

**Academic Program Review  
Self-Study Report**

Name of Program: **Psychology**

Name of Program Chair: **Ryan C. Martin, Ph.D.**

Date of Last Program Review: **January 4, 2005**

Date the Current Self-Study Report approved by Program Executive Committee: **November 30, 2015**

## Section A. Mission Statement and Program Description

Our program's mission is to:

1. Offer, as the core of a liberal arts education, major and minor programs that provide a comprehensive understanding of psychological perspectives on humans as individual and social beings.
2. Create a climate for effective learning inside and outside both the in-person and online classroom.
3. Prepare students to bring an informed and analytical view of behavior to their professional and personal lives.
4. Challenge students with rigorous course content that requires critical analysis and articulate communication.
5. Help students develop skills that will allow them to be successful in a variety of career areas (e.g., human services, business, education), including jobs that do not yet exist.
6. Prepare students for graduate training for professional (e.g., counseling) or scholarly (e.g., academic) careers in psychology.
7. Provide course work that supports the interdisciplinary mission of the university.
8. Offer courses on behavior that supports the liberal education of all students.
9. Contribute to the understanding of behavior through scholarship.
10. Contribute to the improvement of teaching and learning thorough work at the local, state, and national levels.

There have been three primary changes to our curriculum since the last review.

1. We have made PSYCH 300, Research Methods in Psychology (formerly Experimental Psychology), a prerequisite for approximately half of our upper-level Psychology courses. We have also modified the expectations of that course to include a group research project so that all UWGB Psychology students will have completed at least one research project before graduating. This research project includes a campus-wide poster presentation of their results, an oral defense, and an individually written scientific paper.
2. We have implemented a series of capstone courses as part of a very ambitious and exciting capstone program that includes small, interdisciplinary courses on specific topics. We have launched three of these in the last year: Explorations of Madness, Creating Sacred Space, and Mental Health in the Wonder Years.
3. We recently implemented four new emphases within the Psychology major: Brain, Behavior, and Health; Cultural and Gender Diversity, Mental Health Emphasis, and Sustainability. An emphasis is not required of students and there is still a general psychology major for students who do not wish to have an emphasis. However, the emphases combine our courses into meaningful subareas that help to showcase some of the things we do particularly well. For instance, with multiple applied psychology faculty on staff, we have a particularly strong mental health expertise in our program. Similarly, we are one of a handful of campuses in the country that have a faculty member with an expertise in environmental psychology. Thus, emphases in mental health and sustainability really help illustrate to potential majors both what makes our program special and the variety of options available to a student with a psychology major.

With regard to curricular strengths and weaknesses, we feel our rigorous research methods expectations, our engaging individualized learning experiences, and our capstones stand out as relative strengths as

compared to other psychology programs. Our primary weakness is not having a course dedicated specifically to professional development.

### Section B. Student Learning Outcomes Assessment

In 2014, we adopted the American Psychological Association's Guidelines for the Undergraduate Psychology Major (APA, 2013).

#### Goal 1: Knowledge Base in Psychology

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

#### Goal 2: Scientific Inquiry and Critical Thinking

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

#### Goal 3: Ethical and Social Responsibility in a Diverse World

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

#### Goal 4: Communication

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

#### Goal 5: Professional Development

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

We have assessed these learning outcomes in several different ways. First, in 2010 we sought to determine which courses were specifically and intentionally addressing which learning outcomes. This assessment did not include the evaluation of student outcomes, but did explore whether or not faculty were including assignments and activities designed to address particular learning outcomes. We established that all of our learning outcomes were being addressed in multiple places throughout the curriculum. However, we also identified that some learning outcomes (e.g., Career Planning and Development, Information and Technological Literacy) were not receiving as much coverage as others. We then took steps to address these holes in our learning outcome coverage by intentionally introducing additional assignments and activities into classes where those topics could be covered.

In Spring of 2011, we formally assessed our research methods in psychology learning outcome, which at the time read:

*Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.*

To do this, we identified the courses that attempted to meet the research methods learning outcome and were offered during the Spring, 2011 semester when the assessment was completed. This included five different courses (one of those courses, Psych 300, had four different sections which were taught by four different instructors). Instructors for these courses were asked to identify an assignment, that they believed assess the research methods learning outcome and randomly select 3 to 4 of those assignments to turn in to the assessment taskforce for review. :

Four reviewers (Dr. Burns, Dr. Gurung, Dr. Lorenz, and Dr. Radosevich) assessed the assignments on the following domains using the attached rubric: Understanding Research Design, Applying Research Design, Understanding Data Analysis, Applying Data Analysis, Understanding Interpretation, and Applying Interpretation.

Forty-one assignments were assessed using the rubric described above. The overall average score was a 2.47, falling between "basic" and "proficient". Some key findings were

1. Average scores for all domains were between "Basic" (demonstrating some but not many mistakes, errors, and incorrect conclusions) and "Proficient" (explains, designs, and analyses research accurately).
2. A relative strength appears to be Understanding Research Design.
3. Relative weaknesses appear to be Applying Research Design and Understanding Data Analysis.
4. Average scores overall indicated that students were better able to Apply Data Analysis than they were to Understand Data Analysis. This difference was especially apparent in the data for the Psych 300 classes (N = 26). This may indicate that students are using data analysis programs but not fully understanding why/what they are calculating. Thus, instructors of these courses may want to think about how to integrate "Understanding Data Analysis" into their classes to assure students understand the Application of Data Analysis they are completing.
5. Taken together, findings may suggest a need for more application-driven learning activities in courses other than Experimental Psychology (where students complete a research project from start to finish). This is supported by three lines of evidence.
  - a. Across all courses, there is a substantial gap between the highest scoring domain, understanding research design (2.70), and the second lowest scoring domain, applying research design (2.44).
  - b. In courses other than Experimental Psychology, the three application domains all score lower than their understanding domain counterpart. For example, understanding interpretation (2.73) scores higher than applying interpretation (2.32), understanding data analysis (2.58) scores higher than applying data analysis (2.25).
  - c. All three application domains in Experimental Psychology, where application is a significant focus, score higher than the application domains from other courses.

In Spring of 2014, the Psychology Department assessed the following learning outcome: Students will be able to communicate effectively in a variety of formats with the intention of focusing on oral presentations.

Please note that mid-semester, we adopted a new set of learning outcomes, one of which was "Communication: Exhibit effective presentation skills for different purposes."

To assess the outcome, all faculty were asked if they require some sort of oral presentation in any of their Psychology courses. Those who did, were asked to provide us with details of the presentation (e.g., length, purpose, group/individual, etc.) and were asked to provide us with the grades of ten randomly chosen students. This provided us with information about which classes required some an oral presentation, how those presentations were formatted, and information about student performance.

Of the sixteen Psychology courses offered in Spring 2014, four included some an oral presentation. The formats varied from short, 2-minute, individual presentations to longer, 20-minute, group presentations. The average grades ranged from 85.5% to 95% (one class did not grade the presentations) and grades ranged from 70% to 100%.

In Spring of 2015, the Psychology Department assessed the following learning outcome: Develop meaningful professional direction for life after graduation.

To assess the outcome, we utilized four sources of data: (1) Exam results from Dr. Vespia's course, Counseling and Psychotherapy, where elements of the course focus on career development, (2) a survey we sent our May, 2015 graduates that asks questions about professional direction, (3) the results of a 2015 research project, conducted by Dr. Vespia, on career development, and (4) the results of a 2015 Psychology and Human Development Club research project, sponsored by Dr. Holstead, on engagement in the Psychology and Human Development majors (we removed the data from non-psychology majors for this assessment).

Regarding source one, exam results, Dr. Vespia asked six questions related to careers in psychology on one of her exams (e.g., "The Occupational Outlook Handbook provides information about all of the following except:"). The average score for those six questions was 82% (range from 66% to 98%).

Regarding source two, we sent an 8-item survey to all May, 2015 psychology graduates. Three of the questions we asked on that survey were relevant to career development. We received response from 48% of those graduates. The results of that survey are as follows:

- I am aware of the jobs that are available to someone with a psychology degree (83% indicated true).
- I feel satisfied with my post college career plans (74% indicated true).
- I believe what I have learned in the psychology major will help me in my future career (100% indicted true).

Regarding the third source, Dr. Vespia completed a research project during the 2014-15 academic year in her Counseling and Psychotherapy course where she has several assignments related to professional development. Findings from this project, which were presented at the Midwestern Psychological Association Conference, were that 70% of students had made progress on career readiness over the course of the semester and, per an anonymous online survey, 80% of participants felt they had gained some level of knowledge about careers and 100% said they knew more about what they needed to do to prepare themselves for careers or graduate school.

Finally, the fourth source of data was the results from a 2015 study of engagement in the Psychology and Human Development majors run by the Psychology and Human Development Club and sponsored by Dr. Holstead. This study was also presented at the Midwestern Psychological Association Conference. While the study looked at a variety of factors not relevant to this assessment, there were a series of questions included in the survey on career planning and professional development. The responses to those questions are as follows:

- I have a clear plan for my eventual career (62% indicated agree or strongly agree).
- I feel confident I will achieve my career goals (70% indicated agree or strongly agree).
- My career plan is related to my major (83% indicated agree or strongly agree).

Finally, in 2014 and 2015, we surveyed our graduating seniors with five specific questions about their academic experience in the psychology program. Results from that assessment are as follows:

- I had at least one professor in the psychology major who made me excited about learning (100% indicated true).
- My professors in the psychology major cared about me as a person (98% indicated true).
- I had a mentor in the psychology major who encouraged me to pursue my goals and dreams (58% indicated true).
- I had an internship or job that allowed me to apply what I was learning in the classroom (75% indicated true).
- I was extremely active in extracurricular activities and organizations while attending UW-Green Bay (26% indicated true).

In each of these instances, we've taken specific actions to address areas for improvement identified through the assessment. For instance, based on our in-depth assessment of our research methods outcome, we discussed as a faculty new ways to include research application-driven learning activities into course other than our research methods course (where students already completed a research project from start to finish). Similarly, based on the finding that students are not terribly active in extracurricular activities and organizations, we implemented a promotional campaign to increase awareness of ways that students can get involved.

### Section C. Program Accomplishments and Student Success

We encourage our students to engage in individualized learning experiences like Research Assistantships, Teaching Assistantships, Internships, and Honors Projects. The chart below reflects the number of students who have completed each of those options (note that the 2015-16 data includes only the numbers from Fall semester).

	# Number of Majors	# Research Assistantships	# Teaching Assistantships	# Internships	# Honors Projects
10-11	345	30	18	23	9
11-12	335	22	10	22	5
12-13	345	30	15	30	10
13-14	342	30	4	30	13
14-15	342	40	7	40	13

15-16 (incomplete)		18	7	18	7
-----------------------	--	----	---	----	---

One thing that stands out in the table above is that the percentage of our students who participate in these learning activities is relatively low. This is particularly true in the case of Teaching Assistantships and Honors Projects. There are two reasons for this. First, there is a GPA prerequisite for each of these experiences, which limits the number of students who qualify for the opportunity. Second, these experiences are time consuming for the faculty member who sponsor/supervise them so we are limited by the time availability of our faculty. We are exploring alternative models for increasing the number of individualized learning opportunities we can offer.

These individualized learning experiences often result in student publications or presentations. In the last ten years, 30 students have published an article or book chapter along with a faculty member and 142 students have presented at regional or national conferences. Our students have had great success with regard to post-graduation employment and graduate school as well. See here for the results from the University of Wisconsin-Green Bay Career Services Graduate Follow-up Survey.

