Department of Psychology
BS and BA Programs
Assessment Report

September 2019
Overview

The report that follows presents the assessment activities, results, and action plans for the Department of Psychology at the University of Wisconsin-River Falls. Our mission is to (1) provide students with an understanding of the content and methods of psychology, (2) prepare students for a lifetime of learning and thinking by cultivating intellectual and communications skills, and (3) promote 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 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.

One primary factor affecting assessment and learning in our department is faculty staffing. In particular, we have a large number of majors (more than 300) and a current allocation of only eight FTE. Due to their levels of service and involvement with high-impact university activities (e.g., WGST Director, CAS Assistant Dean, Provost’s Administrative Fellow), our faculty have ten course releases per year. When one considers the additional two-course release for the Department Chair, this leaves us with roughly five FTE in an operational sense. Our low level of overall staffing creates tremendous demands on course scheduling and affects the availability of courses for our majors. Similarly, the advising and departmental service demands for a department with approximately 300 majors (across PSYC and NSCI), but only eight full-time faculty, impede our efforts to optimize our curriculum, students’ learning experiences, and our assessment practices. Virtually every area of improvement we will identify in this report is significantly constrained by our staffing.
I. Assessment Activities

a. External program accreditation: There are no external accreditors for undergraduate programs in psychology.


c. Program learning outcomes (LOs):

   LO1: Knowledge Base of Psychology - A graduate will be able to 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.

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

   LO3: Ethical and Social Responsibility in a Diverse World - A graduate will be able to apply ethical standards to evaluate psychological science and practice.

   LO4: Communication - A graduate will be able to demonstrate effective writing and presentation skills.

   LO5: Professional Development - A graduate will apply psychological content and skills to career goals.

   Our learning outcomes are equally relevant for both the BS and BA degrees in Psychology. At the present time, we have no other options/tracks in the Psychology major.

   Each learning outcome was assessed throughout the entire assessment cycle. Specific information on where learning outcomes are achieved, how learning outcomes were assessed, and when each assessment was conducted is presented below.

d. Engagement with internal stakeholders: 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, Chemistry, 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 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.

e. Engagement with external stakeholders: 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, 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 numerous, annual departmental events. Similarly, we connect our students to them and their employing organizations through course-related site visits to firms such as Target, General Mills, the Minnesota Department of Revenue, and Hennepin County Human Resources. We also regularly engage with the firms hosting our interns (e.g., Beyond Behavior, Turningpoint, Positive Alternatives) and the graduate schools where our students study. We connect with students’ families on Falcon Preview 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 of psychology, our learning outcomes reflect the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major published in 2011 and updated in 2013, located online at: http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf

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 most graduate programs in psychology require 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” showed that more successful programs (i.e., 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 those things. Thus, our learning outcomes and assessment practices reflect careful consideration of the needs and capacities of our external stakeholders.

f. Assessment activities related to out-of-classroom experiences: Out of classroom experiences relevant to our learning outcomes and assessment practices include:

- **Research Experiences:** All students complete at least one research experience as part of our Research Methods course. In addition to that, we strongly encourage our students to conduct collaborative research with our faculty members. All our faculty members are available to supervise students and many students 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 tied to LOs 1-5.

- **Internships:** Students have opportunities to complete internship credits through a variety of agencies where they gain hands-on experience in the practice of psychology. These experiences are particularly relevant to LOs 3-5.

- **International Experiences:** Students have opportunities to participate in study abroad programs that are either led by our own faculty or strongly supported by the department. Depending on the program, students may experience achievement in any of our learning goal areas. However, they are especially relevant to LOs 3-5.

- **Teaching Assistantships:** Students have opportunities to work with faculty as Teaching Assistants. In this capacity, they attend class to get to know the students, hold office hours to help students with more simple things like accessing content on Canvas, hold review sessions prior to exams, help with classroom technology (e.g., broadcasting classes remotely), and other such activities. Depending on the nature of the assignment, students may experience achievement in any of our learning goal areas. However, they are especially relevant to LOs 3-5.

- **Peer Mentor Assignments:** Select students can serve as Peer Mentors to first-year students in our department. The scope of these assignments is discussed later in the report. Because we only started the program within the current assessment cycle, we will not present assessment data related to program participation from either the mentor or mentee perspective.
here. The very small sample sizes would be problematic. We will do so in our next assessment cycle, we will do so. We feel the Peer Mentoring experiences are particularly relevant to LOs 3-5.

Specific practices for assessing our learning outcomes in out-of-classroom experiences are presented in Section II below.

g. Changes to learning outcomes, assessment methods, and curriculum that occurred during the report cycle: The Psychology major learning outcomes were revised in 2014, prior to our assessment for program prioritization. Because they are consistent with APA guidelines, we have made no changes to them in this cycle. As will be discussed in more detail later, we have made some changes to our assessment methods to standardize and simplify processes. First, we switched from using a departmentally designed achievement test to using the ETS Major Field Test for psychology. Second, we dropped a self-report measure that we used to assess learning in our research methods course. Third, we switched from doing separate surveys for students’ post-experience reports of benefits from research experiences, internships, and international experiences to embedding them in our Senior Exit Survey. Finally, this is the first report cycle where we present data from students’ post-experience perception of benefits from participating in Teaching Assistantships. These data are also collected in the Senior Exit Survey.

In terms of curricular modifications, we redeveloped both our Careers in Psychology and our Senior Seminar courses during the current cycle. We also added a Peer Mentoring Program and associated course. Finally, we added four unique curricular options to help students customize their program around their interests and career paths. All these modifications will be discussed later in the report. We are also in the process of developing some additional curricular modifications based on our assessment results from this cycle. Those changes will be discussed later in the report.

h. Linkage of Learning Outcomes to UWRF Strategic Goals and Initiatives: We believe our learning outcomes are strongly related to UWRF Strategic Goals. The section clearly summarizes the linkages.

- Distinctive Academic Excellence: The Psychology Major at UWRF is distinctive in several 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. 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. We further emphasize LO2 through the requirement of a course in either advanced research methods or psychological measurement and evaluation. 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. Our unique, redeveloped course in Careers in Psychology is offered mid-program, giving students the opportunity to first develop core knowledge, then take the course, then apply that knowledge to their career development. We have also recently added a set of unique major options (Mental Health, Industrial/Organizational, Health, and Social Justice) that allow students to customize their program around their interests and career goals. Our newly redeveloped 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). Finally, our newly developed Peer Mentoring Program and associated course responded to data suggesting students wanted more opportunities to connect with one another. In that program, a select group of Psychology majors are enrolled in a special topics course that trains them on issues related to mentoring college students. Each mentor is assigned to a mentoring team with other mentors who complement their experiences, academic skills, and interpersonal styles. Each student in our freshman cohort is assigned to both an individual peer mentor and to a mentoring team. The mentors are required to hold office hours, maintain contact with their mentees, develop proposals for evidence-based projects we can do to increase retention, share academic and other information with their mentees, and other such tasks. While it is not a formal part of this assessment report, we have evidence that the program is impacting multiple learning outcomes as the peer mentors share their knowledge in the field, help the freshmen develop academically and professionally, and help us do more to enrich the freshmen students’ experience in our program. We also have data suggesting that student retention has increased across the time period in which we have implemented the program. Specifically, our department’s average retention to UWRF for the previous assessment report time frame (2013-2014 to 2015-2016) was 57%, while the same number for the current assessment report time frame (2016-2017 to 2018-2019) was 71%.

