of the major, including multiple laboratory courses, gives students the opportunity to find and develop skills in and enthusiasm for research and critical inquiry.

Goals and Learning Objectives for the Program

In order to ensure that our students are receiving a high-quality education, the department has adopted the program goals and learning objectives provided by the American Psychological Association Board of Educational Affairs' Task Force on Psychology Major Competencies. These goals and their associated student learning outcomes (SLOs) are presented in Appendix B. However, rather than simply attempting to meet these goals in at least one course that students may or may not take, an aim of the Psychology Department and program is that all our courses will speak to all of the learning objectives set for the program. To that end, all courses offered in the Psychology Department address at least the overarching principles referenced in the learning outcomes above. Additionally, many courses target specific goals/objectives, offering more frequent and intense opportunities for development of the skill or knowledge of interest. A table presenting the specific learning outcomes addressed in each course offered in the psychology program is provided in Appendix C.

Distinctive Characteristics of the Hanover College Psychology Program

It has been long recognized and accepted that labs are vital for courses in natural sciences such as biology, chemistry, and physics, in order for students to effectively absorb and apply the concepts they learn in class. As such, it is typical for most courses in other natural science divisions to include weekly laboratory sections as a required component. However, despite the importance of applying similar scientific reasoning and methodological rigor to our understanding of psychology, not to mention the substantial overlaps between psychology and other natural sciences, many schools consider laboratory components to be unnecessary for most—if not all—psychology courses.

At Hanover College, we see the value inherent in these laboratory components. We have therefore designed our curriculum such that our students engage in hands-on, applied research several times throughout the major curriculum. Many of our courses require completion of full research projects, including proposing a project, submitting IRB applications, collecting and analyzing data, and presenting the results. This kind of research project is widely referred to as a Course-Based Undergraduate Research Experience (CURE), a laboratory approach in which students are guided through the process of identifying and studying an original research question. As opposed to laboratory activities seen in most natural science courses, which involve students following step-by-step instructions to produce an expected result, CUREs force students to evaluate multiple aspects of a research question, including potential causes, effects, and

confounds in order to come to an answer. This process encourages critical thinking, problem solving, and persistence and has been shown to have extensive benefits not only for students' understanding of course concepts but also their ability to critically evaluate claims outside of the classroom. Most undergraduate psychology programs require students to engage in some level of student-driven research, but this is typically limited to a singular Research Methods course. If the program offers other courses with laboratory sections, they are often limited to classes in biological psychology or upper-level electives and often include only the follow-the-recipe type activities seen in many natural science lab courses.

In contrast, Hanover College Psychology majors will have completed no fewer than four full research projects by the time they graduate. In addition to the common research project in Research Methods, students are required to take either Learning or Cognitive Psychology and either Social Psychology or Adulthood and Aging, all of which include CUREs. In their senior year, all of our majors complete a two-semester research project, culminating in a presentation at a regional conference (COVID-permitting). Our students have reported that these experiences have been invaluable for applying to graduate and professional school but also for critically evaluating research claims they observe in their everyday lives. The benefits of this approach have been recognized by representatives from the Society for the Teaching of Psychology, who asked the Hanover College Psychology faculty to write a chapter on our program design for a book on undergraduate research in psychology (Krantz et al., 2008).

In addition to the clear benefits to students in terms of learning to apply course concepts and building research skills, several studies have indicated that CUREs provide additional benefits to underrepresented students (Boysen et al., 2020; Estrada et al., 2016; Frankowski, 2021; Morrison et al., 2020). Underrepresented students, including students of color, students coming from disadvantaged backgrounds, and first-generation college students, face several barriers to pursuing graduate education or careers in STEM fields. One of the most notable barriers is a lack of the kind of research experience that is often considered a prerequisite for such post-baccalaureate pursuits. Because of additional limitations, such as time or funding constraints, misunderstanding cultural norms regarding getting involved in research, or feelings of inadequacy or insufficient preparation, students from underrepresented backgrounds are less likely to pursue extracurricular research experiences (Bangera & Brownell, 2014). Including research experiences in the course design provides these students with the opportunity to gain the knowledge and skills that will prepare them to engage in non-course-based research, thereby increasing representation in extracurricular research labs, post-baccalaureate research employment, and STEM graduate education programs. Effects of CUREs have been exhibited extensively in other natural science fields (Buchanan & Fisher, 2022; Duboue et al., 2022; Estrada, 2016; Malotky et al., 2020), but less research has been conducted in Psychology because, although most undergraduate programs include course-based research, it is largely limited to courses specific to Research Methods or upper-level electives, rather than being included 100- and 200-level courses and other courses required for the major (Perlman & McCann, 2005).

Course-based research experiences may prove to be particularly important for Psychology students. The research on CUREs in other disciplines have reported improvements in research self-efficacy and decreases in science anxiety—a fear or anxiety specific to performance in science classes or on science-based tasks (see Mallow, 2006, for review; Martin et al., 2021). Studies across majors have found that students majoring in the social sciences (including psychology) have significantly higher science anxiety (Hong et al., 2019; Mallow, 2006; Udo et al., 2004), they may experience greater improvement in their research self-efficacy when introduced to research as part of a course-based research experience (Birkett & Shelton, 2011; Frankowski, 2021). Research assessing Hanover College students' levels of science anxiety at the start of their academic careers as well as the change over time is slated to begin in Winter 2023. We will be collecting data from students each semester they take a laboratory course in any department or any course in the Psychology department. This will allow us to assess initial levels of science anxiety in students of various majors, how levels of science anxiety change over time, and what effects traditional laboratory versus CURE courses might have.

Program Contributions to the College Curriculum

Consistent with the design of a liberal arts education, Hanover College students are required to take courses that provide them with a breadth of knowledge and help them develop vital skills. These general education requirements are divided up into Core Curriculum Requirements (CCRs) and Areas of Competency and Engagement (ACEs). CCRs ensure that students are being exposed to courses in various domains, including natural sciences, arts, languages, religious perspectives, and health and fitness. ACE courses are designed to help students to develop their skills in areas such as writing, speaking, and quantitative literacy. Several courses offered by the Psychology department fulfil CCR and ACE requirements (see Appendix D for details on courses and the requirements they fulfil).

Most majors at Hanover College require students to take cognate courses in other departments, and Psychology courses are often among these courses. Some majors (e.g. Elementary Education) include psychology courses as required cognates, whereas other majors (e.g. Business Scholars Program – Management Concentration) might require students to choose three courses from a list that includes one or more psychology courses as well as courses from other departments. Details of cognate requirements including psychology courses are provided in Appendix E.

Finally, in addition to Psychology's contributions to the general education curriculum and other majors' cognate requirements, several psychology courses are common prerequisites for graduate and professional education programs. Introductory Psychology and Lifespan Human Development are prerequisites for most health professional schools, and Abnormal Psychology is often either required or recommended for medical school as well as doctoral programs in health professions such as Physical and Occupational Therapy. The utility of psychology in health professions is even recognized by veterinary schools, with several recommending at least one psychology course. In speaking with representatives from the upcoming Occupational Therapy Doctoral program at Hanover College, they expressed a desire to develop a streamlined advising portal for Psychology majors who are interested in pursuing Occupational Therapy because the overlap is so great.

Faculty Contributions to the College

As is typical at a small liberal arts college, faculty at Hanover College tend to participate in several service roles, including advising student organizations, serving on committees, and contributing to student success. Given the recent turnover in positions, it is notable that all three full-time tenured/tenure-track faculty members are highly active on committees that require substantial time and effort contributions.

Dr. Dine Young is a founding member of the Early Alert Team, a group made up of faculty, staff, and administrators dedicated to promoting student success through early detection of problems that have the potential to grow and negatively impact a student's performance. Members of the Early Alert Team receive notifications from faculty as well as staff members such as coaches or residence life staff alerting them to a potential problem behavior, such as failing to submit multiple assignments or missing practice. The Early Alert Team then reaches out to other faculty or staff involved with the student in order to assess the extent of the issue and to develop a plan of action to help the student to get back on track. Until recently, Dr. Dine Young was also serving as the Director of Outcomes Research, a half-time administrative position. As newer members of the department, Dr. Saczawa and Dr. Thomas are less involved with faculty governance but are still actively participating in important faculty committees. Dr. Thomas is a member of Committee on the Assessment of Teaching and Learning. Dr. Saczawa is a member of the College IACUC and is currently the chair of the Hanover College Institutional Review Board.

In addition to formal committee involvement, the department faculty serve as advisors for student organizations, such as Psychology Club and Psi Chi, and regularly contribute to campus events, such as admissions events or the pre-finals Late Night Pancake Breakfast.

Recommendations for Improvement

Support for the College mission: Given the impact of course-based undergraduate research experiences discussed above, the department faculty have agreed that, in an ideal scenario, we

would add a laboratory component to our introductory course, PSY 111 – Basic Principles of Psychology. The program was originally designed with the intention of adding a lab to the introductory course (there is even a room in the Science Center labeled "Introductory Psychology Lab"), but we have been unable to do so due to faculty constraints. Extensive research in the field of psychology pedagogy has indicated that research experiences in introductory psychology courses have substantial benefits in students' content learning (Tieman et al., 2009) as well as their understanding of scientific reasoning (Holmes & Beins, 2009; Schmid et al., 2021). Several calls have been made to integrate hands-on research experience into Introductory Psychology courses (Gurung & Hackathorn, 2018; Holmes & Beins; Peterson & Sesma, 2017; Thieman et al., 2009), including a recommendation from The American Psychological Association Board of Educational Affairs Working Group (APA, 2013). Further, several disciplines have recognized the lack of and the dire need for CUREs in courses for non-majors (Ballen et al., 2017) in order to improve scientific literacy and evidence-based decision making among non-scientists. Despite being "a science", students often report that psychology is less intimidating than other sciences, such as biology or chemistry. Therefore, non-STEM students may be more open to a course-based laboratory experience in psychology, which could then provide them with the knowledge, skills, and self-efficacy necessary to explore other STEM fields. We recognize that adding a laboratory component to PSY 111 – Basic Principles of Psychology is not possible with our current number of faculty, but we do expect that the change would significantly improve the course and increase the department's contribution to the College's mission to "[emphasize] … intellectual curiosity and sound judgement".

Revision of department goals and SLOs: Recognizing the need for regular revision of program goals and outcome measures, the American Psychological Association Board of Educational Affairs has a Task Force on Psychology Major Competencies that is responsible for revision of the undergraduate major guidelines on a 10-year cycle. Version 2.0 of the guidelines was published in 2013, meaning that the updated guidelines are expected in the coming months. The department will review all changes to the guidelines and integrate them into the department goals and outcomes as appropriate.

Section 2: Academic Quality

Comparison of Performance on ETS Major Field Test

As part of their major comprehensive evaluation, all Hanover College Psychology majors must take the Major Field Test administered by ETS (Educational Testing Service). This test covers most major subfields of psychology and assesses the breadth and depth of students' knowledge of the field of psychology. Despite it not being an ideal metric for assessment of our major (see Section 5 of this document), the Major Field Test does provide valuable information for evaluating the quality of the Psychology program. In addition to students' individual scores, ETS makes available statistics for all students who have taken the test. This allows us to compare Hanover College students' performance on the test to that of students across the country. Five-year summaries for the overall test as well as the subtests are presented in Appendix F. These results suggest that Hanover College's psychology majors are performing better than the national average across the board when it comes to the sub-areas of psychology. This finding indicates a general strength in the basic psychological knowledge that our students are acquiring as they progress through the psychology curriculum.

However, student performance has dropped in three of the four subfields as well as overall compared to 2021, and a marked drop is observable when compared to 2018 and 2019 scored. The causes behind these findings are unclear, but the 2022 graduating class has experienced a great deal of instability over the past few years, both in terms of departmental faculty and in terms of the overall learning environment due to COVID-19. It is possible that with all these changes, certain basic psychological information "fell through the cracks."

As detailed in Section 5, the current major requirements do not include all aspects of the ETS exam. Rather, students are directed to choose one from multiple combinations of two or three courses (e.g. take either PSY344 – Social Psychology or PSY346 – Adulthood and Aging). In addition a majority of our students never taking classes specific to major areas of the ETS exam, the timing of the exam (February) means that many students have only been in classes covering some of these areas for a few weeks. For these and other reasons, the department is currently evaluating alternatives to the ETS exam.

Post-Hanover Outcomes for Majors

Post-graduation outcomes for students who graduated in 2017-2021 are presented in Appendix G. Within one year of graduating, almost all of our graduates were employed full-time and/or pursuing graduate education. In the past five years, no graduates reported being unemployed one year after graduating (two graduates were unable to be contacted).

Although these data show positive outcomes for Psychology graduates generally, the second table speaks more to the quality of the program and the degree to which the major prepares our students to pursue careers in the field of Psychology. Of the 97 graduates that were able to be contacted, over two-thirds of them were pursuing a graduate degree or a career in psychology. Thirty-four were pursuing a graduate degree, with seven enrolled in doctoral programs. Additionally, 31 graduates were working as mental health professionals, including 18 who were working as behavioral technicians or counselors. In addition, our graduates were employed in fields such as education and business.

This diverse picture of outcomes is consistent with the comprehensive liberal education philosophy of our department. While we want to prepare students to be successful in psychology and mental health, we also believe that a student's experience as a psychology major will prepare them for other fields by providing them with the critical thinking skills and knowledge of human functioning inherent in the discipline of psychology.

Recommendations for Improvement

One of the most glaring findings of this self-assessment has been the need for more systematic evaluation of specific learning outcomes and practices. Beyond tracking student first destination after college outcomes, one of the only objective assessments we have of student performance is the scores of our senior students on the ETS major field test (see Appendix H for

the most recent assessment report from 2021-2022). As such, it is imperative that the department faculty identify or develop rubrics or other objective measures for assessing student performance specific to departmental learning objectives. Several such rubrics have been developed by the APA or by faculty at other institutions (e.g. Boysen et al., 2020), but members of the department will need to evaluate these rubrics, identify those that can be applied in their current form, modify those that require changes, and develop new measures for objectives that do not currently have acceptable rubrics.