	Respondents	Employed	In Graduate School*
2014	81	69	28 (18 also employed)
2013	98	76	44 (24 also employed)
2012	84	35	28 (18 also employed)
2011	83	52	38 (9 also employed)
2010	77	59	14**
2009	90	63	24**
2008	80	48	28**
2007	86	56	24**

\*some students in graduate school are also included in employed

\*\*does not report those that were in graduate school and employed

According to these results, 67% of our students were employed at the time they took the survey. What can't be teased out from this data, however, are the number of students who are unemployed *because* they are in graduate school and are therefore not looking for work. If we assume those graduates who are in graduate school but not employed are not pursuing employment (and therefore subtract them from the respondents), the employment rate of our graduates is 85% for the last four years and in the high 90s for three of those four years.

The faculty in the Psychology program have been extremely successful as well. Collectively, psychology faculty have published 206 journal articles or book chapters in the last 10 years and have conducted more than 320 presentations at regional and national conferences. The faculty have been recognized for these successes through a number of awards including Founders Awards for Institutional Development, Excellence in Teaching, and Excellence in Scholarship, the Regents Teaching Excellence Award for University of Wisconsin System, the Society for the Teaching of Psychology Master Teacher, the UWGB Student-Nominated Teaching Award, and the Carnegie Foundation for the Advancement of Teaching, Wisconsin Professor of the Year award (this is not an exhaustive list).

Finally, despite declining enrollments at the university, the psychology program's enrollments have stayed relatively stable since 2009 (see the table below for the number of majors each year since 2008).

	2008	2009	2010	2011	2012	2013	2014
# Majors	467	360	345	335	345	342	342
# Minors	129	121	121	111	120	113	106

The abrupt decline in majors between 2008 and 2009 corresponds to a change we made to our major curriculum that likely cut back on the number of double-majors we shared with other programs.

#### Section D. Program Enrollment Trends and Analysis

The most recent data available (2014) indicates that psychology program has 342 majors and 106 minors and our enrollment numbers have stayed relatively stable over the last five years. The vast majority (80%) of our students are female and this too has stayed relatively stable since 2008 (ranges from 80% to 83%). Similarly, the number of minority students, currently 10%, has stayed relatively stable since 2008 (ranges from 8% to 10%) along with the percentage of students who are 26 or older (ranges from 6% to 9%). We have seen an increase in the number of students from Brown County. In 2008, 20% of our majors were from Brown County and this has trended upward each year to now where we are currently at 25%.

In some ways, the demographics of the psychology major mirror the demographics of campus (see table below for the percentage of students in the psych major as compared to the campus demographics). The percentage of US minority students and the number of students from Brown County who study psychology, for example, are similar to the campus percentages. However, in several areas, there are clear differences between the campus rates and the rates within our major (both gender and number of students age 26 and older).

	2008	2009	2010	2011	2012	2013	2014
Psych- % Female	81	83	82	81	81	81	80
UWGB- % Female	65	64	64	64	65	66	66
Psych- % US Minority	8	8	10	10	12	11	10
UWGB- % US Minority	8	8	9	10	10	11	12
Psych- % 26 or Older	6	8	9	8	6	6	6
UWGB- % 26 or Older	18	20	23	25	25	26	26
Psych- % From Brown County	20	22	20	22	23	23	25
UWGB- % From Brown County	24	24	24	24	23	23	23

These numbers reflect potential opportunities for growth of the psychology major. Although we can anticipate significant changes in all of these demographics with the addition of an online psychology major, we will meet soon to discuss ways that we can attract more male students, nonwhite students, older students, and students from outside Brown County.

#### Section E. Program's Vision for Future Development

There are two primary areas to discuss with regard to future development for the psychology program. First, we are currently in the process of developing a fully online major. The courses have already been



developed and many of the faculty who teach psychology courses have been through the online teaching scholars program. We see this as an important step in both growing the major and increasing access to students, particularly adult-learners, whose schedules do not allow them to come to campus regularly.

Second, we plan on taking steps to address professional development more intentionally through coursework and other mechanisms. Given that this is one of our five learning objectives, we feel it's important to better build professional development into our current curriculum, advising, student organizations, and other psychology programming.

#### Section F. Summary and Concluding Statement

The 2005 program review for psychology identified two primary concerns, student access to courses and a lack of resources, and the suggestion that the psychology program explore a Masters program in counseling psychology.

The two concerns are directly related to one another. The psychology program saw a great deal of growth between 2000 and 2005 without any additional faculty. Consequently, the program was unable to offer enough sections of courses to keep up with the demand and students had a difficult time getting into classes. This concern has been addressed in several ways. First, there have been new positions allocated to psychology over the last ten years that have allowed for additional courses each semester. Second, we altered our curriculum by making research methods a prerequisite for about half of our upper-level psychology courses. While this change was motivated by a desire to increase the scientific focus of our upper-level courses, an additional benefit is that it decreased access to those classes for non-psychology majors (who would need to take the research methods course first). As it stands currently, all of our courses are typically open when juniors begin to register and most do not fill until after juniors have finished registering.

The suggestion from the last program review that we consider a Masters program in counseling psychology was explored by a taskforce in 2006, led by Dr. Georjeanna Wilson-Doenges. The taskforce concluded that a program was not feasible at the time. However, the psychology program has more recently begun exploring that possibility again and plans to put together some more formal explorations in the next few months.

#### Section G. Required Attachments



## Graduating Senior Survey: 2010, 2011, 2012, 2013 & 2014

	Graduation Year	Psychology	UWGB Overall
<b>Graduates:</b>	2010	78	1106
	2011	97	1185
	2012	93	1293
	2013	98	1229
	2014	90	1233
<b>Response Rate*</b>	2010-2014	252/456 (55%)	2841/6046 (47%)

\* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2010-2014						
		N	mean	A	B	C	D	F
Clarity of major requirements	PSYCH	252	3.6	67%	28%	4%	1%	0
	UWGB	2836	3.5	58%	34%	6%	1%	1%
Reasonableness of major requirements	PSYCH	252	3.6	66%	29%	4%	1%	0
	UWGB	2831	3.5	56%	36%	6%	1%	<1%
Variety of courses available in your major	PSYCH	251	3.2	42%	42%	14%	1%	1%
	UWGB	2821	3.0	35%	42%	17%	5%	1%
Frequency of course offerings in your major	PSYCH	250	2.8	20%	48%	26%	5%	1%
	UWGB	2819	2.7	22%	41%	26%	8%	3%
Times courses were offered	PSYCH	250	2.9	24%	49%	20%	6%	1%
	UWGB	2769	2.9	28%	41%	22%	6%	2%
Quality of internship, practicum, or field experience	PSYCH	117	3.4	62%	21%	10%	2%	4%
	UWGB	1609	3.3	57%	28%	10%	3%	2%
Quality of teaching by faculty in your major	PSYCH	249	3.6	66%	29%	3%	<1%	1%
	UWGB	2817	3.4	52%	38%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	PSYCH	252	3.7	78%	19%	3%	<1%	<1%
	UWGB	2834	3.6	69%	27%	3%	<1%	<1%
Faculty encouragement of your educational goals	PSYCH	249	3.4	59%	28%	9%	2%	2%
	UWGB	2800	3.4	56%	30%	11%	2%	1%
Overall quality of advising received from the faculty in your major	PSYCH	243	3.1	47%	28%	11%	9%	5%
	UWGB	2706	3.2	53%	25%	12%	5%	4%
Availability of your major advisor for advising	PSYCH	245	3.3	60%	22%	9%	5%	3%
	UWGB	2693	3.3	60%	24%	9%	4%	3%
Ability of your advisor to answer university questions	PSYCH	237	3.3	62%	21%	8%	5%	4%
	UWGB	2649	3.4	63%	22%	9%	4%	3%
Ability of your advisor to answer career questions	PSYCH	229	3.0	51%	21%	16%	6%	6%
	UWGB	2376	3.2	52%	28%	13%	4%	3%
In-class faculty-student interaction	PSYCH	249	3.1	50%	25%	13%	12%	<1%
	UWGB	2657	3.1	44%	30%	13%	12%	<1%
Overall grade for your major (not an average of the above)	PSYCH	250	3.5	61%	32%	5%	1%	<1%
	UWGB	2801	3.4	49%	42%	8%	1%	<1%

**Table 2. Job related to major while completing degree?**

	Unit of Analysis	n	Full-time		Part-time		No
			Paid	Non-paid	Paid	Non-paid	
2010-2014 percent	PSYCH	250	6%	0	33%	6%	55%
	UWGB	2827	15%	<1%	33%	6%	46%

**Table 3. "If you could start college over"**

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2010-2014 percent	PSYCH	252	76%	12%	8%	3%	1%
	UWGB	2824	68%	13%	13%	5%	1%

**Table 4. Plans regarding graduate/professional study**

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2010-2014 percent	PSYCH	236	9%	21%	61%	9%
	UWGB	2161	8%	12%	63%	17%

**Table 5. Highest degree planned**

	Unit of Analysis	n	Bachelor's	Master's	Specialist's	Professional	Doctoral
2010-2014 percent	PSYCH	252	10%	57%	1%	1%	31%
	UWGB	2827	32%	49%	2%	5%	12%

**Table 6. General Education preparation**  
Current proficiency vs. Contribution of Gen Ed to current proficiency (3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	PSYCH	245	58%	2.6	240	34%	2.2
	UWGB	2661	64%	2.6	2591	33%	2.2
Problem-solving skills.	PSYCH	244	68%	2.6	235	34%	2.2
	UWGB	2658	70%	2.7	2583	34%	2.2
Understanding biology and the physical sciences.	PSYCH	238	21%	2.0	232	23%	2.0
	UWGB	2580	27%	2.0	2460	26%	2.0
Understanding the impact of science and technology.	PSYCH	236	31%	2.1	226	25%	2.0
	UWGB	2591	36%	2.2	2483	27%	2.0
Understanding social, political, geographic, and economic structures.	PSYCH	240	27%	2.1	233	24%	1.9
	UWGB	2606	35%	2.2	2532	30%	2.1
Understanding the impact of social institutions and values.	PSYCH	243	65%	2.6	236	48%	2.4
	UWGB	2622	50%	2.4	2541	38%	2.2

**Table 6. General Education preparation**

**Current proficiency vs. Contribution of Gen Ed to current proficiency**  
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding the significance of major events in Western civilization.	PSYCH	236	26%	2.0	232	26%	2.0
	UWGB	2593	33%	2.2	2506	32%	2.1
Understanding the role of the humanities in identifying and clarifying values.	PSYCH	245	40%	2.3	238	36%	2.1
	UWGB	2616	39%	2.3	2537	35%	2.2
Understanding at least one Fine Art.	PSYCH	242	39%	2.2	231	29%	2.0
	UWGB	2597	39%	2.2	2498	34%	2.1
Understanding contemporary global issues.	PSYCH	242	24%	2.0	232	21%	1.9
	UWGB	2606	34%	2.2	2506	27%	2.0
Understanding the causes and effects of stereotyping and racism.	PSYCH	244	78%	2.8	236	52%	2.4
	UWGB	2625	61%	2.6	2539	41%	2.2
Written communication skills	PSYCH	242	70%	2.7	237	49%	2.4
	UWGB	2637	67%	2.6	2673	44%	2.3
Public speaking and presentation skills	PSYCH	243	42%	2.2	230	31%	2.1
	UWGB	2612	45%	2.3	2498	30%	2.1
Computer skills	PSYCH	242	52%	2.5	228	28%	1.9
	UWGB	2620	55%	2.5	2483	29%	2.0

