Project Summary

Program context and assessment team

The program team consisted of the UC Berkeley Psychology Department new Chair, Ann Kring , Vice Chair Serena Chen who were in charge of overseeing the external review and undergraduate curriculum, GSAF Supervisor and Consultant, Yukiko and myself GSAF Graduate Fellow. Serena played a more active role than Ann and served as the lead of the External Review/Self Study Team. For instance, Serena attended more meetings and she was the main point of contact when submitting deliverables such as Syllabi Summaries and the Curriculum Map.

Since both chairs were new to their leadership roles in the psychology department as well as novices to the External Review process, Yukiko played a key role as a mediator between the chairs and I. She helped me develop my ideas and deliverables. Also, she served as an expert regarding the External Review process to support Ann and Kring.

During the duration of the project, I held bi-weekly to monthly meetings with Ann, Serena and Yukiko to discuss project progress, goals, and discuss an action plan.

I engaged the stakeholders, Ann Kring and Serena Chen, by maintaining consistent communication with them via meetings and email. During our meetings, I came prepared and presented my findings with data (i.e. paraphrased summaries to show that there are discrepancies between courses and program outcome goals). Additionally, I engaged the stakeholders by highlighting my knowledge and experience with undergraduate psychology curriculum as a former undergraduate psychology student. As a result of new transition in leadership, having graduate student support with the undergraduate curriculum evaluation was key

Impetus/motivation

The External Review process and the recent changes in the psychology department's undergraduate curriculum motivated the Psychology department to take on evaluation work. Specifically, the psychology department recently revised undergraduate curriculum (pre-requisites, lower, and upper division courses, and honors) & need to evaluate these changes

 The Psychology department was scheduled for an *External Review* process during the 2015-2016 academic year. The *External Review* is a review of programming to ensure that the UCB's standard of excellence is maintained, and that departments have an opportunity to plan strategically for the future. The reviews are coordinated by the Division of Strategic Academic and Facilities Planning (SAFP), and take place over an 18-month period. A *Self Study*: each program undertakes in a study to assess its intellectual agenda, it's programmatic goals and resources, and identify critical challenges and opportunities.

Purpose and intended use.

 The purpose of the study was for me to examine the undergraduate curriculum syllabi to assess if undergraduate curriculum program outcomes are highlighted in the course. I conducted interviews with faculty to assess if program outcome goals are emphasized within their courses. The external review consists of an undergraduate *curriculum evaluation* that aims to inform the Psychology department's self-study.

Guiding questions

Some of the guiding questions were given new curriculum changes, What tools can we use to comprehensively review use to review the psychology department's curriculum? What are the current curriculum that may not match the psychology department program outcome goals?

Methods and tools

The instruments included a document in which I summarized the psychology department's 20-30 Spring 2015 syllabi to add to a curriculum map. The *Curriculum Map*: process for collecting and recording curriculum-related data that aligns the program outcomes and identifies core skills and content taught, processes employed, and assessments used for each course For the curriculum map, I developed and revised a grid that aligned 12 program outcome goals with Tier 2 and Tier 3 upper division 20 psychology courses with an emphasis in Neurology, Cognitive Development, Social and Personality & Clinical courses. The Curriculum Map Ratings : I: Introduced, R: Reinforced/Developed, M: Master and A: Assessed.

For the semi structured interviews, I recruited and interviewed 4 faculty members (100% response rate) to assess if: program outcomes were highlighted in their courses. Also, I wanted to evaluate is the curriculum map ratings (based on syllabi) were aligned with their ratings of the degree to which the program outcomes are I, R, M, or A in their course.

What resulted (and/or what's next)

The findings of the Curriculum Map were compared to the findings from the interview. In terms of the Curriculum Map- Syllabi vs. Faculty Interview ratings, PSY 127 (Cognitive Neuro Psych)- received 4/12 congruency between my ratings and professor ratings of whether the program outcomes were apparent in that course. The PSY 117 (Human Neuropsych) course received a 6/12 match. Moreover, PSY 121 (Animal Cog) received a 7/12 match. Nevertheless, the PSY 140 (Dev Psych) obtained the highest professor, fellow and program outcomes alignment with a 9/12 match.

