Assessment Cycle 2018 – 2019

Psychology Undergraduate Program (392)

College: The Gallaspy Family College of Education and Human Development

Prepared by: Crista Moore Murray   **Date:**

Approved by: **Date:**

Northwestern Mission Statement. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Gallaspy Family College of Education and Human Development Mission Statement: The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military

Department of Psychology Mission Statement. The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These

activities are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community and region.

Purpose: The purpose of the undergraduate degrees is to prepare students for entry-level positions in the helping professions, conducting research, working in the private and public sector, and for graduate school.

Methodology: The assessment process for the BS program is as follows:

(1) Data from assessment tools and measures are collected and returned to the program coordinator;

(2) The program coordinator will analyze the data to determine whether students have met measurable outcomes;

(3) Results from the assessment will be discussed with the Department of Psychology faculty;

(4) Individual meetings will be held with Psychology course stewards of core courses if required (show cause);

(5) The program coordinator, in consultation with the student learning outcome subcommittee, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. Knowledge Base. Students will be able to describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the first outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).*

Course Map: Tied to course syllabus objectives.

PSYC 1010: Introduction to Psychology
PSYC 2050: Developmental Psychology
PSYC 3010: Physiological Psychology
PSYC 3020: Psychology of Learning
PSYC 3060: Social Psychology
PSYC 4440: History of Psychology
PSYC 4450: Abnormal Psychology
PSYC 4470: Theories of Personality
PSYC 4830: Advance General (capstone course)

Assessment Cycle 2018 – 2019

Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in PSYC 4830 Advance General, which is the department's capstone course, will be administered a post-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that will be a measure of SLO1 are: Introduction to Psychology; Physiological Psychology; Learning; Cognitive Abilities; Human Development; Personality; Psychological Disorders; and Treatment of Psychological Disorders. At least 85% of students will be able to demonstrate advanced understanding of psychology related concepts by achieving a grade of 75% or higher on these sections.

Findings: Target was not met.

Analysis:
In 2017-2018, the target was not met. Based on the analysis of the 2017-2018 results, students who are graduating with an undergraduate degree in Psychology are having difficulty demonstrating an advanced understanding of psychology related concepts as is measured by the exit exam. Based on the analysis of the results, the course steward for PSYC 4830 examined the exit exam and identified low scoring concepts. The course steward implemented increased instruction in each low scoring concept. As a result, in 2018-2019, 78.95 % (N = 57) of students achieved a grade of 75% or higher on the specified sections. Of note is the discrepancy between face to face and online scores with 96.67% (N = 30) of face to face students and online students with 59.26% (N = 27) achieving 75 % or higher.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020, two areas need to be addressed. The course steward will offer additional educational resources for the specific sections of the exit exam in which students are struggling. The discrepancy between course type is hypothesized to be related to online proctored exams which reduced cheating and subsequently, the exam scores. This will be addressed by adding two face to face sections and having the online classes involved in a required discussion board assignment during week one of the course. This assignment will involve topics such as discrepancy in class scores, proctored versus non-proctored exam scores and the exit exam failure rate. The goal of this assignment is to draw attention to the difficulties online students may face in efforts to mitigate score discrepancies and encourage more effective study habits for online students.

Measure 1.2. (Indirect; Attitudes)

At the end of every semester, students enrolled in PSYC 4830 Advance General, which is the department's capstone course, will be administered a survey. In the survey, the students will be asked to rate their agreement with the statement "*During my undergraduate career in Psychology, I developed a strong knowledge base of the key concepts and theories relating to psychology*" on a Likert scale where 1 – strongly

disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly agree. At least 85% of the respondents will reply with a rating of 4 or 5 to indicate agreement with this statement.

Findings: Target met.

Analysis: In 2017-2018, the target was met. Based on the analysis of 2017-2018 results, students are confident in their knowledge base of concepts and theories related to psychology and demonstrated self-reflection of learning. In 2018-2019 to ensure this confidence transcends instructional format, this survey was meant to be implemented in both the face to face and online courses. As a result, in 2018-2019, 93.10% (N = 29; M = 4.62) of students replied with a rating of 4 or 5. It should be noted that due to a lack of confidentiality in surveys on the current learning management system, online students were not assessed.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020, the Course Steward will use this survey as an assessment for this specific measure and will explore options for confidential survey data gathering so that online students will be included in this measure.