**Table 7. Educational experiences**  
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2010-2014		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay, I have learned to view learning as a lifelong process.	PSYCH	246	91%	4.4
	UWGB	2749	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	PSYCH	246	44%	3.2
	UWGB	2643	46%	3.3
The UW-Green Bay educational experience encourages students to become involved in community affairs.	PSYCH	247	56%	3.5
	UWGB	2634	58%	3.6
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	PSYCH	248	79%	4.0
	UWGB	2746	82%	4.1
My education at UW-Green Bay has given me a "competitive edge" over graduates from other institutions.	PSYCH	239	66%	3.8
	UWGB	2629	64%	3.8
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	PSYCH	245	81%	4.1
	UWGB	2710	75%	4.0
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	PSYCH	246	70%	3.9
	UWGB	2730	72%	3.9
I would recommend UW-Green Bay to a friend, co-worker, or family member.	PSYCH	246	85%	4.2
	UWGB	2742	83%	4.2

**Table 7. Educational experiences**  
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2010-2014		
		n	Strongly Agree or Agree	mean
There is a strong commitment to racial harmony on this campus.	PSYCH	234	57%	3.7
	UWGB	2444	59%	3.7
The faculty and staff of UWGB are committed to gender equity.	PSYCH	244	79%	4.1
	UWGB	2545	77%	4.1
This institution shows concern for students as individuals.	PSYCH	245	76%	4.0
	UWGB	2689	75%	4.0
The General Education requirements at UWGB were a valuable component of my education.	PSYCH	240	48%	3.3
	UWGB	2606	50%	3.3

**Table 8. Activities while at UW-Green Bay**

	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty member	Study group	Study abroad
2010-2014 percent	PSYCH	252	19%	58%	42%	24%	68%	36%	61%	12%
	UWGB	2834	25%	48%	55%	22%	58%	23%	56%	14%

**Table 9. Rating services and resources**  
(A = 4, B = 3, etc.)

	Unit of Analysis	2010-2014		
		n	A or B	mean
Library services (hours, staff, facilities)	PSYCH	223	92%	3.5
	UWGB	2373	91%	3.4
Library collection (books, online databases)	PSYCH	218	93%	3.4
	UWGB	2295	91%	3.4
Admission Office	PSYCH	200	91%	3.4
	UWGB	2220	92%	3.4
Financial Aid Office	PSYCH	208	87%	3.3
	UWGB	2104	88%	3.3
Bursar's Office	PSYCH	242	84%	3.3
	UWGB	2602	87%	3.3
Career Services	PSYCH	153	89%	3.4
	UWGB	1561	85%	3.3
Academic Advising Office	PSYCH	196	78%	3.1
	UWGB	2237	76%	3.1
Student Health Services	PSYCH	157	85%	3.3
	UWGB	1372	87%	3.4

**Table 9. Rating services and resources**  
(A = 4, B = 3, etc.)

	Unit of Analysis	2010-2014		
		n	A or B	mean
Registrar's Office	PSYCH	209	92%	3.5
	UWGB	2272	92%	3.5
Writing Center	PSYCH	161	87%	3.4
	UWGB	951	85%	3.3
University Union	PSYCH	231	91%	3.4
	UWGB	2266	89%	3.4
Student Life	PSYCH	157	86%	3.2
	UWGB	1351	83%	3.2
Counseling Center	PSYCH	78	77%	3.1
	UWGB	534	80%	3.2
Computer Facilities (labs, hardware, software)	PSYCH	244	93%	3.5
	UWGB	2361	95%	3.6
Computer Services (hours, staff, training)	PSYCH	221	92%	3.5
	UWGB	2135	92%	3.5
Kress Events Center	PSYCH	189	96%	3.7
	UWGB	1896	96%	3.7
Dining Services	PSYCH	192	51%	2.5
	UWGB	1733	57%	2.6
American Intercultural Center	PSYCH	32	94%	3.6
	UWGB	365	87%	3.3
International Office	PSYCH	33	88%	3.3
	UWGB	374	82%	3.1
Residence Life	PSYCH	137	75%	2.9
	UWGB	1136	75%	2.9
Bookstore	PSYCH	248	80%	3.1
	UWGB	2703	79%	3.1





## Alumni Survey: 2010, 2011, 2012, 2013 & 2014

	Survey year	Graduation Year	Psychology	UWGB Overall
<b>Graduates:</b>	2010	2006-2007	109	1148
	2011	2007-2008	125	1162
	2012	2008-2009	111	1133
	2013	2009-2010	125	1295
	2014	2010-2011	121	1309
<b>Response Rate*</b>	2010-2014		94/591 (16%)	874/6047 (14%)

\* Note: % response misses double-majors who chose to report on their other major.

	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	PSYCH	79	53%	3.5	77	73%	4.0
	UWGB	682	59%	3.6	664	76%	4.2
Problem-solving skills.	PSYCH	78	58%	3.6	77	74%	4.1
	UWGB	682	61%	3.7	659	78%	4.3
Understanding biology and the physical sciences.	PSYCH	75	32%	3.1	73	27%	2.7
	UWGB	652	45%	3.4	629	31%	2.7
Understanding the impact of science and technology.	PSYCH	76	37%	3.2	77	40%	3.0
	UWGB	656	47%	3.4	646	43%	3.2
Understanding social, political, geographic, and economic structures.	PSYCH	75	59%	3.5	76	59%	3.5
	UWGB	667	56%	3.6	654	53%	3.5
Understanding the impact of social institutions and values.	PSYCH	79	63%	3.7	78	65%	3.8
	UWGB	670	60%	3.7	650	56%	3.6
Understanding the significance of major events in Western civilization.	PSYCH	76	49%	3.3	74	31%	2.7
	UWGB	659	51%	3.5	626	31%	2.8
Understanding a range of literature.	PSYCH	76	42%	3.4	76	36%	3.0
	UWGB	657	48%	3.4	632	33%	2.8
Understanding the role of the humanities in identifying and clarifying individual and social values.	PSYCH	77	57%	3.6	76	45%	3.2
	UWGB	661	52%	3.5	634	41%	3.1
Understanding at least one Fine Art, including its nature and function(s).	PSYCH	76	49%	3.4	70	19%	2.5
	UWGB	662	55%	3.5	622	29%	2.7
Understanding contemporary global issues.	PSYCH	77	46%	3.3	75	49%	3.3
	UWGB	663	51%	3.5	640	50%	3.4
Understanding the causes and effects of stereotyping and racism.	PSYCH	78	59%	3.6	76	58%	3.7
	UWGB	663	57%	3.6	642	51%	3.4
Written communication skills.	PSYCH	78	60%	3.7	77	74%	4.1
	UWGB	675	69%	3.9	653	78%	4.2

**Table 1. Preparation & Importance**  
 ▪ Preparation by UWGB (5-pt. scale; 5 = excellent)  
 ▪ Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2010-2014					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Public speaking and presentation skills.	PSYCH	78	42%	3.2	78	65%	3.9
	UWGB	671	55%	3.6	656	72%	4.1
Reading skills.	PSYCH	77	46%	3.4	78	69%	3.9
	UWGB	673	63%	3.8	654	76%	4.2
Listening skills.	PSYCH	77	59%	3.6	78	76%	4.1
	UWGB	669	64%	3.8	656	79%	4.3
Leadership and management skills.	PSYCH	78	51%	3.5	76	71%	4.1
	UWGB	673	59%	3.6	652	78%	4.2

**Table 2. Educational experiences**  
 (5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	PSYCH	94	88%	4.2
	UWGB	869	91%	4.3
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	PSYCH	94	43%	3.1
	UWGB	857	52%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	PSYCH	93	53%	3.4
	UWGB	853	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	PSYCH	92	87%	4.1
	UWGB	867	87%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	PSYCH	92	77%	3.9
	UWGB	859	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	PSYCH	93	82%	4.0
	UWGB	868	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	PSYCH	92	72%	3.8
	UWGB	861	73%	3.9
I would recommend UW-Green Bay to co-worker, friend, or family member.	PSYCH	93	91%	4.4
	UWGB	870	90%	4.4
The General Education requirements at UWGB were a valuable component of my education.	PSYCH	90	56%	3.5
	UWGB	833	57%	3.5
UWGB cares about its graduates.	PSYCH	89	65%	3.7
	UWGB	837	62%	3.7
I feel connected to UWGB.	PSYCH	91	42%	3.2
	UWGB	856	45%	3.3

Table 3. "If you could start college over"	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor's degree anywhere
			Same major	Different major	Same major	Different major	
2010-2014 percent	PSYCH	93	65%	25%	7%	2%	1%
	UWGB	869	65%	22%	7%	5%	1%

**Table 4. Rating the MAJOR**  
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2010-2014			
		n	A or B	C or D	mean
Quality of teaching.	PSYCH	94	97%	3%	3.7
	UWGB	872	95%	5%	3.6
Knowledge and expertise of the faculty.	PSYCH	93	100%	0	3.7
	UWGB	870	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	PSYCH	94	88%	12%	3.5
	UWGB	869	91%	8%	3.6
Importance and relevance of courses to professional and academic goals.	PSYCH	93	94%	6%	3.5
	UWGB	863	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	PSYCH	92	85%	13%	3.4
	UWGB	851	87%	12%	3.4
Availability of faculty (e.g., during office hours).	PSYCH	92	90%	10%	3.5
	UWGB	849	93%	7%	3.5
Overall grade for the major (not a sum of the above).	PSYCH	94	95%	5%	3.6
	UWGB	863	94%	5%	3.5

Table 5. Highest degree planned	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2010-2014 percent	PSYCH	94	26%	49%	1%	1%	23%
	UWGB	869	38%	45%	1%	5%	11%

Table 6. Graduate/professional study plans	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2010-2014 percent	PSYCH	70	37%	27%	6%	3%	27%
	UWGB	562	23%	22%	4%	3%	48%

	<b>PSYCH (n = 94)</b>	<b>UWGB (n = 870)</b>
Employed full-time (33 or more hours/week)	73%	78%
Employed part-time	10%	11%
Unemployed, seeking work	7%	5%
Unemployed, not seeking work	3%	2%
Student, not seeking work	6%	4%

	<b>Unit of Analysis</b>	<b>n</b>	<b>Very satisfied or satisfied</b>	<b>mean</b>
2010-2014 percentage	PSYCH	76	71%	3.7
	UWGB	771	73%	3.9

	<b>PSYCH (n = 76)</b>	<b>UWGB (n = 762)</b>
High school or less	30%	19%
Certificate	7%	2%
Associate's degree	8%	13%
Bachelor's degree	34%	57%
Graduate degree	21%	8%

	<b>PSYCH (n = 75)</b>	<b>UWGB (n = 770)</b>
Very related	41%	49%
Somewhat related	36%	31%
Not at all related	23%	19%

	<b>PSYCH (n = 73)</b>	<b>UWGB (n = 745)</b>
Under \$20,000	23%	12%
\$20,000 to \$25,999	18%	11%
\$26,000 to \$29,999	10%	9%
\$30,000 to \$35,999	19%	20%
\$36,000 to \$39,999	15%	13%
\$40,000 to \$49,999	10%	15%
\$50,000 or more	5%	20%

