Department of Psychology Assessment Plan (2017-2019)

Department of Psychology Mission Statement

The Department of Psychology at the University of Wisconsin-River Falls (1) provides students with an understanding of the content and methods of psychology, (2) prepares students for a lifetime of learning and thinking by cultivating intellectual and communications skills, and (3) promotes personal characteristics that are consistent with high ethical and professional standards. We strive to acquaint students with research findings and theories in numerous areas. This goal is accomplished through a curricular structure that ensures students first take courses in the scientific methodology of psychology followed up by courses in the foundations of psychology. We also encourage our students to further their scientific understanding by conducting independent research under the supervision of one or more faculty sponsors. Our department recognizes that many students are seeking careers in human services and other applied fields. Thus, we offer a variety of courses and experiences, including internships that enable students to apply psychological principles to promote human welfare.
Section 1: Learning Outcomes

Engagement with internal stakeholders in developing our learning outcomes

The Department of Psychology considers its primary internal stakeholders to be our students (majors and minors), our faculty (including tenure-track and IAS), and departments/units with which we closely collaborate (e.g., Biology, URSCA). As will be detailed later in the report, we collect extensive data from our students that we use in our ongoing assessment and curricular development. Many of our curricular changes have been informed by data collected from our students, both current students (internal stakeholders) and alumni (external stakeholders) in consultation with our UWRF partners. As an example, our new program in Neuroscience resulted from extensive, ongoing communication with the Biology and Chemistry departments concerning the numerous students with double majors or major/minor combinations that might better be served by an interdisciplinary program. Finally, our faculty participate in all phases of the assessment process, including assessment development, data collection, data analysis, and evidence-based changes to our curricular and other departmental processes. Thus, our learning outcomes and assessment practices reflect careful consideration of the needs and capacities of our internal stakeholders.

Engagement with external stakeholders in developing our learning outcomes

The Department of Psychology considers its primary external stakeholders to be our alumni, organizations that employ and welcome our students as interns, and graduate schools that accept and further train our students. We also recognize our obligations and connections to the field of psychology as a whole, to our regional and state communities, and to the families who send us the students that we educate. We maintain close contact with our alumni, welcoming them at a number of annual department events. Similarly, we connect our students to them and their employing organizations through course-related site visits to firms such as Scantron, Target, General Mills, and Hennepin County Human Resources. We also regularly engage with the firms hosting our interns (e.g., Turningpoint, Positive Alternatives) and the graduate schools where our students study. We connect with students’ families on College Visit Days, at prospective student visits, and at departmental events where we encourage students to bring their families. We also interact regularly with UWRF Career Services to informally gather their observations of our students’ readiness for internships and jobs.

Regarding our connection to the field as a whole, the learning outcomes adopted by the Department of Psychology reflect the American Psychological Association Guidelines for the Undergraduate Psychology Major published in 2011 and updated in 2013 (http://www.apa.org/ed/precollege/undergrad)

While there is no accreditation of undergraduate psychology programs, the APA is the largest professional organization in the field and is considered an authority on ideal educational practices. Thus, the alignment of our learning outcomes to the APA guidelines would be considered best practice in terms of considering the needs of external stakeholders.

Similarly, our learning outcomes align with the expectations and needs of graduate programs in psychology, another important set of external stakeholders. While there is no authoritative text on these needs, several research studies have examined what graduate programs in psychology look for in prospective students. For instance, Lawson, Reisinger, and Jordan-Fleming (2012) found that the majority of graduate programs in psychology required students to have coursework in the scientific
foundations of the field (statistics and research methods). In addition, Stoloff, Curtis, Rodgers, Brewster, and McCarthy (2012), in their work *Characteristics of Successful Undergraduate Psychology Programs* further showed that the more successful programs (those that sent more students to graduate programs) were those that offered more experiential and personalized interactions: advising, research experiences, and interactions with faculty at social events. As will be illustrated in this report, we assess many of these criteria.

Thus, our learning outcomes and assessment practices reflect careful consideration of the needs and capacities of our external stakeholders.

**Statement of Program Learning Outcomes**

Consistent with these findings and our own capacities, our learning outcomes are:

1. **Knowledge Base of Psychology (LO1):** A graduate will demonstrate a familiarity with the major concepts, principles, and overarching themes in psychology. They will also learn the major content domains and applications of psychology.

2. **Scientific Inquiry and Critical Thinking (LO2):** A graduate will use scientific reasoning to interpret psychological phenomena, demonstrate information literacy, and interpret, design, and conduct basic research in psychology.

3. **Ethical and Social Responsibility in a Diverse World (LO3):** A graduate will apply ethical standards to evaluate psychological science and practice.