As a result of the findings, the committee recognized that faculty may *not* have been informed (prior to developing syllabi) that they should highlight program outcomes in their syllabi. Also the committee may inform faculty to highlight program goals in their syllabi. Moreover, the committee recognized that there were too many program outcome goals. In the future the psychology department plans on condensing and revise program outcome goals.

Tips and strategies for engagement

In terms of tips and strategies for anyone conducting a similar project in the future, I would recommend the following:

1. Set up a meeting (prior to the action plan meeting) to develop rapport and familiarize faculty with the External Review Process.

2. Develop a plan to more efficiently complete review of syllabi and curriculum map

3. Develop rapport with faculty interviewees—prior to asking my questions I found that faculty appreciated when I asked general questions about the course and their research interests.

Project Summary Appendix A *(please see email attachment of the below mentioned project summary as there were formatting errors when trying to paste curriculum map)*

Summaries of Spring and Fall 2015 Psychology Department Syllabi

Psychology Department Curriculum Map

Tier II: Neuro /Cog& Dev/ Soc & Personality/ Clinical   **Tier III:** Neuro-Cog / Cog & Dev   **Other Courses:**

PSY 110, C127   PSY C120, C126, 140, C143   PSY 150, 160 PSY 130, 131, 134   PSY: 116,117   PSY 148   PSY 101, 128, 133, 158, 160, 162, 164, 166, 167AC

I: Introduce
R: Reinforce/develop
M: Master
A: Assessed
(): Professor Ratings

Learning Outcome	Neuro — Tier 2 PSY 110 Intro to Bio Psy	Neuro — Tier 2 PSY C127 Cog Neuro Psy	Neuro — Tier 3 PSYC 116	Neuro — Tier 3 PSY 117	Cog Dev — Tier 2 PSY 120	Cog Dev — Tier 2 PSYC C126	Cog Dev — Tier 2 Psych 140-Dev Psych	Cog Dev — Tier 2 Psych C143-Lang Dev	Cog Dev PSYC 116	Cog Dev — Tier 3 (116/117 repeated) PSY 117	Cog Dev — Tier 3 PSY 121	Cog Dev — Tier 3 PSY 148 Emotional Dev	Soc & Pers — Tier 2 PSY 150 Personality	Soc & Pers — Tier 2 PSY 160	Tier 3 PSY 166AC Cultural Psych	Tier 3 PSY 162 Human Happiness	Tier 3 PSY 164	Tier 3 PSY 167AC	Clinical — Tier 2 PSY 130-Clinical Psy	Clinical — Tier 2 PSY 131-Dev Psychopath	Clinical — Tier 2 PSY 134	Clinical — Tier 3 PSY 133	Clinical — Other PSY 101
Define basic concepts that characterize psychology as a field of scientific inquiry; and appreciate the various subfields that form the discipline as well as things that differentiate it from other related disciplines. Develop an understanding of the central questions, issues in contemporary psychology.	R	R (R)	R	I (NA)	R	R	R (M)	I	R	R	I (IR)	R	R	R	R	R	I,R	R	R	R	I	I	R
Be familiar with the range of methods used to investigate psychological questions	R	R (M)	R	R (M)	R	R,A	R (R)	I	R	R	R (IR)	I	R	R	I,R	R,A	R	R,A	R	R	I	I	R
Develop skills to critically evaluate the presentation of scientific ideas and research in the popular media.	R	R (M)	R	I (I)	R	R	R (R)	I	R	R	I (I)	R	R	R	R	R	R	R	R	R	I	I,R	R
Develop competence in reading and evaluating original scientific papers	R	R (R)	R	I (I)	R	R,A	R (R)	I.A	R		I (N/A)	R	R	R	R	R	R	R	R	R,A	I,R	I	R
Become familiar with the basic concepts of statistics and develop skills in evaluating information from a statistical perspective.	R	(R)	R	R (N/A)	R	I	R (R)	I	R	R	N/A (N/A)	R	R	R	I				R	R,A		I	R
Develop and articulate, both orally and in written form, a testable hypothesis, or an argument drawing from an existing body of literature	R	I (M)	R	R (N/A)	R	I	R (R)	I	R	R	I (I)	R	R	R	I	R	R	R	R	R	I	R	R
Develop competence in interpreting graphical data to understand what is being compared/manipulated (independent variables) and what is being measured (dependent variables)	I	I (M)	I	I (IR)	I	I	I (R)	I	I	I	I (I)		I	I	I	R		R	I	I	I		I

