

**Questionnaire for Seniors Majoring in General Psychology,
Clinical Psychology, Biopsychology,
Engineering Psychology, or Cognitive & Brain Science**

Congratulations on (almost, at least) completing college and your major in Psychology. We would greatly appreciate your views on your experience with the major and department. Your answers will help us in improving the various psychology majors and the future experience of fellow students.

In order for the information you provide to be useful, it is important that you answer these questions fully and candidly. To insure confidentiality of your responses, we would like you to return the completed form to the Staff Assistant, Cynthia Goddard. She will place it in an envelope with everyone else's completed forms. The chair of the department will not open the envelope until all the degree sheets have been signed. All answers are confidential and only summary information (i.e., no specifics) will be made available to selected members of the faculty. Please do not include your name on the questionnaire.

1. Please indicate your major:

- General Psychology
- Biopsychology
- Engineering Psychology
- Clinical Psychology
- Cognitive & Brain Science

2. If you are a double major, please list your other major

3. If you are minoring in a subject, please list it

4. Please provide your current cumulative GPA _____

5. Please indicate if any of the following tracks apply to you

Pre-Medical Pre-Veterinarian Pre-Dental Pre-Law

6. Please circle your gender (optional)

Male Female

7. Do you consider yourself to be Hispanic or Latino? (optional) Select one.

Hispanic or Latino. A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

Not Hispanic or Latino.

8. What race do you consider yourself to be? (optional) Select one or more of the following.

American Indian or Alaska Native. A person having origins in any of the original peoples of North, Central, or South America, and who maintains tribal affiliation or community attachment.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black" or African American."

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

9. Did you transfer to Tufts from a different university? Yes No

10. What are your general impressions of your major?

Interesting	1	2	3	4	5	6	7	Dull
Informative	1	2	3	4	5	6	7	Uninformative
Well taught	1	2	3	4	5	6	7	Poorly taught
Scientific	1	2	3	4	5	6	7	Unscientific
Organized	1	2	3	4	5	6	7	Disorganized
Socially relevant	1	2	3	4	5	6	7	Not socially relevant
Career relevant	1	2	3	4	5	6	7	Not career relevant

11. Which three psychology courses were most important or useful to you? Please explain generally and briefly how they were important or useful.

12. Did you receive career counseling in the department? Yes No

If you did, how helpful would you say this career counseling advice was?

Helpful 1 2 3 4 5 6 7 Unhelpful

Do you have any suggestions as to how to make this advice more useful?

13. What courses did you take for related fields?

Did meeting this requirement serve to usefully augment your major? Yes No

Why or why not?

14. Do you plan to attend graduate school at some point? Yes No

If yes, which field will you study? _____

If yes, which degree would you pursue? Masters Doctorate

15. How directly are your future plans (e.g., graduate school, career, etc) related to your psychology major?

Very Related 1 2 3 4 5 6 7 Very Unrelated

16. Do you feel that you chose the right major for yourself? Yes No

17. In fulfilling your major, did you find any difficulty in arranging to take the courses you wanted?

Yes No

If yes, what difficulty?

18. What out-of-class activities or services to students, if any, would you like the Psychology Department to support?

19. Please rate how useful the Psychology Department website was for you.

Useful 1 2 3 4 5 6 7 Not Useful

Do you have any suggestions its improvement?

20. Were you exposed to basic theories and empirical findings from at least two subfields of psychology (biological, clinical, cognitive, developmental, social)?

Yes No

21. Did you critically read and evaluate original psychology journal articles during the major?

Yes No

22. Do you have foundation for applying theoretical models of behavior and thought to real life settings and skills (e.g., clinical, educational, organizational context)?

Yes No

23. Do you have a familiarity with the American Psychological Association (APA) ethics guidelines?

Yes No

24. During your time at Tufts, did you submit or simulate a submission of a research proposal to the Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC)?

Yes No

25. During your major, did you initiate, design, implement, control, or analyze data from a psychological study?

Yes No

Are you familiar with:

26. The notion of probability as used in statistics? Yes No

27. The basic assumptions and use of t-tests? Yes No

28. The basic assumptions and use of correlation analyses? Yes No

29. The basic assumptions and use of ANOVA analyses? Yes No

30. Did you have the opportunity to practice the oral and visual communication skills necessary to report empirical research findings?

Yes No

31. During your time at Tufts, did you write a paper in APA format?

Yes No

32. In the following sections, please consider these different potential dimensions of a Psychology curriculum (listed in the first column). The remaining columns list statements that describe these dimensions. Circle the one description that best describes your thinking about the Tufts Psychology major.