4. **Communication (LO4):** A graduate will demonstrate effective writing and presentation skills.

5. **Professional Development (LO5):** A graduate will apply psychological content and skills to career goals.

**Linkage of Learning Outcomes to UWRF Strategic Goals and Initiatives**

*Distinctive Academic Excellence:* The Psychology Major at UWRF is distinctive in a number of respects. First, our curriculum incorporates a science-based, science-first strategy that is recommended by our professional organization (APA Guidelines for the Undergraduate Psychology Major, 2013) and relates strongly to LO2: Scientific Inquiry and Critical Thinking Skills and LO3: Ethical and Social Responsibility in a Diverse World. Our students take statistics and research methods before completing the psychological foundations courses in our major. Thus, we assume that the development of LO1 is, in part, predicated on the development of skills related to LO2 and LO3. We further emphasize LO2 and LO3 through the requirement of a course in psychological measurement and evaluation as well as an optional course in advanced research methods. In keeping with this strategic goal as well as the 2012-2013 UWRF Strategic Initiative focused on Undergraduate Research, Creative, and Scholarly Activity (URSCA), we also provide significant opportunity for students to engage in URSCA activities. As will be discussed later in this report, our assessment criteria include measures of participation in URSCA as indicators of LOs 1-5. Finally, the senior seminar course requires students to focus on the science of psychology as a part of larger societal issues and public policy (related most strongly to LO3).
Global Education and Engagement: The Department of Psychology demonstrates Global Education and Engagement through significant participation in education abroad activities. Over half our faculty and many of our students have studied abroad in recent years. As will be discussed later in the report, we track numbers of students studying abroad and conduct post-experience assessments within our Senior Exit Survey. We believe that participation in such activities especially helps students with the development of LOs 3-5.

Innovation and Partnerships: As discussed previously, we participate significantly in internships, field-based educational experiences, and alumni partnerships. While much of our assessment of these practices is informal, we do formally assess student benefits from internship experiences in our Senior Exit Survey. Our expectation is that all these experiences are especially helpful to students in the development of LOs 3-5. As will be discussed later, we also focus on LO5 significantly in our Careers in Psychology course.

Section 2: Profile of Where Learning Outcomes are being Achieved

Coursework Experience and Assessments:

LO1: Knowledge Base of Psychology: Students should gain a strong knowledge base in psychology through:

1) Our Statistics and Methods Courses (note that PSYC 201 and PSYC 216 are to be taken before the Foundations Courses):
   - PSYC 201: Behavioral Statistics
   - PSYC 216: Research Methods
   - PSYC 315: Psychological Measurement and Evaluation

2) Our Foundations Courses (covering the main sub disciplines of the field-three are required from each column for our General Psychology Option):

   **Experimental Foundations**
   - PSYC 305: Learning and Motivation
   - PSYC 310: Memory and Thinking
   - PSYC 340: Animal Behavior
   - PSYC 350: Sensation and Perception
   - PSYC 355: Physiological Psychology

   **Social Foundations**
   - PSYC 320: Psychology of Personality
   - PSYC 325: Abnormal Psychology
   - PSYC 335: Developmental Psychology – Childhood and Adolescence
   - PSYC 336: Developmental Psychology – Adulthood and Aging
   - PSYC 360: Social Psychology
LO2 (Scientific Inquiry), LO3 (Ethical and Social Responsibility), LO4 (Communication), and LO5 (Professional Development):

It is expected that all of the above listed courses will also allow for the introduction and practice of LOs 2-5; however, three specific courses have been identified as providing unique opportunities to demonstrate and enhance these LOs.

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<tr>
<th>Course</th>
<th>LO2: Scientific Inquiry</th>
<th>LO3: Ethical and Social Responsibility</th>
<th>LO4: Communication</th>
<th>LO5: Professional Development</th>
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<tr>
<td>PSYC 110 Careers in Psychology</td>
<td>Final Career Plan Assignment</td>
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<td>PSYC 450 Senior Seminar</td>
<td>Final Presentation</td>
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Out-of-Classroom Experience and Assessments:

**Independent Research Experiences:** As noted, all students will complete at least one research experience as part of Research Methods. In addition to that, however, we strongly encourage our students to conduct research independently. All faculty are available to supervise students and many work in pairs or groups. These experiences have been noted as especially valuable by the APA as well as by graduate programs in psychology and are relevant to LOs 1-5. These are assessed in our Senior Exit Survey (see Section 3).

**Internships:** Students have the opportunity to complete internship credits through a variety of agencies. Most of these internships allow students to gain hands-on experience in the helping professions. These experiences seem especially relevant to LOs 3-5 and they are assessed in our Senior Exit Survey (see Section 3).

