

2020-2021 Psychology Department Assessment Report

Dates of Meetings: Part 1: April 13th, 2021 (11:00 AM – 12 noon) and

Part 2: April 27th, 2021 (11:00 AM – 12 noon)

Participants: Jericka Battle
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Learning Goals Assessed this Year: 1) Knowledge Base and 2) Communications

Our original SAP Cycle of Assessment prescribed that 2020-2021 would assess Knowledge Base and Ethical and Social Responsibility in a Diverse World; however, in our Assessment Report for 2019-2020 a revision of the SAP Cycle of Assessment was submitted in response to not completing the Communications assessment in 2019-2020. Hence a change in what would be evaluated this year and years going forward to adjust to that change.

Data Collected: The data we collected was directed by our SAP.

	Knowledge Base	Communication
Direct	Major Field Test (ETS) in Psychology	
	Professional presentations by students	Professional presentations by students
	In-class oral presentations by students	In-class oral presentations by students
		Students earning W2 credit in coursework
	Internships and Practicum	Internships and Practicum
	Experiential Learning Projects	Experiential Learning Projects
Indirect	Senior Survey	Senior Survey

A summary of our collected **DIRECT** and **INDIRECT** data along with explanations of each component of the data follows here. A complete report of our Senior Survey data appears in Appendix A.

Summary and Explanation of Direct Data

A. Major Field Test in Psychology

During Spring of 2020, 33 of our students took the MFT in Psychology scoring an average of 166.9 (SD = 13.0) on a scale of 120 - 200. Using our previously established grading criteria that produced 39% A's, 30% B's, 15% C's, 12% D's and 0% F's.

While still very strong scores on this national test, these values were substantially lower than scores from previous years. In the table below, find a comparative pandemic free year (2017) and see that our 2021 scores are below the 2017 scores for Hendrix by a little less than a standard deviation, but still well above the 2017 national mean.

Source	Data	2017 (N=35)	2021 (N=33)
Hendrix	As	66%	39%
	Bs	26%	30%
	Cs	9%	15%
	Ds	0%	12%
	Fs	0%	0%
	Mean & SD	M = 178.6 SD = 12.5	M = 166.9 SD = 13.0
National Norms	Mean & SD	M = 151.0 SD = 13.9	Not yet available

Our 2021 students were in the midst of a 13-month long disruption of their education by the pandemic and a drop in test performance should be expected. Undoubtedly, the national average on this test (which is not yet available for this year) will also fall. We think that our students' continued strong performance overall reflects a strong foundational presentation and mastery of the knowledge base of psychology using this national test.

B. Number of students presenting posters and papers at state, regional, and national meetings. This measure allows us to determine how many students are gaining the opportunity to improve their oral communication skills by presenting research before their peers. In addition, the number of papers and posters presented at meetings is a good gauge of whether students have mastered research methodology and are able to pursue their research interests in depth.

There were three professional presentations given by psychology students this year.

A list of these presentations follows. Student names are emboldened.

Chunn, H., Rose, A., Vogle, S., Musallam, N., Allen, L., Goldberg, A., & Peszka, J. (2021). *Presentation of 2021 Survey Results: Social Support and Connections among Older Arkansans*. Presented at the Social Support and Connections for Older Arkansans Symposium in Conway, AR.

Ozden, A., Stevens, O., Wilder, H., & Merrick, C. (2020, December 4-6). *Potential influences on prosociality during a global pandemic* [poster presentation]. ASPS 2020 Winter Virtual Event, Conway, AR, United States.

Wilder, H., Stevens, O., Ozden, A., & Merrick, C. (2021, April 24). *The power of hate: Examining the relationship between negative emotions, moral justification, and power differentials* [conference presentation]. ASPS 2021 Spring Virtual Event, Conway, AR, United States.

These three presentations by six psychology students (and three anthropology students) represents a significant reduction in professional presentations; however, we are confident that this is entirely related to the pandemic. Entirely remote learning in the fall substantially reduced research work that produces these presentations in the Spring and virtual conferences reduced student participation. While student research continued during the pandemic the number of opportunities was reduced. Again, we are confident that this will return to previous levels as the pandemic relents. This number is much less worrisome when taken with the data in part C. which follows here.

C. Number of students completing oral presentations during class. Similar to what was mentioned above, this allows the Department to determine if students have sufficient opportunities to hone their oral communication skills.

There were 484 oral presentations given in class by psychology students this year.

A summary of these presentations follows.

PSYC 210-01: Developmental Psychology 27 presentations (Hawkins)

PSYC 220: Brain and Behavior

- PSYC 220-01 (Spring): 54 Presentations (18 Students X 3 Presentations) (Penner)
- PSYC 220-03 (Spring): 90 Presentations (30 Students X 3 Presentations) (Penner)

PSYC 225-01: Psychology and Religion 29 main presentations & 58 brief presentations (Hawkins)

PSYC 230: Social Psychology

- PSYC 230-01: 17 presentations (Hawkins)
- PSYC 230-02: 21 presentations (Hawkins)

PSYC 295: Research Methods with lab

- PSYC 295-01: *(Fall)* 22 Presentations (11 Students X 2 Presentations) (Penner)
- PSYC 295-02: *(Fall)* 24 Presentations (12 Students X 2 Presentations) (Battle)
- PSYC 295-01: *(Spring)* 30 Presentations (15 students x 2 presentations) (Kennedy)
- PSYC 295-02: *(Spring)* 28 presentations (14 students x 2 presentations) (Merrick)

PSYC 310-01: *Social Neuroscience with lab* 15 presentations (Merrick)

PSYC 335-01: *Sensation & Perception*: 37 presentations (each student gave 2 presentations in this course except one student who did only 1) (Peszka)

PSYC 341-01: *Moral Emotions* 18 presentations (Merrick)

PSYC 360: *Behavioral Neuroscience*:

- PSYC 360-01: 15 presentations (Peszka)
- PSYC 360-02: 12 presentations (Peszka)

PSYC 425 01: *History and Systems* 31 presentations (Templeton)

PSYC 490-01: *Psychology of Evil* 15 presentations (Merrick)

Here, our students did an impressive number of oral presentations during their coursework. Because we control this item, it was far less negatively impacted by the pandemic, and our students received a tremendous number of opportunities to practice their oral communication skills.

D. Number of students gaining “W2” credit in departmental Writing-Intensive courses.

This measure serves as a rough gauge of how many students have demonstrated good written communication skills specifically in psychology courses.

48 psychology students have earned W2 credits this year.

A summary of these credits follows.

PSYC 295-01 *Research Methods with lab (Fall)*: 8 students (with an additional 1 student doing remedial work to earn W2 during Spring) (Penner)

PSYC 295-02 *Research Methods with lab (Fall)*: 12 students (Battle)

PSYC 295-01: *Research Methods with lab (Spring)* 13 students (Kennedy)

PSYC 295-02: *Research Methods with lab (Spring)* 14 students (Merrick)

Our introductory course to the methods of research and writing ensures that all our majors are getting good foundational writing experience for our discipline. We have writing assignments at all levels of classes and give extensive feedback on writing, frequently making sequential assignments (building from one to another) but do not focus on the specific coding of W2 for our upper-level courses.

E. Number of students completing internships. This information is helpful in assessing whether students are gaining practical experience in the application of psychology. In addition, these data prove useful in determining whether our majors have experiences that expose them to human diversity.

There were eight internships directed through the psychology department this year.

A summary of these internships follows.

- **(Jessica) Greer Ayers:** Conway Regional Medical Center (Penner)
- **Mary Claire Bright:** Internship at Children's Advocacy Alliance (Zorwick)
- **Leeya Cain:** I-O Psychology (Templeton)
- **Hayley Chunn:** Vocational Exploration through the Role of Teaching Assistant (Kennedy)
- **Oscar Davis:** Promoting Livelihood and Prosperity Through Water Safety (Zorwick)
- **Christine Donakey:** Methodist Family Health (Templeton)
- **Jeanette McGrath:** Elementary school teaching internship (Merrick)
- **Kristen North:** Neuropsychology at UAMS (Templeton)

F. Number of students admitted to the local Psi Chi Chapter. The number of majors and minors who earn membership in the discipline's primary honor society is a good indication of how many students are gaining distinction in psychology. Moreover, the number of students joining Psi Chi is also a good gauge of the extent to which students are invested in the discipline and are seeking ways to more closely identify with it. Finally, tracking membership in this organization allows us to see how many of our majors and minors are gaining leadership and service experience outside the classroom.

15 psychology students met the criteria to have an invitation to join Psi Chi extended to them; however only 8 students joined this year.

To compare to pre-pandemic times, during the 18-19 school year, 17 students were invited, and 16 students joined. This suggests that our students are still achieving distinction in their studies to meet criteria to be admitted, but that the pandemic has reduced engagement. We feel confident that following the pandemic a high percentage of acceptance will return.