Tier II: Neuro   /Cog& Dev/   Soc & Personality/   Clinical   Tier III: Neuro-Cog / Cog & Dev   Other Courses:

PSY 110, C127   PSY C120, C126, 140, C143   PSY 150, 160   PSY 130, 131, 134   PSY: 116,117   PSY 148   PSY 101, 128, 133, 158, 160, 162, 164, 166, 167AC

Outcome	PSY 110 Intro to Bio Psy	PSY C127 Cog Neuro Psy	PSYC 116	PSY 117	PSY 120	PSYC C126	Psych 140- Dev Psych	Psych C143- Lang Dev	PSYC 116	PSY 117	PSY 121	PSY 148 Emotional Dev	PSY 150 Personality	PSY 160	Psy 166 AC Cultural Psych	PSY 162 Human Happiness	PSY 164	PSY 167AC	PSY 130- Clinical Psy	PSY 131- Dev Psychopath	PSY 134	PSY 133	PSY 101
Be familiar with the history of psychology as a field and different theoretical and empirical frameworks that have defined and shaped the field.	I (IR)	N/A (N/A)	I	N/A (N/A)	I		I (I)		I		N/A (N/A)	I, R	I	I					I	I			I
Apply a psychological principle to an everyday problem; or take an everyday problem and identify the relevant psychological mechanisms/issues.	I	I, R, A (M)	I	I (I)	I	R	(I)	I	I	R	I,R (I, M)	I, R	I	I	I,R, A	I, R, A	I, R, A	I, R, A	I	I	I,R	I, R,A	I
Develop a deeper understanding of one of the major content areas of psychology (i.e., Social/personality, Developmental, Clinical, Cognitive, Biological).	I	I,A (M)	I	I (IM)	I	I	I (I)	I	I	A	I (I)	I,R	I	I	R.A	R	I, R	R	I	I ,R	I	R	I
Develop an understanding and an appreciation of how social (e.g., environmental/cultural), and biological (genes, hormones) factors jointly shape human behavior.	I	I,R (M)	I	I ,A (IR M)	I	I	I (I)	I	I	I ,A	R (M)	R	I	I		I, R	I, R	I, R	I	I	I, R, A	I, R, A	I
Develop an awareness of the importance of science to humanity while recognizing its limits (i.e., some scientific knowledge is culture specific and may not applicable to the human condition universally)	I	(N/A)		R (R)	I		(R)	I			I (I)	R		I	I.R	R	R	R		I ,R	I	I	I

Chia Okwu

Psych Spring 2015/Fall 2015

Syllabi Outcomes

- **Psych 110- Intro to Bio Psych**
  - Students will recognize the basic principles if brain-behavior relationships and the interaction with the of biological and environmental influences on human emotion, cognition, and especially human behavior
  - Students will examine the psychobiological approach to understanding clinical issues
  - By the end of the course, students should be familiar with biological terminology and discuss organic bases of behavior from prenatal to cognitive decline later in life
- **Psych C116- Hormones and Behavior**
  - Students will describe behavioral endocrinology beginning with hormone production and actions on target issues, continuing with an exploration of a variety of behaviors and their hormonal regulation/consequences.
  - Students will compare reciprocal interactions between neuroendocrine system and behavior considering the effects of hormones on development and adult behavior in addition to how behavior regulates endocrine physiology
- **Psychology 117: Human Neuropsychology** (prof to consider contacting Dr. Robert T. Knight, rtknight@berkeley.edu)
  - Students will identify and discuss neural substrates of human behavior: neuroanatomy, major methods in human brain research, neurological disorders resulting in neurobehavioral d/o and classic neuropsychological syndromes
- **Psych C126: Perception**
  - Discover what scientists know about "how we see" and how this might reveal how the brain works
  - Analyze perception's long interdisciplinary tradition in physics, physiology, medicine, psychology and art
  - Discuss how perception is a blend of science and personal everyday experiences
- **Psych 127: Cognitive Neuroscience** (Jack Gallant, gallant@berkeley.edu)
  - Students will be able to identify and describe: methods for cognitive neuroscience, perception, language, attention and memory, and higher-order **cognition**
- **Psych 128: Affective Cognitive Neuroscience**
  - Students will analyze research articles to understand the methods and findings, and be able to teach the skill of critical evaluation of original research