**International Experiences:** Students have the opportunity to participate in International Programs of study. The Department of Psychology continues to encourage participation in these programs and encourages students to take part in these experiences. These experiences contribute to the achievement of all of the Learning Outcomes, but particularly LOs 3-5. These are assessed in our Senior Exit Survey (see Section 3).

**Teaching Assistantships:** Students have the opportunity to serve as teaching assistants to other psychology courses (e.g., General Psychology, Behavioral Statistics) and to receive independent study credit for their work. This experience allows them the opportunity to more deeply learn the course concepts as well as to practice assisting other students and communicating with both students and
professors. We feel these experiences are relevant to **LOs 3-5** and they are assessed in our Senior Exit Survey (see Section 3).

**Peer Mentoring:** Students have the opportunity to serve as Peer Mentors for the incoming psychology class each year. These students take a seminar-style course to support them in working with the first-year students, hold office hours for the students, serve as Teaching Assistants in the first-year General Psychology course, and may do research on first-year student issues and progress. We feel these experiences are especially relevant to **LOs 3-5** and they are assessed in our Senior Exit Survey (see Section 3).

**Section 3: Venues for Assessing Learning Outcomes**

**Direct Assessments:**

Psychology Major Field Test: This test, designed and administered by the Educational Testing Service (https://www.ets.org/mft/about/content/psychology), is given to entering first-year students as well as graduating seniors every 3rd year (cost prevents us from administering the test every year). The test is a nationally recognized, valid, and reliable way to assess student knowledge of psychology and allows us to assess **LO1** and **LO2**.

Final Research Paper Rubric: This paper is completed by all students in PSYC 216: Research Methods. In completing this paper, students have to complete a research project, demonstrate an initial understanding of basic scientific methodology in psychology, and communicate their findings clearly. The rubric was developed by the course instructors and is designed to assess **LO2** and **LO4**.

Final Career Plan Assignment Rubric: This assignment is the final project in PSYC 110: Careers in Psychology. As part of this assignment, students outline not only the specific field and career they are interested in (within the field of psychology) but also the steps needed to get to that career. The rubric was developed by the course instructor and is designed to assess **LO5**.

Final Presentation Rubric: This assignment is the final project in PSYC 450: Senior Seminar. As part of this assignment, students choose or are assigned a topic or policy that is of interest to the larger society and that may be informed by the science of psychology. After doing research on the policy/topic and the science that may be applied to that policy/topic, students present their findings to the class (in pairs or small groups with whom they have worked throughout the semester). Through this work, they may demonstrate their understanding of the importance of evidence in psychology, their oral communication skills, and their ability to work with others to complete the project. The rubric was designed by the course instructor and is designed to assess **LO2**, **LO3**, and **LO4**.

**Indirect Assessments:**

Senior Exit Survey: All graduating seniors are asked to complete our Exit Survey. This survey assesses their feelings and attitudes toward the major, their perceptions of their own learning for all foundational areas of psychology as well as for statistics and methods, and their future plans. As noted above, they are also asked about their relevant out-of-class experiences including independent research, internships, international experiences, teaching assistantships, and service as peer mentors. This survey was developed by the psychology faculty with respect to the Learning Outcomes and is given in PSYC 450: Senior Seminar.
See Attached: Direct and Indirect Assessments. Please note that the Major Field Test is not attached as it is copyrighted by ETS.

Section 4: Process for Assessment

There is no professional accreditation available for undergraduate psychology programs.

Data Collection

Assessments will be collected in the following manner:

1) Major Field Test (MFT) (PSYC 450: Senior Seminar)
   Data Collected by the instructor of each section with the assistance of the Program Associate every third year. The test is purchased from ETS and administered via computer during class hours. Data are stored electronically on the ETS website.

2) Senior Exit Survey (PSYC 450: Senior Seminar)
   Data collected by the instructor of each section of the course every semester and scored by the Program Associate. The data are submitted to the Program Associate (e.g., each student survey) for storage.

3) Final Research Papers (PSYC 216: Methods)
   Data collected by the instructor of each section of the course every semester. The instructor will compile averages and rubric data (representative samples) and submit it to the Program Associate for storage.

4) Final Presentation (PSYC 450: Senior Seminar)
   Data collected by the instructor of each section of the course every semester. The instructor will compile averages and rubric data (representative samples) and submit it to the Program Associate for storage.

5) Final Career Plan Assignment (PSYC 110: Careers in Psychology)
   Data collected by the instructor of each section of the course every semester. The instructor will compile averages and rubric data (representative samples) and submit it to the Program Associate for storage.