- **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 large numbers 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 with the students who do so. 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 levels of student participation and benefits from internship experiences. Our expectation is that all these experiences are especially helpful to students in the development of LOs 3-5.

i. We have accomplished almost all the identified action steps from our previous report. First, as just noted, we have implemented our Peer Mentoring Program and our initial assessment data indicate it is having significant positive effects. Second, we planned to move from a 36-credit to a 45-credit curriculum with a general major and four unique options for students interested in different areas of psychology. We have accomplished this, and both faculty and students feel the changes have increased the academic rigor and student-centered nature of our curriculum. Third, we planned, and have accomplished, to shift our post-experience assessments for various co-curricular activities from standalone assessments to assessments embedded in our Senior Exit Survey. Fourth, we further revised our Senior Exit Survey to better align with the changes to our curriculum. Fifth, we replaced our previous departmentally-developed measure of content knowledge (The Psychology Department Achievement Test) with the well-standardized and validated Major Field Test, published by Educational Testing Services. Finally, as noted above we redeveloped both our Careers in Psychology and Senior Seminar courses, moving them from 1-credit and 2-credit to 3-credit courses with more rich content and activity. Thus, in summary, we had bold plans and have mostly accomplished them.

II. **Assessment Activity Results**

*Profile of Where Learning Outcomes are Achieved and Direct Assessment Activities for Classroom Experiences*

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

1) Our Statistics and Methods Courses:

- PSYC 201: Behavioral Statistics
- PSYC 216: Research Methods
- PSYC 315: Measurement & Evaluation or PSYC 316: Advanced Methods
2) Our Foundations Courses (covering the main sub-disciplines of the field; three courses are required from each column for the general major):

<table>
<thead>
<tr>
<th>Experimental Foundations</th>
<th>Social Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 305: Learning and Motivation</td>
<td>PSYC 320: Psychology of Personality</td>
</tr>
<tr>
<td>PSYC 310: Memory and Thinking</td>
<td>PSYC 325: Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 340: Animal Behavior</td>
<td>PSYC 335: Developmental Psychology -</td>
</tr>
<tr>
<td></td>
<td>Childhood and Adolescence</td>
</tr>
<tr>
<td>PSYC 350: Sensation and Perception</td>
<td>PSYC 336: Developmental Psychology –</td>
</tr>
<tr>
<td></td>
<td>Adulthood and Aging</td>
</tr>
<tr>
<td>PSYC 355: Physiological Psychology</td>
<td>PSYC 360: Social Psychology</td>
</tr>
</tbody>
</table>

LO1 is assessed directly using the Major Field Test (MFT). The MFT is a 140-item standardized test professionally developed by ETS. Due to copyright restrictions, we cannot include the test in the appendix. However, the test is developed by subject matter experts and spans all major areas of the foundations of psychology.

For this report, the sample for the MFT was 72 first-year students and 96 graduating seniors during the assessment cycle. The first-year students were recruited from our majors-only section of PSYC 101: General Psychology. The graduating seniors were recruited from our majors-only course, PSYC 450: Senior Seminar in Psychology. PSYC 450 is taken by students shortly before graduation. Thus, we have approximations of both baseline content knowledge and content knowledge around the time of graduation.

**LO2 (Scientific Inquiry), LO3 (Ethical and Social Responsibility), LO4 (Communication), and LO5 (Professional Development):**

It is expected that most of our coursework also allows 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. The table below presents direct assessment activities for LOs 2-5 for three courses, PSYC 110: Careers in Psychology, PSYC 216: Research Methods, and PSYC 450: Senior Seminar in Psychology. Information about the specific assessment indicators is presented below the table.
<table>
<thead>
<tr>
<th>Course/LO</th>
<th>LO2: Scientific Inquiry</th>
<th>LO3: Ethical and Social Responsibility</th>
<th>LO4: Communication</th>
<th>LO5: Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 110 Careers in Psychology</td>
<td></td>
<td></td>
<td></td>
<td>Career Plan Assignment Rubric</td>
</tr>
<tr>
<td>PSYC 450 Senior Seminar</td>
<td>Group Teach Presentation Rubric</td>
<td>Group Teach Presentation Rubric</td>
<td>Group Teach Presentation Rubric</td>
<td></td>
</tr>
</tbody>
</table>

**Career Plan Assignment Rubric:** The Career Plan Assignment is the final project in PSYC 110: Careers in Psychology. After drafting an initial, individualized career plan early in the semester, students refine and deepen their career plans, outlining 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 is presented in the Appendix, was developed by the course instructor, and is designed to assess LO5: Professional Development. Scores on the rubric can range from 0-20, with higher scores representing higher levels of LO5. For the purpose of comparison with other direct assessments, we present the scores as percentages of the total possible.

**Research Paper Rubric:** This paper is completed by all students in PSYC 216: Research Methods. In completing this paper, students work together to complete a research project, demonstrate an initial understanding of basic scientific methodology in psychology, and communicate their findings clearly in an individually-written paper. The rubric is presented in the Appendix, was developed by the course instructors, and is designed to assess LO2: Scientific Inquiry and LO4: Communication. Scores on the rubric can range from 0-100, with higher scores representing higher levels of LOs 2 and 4. Thus, the scores can be interpreted as percentages of the total possible.

**Group Teach Presentation Rubric:** This assignment is the final project in PSYC 450: Senior Seminar. As part of this assignment, students choose a relevant topic/policy that is of interest to the larger society. They then work with a partner to present information about this policy/topic to the class, describing how psychological science can and does inform the debate. Through this work, they will be able to demonstrate their understanding of the importance of evidence in psychology, demonstrate oral communication skills, and work with others to complete the project. The rubric is presented in the Appendix, was developed by the course instructor, and is designed to assess LO2: Scientific Inquiry, LO3: Ethical and Social Responsibility, and LO4: Communication. Scores on the rubric can range from 0-10, with higher scores
representing higher levels of LOs 2-4. For the purpose of comparison with other direct assessments, we present the scores as percentages of the total possible.

a. Results from Direct Assessment Activities for Classroom Experiences

MFT Results Assessing LO1: Knowledge Base of Psychology

The table below presents assessment results for the MFT administrations comparing first-year students and graduating seniors. Please note that we used a cross-sectional design. That is, the two groups of test takers are from different cohorts, rather than tracking a single cohort across a longitudinal period. This was chosen because of (a) the timelines for the assessment cycle, and (b) the fact that the MFT changes over time, making it difficult to do longitudinal comparisons. However, the data provide a rough comparison of baseline knowledge and knowledge shortly before graduation for students in our program.