Section 3: Program Design

Organization of Major

The psychology major is designed to accomplish several simultaneous goals: 1) introduce majors to the breadth of psychology as a discipline; 2) allow majors individualized choices about how to structure their academic career; 3) ensure that advanced courses are supported by appropriate pre-requisites; 4) ensure that all majors take at least three lab courses; and 5) allow non-majors to access courses when needed. The requirements of the major are diagrammed in Appendix I. This curricular structure meets all the goals enumerated above.

Effectiveness and Efficiency of Program

Psychology courses are most effective when they have a lab component and when they are of moderate size. As we have discussed, we are fortunate to offer students a variety of lab courses, and most Psychology courses over the past five years have ranged between 12-25 students (with Basic Principles and Sensation and Perception being common exceptions; see Appendix J). In addition, the Department is most effective to the college as a whole when we are able to offer courses on a wide variety of topics to meet diverse student interests. As a department in a small college, we have been limited in the variety of courses we have been able to teach outside of our core courses (i.e., required courses, Behavior Disorder, Counseling & Psychotherapy), but have offered a special topics courses over the years (e.g., The Psychology of Film, Drugs & Behavior, Forensic Psychology, Talent & Motivation, etc.). These courses are almost always filled to capacity (see Appendix J).

Given limited resources, particularly in regard to departmental staffing, the Psychology Department continually has to make efficiency-based decisions regarding priorities. This type of decision making is often in tension with effectiveness. Lab courses require more of a faculty staffing commitment; keeping course enrollments at low levels results in fewer students being served; specialty courses may be very popular among students, but they potentially replace core courses that need to be prioritized. Overall the Psychology Department balances the tension between effectiveness and efficiency very effectively. All majors have been able to complete the major in a timely manner. Most undeclared students can take foundational level psychology courses that allow them to explore their interest in psychology. All non-psychology majors who need psychology courses for their respective majors or graduate school prerequisites can get them. However one significant casualty of the tension has been the inability of the department to offer the very popular course, Psychology of Gender, in the past five years. Dr. Thomas is an expert in this area, and she is receiving an increasing number of requests from students (10+ in the last year) to take the course as a directed study.

Recommendations for Improvement

The Psychology Department curriculum would be improved by: 1) increasing the number of lab-courses we are able to offer; 2) slightly reducing the size of some classes; and 3) increasing the diversity of courses we are able to offer (especially the Psychology of Gender, but also special topics courses with high student interest). All of these goals can only be achieved with an increase in staffing. Fortunately, we are currently searching for a fourth tenure-track position, and we intend to request a search for a fifth position to start in Fall 2024.

The psychology faculty have reassessed course offerings to accommodate the demand for the Psychology of Gender, and after the fourth tenure-track faculty member is in place, we hope to offer the course again beginning in academic year 2023-2024.

Independent of level of staffing, Psychology Department faculty members have been in discussion over the past year regarding other ways we might make improvements in the Psychology major. We are in agreement about the necessity of maintaining as many lab-courses as possible. We also want students to experience at least two advanced-level lab courses. However we will be taking a look at the content of our courses to make sure they best fit with student interests and the expertise of our current faculty once we have achieved staffing stability.

Section 4: Student Interest

Overall Course Enrollment

Student interest in psychology is extremely high as evidenced by enrollment in departmental courses. Over the past 5.5 years, the enrollment is Psychology lecture/lab course has been second only to Biology. Psychology courses overall (including internships, directed studies, independent research, etc.) generated the highest number of student credits of all departments. Our 'cap:enrollment ratio' has been 1.04 over this period of time, indicating that on average our courses were filled beyond 100% capacity (see Appendix K).

Major and Minor Enrollment

The Psychology Major is one of the most popular majors at Hanover. Over each of the past 10 years, the number of graduating psychology majors has been among the top five when compared to other majors (along with majors such as Biology, Business, Communication and Kinesiology & Integrated Physiology; see Appendix L). Over the same period of time as well, the number of graduating psychology minors has been among the top ten when compared to other minors (see Appendix M). Correspondingly, faculty in the psychology department have been among the top five in number of advisees over the past five years (see Appendix N)

Non-Departmental Enrollments

In addition to meeting the interest of majors and minors, the Psychology Department also generate a great deal of interest among non-psychology students. Appendix O reports the percentage and number of students taking Psychology courses over the past five years who were not majors and minors. Basic Principles of Psychology, in addition to providing the foundation for future psychology students, seems to attract students for whom it is a requirement (Education and Health & Movement Studies) and for whom it is a prerequisite for another required psychology courses such as Personality or Childhood & Adolescence (including Business, Computer Science and Biology). Not surprisingly then, Personality and Childhood & Adolescence also have a large enrollment of non-psychology students. Childhood & Adolescence is also often required for Physical Therapy and Occupational Therapy graduate programs, which are common career paths for students in the very popular Kinesiology & Integrated Physiology major. Neuropsychology and Sensation & Perception are optional requirements for Biology and Computer Science. Finally, courses taught in the month-long Spring term taught in May (Psychology of Film, Forensic Psychology and other Special Topics courses) are very appealing to students because they strike students as an exciting way to spend the Spring.

Recommendations for Improvement

Based on current curricular programming (majors, minors, general education requirements, cross-departmental cognates), the Psychology Department is operating at a very high level in terms of meeting student interest. The most obvious way that we could improve in this regard is increasing access to our courses. Because Psychology courses are almost always filled to their limits, first- and second-year students are often closed out of psychology courses and sometimes become disgruntled. While the Department is committed to enrolling all students who absolutely need a particular course before they graduate (hence the 1.04 enrollment:cap ratio), we have to turn away a significant number of students who have perhaps a less urgent interest in psychology courses. We do not have the data to know how this impacts student decisions to major or minor in psychology, but at minimum, it is frustrating to students and prevents some from fully exploring their interest in psychology.

In the future, there is also the possibility that Psychology could meeting student interest in new ways by contributing to curricular innovations (such as potential new programs in Neuroscience, Public Health, Forensic or Nursing).

Section 5. Responsiveness to Change

Changes to the Department Staffing

As was mentioned in the Introduction, the Psychology Department has been in an ongoing transitional period for the past 5 years. During the 2022-2023 year, we are primarily staffed by one full-time tenured faculty and two full-time tenure-track faculty in their 2nd and 3rd year at Hanover (courses are supplemented by a part-time faculty member who is in a phased-out retirement, and a visiting faculty member with one-year appointment). While we believe we are managing the transition well, meeting students needs and providing a strong education in psychology, we do find ourselves longing for the "post-transition" phase where we can realize some of the goals we have.

Recent Changes to the Major Curriculum

The only recent change that the program has undergone regards the calculation of final grades for Senior students' comprehensive exams. Many of our students have reported frustration with the department's comprehensive exams because of its disproportionate impact on their overall GPA.

For the past several years, the Psychology department has conducted our comprehensive exams in two parts: the first part of the exam is the Major Field Test offered by ETS (Educational Testing Services). This test is designed to assess students' understanding of core concepts in the field of Psychology. However, because of the way in which the ETS exam is designed (for details, see https://origin-www.ets.org/s/mft/pdf/mft_testdesc_psych_4gmf.pdf), it lacks some content validity based on the way that the required courses for the major are listed. For example, 10-12% of the ETS exam questions pertain to clinical or abnormal psychology, but our Behavior Disorders course (PSY 243) is an elective for the major, so many of our students may not have much exposure to the concepts beyond what is covered in Basic Principles of Psychology (PSY 111). While the faculty do still see value in the ETS exam in allowing us to compare our students to other students nationwide who have taken the same test and in providing category breakdowns indicating which of our subject areas may be weaker than others, we also recognize that the mismatch between our major design and the structure of the ETS exam may understate our students' knowledge.

The second part of the major comprehensive exam is a department-designed test aimed at assessing the applied research skills they should have developed as part of several of their courses. Students are provided with an abbreviated version of the introduction and methods of a published research article. They then complete a series of short-answer questions addressing concepts such as research methodology, interpretation of statistics, and ethical best-practices. These responses are scored by all of the department faculty and combined with scaled results of the ETS exam to produce a final grade on a 0-100 scale. Final grades for comprehensive exams were then determined by assigning a +/- letter grade matching the numerical grade.

As one student put it, "making a three-hour exam count the same amount toward my GPA as a three-hours-a-week, full-semester course puts way too much pressure on that exam". This is particularly true for students who have anxiety, insomnia, executive dysfunction, or other conditions that may impact their test-taking abilities. And in fact, we have seen several students over the years whose GPAs were negatively impacted by their comprehensive exam score.

Based on our analyses and the students' feedback, the department has recently modified the way in which we assign grades for our comprehensive exams. Instead of using the full range of letter grades, students are assigned an A, C, or F based on their combined scores for the ETS Major Field Test and the applied research portion administered by the department. Students who receive a C or an F are given feedback regarding the areas in which they performed poorly, and they are encouraged to work with a faculty member with expertise in that area to review the major concepts and theories. Students are then given the option of an oral defense in order to bring their C or F up to an A or C, respectively. With this method, students who have performed adequately, even if not exceptionally, do not suffer a potential drop in their GPA, students who did poorly for whatever reason have the opportunity to demonstrate their knowledge using a different modality, and students who clearly have not sufficiently learned core aspects of psychology necessary to graduate are still identified.

Discussions are ongoing at the department level to determine a more effective method of assessing graduating students' overall understanding of the field. Although the ETS exam is not an ideal measure of the quality and effectiveness of the program, the benefits in regards to program evaluation are clear—in addition to providing individual scores for students, ETS provides extensive metrics that allow us to easily compare our students' knowledge of the field to that of other graduating psychology students. Doing away with the ETS exam will require us to develop an alternative assessment that is better able to capture the learning objectives of our program.

That said, the question of doing away with comprehensive exams altogether has recently been raised at the college level. Several other departments have reported disparities between comprehensive exam scores and course performance similar to what we have observed in the Psychology Department. If this does occur, the department will discuss alternative methods of evaluating graduating students' overall understanding of the field, both in order to ensure that graduates are sufficiently knowledgeable of the field in which they now have a degree and in order to assess the quality of our program.

Proposals to Enhance the Program in Response to College-Level Curriculum Changes

Hanover College has undergone extensive program growth over the past several years, including adding undergraduate programs, such as Nursing, and graduate programs, including Doctoral programs for Physical and Occupational therapy. In addition to the courses we have long offered, the department has discussed ways in which we can further support new, growing, and existing undergraduate and graduate programs at the college. This includes the possibility of offering additional interdisciplinary courses, such as Educational Psychology (Education programs), Health Psychology (Pre-Health programs), and Industrial and Organizational Psychology (Business Scholars Program).

The recent additions of Doctoral programs in Physical and Occupational Therapy as well as the potential upcoming Doctor of Veterinary Medicine program have further stimulated discussion among department faculty in regards to courses we could offer in the department that would be of particular interest to students looking to pursue these degrees. Specifically, we have discussed the possibility of offering the coursework necessary for students to obtain their certification as an Assistant Applied Behavior Analyst (BCABA). Behavior Analysis is a subfield of Psychology that applies concepts from Behaviorism, such as classical and operant conditioning, to modify behavior through the use of protocols, contingencies, and rewards[1]. Practices from behavior analysis are widely used in occupational and behavioral therapies, including therapy for non-human animals. Board Certified Assistant Behavior Analysts (BCABA) are highly sought-after in the workforce. Multiple recent Hanover Psychology graduates are currently employed at companies and clinics that paid for them to get the training necessary to become Registered Behavioral Technicians (RBT), a certification that is less advanced than BCABA. Offering the more advanced certification as part of the undergraduate degree program would benefit students who go straight into the workforce as well as students who pursue graduate degrees. Of the 31 recent graduates who went directly into the mental health care workforce, 11 of them are working in clinics that provide Applied Behavior Analysis therapy, and four of them have their job title listed as "Registered Behavioral Technician", indicating that this is a certification that our students would be interested in pursuing if it were offered.

When meeting with the directors of the Hanover College Occupational Therapy Doctorate program, they expressed enthusiasm for the proposal, stating that the training would be a great benefit for incoming students. Having the certification would make students more competitive applicants, but it would also provide them with a strong foundation in concepts and practices they

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[1]The field of Applied Behavior Analysis is not without controversies. Although most current behavior modification protocols use only reward, past methods used by behavior analysts have included the application of punishment. Further, ABA therapy has been widely used to modify behaviors in conditions such as Autism Spectrum Disorders. This has led to extensive debate in the neurodivergent community regarding the appropriateness of modifying non-dangerous behaviors simply to make the individual appear more "normal". These controversies are being strongly weighed when considering the possibility of adding a BCABA certification option to the Psychology program.

will learn to apply more extensively in the OTD program. However, as with the proposal to add a laboratory component to Introductory Psychology courses, implementing this certification program would require additional courses to be offered, meaning we would likely need to add a sixth faculty member.

Proposals to Create New Program Branches

At Hanover College, students cannot obtain both a B.A. and a B.S. if they choose to double-major. Students who wish to double-major in Psychology and another of the natural science are therefore currently limited to pursuing a B.A. in the other major because Psychology does not have a B.S. option. Based on feedback from students, the department is currently developing a B.S. option similar to those offered by other departments, such as Biology and Chemistry. The increase in majors is not expected to put a substantial strain on the current course offerings, as many of these students are currently Psychology minors, so they are already taking most of the courses they would need in order to fulfil the requirements to double-major.