Reports, Action, and Accountability

An annual Assessment Meeting will be take place each academic year. As part of that meeting, the department (including all faculty and the Program Associate) will discuss any deficiencies or problems that have become clear as part of the data collection and analysis. Action steps will be generated, if necessary, to address any such issues. This discussion will include a comparison of our Learning Outcomes to those of the American Psychological Association (APA) on whose guidelines our Learning Outcomes were developed and that we would consider benchmarks for learning in our field.
Formal Assessment Reports will be completed every third year based on the previous three years’ data. These Assessment Reports will be aggregated and used by the Assessment and Program Prioritization Committees and by the Program Audit and Review Committee every six years.

The Assessment Plan as well as Formal Assessment Reports may be placed on the University website. This placement should allow both internal and external stakeholders (e.g., parents, prospective students, graduate programs) to better understand our Learning Outcomes and the progress we are making in meeting these outcomes.
Appendix – Direct and Indirect Assessments
## RUBRIC FOR RESEARCH METHODS FINAL PAPER

### ABSTRACT

6 points | 4 points | 2 points | 0 points | **SCORE**
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The abstract contains a concise (150 words max) summary of:
- The context of the research
- The basic methodology of the research
- The main findings of the research
- The conclusions that can be drawn from the research
A few aspects are incomplete or unclear.
Many of the necessary elements are missing.
The abstract is missing or completely devoid of useful information.

#### Comments:

### INTRODUCTION

6 points | 4 points | 2 points | 0 points | **SCORE**
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**Literature Review and Argument Support**
- The previous literature is clearly described at an appropriate level of detail such that a person unfamiliar with the topic can understand it.
- Relevant limitations or shortcomings of previous research are noted when necessary.
- Claims are supported by citations when necessary.
- Terms are clearly defined when necessary.
A few aspects of the review are unclear or incomplete.
OR irrelevant information about the reviewed literature is present.
The literature review is unclear or incomplete such that a person unfamiliar with this topic would have trouble understanding the literature review.
The description of every cited source is unclear or incomplete OR there is no literature review.

#### Comments:

### Purpose of Study

The paper makes clear:
- why the topic should be studied
- how this research is different from previous research
- how this research expands or builds upon previous research
All of the listed information is present but is not explained clearly or convincingly.
Some of the listed information is present but some is missing.
None of the listed information is present.

#### Comments:

### Study Description and Hypothesis

- The paper gives a general description of what the research will entail (what will be done) without exhaustive methodological details.
- It is clear what variables are going to be measured/compared (e.g. independent and dependent variables are identified).
- The hypothesis is testable and contains terms that are operationally defined.
The study description and hypothesis are present but one or both are unclear.
Either the study description or hypothesis is missing.
The study description and hypothesis are missing.

#### Comments:
| Overall Organization and Logical Flow | The paper is logically organized and builds a coherent argument. Transitions are used to connect ideas and link paragraphs. The hypothesis follows logically from the argument that was constructed and from the past literature. | The paper lacks some organization and logical flow OR the hypothesis follows logically from the argument but the connection is not expressed clearly. | • Because of a lack of organization and/or logical flow, this paper is somewhat hard to follow. Hypothesis does not follow from the argument. | The paper has no organization or logical flow. Ideas are not connected. No clear argument is made. |
| Comments: | | | | |
| Sources | • At least four peer-reviewed sources are referenced. All sources are related to the topic and cited in the paper. | One of the sources is irrelevant OR one of the five required sources is not peer-reviewed OR a cited source is not referenced. | More than one source is irrelevant OR more than one (2-3) of the four required sources is not peer-reviewed OR more than one cited source is not referenced OR a referenced source is not discussed in the paper. | One of the four required sources is missing OR all sources are irrelevant OR the four required sources are not peer-reviewed OR the reference page is missing. |
| Comments: | | | | |
| METHOD | 4 points | 2 point | 0 points | SCORE |
| Design | • Design is defined, clearly focused & appropriate. The design clearly addresses the research question. The materials and procedure for manipulating the IV and DV are appropriate. The informed consent and debriefing procedures are appropriate. | Research design is not completely clear or well defined in places. The design does not seem to fully address the research question posed. | Design is incomplete, ineffective, or missing; does not address the research question. | |
| Comments: | | | | |
| Participants | The paper should indicate: the number of participants that were used relevant, defining characteristics of the participants, including demographic information (gender, age, race, etc.) how the participants were selected how the participants were compensated | Some of the listed information is present but some is missing. OR Information that is not relevant to the Participants is in this section. | Most or all of the listed information is missing. | |
| Materials/Apparatus | • All materials used in the study are described in enough detail that a researcher could obtain or reproduce the same items.  
• The materials used to manipulate the IV and measure the DV are clearly described (i.e. you provide operational definitions for your variables).  
• Do not describe details of items that are not important for the study.  
• If you created your own materials, you stated that fact, you included them as an appendix, and you referred to the appendix in the text.  
• If you used preexisting materials, you cited their source and you included sample items within the text. | In places, the description of the materials is at an inappropriate level of detail. Some items seem to be missing from your materials. OR  
You did not include your survey or test as an appendix. OR  
Information that is not relevant to the Materials/Apparatus is in this section. | The materials are described at a completely inappropriate level of detail. There are many items missing from your description. |
| Comments: | | | |
| Procedure | • The procedure clearly and completely explains the steps that were taken to conduct the research.  
• It is clear how you obtained informed consent and you included your informed consent form as an appendix.  
• It is clear how the IV was manipulated and the DV was measured.  
• There are no jumps or gaps present in the procedure.  
• The groups in the experiment are described including any controls or counterbalancing used.  
• You included a description of instructions you gave participants for all the tasks they completed.  
• It is clear how you debriefed the participants. If you used a script or printed text, it is attached as an appendix that is referred to in the text. | The level of detail included makes replication difficult. It is not completely clear how the study is being done. The description of the procedure may jump around in places. OR  
Information that is not relevant to the Procedure is in this section. | Detail in the procedure is lacking, making replication impossible. The description of the procedure does not make sense or jumps around. The manipulation and measurement of the variables is unclear. |
| Comments: | | | |
| RESULTS | 6 points | 4 points | 2 points | 0 points | SCORE |
| Description of analyses | The text clearly includes:  
• How variables were grouped/scored for analyses  
• The type of inferential statistical test(s) used  
• A statement referring the reader to the figure(s) | The description of analyses is not completely clear or contains minor errors. | The description of analyses contains a number of errors. | The description of analyses is missing or completely unintelligible. |
### Description of findings