Dimension	1	2	3	4
Science foundation	Includes no scientific orientation in curriculum	Employs limited, nonsystematic scientific orientation in curriculum	Builds curriculum on science foundation	Executes science-based curriculum that requires students to demonstrate skills and behaviors of scientists
Curricular structure and sequence	Does not specify structure; student may design own curriculum that can be entirely driven by student's narrow interests	Specifies core requirements but pays little or no attention to sequencing to develop skills or depth of content; student options may be narrowed but rationale for design may be ambiguous	Specifies and sequences core requirements that include some student choice (may entail requiring orientation and capstone experiences); students can identify some aspects of the rationale for curriculum design	Specifies and sequences curriculum to reflect developing student cognition; students can articulate the rationale for a balance of core courses and electives
Course variety	Offers a narrow focus in the curriculum driven by tradition or faculty interests	Provides a curriculum of some breadth, but faculty interests may still predominate	Offers balanced, broad curriculum that represents psychology as a multifaceted discipline	Provides balanced, broad curriculum that offers students opportunities to evaluate and integrate elements of the multifaceted discipline
Disciplinary perspective breadth	Focuses on a single disciplinary perspective (e.g., concentrates solely on behaviorist perspective)	Focuses on a limited subset of disciplinary perspectives	Focuses on multiple disciplinary perspectives	Focuses and integrates multiple perspectives in a critical, complementary manner
Curricular ethics	Ignores ethics education in the curriculum or attends reactively to ethical concerns when forced to do so	Deals minimally with ethics as isolated components of the curriculum (e.g., develops research participation rules; discusses ethics only in research methods course)	Promotes recognition of and adherence to relevant ethical codes by students	Infuses ethical training at appropriate levels of the curriculum
Curricular cultural diversity	Fails to address diversity issues in curriculum	Offers "stand alone" diversity experience (e.g., a single course or requirement)	Offers multiple diversity experiences with at least one being required	Integrates diversity issues at multiple levels in the curriculum
Service learning	Fails to use local community resources as context for learning	Describes community contexts to facilitate learning but may not actively involve students in community life	Provides some opportunities to expose students directly to needs of community in context of the discipline	Systematically plans for community activity (e.g., service learning) to help students integrate their learning and contribute to community

Dimension	1	2	3	4
Writing skills	Requires no systematic writing projects	Offers writing projects consistent with individual faculty commitment to writing in some courses	Develops writing skills through limited requirements in targeted classes (e.g., may include foundation or writing-intensive courses)	Implements systematic developmental plan for required writing (e.g., all senior-level courses are writing intensive)
Speaking skills	Does not provide systematic opportunities for developing oral abilities	Provides haphazard opportunities consistent with individual faculty commitment to develop oral abilities	Implements limited formal or informal opportunities to develop oral abilities	Requires developmental oral performances to facilitate oral skills that may culminate in presentations in professional contexts
Research skills	Provides no systematic opportunities or support for student scholarship	Offers selected elective opportunities (e.g., research team) for motivated students but minimal mentorship of students	Incorporates variable research experience as part of the curriculum that accommodates student skill and motivation levels	Requires scholarship from all majors as a performance obligation that integrates content and skill
Collaborative skills	Offers no systematic instruction or opportunity related to collaborative work	Facilitates opportunities but fails to provide instruction or feedback to facilitate collaborative skills	Provides some training in and feedback for improvement in collaborative skills	Embeds multiple required collaborative activities supported by sound preparation and developmental feedback
Information literacy and technology skills	Does not facilitate students' effective use of information literacy and technology	Provides limited exposure to technology, usually in the context of a single course	Requires experience in multiple contexts to develop a minimum set of technology and information literacy skills	Facilitates refined and creative use of technology and information literacy for professional activities through systematic learning opportunities

33. Now that you are a senior, you have some perspective on Tufts in general and this department in particular. Recall the teachers you have had in this department, and give your overall evaluation of each one on the following scale:

- 6 = superior; as good as the best I have had at Tufts
- 5 = very good; among the top 4 or 5 I have had at Tufts
- 4 = good; better than average
- 3 = fair; about average
- 2 = below average
- 1 = not good

Name	Superior-----	Good----	Fair-----	Not Good		
	6	5	4	3	2	1
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Professors and the department want feedback from you. Will you please be specific about what you especially liked or did not like about professors you rated either “6” or “1”?

34. Who was your advisor in the Psychology Department? _____

	Very accurate				Often inaccurate
How accurate was his/ her advice?	5	4	3	2	1
	Always				Never
How available was she/he?	5	4	3	2	1
	Very helpful				Not helpful at all
How helpful was his/ her advice?	5	4	3	2	1

What changes would facilitate advising in the department?

35. Were particular professor(s) helpful to you? If so, who?

What did he/she/they provide that was useful?