Summary of Psychology Major Field Test Results
National Mean: 156
SD: 15

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>Graduating Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Mean Score</td>
</tr>
<tr>
<td>72</td>
<td>137</td>
</tr>
</tbody>
</table>

As seen in the table, students are making substantial gains in content knowledge in our field. Our first-year students score at roughly the 9th percentile, while our graduating seniors score slightly above the national average for the exam (i.e., at the 51st percentile). The significance of the findings to our program is that students do appear to be acquiring substantial knowledge in the field thus supporting progress in LO1.

Because this assessment is new for this report cycle, we cannot analyze trend data. However, our previous report did show significant gains on our departmentally-developed achievement test between first-year students and graduating seniors.

Career Plan Assignment Rubric Results Assessing LO5: Professional Development

Scores for the Career Plan Assignments using the previously discussed rubric are presented in the table below.
Summary of Career Plan Assignment Rubric Scores

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016- Spring 2019</td>
<td>53</td>
<td>70%</td>
<td>100%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Thus students, on average, are performing well on this direct assessment of LO5: Professional Development. That is, they are identifying proposed career areas, researching those areas, and developing action plans to prepare them for those careers. In terms of trends, both the minimum (60% to 70%) and mean scores (87% to 89%) for this report cycle are higher than those from our previous report cycle. This could potentially be attributed to the redevelopment of the Careers in Psychology course, including the move from a 1-credit course to a 3-credit course.

Research Methods Paper Rubric Results Assessing LO 2: Scientific Inquiry and LO4: Communication

Scores for the Research Methods Paper Assignment using the previously discussed rubric are presented in the table below.

Summary of Research Methods Paper Assignment Rubric Scores

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016- Spring 2019</td>
<td>129</td>
<td>35%</td>
<td>99%</td>
<td>85%</td>
</tr>
</tbody>
</table>

As seen in the table, students are performing well on this direct assessment of LO2: Scientific Inquiry and LO4: Communication. As with many programs, we struggle with our students’ foundational writing skills. One thing we hope will help here is that the English Department has been offering discipline-linked sections of both English 100 and 200. This should help hone our students’ ability to write in the discipline of psychology.

In terms of trend data, the mean across the cycle has improved from 78% for the previous cycle to 85% for the current cycle. This is a substantial increase across two
samples each based on over 100 observations. We believe the increase may be related to having greater stability in instructional assignments for the course.

**Group Teach Presentation Rubric Results Assessing LO2: Scientific Inquiry, LO3: Ethical and Social Responsibility, and LO4: Communication**

Scores for the Group Teach Presentation are presented in the table below.

**Summary of Group Teach Presentation Rubric Scores**

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fall 2016- Spring 2019</em></td>
<td>129</td>
<td>67%</td>
<td>100%</td>
<td>87%</td>
</tr>
</tbody>
</table>

As depicted in the table, our students are generally doing well on this direct assessment of LO2: Scientific Inquiry, LO3: Ethical and Social Responsibility, and LO4: Communication. In terms of trend data, the average from our previous cycle was 74%, whereas the average for the current cycle is 87%. This substantial increase may be attributable to the enrichment of the course associated with moving from a 2-credit to a 3-credit course.

b. **Results from Assessments of Out-of-Classroom Activities**

**Results related to Research Experiences**

As mentioned previously, research experiences are expected to impact all learning outcomes for our students. All students get at least one research experience through completing a research project in PSYC 216: Research Methods. We encourage students to participate in additional research experiences that are supervised by our faculty members. These experiences are assessed via annual data collection of both the number of students completing these experiences and the number of presentations of their work (thus, ensuring they completed the projects and submitted them to the review process). Students also share their experiences on a Post-Experience Survey for Research Experiences, embedded in our Senior Exit Survey.

For 2016-2019, we averaged 38 students a year conducting research studies during each academic year. We averaged 22 unique projects per year, resulting in large numbers of presentations at local (e.g., UWRF Fall Gala), regional (e.g., Midwestern Psychological Association, Posters in the Rotunda, WiSYS), national (e.g., NCUR), and international (e.g., Society for the Scientific Study of Sexuality, Society for Neuroscience) venues. According to data provided by UWRF Institutional Research, we rank #3 among all UWRF programs in refereed presentations and #4 among all
UWRF programs in general presentations. For both indicators, we are the top program in the College of Arts and Sciences.

Results from the Post-Experience Survey for Research Experiences are presented in the table below with selected items presented that represent the five LOs we believe occur through research experiences. Items are presented on a 6-point scale ranging from 1=Strongly Disagree to 6=Strongly Agree.

Summary of Post-Experience Survey Results for Research Experiences

<table>
<thead>
<tr>
<th>Research Experiences Table: Fall 2016 through Spring 2019</th>
<th>N=54</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO1</strong> Knowledge Base of Psychology</td>
<td></td>
</tr>
<tr>
<td>Helped me develop familiarity with concepts, principles and themes in psychology.</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>LO2</strong> Scientific Inquiry and Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Helped me use scientific reasoning, demonstrate information literacy, and interpret, design, and conduct basic research in psychology.</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>LO3</strong> Ethical and Social Responsibility</td>
<td></td>
</tr>
<tr>
<td>Helped me apply ethical standards to evaluating psychological science and practice.</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>LO4</strong> Communication</td>
<td></td>
</tr>
<tr>
<td>Helped me to develop skills in effective writing and presenting.</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>LO5</strong> Professional Development</td>
<td></td>
</tr>
<tr>
<td>Helped me apply psychology content and skills to my graduate school and career goals.</td>
<td>5.5</td>
</tr>
</tbody>
</table>

As depicted in the table, our indirect assessment through the post-experience survey shows students strongly feel the experiences benefited them in all the LOs. In terms of trends, we have moved from an average of just over 25 students a year doing URSCA work in the previous assessment cycle to nearly 40 students a year in the current cycle. Thus, we appear to have significantly expanded our student research activity in recent years.

Results related to Internship Experiences

Internship experiences are expected to be most strongly linked to LO3: Ethical and Social Responsibility, LO4: Communication, and LO5: Professional Development. For 2016-2019, more than 50 students completed internships at various sites including Positive Alternatives, Beyond Behavior, Turningpoint, St. Croix Valley Sexual Assault Response Team, and Ramsey County Corrections.
Results from the Post-Experience Survey for Internships are presented in the table below with selected items presented that represent the three LOs we believe are primarily related. Items are presented on a 6-point scale ranging from 1=Strongly Disagree to 6=Strongly Agree.