The text clearly includes:
- The necessary numerical output associated with the statistical test(s)
- The necessary means and sd’s
- The statistical significance or lack thereof of the results. IF SIGNIFICANT, report direction of effect.

Some pieces of information are missing, or a few unrelated pieces of information are included.

A number of different pieces of information are missing or the information is disorganized such that the results are unclear in places.

The information provided makes it impossible to understand the findings of the study.

### Comments:

- Some pieces of information are missing, or a few unrelated pieces of information are included.
- The statistical significance or lack thereof of the results.

### Figure

The type of figure used is appropriate for your data and includes:
- A concise figure caption
- Clear axis labels
- An accurate representation of your data

The figure, labels, or caption, are not entirely clear or complete.

The figure contains a number of errors that make it hard to understand.

The figure provided is not adequate to illustrate anything useful about the data.

### Comments:

- The type of figure used is appropriate for your data.
- A concise figure caption.
- Clear axis labels.
- An accurate representation of your data.

### DISCUSSION

#### Hypothesis Support

- The paper clearly and correctly states if the original hypothesis was or was not supported.
- The paper clearly indicates if the findings agree with or contradict past research cited in the introduction.

- The statements of agreement/disagreement are not completely clear.
- A statement of agreement/disagreement is missing OR incorrect.
- Any/all statements of agreement/disagreement are missing or incorrect.

### Comments:

- The paper clearly and correctly states if the original hypothesis was or was not supported.
- The paper clearly indicates if the findings agree with or contradict past research cited in the introduction.

### Interpretation

- The paper clearly provides a logical description of what the results mean in terms of the existence (or lack therefore) of a relationship between the variables.
- The paper clearly provides a logical explanation of why the results were obtained; this explanation adequately addresses any differences between the present findings and past research findings.

- The meaning of the results or the explanation of the results is not completely clear.
- A few good ideas may be present, but they are not explained well enough to provide an adequate interpretation of the results.
- The summary does not provide any useful interpretation of the results.

### Comments:

- The paper clearly provides a logical description of what the results mean in terms of the existence (or lack therefore) of a relationship between the variables.
- The paper clearly provides a logical explanation of why the results were obtained; this explanation adequately addresses any differences between the present findings and past research findings.

### Limitations/Future Research/Conclusions

The paper addresses:
- Confounds and/or limitations of the research.
- The next logical step for future research to take.
- The main conclusion or “take-home” message of the research.
- The practical applicability of the findings, if any.

- A few different pieces of information are missing, unclear, or incorrect.
- A number of different pieces of information are missing, unclear, or incorrect.
- The summary does not provide any useful suggestions for future research or applications of the current findings.