G. Number of experiential learning projects completed. Depending on the types of project, this information helps to assess a number of the learning objectives laid out in this assessment plan.

There were 28 experiential learning projects directed through the psychology department this year.

Service to the World

- **Madison Connaway and Andrea Stitt:** Arkansas Geriatric Education Collaborative Social Media Production (Peszka)
- **Elijah Dilday and Jaclyn Reifeiss:** Arkansas Geriatric Education Collaborative Memory Café (Peszka)

- **Noura Musallam, Jamya Pinkney, and Sadie Walker**, Arkansas Geriatric Education Collaborative Dementia Friendly Trainer (Peszka)
- **Sundus Nazar**: Arkansas Geriatric Education Collaborative Dementia Friend Champion (Peszka)
- **Alexis Ozden**: Arkansas Geriatric Education Collaborative Dementia Friend Trainer and Champion (Peszka)

Professional and Leadership Development

- **(Jessica) Greer Ayers**: Conway Regional Medical Center (Penner)
- **Mary Claire Bright**: Internship at Children's Advocacy Alliance (Zorwick)
- **Leeya Cain**: I-O Psychology (Templeton)
- **Hayley Chunn**: Vocational Exploration through the Role of Teaching Assistant (Kennedy)
- **Oscar Davis**: Promoting Livelihood and Prosperity Through Water Safety (Zorwick)
- **Christine Donakey**: Methodist Family Health (Templeton)
- **Jeanette McGrath**: Elementary school teaching internship (Merrick)
- **Kristen North**: Neuropsychology at UAMS (Templeton)

Undergraduate Research

- **Leeya Cain**: Undergraduate Research at Peace360 (Zorwick)
- **Eric Horan, Leeya Cain, Sophia Isely, and Nicole Hendrix**: Memory Cafe: Research & Development (Peszka)
- **Alexis Ozden, Hali Wilder, and Olivia Stevens**: Potential influences on prosociality during a global pandemic (Merrick)
- **Rachel Stewart**: Health and Legal System Lab Research (Peszka)

Special Projects

- **Nicole Hendrix**: Summit Behavioral Consulting (Peszka)
- **Alex Heringer**: Arkansas Geriatric Education Collaborative Social Media Production (Peszka)

Summary and Explanation of Indirect Data

Indirect Data from the senior survey appears below in Appendix A. This information helps us to assess whether students see themselves as having met the learning objectives laid out in this assessment plan. As always, Senior Survey data for this report was collected from the previous graduating class (here 2019-2020 seniors) as current data (2020-2021 seniors) was being collected at the time of our assessment meetings.

A summary of the entire senior survey is found in Appendix A, but objective questions directly related to this year's learning goals are highlighted below. These tables present means and SD for 2020 and 2019 to serve as a comparison.

There is a series of six objective questions on the senior survey assessing Knowledge Base. Students are asked to answer using a scale of 1 (strongly AGREE) to 5 (strongly DISAGREE).

KNOWLEDGE: My experience in psychology courses contributed toward the development of the following kinds of knowledge:	2020		2019	
	M	SD	M	SD
Appreciating psychology as a scientific way of thinking about and understanding human behavior	1.16	.36	1.11	.32
Understanding the research methods used by psychologists to study behavior	1.23	.41	1.20	.40
Achieving familiarity with the basic theories and contributions of psychologists	1.29	.45	1.34	.53
Appreciating individual differences and diversity across human cultures, e.g., age, gender ethnicity, race, religion	1.13	.33	1.43	.84
Understanding how psychologists and other human service workers actually work in research and applied settings	1.58	.70	1.86	1.02
Understanding how psychology is linked to fundamental issues in the larger world	1.13	.33	1.40	.60

There are two objective questions on the senior survey assessing Communication. Students are asked to answer using a scale of 1 (strongly AGREE) to 5 (strongly DISAGREE).

COMMUNICATION:	2020		2019	
	M	SD	M	SD
Written communication skills: my ability to express in writing my analyses and syntheses of general information and research findings	1.22	.48	1.34	.63
Oral communication and presentation skills: my ability to express myself and my ideas before an audience	1.45	.60	1.66	.83

Overall, students agreed that they met these two learning goals. Open-ended questions (seen in the appendix) yielded answers that similarly convey satisfaction with these two aspects of their education.

Summary of Prescribed Data collected during 2020-2021 according to SAP:

	Measure	Outcome
Direct	Major Field Test (ETS) in Psychology	M = 166.9 SD = 13.0 Scale 120-200
	Professional presentations by students	N = 3
	In-class oral presentations by students	N = 484
	Students earning W2 credit in coursework	N = 48
	Internships and Practicum	N = 8
	Experiential Learning Projects	N = 28
Indirect	Senior Survey	Grand Mean for Knowledge: 1.25 Grand mean for Communication 1.34 Scale 1 – 5 (low scores correspond to stronger endorsement of having met this goal)

Changes Planned based on Data and Explanations of Decision to Continue Current Practice

Changes to Curriculum/Educational Opportunities

We discussed very few changes to the curriculum and educational opportunities that we offer (or normally offer outside of a pandemic) and believe that the data and explanations presented above suggest that our students are meeting the learning goals of Knowledge Base and Communications and do not need revision, with one exception. We spent considerable time during the first meeting discussing our difficulty offering sufficient opportunity to meet the second component of our senior capstone experience. Both learning goals assessed this year are tied to our senior capstone experience which is a two-part experience: 1) the Major Field Test and 2) completion of a Cluster C course. When we designed the capstone experience with a Cluster C course as a requirement, we followed guidelines set forth by the American Psychological Association to offer choices for students that involve 1) a practicum type of course involving extensive hands-on applied experience, 2) a research-intensive course, or 3) History and Systems. Since the beginning, but reaching a crisis point now, we struggle to offer all of these opportunities. During the 2020 academic year, we made only one course offering (History and Systems) that could fulfill this requirement, meaning all of our seniors took this one course during the Spring semester of their senior year regardless of their particular career plans. We are concerned about this limitation in opportunity to directly examine intensively the applied (through Practicum) and research (through Advanced Research) components of psychology. We have discussed as options bringing back our Practicum course once staffing has rebounded after the loss of Dr. Tim Maxwell, adding back in our Advanced Research course (which was offered only twice during the past four years, but which used to be offered every year and sometimes twice a year) and revisiting a “Senior Seminar” type of offering which could add an additional research-intensive experience. Toward that end, we have a new course “Theories of Psychotherapy” (Spring 2022) which will take that form (a research-intensive Senior Seminar type of course) and meet our Cluster C requirement. Rising seniors were allowed to choose which course (History and Systems or Theories of Psychotherapy) best suited their own educational goals.

Changes to Student Assessment Plan

Early in the Spring semester as our department focused on the assessment of Communication, we determined that we are collecting a great deal of information assessing opportunities for reading and writing but did not have as good an assessment of quality or growth related to this goal. As we looked forward at our SAP Cycle of Assessment it was clear that all our learning goals might benefit from a quality assessment to accompany our quantity assessment that would allow us to look for growth across time in the major. Toward that end, we developed a rubric (this can be seen in Appendix B) to be used along with an already assigned and graded final research oral presentation project. The rubric would allow assessment of the quality of mastery (exemplary/competent/basic) of each of our learning goals exhibited in that project. This year, a subset of the seniors (N =12) in our History and Systems (senior capstone experience) course were assessed for four of our learning goals and the entire class for the fifth learning goal. For future years, a subset of sophomores will be similarly judged during the Research Methods course (sophomore-level introductory course with a final research project that is presented in written and oral presentations). By assessing students in their introductory research experience

and again in their senior capstone experience using the same criteria, we believe we will be able to track both quality and growth on the learning goals for our majors.

Learning Goal	Exemplary	Competent	Basic
Knowledge base.	10	0	2
Scientific inquiry and critical thinking.	10	0	2
Ethical and social responsibility in a diverse world.	10	0	2
Communication.	7	4	1
Professional development. <i>Note: entire class</i>	15	10	4

Final Summary

Overall, based on the data presented above and given that the students being evaluated were in the midst of a pandemic, our students learning seems to have gone well and our department procedures are allowing us to meet our stated learning goals. With the changes indicated above to student opportunity and assessment, we feel we will be able to do even better going forward.