In addition to providing a B.S. option in Psychology, many of our students are interested in pursuing a concentration in neuroscience. Despite a market assessment indicating that a neuroscience major would attract students and interest from several faculty in various departments, the program has not moved forward due to the additional faculty member that would be required in order to meet the demands of the major. Though this major would be similar to the interdisciplinary major in Biochemistry in that most of the major requirements would be courses in other departments, such as Psychology, Biology, and Chemistry, additional psychology courses would need to be added to the curriculum in order to provide content that is core to neuroscience, such as neuroanatomy, psychopharmacology, and neuroendocrinology, in addition to major-specific courses, such as a senior capstone experience. Depending on the expertise of the various faculty in the department, a sixth Psychology faculty member could provide sufficient coverage to implement both a neuroscience major and the BCABA certification proposal.

Proposals Regarding Facilities and Infrastructure

Given the relative recency with which the Science Center was built, the facilities assigned to the Psychology department meet most of the needs of the program. In addition to the Optics Lab, which is used for Sensation and Perception labs, and the Neuropsychology lab, which is used for the Neuropsychology and Learning courses, the department has domain over three smaller rooms that are used for other lab courses and for student and faculty research projects. Prior to the 2020-2021 academic year, the Psychology department had ownership of Room 148 in the Science Center, which was used as a computer lab. During COVID, several secondary rooms were commandeered to be used as classrooms, an action we did not contest with the understanding that the room and its computers would be returned to the Psychology department. However, this has not been the case. In addition to the room continuing to be used as a classroom space, all of the computers that had previously been in the room and had been property of the Psychology department were discarded without consulting with the department. Though most students do have laptops that they can bring to lab, the computer lab was invaluable to those students who either did not have a laptop they could carry around or who had a ChromeBook. Third-party applications cannot be installed on a ChromeBook, meaning that students cannot install statistical programs, such as Jamovi, on their computer and are restricted to sharing computers with a classmate or using the unreliable web-based application. Although this only affects two to three students per class, those (typically under-resourced) students struggle to learn to use the programs because they do not have a reliable station at which they can practice.

Recommendations for Improvement to the Program

Much like many other disciplines, the field of psychology has spent much of its life highly compartmentalized. Subfields were in violent opposition to one another—behaviorism versus cognition, nature versus nurture, clinical application versus basic research. But today's psychology is highly interdisciplinary, and not just between subfields of psychology. Connections with other disciplines have blurred the lines between subjects—Industrial and Organizational psychologists can be found in Psychology or Business programs. Neurobiology is often considered to be a

psychology subfield, but many neurobiologists are members of biology, chemistry, and even physics departments. To that fact, Hanover College currently has professors in the Psychology, Biology, Chemistry, Kinesiology and Integrated Physiology, and Physics departments who have done graduate-level research on brains.

Similarly, the current Psychology department members all have expertise that spans multiple domains in and outside of the field of Psychology, including education, endocrinology, and film. But the current major design neither reflects the interdisciplinary nature of the field nor effectively applies the broad expertise of our faculty. Even discounting the limiting effect of the small department size and the large number of service courses required to meet the needs of non-majors, the current program design has limited our ability to offer a variety of classes. As such, we have plans to reevaluate the requirements for the major and minor in the coming year. However, this process is likely to be difficult given that we need to ensure that our students have a sufficient foundational understanding of core concepts in various subfields before applying those concepts to other disciplines. Just like students could not understand biochemistry without first taking introductory chemistry, students cannot understand psychopharmacology if they have not yet learned the basics of neurotransmitters.

Appendices

<div align="center">

STEPHEN DINE YOUNG

CURRICULUM VITA [Revised December 2022]

</div>

WORK ADDRESS

Hanover College
517 Ball Dr.
Hanover, IN 47243
(812) 866-7319
youngst@hanover.edu

EDUCATION

Ph.D., Clark University, Worcester, MA
Clinical Psychology (APA-Accredited) - May 1997

M.A., Clark University, Worcester, MA
Clinical Psychology - February 1993

B.A., Miami University, Oxford, OH
Summa Cum Laude with University Honors - May 1989
Major: Psychology with Departmental Honors; Minor: Film Studies

PROFESSIONAL POSITIONS

Professor, Hanover College, Hanover, IN, 2010-Present

Director of Outcomes Research, Hanover College, Hanover, IN, 2016-2022

Clinical Psychologist, Psychological Services Center, Louisville, KY, 1999-2009

Associate Professor, Hanover College, Hanover, IN, 2003-2010

Assistant Professor, Hanover College, Hanover, IN, 1999-2003

Visiting Assistant Professor, Hanover College, Hanover, IN, 1997-1999

CLINICAL PSYCHOLOGY LICENSURE

Commonwealth of Kentucky; License # 1142; Issued January 21, 2000

State of Indiana; License #20041802A; Certified Health Service Provider in Psychology;
Issued August 2002

COURSES TAUGHT

Theories of Personality (2 courses/year)
Behavior Disorders (1 course/year)
The Psychology of Film (1 course/year)
Counseling and Psychotherapy (1 course/year; with lab/practicum)
Basic Principles of Psychology (1 course/year)
Advanced Research/Research Seminar (co-teach year-long senior research sequence)
First-Year 101 (1 course/year; .5 credit)
Past Courses: Qualitative Research Methods; The Individual, Film and Society (co-taught); Popular Culture in Everyday Life; Wisdom in Literature and Art (interdisciplinary; co-taught)

RECENT COMMUNITY SERVICES TO COLLEGE

Faculty Advisor, 1998-Present

Faculty Representative to Early Alert Team, 2005-Present (founding member)

Director of Outcomes Research, 2016-2022 (half-time administrative position)

Strategic Planning—Student Outcomes Task Force, Spring/Summer 2016

CURRENT RESEARCH ACTIVITIES

Movies as Equipment for Living: This research explores how a symbolic, narrative medium such as film can be consciously applied by viewers to their everyday lives. I am currently analyzing responses to a widely circulated survey asking people to list the movies that have been most personally important to them. Nine hundred people responded and mentioned over 3000 movies. These movies will be compared across gender, ethnicity and age in order to note similarities and differences. Many respondents also answered an open-ended question, "Why?," in order to provide more context and allow for qualitative analysis.

Bob Dylan as Equipment for Living: I am also conducting a rhetorical analysis of hundreds of opinions what have been shared about Bob Dylan's music. Using the virtues perspective proposed by Peterson and Seligman as part of the positive psychology movement, I am analyzing these critical evaluations to identify the virtues (and vices) that people see in Bob Dylan's music in order to make the case that critics bring certain value assumptions with them when they form opinions about Dylan's art (or any art for that matter). [Draft manuscript has been completed.]

PRE-DOCTORAL CLINICAL INTERNSHIP

Clinical Internship, Cincinnati Veteran's Administration Medical Center, Cincinnati, OH (APA-Accredited), 1996-1997

PRE-DOCTORAL RESEARCH & TEACHING EXPERIENCE

Dissertation Research, Clark University, Worcester, MA (defended 1996)
Title: *Movies as Equipment for Living: Symbolic Action in the Viewing of Film*

Adjunct Lecturer, Merrimack College, North Andover, MA, 1995-1996
Courses: Statistical Methods, and Introduction to Psychology

Research Consultant, U. Mass. Med. Center, Dept. of Psychiatry, Center for Psychosocial and Forensics Services Research, Worcester, MA, 1993-1996

Teaching Assistant, Clark University, Worcester, MA, 1990-1992; 1994-1995
Courses: Introduction to Psychology, Graduate Statistics, Psychoanalytic Interpretation of Behavior, and Psychology as a Human Science

Master's Thesis Research, Clark University, Worcester, MA (defended 1992)
Title: *Self-Reflection: A Proposal for a New Approach to Viewing Film*

Senior Thesis Research, Miami University, Oxford, OH (defended 1989)
Title: *The Experience of the Individual to Violence in Film*

PUBLICATIONS

Dine Young, S. (in progress). *Criticizing Dylan: Separating the Good from the Bad*. [Draft manuscript is completed, and I am attempting to identify a publisher.]

O'Connor, K., Comparini, C., Dine Young, S., & Allen, A.R. (2015). Dilemmas of becoming in *Searching for Bobby Fischer*. In D.P. Liston & I.P. Renga (Eds.) *Teaching, Learning, and Schooling in Film: Reel Education* (pp. 105-117). New York, NY: Routledge.

Dine Young, S. (2012). *Psychology at the Movies.* Oxford & Malden, MA: Wiley-Blackwell.

Kristen, S. & Dine Young, S. (2009). A foreign sound to your ear: The influence of Bob Dylan's music on American and German-speaking fans. *Popular Music & Society*, 32(2), 229-248**.**

Dine Young, S., Boester, A., Whitt, M.T., & Stevens, M. (2008). Character motivation in the representations of mental health professionals in popular film. *Mass Communication and Society*, 11(1), 82-99.

Krantz, J. H., Dine Young, S., Altermatt, E. R., Altermatt, T. W., & Mamberg, M. H. (2008). Encouraging undergraduate research: Hanover College's Psychology major. In S. F. Davis, M. Ware, R. Miller, & R. Rycek (Eds.), *Developing, promoting, and sustaining the undergraduate research experience in Psychology* (E-book, pp. 78-80). Society for the Teaching of Psychology. Retrieved on February 5, 2009, from
http://teachpsych.org/resources/e-books/ur2008/2-8%20Krantz%20et%20al.pdf.

Dine Young, S. (2005). Bob Dylan, popular music and life stories. *Impuls, 59*(2), 87-90.

Dine Young, S. (2000). Movies as equipment for living: A developmental analysis of the importance of film in everyday life. *Critical Studies in Media Communication, 17*(4), 447-468.

Bibace, R., Dine Young, S., Herrenkohl, L.R. & Wiley, A. (1999). An introduction to partnerships in research: Changing the researcher-participant relationship. In I. Sigel (Series Ed.) & R. Bibace, J. Dillon & B. N. Dowds (Vol. Eds.), *Advances in Applied Developmental Psychology: Partnerships in Research, Clinical and Educational Settings* (pp. 3-14). Greenwich, CT: Ablex Publishing.

Dine Young, S. (1998). Clearing the path between meaning and application: A dramatistic analysis of film viewing. In J. Knuf (Ed.), *Self and Other: Proceedings of the Fifth Kentucky Conference on Narrative*. Lexington, KY: College of Communications and Information Studies, University of Kentucky.

Nicholson, J., Dine Young, S., Simon, L., Fisher, W. & Bateman, A. (1998). Privatized Medicaid managed care in Massachusetts: Dispositions in child and adolescent mental health emergencies. *Journal of Behavioral Health Services and Research*, 25(3), 279-292.

Dine Young, S. & Simon, L. (1997). Factors contributing to recidivism in an emergency mental health screening site pre- and post-managed care. In C.J. Liberton, K. Kutash & R.M. Friedman (Eds*.) Ninth annual research conference proceedings: A system of care for children's mental health* (pp. 89-94). Tampa, FL: University of South Florida, Florida Mental Health Institute, Research and Training Center for Children's Mental Health.

Davis, M.A., Young, S. & Nicholson, J. (1996). The use of consumer satisfaction information to promote change in child and adolescent mental health settings. In C.J. Liberton, K. Kutash & & R.M. Friedman (Eds.) *Eighth annual research conference proceedings: A system of care for children's mental health* (pp. 97-100). Tampa, FL: University of South Florida, Florida Mental Health Institute, Research and Training Center for Children's Mental Health.

Nicholson, J., Dine Young, S., Simon, L., Bateman, A., & Fisher, W.H. (1996). The impact of Medicaid managed care on child and adolescent emergency mental health screening. *Psychiatric Services, 47*(12), pp. 1344-1350.

Dine Young, S. (1996). The movies in our lives: Autobiographical narratives about a narrative medium. In J. Knuf (Ed.), *Unity and Diversity: Proceedings of the Fourth Kentucky Conference on Narrative* (pp. 65-71). Lexington, KY: College of Communications and Information Studies, University of Kentucky.

Young, S., Nicholson, J. & Davis, M. (1996). Instruments assessing consumer satisfaction with child and adolescent mental health services. In J. Nicholson & G. Robinson, *A Guide for Evaluating Consumer Satisfaction with Child and Adolescent Mental Health Services* (pp. 38-66). Boston: Judge Baker Center.

Young, S., Simon, L., Nicholson, J., & Bateman, A. (1996). The impact of managed mental health care on child and adolescent dispositions in a regional emergency mental health service. In C.J. Liberton, K. Kutash & R.M. Friedman (Eds.) *Eighth annual research conference proceedings: A system of care for children's mental health* (pp. 79-82). Tampa, FL: University of South Florida, Florida Mental Health Institute, Research and Training Center for Children's Mental Health.

Quilici-Matteucci, F. & Young, S. (1995). Losing and finding yourself in the movies. In J. Knuf (Ed.), *Texts and Identities: Proceedings of the Third Kentucky Conference on Narrative* (pp.

327-331). Lexington, KY: College of Communications and Information Studies, University of Kentucky.

Young, S., Nicholson, J. & Davis, M. (1995). An overview of issues in research on consumer satisfaction with child and adolescent mental health services. *Journal of Child and Family Studies, 4*(2), pp. 219-238.

CONFERENCE PRESENTATIONS

Dine Young, S., Bettler, B., & Carrell, D. (2022, April). *Building a Post-Modern Utopia: The Films of Preston Sturges through an Interdisciplinary Lens*. Panel presented at the Central States Communication Association Annual Meeting, Madison, WI.

Dine Young, S., Bettler, B., & Carrell, D. (2019, June). '*Blood on the Tracks' through the Lens of the Liberal Arts: Interdisciplinary Explorations of Consciousness and Authenticity in Bob Dylan's Artistic Process.* Panel presented at the Bob Dylan Archives' World of Bob Dylan Conference, Tulsa, OK.