**Employers, Locations, and Job Titles**

Early Head Start	Manitowoc	Wisconsin	Family Support Worker
South Carolina Youth Advocate Program	Charleston	South Caro	Treatment Coordinator
AseraCare Hospice	Green Bay	Wisconsin	Volunteer Coordinator
		Wisconsin	
United Health Care	Green Bay	Wisconsin	Telesales Agent
Kenosha Unified School District	Kenosha	Wisconsin	School Psychologist
Kidzland Ltd. Childcare Center	Appleton	Wisconsin	Infant teacher
Unitedhealth Care	Green Bay	Wisconsin	Health Advisor
		Wisconsin	
Wisconsin Early Autism Project	Green Bay	Wisconsin	Senior Therapist
School District	Sun Prairie	Wisconsin	Special Education Teacher
		Wisconsin	
Marion House	Green Bay	Wisconsin	Program Manager, Marion House Transitional Apartments
Little Folks School House	Kewaskum	Wisconsin	Lead Teacher
Lutheran Social Services - Project Youth/RAYS	Mantiowoc	Wisconsin	Transitional Living Program Case Manager
Humana	Depere	Wisconsin	Customer Service/Claims
		Wisconsin	
Credit Union	Wausau	Wisconsin	Teller
		Wisconsin	
		Wisconsin	
Winnebago Mental Health Institute	Oshkosh	Wisconsin	Social Worker-Senior
Dodge Central Credit Union	Beaver Dam	Wisconsin	Teller Supervisor
A Child's Place	Volo	Illinois	Lead Teacher
Pizza Ranch	Manitowoc	Wisconsin	Delivery Driver
		Wisconsin	
Oak View Veterinary Hospital	Green Bay	Wisconsin	Front Desk Reception
Orion Family Services	Madison	Wisconsin	In-home Family Therapist
Villa Hope	Green Bay	Wisconsin	Case Manager
Menominee Indian Tribe of Wisconsin	Keshena	Wisconsin	Mental Health & Substance Abuse Counselor
Innovative Services, Inc.	Green Bay	Wisconsin	Dual Program Manager
Options Treatment Programs & Bellin Hospital	Green Bay	Wisconsin	Mental Health CLinican and Medical Social WOrker
Toys R Us	Appleton	Wisconsin	Cashier/Customer Service
Two Rivers School District	Two Rivers	Wisconsin	Teacher - High School Social Studies
Canine Kids Pet Care	Pulaski	Wisconsin	Owner/ Trainer
	Fond du Lac	Wisconsin	Babysitter
Condon Oil	Ripon	Wisconsin	Assistant manager
North Central Health Care	Wausau	Wisconsin	Substance Abuse Counselor
Wisconsin Humane Society Ozaukee Campus	Saukville	Wisconsin	Education Coordinator
YWCA	Green Bay	Wisconsin	After School Teacher
Western Michigan University- Disability Services for Students	Kalamazoo	Michigan	Graduate Assistant
State of Nevada, Welfare Division	Las Vegas	Nevada	FSS II
		Wisconsin	School Psychologist
Paragon Community Services	Plymouth	Wisconsin	Team Lead

Rite of Passage - Betty K Marler Center	Denver	Colorado	Group Living Counselor
Girl Scouts of the Northwestern Great Lakes	Green Bay	Wisconsin	Product Sales Specialist
ZZ Leiden Basketball Club	Leiden, Netherlands	Outside US	Professional Basketball Player
UW School of Medicine & Public Health	Middleton	Wisconsin	Medical Program Assistant
School District		Wisconsin	School Psychologist
Options Treatment Programs & Bellin Health	Green Bay	Wisconsin	Mental Health & Case Manager
New Horizon Academy		Minnesota	Assistant Director
		Wisconsin	
		Wisconsin	Substance Abuse Counselor
Family Video	West Bend	Wisconsin	PT Associate
Manitowoc County Aging & Disability Resource Center	Kewaunee	Wisconsin	Information and Assistance Specialist
Clearbrook	Arlington Heights	Illinois	Service Facilitator
Self-employed		Wisconsin	
United Health Care	Green Bay	Wisconsin	Health Advisor
Lincoln Prairie Behavioral Health Center	Springfield	Illinois	Inpatient Therapist
		Wisconsin	
UWGB	Green Bay WI	Wisconsin	Administrative Assistant
La Causa Social Serives	Milwaukee	Wisconsin	Crisis Stabilization Supervisor
Target Corporation	sheboygan falls	Wisconsin	Backroom clerk
Bellin Psychiatric Center	Green Bay	Wisconsin	Counselor III
Thrivent financial	Appleton	Wisconsin	Financial associate
BMO Financial Group	Brookfield	Wisconsin	Corporate Areas Facilitator
Sexual Assault Center - Family Services	Green Bay	Wisconsin	Volunteer Coordinator / LGBTQ Coordinator
		Wisconsin	
Lund Van Dyke, Inc.	Green Bay	Wisconsin	Senior Staff
Green Bay Area Public Schools	Green Bay	Wisconsin	School Counselor
		Wisconsin	
Dr. Roger Copeland PsyD, LPC-S	Waxahachie	Texas	Licensed Professional Counselor Intern
Gingerbread House	DeForest	Wisconsin	4K Assistant Teacher
Keystone Behavioral Pediatrics	Jacksonville	FL	Behavior Therapist II
Uw-Green Bay	Green Bay	Wisconsin	Student Employment and Scholarship Coordinator
Thrivent Federal Credit Union	Appleton	Wisconsin	Customer Service Professional and New Account Specialist
Alta Resources	Neenah	WI	Bilingual Customer Service Representative
ResCare HomeCare	Mainette	WI	Personal Care Worker (PCW)
	Green Bay	Wisconsin	
Step Ahead Childcare Center	Green Bay	Wisconsin	Toddler teacher
Adult, Child and Family Services, LLC	Mankato	Minnesota	Mental Health Counseling Intern / Mental Health Practitioner
Great Lakes Calcium	Green Bay	Wisconsin	Customer Service Rep
Menominee County ISD	Menominee	Michigan	Paraprofessional
West Allis West Milwaukee School District	West Allis	WI	Intermediate School Counselor
Denning Supported Employment LLC	Sheboygan	Wisconsin	Job Developer

Big Brothers, Big Sisters	Fond du Lac	Wisconsin	Case Manager
wisconsin early autism project	DePere	Wisconsin	Senior Therapist
New Community Shelter	Green Bay	Wisconsin	House Supervisor
theda care	Menasha	WI	Discharge Coordinator





	Fall Headcounts						
	2008	2009	2010	2011	2012	2013	2014
<b>Declared Majors, end of term</b>	437	360	345	335	345	342	342
<b>Declared Minors, end of term</b>	129	121	121	111	120	113	106

	Fall Declared Majors - Characteristics													
	2008		2009		2010		2011		2012		2013		2014	
<b>Female</b>	35 2	81 %	30 0	83 %	28 2	82 %	27 0	81 %	27 8	81 %	27 7	81 %	27 2	80 %
<b>Minority</b>	34	8%	29	8%	34	10%	32	10%	40	12%	39	11%	35	10%
<b>Age 26 or older</b>	27	6%	29	8%	30	9%	27	8%	19	6%	19	6%	20	6%
<b>Location of HS: Brown County</b>	89	20%	78	22%	70	20%	75	22%	80	23%	80	23%	84	25%
<b>Location of HS: Wisconsin</b>	41 0	94 %	33 3	93 %	31 8	92 %	30 7	92 %	32 5	94 %	31 8	93 %	31 5	92 %
<b>Attending Full Time</b>	39 4	90 %	32 7	91 %	30 4	88 %	30 0	90 %	31 2	90 %	31 1	91 %	30 4	89 %
<b>Freshmen</b>	73	17%	11	3%	11	3%	7	2%	12	3%	12	4%	8	2%
<b>Sophomores</b>	94	22%	85	24%	71	21%	53	16%	50	14%	70	20%	60	18%
<b>Juniors</b>	10 0	23 %	10 7	30 %	10 9	32 %	12 4	37 %	10 6	31 %	10 8	32 %	10 4	30 %
<b>Seniors</b>	17 0	39 %	15 7	44 %	15 4	45 %	15 1	45 %	17 7	51 %	15 2	44 %	17 0	50 %

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Average HS Cumulative G.P.A.	3.26	3.30	3.28	3.28	3.25	3.22	3.22
Average ACT Composite Score	22.2	22.4	22.1	22.1	21.9	22.3	22.3
Average ACT Reading Score	23.3	23.5	23.1	22.9	23.0	23.2	22.9
Average ACT English Score	22.0	22.1	21.7	21.6	21.7	22.3	22.5
Average ACT Math Score	21.4	21.6	21.3	21.3	21.1	21.6	21.5
Average ACT Science Score	22.2	22.5	22.2	22.4	22.0	22.1	22.2

	Fall Declared Majors - Characteristics						
	2008	2009	2010	2011	2012	2013	2014
Percent started as Freshmen	69%	61%	57%	58%	57%	60%	57%
Percent started as Transfers	31%	39%	43%	42%	43%	40%	43%
Percent with prior AA degree	7%	10%	11%	11%	11%	10%	10%
Percent with prior BA degree	7%	6%	6%	6%	5%	1%	1%

	Calendar Year Headcounts						
	2008	2009	2010	2011	2012	2013	2014
Graduated Majors (May, Aug. & Dec.)	125	123	111	128	133	128	122
Graduated Minors (May, Aug. & Dec.)	43	48	46	40	41	44	41

	Characteristics of Graduated Majors													
	2008		2009		2010		2011		2012		2013		2014	
Graduates who	10	82	10	82	10	90	11	88	10	80	10	84	10	82
	3	%	1	%	0	%	3	%	6	%	8	%	0	%

	Characteristics of Graduated Majors													
	2008		2009		2010		2011		2012		2013		2014	
<b>are... Women</b>														
<b>... Students of Color</b>	7	6%	10	8%	6	5%	8	6%	10	8%	17	13%	11	9%
<b>... Over 26 Years Old</b>	7	6%	24	20%	16	14%	29	23%	24	18%	25	20%	22	18%
<b>Graduate s earning Degree Honors</b>	32	26%	32	26%	21	19%	39	30%	38	29%	36	28%	36	30%

	Characteristics of Graduated Majors						
	2008	2009	2010	2011	2012	2013	2014
<b>Average Credits Completed Anywhere</b>	130	132	132	129	129	128	129
<b>Average Credits Completed at UWGB</b>	112	116	119	108	114	111	109
<b>Average Cum GPA for Graduates</b>	3.18	3.19	3.14	3.17	3.22	3.14	3.18

			Headcount Enrollments, Credit-bearing Activities						
			2008	2009	2010	2011	2012	2013	2014
<b>Lectures</b>	<b>1-Lower</b>	<b>1-Spring</b>	253	260	254	248	247	225	201
		<b>2-Summer</b>	.	.	.	.	.	2	.
		<b>3-Fall</b>	356	518	394	249	278	252	231
		<b>All</b>	609	778	648	497	525	479	432
	<b>2-Upper</b>	<b>1-Spring</b>	674	883	769	804	783	736	749
		<b>2-Summer</b>	127	169	125	175	170	169	192

			<b>Headcount Enrollments, Credit-bearing Activities</b>						
			<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
		<b>3-Fall</b>	716	501	588	615	663	720	563
		<b>All</b>	1517	1553	1482	1594	1616	1625	1504
	<b>All</b>		2126	2331	2130	2091	2141	2104	1936
<b>IST/FEX</b>	<b>1-Lower</b>	<b>1-Spring</b>	.	.	.	.	.	.	.
		<b>2-Summer</b>	.	.	.	.	.	.	.
		<b>3-Fall</b>	.	.	.	2	1	.	.
		<b>All</b>	.	.	.	2	1	.	.
	<b>2-Upper</b>	<b>1-Spring</b>	43	46	42	52	31	43	39
		<b>2-Summer</b>	1	4	.	1	1	1	.
		<b>3-Fall</b>	40	52	39	39	44	36	47
		<b>All</b>	84	102	81	92	76	80	86
	<b>All</b>		84	102	81	94	77	80	86
	<b>All</b>			2210	2433	2211	2185	2218	2184