Appendix A. Senior Survey Results

Psychology 2020 Senior Survey Results Summary

In sections 1-4, all questions are asked on a scale from 1 (very satisfied) to 5 (very dissatisfied)

1. COURSES AND FACULTY	2020		2019	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Breadth of curriculum	1.58	0.78	1.60	0.68
Quality of curriculum	1.26	0.43	1.40	0.49
Availability of courses	2.32	1.07	2.83	0.84
Accessibility of faculty	1.32	0.46	1.31	0.62
Quality of instruction	1.23	0.41	1.40	0.64
Preparation for job	1.39	0.74	1.63	0.93
Preparation for graduate school	1.48	0.66	1.49	0.81

2. ADVISING	2020		2019	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Availability of advisor	1.32	0.72	1.34	0.67
Helpfulness of advisor	1.39	0.82	1.40	0.73
Advisor's knowledge of requirements	1.29	0.57	1.40	0.73
Advisor's knowledge of my goals	1.35	0.73	1.63	0.83
Career advising	1.48	0.70	1.74	1.00
Graduate study advising	1.71	0.76	1.71	1.03

3. RESOURCES	2020		2019	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Research opportunities	2.00	0.87	2.00	1.10
Internship opportunities	1.90	1.01	2.23	1.24
Service learning opportunities	1.87	1.14	2.29	1.48
Psi Chi	1.77	1.39	1.83	1.42
Quality of library journal holdings in psychology	1.87	1.17	2.11	1.14
Quality of library book holdings in psychology	1.84	1.06	1.77	1.22

4. OVERALL	2020		2019	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Overall quality of psychology program	1.32	0.52	1.34	0.67

In sections 5-6, all questions are asked on a scale from 1 (strongly agree) to 5 (strongly disagree)

2020

2019

5. KNOWLEDGE: My experience in psychology courses contributed toward the development of the following kinds of knowledge:

	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Appreciating psychology as a scientific way of thinking about and understanding human behavior	1.16	0.36	1.11	0.32
Understanding the research methods used by psychologists to study behavior	1.23	0.41	1.20	0.40
Achieving familiarity with the basic theories and contributions of psychologists	1.29	0.45	1.34	0.53
Appreciating individual differences and diversity across human cultures, e.g., age, gender ethnicity, race, religion	1.13	0.33	1.43	0.84
Understanding how psychologists and other human service workers actually work in research and applied settings	1.58	0.70	1.86	1.02
Understanding how psychology is linked to fundamental issues in the larger world	1.13	0.33	1.40	0.60

2020

2019

6. SKILLS: My experience in psychology courses contributed to the development of the following kinds of skills:

	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Thinking critically, e.g., evaluating evidence, seeing problems from multiple points of view, applying theory to real problems	1.19	0.46	1.29	0.61
Finding and using information necessary to answer questions from a scientific viewpoint	1.19	0.39	1.29	0.45
Using statistics as a tool of decision making	1.77	0.74	1.77	0.76
Designing scientific research approaches to important issues	1.45	0.55	1.51	0.65
Synthesizing and integrating what I know across different areas of study and learning	1.26	0.50	1.31	0.52
Written communication skills: my ability to express in writing my analyses and syntheses of general information and research findings	1.22	0.48	1.34	0.63
Oral communication and presentation skills: my ability to express myself and my ideas before an audience	1.45	0.60	1.66	0.83
Teamwork and advocacy skills: my ability to cooperate with others and coordinate a group's efforts and resources toward completing a project	1.84	0.36	1.80	0.79

In what ways did your psychology major contribute to your liberal arts experience?

- Often, what I was learning in one class could be applied in another I was taking at the same time.
- Our psychology department offers unique opportunities that allowed me to study psychology and how it intersects with other branches of study. I learned how psychology could be used no matter what career path I followed.
- Psychology is in everything people do, so I made tons of connections from my psych courses to my other classes and real life situations.
- Gave me a better understanding and appreciation for other subjects that I studied.
- My psychology major definitely challenged me to push myself academically. I had to learn how to study effectively, how to develop and implement psychological studies, analyze data, and clearly express ideas in writing.
- Psychology helped me connect ideas and real life events in my spanish classes.
- There were topics in psychology that related to topics in other departments I took classes in
- It's applicable to all fields.
- allowed me to develop a well-rounded way of thinking about problems in other fields + potential solutions
- I appreciated how you could pick and choose courses which aligned with the aspects of psychology that interested you. There were many times where I was learning concepts in psychology that transferred over into my other courses I was in at the time.
- Well I took more Psychology classes than anything else, but I will say that I could apply knowledge in my psychology classes in other subjects, and vice versa.
- It gave me the opportunity to do so many different things! I did an internship in a detective team, I did undergraduate research, I got to be Research Methods TA... There were just so many things that I could learn different things from, as well as different people that took my under their wing and taught me different things!
- I was able to take a variety of classes
- My psychology major was a vital part of my interdisciplinary experience at Hendrix.
- Many things I learned in other disciplines connected to psychology. E.g., motivation in a business management course or discrimination in a philosophy course.
- You incorporate every discipline while studying psych
- I found that all of the classes merged information from other fields and other classes that I had taken at Hendrix, by my third year I had created a mental intertwining web of information that gave me insight into the different ways different diciplines contribute to each issue and was able to see the "bigger picture".
- Being a psychology major helped me understand people more and why people might do certain things. Since psychology is so broad, it helped me make a lot of connections to my other courses as well.
- It helped me bring context to my politics & sociology classes and helped expand the breadth of my experience with regards to relationships with my professors & fellow students
- Almost always had a class where I could tie something back into what I was learning in my psychology courses.
- Psychology has a hand in everything so I used it a lot.
- It really changed my view of the world and opened my mind
- It allowed me to learn from other categories such as biology, neuroscience and anthropology while still earning credits towards my major.
- Honestly I kind of lost sight of the liberal arts experience after Freshman year. I fell in love with Psychology and only wanted to take these classes.
- Made me a more open-minded person, a better person!
- I learned a lot of applied topics that applied to many different areas of life and society.

How (if at all) has your study of psychology helped you to understand better the behavior of others in your daily life?

- My study of psychology has helped me learn about certain biases/mental phenomena that occur in life. I also learned about good study methods, which I have used throughout my college career.
- Abnormal Psychology gave me a greater understanding of how people experiencing depression, anxiety, and more live their lives. It gave me more compassion and patience, and made me aware of how prevalent those issues are. Social Psychology taught me why people do some of the things they do. It allowed me to expand my thinking beyond just me and the people I surround myself with. I use what I've learned just about every day of my life.
- Like everything.
- I feel better equipped at comprehending why people behave the way they do or reasons that might lead to certain behavior. I also feel more empathetic for others due to my knowledge of behavior.
- I learned to appreciate how different people may act due to different external and internal factors. It's allowed me to act and think more empathetically.
- I catch myself constantly pulling out theories when ever I notice a certain type of behavior.
- It has helped expand my knowledge on behavior, emotions, and the way people think
- I have a better ability to predict what others will do.
- It definitely has given me a new perspective of the world and the people in it.
- I think Health Psychology was helpful for understanding patterns of seemingly-illogical medical behavior. Learning w/Dr. Peszka was also very applicable in the real-world.
- Especially Social Psychology has helped me with this. I am trying to be more understanding towards other individuals in my family and other close relations. However, I also feel like I know how to behave in different situations to make sure I fit in, for example during a job interview or in a group setting!
- It gave me background information as to why people are they way that they are. Some of the reasons were beyond their control
- I now better understand how people view the same situation different which is why people have drastically different reactions. Stereotyping and Prejudice taught me a lot of prejudice and discrimination in the world that I did not even know about.
- Majoring in psychology has drastically increased my self-awareness and has opened my eyes in ways I could have never imagined. I now pay more attention to the "whys" of society.
- Very much so
- I am more attuned to detecting patterns in people's and group behaviors now and can think about the reasons people might act the way they do. It has led me to be more understanding and less quick to judge.
- Studying psychology has made me curious and critical of others behaviors.
- Helps me understand other's point of view
- Learning with Dr Peszka was probably the most informative in terms of figuring out why people do things (a very behaviorist approach) but personality was also helpful. In terms of why people are the way they are, my developmental courses aided in that.
- Big time. My learning, personality, aggression, and health psych classes were incredibly enlightening about others.
- It has allowed me to be more patient and non-judge mental because we don't know everything someone has gone through and is dealing with.
- I often see things I have learned from classes in every day life. Examples include politics, abnormal psychology, studying techniques, prejudice, the healthcare system (health psych), and how medicines work (like the SSRIs I take) from Psychopharm.
- Gave me a better understanding of why people might be behaving they way they do
- I have learned what goes on in the brain to make an individual do something.

- It certainly has in many ways. I think stereotyping and prejudice has been the most memorable as far as concepts and research that I activate as I try to understand why people act the way that they do.

In what way has your study of psychology influenced your self-understanding and feelings of competence in everyday activities?