Dine Young, S., Bettler, B., Carrell, D., Cypher, J & Kent, M. (2018, April). *The Difficulties of Identity and Difference in Everyday Life and Mass Communication: Making the Conscious Unconscious in the Music of Bob Dylan.* Panel presented at the Central States Communication Association Annual Meeting, Milwaukee, WI.

Dine Young, S., Bettler, B., Brautigam, J. & Carrell, D. (2016, April). *Foundational interpretive practices across the scholarly community: Narrativity in 'True Grit'.* Panel presented at the Central States Communication Association Annual Meeting, Grand Rapids, MI.

Dine Young, S., Bettler, B., Carrell, D. & Mascarenhas, M. (2015, April). '*True Detective' as a convergence of poetic, dialectic and rhetorical narrative; Reconstructing the detective genre in the 2010s.* Panel presented at the Central States Communication Association Annual Meeting, Madison, WI.

Dine Young, S., Bettler, B., Carrell, D. & Mascarenhas, M. (2014, April). *Bob Dylan's music as equipment for living: An interdisciplinary approach that elevates the singer-songwriter as rhetor.* Panel presented at the Central States Communication Association Annual Meeting, Minneapolis, MN.

Dine Young, S., Bettler, B. & Carrell, D. (2013, April). *Movies as equipment for living: An interdisciplinary approach.* Panel presented at the Central States Communication Association Annual Meeting, Kansas City, MO.

Dine Young, S. (2012, August). The many sides of psychology and the many faces of the movies. In R. Niemiec (Chair), *Psychological Diversity in Film*. Symposium conducted at the American Psychological Association Convention, Orlando, FL.

Dine Young, S. & Preble, W. (2008, October). *The early alert team*. Paper presented at the 2008 IACAC Congress, Indianapolis, Indiana.

Dine Young, S., Lowe Schneider, K., Preble, W., Prince, K. & Stokes, K. (2008, July) *Early alert team: Connecting support networks for retention*. Webinar.

Dine Young, S. (2007, July). *Filling the gaps: An early alert team at a liberal arts college.* Poster presented at the 20th International Conference on the First Year Experience, Waikoloa, Hawaii.

Lowe Schneider, K., Stokes, K. & Dine Young, S. (2007, June). *Early alert team: Connecting support networks for retention*. Workshop presented at the 2007 International Assessment & Retention Conference, St. Louis, Missouri.

Dine Young, S. (2007, March). *You changed my life: The influence of Bob Dylan's music on fans' identity development*. Paper presented at Highway 61 Revisited: The Bob Dylan Symposium, Minneapolis, Minnesota.

Dine Young, S., Conner, J., Lowe Schneider, K. & Prince, K. (2006, October). *The adventures of an early alert team*. Paper presented at the 2006 NACADA Conference, Indianapolis, Indiana.

Kristen, S. & Dine Young, S. (2006, August). *A foreign sound to your ear: A comparison of American vs. German-speaking Bob Dylan fans*. Poster presented at the 9th International Conference on Music Perception and Cognition, Bologna, Italy.

Dine Young, S. & Lowe Schneider, K. (2004, November). The consequences and challenges of re-visioning the academic mission of a liberal arts college. Discussion led at the AAC&U's Network for Academic Renewal Conference, Educating Intentional Learners: New Connections for Academic and Student Affairs, Philadelphia, Pennsylvania.

Krantz, J. H., Dine Young, S., Altermatt, E., & Altermatt, W. (2004, May). *Integrating research into the curriculum to foster intellectual development regardless of career path.* Poster presented at the 66th Annual Meeting of the Midwestern, Psychological Association, Chicago, IL.

Dine Young, S. (2001, August). Character motivation in the representation of mental health professionals in recent movies. In S. Glass (Chair), *Analyze This II: Motivation and professionalism in Hollywood's movie therapists*. Symposium conducted at the 109th Annual Convention of the American Psychological Association, San Francisco, CA.

Dine Young, S. (2001, May). When movie memories matter: The role of autobiographical memories in personally significant film viewing experiences. In R. Harris (Chair), *Autobiographical memory for media experiences*. Symposium conducted at the 2001 Convention of the Midwestern Psychological Association, Chicago, IL.

Dine Young, S. (1997, November). *Exemplifying a symbolic model of film viewing*. Poster presented at the 1997 Convention of the National Communication Association, Chicago, IL.

Dine Young, S. (1997, August). *The influence of interpretive activity on the functions of film viewing*. Paper presented at the 105th Annual Convention of the American Psychological Association, Chicago, IL.

Nicholson, J., Simon, L. & Dine Young, S. (1996, October). *Managed Care and Child Emergency Services.* Symposium conducted at the 48th Institute on Psychiatric Services, Chicago, IL.

Dine Young, S. (1996, October). *Clearing the path between 'meaning' and 'function': A study of film viewing.* Paper presented at the 5th International Kentucky Conference on Narrative, Lexington, KY.

Dine Young, S. (1996, August). *Exploring the perceived functions of movies through autobiographical accounts.* Paper presented at the 104th Annual Convention of the American Psychological Association, Toronto, ONT.

Bibace, R., Dine Young, S., Davis, M., Ferraro, M. & Belfors, N. (1996, March*). Changing the relationship between researchers and participants.* Workshop conducted at the Annual Conference of the Society for Research on Adolescents, Boston, MA.

Dine Young, S., Simon, L. & Nicholson, J. (1996, February). *Factors contributing to emergency mental health services recidivism for children and adolescents pre- and post-managed care.* Paper presented at 9th Annual Conference for a 'System of Care' for Children's Mental Health: Expanding the Research Base, Tampa, FL

Dine Young, S. (1995, October*). The movies in our lives: Autobiographical narratives about a narrative medium.* Paper presented at the Fourth International Kentucky Conference on Narrative, Lexington, KY.

Young, S., Herrenkohl, L.R., Bibace, R., & Wiley, A. (1995, April). *Changing the relationship between researchers and participants: Conceptual and methodological implications.* Poster presented at the Eastern Psychological Association Annual Conference, Boston, MA.

Davis, M., Young, S. & Nicholson, J. (1995, March). *The use of consumer satisfaction information to promote change in child and adolescent mental health settings.* Poster presented at the 8th Annual Research Conference for a 'System of Care' for Children's Mental Health Services: Expanding the Research Base, Tampa, FL.

Young, S., Simon, L., Nicholson, J., & Bateman, A. (1995, March). *The impact of managed mental health care on child and adolescent dispositions in a regional emergency mental health center.* Paper presented at the 8th Annual Research Conference for a 'System of Care' for Children's Mental Health: Expanding the Research Base, Tampa, FL.

Young, S. & Quilici-Matteucci, F. (1994, October*). Losing and finding yourself in the movies.* Paper presented at the Third Kentucky Conference on Narrative, Lexington, KY.

Mary Saczawa, Ph.D.

EDUCATION
2016   Ph.D., Developmental Psychology – University of Florida
           Sub-focus: Behavioral and Cognitive Neuroscience; Research Design and Analysis
2011   M.S., Developmental Psychology – University of Florida
2007   B.S., Neuroscience and Behavioral Biology – Emory University

ACADEMIC POSITIONS
2020-present   Assistant Professor – Hanover College
2018-2020   Visiting Assistant Professor – Lyon College
2016-2018   Visiting Assistant Professor – Gustavus Adolphus College
2009-2015   Graduate Instructor– University of Florida

PEER-REVIEWED PUBLICATIONS

Saczawa, M.E., Graber, J.A., Brooks-Gunn, J., & Warren, M.P. (2013) Methodological considerations in use of the cortisol/DHEA(S) ratio in adolescent populations. *Psychoneuroendocrinology, 38,* 2815-2819. doi: 10.1016/j.psyneuen.2013.06.024

Mittal, V.A., **Saczawa, M.E**., Walder, D., Willhite, R., & Walker, E.F. (2008) Prenatal exposure to viral infection and conversion among adolescents at high-risk for psychotic disorders. *Schizophrenia Research, 99,* 375-376. doi: 10.1016/j.schres.2007.11.037

Mittal, V.A., Neumann, C., **Saczawa, M.E**., & Walker, E.F. (2008). Longitudinal progression of movement abnormalities in relation to psychotic symptoms in adolescents at high risk of schizophrenia. *Archives of General Psychiatry*, *65*, 165-171. doi: 10.1001/archgenpsychiatry.2007.23

Carter, K., Ojo, R., & **Saczawa, M.** (2008). Bupropion for depression. *Cochrane Database of Systematic Reviews*. doi: 10.1002/14651858.CD006720

Mittal, V.A., Tessner, K.D., Trottman, H.D., Esterberg, M., Dhruv, S.D., Simeonova, D.I., McMillan, A.L., Murphy, E., **Saczawa, M.E.,** & Walker, E.F. (2007). Movement abnormalities and the progression of prodromal symptomatology in adolescents at risk for psychotic disorders. *Journal of Abnormal Psychology, 116,* 260-267. doi: 10.1037/0021-843X.116.2.260

BOOK CHAPTERS

Graber, J. A., Hill, J., & **Saczawa, M.** (2014). Childhood and the entry into adolescence: A pivotal period in health-related behaviors and prevention. In Z. Sloboda & H. Petras (Eds.), *Advances in prevention science.* (pp. 59-86). doi: 10.1007/978-1-4899-7424-2_3

MANUSCRIPTS IN PROCESS
Saczawa, M.E., Graber, J.A., Storch, E.A., Grabill, K. The Romantic Obsessions Inventory: Development and associations with dysfunction in young adult romantic relationships. *Manuscript in preparation.*

Saczawa, M.E., Graber, J.A., Brooks-Gunn, J., & Warren, M.P. Cortisol and DHEAS as predictors of adolescent aggression: The moderating role of peer rejection practices. *Manuscript in preparation.*

Saczawa, M.E. & Simpson, K. Effects of shampoos with and without sulfates on adrenal hormone concentrations in hair. *Manuscript in preparation*

CONFERENCE PRESENTATIONS (* indicates undergraduate student co-authors)

*Saxena, N., *Tunheim, K., & **Saczawa, M.E.** (2018). *Who cares about the environment? The relationship between body image and sustainable behavior*. Poster presented at the 2018 Society for Personality and Social Psychology annual conference, Atlanta, GA.

*Johnson, C., *Hansen, E., *Behboudi, N., & **Saczawa, M.E.** (2017). *Self-esteem and self-efficacy in college athletes and non-athletes*. Poster presented at the 2017 Society for the Study of Emerging Adulthood biennial meeting, Washington, D.C.

*Johnson, C., *Hansen, E., *Behboudi, N., & **Saczawa, M.E.** (2017). *Self-esteem and self-efficacy in college athletes and non-athletes*. Poster presented at the 2017 Minnesota Undergraduate Psychology Conference.

Saczawa, M.E., Graber, J.A., Benito, K., & Storch, E. (2015). *Predictors of Obsessive-Compulsive Behaviors in Young Adult Romantic Relationships.* Presented as part of a symposium at the 2015 Society for the Study of Emerging Adulthood biennial meeting, Miami, Florida.

Saczawa, M.E., Graber, J.A. (2015). *Social Competence as a Predictor of Internalizing Symptoms in Early Adolescence.* Poster presented at the 2015 Society for the Study of Emerging Adulthood biennial meeting, Miami, Florida.

Saczawa, M.E., Graber, J.A., & Brooks-Gunn, J. (2014). *The cortisol/DHEAS Ratio and Parenting as Predictors of Young Adolescent Aggression.* Presented as part of a symposium at the 2014 Society for Research on Adolescence biennial meeting, Austin, Texas.

Saczawa, M.E., Graber, J.A., & Brooks-Gunn, J. (2012). *The Relationship between Social Stressor and Psychopathology: A Short-term Longitudinal Study of Moderating Factors*. Poster presented at the 2012 International Society for Psychoneuroendocrinology annual meeting, New York, New York.

Saczawa, M.E., Graber, J.A., Sontag-Padilla, L.M., Brooks-Gunn, J., & Warren, M.P. (2012). *Testing a Biopsychosocial Model of Timing Effects on Psychopathology in Early Adolescence.* Presented as part of a symposium at the 2012 Society for Research on Adolescence biennial meeting, Vancouver, BC, Canada.

Saczawa, M.E., Graber, J.A., & Brooks-Gunn, J. (2012). *Methodological Considerations in the Study of the Cortisol/DHEAS Ratio*. Poster presented at the 2012 Society for Research on Adolescence biennial meeting, Vancouver, BC, Canada.

Yang, P., **Saczawa, M.E.**, Graber, J.A., & Brooks-Gunn, J. (2012). *All in a Day's Work: Maternal Employment and Adolescent Aggression*. Poster presented at the 2012 Society for Research on Adolescence biennial meeting, Vancouver, BC, Canada.

Saczawa, M.E., Graber, J.A., & Brooks-Gunn, J. (2011). *The Relationship between Social Stressor and Psychopathology: A Short-term Longitudinal Study of Moderating Factors*. Poster presented at the 2011 Society for Research on Child Development biennial meeting, Montreal, Quebec, Canada.

RESEARCH FUNDING

2022	**Major Grant**
	Hanover College, Faculty Development Committee
		Amount: $3500
		Study: Continuation of the previous year's study on evaluating the effects of shampoos with and without sulfates on adrenal hair concentrations in hair

2021	**Major Grant**
	Hanover College, Faculty Development Committee
		Amount: $3500
		Study: Evaluating the effects of shampoos with and without sulfates on adrenal hair concentrations in hair

2016   **Supplemental Retention Scholarship (2016)**
University of Florida, Office of Graduate Diversity Initiatives
Amount: $1592.07
Award purpose: The UF Office of Graduate Diversity Initiatives (OGDI) Supplemental Retention Scholarship is designed for UF doctoral students who are three or fewer semesters away from graduation but are no longer eligible to receive a fellowship, assistantship or other funding from their department or college. This award emphasizes commitment to making meaningful commitments to a diverse academic community.