Measure 1.3. (Direct; Knowledge)

At the end of the Fall semester, FIGS (freshman interest groups) students enrolled in PSYC 1010 Introduction to Psychology will be administered a pre-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that will be a measure of SLO1 are: Introduction to Psychology; Physiological Psychology; Learning; Cognitive Abilities; Human Development; Personality; Psychological Disorders; and Treatment of Psychological Disorders. At least 70% of students will be able to demonstrate basic understanding of psychology related concepts by achieving a grade of 60% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, the target was not met. Based on the analysis of the results, FIGS students are having difficulty demonstrating a basic understanding of psychology related concepts. To ensure this is a valid measure of this SLO, in 2018-2019, students were administered the post-test version of the Department of Psychology exit exam. As a result, in 2018-2019, 12.06% (N = 58) passed with 60% or higher.

Action – Decision or Recommendation: Based on the analysis of 2018-2019 results, in 2019-2020, the Course Steward will incorporate portions of the pre-test exam into graded assignments throughout the semester. The length of the exam is thought to be an issue, so the exam will be reduced to fifty questions while maintaining reliability and content validity of the exam.

SLO 2. Scientific and Critical Thinking. Students will be able to apply scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*.

Course Map: Tied to course syllabus objectives.

PSYC 2430: Introduction into Experimental Methods
PSYC 4400: Statistics
PSYC 4410: Test and Measurement

Measure 2.1. (Direct; Knowledge)

Psychology students in PSYC 4400 Statistics will complete an assignment whereby they have to read a research article and answer questions regarding the purpose, methodology, results, and conclusions of the paper (refer to appendix A for the PSYC 4400 paper rubric). At least 85% of students will earn a grade of 80% or higher on this paper.

Findings: Target was met.

Analysis: In 2017-2018 this target was not met. Based on the analysis of the 2017-2018 results, instructors added assignment details and instructions to the syllabus and ensured the grading rubric showed proper point allocation. As a result, in 2018-2019, 94.23% (N = 312; M = 16.93) of students earned a grade of 80% or higher.

Action – Decision or Recommendation: Based on the analysis of the results from 2017-2018, in 2019-2020, the course steward will use the current grading rubric but will update the research articles used in the assignment to monitor this assignment as an effective measure for this specific learning objective.

Measure 2.2. (Direct; Knowledge)

At the end of each semester, students enrolled in PSYC 4830 Advance General, which is the department's capstone course, will be administered a post-test version of the Department of Psychology exit exam. Specifically, the sections of the exam that will be a measure of SLO2 are: Experimental Psychology; and Statistics for Psychology. At least 85% of students will earn a grade of 75% or higher on these sections.

Findings: Target was not met.

Analysis: In 2017-2018 this target was not met. Based on the results from 2017-2018 and the discrepancy between course instruction style, the course content was assessed to ensure consistent material between both online and face to face courses. The experimental and statistics portion of the curriculum was improved by adding open

educational resources. As a result, in 2018-2019, 52.63 % (N = 57) of students earned a grade of 75% or higher on these sections. Of note is the discrepancy between face to face and online scores with 83.33% (N = 30) of face to face and 18.51% (N = 27) online students achieving 75 % or higher.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020, the course steward will two areas need to be addressed. The course steward will offer additional educational resources for the specific sections of the exit exam in which students are struggling. The discrepancy between course type is hypothesized to be related to online proctored exams which reduced cheating and subsequently, the exam scores. This will be addressed by adding two face to face sections and having the online classes involved in a required discussion board assignment during week one of the course. This assignment will involve topics such as discrepancy in class scores, proctored versus non-proctored exam scores and the exit exam failure rate. The goal of this assignment is to draw attention to the difficulties online students may face in efforts to mitigate score discrepancies and encourage more effective study habits for online students.

SLO 3. Ethical and Social Responsibility. Students will be able to apply ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013).*

Course Map: Tied to course syllabus objectives.

PSYC 3050: Diversity Issues in Psychology
PSYC 3060: Social Psychology
PSYC 4470: Theories of Personality
PSYC 4510: Ethics in Psychology

Measure 3.1. (Direct; Knowledge)

Students in PSYC 3050 Diversity Issues in Psychology will complete an assignment whereby they identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases (refer to appendix B for the PSYC 3050 paper rubric). At least 85% of students will earn a grade of 80% or higher on this paper.

Findings: Target met.