- It's made me more understanding towards myself. It's helped me gain confidence that I didn't have.
- I do feel like I understand my world a lot better than I did when I was a little baby freshman.
- I am able to make adjustments to my life better now because of my psychology degree and what I have learned.
- My study of psychology definitely left me feeling incompetent at times, mainly when I feel as if I knew material but didn't express it in testing environments. But that has also given me the ability to appreciate different types of knowledge and realize that testing scores don't always reflect how well I know material.
- Psychology has made me a lot more confident in myself. It has made me feel like a more educated individual while learning a subject that applies to everyday life.
- I know a lot more about myself that I don't feel comfortable sharing.
- I am able to use what I've learned to look at things in a different way.
- Dr. Taylor's MBSR in Behavioral Endo. remains an important part of my getting-through-the-struggles-of-life toolbox.
- Like I mentioned above, I feel like I am more equipped to deal with different types of people and situations after taking psychology courses.
- Everything has an explanation.
- Again, thanks to the psychology faculty, being involved in the psychology department very positively influenced my understanding of self and feelings of competence. I could talk to any one of the faculty members about just about anything. They were honest, affirming, and always very helpful. They pushed me to my potential in places where I struggled and reaffirmed my gifts in other areas.
- I have learned from Behavioral Endocrinology that stress is normal and how to cope with stress so that it does not have serious mental and physical consequences on my life.
- I feel like I am more critical of myself but I am also aware of why I am doing the things I am doing in particular ways. The field has, on the whole, increased my competence in everyday life.
- Very much so
- I am better able to accept the emotions and state that I find myself in and through realizing it being able to let go and release or work through whatever I am going through. I also am better able at detecting when I need help and what kind of help I need.
- Psychology has really helped me understand myself. By working hard to study psychology, something that I am extremely interested in, I have never felt so confident in my abilities.
- I would assume I am more self-aware, I definitely look inward with more clarity
- There are a lot of things I learned in my psych classes that I could probably use to further my self-understanding and self-efficacy, but mostly I just justify my behavior in terms of operant conditioning...
- Personality and health psych taught me a lot about me. I think if I would've taken abnormal I'd have learned even more.
- It's allowed me to understand more on why I act the way I do. Things such as wanting time with myself to recharge and other times wanting to engage with others.
- The emphasis on well-being events like speakers coming to talk about meditation or self-compassion is really helpful. I like that we can participate in evidence-backed psychological events that pertain to psychology and are also helpful. I wish we had more quality events like these!

- I know myself and my mind better! I'm more self-compassionate and understand my thoughts and feelings more.
- I know now why I feel certain ways and what goes on chemically in my brain that causes those behaviors.
- I learned about growth mindset in several courses, and this made a big impact on my expectations for myself in the context of personal and academic growth. I also learned about the importance of mental wellness and techniques to improve well-being, so this will continue to be helpful in my life.

In what ways did the psychology major make you a better writer?

- The Psychology major challenges us to write succinctly and scientifically. I have learned how to write according to APA guidelines, and I am not an effective scientific writer who can accurately synthesize research and fluently write about my own research
- The psychology department demands written reports and essays in every class. Their feedback has me constantly improving my writing and research skills.
- TONS of connection questions, essays, and research reports helped me become a better writer. I will never forget APA.
- I am not sure that it made me a better writer.
- Writing in the psychological field has allowed me to be able to convey ideas and support them using data and studies.
- It made me a better scientific writer. English classes are great but Psychology has made it easier for me to look at results and be able to explain them.
- It helped my improve my scientific writing.
- I know how to actually write apa style now.
- I've never had to do much scientific writing before, so it has definitely broadened my writing skills.
- Research Methods w/Dr. Taylor really taught me a lot of what I know now. But overall, Dr. Maxwell pushed me like no other has before and really made me take time to re-learn the mechanics of grammar and writing.
- I was quite a solid writer when I came in to the major. Nonetheless, I think the major made me even better and, most of all, more confident in my skills.
- I had to learn how to write various reports about my own experiments and other's. It helped me write better in apa format.
- I would say that the psychology major made me better at writing for research.
- Having the ability to turn in drafts for feedback with many opportunities for corrections in Research Methods helped me learn what areas I was already good at and what areas of writing I need improvement. Having feedback allowed me to write different papers starting with the already improved version of my writing.
- By having read numerous scientific articles, the major has expanded upon my writing style and allowed me to develop the skills necessary to write scientific papers.
- I can now convey my ideas in a scientific manner
- I am definitely a better academic and scientific writer after majoring in Psychology. I believe that the various articles we read for our classes have helped me develop into a critical thinker, researcher, and writer. I have also had professors that offer a lot of feedback and that has helped me become a highly detail-oriented writer and editor.
- The psychology department does a really good job of balancing assignments that require detailed and scientific writing and then writing that explains psychology to the general population. Because of this, my writing has improved a lot.
- I can write in a more professional manner and I know how to present results properly

- The psychology major definitely made me a better writer in terms of scientific writing, being specific and on-target while being as informative as possible.
- I had to write lots of papers (in APA). I learned to write summaries, abstracts, and posters. I've always been a pretty good writer but I learned how to do academic writing.
- Dr. Penner really helped!!!! My research methods class with her may have been one of my hardest classes at Hendrix, but I can't believe how much I learned!
- Research methods and independent research helped me write long papers with a structure. Feedback on these papers from professors helped immensely and made me feel lucky I can get that kind of feedback from a small school.
- I can honestly say my writing skills when from like a 2 to a 9. My classes offered me lots of opportunities to practice and feedback that made me better.
- Research Methods taught me to write in a different style than what I was used to.
- I would have liked to write more in my courses. I do feel like I learned a great foundation for scientific writing in Research Methods, but I would have liked to do more writing in other courses.

If you conducted research with a faculty member outside of Research Methods (e.g., volunteer lab member, independent study, Advanced Research, etc.), in what ways did that work impact your experience as a psychology major?

- Working within research labs allowed me to dive deep into specific topics, and it allowed me to better understand and appreciate the complexity of the research we learned about in class.
- It made me a lot more confident in putting me outside of a classroom scenario and working with people that I was not familiar with.
- I had a lot of fun even though it was cut short by covid.
- The research that I was a part of was one of my favorite experiences that I was able to have at Hendrix. It gave me many opportunities that I never thought I would have, and I was able to work and develop a closer relationship to my professors. It also gave me a closer look at how psychology operates "in the field."
- I really enjoyed conducting research, at times, more than my classes. From being Dr. Thomas' lab manager, to working in Dr. Taylor's lab, being in Dr. Peszka's Blue Zones lab, to having my internship that I made for myself at UT-Austin, I loved research. Any serious major needs to have at least 1-2 research experiences in my opinion. Even if you are not planning on going into a research-based career.
- I did Undergraduate Research with Dr. Merrick this past semester, which I loved! I really enjoyed getting to create our own study and I learned a lot about research design because this study was bigger and required more things than the one I did in Research Methods. It was unfortunate that data collection got cut short, though, because of COVID-19.
- The work I did with Dr. Zorwick shaped my experience and ended up shaping my senior thesis in religious studies. I would have liked to have more and different research experiences, but I'm proud of the work I did get to do.
- It made me realize that I did not want to work in a lab for my entire life. Even though conducting research and looking the results was interesting, I realized I would rather be implementing research results in the world instead of doing the actual research. It also helped me improve my presentation skills from learning how to design an effective poster to knowing what key points to touch on for a presentation.
- It helped me to find patterns and run more statistical tests to find even more information previously not known
- All of the labs that I have been in have contributed immensely to both my understanding of psychology and my research skills. I have gained neuroscience lab experience, interdisciplinary experience, social

psychology, and clinical experience. All of the skills that I have built through them will be tremendously valuable in graduate school and in future jobs.

- I enjoyed working in a lab with one of the psychology professors. The research was related to a topic that I am really passionate about, so I enjoyed learning more and doing work that a graduate student would do was helpful in my education
- It helped me understand the field of psychology, outside of the classroom
- I discovered it is a lot more work than I thought it was. More time went into literature searches and planning than I'd thought, but in the end, the results were worth it (more so when they turned up something significant).
- I learned how to collaborate with other teams/business. I learned that Dr. Peszka is a force of nature. I got my UR credit and got Odyssey distinction. I also worked in Dr. Thomas's lab for a little while and I learned how much reading is necessary and how much work goes into an experiment.
- LOVED IT! These research experiences confirmed wanting to go to graduate school for research for me. They gave me confidence in writing papers, confidence in working with professors, an opportunity to go to a real conference, and more direct experience in conducting research.
- Gave me more opportunities to grow and find out my interests

Please comment on the workload for your psychology courses only. Were your courses too difficult, too time consuming, with too many projects? Were your courses too easy with not enough work expectations? Please be specific.