2013   **Goldman Spring Scholarship**
University of Florida, Department of Psychology
Amount: $5000
Award purpose: Provide scholarship funds to doctoral students who are conducting research projects that focus on developmental questions during the summer immediately following the awarding of the scholarship

2013   **Gerber Developmental Psychology Research Award (2013)**
University of Florida, Department of Psychology
Amount: $1000
Award purpose: To stimulate excellence and innovation in lifespan developmental research; to promote professional dissemination of research findings either at conferences or in scholarly publications.

2011   **Goldman Spring Scholarship**
University of Florida, Department of Psychology
Amount: $5000
Award purpose: Provide scholarship funds to doctoral students who are conducting research projects that focus on developmental questions during the summer immediately following the awarding of the scholarship

2009-2013   **Grinter Fellowship**
University of Florida, College of Liberal Arts and Sciences
Amount: $6000
Award purpose: Named in honor of Dr. Linton E. Grinter, Dean of the Graduate School from 1952 to 1969, this fellowship helps recruit truly exceptional graduate students to PhD or MFA programs at the University of Florida.

RESEARCH POSITIONS

2009-2016   Graduate Researcher – University of Florida
Responsibilities: Grant-writing; research design and data collection for multiple survey-based research projects, including both online and in-person data collection; presentation of study results at international conferences; preparation, submission, and editing of manuscripts; compliance with Institutional Review Board protocols; supervision of undergraduate research assistants

2008-2009   Research Associate – Ridgeview Institute, Smyrna GA
Responsibilities: Research design, data collection, and data analysis of a study on relapse rates of adolescents in an in-patient drug rehabilitation clinic; coordination with clinic administrators, counselors, and nursing staff

2007-2009   Clinical Research Coordinator – Institute for Behavioral Medicine, Smyrna GA
Responsibilities: Implementation of protocol-specific patient care, including vitals, EKGs, and drug side-effects; administration of neuropsychological tests; maintenance of participant files;

compliance with routine monitoring visits by study sponsors and by the FDA; submission of regulatory paperwork to the study sponsors and IRB. *Relevant protocols included below.*

2006-2008   Undergraduate Research Assistant – Adolescent Development and Psychopathology Laboratory at Emory University
Responsibilities: Systematic coding of hyperkinetic movement abnormalities in adolescents; data analysis; manuscript preparation, submission, and editing; training undergraduate research assistants in coding techniques

STATISTICAL EXPERIENCE

SPSS, R, Jamovi Excel, AMOS, Mplus, G*Power, UCINET, EgoNet

PROFESSIONAL AFFILIATIONS

International Society for Psychoneuroendocrinology
Society for Personality and Social Psychology
Society for Research on Adolescence
Society for Research on Child Development
Society for the Study of Emerging Adulthood
Society for the Teaching of Psychology

CLINICAL TRIAL EXPERIENCE
Note: Site principle investigator for all trials was Ashraf Attalla, M.D
Title: Protocol H9P-MC-LNDH, Phase 3: "Long-Term,Open-Label, Safety Study of LY2216684 in Children and Adolescents, 6 years and Older with Attention-Deficit/Hyperactivity Disorder."
   Date: 06.2009 – 08.2009
Title: Protocol H9P-MC-LNBF, Phase 3: "A Fixed-Dose, Randomized, Double-Blind, Placebo-Controlled Study of LY2216684 in Children and Adolescents with Attention Deficit/Hyperactivity Disorder."
   Date: 06.2009 – 08.2009
Title: Protocol F1J-MC-HMCK, Phase 3: "A Double-Blind, Efficacy and Safety Study of Duloxetine versus Placebo in the Treatment of Children and Adolescents with Major Depressive Disorder."
   Date: 03.30.2009 – 08.2009
Title: Protocol D144AC00001, Phase 3: "An 8-week, Multicenter, Double-blind, Randomized, Parallel-group, Placebo-controlled Study of the Efficacy and Safety of Quetiapine Fumarate Extended-release in Children and Adolescent Subjects with Bipolar Depression."
   Date: 12.23.2008 - 08.2009
Title: Protocol SCA102833, Phase 4: IND # 49,916: "The Evaluation of LAMICTAL tm as an Add-on Treatment for Bipolar I Disorder in Children and Adolescents, 10 to 17 Years of Age"
   Date: 09.11.2008 – 08.2009
Title: Protocol R064766RIS-AUT-4002, Phase 4: IND # 31,931: "Risperidone in the Treatment of Children and Adolescents With Autistic Disorder: A Double-Blind, Placebo-Controlled Study of Efficacy and Safety, Followed by an Open-Label Extension Study of Safety"
   Date: 02.29.2008 - 08.2009
Title: Protocol NPL-2008-4-AUTUS-005: Extended Management & Measurement of Autism: An Open-Label, Follow-On Study to Investigate the Safety and Impact on Developmental Trajectory of 18 Months Treatment with Fluoxetine Orally Dissolving Tablet (ODT) in Childhood and Adolescent Autistic Disorder.
   Date: 02.13.2008 - 08.2009

Title: Protocol NPL-2008-4-AUTUS-004: A Randomized, Double-Blind, Placebo-Controlled, Parallel-Group 14-Week Study to Investigate the Effect of Fluoxetine Orally Dissolving Tablets (ODT) on Repetitive Behaviors in Childhood and Adolescent Autistic Disorder.
Date: 02.13.2008 - 08.2009

Title: Protocol A1281135: 26-Week, Open-Label Extension Study Evaluating the Safety and Tolerability of Flexible Doses of Oral Ziprasidone in Adolescent Subjects with Schizophrenia.
Date: 05.2007 – 08.2009

Title: Protocol A1281134: Six Week, Double-Blind, Placebo Controlled Phase III Trial Evaluating the Efficacy, Safety and Pharmacokinetics of Flexible Doses of Oral Ziprasidone in Adolescent Subjects with Schizophrenia.
Date: 05.2007 – 08.2009

Title: Protocol CN138-180: A 52-Week, Open-Label, Multicenter Study of the Safety and Tolerability of Aripiprazole Flexibility Dosed in the Treatment of Children and Adolescents with Autistic Disorder.
Date: 05.2006 – 08.2009

Title: Protocol CN138-179: A Multicenter, Double Blind, Randomized, Placebo Controlled, Parallel-Group Study with Three Fixed does of Aripiprazole in the Treatment of Children and Adolescents with Autistic Disorder.
Date: 05.2006 – 08.2009

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Education

May 2021	**PhD in Educational Psychology**, Cognate: **Human Development** Ball State University, Muncie, IN Dissertation Title: *Elementary Teachers' Contributions to Classroom Gender Climate: An Exploration of Teacher Attitudes and Classroom Behaviors*
2020	**MA in Educational Psychology,** Cognate: **Human Development** Ball State University, Muncie, IN
2014	**MA in Theological Studies** Bethel College, Mishawaka, IN
2010	**BA in Psychology** Purdue University Fort Wayne, Fort Wayne, IN

Professional Experience

2022—present	*Assistant Professor of Psychology* Hanover College, Hanover, IN
2021—2022	*Visiting Assistant Professor of Psychology* Hanover College, Hanover, IN
2020—2021	*Adjunct Faculty* Educational Psychology Ball State University, Muncie, IN
2020	*Instructor* Introductory Psychology Ivy Tech Community College, Muncie, IN
2018—2020	*Instructor* Human Growth and Development Ball State University, Muncie, IN
2017—2020	*Graduate Assistant / Teaching Assistant* Ball State University, Muncie, IN

Previous Employment

2011—2013	*Mental Health Administrative Assistant* Community-Based Outpatient Clinic, Veteran's Affairs, Goshen, IN

| 2007—2010 | *Shift Supervisor/Barista* |
| | Starbucks, Fort Wayne, IN |

Publications

Mucherah, W., Abebe, S., Kandiah, J., Siktberg, L., Oloo, J. A., & **Thomas, R. N.** (2022). An educational intervention to increase awareness and knowledge of sickle cell anaemia among adolescent school children in Western Kenya. *East African Medical Journal, 99*(9).

Thomas, R. N., & Blakemore, J. E. O. (2013). Adults' attitudes about gender nonconformity in childhood. *Archives of sexual behavior*, *42*(3), 399-412. doi: 10.1007/s10508-012-0023-7

Mucherah, W., **Thomas, R. N.**, & Bota, K. (in review). Do educators feels prepared for inclusive education in Kenya? Examining attitudes about classroom inclusion.

Thomas, R. N., & Mucherah, W. (in review). Parent, specialist, and teacher evaluations of a cerebral palsy inclusion program in Kenya.

Thomas, R. N., & Mucherah, W. (manuscript in preparation). Understanding gender in school: Theoretical filters, new conceptualizations, and the role of educators.

Thomas, R. N., Mucherah, W., Bota, K., Adams, Z.*, & Kidd A.* (manuscript in preparation). Is psychological gender identity important for students' learning capability beliefs? An exploration of gender flexibility, androgyny, and self-efficacy in Kenyan secondary schools.

Thomas, R. N., & Mucherah, W. (manuscript in preparation). Elementary classroom gender climate: An exploration of teacher attitudes and classroom behaviors.

*Indicates student author

Presentations

Holberton, H.*, Ditmars, K.*, & **Thomas, R. N.** (October 2022). Skin color and body ink stereotypes in judgments of professionalism. Poster presented at the 2022 annual conference for the Indiana Academy of Social Sciences, Gary, IN.

Mucherah, W., Finch, H., Bota, K., **Thomas, R. N.**, & Bowles, H. (August 2022). Special needs students' perceptions of their classroom climate and self-efficacy. Poster presented at the 2022 annual convention of the American Psychological Association.

Mucherah, W., Bota, K., & **Thomas, R. N.** (August 2021). Perceptions of preparedness for inclusive education in Kenya: Examining attitudes about inclusion. Poster presented at the 2021 annual convention of the American Psychological Association (Virtual).

Thomas, R. N. (May 2021). Teachers' contributions to gender climate in elementary school: Evidence of gender bias. Flash Talk presented at the 2021 APS Convention (Virtual).

Mucherah, W., Bota, K., **Thomas, R. N.**, & Zilz, E. (May 2020). *An education intervention increases adolescents' awareness and knowledge of sickle cell anemia*. Poster presented at the annual convention of the Association for Psychological Science, Chicago, IL. (Conference Cancelled due to Covid-19).

Mucherah, W., Bota, K., & **Thomas, R. N.** (March 2020). *An educational intervention to improve adolescents' knowledge of sickle cell anemia*. Poster presented at the 2020 Society for Research on Adolescence Biennial Meeting, San Diego, CA. (Conference Cancelled due to Covid-19)

Thomas, R. N., Mucherah, W., & Bota, K. (March 2020). *Androgyny as protective for school? Adolescents' gender identity and academic self-efficacy.* Poster to be presented at the 2020 Society for Research on Adolescence Biennial Meeting, San Diego, CA. (Conference Cancelled due to Covid-19)

Mucherah, W., Siktberg, L., **Thomas, R.**, Abebe, S., & Kandiah, J. (2019, October). *Raising awareness about sickle cell anemia in high school students*. Poster session presented at the annual School Health Conference of the American School Health Association, Cincinnati, OH.

Thomas, R. N., Mucherah, W., & Bota, K. (2019, August). *Gender role flexibility, androgyny, and academic self-efficacy in Kenyan adolescents*. Poster session presented at the annual convention of the American Psychological Association, Chicago, IL.

Thomas, R. N., Mucherah, W., & Bota, K. (2019, June). *Psychological gender identity, gender role flexibility, and academic self-efficacy in Kenyan adolescents*. Poster session presented at the biennial conference of the Association for Research in Personality, Grand Rapids, MI.

Thomas, R. N., Mucherah, W., & Bota, K. (2019, May). *Gender role flexibility, androgyny, and academic self-efficacy across three different secondary schools in Kenya*. Poster session presented at the 31st annual convention of the Association for Psychological Science, Washington, D.C.

Thomas, R. N. (2018, November). *Parent, specialist, and teacher evaluations of a cerebral palsy inclusion program in Kenya*. Poster session presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Las Vegas, NV.

Mucherah, W., **Thomas, R**., & White, T. (2018, August). *In the teachers' hands? Influences on Kenyan adolescents' perceptions of bullying.* Poster session presented at the annual convention of the American Psychological Association, San Francisco, CA.

Thomas, R. N., & Blakemore, J. E. O. (2012, April). Expected correlates and outcomes of childhood gender nonconformity. Poster presented at the meeting of the Gender Development Research Conference, San Francisco, CA.

Thomas, R. N. & Blakemore, J. E. O. (2010, April). Adults' attitudes toward childhood gender nonconformity. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Indicates student author

Invited Speaking Engagements

2021   Panelist for "Microaggressions in School, Clinical, Higher Education, and Community Contexts: A Workshop Focusing on Practice, Research, Training, & Advocacy" by Dr. Celeste Malone (Howard University), NASP President-Elect (2022-2023).