			<b>Student Credit Hours, Credit-bearing Activities</b>						
			<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Lectures</b>	<b>1-Lower</b>	<b>1-Spring</b>	759	780	762	744	741	675	603
		<b>2-Summer</b>	.	.	.	.	.	6	.
		<b>3-Fall</b>	1068	1554	1182	747	834	756	693
		<b>All</b>	1827	2334	1944	1491	1575	1437	1296
	<b>2-Upper</b>	<b>1-Spring</b>	2088	2738	2412	2510	2443	2295	2323
		<b>2-Summer</b>	381	507	375	525	510	507	576
		<b>3-Fall</b>	2218	1608	1864	1918	2063	2234	1764
		<b>All</b>	4687	4853	4651	4953	5016	5036	4663

			Student Credit Hours, Credit-bearing Activities						
			2008	2009	2010	2011	2012	2013	2014
	All		6514	7187	6595	6444	6591	6473	5959
IST/FEX	1-Lower	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	.	2	1	.	.
		All	.	.	.	2	1	.	.
	2-Upper	1-Spring	126	140	123	147	87	122	106
		2-Summer	3	11	.	3	3	1	.
		3-Fall	118	158	108	111	127	105	133
		All	247	309	231	261	217	228	239
	All		247	309	231	263	218	228	239

			Lectures and Lab/Discussion Sections (#)						
			2008	2009	2010	2011	2012	2013	2014
Lectures	1-Lower	1-Spring	1	1	1	1	2	2	1
		2-Summer	.	.	.	.	.	1	.
		3-Fall	3	3	3	1	4	3	3
		All	4	4	4	2	6	6	4
	2-Upper	1-Spring	16	23	23	22	22	20	20
		2-Summer	4	6	4	6	6	5	6
		3-Fall	17	16	16	15	17	19	17
		All	37	45	43	43	45	44	43
	All		41	49	47	45	51	50	47
	Lab/Disc	1-Lower	1-Spring	.	.	.	.	.	.
2-Summer			.	.	.	.	.	.	.

			Lectures and Lab/Discussion Sections (#)						
			2008	2009	2010	2011	2012	2013	2014
		3-Fall	.	.	.	.	.	.	.
		All	.	.	.	.	.	.	.
	2-Upper	1-Spring	2	3	3	4	4	4	3
		2-Summer	.	.	.	.	.	.	.
		3-Fall	2	3	4	3	3	3	3
		All	4	6	7	7	7	7	6
	All		4	6	7	7	7	7	6
All			45	55	54	52	58	57	53

			Average Section Size of Lectures						
			2008	2009	2010	2011	2012	2013	2014
Lectures	1-Lower	1-Spring	253.0	260.0	254.0	248.0	123.5	112.5	201.0
		2-Summer	.	.	.	.	.	2.0	.
		3-Fall	118.7	172.7	131.3	249.0	69.5	84.0	77.0
		All	152.3	194.5	162.0	248.5	87.5	79.8	108.0
	2-Upper	1-Spring	42.1	38.4	33.4	36.5	35.6	36.8	37.5
		2-Summer	31.8	28.2	31.3	29.2	28.3	33.8	32.0
		3-Fall	42.1	31.3	36.8	41.0	39.0	37.9	33.1
		All	41.0	34.5	34.5	37.1	35.9	36.9	35.0
	All		51.9	47.6	45.3	46.5	42.0	42.1	41.2

		General Education as a Percent of all Credits in Lectures						
		2008	2009	2010	2011	2012	2013	2014
1-Lower		100%	100%	100%	100%	99%	99%	100%

	<b>General Education as a Percent of all Credits in Lectures</b>						
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>2-Upper</b>	6%	4%	4%	5%	5%	5%	7%

	<b>Instructional Staff Headcounts and FTEs</b>						
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Full Professors (FT)</b>	3	2	3	1	3	3	3
<b>Associate Professors (FT)</b>	5	6	6	6	8	8	8
<b>Assistant Professors (FT)</b>	6	6	6	6	3	4	4
<b>Instructors and Lecturers (FT)</b>	1	0	1	1	1	0	.
<b>Total Full-time Instructional Staff</b>	15	14	16	14	15	15	15
<b>Part-time Instructional Staff</b>	3	4	4	7	.	.	.
<b>FTE of Part-time Faculty</b>	0.3	1.3	0.6	1.4	.	.	.
<b>Total Instructional FTE</b>	15.3	15.3	16.6	15.4	.	.	.

	<b>Student Credit Hours per Faculty FTE</b>						
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>SCH per Full-time Faculty FTE</b>	473	435	472	490	.	.	.
<b>SCH per Part-time Faculty FTE</b>	1100	1649	1132	1036	.	.	.
<b>SCH per Faculty FTE</b>	485	528	495	532	.	.	.





# Psychology

<http://www.uwgb.edu/psychology/>

Disciplinary Major or Minor  
(Bachelor of Science)

**Professors** – Illene Cupit, Regan A. R. Gurung, Dean VonDras, Julia Wallace

**Associate Professors** – Denise Bartell, Kathleen Burns, Jennifer Lanter, Dennis Lorenz, Ryan Martin (chair), Deirdre Radosevich, Christine Smith, Kristin Vespia, Georjeanna Wilson-Doenges

**Assistant Professors** – Jenell Holstead, Sawa Senzaki

Psychology is the systematic and scientific study of behavior and mental processes (e.g., memory, emotion). It seeks to explain how physiological, personal, cultural, social, developmental, and environmental conditions influence thought and action. Research aims to understand, predict, and influence behavior.

In the past century, psychology has moved from being a branch of philosophy to being both an experimental science and an active helping profession. Likewise, psychologists work in a variety of settings where their expertise in human behavior is applied to increase efficiency, assist in product design, improve work conditions, and more. To quote the American Psychological Association, "In every conceivable setting from scientific research centers to mental healthcare services, 'the understanding of behavior' is the enterprise of psychologists" ([www.APA.org](http://www.APA.org)).

Psychology has developed several specialized sub-areas with foci spanning from the level of the nerve cell (e.g., the neural basis of memory) to that of society (e.g., the developmental consequences of the Head Start program). To recognize that subject matter diversity in the field, the Psychology major also has specific emphases. Students may choose to complete one of the following: (1) Brain, Behavior, and Health; (2) Mental Health; (3) Sustainability; or (4) Culture and Gender Diversity. However, students are not required to have an emphasis and should speak with a Psychology adviser about whether or not one of an area of emphasis is the right fit for them.

A strong grasp of psychology also requires knowledge of the approach and content of considered core to the field as a whole. Students gain this understanding by completing coursework in the primary areas of Psychology: Research Methods, Physiological/Cognitive, Social/Personality, Developmental, and Clinical. Students without an emphasis then complete the major by choosing additional courses to meet individual needs with the help of a Psychology adviser. Those students who elect to have an emphasis should still meet frequently with an adviser to discuss career planning and professional development but will have specific upper-level courses to take to meet the emphasis requirements and complete the major.

Regardless of emphasis, the program offers special opportunities for students to strengthen their professional preparation. Psychology faculty frequently work with students on collaborative research projects. Support for advanced student research is enhanced by technology in the social science research suite. Although all courses are taught by faculty members, undergraduate teaching assistantships allow students to master course content and receive valuable training in the teaching of psychology. Internships are available in a variety of community settings.

Psychology helps to deepen understanding of individual and social behavior and provides a strong general background for many careers. Psychology graduates are employed in a variety of positions with social and community service agencies, businesses, research firms, and governmental agencies. Preparation for specialized professional work — such as testing, counseling, university teaching, consulting, and many research activities — usually requires a master's or doctoral degree. Psychology majors have pursued graduate school in many fields, including psychology sub-disciplines such as experimental, developmental, industrial/organizational, social, and clinical, counseling, or school psychology, as well as the related fields of social work, education, medicine, law and business.

Psychology majors must choose an interdisciplinary minor. There are many different complementary minors. They vary based on individual interests and future career or educational goals, so students are encouraged to discuss options with a Psychology adviser.

**This disciplinary major also requires:**

Completion of an interdisciplinary major or minor

- Brain, Behavior and Health Emphasis
- Cultural and Gender Diversity Emphasis
- General Psychology Emphasis
- Mental Health Emphasis
- Sustainability Emphasis

**This disciplinary minor also requires:**

Completion of an interdisciplinary major

- Psychology Minor

**Courses****PSYCH 102. Introduction to Psychology. 3 Credits.**

Understanding of behavior from psychophysiological, cognitive, social and clinical perspectives; important issues, methods and findings in the study of psychological process.

Fall and Spring.

**PSYCH 198. First Year Seminar. 3 Credits.**

Reserved for New Incoming Freshman.

**PSYCH 299. Travel Course. 1-4 Credits.**

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to different locations.

P: cons of instr & prior trip arr & financial deposit.

**PSYCH 300. Research Methods in Psychology. 4 Credits.**

Experimental methods in psychological research; designing and drawing conclusions from experimental research; critiques of research reports; individual and group laboratory projects.

P: PSYCH 102; COMM SCI 205 or MATH 260 or BUS ADM 216. REC: COMM SCI 205.

Fall and Spring.

**PSYCH 305. Psychology of Stereotyping and Prejudice. 3 Credits.**

This course provides an overview of the causes and effects of stereotyping and prejudice from a psychological perspective. It also explores when stereotypes are used, how they are measured, and how they can be reduced.

P: PSYCH 102

Spring.

**PSYCH 308. Physiological Psychology. 3 Credits.**

Introduction to the biological bases of behavior. Basic sensory, motor, and brain mechanisms are described in reference to normal and abnormal behaviors. Drugs and hormone effects on infants and adults are also discussed.

P: PSYCH 102 AND HUM BIOL 102 or BIOLOGY 201/202

Fall and Spring.

**PSYCH 310. Drugs and Behavior. 3 Credits.**

Psychoactive drugs will be studied regarding their effects on the brain, behaviors and society.

P: PSYCH 102 AND HUM BIOL 102 or BIOLOGY 201/202

Spring.

**PSYCH 330. Social Psychology. 3 Credits.**

An exploration of theory, method, and empirical results regarding individual behavior in groups. Major topics include social cognition, aggression, helping, and attraction.

P: PSYCH 102 AND Psych 300 or COMM SCI 301 or HUM DEV 302.

Fall and Spring.

**PSYCH 350. Psychology and Culture. 3 Credits.**

A cross-cultural examination of core psychological processes and areas of study, such as cognition, emotion, development, and personality.

P: Sophomore status; PSYCH 102

Fall Only.

**PSYCH 380. Conservation Psychology. 3 Credits.**

Conservation Psych seeks to understand and motivate humans to practice sustainable behavior.

P: None REC: PSYCH 102

Fall Only.

**PSYCH 390. Environmental Psychology. 3 Credits.**

Human-environment relationships; examines ways in which the physical environment influences human behavior.

P: PSYCH 102.

Spring.

**PSYCH 401. Psychology of Women. 3 Credits.**

The psychology of women examines traditional and feminist approaches to women in psychological theory and research as frameworks for understanding women's development and experience in family, academic, work, and relationship roles. The interacting influences of biology, socialization, and cultural context are considered.

P: PSYCH 102.

Fall and Spring.

**PSYCH 415. Organizational and Personnel Psychology. 3 Credits.**

Examines the human side of organizations from a scientific framework. Topics include job analysis, performance appraisal, employee selection, training, motivation, job satisfaction, work teams, leadership, and organization development.

P: jr. st.; PSYCH 102 AND Psych 300 or COMM SCI 301 or HUM DEV 302.

Fall Only.

**PSYCH 417. Psychology of Cognitive Processes. 3 Credits.**

Contemporary theory and research on thinking processes; how people understand and interpret events around them; attention, recognition, thinking, memory, language, imagery and problem-solving.