- I think the psychology courses are definitely manageable, and even the most difficult classes (i.e., statistics, research methods) are manageable because professors are mindful of the resources we need to succeed.
- For the most part, the course load of my psychology courses was manageable and made sense for each course.
- Overall, I think it was well rounded.
- Research methods was intense, as was Memory with Dr. Thomas. Other than those two classes, I felt like the work load was reasonable.
- Just about every Psychology course I had was a larger workload than most other courses I have taken. The workload overall is tougher than other courses of study.
- My courses in psychology were always the hardest courses in my schedule at any given time. They were also very valuable and rewarding, and I wouldn't say making them easier would be better.
- I think they were fine. The right amount of work was provided in every class that I had.
- I thought the courses offered a sufficient amount of work
- No not in comparison to others.
- manageable workload for me
- I thought there was a good mix of work throughout my psychology courses. There was a good balance of work - some were more time-consuming and had a higher workload than others, but I was able to manage my time pretty wisely.
- No class was too difficult. I made an A in all psychology courses except for two, and those were both in a semester rife with mental illness.
- There was a big difference between some courses. Most courses were either easy (like Dr. Zorwick's classes), but that's because of the way they are set up. She breaks it down into such manageable chunks and prepares the exams in such a way that it is easy to study for. However, those were also the classes where I probably learned the most. The low-stress way that she divides her classes is SO helpful in being able to retain content, even if there is a lot of content! I had 1 class that was way too difficult in my opinion. Comparative Animal Behavior was the only C I have made in my entire academic career, ever.

The classes were hard to follow, the powerpoints were not being uploaded, and the load of content was quite overwhelming. The exams were also too difficult, in my opinion, as they were too focused on detail. The projects in that class, however, were really fun and doable! I enjoyed those a lot.

- I think sometimes the courses were difficult because they expected you to know information that was never taught in prior classes depending on what courses you took.
- I would not say any courses were too easy or too hard. Sometimes there would be a lot of reading assigned, 4+ book chapters or multiple 15 page articles is too much reading to assign for one class period when students have many other things on. In most of the courses, the day to day class was easy but the exams required adequate knowledge to do well.
- Overall, the courses seemed completely fair. My only issue was with my statistics class in which the professor, who is no longer at Hendrix, read directly from the Powerpoint and was seemingly unaware of how to do the problems herself when I went to her in office hours. I had one class that was particularly time-consuming but the material was engaging and was not terrible overall.
- Given Covid-19, everything has been thrown for a loop, but before that everything was manageable
- They were perfect! I feel like my psychology courses, more than other fields, knew exactly how much work to assign and when to assign work. All of the work seemed intentional for specific learning/discussion purposes and not just to give assignments. It was challenging but enjoyable at the same time. The perfect combination!
- I think all my psychology courses were the perfect workload. Some aspects of the class were challenging, but I genuinely love psychology so I always enjoy the work.
- I think there was a nice variety of classes and that the professors are well attuned to the capabilities of their students, though it can seem heavy at times
- There were courses that seemed too reading focused, where less time was spent studying real-world applications and more time was spent in textbook understanding.
- I would say they were perfect. Some courses were harder than others, and some were super easy. Adjust teacher classes are a little too easy. Dr. Maxwell classes were WAY too hard, Dr. Peszka's require a lot of work, but overall I'd say it's about right.
- Honestly I think it was appropriate levels of work. All the work given was usually to help better understand the material.
- Everything was at the right level. There were harder professors and easier professors, but I learned from all professors (the only one I didn't have in class was Dr. Penner). I wouldn't say any of the professors were "too easy" at all.
- I think I was challenged just enough!
- Some courses had a lot more work and others did not require as much. All of my classes were somewhat hard and all of my psych classes required a lot more time than my business classes for my minor.
- I think there was quite a bit of variability in the difficulty across courses. My lab courses had quite a bit more work, and some lecture courses had much less. I think it was kind of dependent on how much writing/research was part of the course. No one class was overwhelmingly difficult, but 4 difficult classes at the same time would have probably been too much.
- There was definitely some courses that were too much and some that were just right. I wouldn't say there were any that were too easy.

What did you like most about majoring in psychology?

- The professors are kind and thoughtful.
- Getting to know the professors and seeing their passion for their subjects.
- The professors. SO good!

- I met Dr. Sara Taylor and Dr. Timothy Maxwell, two people that I am a better person because of. Having the chance to learn from both of them is what I am most thankful for about my psychology major.
- The community was very good, I really felt seen and appreciated by the faculty members.
- The professors are amazing. I think the psychology professors are the best professors at Hendrix and the best psychology professors in Arkansas.
- The people I got to know, including the professors. I also really enjoyed classes such as psychopharmacology and behavioral neuroscience
- Professors. And my wonderful advisor Dr. Templton.
- the professors embracing the content in and outside of class
- The faculty. I loved getting to know all of the professors and establishing a bond with them that I know will go past my time at Hendrix.
- How involved I was able to be with the department.
- The faculty! I absolutely adore every professor that I've had, even if I didn't enjoy their class as much. All of them are so caring, understanding, and always willing to help! I have had some unfortunate situations in my three years at Hendrix, but faculty members were always understanding. I also really enjoyed the way you can learn so many different things in psychology. There are so many different branches and so many different classes being offered, that it really opens up a whole lot of content that you can learn!
- The faculty
- The faculty, hands down.
- The community! All the students are friendly and helpful and the faculty are the most engaged department.
- My favorite part of majoring in Psychology was the faculty. I cannot count the number of times I had to go and sit in one of their offices and just talk because college had been weighing me down. They are the reason so many people love psychology.
- The amazing faculty
- The professors! Hands down the best professors I have ever encountered. Helpful, supportive, encouraging, kind, loving...!!
- Learning about topics that relate to my everyday life and understanding of the world
- Most is hard. 1A would be content and 1B would be the professors
- The faculty.
- Learning the content. Also the teachers were great.
- The professors
- The community and access that was there if you worked up to it.
- The faculty and the close relationships with them.
- I enjoyed my professors, especially Dr. Kennedy, Dr. Taylor, and Dr. Penner. They made courses fun and were fun to talk to outside of class.
- The classes were very interesting and the faculty was fantastic

What did you like least about majoring in psychology?

- The worst part of being a psychology major is the fact that it can be incredibly difficult to get into classes.
- The difficulty of getting into classes.
- I felt like all my classes were geared toward people interested in going into graduate psych research (except for my social psych classes), and I wished my professors were a little more inclusive in thinking about how students can use concepts even if they aren't interested in going to graduate school with psychology.

- The workload and my advisor. I was not able to pick my advisor and never felt like I could seek help from them without being put down.
- There seems to be a fair amount of favoritism within the psychology majors, a handful of students are able to become aids or assist with more responsibilities, and it's incredibly difficult to get through that.
- N/A
- My first advisor Dr. Penner. She was a very unapproachable person that expects you to already know everything and will tell you to email her about meetings and tell you to just drop by and then get mad at you for doing so.
- labs (:
- The need to put all of my bid points on the psychology class that I really wanted to take because they were so popular.
- I think that psychology is a discipline in which you have to make your own luck with finding research experience. If you don't push to get it, it doesn't happen. Which isn't an inherently bad thing -- good things should go to those who try, and not those who don't.
- This is a hard one. I'm going to say that I was disappointed that there weren't any classes in criminal psychology that I was able to take. Other than that, I've enjoyed every single moment of being a psychology major.
- Research methods but only because I am not a strong writer and dislike the research part of psychology
- What I liked least was that I only got to take the minimum class requirements as a double major, but that was on me. In retrospect, I would have liked to branch out and get a broader psychology education. I tended to stick to a theme of social psychology and had limited options of what I could take for various reasons.
- Sometimes it felt like the same people were getting all the opportunities available. A single student could be selected for the Well-Being Coalition, psych club exec, a research assistant for a professor, and to go to Rwanda. The faculty should make more of an effort to spread the opportunities out and maybe even contact students who are not already apart of something that they think would be a good candidate.
- The school not funding the program properly
- Because we are a small college and department, there was a limited range of classes to chose from and they were REALLY hard to get into, especially if you aren't able to bring any bid points from high school.
- Statistics :(
- Dr.Hawkins
- The breadth of courses offered made it difficult sometimes in that it felt like there was just so much to learn but never enough time.
- I never really made friends with the other psych students. And I never took classes with Dr. Taylor, Dr. Templeton, or Dr. Penner because I just didn't want those classes.
- The limited class offerings and the amount of students that cannot get into the classes. It really sucked being a transfer student and not being able to get credit for classes Hendrix didn't offer, and then having less bid points to take classes I needed as a junior.
- I wish more emphasis was put on SPSS and learning how to conduct stats on a computer program.
- N/a
- Some professors made some of the courses a lot harder than they should have been, which really dampened my experience.

What do you think are the strengths of the psychology major, as it is presently constructed?

- The psychology major encourages critical thinking and a growth mindset.
- It encourages diversity.