2019   Guest Lecturer: "Gender & Sexuality in Lifespan Development," for EDPS 270 (Spring, 2 sections).

Grants

2022   PALSave Course Redesign Grant
Support for course redesign around a zero-cost textbook/open educational resources (OERs)
Grantor: Private Academic Library Network of Indiana (PALNI)
Role: Course Designer
Award: $500

2020   "Elementary Teachers' Contributions to Classroom Gender Climate: An Exploration of Teacher Attitudes and Classroom Behaviors"
Grantor: Educational Psychology Department, Ball State University
Role: Primary Investigator
Award: $200

2018   "In the Teachers' Hands? Influences on Kenyan Adolescents' Perceptions of Bullying"
Grantor: ASPIRE Student Grants, Ball State University
Role: Collaborator, Presenter
Award: $100

2018   "Parent, Specialist, and Teacher Evaluations of a Cerebral Palsy Inclusion Program in Kenya"
Grantor: Lyell L. Bussell Memorial Scholarship Fund, Ball State University
Role: Collaborator, Presenter
Award: $500

Professional Service

Fall 2022-present   Child Development Service-Learning Partnerships
PSY 244 Students at Hanover College, Hanover Child Development Center, Southwestern Preschool Academy

	Project Leader
Fall 2022-present	Committee for the Assessment of Teaching and Learning, Hanover College Member
Summer 2022	Academic Internship Supervision Faculty Supervisor Student: Jace Lichtefeld Site: Children's Museum of Indianapolis
May 2022	POUNCE – First Generation Event for Students and Families Panel Speaker
May 2022	Learn, Engage, and Prepare (LEAP) Advising Course Planning & Advising for Incoming 1st-year Students
March 2022	Psychology Comprehensive Exam, Hanover College Proctor
March 2022	ADPi "Pie a Pi" Volunteer Student-led fundraiser for The Ronald McDonald House Charities of Kentuckiana, Louisville, KY
2021—2022	Undergraduate Research Mentorship & Collaboration Students: Ruby Grey, Senior; Zoe Adams, Senior; Alex Kidd, senior Projects: Adolescent Gender Role Flexibility & Academic Self-Efficacy, Pre-Service Teachers' Attitudes about Gender Diversity
2021—2022	Teaching Circles Program, Hanover College Working Toward Inclusive & Anti-Racist Pedagogy Member and Panel Speaker
2020—2021	Body Inclusivity Campaign at Teachers College, Ball State University Project Leader
2019—2021	Delivering Educational Supplies to Kenya (D.E.S.K.) President
2021	American Educational Research Association (AERA), Division C (Learning & Instruction) Reviewer, AERA Division C Equity Grant
2018—2020	Diversity Committee, Educational Psychology Department Member
2018—present	American Psychological Association Convention, 2019,

	Reviewer; Division 44
2018—2019	Delivering Educational Supplies to Kenya (D.E.S.K.) Vice President
2017—present	Midwestern Psychological Association Psi Chi Presentations, Reviewer
Fall 2018	Student Luncheon and Graduate Picnic with Dr. Bernard Weiner Ball State Centennial Celebration; Student Facilitator

Professional Affiliations

2022	Indiana Academy of Social Sciences (IASS), Member
2020—present	American Educational Research Association (AERA), Member AERA, Division E: Counseling and Human Development, Member AERA, Division G: Social Context of Human Development, Member AERA, Division H: Research, Assessment, & Evaluation in Schools, Member AERA SIG 017: Chaos & Complexity Theories, Member AERA SIG 027: Critical Examination of Race, Ethnicity, Class, and Gender in Education, Member AERA SIG 060: Queer Studies, Member
2018—present	American Psychological Association (APA), Member APA, Division 15: Educational Psychology, Member APA, Division 7: Developmental Psychology, Member APA, Division 35: Society for the Psychology of Women, Member APA, Division 35, Section 4: Lesbian, Bisexual, and Transgender Concerns, Member APA, Division 44: Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues, Member
2019—present	Association for Psychological Science (APS), Member
2019—2020	Association for Research in Personality (ARP), Member

Awards & Honors

2020	Midwestern Association of Graduate Schools Excellence in Teaching Award http://mags-net.org/excellence-in-teaching-award/
2019—2020	Ball State University Excellence in Teaching Award Doctoral Level
2017—2019	Graduate Fellowship, Merit-Based, Ball State University, Muncie, IN

Skills

Flexibility Attention
to Detail Problem
Solving
Collaboration

Statistical Training: ANOVA, Regression, Hierarchical Linear Modeling, Non-Parametric
Statistics, Multivariate Statistics, Structural Equation Modeling,
Psychometric Analysis

Software Proficiency: Microsoft Office 365, SPSS, Jamovi, R, Tk20, Zoom, Microsoft Teams,
Qualtrics, Padlet

LMS Proficiency: Blackboard, Canvas, Moodle

Appendix B: Psychology Department Goals and Specific Learning Outcomes

Goal 1: Knowledge base in psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

SLO 1.1: Describe key concepts, principles, and overarching themes in psychology
SLO 1.2: Develop a working knowledge of psychology's content domains
SLO 1.3: Describe applications of psychology

Goal 2: Scientific inquiry and critical thinking

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

SLO 2.1: Use scientific reasoning to interpret psychological phenomena
SLO 2.2: Demonstrate psychology information literacy
SLO 2.3: Engage in innovative and integrative thinking and problem solving
SLO 2.4: Interpret, design, and conduct basic psychological research
SLO 2.5: Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and social responsibility in a diverse world

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

SLO 3.1: Apply ethical standards to evaluate psychological science and practice
SLO 3.2: Build and enhance interpersonal relationships
SLO 3.3: Adopt values that build community at local, national, and global levels

Goal 4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

SLO 4.1: Demonstrate effective writing for different purposes
SLO 4.2: Exhibit effective presentation skills for different purposes
SLO 4.3: Interact effectively with others

Goal 5: Professional development

SLO 5.1: Apply psychological content and skills to career goals
SLO 5.2: Exhibit self-efficacy and self-regulation
SLO 5.3: Refine project-management skills
SLO 5.4: Enhance teamwork capacity
SLO 5.5: Develop meaningful professional direction for life after graduation

Appendix C: Student Learning Outcomes by Course

● = aligns very well & strongly supports outcome   ○ = partially aligns and/or supports outcome

Program Goal	1: Knowledge base			2: Scientific thinking					3: Ethics & social responsibility			4: Communication			5: Professional Development				
Student Learning Outcome	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4	5.5
Major Courses																			
PSY111: Basic Principles of Psychology	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	○
PSY162: Neuropsychology	●	○	●	●	●	●	●	●	●	●	○	●	●	●	○	●	●	●	○
PSY164: Sensation and Perception	●	○	●	●	●	●	●	○	●	●	○	●	●	●	○	●	●	●	○
PSY220: Research Design and Statistics	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
PSY231: Personality Theory	●	○	●	●	●	●	○	●	○	●	○	●	●	●	●	●	●	●	●
PSY244: Childhood and Adolescence	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	○
PSY333: Cognitive Psychology	●	○	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	○
PSY337: Learning	●	○	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	○
PSY344: Social Psychology	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○
PSY346: Adulthood and Aging	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○
PSY401: Advanced Research	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
PSY462: Research Seminar	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
PSY499: Comprehensive Evaluation	●		●	●	●	●	○	○	●			○				●			
Regularly-Offered Electives																			
PSY202: Adult Development	●	○	○	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●
PSY243: Behavior Disorders	●	○	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	○
PSY250: Psychology of Film	●	●	●	●	●	●	○	●	○	●	●	●	●	●	○	●	●	●	○
PSY260: Special Topics	*Varies by topic*																		
PSY309: Research Practicum	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○
PSY332: Counseling & Psychotherapy	○	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●
PSY357: Internship	○	○	●	●	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●
PSY457: Internship	○	○	●	●	○	●	○	●	●	●	●	●	●	●	●	●	●	●	●

Program Goal	1: Knowledge base			2: Scientific thinking					3: Ethics & social responsibility			4: Communication			5: Professional Development				
Student Learning Outcome	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4	5.5
Not Currently Offered (last 5 years)																			
PSY160: Special Topics	*Varies by topic*																		
PSY025: Academic Service-Learning	○	●	●	●	○	●	○	●	●	●	●	○	○	●	●	●	●	●	○
PSY113: Psychology and Science Fiction	●	○	●	●	●	●	○	●	●	●	○	●	●	●	●	●	●	●	○
PSY201: Qualitative Research Methods	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	○
PSY233: Psychology of Gender	●	○	●	●	●	●	○	●	●	●	●	●	●	●	○	●	●	●	○
PSY240: Forensic Psychology	●	●	●	●	●	●	○	●	●	●	●	●	●	●	○	●	●	●	●
PSY307: Directed Study	*Varies by topic*																		
PSY360: Special Topics	*Varies by topic*																		
PSY370: Directed Study	*Varies by topic*																		
PSY471: Senior Thesis	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Appendix D: Psychology Contributions to CCR and ACE requirements

CCR Requirement: Historical and Social Perspectives (HS) – 2 units in different disciplines. The central aims of courses that fulfill this requirement are to: 1) examine the distinguishing features of the social world in a global or historical context, 2) confront issues of causality and human motivation, 3) give consideration to ethical issues embedded in the social world, 4) explain key ways of evaluating evidence when examining historical and social issues.
    Courses fulfilling the HS requirement: PSY 111 – Basic Principles of Psychology

CCR Requirement: Scientific, Mathematical and Algorithmic Methods (SM and SL) – 3 units in different disciplines; at least 1 course must include a natural-science laboratory or field-study experience (SL).
    SM: The central aims of courses that fulfill this requirement are to: 1) expose students to the nature and limits of scientific knowledge and mathematical and/or algorithmic reasoning, and 2) expose students to the language, theory, and practice of disciplines within the scientific, mathematical and/or algorithmic realms.
    SL: In addition to the SM aims, courses that fulfill the laboratory or field-study requirements will also 3) expose students to scientific methodology and the connections between scientific theory and physical phenomena.
    Courses fulfilling the SL requirement: PSY 162 – Neuropsychology; PSY 164 - Sensation & Perception

ACE Requirement: Quantitative Literacy (QL) – 1 course. The central aims of courses that fulfill the quantitative literacy designation are as follows: 1) Use quantitative methods to reach conclusions and solve problems, and 2) Understand both the power and the limitations of quantitative methods.
    Courses fulfilling the QL requirement: PSY 220 – Research Design and Statistics

ACE Requirement: Writing 2 (W2) Courses that fulfill the W2 designation focus on research methods and research writing appropriate to the discipline and to the specific course. Writing at this level introduces students to how to formulate questions within a specific discipline, to formulate a methodology for addressing those questions, and to evaluate and employ evidence for advancing their conclusions in writing.
    Courses fulfilling the W2 requirement: PSY 333 – Learning; PSY 344 – Social Psychology;
                                 PSY 346 – Adulthood and Aging

Appendix E: Psychology Courses as Cognate Requirements for Other Majors

Only the portion of the major requirements including psychology courses are provided; each of these majors has several other requirements that must be met to complete the degree. <u>Underlined</u> course numbers are requirements that the student must take in order to complete the major. **Bold** course numbers are psychology courses that students may select from a list of options.

Biology B.S.: Choose one pair from CHE 341 & 342; CS 220 & either 223 or 229; GEO 16x and either a 200- or 300-level GEO course; KIP 215 & 230; PHY 161 & 185; **PSY 162 & 164**

Business Scholars Program – Management Concentration: Choose three courses from COM 319, ECO 331, ECO 335, **PSY 231**, BSP 328, BSP 331, BSP 332, or BSP 351

Business Scholars Program – Marketing Concentration: Choose one course from COM 242, COM 246, **PSY 344**, BSP 321, BSP 332, or BSP 361

Computer Science B.S.: Choose one pair from BIO 161 & 185; CHE 161 & 185; One of GEO 161, 162, 162; & one of GEO 224, 323, 327, 328, 334; One of BIO 165, 185, KIP 161; & KIP 215; PHY 162 & 186; **PSY 162 & 164**

Education – Education Studies (Learning Theme): <u>PSY 162</u>; **PSY 231 or PSY 233**

Education – Elementary Education: <u>PSY 111</u>; <u>PSY 244</u>

Education – Secondary Education: <u>PSY 111</u>; <u>PSY 244</u>

Film Studies (minor): At least five course units from COM 164, COM 242, **COM 250/PSY 250**, COM 343, FRE 222, FRE 312, GER 222, GER 322, ML 161, SPA 321, SPA 322, THR 115, THR 215, THR 343

Gender Studies: At least two courses from PHI 211, **PSY 233**, or SOC 228

Health and Movement Studies: <u>PSY 111</u>; <u>PSY 244</u>; any two of **PSY 231**, 300-level KIP course, or 300-level HMS course

Appendix F: ETS Major Field Test Scores

	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Total Test					
Mean (SD)	**162 (12)**	163 (17)	162 (12)	168 (11)	167 (14)
National Mean	**155.6**	156.1	157	156	156
% below HC Mean	**65**	66	62	76	74
Learning & Cognition					
Mean (SD)	**58 (12)**	63 (17)	67 (13)	67 (13)	66 (14)
National Mean	**56.1**	56.7	57.4	56	56.1
% below HC Mean	**53**	67	73	77	70
Biological & Comparative					
Mean (SD)	**63 (14)**	64 (17)	63 (13)	66 (14)	64 (13)
National Mean	**55.2**	55.9	56.5	55.6	55.7
% below HC Mean	**68**	67	65	74	66
Abnormal & Personality					
Mean (SD)	**61 (13)**	62 (15)	59 (13)	67 (8)	64 (15)
National Mean	**55.7**	56.1	56.8	55.9	55.9
% below HC Mean	**61**	60	50	74	64
Developmental & Social					
Mean (SD)	**60 (13)**	60 (16)	59 (10)	65 (11)	63 (13)
National Mean	**54.8**	55.1	55.4	56.3	56.3
% below HC Mean	**61**	60	59	68	61

Note: Mean and standard deviation represent the scores of Hanover College students graduating during the associated academic year. National mean is the average score for all students who took that version of the exam, including students who took it in previous years. % below HC Mean indicates the percentage of scores from all students who have taken that version of the exam that fall below the average Hanover College score for that year.