**Summary of Post-Experience Survey Results for Internship Experiences**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>N =32</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3 Ethical and Social Responsibility in a Diverse World</td>
<td>Helped me apply ethical standards to evaluating psychological science and practice.</td>
</tr>
<tr>
<td>LO4 Communication</td>
<td>Helped me develop skills in effective writing and presenting.</td>
</tr>
<tr>
<td>LO5 Professional Development</td>
<td>Helped me apply psychology content and skills to my graduate school and career goals.</td>
</tr>
</tbody>
</table>

These data suggest that students completing internships feel the experiences are providing significant benefits to them. In terms of trend data, we have moved from roughly 5 students, to roughly 30 students, to over 50 students completing internships in our last three report cycles. Thus, we appear to have significantly expanded internship participation in recent years.

**Results related to International Experiences**

International experiences are expected to be most strongly linked to LO3: Ethical and Social Responsibility, LO4: Communication, and LO5: Professional Development. For 2016-2019, roughly 60 students completed international experiences.

Results from the Post-Experience Survey for International Experiences are presented in the table below with selected items presented that represent the three LOs we believe are primarily related. Items are presented on a 6-point scale ranging from 1=Strongly Disagree to 6=Strongly Agree.
Summary of Post-Experience Survey Results for International Experiences

<table>
<thead>
<tr>
<th>Outcome</th>
<th>=Ethical and Social Responsibility</th>
<th>=Helped me apply ethical standards to evaluating psychological science and practice.</th>
<th>5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>Communication</td>
<td>Helped me develop skills in effective writing and presenting.</td>
<td>4.6</td>
</tr>
<tr>
<td>LO4</td>
<td>Professional Development</td>
<td>Helped me apply psychology content and skills to my graduate school and career goals.</td>
<td>5.2</td>
</tr>
</tbody>
</table>

As indicated in the table, the students who responded felt very strongly that their international experiences produced benefits in the LO areas. In terms of trend data, in our previous report cycle we averaged about 15 students a year completing these experiences. Thus, the average of 20 in the current cycle indicates increased student participation in this high-impact practice.

Results related to Teaching Assistantship Experiences

Teaching Assistantship experiences are expected to be most strongly linked to LO3: Ethical and Social Responsibility, LO4: Communication, and LO5: Professional Development. For 2016-2019, roughly 20 students completed Teaching Assistantships.

Results from the Post-Experience Survey for Teaching Assistantships are presented in the table below with selected items presented that represent the three LOs we believe are primarily related. Items are presented on a 6-point scale ranging from 1=Strongly Disagree to 6=Strongly Agree.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>N=16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO3 Ethical and Social Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>Helped me apply ethical standards to evaluating psychological science and practice.</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>LO4 Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Helped me develop skills in effective writing and presenting.</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>LO5 Professional Development</strong></td>
<td></td>
</tr>
<tr>
<td>Helped me apply psychology content and skills to my graduate school and career goals.</td>
<td>5.6</td>
</tr>
</tbody>
</table>

As indicated in the table, the students who responded felt very strongly that their Teaching Assistantships produced benefits in the LO areas. Because this is the first report cycle where we report data on these experiences, we are unable to analyze trends in this area. However, our anecdotal observations are that many more students are taking advantage of these opportunities.

c. *Indirect Assessment Results Not Already Discussed and their Significance to the Program*

*Senior Exit Survey Description, Linkages to Learning Outcomes, and Results*

We administer a comprehensive Senior Exit Survey to senior students in our PSYC 450: Senior Seminar course. The full survey is included in the Appendix. Data here were compiled from 2016-2019 and represent 158 respondents.

There are items or sections in the Senior Exit Survey dealing with (1) general attitudes/perceptions about student experiences in the department, (2) perceptions of learning across major content areas in our curriculum [related to LO1: Knowledge Base of Psychology], and (3) perceptions of skill development for important areas related to LO2: Scientific Inquiry, LO3: Ethical and Social Responsibility, LO4: Communication, and LO5: Professional Development.

Results of our Senior Exit Survey related to overall satisfaction with the department are presented below. As depicted in the figure, students were very satisfied with both the quality of their education and the quality of their academic advising in the department. They also strongly agreed that they would major in psychology again, given the choice.
Results of our Senior Exit Survey related to LO2: Scientific Inquiry are presented below. Students generally felt that their experiences in the department helped develop their skills in key practices related to scientific inquiry. Student confidence in their ability to interpret statistical results was lower than for the other areas. As will be discussed in Section III, we are engaged in ongoing efforts to consider our quantitative course content and sequencing.

Results of our Senior Exit Survey related to LO3: Ethical and Social Responsibility are presented below. Students felt strongly that their experiences in the department helped develop understanding and skills related to this learning outcome.
Results of our Senior Exit Survey related to LO4: Communication are presented below. Students felt that their experiences in the department helped develop their skills in both oral and written communication.

Results of our Senior Exit Survey related to LO5: Professional Development are presented below. Students felt strongly that their experiences in the department helped develop teamwork skills. They also largely felt confident in their ability to assess their talents and career options. Finally, they indicated significant satisfaction with the information they received about graduate school and career options. While there are still a minority of students expressing some concerns in these areas, our trend analysis indicates significant improvement in these areas since our last report cycle. We believe this may relate to our recent redevelopment of the Careers in Psychology and Senior Seminar courses. Despite this significant improvement, we
continue to consider ways to improve these areas for our students and will discuss proposed curricular action to address this in Section III of the report.

In summary, the quantitative data from the exit survey support significant achievement in our key learning outcomes. We working to improve in some areas, but our students seem very satisfied with the department and the knowledges and skills they develop in our programs.

In addition to the quantitative data, we also collect qualitative feedback using the Senior Exit Survey about curricular or programmatic suggestions for improvement. There are three key themes we have identified in that data. First, consistent with the quantitative data, students continually indicate that they want more information and assistance regarding career and graduate school planning (related to LO5: Professional Development). Second, students indicate that they want more quantitative and research methods coursework along with additional research opportunities (related to LO2: Scientific Inquiry). Finally, students indicate that they want more opportunities for building social and professional relationships with their student peers and faculty members. We will address all three concerns in Section III of the report.

d. *Indirect Alumni Assessment Results*

The only alumni data we currently have access to come from the First Destination Survey Results provided by UWRF Career Services. Those results are presented below.
### First Destination Survey Results

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>N</th>
<th>% Employed</th>
<th>% Continuing Education</th>
<th>% Employed or Continuing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>32</td>
<td>56.25%</td>
<td>37.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>50</td>
<td>48.0%</td>
<td>42.0%</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

As seen in the table, our two-year average for students who are either employed or pursuing additional education is roughly 85% with positive trend data for the employment statistic. In Section III, we will address actions regarding strengthening our alumni assessment processes.

e. **Indirect Professional Assessment Results**

We do not currently have a process in place for formal assessment of professionals who have direct contact with our students and alumni. Informally, we have feedback that our interns are performing well, and our graduates are well prepared in all learning outcomes. In Section III of the report, we will discuss plans to strengthen our professional assessment practices.