- I think the Psych department definitely put in the time and effort to make sure these classes make sense to the world as it is today.
- The curriculum forces students to learn and retain some important knowledge that they will take with them.
- Good variety of classes and subject matter.
- understanding human behavior, scientific writing, understanding research methods
- The professors and how much they care for their students
- they focus on students.
- Dr. Kennedy & Dr. Zorwick + how passionate all the psychology staff is about everything and everyone
- The diversity of the subject matter. The number of courses required for the major. The faculty. The research opportunities.
- I think that it does a good job of balancing across different subfields within psychology.
- I love that, except for Statistics and Research Methods, nothing is set in stone for this major. You can mix and match your favorite classes and can take them when you feel like taking them.
- The teachers and the variety of classes/topics
- encourages campus involvement, a well-rounded education
- The strengths of the department/major are the level of critical thinking that goes into it all and the level of self-awareness that it causes.
- Being able to discuss things scientifically while also being able to convey it in everyday language due to learning how others process information
- The professors, the quality of education, the community.
- Being a psychology major can be so broad that it makes you a candidate for most jobs. Analyzing and thinking critical about how we relate to the world is a major strength
- I think the strength lies in the breadth of material and the disposition of professors
- The faculty truly care. They're passionate about the subjects they're teaching and that shows through in how they teach it.
- It's really aimed towards doing research. If you're into that, then yay for you! Lots of opportunities.
- The diversity of the courses
- Personal help from professors (like written feedback on writing and exams) and the ability to do a whole research study in Methods to determine if you like research or not.
- Competence, understanding, and resilience.
- The courses provided offer a wide range of courses which allows a student to focus on one specific area or to branch out and learn about a lot of topics within psychology.
- I think that the 10 course requirement is a strength. For me, this relatively low number of required courses gave me the ability to take lots of courses in other areas that I was interested in. I also think the choices within the clusters are strengths. Choices are always great!

What do you perceive as weaknesses in the psychology major, as it is presently constructed?

- We do not have enough professors or class sections
- There aren't enough openings for everyone who wants to take classes.
- As I said before, I think there should be more emphasis on opportunities for people who are not in the psychology major in preparation for graduate study. There are a lot of psych majors who want to do other things with our degree.
- There is a large emphasis on professionalism and workload and it can be a bit much for young adults who are adjusting to new lives as well as maturing in many ways.
- Some classes aren't offered enough.

- N/A
- Sometimes it a lot more difficult getting into the psych classes that you want to take.
- I don't like cluster C. Psych. of Gender continues to be listed despite not being offered. In my time at Hendrix, I think Advanced Research was offered only every other year. And while History and Systems has interesting content, I don't think it presents enough info that hasn't been covered in other psychology classes.
- Many of the psychology classes are at times that are not compatible with other faculties. When I had to take my classes for my biology minor, I was barely able to take any psychology classes because the times of those classes would overlap constantly.
- Getting into your first option cluster C course
- It is possible for a student to go their entire 4 years and only take courses in two or three areas of psychology. I know this is probably very difficult, but some how require students to take a developmental, sensation and perception, learning, etc, course.
- There needs to be more faculty so everyone can take the courses they want and not have to rely on some arbitrary bidding war to get in
- What I mentioned previously about the range and availability of classes.
- I cannot think of a weakness
- I'm not sure
- There are too many topics that could be offered that aren't because there aren't enough faculty to teach them all.
- If you want clinical experience, you better have a lot of bid points so you can get into Practicum. I'm worried now that Dr. Maxwell is gone that this problem may get worse.
- The amount of sections offered of popular courses
- Bad adjunct professors.
- N/a
- Some of the professors are a pain to deal with and work with, especially when they make the course a lot harder than it needs to be.
- I wish that there could be more course offerings. Sometimes it was stressful/difficult to construct a schedule that included all major requirements and still fit my interests within the field of psychology.

Are there any psychology courses not presently offered that you would like to see developed?

- I would love to see a cultural psychology course, a course on sexuality, and a positive psychology course
- A course in counseling/therapy
- Criminal psychology, forensic psychology, and business/marketing psychology would be really cool to offer.
- Education Psychology
- forensic or criminal psychology
- Cultural Psychology and Educational Psychology
- More neuroscience based classes.
- more chances at independent research would be good
- I would love to see a cultural psychology course or something similar. I'm currently reading about cultural neuroscience and think it's so interesting.
- I think Hendrix does a great job of presenting info from all areas of psychology. However, I want to say that whoever takes up the courses that Dr. Maxwell taught will really have their work cut out for them -- not only because he leaves an immense legacy, but because I found that his Abnormal course and Psych. Assessment course covered at least 1/6 of the questions of the MFT. Content that I was convinced was

just extra detail in his lectures ended up being in the test, nearly in verbatim at times. Also with Dr. Thomas leaving it would be good to get some cognitive and aging classes back. I think Dr. Templeton is taking over Cognitive Psych.? ADA and Memory were great courses that would do well to be taught again. I think a second semester of statistics should be offered. One that focuses on the usage of different programming languages and statistical packages. Maybe even joint-taught w/Computer Science.

- I've mentioned it before, but I am really interested in criminal psychology and would enjoy seeing more courses in this realm in the future!
- N/A
- more IO psychology, maybe a forensic psychology courses that focuses on things like theories of crime, types of offenders, drug use and crime, etc.
- I would be interested in seeing more psychopathy or criminal psychology courses being offered in the future.
- Advanced Research, A Neuropsychology course
- No
- Sports psychology
- Marketing psychology
- Gender and Sexuality. I/O (but not with Scuderi). Get Professor Tobi Taylor on board for more classes, she is an ASSET!
- Psychology and law
- Positive psychology
- More clinical psychology courses.
- nope
- Personally, I would've been interested in taking courses on the psychology of morality (politics, religion, etc.) and the psychology of gender and sexuality.
- I think Hendrix should offer Psychology of Gender again. I would have liked to take that.

In what ways has the Psychology Department prepared or failed to prepare you for meeting your future goals?

- I think that the psychology department has prepared me to be a thoughtful and competent researcher.
- It's taught me how to interact in professional settings and interviews.
- I feel as though it gave me some good guidance towards achieving personal goals but I am the determinant of that so the department itself only helped me so much.
- I'm not entirely sure if I will be able to get a job in the psychology field, and I haven't been given many resources as a graduating senior as to how to move into the world after graduation.
- N/A
- It has improved my work ethic and my ability to communicate with others
- See above about my first advisor Templeton and add that she refused to discuss grad school.
- They have contributed to my overall confidence as I leave Hendrix. They have let me know that they will always be a resource. They have helped to cultivate many academic and personal skills that will benefit me in meeting my future goals.
- I feel prepared in terms of how I think about research and ethics. But, I think by being a small school, I don't have some of the practical research skills that my competitors in the application process have. For example, I am grateful that I learned to do statistical tests by hand because now I can not just do stats, but understand **why** I am doing what I do with them. But when I interviewed at Carolina, every other applicant there knew how to run stats using R. It was the same when I spent a summer at UT. Also while

it is difficult due to how much equipment can cost, I think as much exposure to biopsych/BNS techniques would be good.

- They have failed to prepare me for a career in criminal psychology through the classes, but have more than made up for it through the experiences out of the classroom! I got to intern with detectives and got to study the emotion of hate, as well. These two projects will look really good on my CV and that will help me as I apply for jobs in the criminal psychology field.
- I would like to have seen more effort with preparation for the capstone test. It was a really big test and there could have been study sessions with practice questions and tests
- I wish the psychology department publicized options other than research and counseling programs for after graduation. There are so many options that psychology students can do other than research or counseling and even things possible without a graduate degree. I felt like I had to go to graduate school because that is all that anyone ever talked about for psychology majors. But I knew I did not want to research or counseling, so I had to figure out what other programs were available without any guidance from psychology faculty.
- I don't know 100% where I want to take my life, but it has helped me narrow it down to feasible options
- The combination of courses, research opportunities, and support to complete internships have provided me with the theoretical and practical skills that I need to be a successful graduate student.
- The psychology department is filled with professors that care about you and want you to go on to do great things. They give great advise and help you with graduate school information
- Hendrix's psychology department has provided me with numerous individuals that have and will continue to aid in my future goals. Not only that, but the knowledge I've gained in the past four years sets a sturdy foundation that I can build on when I go to graduate school.
- I was constantly intimidated and felt like an outsider in the group. I was unprepared for the GRE. I didn't get in to grad school this time around.
- I feel confident going to graduate school next year!
- I would've liked a little more help in the "finding jobs" department for students who want to take a gap year to do a research lab job before applying to graduate school. I definitely feel lost right now in that aspect and it would be cool to have an optional workshop/lecture on that.
- Prepared me for my graduate interview and the knowledge I need to take with me
- I am not sure yet. I am curious to see how I can apply my degree in psychology to law school.
- I am going on to graduate school in another field, and I feel fully equipped to meet the academic and research requirements because of my psychology coursework.

