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

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

[This section is included from last years' assessment]
Review of the current curriculum and proposed changes

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

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

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

Drop Psychology of Learning. While this has been a traditional part of the Psychology curriculum for 80 years or so, its relevance has faded, If we happened to hire someone with expertise in this area we might continue to offer it, but that is unlikely, and it would not play a role in choosing a candidate.

Split the Capstone among the faculty. At present, all Capstone students are enrolled with me. A number of them are actually working with Linda (and, in the past, a very few with Rene), who assigns their grades and directs their work. We plan to re-configure this so that each of use teaches the courses and students enroll with the appropriate person. This

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

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

Reconfigure our current set of four "cores." At present, students take one course from each core, with one additional course from any core. We plan to change this to two cores, with each student taking two courses from each. The "one additional" would be taken over by the requirement of Tests and Measurement, so the number of courses would be unchanged. The two new cores would be:

> Physiological Psychology
> Sensation and Perception
> Memory and Cognition
> Lifespan Developmental Psychology
>
> Social Psychology
> Personality Theory
> Principles of Psychopathology
> Topics in Psychology

The Updated Assessment Report for 2012-2013

Executive Summary

This assessment report on the psychology major examines student learning during the 2012-2013 academic year. Our assessment of student performance provided evidence that students met or exceeded our evaluation benchmarks for each of the 3 learning goals. The current status of our assessment data, using the performance indicators, would be at the Yellow Level, meaning that we have begun to collect and demonstrate accomplishment of student learning goals, but have several areas of further improvement. Our plans for improving our assessment indicators are discussed.

1. Student Learning Goals in the Psychology Major

The three learning goals for the Psychology major are:

> 1. Students will demonstrate the ability to distinguish between non-scientific v. scientific approaches to mind and behavior and critique the similarities & differences between psychology and other sciences.

2. Students will demonstrate their ability to understand critical variables that influence mind and behavior from the 4 core areas: biopsychology, learning and cognition, developmental/social psychology, and applied psychology, and evaluate theoretical orientations within these approaches.

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

The psychology faculty are committed to the Millikin mission and have designed a curriculum which intentionally prepares majors for professional success, democratic citizenship in a global community, and a personal life of meaning and value by producing graduates who are capable of thinking critically from a psychological perspective.

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

a. distinguish between non-scientific v. scientific approaches to mind and behavior and critique the similarities & differences between psychology and other sciences.

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

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

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

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

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

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

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

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

2. Snapshot

The Department of Behavioral Sciences includes majors in Sociology, Human Services, and Psychology. Due to the untimely death of Dr. Larry Troy, we have one full-time faculty member in Sociology and two in Human Services. During the 2012-2013 school year, we were still short one faculty member in Psychology, with two full-time faculty.

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

There are 45 Psychology majors, 28 Sociology majors, and 59 Human Services majors (May, 2013).

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

Table 1 reports the Psychology courses offered for '12-'13, along with their enrollments.

Table 1.
Courses and Enrollments

Fall 2012

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

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

Spring 2013

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

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

4. The Psychology Learning Story

The Psychology major was extensively revised in 2003 to emphasize preparation for graduate school. This change in emphasis was made possible by a recommitment of resources within the Department of Behavioral Sciences, with one full-time faculty position in Psychology switched to Human Services, permitting the hiring of a second full-time faculty member for that major. Traditionally, the psychology major has served two groups of students—those planning to continue on to graduate school in Psychology

and those interested in a four-year degree as entrée to jobs in the helping professions. Because of the improvements in the Human Services course offerings, the latter group are now far better served by the major in Human Services. We have not been as successful as we would like in getting those students to switch to Human Services, though increasing numbers do so and we have also seen an increase in double majors of Psychology and Human Services.

There are two groups of courses for our majors in Psychology at Millikin University. One group provides coverage of the major content areas of Psychology; the other provides a background in psychological research. For the content areas, students take one course from each of the four core areas (biological psychology, developmental/social psychology, cognition/learning, and applied psychology), plus at least one additional course from one of those areas. The research component includes basic and advanced courses in statistics and in experimental psychology (research methods), and culminates in the Capstone.