Appendix G: Post-Graduation Outcomes

Year	N	Employed FT	Employed PT	Internship	Service	Graduate Education	Seeking Employment
2017	20	9	3	0	0	7	0
2018	21	14	3	1	0	7	0
2019	20	12	2	0	1	7	0
2020	20	9	1	0	0	9	0
2021	17	12	0	0	0	5	0

Sector	n	
Graduate education	**34**	
PhD		3
JD		3
DPT		1
MA/MS		27
Counseling or Clinical Psychology		*8*
Masters of Social Work		*8*
Applied (OT, Speech Pathology)		*2*
Other psychology subfields		*6*
Non-Psychology		*3*
Mental Health/Counseling	**31**	
Counselor or behavioral technician		18
Caseworker		6
Other mental health worker		7
Research assistant	**2**	
Healthcare	**4**	
Teaching	**8**	
Other	**18**	
Retail, sales, or service		8
Other professional or office work		9
Public Service		1
Unknown	**2**	

Appendix H: Psychology Department Annual Assessment Report 21-22

[Note: the Psychology Department has undergone substantial staffing changes since the 2018-2019 academic year, when the department lost three of its five permanent members. We have undergone tenure-track and/or visiting faculty searches nearly every year for the past five years, and we have also had to rely on adjunct faculty to make up for frequent understaffing issues. This inconsistency in tenured/tenure-track faculty has made it difficult for the department to develop effective measures to assess program goals, specifically Department Goal #4: "Design, conduct, analyze, and report (both orally and in writing) the results of an empirical study in psychology". As such, we have once again decided to focus on Department Goal #1: "Recognize and differentiate the major theories, principles, findings, and methods of the discipline of psychology as it is commonly defined and practiced in the current time period" because it is central to what we do.]

Intended Learning Outcome #1: Students will be able to answer questions correctly on a standardized test of "major field competency" for psychology, published by the Educational Testing Service.

1. **Identify the goal that the Intended Learning Outcome relates to**. This ILO corresponds to Goal #1: recognize and differentiate the major theories, principles, findings, and methods of the discipline of psychology as it is commonly defined and practiced in the current time period;

2. **Describe the Action steps by the department or program that would enable the student to achieve the Intended Learning Outcome (which courses, experiments, experiences provide the students with the means of knowing or doing these things)**. This ILO is supported by all content-based courses that are required by the major. Some of these courses are required for every student (e.g., PSY 111, PSY 220), but most are taken as electives or chosen from a grouping because the field of psychology is too broad for a student to comprehensively study all of its divisions as part of an undergraduate major. The psychology major is structured to provide a representative sample of this knowledge base however by requiring students to take courses in four broad areas: 1) personality / developmental; 2) introductory experimental (sensation & perception / neuropsychology); 3) social / developmental; 4) advanced experimental (cognition / learning). In addition, students are required to take two elective courses in psychology.

3. **Describe How the student's performance in the Intended Learning Outcome was assessed (written exam, oral exam, scoring of a paper, experiment, or project, etc.).** This ILO was assessed as part of comprehensive exams, taken by all seniors in February 2022. In part 1 of our comps, students complete the Educational Testing Service's Test of Major Field Competence in Psychology.

4. **Provide a summary of your direct or indirect evidence.** See Below.

Educational Testing Service Standardized Test

For each student, ETS reports a combined score as well as four subscores corresponding to four content areas in psychology. For each subtest, we averaged our student's scores and then compared the mean to the national average. Data for the past five years are presented below:

Test Area	National Average	Hanover Average				
		2022	2021	2020	2019	2018
Learning, Cognition & Memory	56.1	**58**	63	67	66	66
Perception, Sensation & Physiology	55.2	**63**	64	63	66	64
Clinical, Abnormal & Personality	55.7	**61**	62	59	67	64
Developmental & Social	54.8	**60**	60	59	65	63
Combined	155.6	**162**	163	162	168	167

5. **Conclusions and actions. Based on your assessment, what conclusions did you draw? Did you decide to make changes to an assignment, course, or your curriculum? Did you decide to make changes to your assessment tool or your Intended Learning Outcomes?** These results suggest that Hanover's psychology seniors are performing better than the national average across the board when it comes to the sub-areas of psychology. This finding indicates a general strength in the basic psychological knowledge that our students are acquiring as they progress through the psychology curriculum.

However, student performance has dropped in three of the four subfields as well as overall compared to 2021, and a marked drop is observable when compared to 2018 and 2019 scored. The causes behind these findings are unclear, but the 2022 graduating class has experienced a great deal of instability over the past few years, both in terms of departmental faculty and in terms of the overall learning environment due to COVID-19. It is possible that with all these changes, certain basic psychological information "fell through the cracks."

We are using the ETS exam again in 2023, but we are in discussion about developing an alternative for both comprehensive exams and overall department assessment because the ETS exam has poor content validity with our major design. As noted above, the current major requirements do not include all aspects of the ETS exam. Rather, students are directed to choose one from multiple combinations of two or three courses (e.g. take either PSY344 – Social Psychology or PSY346 – Adulthood and Aging). In addition to a majority of our students never taking classes specific to major areas of the ETS

exam, the timing of the exam (February) means that many students have only been in classes covering some of these areas for a few weeks. For these and other reasons, the department is currently evaluating alternatives to the ETS exam.

The faculty stabilization we were hoping for in 2020-2021 was not realized with the resignation of Kate Snyder. However, the transition of Rachel Thomas from visiting to tenure-track faculty, as well as the recent approval for a tenure-track line to replace our current visiting faculty line in Social Psychology give hope for some semblance of stability in coming years, even with the upcoming retirement of John Krantz. However, there is also reason to conclude that there is room for curricular improvement. We will likely have to consider the possibility of reorganizing the psychology major, and the ETS data could be useful. While we want the curriculum to be open enough to meet each student's individual needs, we also want to assure that all students master the fundamentals across the full breadth of psychology.

The Psychology Major
(Starting 2002)

```
                              ┌─────────────────┐
                              │  Psy131         │
                              │  Basic Principles│
                              └─────────────────┘
```

┌──────────────────────┐   ┌─────────────────┐   ┌──────────────────────┐
│ Psy162 Neuro*(NW)   │   │ Psy220   │   │ Psy231 Person Theory │
│   or   │   │ Research Design*│   │   or   │
│ Psy164 S&P(NW)   │   └─────────────────┘   │ Psy233 Psych of Gender│
└──────────────────────┘   │   or   │
                                                 │ Psy244 Child & Adol │
Foundational Level   └──────────────────────┘

┌──────────────────────┐   ┌──────────────────────┐
│ Psy333 Cognition   │   │ Psy344 Social   │
│   or   │   │   or   │
│ Psy337 Learning   │   │ Psy346 Adult & Age   │
└──────────────────────┘   └──────────────────────┘

Advanced Level

                              ┌─────────────────────┐
                              │ Psy401(.5 credit)   │
                              │ Advanced Research   │
                              │ (Fall Senior Year) │
                              └─────────────────────┘

Senior Level

                              ┌─────────────────────┐
                              │ Psy462   │
                              │ Research Seminar   │
                              │ (Winter Senior Year)│
                              └─────────────────────┘
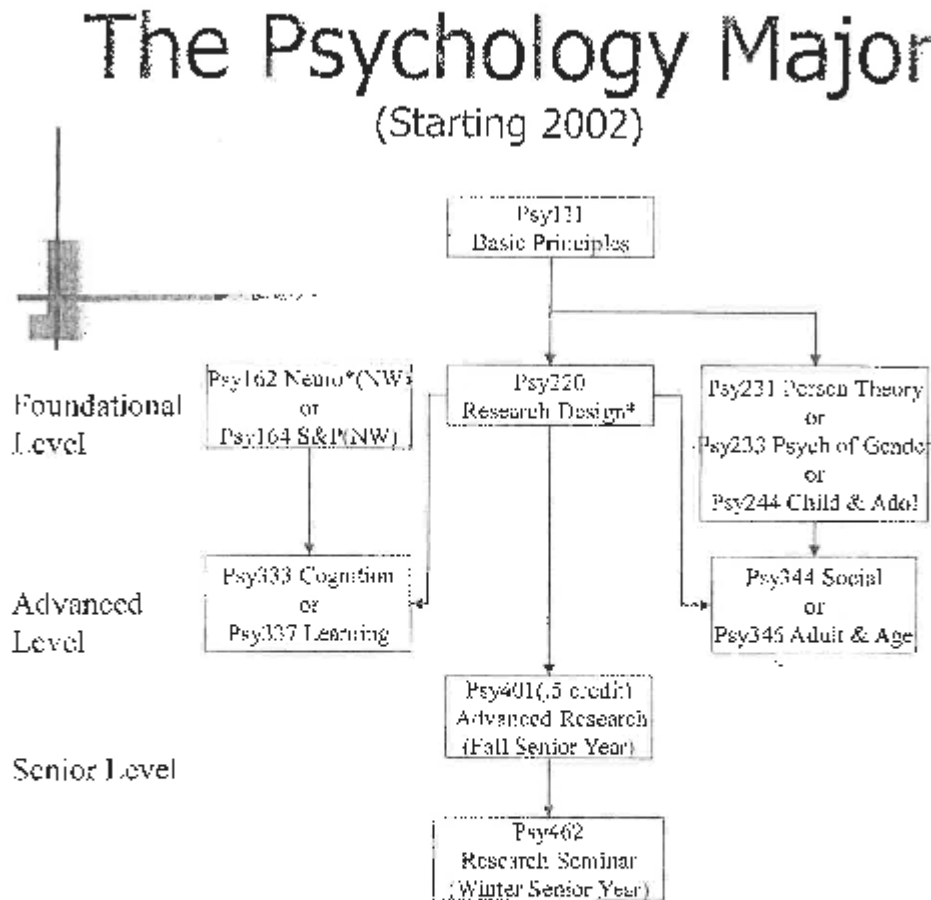
*Psy220 has an additional prerequisite of Mat 217 Applied Statistics.
 Psy222 has an additional prerequisite of Bio161 or 165.

In addition to the above courses there are two elective courses, any in psychology, that are required.
In addition to the courses listed above the department offers
Psy112 Psychology and Science Fiction
Psy243 Behavior Disorders
Psy250 Psychology of Film
Psy 332 Counseling and Psychotherapy
Special topics and Direct Studies Courses

Appendix J: Course Enrollments for Core, Elective, and Service Courses

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Basic Principles of Psychology	28(29)	24(24)	24(22)	26(28)	28(23)	29(28)
Neuropsychology	17(18)	18(18)	19(18)	18(18)	18(18)	19(18)
Sensation and Perception		28(24)	25(24)	32(24)	32(32)	28(24)
Research Design & Statistics	13(12)	12(12)	19(12)	14(12)	14(12)	13(12)
Personality Theory	18(20)	21(20)	22(20)	23(20)	22(20)	21(20)
Childhood and Adolescence	24(22)	25(22)	25(20)	25(22)	39(33)	24(18)
Cognitive Psychology	8(16)	19(16)	14(16)	17(16)	8(16)	18(16)
Learning		14(16)	9(16)	11(16)	13(16)	9(16)
Social Psychology	15(18)	16(16)	16(16)	20(18)	17(18)	17(18)
Adulthood and Aging		21(16)	12(16)	8(18)	16(18)	8(18)
Behavior Disorders	23(20)	21(20)	27(20)	26(20)	26(20)	26(18)
Adult Development	6(12)	7(12)	10(15)	4(9)	3(12)	3(1)
Counseling & Psychotherapy		10(12)	12(12)	9(12)	12(12)	12(12)
The Psychology of Film*			18(20)		24(20)	22(20)
Psychology of Personal Growth*		20(20)	18(20)			
Psychopathology-Heroes & Villains*		20(20)				
Drugs and Behavior*			20(20)			
Psychology -Talent & Motivation*			25(20)			
Vision and Art*					12(20)	
Human-Computer Interaction*					14(16)	
Forensic Psychology*					20(20)	18(18)
Hacking Into Happiness*					21(20)	21(15)
Psychology of Gender*						19(20)

Note: Course enrollments are presented with course capacities in parentheses. For courses with more than one section in a year, the average course enrollment and course capacities are presented. * indicates courses that were only taught during Spring terms.