What advice would you give to someone who was considering majoring in psychology at Hendrix?

- Take a wide range of psychology classes rather than fulfilling the requirement and sticking with one cluster.
- Get to know your advisor and actually go to them with any questions or problems you might have. Don't be afraid to visit your professors if you're struggling in their class.
- Do it! But it is something you should think about early on, you will get the most out of your psychology degree if you decide within your first year or two that you want to pursue it.
- Be prepared to work really hard.
- Be prepared to be challenged in different ways by different classes and professors. No two classes are the same, and will likely require different strategies to perform well.
- Be involved with things outside of classes.
- Do it, you won't regret it!
- Do it only if you already have insight into human emotions.
- do your readings! time flies

- Do it. It is the best department on campus. There are so many different courses to choose from, and the professors are amazing. They really care about you.
- To do it, if you are serious about it.
- Go for it! It's one of the most rewarding things that I have done in my life, as it opens your world to so many new possibilities in this world. It's such a diverse field that there is always going to be something in there that will catch your attention and make your interest spike. The faculty will absolutely help you focus on that interest and make sure that you get the opportunities you need/want! Make sure to keep communicating with the faculty, though, as that will help you advance through the major most easily!
- Do not leave your lab and cluster C course for the last semester
- Definitely do it! Try to take intro first because it will show you what areas you are interested in so that you can take courses in those areas. Take statistics and research methods in the same school year.
- Do it. Realize that your professors WANT to see you succeed and when they say their door is always open, it really is.
- You'll be pushed but in the best possible way. This department CARES, so reach out to any of them if something is not going well. They have the resources to help.
- Keep checking in with your professors, share with them your doubts, aspirations, and limitations because they will be much more helpful than you might think!
- Take as many psychology classes as you can and from many different professors
- Dive in headfirst. participate in research and become acquainted with your teachers.
- Try your best to take the courses that aren't offered every year (I.e. sleep and dreaming)
- Do it. Psychology is probably the most useful topic. Just be prepared to put in work.
- Make sure you take 2 or more classes before declaring the major
- Don't be afraid to talk to professors in office hours. It can be intimidating when you haven't done that kind of thing in high school but chatting can be really rewarding.
- Build relationships with faculty, this is the most rewarding part.
- If you can put up with certain professors making courses a lot harder than it needs to be and are prepared to put the work in because of that, then go for it.
- I would recommend this major to anyone who is interested in a career in Psychology or in ANY other field that is not represented as a major at Hendrix. It's a wonderful program and relevant to almost everything.
- Stay on top of your work and interact with faculty as much as possible

Overall, what can we do to improve the experience of Hendrix psychology majors?

- Hire more professors.
- I don't know how you would do it, but making it easier for psychology students to get into the classes they need or really really want to take would be good. Maybe offering popular classes during two time slots.
- Be more inclusive and understanding of people who do not want to pursue graduate research in psychology.
- Offer more help finding non traditional psychology related careers. Things outside of research and clinical psych.
- Maybe talk about Psy Chi more? For me Psy Chi was just this mysterious group that I knew nothing about what it did or what it was for besides bragging rights. It felt a little elitist, especially when the members of it were the handful of students that seemed to get preferential treatment.
- I honestly can't think of much besides new classes that i mentioned earlier.
- What I think psychology majors would benefit from is bringing in more information on grad schools/programs or jobs after graduation that are specific to psychology.

- Y'all are great. I think we (psych. majors) are much better off than any other department at Hendrix.
- I honestly can't think of anything that would have made my experience as a psych major even better!
- Psychology is a popular major but sometimes the classes can be big
- Again, just spreading out opportunities to more students.
- I believe by offering more courses over a wider range would bring in drastically more students for the major.
- Offer more sections of popular courses
- I think the department is already doing so much for us with what they can do!
- I do not have a good answer for this question.
- Communicate better. Have more clinical opportunities.
- Give us more classes! More faculty!
- A few more opportunities for research and independent research. The process for doing independent research especially was confusing and hard to get into. I know a few students who really wanted to get involved in independent research but didn't get an opportunity to, even after telling professors they were interested.
- Get the MFT paid for.
- Make courses more streamlined so that one professor isn't super relaxed and makes the course easy and the next professor makes the course extremely hard to where most students barely pass the course.
- Offer more courses! :) I know this is hard to do, though.

In what ways could the Psychology Department have made the transition to remote learning easier for you? If this situation were to arise in the future, how could we do a better job?

- I think you all did a fantastic job of minimizing the work load without taking away from the objectives of the course. I do not feel as though I am missing out on information I wished I had learned.
- all curriculum, workload, assignments, etc. need significant adjustments for remote learning to be doable for students. Especially during a national pandemic and immense stress that is inevitable for students and faculty.
- Both of my psychology classes have been very supportive during this time, and I greatly appreciate them and how hard they've worked to accommodate for individual challenges
- NA
- just ask Dr. Kennedy she's doing it The Best out of all of my professors. patience & flexibility + understand the limits of our new situation
- I think we were all a little panicked by the transition at the beginning. It was rocky for everyone. It just took a second to get a routine going again - for the professor and the students. Overall, I believe it was a smooth transition. The professors really worked with us.
- Copy Dr. Kennedy's model exactly. It has been so efficient.
- Since I am only in one psychology class right now, I can only comment on Dr. Templeton's History and Systems class. However, I think she did an absolutely amazing job of setting up the online class. I have no suggestions of how to do it better, because everything she does helps me get the best out of the remote learning situation.
- What I love about the department is that you all are very much so always on the same page and doing the same things consistently. A little more of that with moving to remote learning would have been nice. For example, teams or moodle for assignments? I had some classes with assignments on both platforms. Going back and forth and keeping track of what classes were where was hectic, but I understand it was hectic for you all too this first time.
- Be careful to not accidentally assign more work than before remote learning. If in a normal class period you can have lecture and discuss readings, don't make students watch the lectures on their own time

and do the readings, then also come to class for the entire 50 minutes just to discuss the lecture and reading, even if class is canceled once a week. I'd suggest trying to keep class as normal as possible, having students still show up for a lecture and to discuss readings and just record the class period for any students who cannot join that day.

- I honestly do not know how this situation could have been any easier. Some of my other departments are handling it worse but the psychology department is doing their best and it shows. They are extremely supportive, helpful, and understanding.
- Not expect lab quality work when we aren't in an academic setting with all our resources anymore.
- I can't think of anything the department could have done better. Professors who have been keeping conversations with us about how we are responding to the changes in assignments and workload provide the flexibility for students to address their limitations in this situation and maintain an ongoing flexible approach that makes everyone feel heard and accepted. I don't think there is any perfect way of handling this, so keep listening to students' concerns is the best way to approach this.
- The professors I had during this transition did a great job of providing structure but communicated their new expectations reasonably.
- I appreciate Dr. Kennedy and Dr. Peszka's emails offering resources. I personally hate teams, maybe consider a different platform.
- They really incorporated the stress and emotional weight that was put on students at this time. In a time like this, worrying about our grades is inevitable, but our health is always more valuable, and they seemed to understand that more than other departments.
- I think everyone has done fantastic with helping with this transition!
- N/A
- I'm only in 2 psychology classes this semester, but both of my professors were great. The things they did well were adjusting requirements to be less demanding in the face of this overwhelming stress and making sure we knew that they cared about us and our well-being.

Do you have any final comments or observations about your experience as a psychology major at Hendrix?

- It's been hard, but I've loved every bit of it. Thank you all so much!
- Thank you all for helping me get my degree! I am so proud to have gone to Hendrix and to have met you all. I will miss the psychology department dearly!!!
- Be kind to students, be helpful, be available. You never know what a student is going through and what they deal with on a daily basis.
- I transferred to Hendrix in order to study psychology, and for the most part I wasn't disappointed. The classes were rigorous and worthwhile, and the professors were very competent and understanding.
- NA
- Thank you guys!
- I LOVE Y'ALL IVE LEARNED SO MUCH THANK YOU (:
- I absolutely loved my experience as a psychology major.
- I absolutely loved it! I'm so proud to be a psychology major and have been a part of such a special faculty and student body! Thank you for everything.
- I just think you all are stellar educators and humans. Thank you for an awesome educational experience. You are loved and appreciated.
- Why is the couch room not left unlocked in the evenings? There is nothing valuable in there and it would be a nice place to study.
- I cannot recommend the major enough. The faculty, the material, and the entire experience was amazing. I am sad to be leaving such a wonderful environment.
- You all are amazing and truly made my Hendrix experience memorable.

- I have loved studying psychology here. There is a reason why everyone talks about how great the psychology department is. They are truly fantastic
- I'm thankful for my psi chi chord and how professors handled the MFT.
- I haven't had a professor within the psychology department I didn't like. They work so hard for their students and it was a wonderful experience to be a part of their classrooms. I'll always be grateful for them. THEY ROCK
- We love y'all!
- I feel like an incredibly lucky human being to not only have the opportunity to get a higher education, but one with the Hendrix College Psychology faculty. They are more than we deserve, incredibly leaders, and truly remarkable.
- Nope!
- I have adored every professor I've had in the Psychology department at Hendrix. I've learned so much, and I will certainly use it.

Appendix B. New Rubric for Learning Goal Quality and Growth Assessment

Script for Curation Project about a Woman in Psychology (75 Points) due April 7			
Professional life (25 points)			
	Excellent	Competent	Needs Work
	(25) <input type="checkbox"/> Clearly described information about the Woman, including her education, professional life, publications, and other accomplishments. <input type="checkbox"/> Addressed the challenges she experienced. <input type="checkbox"/> Addressed the importance of her work and experiences for Psychology's history. <input type="checkbox"/> References are included for all information in the script.	(15) <input type="checkbox"/> Clearly described information about the Woman, including her education, her professional life, her publications, and other accomplishments. <input type="checkbox"/> Did not effectively address the challenges she experienced. <input type="checkbox"/> Did not effectively address the importance of her work/experiences for psychology's history. <input type="checkbox"/> References are included for most information in the script.	(5) <input type="checkbox"/> Did not adequately describe or omitted information about the Woman, including her education, her professional life, her publications, and other accomplishments. <input type="checkbox"/> Did not address the challenges she experienced. <input type="checkbox"/> Did not address the importance of her work/experiences for psychology's history. <input type="checkbox"/> References are incomplete for the script.
Context of the field of Psychology (25 points)			
	Excellent	Competent	Needs Work
	(25) <input type="checkbox"/> Chose at least three pieces of information/events within Psychology that clearly defined the climate of the field at the time. <input type="checkbox"/> Wrote clear and informative commentary for each item. <input type="checkbox"/> The commentary made clear the connection between the context of the field of Psychology and the work of the Woman who is the focus of the project.	(15) <input type="checkbox"/> Chose fewer than three pieces of information/events within Psychology that clearly defined the climate of the field at the time. <input type="checkbox"/> Wrote brief or uninformative commentary for some items. <input type="checkbox"/> The commentary generally made the connection between the context of the field of Psychology and the work of the Woman who is the focus of the project, but did not do so explicitly.	(5) <input type="checkbox"/> Chose information/events within Psychology that did not define the climate of the field at the time. <input type="checkbox"/> Wrote brief or uninformative commentary for most items. <input type="checkbox"/> The commentary did not connect the context of the field of Psychology and the work of the Woman who is the focus of the project.

Social, economic, and political context (25 points)			
	Excellent	Competent	Needs Work
	<p>(25)</p> <p><input type="checkbox"/> Chose at least three pieces of information/events in the larger world that clearly defined the social, economic, and political climate of the time.</p> <p><input type="checkbox"/> Wrote clear and informative commentary for each item.</p> <p><input type="checkbox"/> The commentary made clear the connection between the context of the larger world and the Woman who is the focus of the project.</p>	<p>(15)</p> <p><input type="checkbox"/> Chose fewer than three pieces of information/events within the larger world that clearly defined the social, economic, and political climate of the time.</p> <p><input type="checkbox"/> Wrote brief or uninformative commentary for some items.</p> <p><input type="checkbox"/> The commentary generally made the connection between the context of the larger world and the Woman who is the focus of the project, but did not do so explicitly.</p>	<p>(5)</p> <p><input type="checkbox"/> Chose information/events within the larger world that did not define the social, economic, and political climate of the time.</p> <p><input type="checkbox"/> Wrote brief or uninformative commentary for most items.</p> <p><input type="checkbox"/> The commentary did not connect the context of the larger world and the Woman who is the focus of the project.</p>
Knowledge base. Students should be able to (1.1) describe key concepts, principles, and overarching themes in psychology, (1.2) develop a working knowledge of psychology's content domains, and (1.3) describe applications of psychology.			Exemplary/Competent/Basic 10/0/2
Scientific inquiry and critical thinking. Students should be able to (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, and (2.5) incorporate sociocultural factors in scientific inquiry.			Exemplary/Competent/Basic 10/0/2
Ethical and social responsibility in a diverse world. Students should be able to (3.1) apply ethical standards to evaluate psychological science and practice, (3.2) build and enhance interpersonal relationships, and (3.3) adopt values that build community at local, national, and global levels.			Exemplary/Competent/Basic 10/0/2

Curation Project Presentation (35 points) due April 26

Preparation of slides (10 points)

	Excellent	Competent	Needs Work
	(10) <input type="checkbox"/> Slides are competently prepared, with a professional design and layout that is easy to read and follow. <input type="checkbox"/> Slides contain a distillation of the most important points from the script, and do not reproduce the script. <input type="checkbox"/> Images effectively illustrate elements of Woman's life and work, the context of Psychology, and the broader context. <input type="checkbox"/> Explanations of images clearly tie the image to the context.	(5) <input type="checkbox"/> Slides are generally well-prepared, with a professional design and layout that is mostly easy to follow. <input type="checkbox"/> Slides contain unnecessary content, or content has not been curated and so reproduces the script. <input type="checkbox"/> Images illustrate few elements of scientist's life and work, the context of Psychology, and the broader context. <input type="checkbox"/> Omitted explanations of images or did not clearly tie the images to the context.	(1) <input type="checkbox"/> Slides are sloppy, with inappropriate or unprofessional design choices, and layout is difficult to follow or confusing. <input type="checkbox"/> Content of slides is not curated to present the most important points from the script. <input type="checkbox"/> Images poorly illustrate elements of the project. <input type="checkbox"/> Omitted explanations of images.

Oral presentation (25 points)

	Excellent	Competent	Needs Work
	(25) <input type="checkbox"/> Presenter gave evidence of having prepared in advance and practiced the presentation, including the use of technology. <input type="checkbox"/> Demonstrated good public speaking skills: spoke loudly enough and at a reasonable pace; did not use distracting words or gestures; spoke to the audience instead of reading from notes or reading directly from the slides; regulated emotions. <input type="checkbox"/> Presentation was ~10 minutes long.	(15) <input type="checkbox"/> Presenters gave evidence of having prepared in advance and practiced the presentation, including the use of technology. <input type="checkbox"/> Demonstrated generally good public speaking skills with some lapses: spoke loudly enough and at a reasonable pace; did not use distracting words or gestures; spoke to the audience instead of reading from notes or reading directly from the poster; generally regulated emotions. <input type="checkbox"/> Presentation was slightly under/over the recommended time of 10 minutes.	(5) <input type="checkbox"/> Presenters did not appear to have prepared in advance or practiced the presentation; were "winging" it. <input type="checkbox"/> Experienced avoidable difficulties with technology. <input type="checkbox"/> Demonstrated poor public speaking skills: spoke too softly and/or too quickly/slowly; use distracting words or gestures; read directly from notes or the poster; did not regulate emotions. <input type="checkbox"/> Presentation was fewer than 8 minutes or longer than 12 minutes.

Communication. Students should be able to

- (4.1) demonstrate effective writing for different purposes,
- (4.2) exhibit effective presentation skills for different purposes, and
- (4.3) interact effectively with others.

Exemplary/Competent/Basic

7/4/1

Script + Presentation Total (75 points):

Flowchart (10 points) due February 1

Reflection (15 points) due April 30

	Excellent	Competent	Needs Work
	<p>(15)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thoughtfully addressed the development of each of the Hendrix competencies outlined in the syllabus throughout the curation project. <input type="checkbox"/> Identified and analyzed specific examples of how competencies were developed, including when things went badly or well. <input type="checkbox"/> Addressed strengths and areas of improvement at onset and completion of the curation project. <input type="checkbox"/> Reflection was well-written. 	<p>(8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thoughtfully addressed the development of some of the Hendrix competencies outlined in the syllabus throughout the curation project. <input type="checkbox"/> Identified and analyzed few examples of how competencies were developed, including when things went badly or well. <input type="checkbox"/> Addressed few strengths and areas of improvement at onset and completion of the curation project. <input type="checkbox"/> Reflection was well-written. 	<p>(2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did not give evidence of careful thought about most competencies. <input type="checkbox"/> Identified and analyzed few or no examples of how competencies were developed. <input type="checkbox"/> Inadequately addressed strengths and areas of improvement at onset and completion of the curation project. <input type="checkbox"/> Reflection was poorly written, with writing style issues, grammatical and punctuation errors, and typos.
<p>Professional development. Students should be able to</p> <ul style="list-style-type: none"> (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, and (5.5) develop meaningful professional direction for life after graduation. 			<p>Exemplary/Competent/Basic</p> <p>15/10/4</p>