### Comments:

- The paper addresses:
  - Confounds and/or limitations of the research.
  - The next logical step for future research to take.
  - The main conclusion or “take-home” message of the research.
  - The practical applicability of the findings, if any.
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| Comments:                                |          |          |          |          |       |

| Readability/Grammar/Word Choice           |          |          |          |          |       |
| • Extensive and accurate vocabulary and varied sentence structures are used. |          |          |          |          |       |
| • The paper contains no major grammatical errors such as incomplete sentences or run-on sentences. |          |          |          |          |       |
| • The paper exhibits appropriate word choice and there are no awkward sentences. |          |          |          |          |       |
| • The paper is nearly free from minor grammatical errors such as incorrect punctuation or incorrect noun-verb agreement. |          |          |          |          |       |
| • Spelling reflects reasonable care in proofreading. |          |          |          |          |       |
| A few shortcomings are present.           |          |          |          |          |       |
| Shortcomings are present to the extent that they make the paper difficult to read in places. |          |          |          |          |       |
| Errors are so pervasive that the entire paper is difficult to read. |          |          |          |          |       |
| Comments:                                |          |          |          |          |       |

| TOTAL SCORE (out of 100)                  |          |          |          |          |       |

General Comments on Paper
Final Career Plan (Psychology 110: Careers in Psychology)

Please answer each of the following questions using the corresponding number and letter.

Double-space your answers, 3-5 pages total.

If something does not apply to your particular career/job, then note that it is not applicable and please briefly describe why it is not applicable.

Do not cut and paste. Please use your own words.

Remember to put citations in text so that I will know where your sources were used.

1) What is the career/job description you are interested in at this point? Please be as specific as possible.
1-specific; 0-general

2) What is the outlook for this career according to ONET? Is it expected that this career will be in high or low demand in the future?
1-specific; -0-general

3) What is the expected salary per year?
1-specific; 0-general

4) What would your work setting be like (private practice, schools, hospital/clinic, etc.)?
1-specific; 0-general

5) What is the highest level of degree that you will need to successfully begin a career in this field (Bachelor’s, Master’s, Doctoral)?
1-specific; 0-general

6) List the steps you need to take now (before you graduate with your Bachelor’s degree), to move towards this particular career.

   a. What is your overall GPA and what do you feel you need to have before you can apply for jobs/graduate school?

   b. List the most important courses you need to take or have taken (3-5 maximum). Please briefly describe why each course matters.
c. What kinds of research experiences do you need? How many of these experiences have you already completed (research methods projects, class projects, independent study)?

2-specific/realistic; 1-specific/unrealistic; 0-general

d. Are there professors who could serve as letters of recommendation/references for you? How many? If not, how can you move towards securing these?

2-specific/realistic; 1-specific/unrealistic; 0-general

e. What kinds of volunteer/internship experiences do you need? How many of these experiences have completed? If none, how can you get these experiences?

2-specific/realistic; 1-specific/unrealistic; 0-general

7) List the sources you used to complete the assignment and answer the questions (minimum of four sources). Remember these should have been cited in-text as well (as you used them to support your answers).

1 point per source up to 4 possible.

Anything else you would like to add?

Overall clarity and engagement of writing: 3, 2, or 1.

NOTE: The sources can be listed in any format (APA or MLA) but must be complete. They can come from any source (including sources I have given you in class) but they must be credible and accurate to the best of your knowledge.
Psychology 450: Senior Seminar (Spring 2018)
Final Presentation and Rubric

As experts, you are making a specific recommendation based on the evidence you have gathered in response to your assigned prompt.

20 minutes total (roughly 15 minutes of content, 5 minutes of questions)

1) Open: What is the basic policy or idea? What are a few of the issues/conflicts/concerns around the policy? (2-3 mins)

2) Evidence Set #1: What psychological evidence is relevant to the recommendation? What has been done and show to investigate this issue? Make sure that the evidence you review is both strong and relevant (make it clear how each study is relevant as you go). This could be a related set of studies focused around one argument. (5 mins)

3) Evidence Set #2: What psychological evidence is relevant to the recommendation? What has been done and show to investigate this issue? Make sure that the evidence you review is both strong and relevant (make it clear how each study is relevant as you go). This could be a related set of studies focused around one argument. (5 mins)

4) Optional: Evidence Set #3 (if each takes less time-just depends on what you think is the best approach.)

5) Close: What is your recommendation? How does it flow from the evidence provided? (1-2 mins)

6) Question and Answer (5 mins)

NOTE: You can deviate from this, so long as you stick to roughly 15 minutes of content and 5 Q and A. Look at the grading rubric as well to be sure you are hitting all the important points.

Keep in Mind:

1) There are often not “two sides”. It is rarely that simple, so try to avoid thinking about it that way. The idea is to be fair, even-handed, and true to the complexity of the evidence.