Analysis: In 2017-2018, the target was met. Based on the results of 2017-2018, students can demonstrate reflection and planning their ethical responsibility. In accordance with the plan of action from 2017-2018, in 2018-2019, the course steward ensured students' proper investment in their ethical development but required self-

reflection and planning. As a result, in 2018-2019, 86.36% (N = 44; M = 84.13%) earned a grade of 80% of higher.

Action – Decision or Recommendation: Based on the analysis 2018-2019 results, in 2019-2020, the course steward will encourage self-reflections and planning of ethical responsibility through assignments that foster students to examine biases and ethics.

Measure 3.2. (Direct; Knowledge)

Students in PSYC 4510 Ethics in Psychology will write a paper analyzing a case study concerning an ethical dilemma (refer to appendix C for PSYC 4510 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, this target was not met. Based on the analysis of the 2017-2018 results, the course steward modified the grading rubric to specifically delineate the point allocation and ensured the same rubric was used for face to face and online. As a result, in 2018-2019, 46.67% (N = 60, M = 57.72%) of students received a grade of 80% or higher.

Action – Decision or Recommendation: Based on the 2018-2019 analysis of results, in 2019-2020 the course steward will use the current case study and updated rubric and review the mean scores between classes to determine if there appears to be a confounding variable that may be skewing these results so that appropriate actions might be considered in moving towards the stated goal.

Measure 3.3. (Indirect; Knowledge)

Students in PSYC 4510 Ethics in Psychology will complete the *National Institute of Health protecting human research participants* training course. At least 90% of students will complete the training and submit their certificate.

Findings: Target was met.

Analysis: In 2017-2018 the target was not met. Based on the analysis of the 2017-2018 results and the ensure compliance with completion, this assignment was required to receive a final grade and exit the course. As a result, in 2018-2019, 91.67% (N = 72) students completed the training and submitted the completion certificate.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020, the course steward will make the certification a graded course requirement to ensure consistency in meeting the stated goal.

Assessment Cycle 2018 – 2019

SLO 4. Communication. Students will be able to write using field appropriate writing style (i.e. APA style) and be able to orally communicate psychological research. This outcome aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*.

Course Map: Tied to course syllabus objectives.

PSYC 2430: Introduction to Experimental Methods
PSYC 3060: Social Psychology

Measure 4.1. (Direct; Skills)

Students in PSYC 2430 Introduction to Experimental Methods will write a research paper whereby the entire grade is based on appropriate APA style (refer to appendix D for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, the target was not met. Based on the analysis of the 2017-2018 results, the course steward modified the grading rubric to specifically delineate the point allocation and ensured the same rubric was used for face to face and online Additionally, the students were given more detailed instruction on APA format and style and additional resources were made available to them. As a result, in 2018-2019, 34.03% (N = 191, M = 61.10%) of students received a grade of 80% or better.

Action – Decision or Recommendation: Based on the analysis of 2018-2019 results, in 2019-2020 the course steward will provide more support and instruction on APA style and encourage students to utilize other resources on campus such as the writing center. The instructor will enforce campus attendance policy to improve numbers in face to face sections.

Measure 4.2. (Direct; Knowledge and Skills)

Students in PSYC 2430 Introduction to Experimental Methods will orally present the research paper from Measure 4.1 (refer to appendix E for PSYC 2430 presentation rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was met.

Analysis: In 2017-2018, this target was met. Based on the analysis of the 2017-2018 results and in an effort to increase the online course's demonstration of direct knowledge and skills in experimental methods and APA format, the paper presentation was required for online students. As a result, in 2018-2019, 85.5% (N = 90, M = 80.91%) of students received a grade of 80% or higher.

Assessment Cycle 2018 – 2019

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the course steward will analyze whether it is feasible to incorporate some type of oral presentation for the online sections.

Measure 4.3. (Direct; Knowledge and Skills)

Students in PSYC 3060 Social Psychology will write a research paper whereby half the grade is based on appropriate APA style and the other half is based on the content as it refers to material from the field of Social Psychology (refer to appendix F for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, this target was not met. Based on the analysis of the 2017-2018 results, the course steward modified the grading rubric to specifically delineate the point allocation and students will be exposed to more resources regarding the mechanics of APA writing and style via Moodle. As a result, in 2018-2019, 76.84% (N = 95, M = 74.35%) of students received a grade of 80% or higher.

Action – Decision or Recommendation: Based on the analysis of the 2017-2018 results, in 2019-2020, the course steward will incorporate a process to increase course content by adding resources and instructions related to APA style and guidelines.