P: jr. st.; PSYCH 102 AND Psych 300 or COMM SCI 301 or HUM DEV 302

Fall and Spring.

**PSYCH 420. Psychological Testing. 3 Credits.**

An overview of the uses and underlying psychometric concepts of psychological tests. Examines selected tests in the areas of intelligence, personality, achievement, and interest assessment. Discusses controversial social, legal, ethical, and cultural

issues related to testing.

P: jr. st

Fall Only.

**PSYCH 424. Psychology of Emotion. 3 Credits.**

This is an advanced undergraduate psychology course designed to expose students to the science of emotion. Students will become acquainted with the many ways in which biological, cultural, cognitive, and other factors can contribute to our emotions.

P: PSYCH 102 and PSYCH 300 or HUM DEV 302.

Fall Only.

**PSYCH 429. Theories of Personality. 3 Credits.**

Major ideas about the organization, function, change and development of human personality as discussed by a variety of personality theorists.

P: PSYCH 102 AND Psych 300 or COMM SCI 301 or HUM DEV 302.

Fall and Spring.

**PSYCH 430. History and Systems of Psychology. 3 Credits.**

Major schools, figures, trends and systems of thought in the field of psychology; shifts in the conceptualization of the problems, phenomena, methods and tasks for psychology.

P: PSYCH 102 and 300 and one upper level Psych course and jr st.

**PSYCH 435. Abnormal Psychology. 3 Credits.**

Major psychological, biological, and sociocultural models of abnormal behavior, including problems of childhood, adolescence, and aging. Contextual issues are emphasized, including the influence of culture, social class, and gender on diagnosis and treatment.

P: PSYCH 102

Fall and Spring.

**PSYCH 438. Counseling and Psychotherapy. 3 Credits.**

This class provides an introduction to many contemporary approaches to counseling and their theoretical and research base. It also addresses issues relevant to professional practice in the field, along with the roles of development, values, ethics, and context/culture in the counseling process.

P: PSYCH 102 AND Psych 300 or COMM SCI 301 or HUM DEV 302.

Fall and Spring.

**PSYCH 440. Multicultural Counseling and Mental Health. 3 Credits.**

This course involves an exploration of cultural groups, beliefs, and practices within the U.S. and focuses on ways that culture, race, ethnicity, and associated concepts, such as oppression and privilege, influence definitions and treatments of mental illness.

P: Jr st; PSYCH 102 AND Psych 435 or 438.

Spring.

**PSYCH 450. Health Psychology. 3 Credits.**

This course examines how health, illness, and medicine can be studied from a psychological perspective. Topics include coping with stress, leading a healthy lifestyle, factors influencing smoking, alcohol use, and exercise, the patient-practitioner interaction, and chronic and terminal illness.

P: jr. st.; PSYCH 102 AND Psych 300 or COMM SCI 301 or HUM DEV 302.

Spring.

**PSYCH 460. Clinical Child Psychology. 3 Credits.**

An in-depth analysis of psychiatric disorders that occur during childhood and adolescence.

P: PSYCH 102 AND Psych 435 or 438.

Spring.

**PSYCH 478. Honors in the Major. 3 Credits.**

Honors in the Major is designed to recognize student excellence within interdisciplinary and disciplinary academic programs.

P: min 3.50 all cses req for major and min gpa 3.75 all UL cses req for major.

Fall and Spring.

**PSYCH 494. Senior Capstone in Psychology. 3 Credits.**

Exploration of a particular topic pertaining to psychology from an interdisciplinary perspective. The topic will vary from semester to semester.

P: PSYCH 300; senior status REC: To be taken in the last semester before you graduate.

Fall and Spring.

**PSYCH 495. Teaching Assistantship. 1-6 Credits.**

Students will learn the different components related to successful instruction. This will include theoretical perspective, empirical research, and pedagogical techniques relating to teaching that they can apply to a broad array of future teaching and learning experiences.

P: PSYCH 102 or Hum Dev 210, and 3.0 GPA in Human Dev/Psych, and consent of inst; REC: sr st.

Fall and Spring.

**PSYCH 496. Research Assistantship. 1-6 Credits.**

Students will assist faculty in conducting research. Responsibilities may include literature reviews, library investigations, questionnaire development, recruitment and interviewing of research participants, data collection, management of research studies, data entry, and some statistical analysis.

P: PSYCH 102 and consent of instr. REC: PSYCH 300 or COMM SCI 205.

Fall and Spring.

**PSYCH 497. Internship. 1-12 Credits.**

Supervised practical experience in an organization or activity appropriate to a student's career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings.

P: jr st and gpa > or = 3.00.

Fall and Spring.

**PSYCH 498. Independent Study. 1-4 Credits.**

Independent study is offered on an individual basis at the student's request and consists of a program of learning activities planned in consultation with a faculty member. A student wishing to study or conduct research in an area not represented in available scheduled courses should develop a preliminary proposal and seek the sponsorship of a faculty member. The student's advisor can direct him or her to instructors with appropriate interests. A written report or equivalent is required for evaluation, and a short title describing the program must be sent early in the semester to the registrar for entry on the student's transcript.

P: fr or so st with cum gpa > or = 2.50; or jr or sr st with cum gpa > or = 2.00.

Fall and Spring.

**PSYCH 499. Travel Course. 1-6 Credits.**

Travel courses are conducted to various parts of the world and are led by one or more faculty members. May be repeated to

different locations.

P: cons of instr & prior trip arr & financial deposit.

## Social Media

[Facebook](#)

[Twitter](#)

[Flickr](#)

[YouTube](#)

[Google+](#)

[LinkedIn](#)

[FourSquare](#)

[Pinterest](#)

[Instagram](#)

[More »](#)

# General Psychology Emphasis

Supporting Courses	10-11
PSYCH 102	Introduction to Psychology
BIOLOGY 201 & BIOLOGY 202	Principles of Biology: Cellular and Molecular Processes and Principles of Biology Lab: Cellular and Molecular Processes
or HUM BIOL 102	Introduction to Human Biology
Choose one of the following courses:	
BUS ADM 216	Business Statistics (for Business major and minors only)
COMM SCI 205	Social Science Statistics
MATH 260	Introductory Statistics
Upper-Level Courses	28
PSYCH 300	Research Methods in Psychology
Core Courses	
Physiological/Cognitive:	
PSYCH 308	Physiological Psychology
or PSYCH 417	Psychology of Cognitive Processes
Social/Personality:	
PSYCH 330	Social Psychology
or PSYCH 429	Theories of Personality
Developmental (choose one of the following courses):	
HUM DEV 331	Infancy and Early Childhood
HUM DEV 332	Middle Childhood and Adolescence
HUM DEV 343	Adulthood and Aging
Clinical:	
PSYCH 435	Abnormal Psychology
or PSYCH 438	Counseling and Psychotherapy
Elective Courses (choose 12 credits from Physiological/Cognitive, Social/Personality or Clinical core courses (that were not taken to fulfill upper-level core requirement) OR select four of the following:	
PSYCH 305	Psychology of Stereotyping and Prejudice
PSYCH 310	Drugs and Behavior
PSYCH 350	Psychology and Culture
PSYCH 380	Conservation Psychology
PSYCH 390	Environmental Psychology
PSYCH 401	Psychology of Women

PSYCH 415	Organizational and Personnel Psychology
PSYCH 420	Psychological Testing
PSYCH 424	Psychology of Emotion
PSYCH 430	History and Systems of Psychology
PSYCH 440	Multicultural Counseling and Mental Health
PSYCH 450	Health Psychology
PSYCH 460	Clinical Child Psychology
PSYCH 494	Senior Capstone in Psychology
PSYCH 497	Internship

One of the following is encouraged, but does not count toward major requirements:

PSYCH 478	Honors in the Major
PSYCH 495	Teaching Assistantship
PSYCH 496	Research Assistantship
PSYCH 498	Independent Study

Total Credits

38-39

## Social Media

[Facebook](#)

[Twitter](#)

[Flickr](#)

[YouTube](#)

[Google+](#)

[LinkedIn](#)

[FourSquare](#)

[Pinterest](#)

[Instagram](#)

[More »](#)



# Sustainability Emphasis

Supporting Courses	10-11
PSYCH 102	Introduction to Psychology
BIOLOGY 201 & BIOLOGY 202	Principles of Biology: Cellular and Molecular Processes and Principles of Biology Lab: Cellular and Molecular Processes
or HUM BIOL 102	Introduction to Human Biology
Choose one of the following courses:	
BUS ADM 216	Business Statistics (for Business major and minors only)
COMM SCI 205	Social Science Statistics
MATH 260	Introductory Statistics
Upper-Level Courses	28
PSYCH 300	Research Methods in Psychology
Core Courses	
Physiological/Cognitive:	
PSYCH 308	Physiological Psychology
or PSYCH 417	Psychology of Cognitive Processes
Developmental (choose one of the following courses):	
HUM DEV 331	Infancy and Early Childhood
HUM DEV 332	Middle Childhood and Adolescence
HUM DEV 343	Adulthood and Aging
Clinical:	
PSYCH 435	Abnormal Psychology
or PSYCH 438	Counseling and Psychotherapy
Sustainability:	
PSYCH 330	Social Psychology
PSYCH 380	Conservation Psychology
PSYCH 390	Environmental Psychology
PSYCH 424	Psychology of Emotion
Elective Course (choose 3 credits from Physiological/Cognitive or Clinical that were not taken to fulfill upper-level core requirement) OR select one of the following:	
PSYCH 305	Psychology of Stereotyping and Prejudice
PSYCH 310	Drugs and Behavior
PSYCH 350	Psychology and Culture
PSYCH 401	Psychology of Women

PSYCH 415	Organizational and Personnel Psychology
PSYCH 420	Psychological Testing
PSYCH 429	Theories of Personality
PSYCH 430	History and Systems of Psychology
PSYCH 440	Multicultural Counseling and Mental Health
PSYCH 450	Health Psychology
PSYCH 460	Clinical Child Psychology
PSYCH 494	Senior Capstone in Psychology
PSYCH 497	Internship

One of the following is encouraged, but does not count toward major requirements:

PSYCH 478	Honors in the Major
PSYCH 495	Teaching Assistantship
PSYCH 496	Research Assistantship
PSYCH 498	Independent Study

Total Credits

38-39

## Social Media

[Facebook](#)

[Twitter](#)

[Flickr](#)

[YouTube](#)

[Google+](#)

[LinkedIn](#)

[FourSquare](#)

[Pinterest](#)

[Instagram](#)

[More »](#)

# Mental Health Emphasis

Supporting Courses	10-11
PSYCH 102	Introduction to Psychology
BIOLOGY 201 & BIOLOGY 202	Principles of Biology: Cellular and Molecular Processes and Principles of Biology Lab: Cellular and Molecular Processes
or HUM BIOL 102	Introduction to Human Biology
Choose one of the following courses:	
BUS ADM 216	Business Statistics (for Business major and minors only)
COMM SCI 205	Social Science Statistics
MATH 260	Introductory Statistics
Upper-Level Courses	28
PSYCH 300	Research Methods in Psychology
Core Courses	
Physiological/Cognitive:	
PSYCH 308	Physiological Psychology
or PSYCH 417	Psychology of Cognitive Processes
Social/Personality:	
PSYCH 330	Social Psychology
or PSYCH 429	Theories of Personality
Developmental (choose one of the following courses):	
HUM DEV 331	Infancy and Early Childhood
HUM DEV 332	Middle Childhood and Adolescence
HUM DEV 343	Adulthood and Aging
Mental Health	
PSYCH 420	Psychological Testing
PSYCH 435	Abnormal Psychology
PSYCH 438	Counseling and Psychotherapy
PSYCH 440	Multicultural Counseling and Mental Health
Elective Course (choose 3 credits from Physiological/Cognitive or Social/Personality that were not taken to fulfill upper-level core requirement) OR select one of the following:	
PSYCH 305	Psychology of Stereotyping and Prejudice
PSYCH 310	Drugs and Behavior
PSYCH 350	Psychology and Culture
PSYCH 380	Conservation Psychology