2) Be realistic in your recommendations and straightforward. The evidence will point in one direction or another and that is how you can make your recommendation, but you can point out the nuance as well.

3) Learn as much as you can about the idea. All of these are based in real events. Go read about them!

4) Remember the difference between direct evidence (actual tests of the policy or one close to it) and indirect evidence (research that you can apply to the policy). It is okay to have either or both.
**Presentation Pointers:**

a) Practice together, time yourselves, and be sure you are comfortable describing your evidence using your slides.

b) You want to be smooth, natural and not reading your notes or slides. Make good eye-contact.

c) If you use Power Point, please use it well: short words or phrases, images, no animation.

d) Think about your audience—what will help them learn? Are you being clear in your descriptions? Are you making assumptions that you should avoid?

**Note:** If you have trouble in your group or with a group member. Please document the issues you are having and bring them to me as soon as you can. We will work together to try and resolve the issue.

<table>
<thead>
<tr>
<th>Content</th>
<th>Strong (7-9)</th>
<th>Satisfactory (4-6)</th>
<th>Weak (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Clear policy description ✓ Appropriate evidence ✓ Strong evidence ✓ Clear description of evidence</td>
<td>✓ Vague policy description ✓ Vague or mix of strong and weak evidence ✓ Mix of appropriate and inappropriate evidence ✓ Vague or mix of clear and unclear descriptions</td>
<td>✓ Unclear policy description ✓ Murky descriptions of evidence ✓ Evidence that is weak and/or inappropriate to the policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Strong (7-9)</th>
<th>Satisfactory (4-6)</th>
<th>Weak (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Evidence that is clearly relevant to policy ✓ Explicitly connected each piece of evidence to policy ✓ Evidence that is fairly used</td>
<td>✓ Mix of relevant and irrelevant evidence ✓ Some missing connections of evidence to policy ✓ Unsure if evidence is used fairly and accurately</td>
<td>✓ Irrelevant evidence to policy ✓ No connection of evidence to policy ✓ Use of evidence that is unfair or a stretch—not a credible use of evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Strong (7-9)</th>
<th>Satisfactory (4-6)</th>
<th>Weak (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Excellent timing (less than a minute off) ✓ Energetic presentation that engages audience ✓ Good eye contact with audience ✓ Professional appearance and demeanor</td>
<td>✓ Good timing, but off by more than a minute ✓ Mix of energetic and laconic elements ✓ Mix of strong and weak eye contact</td>
<td>✓ Bad timing, off by more than 2-3 minutes ✓ Removed from the audience (standing behind something) ✓ No eye contact ✓ Reading presentation ✓ Unengaged, bored audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strong (7-9)</th>
<th>Satisfactory (4-6)</th>
<th>Weak (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Answer all questions as honestly as possible—including admitting not knowing ✓ Clearly prepared to answer most questions ✓ Listening to the asker</td>
<td>✓ Mix of answering and not answering ✓ Mix of weak and strong answers</td>
<td>✓ Miss all questions ✓ Answering in a way that dodges the question asked (joking instead of answering, answering something else)</td>
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</tbody>
</table>
Department of Psychology
Graduating Senior Exit Survey

Congratulations on your imminent graduation. Please take a few minutes to complete this survey. It allows you an opportunity to give the department feedback about your educational experience and help us to maintain and improve our services to current and future students.

Thank you,
The Psychology Department Faculty

Part I – Personal Information [All Information Will Be Kept Confidential.]

1. Semester graduating ______________

2. How many psychology classes did you take elsewhere and transfer to UWRF?
   ___ None   ___ 1 to 2   ___ 3 to 4   ___ 5 or more

3. Do you have a Minor?
   ___ No
   ___ Yes (If yes, what department?) ____________________

4. Do you have a Second Major?
   ___ No
   ___ Yes (If yes, what department?) ____________________
5. Did you participate in any faculty supervised research in psychology?
   ___ No (If no, please skip to question 6)
   ___ Yes (If yes, please answer the following questions)

   Participation in faculty supervised research helped me develop familiarity with concepts, principles and themes in psychology.

   Strongly Agree   Slightly Agree   Slightly Disagree   Disagree   Strongly Disagree

   Participation in faculty supervised research helped me use scientific reasoning, demonstrate information literacy, and interpret, design, and conduct basic research in psychology.

   Strongly Agree   Slightly Agree   Slightly Disagree   Disagree   Strongly Disagree

   Participation in faculty supervised research helped me apply ethical standards to evaluating psychological science and practice.

   Strongly Agree   Slightly Agree   Slightly Disagree   Disagree   Strongly Disagree

   Participation in faculty supervised research helped me to develop skills in effective writing and presenting.