SLO 5. Professional Development. Students will be able to apply psychological content and skills to career targets and exibit preparedness and meaningful professional direction for life after graduation. This outcome aligns with the fifth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0 (2013)*.

Course Map: Tied to course syllabus objectives.

PSYC 2040: Psychology as a Profession
PSYC 4600: Field Experience - elective
PSYC 4830: Advance General

Measure 5.1. (Direct; Knowledge)

Students in PSYC 2040 Psychology as a Profession will write an action plan detailing what the students plan to do after graduation (job or graduate school) and include a timeline of everything they need to do in order to achieve that target (refer to appendix G for PSYC 2040 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, the target was met. Based on the analysis of the 2017-2018 results, students are able to exhibit meaningful professional direction for life and career after graduation. In accordance with the plan of action from 2017-2018, in 2018-2019 students were given direct feedback regarding their stated plan and encouraged to identify potential barriers to success. As a result, in 2018-2019, 79.60% (N = 201, M = 79.02%) of students received a grade of 80% or higher.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020, the students will be encouraged to seek information and preparation for career path as well as provide information on opportunities for learning about careers and guidance outside of the classroom. Also, the target may not have been met to do incompletion of the assignment so the instructor will make sure to clarify exactly what is required for the assignment.

Measure 5.2. (Direct; Knowledge)

Students in PSYC 2040 Psychology as a Profession will write a personal reflection essay whereby, they specify how the course has influenced their career targets (refer to appendix H for PSYC 2040 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was met.

Analysis: In 2017-2018, the target was met. Based on the results of the 2017-2018 results, students can apply psychological content and skills to career targets. In accordance form the plan for 2017-2018, in 2018-2019, the course stewards gave more specific feedback related to career targets along with the grade. As a result, in 2018-2019, 85.07% (N = 201, M = 84.01%) of students received a grade of 80% or higher.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020, the course steward will provide specific and individualized feedback to students.

Measure 5.3. (Indirect; Skills)

Once a year, surveys will be distributed to the Department of Psychology's advisory committee which consists of professionals in the community who work with our students through internships or externships, or who have hired graduates from our department (refer to appendix I for the survey). Five questions on the survey ask the respondent to rate our students on the 5 student learning outcomes on a Likert scale whereby 1 – lowest and 5 – highest. At least 80% of the respondents will rate our students an average of 4 or more on those 5 measures.

Findings: Target was met.

Assessment Cycle 2018 – 2019

Analysis: In 2017-2018, this target was met with an average rating of 4.5/5. In 2017-2018 four members of the advisory committee completed the survey (N = 4), 100% of whom gave a minimum rating of 4 on all 5 measures. The overall average rating was 4.5 / 5. Based on the analysis of the 2017-2018 results, the department made more effort to collect responses from the entire advisory committee by collecting the survey data in advance of the due date for assessment data. As a result, in 2018-2019, 8 members of the advisory committee completed the survey (N = 8), 100% of whom gave a minimum rating of 4 on all 5 measures. The average rating for each survey question was:

Educational Goals	Average Score
Knowledge Base in Psychology	M = 4.5 Above Average
Scientific Inquiry and Critical Thinking	M = 4.13 Above Average
Ethical and Social Responsibility in a Diverse World	M = 4.5 Above Average
Communication Skills	M = 4.25 Above Average
Professional Development	M = 4.19 Above Average

Action- Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020, the department will strive to have 100% of the advisory committee members respond to the survey. It was also noted that the lowest mean score was Scientific Inquiry and Critical Thinking. To increase this mean, a critical thinking assignment will be administered in Psyc 4600-Field Experience. This assignment will begin fall 2019 semester, due to low registration in summer. The goal of this assignment will be to help students develop their abilities to interpret information (fact from opinion) and to use this information to reach conclusions.

Assessment Cycle 2018 – 2019

Comprehensive summary of key evidence of improvements based on analysis of results:

- Updated reliability and validity by assessing students on the same measure regarding psychology related concepts knowledge.

- Updated grading rubrics and surveys to ensure ease of use for students and to provide a clear guideline for how to achieve the desired assignment results.

- Identified clear gaps in current measurement and incorporated key assessment components into course.