- **Psych 130: Clinical Psychology**
- Students will gain knowledge regarding the scientific study of psychological d/o
- Students will discuss the historical underpinnings and current paradigms in the study of psychopathology
- Students will interpret the causes and treatments of many different forms of psychopathology
- **Psychology 131: Developmental Psychopathology**
- Students will gain knowledge of the basic terminology, principles, and research methods of developmental psychopathology
- Students will identify and describe major disorders, dysfunctions, and conditions of child and adolescent psychopathology, possible etiologies and dev course and research-based prevention and treatment approaches
- Students will develop an awareness and knowledge of social and cultural contexts, race, ethnicity, gender, and other diversity factors that influence child and adolescent psychopathology development
- Students will apply knowledge gained from class to real-world needs and problems
- **Psych 133: The Psychology of Sleep**
  Students will:
- Identify the leading theories for why we sleep and explain what happens when organisms do not sleep enough, and what the cognitive and clinical consequences of a lack of sleep can be
- Describe an introduction to the study of sleep and an overview of sleep measurement, regulation, ontogeny, phylogeny, and brain physiology
- Discuss the role of sleep (and lack thereof) in numerous brain functions
- Identify the abnormalities of sleep that occur in and contribute to clinical disorders
- **Psychology 134: Health Psychology**
  Students will:
- Differentiate between measurement of psychological, behavioral and biological constructs
- Identify and describe basic incidence and prevalence information related tp psychological and medical disorders
- Distinguish between basic introductions to endocrinology, immunology, and peripheral physiology and compare and contrast how these systems are related to health
- **Psychology 140: Developmental Psychology (1 pg, hard to extract outcomes, Allison Gopnik)**
- **Psychology C143: Language Development**
- Students will:
- Discuss how children acquire different aspects of language and identify how nature and nurture interact
- Compare and contrast whether children are better at learning language than adults

- Analyze how language may have evolved and whether other animals are capable of learning a communication system like language
- Describe how language reveals and may even shape how we think about the world
  ### Psychology 166AC: Cultural Psychology
- Students will:
- Examine psychological research on culture and ethnicity, as well as evidence that suggests many psychological processes once thought to be universal are instead culture-specific and context-dependent
- Analyze research on the effects of culture-specific theories of mind, person, self, and social institutions on human cognition, motivation, emotion and social interaction
- Identify and describe two different but complementary approaches: Intersectionality and Cross-cultural comparison
- ### Psychology 148: Emotion and Emotional Development
- Students will:
- Critically analyze the historical and theoretical foundations of the study of emotion and emotional development
- Evaluate how to measure emotion through physiology, expressive measures, behavioral action tendencies, and neuroscience methods
- Examine the ground participants in the factual bases of research on emotion and emotional development
- Discuss films to illustrate aspects of emotion in real life
  ### Psychology 150: Personality Psychology
- Students will:
- Analyze theoretical perspectives on personality psychology and evaluate personality psychology research in the context of empirical data
- Examine the study of personality at multiple levels of analysis (bio, trait, social-cognitive-motivational)
- Apply the multiple levels of analysis for a better understanding of the person as a whole
  ### Psychology 158: Personality
  Students will:
- Analyze how individuals differ in the way they relate and regulate their own emotions (socio-emotional skills)
- Apply basic research on personality traits, values, motivation, mind-set, emotion and well-being
- Evaluate measurement and how these socio-emotional qualities develop over time
  ### Psychology 162: Human Happiness
- Students will:
- Examine an interdisciplinary approach to the study of happiness
- Analyze an evolutionary and neuroscientific understanding of human happiness
- Compare and contrast the role of different emotions play in the good life as well as the different thought processes

- Discuss happiness at love and work, and the nature of stress and strategies that research supports in navigating stressful lives
- Identify the cultivation of happiness at the individual, community and cultural level.