PSYCH 390	Environmental Psychology
PSYCH 401	Psychology of Women
PSYCH 415	Organizational and Personnel Psychology
PSYCH 424	Psychology of Emotion
PSYCH 430	History and Systems of Psychology
PSYCH 450	Health Psychology
PSYCH 460	Clinical Child Psychology
PSYCH 494	Senior Capstone in Psychology
PSYCH 497	Internship

One of the following is encouraged, but does not count toward major requirements:

PSYCH 478	Honors in the Major
PSYCH 495	Teaching Assistantship
PSYCH 496	Research Assistantship
PSYCH 498	Independent Study

Total Credits

38-39

## Social Media

[Facebook](#)

[Twitter](#)

[Flickr](#)

[YouTube](#)

[Google+](#)

[LinkedIn](#)

[FourSquare](#)

[Pinterest](#)

[Instagram](#)

[More »](#)

# Cultural and Gender Diversity Emphasis

Supporting Courses	10-11
PSYCH 102	Introduction to Psychology
BIOLOGY 201 & BIOLOGY 202	Principles of Biology: Cellular and Molecular Processes and Principles of Biology Lab: Cellular and Molecular Processes
or HUM BIOL 102	Introduction to Human Biology
Choose one of the following courses:	
BUS ADM 216	Business Statistics (for Business major and minors only)
COMM SCI 205	Social Science Statistics
MATH 260	Introductory Statistics
Upper-Level Courses	28
PSYCH 300	Research Methods in Psychology
Core Courses	
Physiological/Cognitive:	
PSYCH 308	Physiological Psychology
or PSYCH 417	Psychology of Cognitive Processes
Developmental (choose one of the following courses):	
HUM DEV 331	Infancy and Early Childhood
HUM DEV 332	Middle Childhood and Adolescence
HUM DEV 343	Adulthood and Aging
Clinical:	
PSYCH 435	Abnormal Psychology
or PSYCH 438	Counseling and Psychotherapy
Cultural and Gender Diversity	
PSYCH 330	Social Psychology
PSYCH 350	Psychology and Culture
PSYCH 401	Psychology of Women
PSYCH 440	Multicultural Counseling and Mental Health
Elective Course (choose 3 credits from Physiological/Cognitive or Clinical that were not taken to fulfill upper-level core requirement) OR select one of the following:	
PSYCH 305	Psychology of Stereotyping and Prejudice
PSYCH 310	Drugs and Behavior
PSYCH 380	Conservation Psychology
PSYCH 390	Environmental Psychology

PSYCH 415	Organizational and Personnel Psychology
PSYCH 420	Psychological Testing
PSYCH 424	Psychology of Emotion
PSYCH 429	Theories of Personality
PSYCH 430	History and Systems of Psychology
PSYCH 450	Health Psychology
PSYCH 460	Clinical Child Psychology
PSYCH 494	Senior Capstone in Psychology
PSYCH 497	Internship

One of the following is encouraged, but does not count toward major requirements:

PSYCH 478	Honors in the Major
PSYCH 495	Teaching Assistantship
PSYCH 496	Research Assistantship
PSYCH 498	Independent Study

Total Credits

38-39

## Social Media

[Facebook](#)

[Twitter](#)

[Flickr](#)

[YouTube](#)

[Google+](#)

[LinkedIn](#)

[FourSquare](#)

[Pinterest](#)

[Instagram](#)

[More »](#)

# Brain, Behavior and Health Emphasis

Supporting Courses	10-11
PSYCH 102	Introduction to Psychology
BIOLOGY 201 & BIOLOGY 202	Principles of Biology: Cellular and Molecular Processes and Principles of Biology Lab: Cellular and Molecular Processes
or HUM BIOL 102	Introduction to Human Biology
Choose one of the following courses:	
BUS ADM 216	Business Statistics (for Business major and minors only)
COMM SCI 205	Social Science Statistics
MATH 260	Introductory Statistics
Upper-Level Courses	28
PSYCH 300	Research Methods in Psychology
Core Courses	
Social/Personality:	
PSYCH 330	Social Psychology
or PSYCH 429	Theories of Personality
Developmental (choose one of the following courses):	
HUM DEV 331	Infancy and Early Childhood
HUM DEV 332	Middle Childhood and Adolescence
HUM DEV 343	Adulthood and Aging
Clinical:	
PSYCH 435	Abnormal Psychology
or PSYCH 438	Counseling and Psychotherapy
Brain, Behavior, and Health	
PSYCH 308	Physiological Psychology
PSYCH 310	Drugs and Behavior
PSYCH 417	Psychology of Cognitive Processes
PSYCH 450	Health Psychology
Elective Course (choose 3 credits from Social/Personality or Clinical that were not taken to fulfill upper-level core requirement) OR select one of the following:	
PSYCH 305	Psychology of Stereotyping and Prejudice
PSYCH 350	Psychology and Culture
PSYCH 380	Conservation Psychology
PSYCH 390	Environmental Psychology

PSYCH 401	Psychology of Women
PSYCH 415	Organizational and Personnel Psychology
PSYCH 420	Psychological Testing
PSYCH 424	Psychology of Emotion
PSYCH 430	History and Systems of Psychology
PSYCH 440	Multicultural Counseling and Mental Health
PSYCH 460	Clinical Child Psychology
PSYCH 494	Senior Capstone in Psychology
PSYCH 497	Internship

One of the following is encouraged, but does not count toward major requirements:

PSYCH 478	Honors in the Major
PSYCH 495	Teaching Assistantship
PSYCH 496	Research Assistantship
PSYCH 498	Independent Study

Total Credits

38-39

## Social Media

[Facebook](#)

[Twitter](#)

[Flickr](#)

[YouTube](#)

[Google+](#)

[LinkedIn](#)

[FourSquare](#)

[Pinterest](#)

[Instagram](#)

[More »](#)



UNIVERSITY of WISCONSIN  
**GREEN BAY**

To: Fergus Hughes, Dean, Liberal Arts and Science

From: John Lyon, Chair, Academic Affairs Council *JML*

Subject: AAC review of Psychology Self-Study Report

Date: December 4, 2005

The Academic Affairs Council has reviewed the Psychology self-study report dated 4 January 2005 and has met with Professors Gurung and Wilson-Doenges to discuss our questions regarding the materials presented in the self-study report. We offer the following analysis of the Psychology program.

#### Program Overview

The psychology program offers a traditional well-rounded disciplinary major. The program is the largest disciplinary program on campus with 386 declared majors as of the fall of 2005. The program has graduated 71, 83 and 91 majors over the last three academic years. The faculty members of the program are excellent teachers and active scholars. Graduating Senior Survey and Alumni Survey data for past 8 academic years suggests that both students and alumni rate this program on par with the overall university averages in all areas assessed by the surveys. The percentage of the alumni of this program who are unemployed and seeking work is the same as the overall university average and the percentage of the employed alumni who in fields unrelated to their major is slightly lower than the university average.

#### Assessment of Student Learning

The program assessment plan outlined in the self-study report is composed of a knowledge assessment part and a skills assessment part. Both aspects of the assessment plan rely heavily on data collected from student performance on projects, papers and exams required for Experimental Psychology, PSYCH 300, a core course in the program. The knowledge assessment part is strongly tied to the data generated from the performance of 50 volunteers, 10 students per year for 5 years, who agreed to take the ETS Major Field Achievement Test in Psychology. The test is offered to PSYCH 300 students as an alternative to taking the final exam in the course. The program's assessment of the data obtained from ETS exam was that the student performance was either "average or slightly (not significantly) above average in all categories of the test". The self-study report does not report any attempt to analyze the results of this aspect of the assessment program to any significant level or to use the information to advance the program. In our discussions with Drs. Gurung and Wilson-Doenges we learned that the program no longer intends to use the ETS Major Field Achievement Test as part of their assessment program. The cost of the using the exam and the small number of student involved in this aspect of the assessment plan were presented as the reasons for this change. In its place, the unit plans to develop a web based exit exam for the students in the major that would address knowledge skills from all areas of the program. We were informed that the new assessment tool would be integrated into the assessment plan for the unit over the next two years. The AAC believes that this kind of assessment tool can be very effective in helping a program to understand the abilities of its graduates. We encourage that the program use this exit exam in combination with embedded assessment in the courses of the program as a way to determine if the program is achieving its learning outcome goals.

#### Program Curriculum

The Psychology program of study has undergone significant changes since the last program review. The unit states that the changes have brought the "program more inline with psychology programs nationwide." The program requires 9 to 10 credits of course work at the supporting level and 28 credits of course work at the upper level. The program has identified five core areas of study at the upper level and requires one course in each of these areas. The program also requires 12 credits of electives. The program has offered approximately 12 upper level psychology courses on a routine basis over the past five years. Psychology majors who complete their programs of study using only course work are required to take 8 of these courses. The AAC is pleased with the work of the psychology

faculty to develop a program of study that provides a well-rounded academic experience for its students. The number of courses routinely offered by the program at the upper-level is perhaps less than what should be offered for a program with this number of students, but it is appropriate for the number of faculty in the program.

Psychology is a disciplinary program of study. Psychology majors must therefore complete an interdisciplinary major or minor in addition to the psychology and the general education requirements to meet university graduation requirements. Data obtained from Institutional Research states that of the 284 psychology majors graduated between 2002/03 and 2004/05 194 students completed the requirements for a second major. Human development was the second major of 176 of these students. While it is common for students in disciplinary majors to minor or double major in an interdisciplinary program that is housed in the same budgetary unit as the disciplinary program, the number of psychology/human development double majors has created a significant strain on the resources of Human Development unit. This strain has created the situation where a number of courses in the psychology major routinely have a large number of students on the wait lists for the courses and students completing the graduating senior survey rate the "Frequency of course offerings in your major" question low. The psychology program has begun to address this problem from both the supply and the demand sides. On the supply side, the psychology program has periodically increased the number of sections offered in some in high demand courses and has allowed most sections to exceed the desired class size. On the demand side, Drs. Gurung and Wilson-Doenges spoke of using the program advising system to help students to identify alternatives to the Human Development minor or major that could be more appropriate for an individual student. These efforts by the psychology program are commendable but they have not eliminated the enrollment pressures on courses. Continued efforts to address the problem from both the supply and the demand sides are recommended. The continued use of ad hoc instruction to offer additional lecture sections of high demand courses, the addition of another faculty position to the program to address staffing shortages, and the increase of enrollment limits in some courses should all be considered to address the problem from the supply side. To address the problem from the demand side, perhaps the structure of the psychology and human development majors and minors should be reviewed. For example, the course requirements for a psychology major with a human development minor are not significantly different than the course requirements for a psychology/human development double major. By increasing the difference between these two programs of study the number of students who decide to double major may be reduced while at the same time improving the academic experience for those students who complete this double major.

#### Accomplishment of Program Goals since last review.

The psychology program has continued to demonstrate excellent achievement in both teaching and scholarship since its last review. It has developed an advising program that involves all faculty members in an attempt to improve the ability of students to see an academic advisor. The increased range of opportunities for students to be involved with internships, directed research opportunities, undergraduate teaching and program related club and honor society activities is impressive. The psychology/Human Develop unit currently has three faculty searches underway. Two of these positions have the title Assistant Professor of Psychology. One position addresses program needs in Social Psychology and the other in cognitive processes. Once filled, these two faculty positions should help to relieve some of the pressure on the use of ad-hoc instruction and on advising.