### III. Action Plans

a. **Discussion of Where/How our Performance is/is not Meeting our Expectations**

Overall, we are very pleased with our assessment results. Given the significant resource demands (both financial and staffing-related) we are currently facing, our results are encouraging. As seen in the Senior Exit Survey data, students are very satisfied with our teaching and advising, and a considerable majority would choose our major again.

Considerations by learning outcome are presented below.

**LO1: Knowledge Base of Psychology**

Based on the MFT data (direct assessment), as well as Senior Exit Survey data (indirect assessments), we are confident that students are developing a strong knowledge base in psychology. Obviously, we also directly assess foundational knowledge in all our courses and are satisfied with the results there.
LO2: Scientific Inquiry

Based on the data from the Group Teach Presentation Rubric and the Research Methods Paper Rubric (direct assessments) we feel strongly that our students are developing substantial skills in scientific inquiry. However, we recognize room for improvement and want to be responsive to the qualitative feedback indicating that our students desire more quantitative and research experience. In Section IIIb below, we will discuss actions to improve this learning outcome for our students.

LO3: Ethical and Social Responsibility

We assess LO3 directly through the Group Teach Presentation Rubric. We assess LO3 indirectly through the Post-Experience Surveys for Research, Internships, International Experiences, and Teaching Assistantships, as well as through items on the Senior Exit Survey. Data for this learning outcome consistently suggest that students are developing ethical and social responsibility through their experiences in our department.

LO4: Communication

We assess LO4 directly through the Research Methods Paper and Group Teach Presentation Rubrics. We assess LO4 indirectly through the Post-Experience Surveys for Research, Internships, International Experiences, and Teaching Assistantships, as well as through items on the Senior Exit Survey. Data for this learning outcome consistently suggest that students are developing both oral and written communication skills through their experiences in our department.

LO5: Professional Development

We assess LO5 directly through the Career Plan Assignment Rubric. We assess LO5 indirectly through the Post-Experience Surveys for Research, Internships, International Experiences, and Teaching Assistantships, as well as through items on the Senior Exit Survey. LO5 is also related to the indirect assessment data from our alumni on their employment and educational status. Data for this learning outcome suggest that students are developing professionally through their experiences in our department. That being said, we will continue to improve in this area and will discuss below a curricular suggestion to help in this area. We also hope, in our next assessment cycle, to include data showing that students serving as Peer Mentors develop additional expertise in this area.

b. Discussion of actions the Department of Psychology will take to maintain/improve Learning Outcome Performance (In-Class/Curricular Activities)

Proposed or in-progress actions by learning outcome are presented below. Timelines and accountability assignments are presented in IIIh.
LO1: Knowledge Base of Psychology

We are very confident in our students’ development of a substantial knowledge base in psychology. However, we have noticed that significant numbers of students are now entering our program having already taken General Psychology, either through AP, PSEO, or other avenues. As such, fewer of them are enrolled in our first-semester, majors-only section of General Psychology. This class is a primary contact point for integrative knowledge of the field, opportunities to interact with their academic advisor (who teaches the course), opportunities to interact with the other new majors in the department, and opportunities to interact with the Peer Mentors. Consequently, we are currently proposing a freshman seminar class that would encompass all new majors in our department. We are in discussions about the format and content of the class, but agree that it will address critical thinking, scientific inquiry, and foundational knowledge of the field. As seen in the timeline below, we hope to have this course developed by the end of the year for offering as early as fall 2020.

LO2: Scientific Inquiry

The proposed curricular change above should result in students having more initial opportunity to engage in scientific inquiry. We are also considering curricular revisions to our current statistics/research methods sequence that might integrate more skill development into the course practices. In IIIc below, we will discuss out of classroom practices for further developing skills related to this learning outcome.

LO3: Ethical and Social Responsibility

We see no current need to enhance activity related to this learning outcome.

LO4: Communication

We see no current need to enhance activity related to this learning outcome. However, we will continue to work with the English department to allow Psychology majors access to discipline-specific sections of ENGL 100 and 200. We believe this integrative approach to their coursework helps students develop skills related to this learning outcome.

LO5: Professional Development

In terms of in-course activities, our proposed first-year course would introduce students to professional and scientific activity in the various fields of psychology. The idea would be to model for them early on seeing professionals engaged in research and practice in the field. This would be an active learning course where students would also engage in these areas. Thus, it would be a strong professional development opportunity. In Section IIIc below, we will discuss out of classroom practices for further developing skills related to this learning outcome.
c. **Discussion of Actions the Department of Psychology will take to Maintain/Improve Out-of-Classroom Learning Experiences**

Related to LO5: Professional Development and to our Senior Exit Survey data we are continuously assessing and making improvements to our Peer Mentoring Program. Although data from the first three years of the program suggest significant benefits, two of our faculty, in collaboration with the student Peer Mentors and students doing URSCA work with the program data have identified areas where the program could be improved to benefit more students. We will include assessment data on the Peer Mentoring Program in our next assessment cycle.

As discussed previously, the primary out-of-classroom experiences we focus on in the department assessments are research experiences, internships, international experiences, and teaching assistantships. While we have some plans and practices in place to improve in these areas, we wish to note that the previously mentioned staffing levels seriously inhibit progress. Our faculty members are currently stretched very thin in terms of additional research mentoring, internship supervision, international program development and participation, and supervision for teaching assistantships. However, we do have some actions in place that should improve these experiences for students.

**Research Experiences:** In association with the development of our new Neuroscience program, we are actively pursuing interdisciplinary collaborations with other departments (e.g., Computer Science and Information, Communication Sciences and Disorders) that should provide our students with access to new research topics, laboratory space, equipment, and cross-discipline faculty mentorship. Several faculty members from these departments have expressed interest in active collaboration. We are very excited about these possibilities.

**Internships:** We are finding it very difficult to imagine expanding much beyond what we are currently doing. We do have improvements to our internship processes on our long-term agenda. However, for now, we will work with CAS colleagues to advocate for a CAS Internships Office/Coordinator to bring us more in line with what other colleges have available.