Plan of action moving forward:

The Department of Psychology Bachelor of Science Undergraduate Program will strive to maximize effectiveness in a systematic and comprehensive fashion. This will be achieved by implementing actions that improve overall effectiveness based on the 2018-2019 analysis. To improve knowledge gained in Psych 4830 the course steward will offer additional educational resources for the specific sections of the exit exam in which students are struggling. In online courses of Psych 4830, Psych 4510, Psych 2430 the course steward will identify discrepancies in online and face to face courses and will ensure that there is consistency in point allocation, rubrics used, and content. Knowledge will also be improved through improvements in Psych 1010 assessments. In 2019-2020, the Course Steward will incorporate portions of the pre-test exam into graded assignments throughout the semester and the length of the exam will be reduced to fifty questions while maintaining reliability and content validity of the exam. Scientific and critical thinking will be improved through Psych 4400 by updating the research articles used in the research article assignment for this to be an effective measure for this specific learning objective. Students will be able to apply ethical standards and understand their social responsibility through self-reflection and completed training in Ethics. Students will have improved communication by being able to orally communicate in psychological research through modified support and instruction on APA style. Students will be encouraged to utilize other resources such as the writing center. The Department will improve attitudes and satisfaction from students by using survey as an assessment and will explore options for confidential survey data gathering in online courses. Surveys will also be distributed to the Department of Psychology's advisory committee which consists of professionals in the community who work with our students through internships or externships. In 2019-2020, the department will strive to have 100% of the advisory committee members respond to the survey. Given the recent change in Assessment Coordinator positions, the department will ensure each course steward has a responsibility to writing this report. This will be done to ensure action plans are implemented and utilized as an assessment tool. Moving forward, the program will continually improve assignments and assessments to provide a more diverse and robust academic program.

Assessment Cycle 2018 – 2019

Reference.

American Psychological Association. (2013). APA guidelines for the undergraduate
psychology major: Version 2.0. Retrieved from
http://www.apa.org/ed/precollege/undergrad/index.aspx

Appendix A

PSYC 4400 – Statistics

Research Article Rubric

Grade: /25

What is the purpose of the article? /5

Describe the methodological design of the experiment(s): /5

- **The procedure**
- **The independent variable(s)**
- **The dependent variable(s)**

What kinds of statistical analyses did the researchers conduct? /5

What were the results? /5

What did they conclude about the experiment(s)? /5

Appendix B

PSYC 3050 – Diversity Issues in Psychology

Opinion Paper #2 Rubric

Total Grade: /50

- Appropriate Length: /15
    - Title page
    - 3 complete pages of body
- APA style: /10
    - Title page
    - Font, margins, spacing
- Content: /25
    - Addresses all questions
    - Reflections are thought-provoking

Assessment Cycle 2018 – 2019

Appendix C

PSYC 4510 – Ethics in Psychology

Ethical Dilemma Case Study Rubric

EVALUATION

<u>Clarity, Structure, & Flow of Information (10 pts)</u>:

2 points possible on each question

	YES (2pts)	PARTIALLY (1pt)	NO (0pts)
1. Does the essay meet the minimum requirements? (500 words)			
2. Are all words spelled correctly?			
3. Are sentences written well? (grammatically correct)			
4. Does the essay communicate information clearly?			
5. Does it appear that editing occurred before submission?			

<u>Accuracy & Depth of Reflection / Analysis (40 pts)</u>:

10 points possible for each question

	YES (20-11pts)	PARTIALLY (10-01pt)	NO (0pts)
1. Discussed why or why not Dr. Newhart is facing an ethical dilemma regarding Dr. Melfi's new work using the 6 step ethical decision making model? Is each step identified and discussed?			
2. Discussed whether Dr. Melfi is acting unethically or not from information evaluated using the 6 step model. Is this discussion conclusion backed up with facts and not just opinion?			

COMMENTS:

Assessment Cycle 2018 – 2019

Appendix D

PSYC 2430 – Introduction to Experimental Methods

Research Paper Rubric

Title Page   _____ / 10
- ✓ One inch margin from all sides
- ✓ Half inch margin from the top of the page to running head
- ✓ Correct running head will have:
  - o Page number
  - o Running head title in all upper case and 50 characters
- ✓ Title 10 to 12 words and centered
- ✓ Author first name, middle name initial and last name
- ✓ Center the author name
- ✓ Affiliation
- ✓ Double spaced

Abstract   _____ / 10
- ✓ One inch margin from all sides and half inch margin from the top of the page to running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract – Centered, Not Bold
- ✓ Block paragraph and on separate page
- ✓ Not exceed 250 words
- ✓ Content

Introduction   _____ / 30
- ✓ One inch margin from all sides and half inch margin from the top of the page to header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of citation
- ✓ content