#### Program Initiatives

The only initiative presented in the program development plan is for the addition of one new faculty line to the psychology program. An additional faculty position is requested to ease the pressure on student advising, and to offer additional sections of core courses in the major. In our discussions with Professors Gurung and Wilson-Doenges they stated that one additional faculty position in psychology in addition to the two that they are currently recruiting would solve all of the staffing problems of the psychology program. Based solely upon the number of students in the program an additional faculty position may well be warranted. But, the university has a limited number of positions that it can fill and a limited amount of funds it can use to support these positions. Because of these limitations, the AAC believes that the distribution of faculty positions within the university should not be solely based upon the number of students in each program nor on the number of course sections that each program desires to offer. In order to be a strong university, the AAC believes that we need to offer a variety of quality majors. This will require that we hire an appropriate number of faculty members in each area of study and each faculty member should bring to the campus a unique area of expertise and a strong commitment to advancing the goals of the university. The AAC encourages the psychology unit to support their case for an additional faculty

position based upon both the need for a specific area of expertise to support the program in addition to the need to provide additional sections of courses and faculty advisors to the students in the program.

#### Summary and Recommendations

The AAC believes that the psychology program is a very strong program that is led by dedicated teachers and scholars. The growth of the program over the past 5 years suggests that the program is attractive to students and the alumni of the program continue to rate the program well. The growth of the program has created access problems for students in the program. The AAC believes that the psychology program needs to address this problem by addressing both number of seats offered in each of the courses in the psychology program and the number of students taking psychology courses.



UNIVERSITY of WISCONSIN  
**GREEN BAY**

Date: February 13, 2006

To: Georjeanna Wilson-Doenges  
Chairperson of Psychology

From: Fergus Hughes *F.H.*  
Interim Dean of Liberal Arts and Sciences

Re: Psychology Program Review

The Psychology Program at the University of Wisconsin-Green Bay is characterized by a strong faculty in terms of their teaching effectiveness, interest in pedagogical issues, level of scholarly activity, and record of service to the University and community. Psychology faculty have been well-represented in the UW System Teaching Scholars and Teaching Fellows programs, and in the University of Wisconsin-Green Bay Teaching Scholars Program. They have even initiated an annual statewide Teaching of Psychology conference which is held in the spring of every year.

The curriculum is impressive as well. It is appropriate in terms of what is required of students seeking admission to graduate programs in Psychology, and the requirements for declared majors are clear and are organized into appropriate categories. Graduate work is essential for career advancement in Psychology, and admission to graduate programs requires undergraduate courses in experimental/research methods/statistics, social/personality, cognitive, developmental, and the clinical counseling areas. The Psychology requirements at the University of Wisconsin-Green Bay are organized into these categories, and students must take Experimental Psychology, at least one course from the social/personality category, at least one course from the developmental category, and at least one course from the clinical category.

The most significant problem facing the program is the overwhelming student demand for the major. Psychology is the largest disciplinary major at the University of Wisconsin-Green Bay, with 386 declared majors in the Fall of 2005. By contrast, the number of declared majors in the Fall of 1996 was 171. While the number of declared majors more than doubled in a decade, there was no corresponding increase in resources. Classes are large, with enrollments in upper division courses typically in the 45-50 range, and lengthy wait lists for all courses. Classes are in such high demand that it is not unusual to see all Psychology courses closed within days after registration begins. It is inevitable that this situation will affect student satisfaction with the program, and it does. While students are very satisfied with the clarity and reasonableness of major requirements and the quality of teaching, they are not satisfied with the frequency and variety of course offerings. This is not surprising considering the number of closed courses in Psychology, as well as the fact that the great demand for the core courses makes it difficult to

CONNECTING LEARNING TO LIFE

offer elective courses at suitable intervals. As an example, *History of Psychology*, which is a standard course at most undergraduate institutions, is offered at the University of Wisconsin-Green Bay only once every two years.

On the other hand, the Psychology faculty are to be commended for adding courses in *Health Psychology* and *Multicultural Counseling* since the time of the last program review, as well as making available to students the possibility of either a teaching or a research assistantship. The research assistantship is a particularly valuable addition to the curriculum because it (a) provides students with the opportunity to carry out research and to see their work published or presented at national conferences, and (b) it supports faculty in their own research activities in a situation in which no graduate students are available.

Clearly there has been, and continues to be, a need for additional faculty in Psychology, and I agree with the AAC's suggestion that Psychology should base requests for additional faculty positions on programmatic needs (e.g., the need for a specific area of expertise that is lacking in the curriculum) rather than simply on enrollment pressures. This is precisely what was done in the self-study document. Psychology has been without a social psychologist for a number of years, and, as noted above, social psychology is one of the core areas of Psychology, and an area that is essential for admission to Psychology graduate programs. Social psychology courses have been covered for a decade by ad hoc instructors, and this was not a desirable situation. This situation was remedied, however, when an additional position was allocated to Psychology in April of 2005, and that position has now been filled by a social psychologist.

While I agree that programmatic need rather than enrollment pressures should form the basis for position requests, it would be difficult not to include consideration of the numbers in an evaluation of the Psychology Program. Psychology faculty members not only teach large classes, but also shoulder a considerable responsibility for advising. The advising is intense and ongoing since graduate work is essential for career development in Psychology, and 88% of Psychology majors expect to further their education beyond the Bachelor's degree. Career advising, including the preparation of reference letters, is extremely time-consuming, and is shared by all members of the Psychology faculty.

The fourteen learning outcomes for Psychology are clearly delineated, and assessment has taken various forms, including the ETS Major Field Achievement Test in Psychology, exit interviews, alumni interviews, and class projects. The results indicate that our majors are comparable in their level of knowledge to students at similar Psychology programs throughout the country, and that they are generally satisfied with their educational experience in Psychology. As indicated above, the most frequent complaint is the unavailability of seats in Psychology courses, and it is hoped that this situation may be partially remedied by the addition of the social psychology position.

The appeal of Psychology is strong for our undergraduate population, and I believe it would be strong at the graduate level as well. Therefore, I plan to make a formal request of the Psychology faculty to identify the resources that would be needed to offer a Master's Degree in Counseling. Such a degree appears to be in high demand in the Northeast Wisconsin area, and, in fact, is the new degree most often requested by callers to our Graduate Studies office.

Anecdotal evidence does not constitute a serious market analysis, but I will recommend that such an analysis be undertaken as part of the examination of the question of whether a graduate program in Psychology is feasible at the University of Wisconsin-Green Bay.

Consideration of a counseling graduate degree may appear to be an additional burden on a program that already is suffering from a scarcity of resources, but in fact a graduate program has the potential to increase those resources in the future. At this point we are not even close to having the resources to offer such a degree. I realize that it would require several new faculty members and a supervised practicum. In addition, it would require an entitlement from UW System, which is by no means a certain outcome. I will request only that the possibility be explored, and that the Psychology faculty identify the curriculum for such a graduate program.

In summary, psychology is a strong and well respected program that has suffered from a lack of resources. This situation will be alleviated to some extent by the addition of a new position for a social psychologist in the Fall of 2006. Nevertheless, the staffing shortage remains critical, and the enrollment pressures on the program show no signs of abatement.

cc: John Lyon, Chairperson of the Academic Affairs Council  
Associate Provost Tim Sewall  
Lloyd Noppe, Chairperson of Human Development





1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

In Spring of 2015, the Psychology Department assessed the following learning outcome: Develop meaningful professional direction for life after graduation.

To assess the outcome, we utilized four sources of data: (1) Exam results from Dr. Vespia's course, Counseling and Psychotherapy, where elements of the course focus on career development, (2) a survey we sent our May, 2015 graduates that asks questions about professional direction, (3) the results of a 2015 research project, conducted by Dr. Vespia, on career development, and (4) the results of a 2015 Psychology and Human Development Club research project, sponsored by Dr. Holstead, on engagement in the Psychology and Human Development majors (we removed the data from non-psychology majors for this assessment).

Regarding source one, exam results, Dr. Vespia asked six questions related to careers in psychology on one of her exams (e.g., "The Occupational Outlook Handbook provides information about all of the following except:"). The average score for those six questions was 82% (range from 66% to 98%).

Regarding source two, we sent an 8-item survey to all May, 2015 psychology graduates. Three of the questions we asked on that survey were relevant to career development. We received response from 48% of those graduates. The results of that survey are as follows:

	Item	True	False
1.	I am aware of the jobs that are available to someone with a psychology degree.	83%	17%
2.	I feel satisfied with my post college career plans.	74%	26%
3.	I believe what I have learned in the psychology major will help me in my future career.	100%	0%

Regarding the third source, Dr. Vespia completed a research project during the 2014-15 academic year in her Counseling and Psychotherapy course where she has several assignments related to professional development. Findings from this project, which were presented at the Midwestern Psychological Association Conference, were that 70% of students had made progress on career readiness over the course of the semester and, per an anonymous online survey, 80% of participants felt they had gained some level of knowledge about careers and 100% said they knew more about what they needed to do to prepare themselves for careers or graduate school.

Finally, the fourth source of data was the results from a 2015 study of engagement in the Psychology and Human Development majors run by the Psychology and Human Development Club and sponsored by Dr. Holstead. This study was also presented at the Midwestern Psychological Association Conference. While the study looked at a variety of factors not relevant to this assessment, there were a series of questions included in the survey on career planning and professional development. The responses to those questions are as follows:

	Item	Percent Indicating Agree or Strongly Agree
1.	I have a clear plan for my eventual career	62%

- |  |     |
|--|-----|
| 4. I feel confident I will achieve my career goals | 70% |
| 5. My career plan is related to my major           | 83% |
- 

6. **How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.**

I'll be sharing this data with the rest of the department with the hopes of exploring where we might be able to include more of a focus on professional development in our curriculum. There is not one particular class where career planning and professional development should be addressed and much of it has been occurring through advising or our student organizations. I plan on working with the department to better integrate it into particular courses.

- 1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.**

In Spring of 2014, the Psychology Department planned on assessing the following learning outcome: Students will be able to communicate effectively in a variety of formats with the intention of focusing on oral presentations. Please note that mid-semester, we adopted a new set of learning outcomes, one of which was "Communication: Exhibit effective presentation skills for different purposes."

To assess the outcome, all faculty were asked if they require some sort of oral presentation in any of their Psychology courses. Those who did, were asked to provide us with details of the presentation (e.g., length, purpose, group/individual, etc.) and were asked to provide us with the grades of ten randomly chosen students. This provided us with information about which classes required some an oral presentation, how those presentations were formatted, and information about student performance.

Of the sixteen Psychology courses offered in Spring 2014, four included some an oral presentation. The formats varied from short, 2-minute, individual presentations to longer, 20-minute, group presentations. The average grades ranged from 85.5% to 95% (one class did not grade the presentations) and grades ranged from 70% to 100%.

Class	Format	Length	Description	Average Grade (%)
Research Methods	Individual	2 minutes	Response to a randomly drawn question	85.5, range 70 - 100
Social Psychology	Group	10 minutes	Presentation of data they collected	86.1, range 70 - 93
Tests and Measurement	Group	20 minutes	Presentation of a test they have been studying	95, range 90 - 100
Abnormal Psychology	Individual	2 minutes	Presentation of a disorder they have elected to study	Not graded

- 2. How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.**

I'll be sharing this data with the rest of the department with the hopes of exploring where we might be able to include more oral presentation opportunities in our curriculum. One likely barrier to such presentation is that most upper-level psychology courses have 45 students in them making presentations like this very time-consuming. We'll discuss alternative formats that might make them more feasible.