Appendix K: Course Enrollments by Department by Year
2017-Fall 2022 (5.5 years)

		Lecture Classes								
		Capacity		Enrollment			Cap:Enrollment Ratio		Total sections	Total Credits
	N	Mean	SD	Mean	SD	Sum	Mean	SD		
ANTH	42	17.0	4.2	12.3	6.0	518	0.74	0.36	60	560.50
ART	122	9.5	5.2	9.4	5.8	1145	0.97	0.41	150	1211.00
ARTH	45	20.1	4.3	18.5	5.6	832	0.91	0.17	61	851.00
AST	14	32.3	8.3	30.3	12.8	424	0.88	0.27	45	424.00
BIO	124	22.1	12.2	22.2	11.8	2748	1.04	0.28	384	2911.25
BSP	126	18.8	2.0	17.7	5.2	2224	0.94	0.25	162	2615.00
CHE	100	26.1	11.9	21.3	10.1	2134	0.81	0.19	285	2217.50
CLA	55	17.6	4.3	14.3	5.9	784	0.80	0.27	66	793.50
COM	127	18.8	3.8	19.5	6.2	2476	1.04	0.30	221	2858.50
CS	71	19.3	3.7	14.7	5.7	1041	0.75	0.23	115	1184.50
ECO	124	19.4	4.7	14.9	6.9	1853	0.76	0.26	148	2020.00
EDU	136	16.5	5.3	10.6	6.7	1447	0.67	0.42	283	1965.00
ENG	170	15.9	3.2	14.4	4.0	2448	0.90	0.21	225	2589.50
ENGR	66	18.6	8.4	9.4	6.2	622	0.50	0.27	142	566.00
ENV	3	16.3	0.6	16.7	1.5	50	1.02	0.10	57	149.50
FRE	41	14.4	3.1	9.3	5.3	381	0.64	0.31	52	393.50
GEO	54	19.5	9.0	17.6	9.5	950	0.87	0.22	196	1073.00
GER	49	13.3	4.4	8.6	6.1	423	0.63	0.36	52	425.50
GNDS	5	21.6	2.2	19.2	3.8	96	0.89	0.17	14	115.00
GRE	23	14.0	3.6	3.9	3.8	89	0.30	0.29	23	89.00
HF									32	161.50
HIS	169	18.9	4.2	14.6	5.8	2473	0.78	0.27	230	2658.50
HMS	21	17.4	1.4	19.1	2.8	402	1.11	0.20	96	517.50
ID	1	0.0		11.0		11			21	83.00
INS	10	18.6	4.5	11.3	5.3	113	0.59	0.22	21	153.00
KIP	87	27.6	13.9	23.2	13.4	2015	0.85	0.29	276	2325.50
LAT	44	14.2	4.3	7.9	5.8	346	0.55	0.35	48	349.50
MAT	157	21.0	4.5	14.7	7.0	2303	0.68	0.27	197	2195.50
ML	2	17.5	3.5	18.0	2.8	36	1.03	0.05	3	37.00
MUS	22	12.6	4.7	5.9	5.2	130	0.46	0.35	267	397.25
PHI	136	20.2	4.2	18.9	5.7	2566	0.93	0.21	170	2644.50
PHY	43	19.9	8.5	10.9	7.8	468	0.54	0.26	87	476.50
PLS	107	17.9	4.6	11.9	5.4	1277	0.67	0.25	135	1401.00
PSY	**139**	**19.1**	**5.9**	**19.6**	**8.1**	**2727**	**1.04**	**0.37**	**263**	**3018.00**
SOC	113	19.6	4.1	18.5	4.9	2095	0.95	0.18	130	2203.00
SPA	171	15.2	3.8	11.5	4.8	1966	0.74	0.26	206	2021.50
THR	55	14.6	4.2	11.6	5.4	636	0.79	0.28	93	666.00
THS	99	19.3	3.4	19.7	4.4	1951	1.03	0.17	129	2016.50

Appendix L: Graduates and Majors 2012 - 2021

YEAR>	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Anthropology, Cultural	4	4	4	3	6	2	6	6	1	3
Art	8	6	9	4	7	2	3	---	---	---
Art and Design	---	---	---	---	---	---	1	4	2	2
Art History	3	1	1	5	5	2	1	0	1	2
Biochemistry	---	---	2	4	11	13	11	11	11	14
Biological Chemistry*	1	---	---	---	---	---	---	---	---	---
Biology	16	18	19	22	15	16	30	21	21	20
Business	---	---	---	---	---	---	---	---	---	23
Bus. Analytics & Organization*	---	---	---	---	---	---	---	1	---	---
Chemistry	7	9	12	16	13	14	5	7	6	8
Classical Studies	0	2	2	2	0	1	1	0	2	0
Co-Creative Design*	---	---	---	---	---	1	---	1	---	---
Communication	25	15	21	31	21	27	29	26	25	33
Comparative Religion*	---	1	---	---	1	---	---	---	---	---
Computer Science	5	6	9	6	5	8	9	11	7	8
Computing and the Arts*	---	---	---	1	---	---	---	---	---	---
Creative Arts Mkt/Mgmt*	---	---	---	---	---	---	1	---	---	---
Economics	9	16	13	23	22	20	18	20	16	10
Elementary Ed	16	20	13	8	19	9	12	9	8	11
Engineering	---	---	---	---	---	---	---	---	9	5
English	15	15	14	11	15	14	9	6	13	15
Environmental Science	3	2	3	3	5	3	6	5	1	8
Exercise Science	2	---	---	---	---	---	---	---	---	---
French	0	1	1	2	2	2	1	2	1	0
Geology	4	5	5	12	6	8	9	4	5	3
German	1	1	1	1	1	0	---	---	---	---
Gender Studies	---	---	---	0	0	1	0	0	0	3
Global Social Change*	---	---	---	---	---	---	---	1	---	---
Graphic Design*	---	---	---	---	---	---	---	---	1	---
Health and Movement Studies	6	8	7	6	14	10	7	10	12	3
History	17	9	14	15	8	13	13	13	12	9
Human and Community Dev*	---	---	---	---	---	---	1	---	---	---
Individual in Society*	---	---	---	---	---	---	---	1	---	---
International Political Economy*	---	---	---	---	---	---	---	1	---	---
International Studies	7	5	7	1	6	7	5	3	3	5
Kinesiology & Int Physiology	13	18	14	21	20	22	16	19	32	20
Literary Diversity Studies*	---	---	---	---	---	---	---	---	---	1
Mathematics	6	6	7	5	8	7	6	3	5	2
Media Studies*	---	---	---	---	1	---	---	---	---	---
Medieval-Renaissance Studies	1	0	0	0	0	1	0	0	0	0
Mod Lang & Internl Studies*	1	---	---	---	---	---	---	---	---	---
Music	0	0	2	3	1	1	1	0	0	0
Neuroscience*	---	---	---	1	1	---	1	---	---	---
Philosophy	3	10	6	7	9	7	3	3	5	4
Physics	2	2	2	3	2	0	1	0	1	0
Political Communication*	---	---	---	---	---	---	---	---	1	---
Political Philos & Ethics*	---	1	---	---	---	---	---	---	---	---
Political Science	11	12	15	8	16	12	9	10	13	9

Psychology	28	21	21	17	26	21	21	20	19	19
Secondary Education	---	---	---	---	---	---	---	3	6	2
Social Justice and Inequality*	---	---	---	---	---	---	1	---	---	---
Sociology	16	10	14	8	16	11	5	12	13	7
Spanish	12	11	4	1	7	12	5	5	6	4
Theatre	9	2	5	2	7	4	3	1	1	1
Theological Studies	5	3	3	6	1	1	1	8	3	3
TOTAL GRADUATES	232	221	229	243	276	253	229	220	234	218

Appendix M: Graduates and Minors 2012-2021

YEAR>	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Anthropology, Cultural	0	0	2	3	3	3	5	2	1	2
Archaeology	---	---	---	---	2	0	0	0	2	1
Art	3	2	2	6	4	2	0	0	1	1
Art History	2	4	3	2	0	3	3	2	2	3
Asian Studies	---	---	---	---	1	0	1	0	0	1
Biochemistry	0	2	0	0	0	0	0	0	0	0
Biology	3	2	0	2	3	2	1	2	2	1
Business	---	---	---	---	---	---	---	---	---	24
Chemistry	4	3	2	7	6	1	4	2	0	0
Classics	1	2	1	0	0	1	0	0	1	0
Communication	10	7	4	8	8	11	5	7	13	7
Computer Science	2	0	1	3	4	2	2	0	0	4
Creative Writing	4	1	3	1	2	2	0	0	2	4
Design	---	---	---	---	---	1	2	0	3	1
Economics	2	3	2	2	5	3	4	2	2	3
English	7	6	8	2	8	5	3	3	4	4
Environmental Science	6	4	2	7	4	2	0	2	3	1
Environmental Studies	0	0	0	1	1	2	6	0	2	0
Film Studies	2	2	1	1	1	0	0	0	0	0
French	1	0	2	1	3	2	2	1	0	0
Geology	0	0	0	3	1	2	2	0	0	0
Gender Studies	---	4	3	2	4	6	1	1	3	2
German	1	1	0	1	5	1	1	3	0	0
Greek	0	2	0	0	0	0	0	0	1	0
Health/Movement Studies	---	---	---	0	1	0	1	1	0	0
History	18	22	11	15	24	16	8	9	10	17
International Studies	1	0	0	0	2	2	1	3	0	1
Journalism	---	---	---	---	1	0	0	0	0	0
Kinesiology/Int Physiology	1	1	0	2	2	1	0	2	4	2
Latin	1	1	2	0	3	0	0	0	1	0
Mathematics	8	6	3	9	8	6	10	4	6	8
Medieval Renaissance Studies	---	2	0	0	2	0	1	0	0	2
Music	1	1	0	0	2	0	0	0	1	1
Philosophy	5	11	4	5	5	9	2	4	7	9
Physics	0	2	1	0	1	0	1	0	0	0
Political Science	3	2	5	2	7	3	4	5	4	5
Psychology	3	3	10	7	7	6	4	2	9	10
Sociology	13	8	10	8	14	9	10	9	9	8
Spanish	9	13	12	8	9	13	10	14	9	8
Theatre	---	---	1	0	0	0	0	0	1	0
Theological Studies	3	7	8	4	6	4	8	3	6	7
World Religions	1	0	1	1	0	1	0	0	0	0
TOTAL GRADUATES	232	221	229	243	276	253	229	220	234	218

Appendix N: Advisees per Department

Department	ANTH	ARTD	ARTH	BIO	BUSN	CHE	CLAL	COM	CS	ECO
Advisees	1	12(5)	2	46(1)	69(9)	27	2	43(1)	15	7(1)
FT/TT Faculty	1	3	2	5	4	3	3	4	3	4
Advisees/TT faculty	1	4	1	9.2	17.25	9	0.7	10.75	5	1.75

Department	EDU	ENG	ENGR	FRE	GEO	GERS	HIS	HMS	KIP	MAT
Advisees	23(10)	16(4)	26	0	8	0(2)	14(2)	1	78	2
FT/TT Faculty	2	7	2	1	2	1	6	3	3	3
Advisees/TT faculty	**11.5**	2.3	13	0	4	0	2.3	0.3	26	0.7

Department	MUS	PHI	PLS	**PSY**	SOC	SPA	THR	THS
Advisees	1	4(2)	12(2)	**34(3)**	14(5)	1(4)	0(2)	6
FT/TT Faculty	1	4	3	**4**	4	4	2	3
Advisees/TT faculty	1	1	4	**8.5**	3.5	0.25	0	2

Note: Advisees are assigned based on their first advisor's primary departmental membership, not by the student's major or minor. Students with a second major in the subject are indicated in parentheses (e.g. ARTD has 12 students for whom Art & Design is their first major and five students for whom it is their second major), but they are not included in the Advisees: Faculty ratio because the first advisor has primary responsibility for the student.

Appendix O: Percentage of Students Taking a Class Who Are <u>NOT</u> Declared Psychology Majors or Minors

Course	2017-2018		2018-2019		2019-2020		2020-2021		2021-2
	% non-majors	*n*(total)	% non-majors	*n*(total)	% non-majors	*n*(total)	% non-majors	*n*(total)	% non-majors
Core Major Requirements									
111: Basic Principles of Psychology (HS)	**85.1**	126(148)	**78.8**	89(113)	**81.6**	129(158)	**90.4**	132(146)	**93.3**
162: Neuropsychology (SL, SM)	**31.6**	6(19)	**42.1**	8(19)	**33.3**	6(18)	**36.8**	7(19)	**38.9**
164: Sensation & Perception (SL, SM)	**42.9**	12(28)	**34.4**	11(32)	**37.5**	12(32)	**48.1**	13(27)	**56.7**
220: Research Design & Statistics (QL)	15.4	4(26)	7.1	2(28)	10.7	3(28)	5.3	2(38)	16.7
231: Personality Theory	**34.1**	14(41)	**44.2**	19(43)	**45.7**	21(46)	**39.5**	17(43)	**57.1**
233: Psychology of Gender	**47.4**	9(19)	------	------	------	------	------	------	------
244: Childhood & Adolescence	**68.1**	49(72)	**67.9**	53(78)	**67.1**	53(79)	**69.3**	52(75)	**79.2**
Courses Requiring PSY220									
333: Cognitive Psychology (W2)	5.6	1(18)	0.0	0(8)	5.9	1(17)	0.0	0(14)	5.3
337: Learning	0.0	0(9)	7.7	1(13)	9.1	1(11)	11.1	1(9)	7.1
344: Social Psychology (W2)	17.6	3(17)	5.9	1(17)	5.0	1(20)	0.0	0(16)	6.3
346: Adulthood & Aging (W2)	12.5	1(8)	6.3	1(16)	0.0	0(8)	0.0	0(12)	14.3
Electives									
240: Forensic Psychology	**50.0**	9(18)	**40.0**	8(20)	------	------	------	------	------
243: Behavior Disorders	**42.3**	11(26)	19.2	5(26)	23.1	6(26)	11.1	3(27)	14.3
250: Psychology of Film	**55.6**	5(9)	**44.4**	8(18)	------	------	**47.1**	8(17)	------
260: Special Topics	**42.9**	9(21)	**76.2**	32(42)	------	------	**35.9**	23(64)	**65.0**
332: Counseling & Psychotherapy	0.0	0(12)	8.3	1(12)	11.1	1(9)	0.0	0(12)	10.0
202: Adult Development	**100.0**	6(6)	**100.0**	3(3)	**88.9**	8(9)	**72.7**	16(22)	**68.8**

Percentage columns indicate the percentage of students enrolled in the course during the academic year that have never declared a Psychology major or minor (as of December 2022). *N* is the number of non-majors enrolled in the course across all sections in the academic year, with total enrollment in the course listed in parentheses. Courses listed in the first section of the table are required courses for the major, and courses below the line are electives. Courses with >25% non-major enrollment are bolded.

ACE/CCRs satisfied by the course are listed in parentheses. The following courses were excluded from the table because they are not standard content courses: PSY025 (Academic Service Learning); PSY307 (Directed Study); PSY309 (Research Practicum); PSY357 (Internship); PSY370 (Directed Study); PSY457 (Internship); PSY401 (Advanced Research); PSY462 (Research Seminar); PSY499 (Comprehensive Evaluation).

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