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

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

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

Learning community. Because cohorts of students tend to take the sequence of research courses together, we encourage appropriate collaboration and mutual help. In the original proposals to the National Science Foundation that equipped the Behavioral Sciences

Computer Laboratory in 1990 and again in 1997, I emphasized the role that such a laboratory could play in providing students with a sense of a place of their own, making mutual help and collaboration more likely. The development of that sense of a learning community ultimately depends on the students themselves, and is stronger in some years than others. It is frequently a strong and obvious bond among the group of students taking Advanced Statistics and Advanced Experimental Psychology.

Advising. As with all majors, advising plays a developmental role, as well as providing concrete advice about scheduling. All three faculty do academic advising. Assessment of advising is conducted each semester, and the assessment tool and results are discussed below.

Curriculum map. The current curriculum map that is given to students as part of the advising process is included as Appendix 5. (Because of difficulties with formatting, this is in a separate file titled 08 Psy BSs Major Sheet.doc)

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

With that as prologue, how does our curriculum compare to other schools? In regard to research experience, we are among the best. Table 2 reports the course requirements in research methods of statistics for Millikin and for the "peer" and "aspiration" institutions chosen by Millikin for purposes of a variety of comparisons. The other schools in the College Conference of Illinois and Wisconsin are also included.[1] [These data are current as of 2010.]

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

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

Millikin is among only three schools that require an empirical research capstone. Most schools require a capstone, but it is usually a literature survey, rather than an empirical study. Only about half (13 of 25) of the other schools even *offered* the opportunity for an empirical research capstone. This does not mean that none of their students are doing research, of course, but student research is not built in to the curriculum for **all** students.

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

	Basic Statistics	Advanced Statistics	Basic Research Methods	Advanced Research Methods [2]	Empirical Research Capstone
Millikin University	R	R	R	R	R
Peer Institutions					
Concordia College	R		R		O
Drury University	R	O	R	R	O
Elmhurst College	R		R		
Gustavus Adolphus College	R		R		
Luther College	R		R		
Otterbein College	R		R		
University of Evansville	R		R		O
University of Portland	R		R		O
Whitworth University	R		R		O
Aspiration Institutions					
Baldwin-Wallace College	R		R	R	R
Hope College	R		R		
Illinois Wesleyan University	R		R		
Mount Union College	R		R		O
Ohio Northern University	R		R	R	
Sienna College	R		R	R	O
St. Mary's University	R		R		
Stetson University	R		R		R
Stonehill College	R		R		O
Valparaiso University	R		R		

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

College Conference of Illinois and Wisconsin

Augustana College	R	R	R	O
Carthage College	R		R	O
Elmhurst College	R		R	O
North Central College	R		R	
North Park College	R		R	O
Wheaton College	R		O	

4. Assessment Methods

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

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

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

Learning Goals 1 and 3 will also be evaluated by monitoring student research and publication.

Advising will be evaluated via the Behavioral Sciences Advising Survey, which has been administered each semester as an anonymous questionnaire. The questionnaire is given to each student during advising for the following semester. Students are requested to turn in the survey (completed or not) in order to have our administrative assistant enter them into a registration group. The survey is included below as Appendix 5.

5. Assessment Results

Learning Goal 1.

As shown in Table 3, grades for the Capstone were generally good. Grades of A and B were earned by 13 of 15 students. Two students did little or nothing on their projects and received either D or F.

As shown in Table 4, grades across the four research methods courses were also generally good. Grades of A and B were earned by 70% of the students, and Cs by 17%.

Learning Goal 2.

Grades in the four core content areas are reported in Table 5. Grades of A or B were earned by 65% of students, while 24% earned Cs.

Learning Goal 3.

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

Advising.

Results of the advising survey for Fall '10 are reported in Table 6. Items were scored on a 5-point scale from 1 = Very Dissatisfied to 5 = Very Satisfied. For all items, the average was between a rating of "Satisfied" and a rating of "Very Satisfied." (These averages are across all full-time faculty in the Department of Behavioral Sciences. Psychology faculty also advise some students in Human Services, and we have no way to separate the surveys by major. Ratings are similar across all department faculty.)

