# Summary of CAM Recommendations from Sixth Cycle

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| Psychology | 1. Carefully track student enrollment, time to degree, bottleneck courses, student diversity, attrition from the major and SFR over the next few years as the effects of undergraduate impaction occur.  
2. Continue to search for ways to consolidate the curricula in both the MA and MS concentrations, if possible without diluting student contact with professors.  
3. Introduce the use of the GRE for the Level 1 MA writing requirement. Consider implementing a pre-thesis course that will serve as the Level 2 writing assessment. The course should include the basic content areas available for research and scholarship, as well as ethics and practical matters such as dealing with IRBs and IACUCs, legal regulations, and employment options.  
4. Review and discuss the culminating experiences across the six graduate concentrations with respect to possible differences in level of effort. To the degree these differences do exist across concentrations, they need to be leveled so that neither students nor faculty perceive concentrations as differing in strength or rigor.  
5. Based on the external consultants’ report, develop and implement a peer advising system for undergraduate students.  
6. Continue to offer colloquia and concentration brown bag lunches as a way of enriching the program and promoting informal contact between faculty and students.  
7. Develop common procedures across concentrations for admissions, including time of submission and review of applications, and announcements of acceptances. This process should include the requirement for students to specify their top three choices of potential faculty advisors.  
9. During the 2010-2011 AY, undertake a careful study of the department’s capacity in order to determine the appropriate size of its undergraduate and graduate programs given the unlikely prospect of additional hiring in the near future.  
10. Follow the capacity study with the development of a 5-year plan that will address the issues of the number of graduate programs, the balance between graduate and undergraduate programs, instructional overload and the department’s extremely large undergraduate SFR. | 1. Upon reviewing our student diversity data from CY 2007-2008 until CY 2011-2012, it appears impaction did not affect diversity among our majors in terms of ethnicity or gender. Additionally, impaction has greatly reduced the pressure on our primary bottleneck course (PSY 371). Most notably, impaction has reduced our unadjusted student-to-faculty ratio (SFR) from 69:1 in the Fall of 2008 to 33:1 in the Fall of 2013. However, because the Psychology major includes only one lower-division course, our adjusted SFR (excluding the freshmen and sophomores who shouldn’t be taking PSY courses) changed from 51:1 in Fall of 2008 to 33:1 in Fall of 2013. Finally, we have a revised major as of Fall 2012 that was designed to reduce time to graduation. The department also provides a Roadmap for students to complete the major efficiently.  
2. Within the MA and the MS programs there is a healthy degree of course sharing (e.g., PSY 571, 753, 754, 770, 771, 772, 792, 891) and across the two programs there is modest sharing that occurs with advising. The department faculty will take steps to promote efforts to advise students to engage in more across-concentration sharing as appropriate.  
3. The Psychology department’s Level 1 MA writing requirement is a 4.0 on the GRE writing test. Additionally, each concentration has an identified Level II writing course (i.e., PSY 737 for developmental, PSY 792 for social, PSY 896 for Mind, Brain, and Behavior and Clinical, PSY 770 for I/O, and PSY 829 and 896 for School.  
4. Although the culminating experiences across the concentrations differ in level of effort, the differences are typical practice at other universities. Additionally, we assessed the workload in each concentration and there is consensus among our department faculty that the workload for students and faculty is approximately equal (e.g., some concentrations require clinical supervision of students, other concentrations admit more students; some concentrations require research
participation, other concentrations require clinic work). Through the workload assessment, we believe faculty will help students to view the concentrations as equal.

5. The department has intermittently used a peer advising course and students working as peer advisors as part of PSY 685.

6. Within the past three years we have initiated a Distinguished Speaker Series in which nationally-known scholars visit our department. Additionally, there are brown bag speaker series for each of the MA concentrations.

7. There are common procedures for application reviews and announcements and each MA concentration requires candidates to list a desired faculty advisor.

8. The Psychology department submitted a full evaluation of the undergraduate program in 2012 and is currently planning to assess the MBB, School, Social, and Developmental concentrations this Academic Year (2013-2014).

9. Contrary to the expectation of the reviewers, the Psychology department has hired at a healthy rate over the past few years. Although the department would benefit from additional faculty, we are presently able to staff our classes with tenure-track faculty and lecturers.

10. When the Psychology department transitioned to the College of Science and Engineering two years ago, many of these concerns were resolved because faculty now count their lab supervision work in their WTUs and because impaction has greatly reduced our SFR.