   Strongly Agree   Slightly Agree   Slightly Disagree   Disagree   Strongly Disagree

   Participation in faculty supervised research helped me apply psychology content and skills to my graduate school and career goals.

   Strongly Agree   Slightly Agree   Slightly Disagree   Disagree   Strongly Disagree
6. Did you participate in any international study experiences?
___ No (If no, please skip to question 7)
___ Yes (If yes, please answer the following questions)

Participation in international study experiences helped me apply ethical standards to evaluating psychological science and practice.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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Participation in international study experiences helped me develop skills in effective writing and presenting.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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Participation in international study experiences helped me apply psychology content and skills to my graduate school and career goals.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>

7. Did you participate in any internships?
___ No (If no, please skip to question 8)
___ Yes (If yes, please answer the following questions)

Participation in internships helped me apply ethical standards to evaluating psychological science and practice.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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</table>

Participation in internships helped me develop skills in effective writing and presenting.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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</table>

Participation in internships helped me apply psychology content and skills to my graduate school and career goals.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>
8. Did you participate as a teaching assistant for a psychology professor?
   ___ No (If no, please skip to question 9)
   ___ Yes (If yes, please answer the following questions)

   Participation as a teaching assistant helped me apply ethical standards to evaluating psychological science and practice.

   Strongly Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

   Participation as a teaching assistant helped me to develop skills in effective writing and presenting.

   Strongly Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

   Participation as a teaching assistant helped me develop skills to build on my graduate school and career goals.

   Strongly Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

9. Did you participate as a peer mentor for a the Psychology Department?
   ___ No (If no, please skip to question 9)
   ___ Yes (If yes, please answer the following questions)

   Participation as a peer mentor helped me apply ethical standards to evaluating psychological science and practice.

   Strongly Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

   Participation as a peer mentor helped me to develop skills in effective writing and presenting.

   Strongly Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

   Participation as a peer mentor helped me develop skills to build on my graduate school and career goals.

   Strongly Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree
Part II – Goals and Future Plans

10. Which field best describes the area in which you plan to be working?
   ___ Mental Health (Clinical/Counseling/Social Work)
   ___ Business/Human Resources/Industrial/Organizational
   ___ Education (Student Affairs/K12/Higher Education)
   ___ Health and Well Being (Public Health/PT/OT/Medical or Nursing)
   ___ Social Justice/Nonprofit
   ___ Other

11. Are you planning on going to graduate/professional school?
   ___ No.
   ___ Yes, I have applied and have been accepted.
   ___ Yes, I have applied but have not been accepted yet.
   ___ Yes, I will apply within this academic year.
   ___ Yes, I am planning to go but not until later.

If you have applied or have been accepted, where did you apply?

_________________________________________________________________________

Masters Level (MA/MS/MSW)? _____ Doctoral Level (Ed.D, Ph.D.)? _____ Both? _____
Part III – Skill Development

How strongly do you agree that your experiences in the Psychology Department helped to develop your:

12. Skill in reading academic materials in psychology (e.g., research articles, textbooks, etc.)?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____

13. Critical thinking skills (e.g., assessing information, developing new ideas)?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____

14. Skill in conducting statistical analysis?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____

15. Skill in interpreting statistical results?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____

16. Skill at conducting research overall?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____

17. Oral communication skills?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____

18. Written communication skills?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____

19. Teamwork/Interpersonal skills?
   - Strongly Agree _____
   - Slightly Agree _____
   - Slightly Disagree _____
   - Strongly Disagree _____
Part IV – Interpersonal Aspects of Education and Overall Satisfaction

20. My training and experiences as a psychology major have helped me appreciate individual and cultural differences.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

21. My training and experiences as a psychology major have helped me to develop high ethical standards.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

22. I am satisfied with my ability to assess my own talents and career options.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

23. I am satisfied with the information I received from the Psychology Department about graduate school (e.g., options, application process).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

24. I am satisfied with the information I received from the Psychology Department about careers in psychology.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

25. I am satisfied with the opportunities I had to interact with faculty outside the classroom.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

26. I am satisfied with the academic advising I received in the Psychology Department.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

27. To what extent do you agree that if you had it to do over again you would major in psychology?

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

28. I am satisfied with the quality of the education that was provided to me by the Psychology Department.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
Part V – Things You Would Change and Things you Liked

29. What other things should the Psychology Department change to enhance the educational experiences we provide to our majors?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

30. What do you feel that the Psychology Department does especially well that you would want to see continued?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Thank you for completing this survey and for the time and effort you put into completing your psychology major. Best wishes as you enter a career or continue your studies.