Methods   _____ / 25
- ✓ Continue after Introduction if space permitted
- ✓ Correct heading: Method – Centered, Bold
- ✓ Participants: Left-justified – Bold
- ✓ Description of participants
- ✓ Materials or Apparatus: Left-justified – Bold
- ✓ Description of Material

- ✓ Correct citation
- ✓ Procedure: Left-justified – Bold
- ✓ Under procedure summarize each step in the execution of research
- ✓ Contents in paragraph format

References   _____ / 25
- ✓ Correct heading: References – Centered, Not Bold
- ✓ On separate page & correct margin
- ✓ Alphabetically order
- ✓ Hanging intend
- ✓ Author's name in correct format
- ✓ Year in correct format
- ✓ Article name in correct format
- ✓ Journal name in correct format
- ✓ Volume number and page number in correct format
- ✓ Book title in correct format & Publisher name in correct format

Remember that it is now 2 spaces after a period.

TOTAL   _____ **/ 100**

Late Paper: Five points deduction for each day

Assessment Cycle 2018 – 2019

Appendix E

PSYC 2430 – Introduction to Experimental Methods

Research Presentation Rubric

Dress/ Posture/ Eye Contact – 5 points _____

Quality of Visual Aids-5 points _____

Knowledge of Material Presented-15 points ____

Creativity- 5 points _____

Summary- 15 points _____

      Title and hypothesis _____

      Variables and reason _____

      Participants and material ____

      Procedure_____

Beginning and Closing of Presentation- 5 points _____

Total   _____
50

Assessment Cycle 2018 – 2019

Appendix F

PSYC 3060 – Social Psychology

Research Paper Rubric

Total: / 100

APA STYLE: / 50

- Title Page – 5
  - o Running head
  - o Title, name, affiliation
  - o spacing
- Abstract – 5
  - o Word count
  - o Summary of paper
- Body – 20
  - o Headings
  - o Citations
  - o Quotations
- References – 10
  - o Heading
  - o Format
  - o Order
  - o Scholarly references

CONTENT: / 50

- Topic related to social psychology
- New and interesting perspective
- Tone of voice appropriate for a research paper
- Page count
- Introduction
- Conclusion

Appendix G

PSYC 2040 – Psychology as a Profession

Job/Graduate School Action Plan and Timeline Rubric

Total Grade: /100

- Specifies plan: /5

- Details post-graduation targets: /45

    o Explains any discrepancy between current and previous targets OR

    o Explains how target has been reaffirmed throughout the semester

    o Addresses all questions

    o Reflections are thought-provoking

- Specifies Timeline of how to achieve target /45

    o Identifies ideal placement

    o Specifies all sub targets needed to pursue ideal placement

- Appropriate length of assignment: /5

Appendix H

PSYC 2040 – Psychology as a Profession

Personal Reflection Essay Rubric

Total Grade: /100

- Addressed all questions
- Reflections are thought-provoking
- Described course content
  - Specified course content and/or guest speakers that influenced target
- Discussed why action plan was chosen
- Described skills possessed to reach career target
- Appropriate length

Assessment Cycle 2018 – 2019

Appendix I

Advisory Council Survey

A. There are five broad educational goals identified as primary areas of training for undergraduate psychology programs. Please rate us on each of the following: (1 being lowest and 5 being highest)

1. <u>Knowledge Base in Psychology</u> (student has developed a working knowledge of psychology's content domains)

       Circle one: 1(lowest)   2   3   4   5 (highest)

2. <u>Scientific Inquiry and Critical Thinking</u>

       Circle one: 1(lowest)   2   3   4   5 (highest)

3. <u>Ethical and Social Responsibility in a diverse World</u>

       Circle one: 1(lowest)   2   3   4   5 (highest)

4. <u>Communication skills</u> (both oral and written communication)

       Circle one: 1(lowest)   2   3   4   5 (highest)

5. <u>Professional Development</u> (refers to skills that sharpen student's readiness for employment or graduate school)

       Circle one: 1(lowest)   2   3   4   5 (highest)

B. Could you please identify strengths of skill, knowledge, or behaviors directly related to program training that you have identified in our students?

C. Please identify areas of improvement that you may have identified in skill, knowledge, or behavior directly related to program training that you would like to recommend as possible areas of improvement to curriculum for future students that may be employed by your organization.

D. Any additional feedback you would like to share with us regarding the placement of undergraduate Interns in your organizational. (Optional)