**International Experiences:** We will continue to participate and support our students to take advantage of these high-impact activities. Our indirect assessment suggests students are benefitting in multiple learning outcome areas from them.

d. **Discussion of Actions the Department of Psychology will take to Maintain or Improve Indirect Student Assessment**

Our primary indirect assessment is the Senior Exit Survey. As noted above, it captures many elements of our assessment criterion space. We continue to monitor the data from the assessment and will revise it as necessary.
e. **Discussion of Actions the Department of Psychology will take to Maintain or Improve Indirect Alumni Assessment**

The UWRF Survey Research Center stopped collecting student reaction data in the 2011-2012 academic year and now only report data on student employment and educational status in their reports. That has been supplemented by the data collected by Career Services in the First Destination Survey. However, research suggests that reaction data collected after people have had the opportunity to apply trained skills in their careers or future education greatly enhance data collected immediately after graduation. As such, we plan to implement a method for collecting these sorts of data. We will work internally and with other departments currently doing their own alumni surveys to develop a model for this sort of assessment.

f. **Discussion of Actions the Department of Psychology will take to Maintain or Improve Indirect Professional Assessment**

We will continue to informally connect with our students’ employers, internship agencies, and graduate institutions to assess their preparation. One formal action we will take is to implement an internship evaluation that could be sent to students’ internship supervisors to help us more formally assess both whether the students are well prepared for their internship assignments and whether they seem to be gaining skills from them. It would be valuable to add the perspectives of the internship supervisors to those currently gathered from students through the Senior Exit Survey items focusing on internship experiences.

g. **Discussion of Actions the Department of Psychology will take to Maintain or Improve the Process for Assessment**

We believe that our current program of assessment is comprehensive and generally functions well. However, we are constantly monitoring it for potential improvement. As noted above, we have been doing separate assessment for benefits of our Peer Mentoring program. In our next assessment cycle, we will integrate some of those assessments into our departmental assessment processes.

h. **Action Plan Summary Table**

<table>
<thead>
<tr>
<th>Action to be Taken</th>
<th>Date</th>
<th>Accountability</th>
<th>Review Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop new First-Year Psychology Course</td>
<td>Prior to Fall 2021</td>
<td>Department</td>
<td>Annual review for progress/outcomes</td>
</tr>
<tr>
<td>Advocate for CAS Internship Office</td>
<td>In progress</td>
<td>Department Chair</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Action to be Taken</td>
<td>Date</td>
<td>Accountability</td>
<td>Review Schedule</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>----------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Continue developing collaborative partnerships for Neuroscience and Psychology programs that increase research opportunities for our students</td>
<td>In progress</td>
<td>Department Chair and Neuroscience Coordinator/Faculty</td>
<td>Annual review for progress</td>
</tr>
<tr>
<td>Develop Internship Supervisor evaluation process</td>
<td>Prior to Fall 2021</td>
<td>Internship Coordinator/Department Chair</td>
<td>Annual review for progress</td>
</tr>
<tr>
<td>Develop Departmental Alumni survey process</td>
<td>Prior to Fall 2021</td>
<td>Department Chair/Department Associate</td>
<td>Annual review for progress</td>
</tr>
<tr>
<td>Consider revisions to PSYC 201/PSYC 216 sequence</td>
<td>Prior to Fall 2021</td>
<td>PSYC 201/216 instructors in conjunction with all faculty</td>
<td>Annual review for progress</td>
</tr>
<tr>
<td>Change department name to Psychological Sciences to better reflect program array</td>
<td>Prior to Fall 2021</td>
<td>Department Chair</td>
<td>NA</td>
</tr>
</tbody>
</table>
## Appendix

<table>
<thead>
<tr>
<th>Document</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Assessment Tools Described in Report</td>
<td></td>
</tr>
<tr>
<td><em>PSYC 110: Career Plan Assignment Rubric</em></td>
<td>36-37</td>
</tr>
<tr>
<td><em>PSYC 216: Research Methods Paper Rubric</em></td>
<td>38-45</td>
</tr>
<tr>
<td><em>PSYC 450: Group Teach Presentation Rubric</em></td>
<td>46-49</td>
</tr>
<tr>
<td>Indirect Assessment Tools Described in Report</td>
<td></td>
</tr>
<tr>
<td><em>Senior Exit Survey for Psychology Graduates</em></td>
<td>50-57</td>
</tr>
</tbody>
</table>
Department of Psychology Assessment Plan (2016-2019)

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:

3) 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

4) 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.

<table>
<thead>
<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>
</tr>
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<tbody>
<tr>
<td>PSYC 110 Careers in Psychology</td>
<td></td>
<td></td>
<td></td>
<td>Final Career Plan Assignment</td>
</tr>
<tr>
<td>PSYC 450 Senior Seminar</td>
<td>Final Presentation</td>
<td>Final Presentation</td>
<td>Final Presentation</td>
<td></td>
</tr>
</tbody>
</table>

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](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.
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.

   **2-specific/realtistic; 1-specific/unrealistic; 0-general**

   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/realtistic; 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/realtistic; 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/realtistic; 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.
### RUBRIC FOR RESEARCH METHODS FINAL PAPER

<table>
<thead>
<tr>
<th><strong>ABSTRACT</strong></th>
<th>6 points</th>
<th>4 points</th>
<th>2 point</th>
<th>0 points</th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
</table>
| 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:**

<table>
<thead>
<tr>
<th><strong>INTRODUCTION</strong></th>
<th>6 points</th>
<th>4 points</th>
<th>2 point</th>
<th>0 points</th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
</table>
| 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:**

<table>
<thead>
<tr>
<th><strong>Purpose of Study</strong></th>
<th>6 points</th>
<th>4 points</th>
<th>2 point</th>
<th>0 points</th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
</table>
| 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. |
| --- | --- | --- | --- | --- |
| **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:** | | | | |
| **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 | SCOR E |
| 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. | |

<p>| Comments: |</p>
<table>
<thead>
<tr>
<th>Participants</th>
<th>The paper should indicate:</th>
<th>Some of the listed information is present but some is missing.</th>
<th>Most or all of the listed information is missing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• the number of participants that were used</td>
<td></td>
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<td></td>
<td>• relevant, defining characteristics of the participants, including demographic information (gender, age, race, etc.)</td>
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<td>• how the participants were selected</td>
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<td>• how the participants were compensated</td>
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<td>Some of the listed information is present but some is missing.</td>
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<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>Information that is not relevant to the participants is in this section.</td>
<td></td>
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</tr>
<tr>
<td>Comments:</td>
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<td></td>
</tr>
<tr>
<td>Materials/Apparatus</td>
<td>• All materials used in the study are described in enough detail that a researcher could obtain or reproduce the same items.</td>
<td>In places, the description of the materials is at an inappropriate level of detail. Some items seem to be missing from your materials.</td>
<td>The materials are described at a completely inappropriate level of detail. There are many items missing from your description.</td>
</tr>
<tr>
<td></td>
<td>• The materials used to manipulate the IV and measure the DV are clearly described (i.e. you provide operational definitions for your variables).</td>
<td>OR You did not include your survey or test as an appendix.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Do not describe details of items that are not important for the study.</td>
<td>OR Information that is not relevant to the Materials/Apparatus is in this section.</td>
<td></td>
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<tr>
<td></td>
<td>• 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.</td>
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<td></td>
<td>• If you used preexisting materials, you cited their source and you included sample items within the text.</td>
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<td>Comments:</td>
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</table>
| 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 | SCOR E |
| --- | --- | --- | --- | --- | |
| 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. |

| Comments: | | | | | |
| 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. |
<table>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>
| 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:              |                                                                                  |                                                                |                                                                                |                                                                                |
| **DISCUSSION**         | **6 points**                                                                     | **4 points**                                                    | **2 points**                                                                    | **0 points**                                                                    |
| 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 not completely clear. | A statement of agreement/disagreement is missing OR incorrect. | Any/all statements of agreement/disagreement are missing or incorrect. |
<p>| Comments:              |                                                                                  |                                                                |                                                                                |                                                                                |</p>
<table>
<thead>
<tr>
<th>Interpretation</th>
<th>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.</th>
<th>The meaning of the results or the explanation of the results is not completely clear.</th>
<th>A few good ideas may be present, but they are not explained well enough to provide an adequate interpretation of the results.</th>
<th>The summary does not provide any useful interpretation of the results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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:      |                                                                                  |                                                                                  |                                                                                  |                                                                                  |
| OVERALL        | 6 points                                                                        | 4 points                                                                         | 2 points                                                                         | 0 points                                                                         | SCOR E                                                                         |
| APA Formatting/Scientific Writing Style | The paper is correctly formatted in APA style, including:  
• title page  
• page headers and numbering  
• section headings and subheadings  
• in-text citations  
• proper integration of numerical results in the text  
• reference page  
• order of sections, appendices, and figures  
The paper is written in an appropriate scientific tone:  
• Acronyms/abbreviations are spelled out when first used.  
• No contractions are used.  
• Paraphrasing is used rather than quotations as appropriate. | Up to three different kinds of errors in APA formatting or Writing Style are present. | More than three different kinds of errors in APA formatting or Writing Style are present. | There seems to have been no effort to follow APA formatting guidelines or to write in a scientific manner. |
| 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
The semester-long research project will culminate in a presentation. You will work in a small group to research scientific evidence and assess a policy. You will present your policy recommendation and the evidence supporting it to the class and potentially to other faculty members of the department.

In addition to the final presentation, you will complete five progress checkpoints: Checkpoints #1–3 are meant to help you analyze the evidence for your policy recommendation. For each of these checkpoints, you will examine a different scholarly article. For Checkpoint #4 your group will submit an outline of your argument: the policy recommendation you will make along with citations supporting it. Checkpoint #5 is a meeting with me leading up to your presentation during which we will review your materials and planned script. We will also spend a class period reviewing slides and a class period practicing presentations.

Important Notes

Drafts: All drafts should reflect a late stage in the creation process. Peer and instructor review is an opportunity for revising, not composing. An analogy is to the manuscript submission process: When a scientist submits a manuscript to a journal, that scientist is turning in their very best work with the understanding that the editor and peer reviewers will likely require revisions before publication of the paper. To ensure a productive revision process, drafts should be an example of your best work. However, understand there is likely room for improvement.

Due dates: Review of drafts of slides and practice presentations of will be completed during class. Meetings will be scheduled with me in advance. You will submit all other assignments via Canvas no later than 11:59 pm on the due date. Late assignments will incur a penalty.

Collaboration: This project is a group effort. I trust that you can coordinate individual member contributions amongst yourselves. However, if your group is having difficulty please let me know ASAP. I highly recommend that all group members approve all components of the project before they are submitted, including the checkpoints.

Checkpoints and Drafts (25 points total)

Checkpoints # 1-3: Evidence (5 points each) due Sun Sept 29, Oct 13, Oct 27 by 11:59 pm

For each of the first three checkpoints, your group will locate and analyze a scientific journal article pertaining to your policy. (Each checkpoint = one article.) These articles must come from quality, peer-reviewed, academic journals. No predatory journals, unreliable sources, or popular media. You may choose an article that reports on original data or one that reviews the findings of other scholarly articles.

Note: Your final presentation should include more than these three sources.

For each article: Using a clear and professional writing-style, fully answer the following questions, numbered and in order (continued on next page):
1. Full APA reference of the paper in proper format and copy of abstract.
2. Type of article and quality of source: What kind of article is it? (e.g., empirical or review)
   How do you know the article is from a quality, peer-reviewed, scientific journal?
3. Methodology: What was the authors’ research question and how did the authors answer that question? (How did they obtain their results or choose the article they reviewed?)
4. Main findings: What did the authors find? What are their main conclusions?
5. Credibility: Analyze the evidence. Do the authors’ methods and results justify their conclusions? What factors are you basing your analysis on?
6. Fit: How does this article fit into the existing literature on the topic?
7. Planning your presentation: What key information from this article is important to your policy recommendation? What do you need to do next in your preparation for the presentation? Think about what kinds of evidence and information you are lacking.

Checkpoint # 4: Outline of Argument (5 points) due Sun Nov 10 by 11:59 pm

Submit an outline of your recommendation and cite evidence supporting that recommendation. For this assignment, I will be reviewing the logic and clarity of your recommendation and the strength of your evidence. This is assignment is intended to be an outline of your argument, not a full script of what you will say during the presentation. Be sure to:

- Clearly and thoroughly state your recommendation. (Note: some recommendations might be multi-faceted.)
- Briefly summarize the supporting evidence that led to your recommendation, including APA-formatted in-text citations.
- Include an APA-formatted references list.

Draft of Slides (part of participation grade) bring to class on Tue Nov 19

Your group will bring your slides (and/or other visual materials) to class. You will share your slides with a partner group who will provide your group with peer feedback. You will provide feedback to your partner group.

Checkpoint # 5: Meeting (5 points) Thur Nov 21 & Tue Nov 26 times vary by group

Each group will attend a meeting with me before giving your presentation. You will bring your visual materials and walk me through what you will say. Your group will earn full points if you clearly demonstrate conscientiousness and preparation. Groups who are not fully prepared will incur a point penalty.

Peer Practice Presentation (part of participation grade) present during class on *Tue, Dec 3

Your group will bring your presentation (slides and script) to class. You will deliver your presentation to your partner group who will provide your group with peer feedback. You will provide feedback to your partner group.

*Note: This is our first class period back after Thanksgiving break. Please plan your schedule with your group members accordingly.
**Policy Presentation (75 points) Thur Dec 6, Tue Dec 10, Thur Dec 12**

As experts, you are making a specific recommendation based on the evidence you have gathered. Your presentation should include 15 minutes of content and around 5 minutes of Q and A.

1. **Introduction (2-3 minutes):** Briefly explain the scenario and state the basic policy recommendation. What are a few of the issues/conflicts/concerns around the policy?
2. **Evidence Set #1 (5 minutes):** What psychological evidence is relevant to your recommendation? What has been done to investigate the issue? Make sure that the evidence you review is strong, of high quality, and relevant to the issue. Be sure to convey these qualities to the audience (e.g., make it clear how each study is relevant as you go). This could be a related set of studies focused on one main point.
3. **Evidence Set #2 (5 minutes):** Same as above, centered around another main point.
4. **Optional: Evidence Set #3:** You might opt to present three sets of evidence. Just make sure you keep the timing in mind. (Depends on what you think is the best approach.)
5. **Close (2-3 minutes):** What is your full recommendation? Connect it to the evidence you’ve just presented. The audience should see how your suggestion “flows” from the evidence.
6. **Question and Answer (5 minutes).** Be prepared to field questions! This includes knowing details about the evidence you’ve presented. To prepare, it can be helpful to play devil’s advocate: What arguments against your recommendation can you think of?

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

Keep in Mind:
- There are often not “two sides.” It is rarely that simple, so try to avoid thinking about it that way. Be fair, even-handed, and true to the complexity of the evidence.
- Your recommendation should be realistic and straightforward. The evidence will likely point in one direction, but you can acknowledge nuance.
- Learn as much as you can about the idea! These scenarios come from real life.
- Remember the difference between direct evidence (actual tests of the policy or one close to it) and indirect evidence (research you can apply to the policy). Both types of evidence are acceptable, but the distinction can be important.

Presentation Pointers:
- Practice! Together, timed, with your materials.
- Aim to deliver your presentation in a natural, conversational manner. Make eye contact with the audience. Don’t read straight from your notes.
- Use any presentation materials well. These materials should support your presentation. If using slides, include short phrases and images. Make sure text is readable in terms of size, color, and contrast. Images lend visual interest, but should be relevant. Leave plenty of white space. Animations are typically distracting for this type of formal, linear presentation.
- Think about your audience. What will help us understand and learn about your recommendation? Be clear in your descriptions and don’t assume we have detailed background knowledge about your topic.
### Policy Recommendation Presentation Rubric

Total points possible: 75

<table>
<thead>
<tr>
<th></th>
<th>Strong (20-14 pts)</th>
<th>Satisfactory (13-7 pts)</th>
<th>Weak (6-0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>-Clear description of background and policy</td>
<td>-Vague description of background/policy</td>
<td>-Unclear description of background/policy</td>
</tr>
<tr>
<td></td>
<td>-Appropriate evidence</td>
<td>-Some evidence inappropriate</td>
<td>-Evidence is weak and/or inappropriate to policy</td>
</tr>
<tr>
<td></td>
<td>-Strong, quality evidence</td>
<td>-Mix of strong and weak evidence</td>
<td>-Descriptions of evidence unclear or incorrect</td>
</tr>
<tr>
<td></td>
<td>-Clear description of evidence</td>
<td>-Vague or difficult to follow some descriptions of evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>-Evidence is clearly relevant to policy</td>
<td>-Mix of relevant and irrelevant evidence</td>
<td>-Irrelevant evidence to policy</td>
</tr>
<tr>
<td></td>
<td>-Each piece of evidence explicitly related to recommendation</td>
<td>-Some explicit connections to recommendation are missing</td>
<td>-No explicit connection of evidence to recommendation</td>
</tr>
<tr>
<td></td>
<td>-Evidence used fairly with respect to nuance</td>
<td>-Unsure if evidence is used fairly and accurately</td>
<td>-Use of evidence is unfair or a stretch (not a credible use of evidence)</td>
</tr>
<tr>
<td><strong>Presentation and</strong></td>
<td>-Excellent timing (not off by more than 1.5 min)</td>
<td>-Good timing, but off by more than 1.5 min</td>
<td>-Bad timing, off by more than 3 min</td>
</tr>
<tr>
<td><strong>materials</strong></td>
<td>-Energetic presentation that engages audience</td>
<td>-Mix of energetic and dull elements</td>
<td>-Removed from audience, audience is bored and unengaged</td>
</tr>
<tr>
<td></td>
<td>-Good eye contact</td>
<td>-Mix of strong and weak eye contact</td>
<td>-No eye contact</td>
</tr>
<tr>
<td></td>
<td>-Professional appearance and demeanor</td>
<td>-Appearance or demeanor falls short of professionalism</td>
<td>-Reading presentation</td>
</tr>
<tr>
<td></td>
<td>-Materials are planned, well-organized</td>
<td>-Materials lack some organization or necessity</td>
<td>-Appearance or demeanor is sloppy or unprofessional</td>
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<tr>
<td></td>
<td>-APA style properly used</td>
<td>-Some APA mistakes</td>
<td>-Materials are unorganized and unhelpful</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Many APA mistakes/not in APA format</td>
</tr>
<tr>
<td><strong>Question and</strong></td>
<td>-Answer all questions as honestly as possible-including admitting not knowing</td>
<td>-Mix of answering and not answering</td>
<td>-Misses all questions/unprepared to answer most questions</td>
</tr>
<tr>
<td><strong>answer session</strong></td>
<td>-Clearly prepared to answer most questions</td>
<td>-Mix of weak and strong answers (prepared to answer only obvious questions)</td>
<td>-Answering in a way that dodges the question asked (joking instead of answering, answering something else, deflecting, etc.)</td>
</tr>
<tr>
<td></td>
<td>-Listens to asker</td>
<td>-One response is somewhat defensive</td>
<td>-Most responses are defensive or impolite to asker</td>
</tr>
<tr>
<td></td>
<td>-Responds with civility and grace</td>
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</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
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Participation in *faculty supervised research* helped me apply ethical standards to evaluating psychological science and practice.

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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
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Participation in *faculty supervised research* helped me apply psychology content and skills to my graduate school and career goals.

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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
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<th>Disagree</th>
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6. Did you participate in any international study experiences?
   ___ No (If no, please skip to question 7 below)
   ___ 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>
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Participation in international study experiences helped me develop skills in effective writing and presenting.

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

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

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<th>Strongly Agree</th>
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Participation in internships helped me apply psychology content and skills to my graduate school and career goals.

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8. Did you participate as a teaching assistant for a psychology professor?
   ___ No (If no, please skip to question 9 below)
   ___ Yes (If yes, please answer the following questions)

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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Participation as a teaching assistant helped me to develop skills in effective writing and presenting.

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<th>Strongly Agree</th>
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Participation as a teaching assistant helped me develop skills to build on my graduate school and career goals.

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9. Did you participate as a peer mentor for a psychology professor?
   ___ 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.

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

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

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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 | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   |  | | | | | |

13. Critical thinking skills (e.g., assessing information, developing new ideas)?

   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   |  | | | | | |

14. Skill in conducting statistical analysis?

   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   |  | | | | | |

15. Skill in interpreting statistical results?

   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   |  | | | | | |

16. Skill at conducting research overall?

   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   |  | | | | | |

17. Oral communication skills?

   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   |  | | | | | |

18. Written communication skills?

   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | Disagree | Strongly Disagree |
   |  | | | | | |

19. Teamwork/Interpersonal skills?

   | Strongly Agree | Agree | Slightly Agree | Slightly Disagree | 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.

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree

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

   Strongly Agree    Agree    Slightly Agree    Slightly Disagree    Disagree    Strongly Disagree
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.