Table 3. Capstone—Frequency by Grade

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

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

Basic Statistics

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3			6			1		1			3

Advanced Statistics

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
2		1	5	2	1	4	1				1

Basic Experimental

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

Advanced Experimental

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

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

<div align="center">Biological Core[3]</div>

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

<div align="center">Learning/Cognitive Core[4]</div>

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

<div align="center">Developmental/Social Core[5]</div>

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
5		4	4	2	2	5			2		1

<div align="center">Applied Core[6]</div>

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

Table 6. Results of survey of advising for Fall, 2012—Department of Behavioral Sciences.

<div align="center">**Descriptive Statistics**</div>

	N	Mean
Convience of scheduling appointment	84	4.85
Amount of time spent with advisor during class scheduling appointment	84	4.73
Advisor's feedback about progress in meeting graduation requirements	84	4.69
Advisor's knowledge about course options or selections in the major	84	4.71
Advisor's knowledge about course options or selections in university studies MPSL	84	4.67
Adivsor's availability throughout the academic year	84	4.73
Timeliness of responses to my questions or concerns	84	4.71
Ability to answer academci or plan of study questions	84	4.77
Knowledge about campus support programs	84	4.93
Knowledge about cocurricular opportunites	84	4.83
Knowledge about whom to contact to answer academic questions	84	4.82

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[3]PS315—Sensation and Perception (PS303— Physiological Psychology not offered).

[4]PS332— Memory and Cognition (PS331—Principles of Learning not offered).

[5] PS340—Lifespan Developmental Psychology & PS318—Personality Theory (PS204—Social Psychology not offered.

[6] PS306—Tests and Measurements & PS310—Principles of Psychopathology.

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

Appendix 1 – Psychology Capstone Project Rubric (PS450)

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

Appendix 2 – Psychology Research Methods & Quantitative Analysis Rubric

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

Appendix 3 – Psychology Core Coursework Rubric

Artifact Final Course Grades	Green	Yellow	Red
Biopsychology PS303 or PS315	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
Learning – Cognition PS331 or PS332	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
Developmental - Social PS204, PS318, or PS340	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)
Applied Psychology PS305, PS306, or PS310	70% of majors achieve a rating of adequate (C) or excellent (B or A)	60% of majors achieve a rating of adequate (C) or excellent (B or A)	Less than 50% of majors achieve a rating of adequate (C) or excellent (B or A)

Appendix 4 – Behavioral Sciences Academic Advising Evaluation

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

Please answer the following questions about yourself in the space provided.
Major 1 _____ Major 2 _____ Minor _____

Current class rank at Millikin: ___First Year   ___Sophomore   ___Junior ___Senior
        Class rank when you declared your major in the department:
          ___First Year   ___Sophomore   ___Junior   ___Senior
               Other:_____

Advisor: __ Collinsworth __Crisler   __Garrison   __St. James __Troy __Verry __White
   You just met with your advisor to schedule classes for the Fall "year" semester. For your recent class scheduling experience, please mark your answers using the scale below.
1. Very dissatisfied   2. Dissatisfied   3. Neutral   4. Satisfied   5. Very satisfied

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

During the school year, you likely email, call, or meet with your department advisor about questions you have about your plan of study, internship or work opportunities, research opportunities, etc. Based on your year round experiences with your advisor in these areas, please mark your answer using the scale below.
1. Very dissatisfied   2. Dissatisfied   3. Neutral   4. Satisfied   5. Very satisfied   6. Not applicable
____ Availability throughout the academic year (e.g., questions, meetings)
     ____ Timeliness of response to my questions or concerns (e.g., phone, email, meeting)
____ Ability to answer academic or plan of study questions
     ____ Knowledge about campus support programs (tutors, Learning Center, Counseling Services, etc.)
____ Knowledge about co-curricular opportunities (student organizations, speakers)
____ Knowledge about whom to contact to answer academic questions
____ Helpfulness with career preparation and planning
____ Information about job opportunities on campus or in the community
____ Attitude toward me as an individual

Any additional comments: