

**Department of Psychology, Illinois State University**  
**Assessment of the Undergraduate Program:**  
**Plan & Report**  
June 2011

Each year the assessment committee reviews past assessment activities to determine what to focus on for the upcoming year. This year's focus was on the PRAAP process in anticipation of the upcoming program review process. This document outlines an assessment plan for the Psychology major curriculum, including on-going and planned assessment projects and projects. We incorporate feedback from the University Assessment Service and the Assessment Advisory Council.

### **The Program in the Department and University Context**

The Department of Psychology at ISU is large in size and diverse in activities. The department has 38 full-time faculty lines, and 9 staff members. Over the past five years the department has averaged 500 undergraduates, 400 minors, and 132 graduate students (75 master's, 19 specialists, and 38 doctoral). Its undergraduate and 4 graduate programs offer 130 courses and in FY 2010 awarded 116 bachelor's, 27 master's, 7 specialist, and 5 doctoral degrees. Each semester, the department teaches 5,000 students and produces 15,000 student credit hours. Each year, each psychology faculty member generates 800 student credit hours, while the ISU and state averages are 700. Over 90% of ISU students take a course in psychology. In addition, the department's Psychological Services Center annually provides psycho-educational assessment and intervention to 100 clients and training to 40 graduate and 20 undergraduate students.

The undergraduate program requires 41 hours in psychology. These requirements include an introductory course, four 200-level content courses, a 200-level Careers in Psychology, four laboratory courses in statistics and research methods, a capstone experience (including apprenticeship options), and 6 hours of 300-level elective courses. Additionally the program supports two undergraduate student organizations: a chapter of Psi Chi (the international honors society in psychology) and the Student Psychology Association (SPA).

The graduate and undergraduate programs are overseen and administered by various shared governing departmental committees and work teams. These committees include DFSC, Department Curriculum Committee, Department Assessment Committee, Department Council which consists of program and sequence coordinators and the department chair. The undergraduate Administrative team is made up of the undergraduate coordinator and two department undergraduate advisors. Assessment and program revision fall to all of these groups, not just the Assessment Committee.

### **Mission Statement**

The mission of the Department of Psychology includes teaching, research, and service. We provide disciplinary knowledge to undergraduates in General Education, Teacher Education and the psychology major and minor. The mission of the undergraduate program in psychology is to develop graduates who have experienced the breadth of the discipline, have developed an understanding of the scientific principles, and are prepared for opportunities and careers related to the skills acquired within the psychology major.

Upon completion of the undergraduate degree, psychology major graduates should:

- Acquire the skills, attitudes, and knowledge identified in the goals for psychology majors recommended by the American Psychological Association.
- Recognize the value of application of psychological knowledge, attitudes, and values in research, teaching and community settings.
- Demonstrate the values and manner of thinking fostered by the discipline of psychology.

### **Aligning Our Departmental Values with ISU's Values**

Consistent with the University-wide strategic plan, *Educating Illinois*, and the College of Arts and Sciences, the psychology department values the **pursuit of learning and scholarship, individualized attention, public opportunity, civic engagement, and diversity**. The Undergraduate Program in Psychology works with students as partners in their educational development inside and outside of the classroom, to enable them to appreciate learning as an active and lifelong process. The program provides a supportive environment, and strong student-faculty connections, and advisement targeting each student as an individual, with unique educational needs and potential. The department contributes new knowledge through research, scholarship, and creative activities. Additionally students are encouraged to participate in other forms of individual scholarship preparing them to be informed and engaged citizens who will promote and further the collective goals of society. Examples of how the program embodies these values include:

- PSY 111 – intro psychology course for majors, co-taught by faculty to allow relatively small class experience. Emphasis on psychology as a scientifically based discipline.
- The department offers 5 General Education courses (PSY 110, 138, 213, 223, 233).
- Out-of-class experiences – hands-on experience with research (PSY 290 and 390), teaching (PSY 291 and 391), and practice (internships PSY 295 and 298)
- Emphasis on research methods and statistical skills and reasoning, critical thinking (PSY 138, 231, 331, 340)
- PSY 138 and 231 include small lab sections that afford one-on-one learning, and group project opportunities
- Student conduction research (PSY 290, 390, and those conducting honors theses) are encouraged to present their projects at departmental (Fall and Spring Department Colloquia and poster sessions), university (Undergraduate Research Symposium), and external forums (e.g., Midwestern Psychological Association)
- The department is also involved cross-disciplinary enterprises (e.g., involved in the Cognitive Science minor, teaches cross listed courses with Sociology (123 and 223)
- Diffusion of diversity issues and ethical standards across the curriculum (including PSY 327)

## Goals and activities for Assessment

### *Goals*

**Goal 1:** Maintain a high quality undergraduate curriculum in psychology

**Goal 2:** Students should be able to demonstrate the use of concepts, language, and major theories of the discipline and describe psychology in relation to other disciplines and to everyday life.

**Goal 3:** Students should demonstrate effective critical thinking and problem solving through the use and interpretation of research methodologies used in the discipline of psychology.

**Goal 4:** Students should be able to demonstrate appropriate values in psychology (e.g., awareness of diversity of individual and multicultural perspectives, recognize the necessity for ethical behavior and critical thought).

**Goal 5:** Students should develop students should be able to demonstrate effective oral and written communication skills.

**Goal 6:** Students should develop skills, resources, and interests to make informed career choices in psychology related disciplines.

### *Assessment instruments*

The department assesses each of these goals with various assessment tools, by different groups of individuals, and across different timescales. Below is a brief description of the assessment tools. More detailed discussion and details are presented in a series of Appendices at the end of this plan and report.

- **DOG** - Department Objective Grid – developed in 2004, these objectives are based on recommendations by APA for undergraduate programs. The instructors of each course indicate whether these objectives are covered within their courses. Additionally, groups of faculty (determined by sequence/program affiliation) review course syllabi with respect to the indicated course objectives. The intention is to update the grid every 3-4 years.
- **RPI** – Review of Peer Institutions – identification and review of undergraduate psychology programs at peer institutions (those defined by ISU as peer and institutions with same Carnegie Mellon classification). This review focuses on student characteristics (e.g., number of students, ACT scores, etc.) and course curriculum structure and offerings
- Alumni surveys
  - **ISUAS** – ISU's University Assessment Services' yearly Alumni Survey
  - **PSYAS** – Our Psychology department's periodic Alumni Survey
- **SEQ** - Student Evaluation Questionnaires – used to evaluate course and instructors every semester
- **FRAW** - Faculty Retreat and Workshops discussions – periodically sub-sets of the faculty meet to discuss aspects of the undergraduate program. Included here are agendas of a sample of these events.
- **AAR** - Artifact Assessment Rubrics
  - Assignments from 100, 200, and 300-level courses
    - Summative papers
    - Research poster presentations
    - Oral research presentations
- **BIB** - Bibliography of undergraduate psychology curriculum literature
- Skill set surveys –
  - **MSC** – major skills checklist
  - **SSAS** - skill set assumed survey
- **SRP** – Student research presentations – this is data about the number of student presentations, both internal (e.g., ISU undergraduate research colloquium, psychology department Fall research colloquium) and external (e.g., Midwestern Psychological Association, American Psychological Society)
- **IPQ** – Introductory Psychology questionnaire
  - 110/111 "what is a psychologist" count here?

## **Closing the Loop: Using our assessment data**

The Psychology department, under the leadership of the department chair and undergraduate coordinator, has conducted program evaluation activities on the undergraduate program as part of regular standard operating procedures. Following a departmental retreat in 2004, the department formed a standing assessment committee. It includes about four faculty members (including the Undergraduate Coordinator as *ex officio* chair) and is charged with overseeing the objectives and assessment of the undergraduate curriculum. It periodically reviews course objectives and develops and analyzes assessment procedures. These include ones for required courses, an exit survey for capstone courses, and an alumni survey. The resulting data are distributed to other departmental committees (e.g., Undergraduate Administrative Team, Coordinators' Council, and Curriculum and Teaching Committee) and other faculty groups (e.g., through department sponsored Undergraduate workshops, retreats, and faculty meetings) to use in program development and maintenance activities. What follows are examples of how our ongoing assessment procedures have informed changes in our undergraduate psychology program.

Assessment after our program review in 1996 identified weaknesses in the curriculum: career planning and development, socio-cultural and international awareness, and applications of psychology. After discussion at our 2004 retreat, implemented new courses: PSY 200 Careers in Psychology, PSY 327 Topics in Psychology and Diversity, PSY 326 International Psychology, PSY 351 Clinical Applications of Psychology, PSY 395 Professional Practice Seminar, and PSY 398 Professional Practice.

In 2005, we analyzed psychology curriculum at peer institutions. We determined that our curriculum structure was an outlier. Our major was top heavy with 300-level content courses (from which students "picked four courses") and under used the 200-level for courses. Additionally, we found from analyzing majors' choices that the "pick four" structure failed to expose students to the breadth of the discipline. Most instead choose from a few courses in development, personality, and psychopathology. After approximately two years of discussion and development (at workshops, curriculum committee, and faculty meetings) the department in 2007 implemented a new undergraduate curriculum. We are currently in the third year of the new program.

Our assessment committee continues to develop new assessment tools, and refine our existing tools. For example, we have recently reviewed APA's revised list of psychology undergraduate program goals and objectives, developed and administered a survey of faculty members examining what skills they assume students in their courses to have. The curriculum committee is currently using this latter data to inform their review of the pre-requisite structure of our undergraduate curriculum). As our next program review approaches we are revising our assessment plan (this document) in conjunction with ISU's Assessment Services.

<b>Program Goal 1: Maintain a high quality undergraduate curriculum in psychology</b>						
<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Offer a curriculum consistent with goals and objectives recommended by the American Psychological Association	DOG (2011 update)	DOG (2004 update)	All undergraduate psychology courses	Faculty self report & program/sequence review	Faculty who teach the courses and faculty who from related sub-disciplines	Every 3-4 years
Offer curriculum consistent with other psychology programs	New RPI, New BIB	RPI (see 2007 program assessment report), See sample references below	Sample of ISU peer institutions used in RPI	Comparison of course offerings, ACT scores of entering freshmen, Read and discussion of findings in the literature	Department Assessment Committee	Every 3-4 years
Current faculty's satisfaction with current curriculum	FRAW	SSAS, FRAW	All department faculty	SSAS, discussion at FRAW	Department Assessment Committee	Every 3-4 years
Current and past students' satisfaction with curriculum	Alumni survey data, MSC	Student evaluations of course and instructor, alumni survey	All undergraduate courses and faculty who teach those courses	Student evaluations, alumni survey, MSC	Department DFSC, Department Assessment Committee	Collected every semester, evaluated each year

RPI – Review of Peer Institutions

DOG - Department Objective Grid

BIB - Bibliography of undergraduate psychology curriculum literature

FRAW - Faculty Retreat and Workshops discussions

SSAS - skill set assumed survey

MSC – major skills checklist

<b>Program Goal 2:</b> Students should be able to demonstrate the use of concepts, language, and major theories of the discipline and describe psychology in relation to other disciplines and to everyday life (e.g., in classrooms, at home, informing public policy).						
<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Use the concepts, language, and major theories of the discipline (e.g., learning and cognition, individual differences, biological bases of behavior, and developmental changes; the history of psychology; overarching themes in psychology; applications of psychology)	DOG (2011 update), AAR, information from internship placements, alumni survey data	DOG (2004 update), alumni survey data	All undergraduate psychology courses, alumni	Faculty self report & program/sequence review, MSC	Faculty who teach the courses and faculty from related sub-disciplines	Review DOG every 3-4 years, other activities every 1-2 years
Transfer knowledge from classroom learning and research findings to applied situations. Explain how psychological theories and principles relate to everyday life (e.g. solutions to problems or issues encountered in real-world settings, apply to public policy issues),	DOG (2011 update), AAR, information from internship placements, alumni survey data	DOG (2004 update), alumni survey data	All undergraduate psychology courses, alumni	Faculty self report & program/sequence review, MSC	Faculty who teach the courses and faculty from related sub-disciplines	Review DOG every 3-4 years, other activities every 1-2 years
Describe psychology in relation to other disciplines or interdisciplinary fields of study.	DOG (2011 update), AAR, information from internship placements, alumni survey data	DOG (2004 update), alumni survey data	All undergraduate psychology courses, alumni	Faculty self report & program/sequence review, MSC	Faculty who teach the courses and faculty from related sub-disciplines	Review DOG every 3-4 years, other activities every 1-2 years

DOG - Department Objective Grid  
 MSC – major skills checklist

<b>Program Goal 3: Students should demonstrate effective critical thinking and problem solving through the use and interpretation of research methodologies used in the discipline of psychology.</b>						
<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Use critical thinking effectively	Capstone AAR, AAR from statistics and methods courses & SRP	DOG (2004 update), MSC	Samples drawn from 100, 200, 300-level courses, and capstone experiences	Rubrics for posters and papers, MSC	Department Assessment Committee, course instructors	Collected every semester, evaluated every 1-2 years
Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals	Capstone AAR, AAR from statistics and methods courses & SRP	DOG (2004 update), MSC	Samples drawn from 100, 200, 300-level courses, and capstone experiences	Rubrics for posters and papers, MSC	Department Assessment Committee, course instructors	Collected every semester, evaluated every 1-2 years
Approach problems effectively	Capstone AAR, AAR from statistics and methods courses & SRP	DOG (2004 update), MSC	Samples drawn from 100, 200, 300-level courses, and capstone experiences	Rubrics for posters and papers, MSC	Department Assessment Committee, course instructors	Collected every semester, evaluated every 1-2 years

AAR - Artifact Assessment Rubrics  
 SRP – Student research presentations  
 MSC – major skills checklist  
 DOG - Department Objective Grid

<b>Program Goal 4:</b> Students should be able to demonstrate appropriate values in psychology (e.g., awareness of diversity of individual and multicultural perspectives, recognize the necessity for ethical behavior and critical thought).						
<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Recognize and respect sociocultural diversity. Generate socio-culturally appropriate solutions to problems or issues encountered in real-world settings. Work and communicate effectively and sensitively with people from diverse backgrounds and multicultural perspectives.	DOG (2011 update), AAR, information from internship placements, alumni survey data	DOG (2004 update), alumni survey data	All undergraduate psychology courses, alumni	Faculty self report & program/sequence review, MSC	Faculty who teach the courses and faculty who from related sub-disciplines	Review DOG every 3-4 years, other activities every 1-2 years
Explain how individual identities influence beliefs, values, and interactions with others and vice versa. Relate how privilege, power, and oppression affect prejudice, discrimination, and inequity. Recognize prejudicial attitudes and discriminatory behavior in themselves and others.	DOG (2011 update), AAR, information from internship placements, alumni survey data	DOG (2004 update), alumni survey data	All undergraduate psychology courses, alumni	Faculty self report & program/sequence review, MSC	Faculty who teach the courses and faculty who from related sub-disciplines	Review DOG every 3-4 years, other activities every 1-2 years
Execute appropriate ethical safeguards in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research; have familiarity with APA Code of Ethics	DOG (2011 update), AAR, information from internship placements, alumni survey data	DOG (2004 update), alumni survey data	All undergraduate psychology courses, alumni	Faculty self report & program/sequence review, MSC	Faculty who teach the courses and faculty who from related sub-disciplines	Review DOG every 3-4 years, other activities every 1-2 years

DOG - Department Objective Grid  
AAR - Artifact Assessment Rubrics  
MSC – major skills checklist

<b>Program Goal 5: Students should develop students should be able to demonstrate effective oral and written communication skills.</b>						
<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers) and for various purposes	Capstone artifacts, Yearly counts of undergraduate presentations at national and international conferences	Yearly counts of undergraduate presentations at URC, national and international conferences, MSC	Undergraduate presentations, and papers	Rubrics for papers and posters, MSC	Department Assessment Committee, department faculty	Collected every semester, evaluated every 1-2 years
Demonstrate effective oral communication skills in various formats and for various purposes	Honors presenters, in-course oral presentations		Undergraduate presentations	Rubrics for oral presentations	Department Assessment Committee, department faculty	Collected every semester, evaluated every 1-2 years
Interpret and construct graphs, tables, images, maps, and so on	Yearly counts of undergraduate presentations at national and international conferences, AAR	Yearly counts of undergraduate presentations at URC, national and international conferences, MSC	Undergraduate presentations	Rubrics for papers, posters, & oral presentations, MSC	Department Assessment Committee, course instructors	Collected every semester, evaluated every 1-2 years

URC - ISU undergrad research colloquium

AAR - Artifact Assessment Rubrics

MSC – major skills checklist

<b>Program Goal 6: Students should develop skills, resources, and interests to make informed career choices in psychology related disciplines.</b>						
<b>Outcome(s)</b>	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment</b>	<b>Timeline</b>
Apply knowledge of psychology (e.g., decision strategies, life span process, types of psychological careers) to formulating career choices	AAR from careers course	Alumni survey results (ISUAS & PSYAS)	psychology undergraduates in PSY 200, alumni	AAR from PSY 200 assignments	PSY 200 instructors, Assessment Committee	Collected every semester, evaluated every 1-2 years
Distinguish types of academic experience and performance that will facilitate entry into the work force, post-baccalaureate education, or both	AAR from careers course		psychology undergraduates in PSY 200, alumni	AAR from PSY 200 assignments	PSY 200 instructors, Assessment Committee	Collected every semester, evaluated every 1-2 years
Define preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits. Develop skills and experiences relevant to achieving selected career objectives	AAR from careers course	MSC	psychology undergraduates in PSY 200, alumni	AAR from PSY 200 assignments	PSY 200 instructors, Assessment Committee	Collected every semester, evaluated every 1-2 years
Demonstrate understanding of the importance to career development and professional growth of pursuing lifelong learning and maintaining currency in one's field	AAR from careers course		psychology undergraduates in PSY 200, alumni	AAR from PSY 200 assignments	PSY 200 instructors, Assessment Committee	Collected every semester, evaluated every 1-2 years

AAR - Artifact Assessment Rubrics

ISUAS – ISU's University Assessment Services' yearly Alumni Survey

PSYAS – Our Psychology department's periodic Alumni Survey

MSC – major skills checklist

## **Appendices of Assessment instruments and related materials**

- Appendix A: Department Objective Grid
- Appendix B: ISU peer institutions
- Appendix C: Alumni survey
- Appendix D: Student evaluation forms
- Appendix E: Rubrics for assessment
  - Summative papers
  - Student research presentations
  - Careers course assignments
- Appendix F: Bibliography of relevant literature
- Appendix G: Agendas from faculty retreat and workshops
- Appendix H: Introductory Psychology questionnaire
- Appendix I: Assessment of Capstone Experience
- Appendix J: Assessment of Statistical Knowledge
- Appendix K: Skills surveys

## Appendix A: Department Objective Grid

In 2004, the Psychology Department adopted the American Psychological Association (APA) rubric for course objectives as a means of evaluating both learning objectives for individual courses taught in the department and learning objectives met by the Psychology major as a whole. The rubric lists knowledge and skills determined by the APA to be important in undergraduate curricula in psychology. The first step in adopting this rubric was to determine which objectives were being met by each individual course in the department. This was done by Psychology Department faculty members who compared the objectives list to the knowledge and skills taught in their courses. Courses taught by multiple faculty were evaluated by a group of these faculty, with the group agreeing on a minimum subset of learning objectives met by all sections of the course. The list of objectives met by each course is posted on the Psychology Department website. In addition, faculty members teaching these courses have been asked to include this link in their syllabi to direct students enrolled in the courses to the full list of objectives for each Psychology course. In Fall 2006, a count was taken to determine compliance for departmental syllabi.

The objectives rubric was last updated in the Spring of 2006 to ensure that the objectives listed are being met by current sections of the course. This rubric will be updated again in 2010-11 (with a plan to update it every 2-3 years to ensure it reflects current sections of the courses and to keep courses in line with changes in the field of psychology as reflected in the APA learning objectives).

An objective that has come to forefront of discussions recently is that of library skills throughout the curriculum. An attempt has been made to incorporate library that advance with each course into the objectives for PSY 111, 138, 231, and 331. Currently, each of the PSY 111 instructors includes a library instruction lesson led by the Psychology librarian and an assignment to develop library skills for freshmen Psychology majors. PSY 138 have begun to incorporate a librarian-led lesson and assignment into this course in the past 3 semesters. Two of the three PSY 231 instructors include library instruction and assignments in the curriculum for this course. Finally, a capstone library exercise has been developed for PSY 331 and been adopted by two instructors. Future goals regarding this objective include (1) expansion of library instruction and assignments in PSY 231 (for the third instructor) and across more sections of PSY 331 and (2) assessment of library skills of students throughout the curriculum.

Excerpt from the Department Objective Grid (DOG), the full grid is available on-line at: <http://psychology.illinoisstate.edu/undergrad/objectives/index.shtml>

Description of Objectives and Courses		111	200	138	340	231	331
<b>1</b>	<b>Theory and Content of Psychology</b>						
1.1	Use the concepts, language, and major theories of the discipline	X				X	X
1.2	Explain the major perspectives of psychology: behavioral, biological, cognitive, humanistic, evolutionary, psychodynamic, and sociocultural	X					
1.3	Describe psychology in relation to other disciplines or interdisciplinary fields of study	X					
1.4	Demonstrate knowledge and understanding in theory and research in learning and	X				X	

	cognition, individual differences, biological bases of behavior, and developmental changes; the history of psychology; overarching themes in psychology; applications of psychology; APA Code of Ethics						
<b>2</b>	<b>Research Methods</b>						
2.1	Explain different research methods used by psychologists	X		X	X	X	X
2.2	Evaluate the appropriateness of conclusions presented in psychological research	X		X	X	X	X
2.3	Design basic studies to address psychological questions using qualitative and quantitative research methods			X	X	X	
2.4	Execute appropriate ethical safeguards in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research					X	
2.5	Generalize research results appropriately	X		X	X	X	
<b>3</b>	<b>Application of Psychology</b>						
3.1	Describe the major applied areas of psychology (e.g., clinical, industrial, school, forensic, human factors, health, etc.)	X	X				
3.2	Explain how psychological theories and principles relate to everyday life	X					X
3.3	Articulate how psychological principles can be applied to public policy issues	X					
3.4	Generate socioculturally appropriate solutions to problems or issues encountered in real-world settings						
3.5	Recognize that ethically complex situations can develop in applications of psychology and pursue resolutions of ethical conflicts that reflect personal integrity					X	X
3.6	Transfer knowledge from classroom learning and research findings to applied situations			X	X		
<b>4</b>	<b>Values in Psychology</b>						
4.1	Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology	X				X	X
4.2	Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior	X		X	X	X	X
4.3	Seek scientific evidence to evaluate behavioral claims	X		X	X	X	X
4.4	Adopt psychological explanations as a foundation for understanding and problem solving	X					X
4.5	Tolerate ambiguity and assume behavioral explanations will be complex	X				X	X
4.6	Recognize and respect sociocultural diversity	X					
4.7	Engage actively in service learning activities to promote health and human welfare in specific contexts (e.g., family, local community, state, national, and international settings)						
<b>5</b>	<b>Career Planning and Development</b>						
5.1	Apply knowledge of psychology (e.g., decision strategies, life span process, types of psychological careers) to formulating career choices		X				
5.2	Distinguish types of academic experience and performance that will facilitate entry into the work force, post-baccalaureate education, or both		X				
5.3	Define preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits		X				
5.4	Develop skills and experiences relevant to achieving selected career objectives		X				X
5.5	Demonstrate understanding of the importance to career development and professional growth of pursuing lifelong learning and maintaining currency in one's field		X				
<b>6</b>	<b>Information Competence, Technology, and Computers</b>						
6.1	Demonstrate information competence at each stage in the following processes: formulate a researchable topic; develop a keyword search strategy, restating it in narrower or broader terms as needed; identify relevant sources of information; locate appropriate sources by searching electronic and/or traditional databases; differentiate between and judge the value of primary vs. secondary sources, empirical vs. non-empirical sources, and peer-reviewed vs. non-peer-reviewed sources; read and comprehend psychological literature; evaluate the appearance, appropriateness, accuracy, quality, value, and potential bias of identified sources; select sources from several media, including data and perspectives outside traditional psychology and Western boundaries			X	X	X	X
6.2	Organize and report information by using appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data			X	X	X	X
6.3	Use information and technology ethically and responsibly					X	X

6.4	Demonstrate computer skills: creating files; using word processing, database and data analysis programs; search the World Wide Web; use e-mail, incorporate emerging technologies into existing practices		X	X	X		X
<b>7</b>	<b>Critical and Creative Thinking, Reasoning, and Problems</b>						
7.1	Use critical thinking effectively	X	X	X	X	X	X
7.2	Engage in creative thinking		X				X
7.3	Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals	X		X	X	X	X
7.4	Approach problems effectively						X
<b>8</b>	<b>Sociocultural and International Awareness</b>						
8.1	Work and communicate effectively and sensitively with people from diverse backgrounds and multicultural perspectives						
8.2	Examine the major sociocultural components that have influenced individuals' identities	X					
8.3	Explain how individual identities influence beliefs, values, and interactions with others and vice versa	X					
8.4	Relate how privilege, power, and oppression affect prejudice, discrimination, and inequity						
8.5	Recognize prejudicial attitudes and discriminatory behavior in themselves and others						
<b>9</b>	<b>Communication Skills</b>						
9.1	Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers) and for various purposes	X	X	X	X	X	X
9.2	Demonstrate effective oral communication skills in various formats and for various purposes					X	X
9.3	Interpret and construct graphs, tables, images, maps, and so on			X	X	X	X
9.4	Demonstrate effective interpersonal communication skills					X	X
<b>10</b>	<b>Personal Development and Relationship Building</b>						
10.1	Reflect on experience and find meaning in it		X				
10.2	Demonstrate the application of psychological principles to promote self-improvement		X				
10.3	Demonstrate appropriate, effective relationships with others in diverse settings, such as work, family, and other social environments						
10.4	Assess their personal and professional development with respect to civic, social, and global responsibilities and engagements		X				
10.5	Display high standards of personal integrity to promote trust with peers and colleagues					X	

## **Appendix B: ISU peer institutions**

In Spring 2006, a brief survey was conducted of required courses for the Psychology major at several peer institutions (i.e., those defined by ISU as peer institutions and institutions with the same Carnegie Mellon classification as ISU). The goal was to determine the type and number of content and skill courses required by similar institutions. Average ACT scores of entering freshmen were also obtained to compare with the quality of students at ISU. This survey showed that most peer institutions required similar methods and statistics courses in terms of level of the course and number of credit hours. However, unlike the Psychology major requirements at ISU, most of these institutions placed more restrictions on required content courses for psychology majors to force breadth of topic. Most of the departments surveyed grouped content courses by general topic areas (e.g., social, cognitive, personality, developmental) of various specificity and required students to take one or two courses from different areas. The ISU psychology department's "pick 4" major requirement is an outlier to the psychology departments surveyed. Therefore, the curriculum committee is currently developing a proposal to revise the psychology major required content courses to require more breadth in content areas of the field. This revision is in line with the strategic plan for the department to increase breadth and standards within the psychology major.

### Comparison institutions within Illinois were:

Eastern Illinois University  
Western Illinois University  
Northern Illinois University  
Southern Illinois University-Carbondale

### Comparison peer institutions were:

Indiana State University  
Northern Colorado University  
UNC-Greensboro University  
University of Memphis  
Georgia State University  
Cleveland State University  
Ball State University

### Comparison Carnegie Mellon Designation Institutions were:

Miami University of Ohio  
Eastern Illinois University  
University of California, Santa Cruz  
Western Washington University

### Comparison Top program institutions were:

University of Minnesota  
Stanford University



1. Yes, within the next three years
2. Yes, but probably more than three years from now
3. No, at this time I do not plan to pursue any additional professional or graduate education
4. Don't know/uncertain

### **Section B**

Note: Complete this section ONLY if you are CURRENTLY ENROLLED or HAVE COMPLETED graduate or professional education, or if you have accepted an offer of admission and are scheduled to begin enrollment at the post-baccalaureate level within the year. Otherwise, please skip to Section C.

8. At which level of post-baccalaureate education are/were you enrolled?
  1. Program terminating in a master's degree
  2. Program terminating in a professional degree
  3. Program terminating in a doctoral degree
  
9. In what field are you pursuing/did you pursue your graduate or professional education?
  1. Psychology (please specify area: \_\_\_\_\_)
  2. Other (please specify area: \_\_\_\_\_)
  
10. What specific undergraduate psychology courses were most important in preparing you for your graduate program?
  
11. What skills or knowledge that you learned in undergraduate psychology courses (e.g., statistical skills, writing skills, knowledge of personality theories, etc.) are/were most useful to you in your graduate program?
  
12. What additional courses, skills, or experiences would have helped you prepare for graduate school?

### **Section C**

Note: Complete this section ONLY if you are CURRENTLY EMPLOYED or HAVE BEEN EMPLOYED at least once since receiving your bachelor's degree. Otherwise, please skip to Section D.

13. When did you accept your FIRST job offer after receiving your bachelor's degree?
  1. Prior to graduation
  2. Within 3 months after graduation
  3. 4 to 6 months after graduation
  4. More than 6 months after graduation
  
14. Which of the following best describes your PRIMARY work activity in your FIRST job after graduation?
  1. Administration/administrative services
  2. Clerical/administrative assistant
  3. Consulting
  4. Education/teaching
  5. Health or health-related service provision
  6. Research (basic and applied)
  7. Development
  8. Management of research and development
  9. Management, other than research and development
  10. Sales
  11. Professional services (other than health-related)
  12. Reporting/statistical work/computing
  13. Other services (e.g., trades, hotel/restaurant, law enforcement, military, etc.)  
(please specify: \_\_\_\_\_)

14. Other (please specify: \_\_\_\_\_)
15. What specifically was your FIRST job after graduation? (Please be as specific as possible about the job title and work setting) : \_\_\_\_\_
16. Please list the starting salary (in US dollars per year) of your first job:
17. How closely would you say your FIRST job after graduation is/was related to your undergraduate psychology education?
1. Closely related
  2. Considerably related
  3. More or less related
  4. Only slightly related
  5. Not at all related
18. How important would you say your undergraduate degree in general was in obtaining your FIRST job after graduation?
1. Very important
  2. Important
  3. Not important
  4. Not at all important
19. How important would you say your undergraduate degree in psychology was in obtaining your FIRST job after graduation?
1. Very important
  2. Important
  3. Not important
  4. Not at all important
20. How many job changes have you made since graduation?
1. No job changes; still with first job since graduation [**Skip to Question 28**]
  2. One job change (i.e., your current job is the second you have had since graduation)
  3. Two job changes
  4. Three or more job changes
21. Which of the following best describes your PRIMARY work activity in your **CURRENT** job?
1. Administration/administrative services
  2. Clerical/administrative assistant
  3. Consulting
  4. Education/teaching
  5. Health or health-related service provision
  6. Research (basic and applied)
  7. Development
  8. Management of research and development
  9. Management, other than research and development
  10. Sales
  11. Professional services (other than health-related)
  12. Reporting/statistical work/computing
  13. Other services (e.g., trades, hotel/restaurant, law enforcement, military, etc.)  
(please specify: \_\_\_\_\_)
  14. Other (please specify: \_\_\_\_\_)
22. What specifically is your CURRENT job? (Please be as specific as possible about the job title and work setting) : \_\_\_\_\_
23. What is the salary (in US dollars per year) of your CURRENT job?:

24. How closely would you say your CURRENT job is related to your undergraduate psychology education?

1. Closely related
2. Considerably related
3. More or less related
4. Only slightly related
5. Not at all related

25. How important would you say your undergraduate degree in general was in obtaining your CURRENT job?

1. Very important
2. Important
3. Not important
4. Not at all important

26. How important would you say your undergraduate degree in psychology was in obtaining your CURRENT job?

1. Very important
2. Important
3. Not important
4. Not at all important

27. What specific undergraduate psychology courses do you think were important in preparing you for employment after graduation?

28. What skills or knowledge that you learned in undergraduate psychology courses (e.g., statistical skills, writing skills, knowledge of personality theories, etc.) are/were most useful to you in your graduate program?

29. What additional courses, skills, or experiences would have helped you prepare for employment?

#### **Section D**

30. Overall, how satisfied have you been with your undergraduate degree in psychology from ISU?

1. Very satisfied
2. Somewhat satisfied
3. Neutral
4. Somewhat unsatisfied
5. Very unsatisfied

31. Would you recommend that other students enroll in the ISU undergraduate program in psychology? Why or why not?

32. Are there any other comments you would like to make about your experiences since graduation that you think would be useful in helping us evaluate the current undergraduate program in psychology?

The university also collects survey data every year from alumni from each department with a focus on alumni you graduated 2 years ago and 5 years ago. The response rate on the survey tends to be low. For example, last year only 39 alumni responded from the Psychology Department (22 who graduated in 1999 and 17 who graduated in 2003). In general, the number of alumni who responded “very satisfied” with particular facets of the Psychology major (e.g., “Quality of instruction in your major degree program”) increased from 1999 to 2003 (e.g., an increase of about 14% of responses for the sample item above). However, as noted, these data are based on a very low number of responses. The goal for a department-administered alumni survey will be to increase the response rate. Data will also be gathered this year to look at alumni responses across several years of the survey administration to look for changes in student responses regarding the major curriculum.

### **Items from University's Alumni Survey for the Psychology Department**

1. Course offerings in your degree program
2. Quality of instruction in your degree program
3. Effectiveness of academic advisement in your degree program
4. Awareness of career opportunities in your major
5. Intellectual challenges of the degree program
6. Employment opportunities upon graduation
7. Program requirements provided a sufficient core of knowledge and understanding of the discipline.
8. Faculty were accessible both inside and outside of class.
9. I was expected or required to work cooperatively with other students on projects, homework, and assignments.
10. Professors encouraged me to challenge my own ideas, the ideas of other students, and those presented in course materials.
11. Professors used appropriate teaching activities to help me learn.
12. Faculty expectations for the quality of student work were high.
13. Faculty provided me with timely feedback on my performance.
14. Professors emphasized that studying and planning were important to my academic success.
15. Helping you to better develop your critical thinking ability?
16. Helping you to better develop your sense of ethics?
17. Contributing to a greater understanding of people with different backgrounds, values, appearances, and abilities?
18. Helping you become a more active citizen?
19. Improving the quality of your life aside from financial benefits?
20. ISU quality of education
21. Quality of Milner Library collections (i.e. books, journals, electronic resources) in your major
22. Library instruction received to support lifelong learning
23. Satisfaction with library services (i.e. Interlibrary Loan, Reference, Reserve Materials)
24. Satisfaction with assistance received from library faculty and staff
25. Satisfaction with interactions with library faculty and staff
26. Satisfaction with access to library resources through the library website
27. Satisfaction with library hours of operation
28. How often did you use the library while a student at Illinois State?
29. How often did you use the library as a place to study and work?
30. How often did you use the library website?
31. How often did you use Interlibrary Loan?
32. How often did you use the Class Reserve Materials?
33. How often did you use the Government Documents?
34. How often did you use the Reference Services?

35. Pursuing additional post-secondary degrees?
36. Post-ISU Degree
37. Type of Degree Post-ISU: Associate's
38. Type of Degree Post-ISU: Second Bachelor's
39. Type of Degree Post-ISU: Academic Master's
40. Type of Degree Post-ISU: Professional Master's/Ed. Specialist
41. Type of Degree Post-ISU: Medicine
42. Type of Degree Post-ISU: Health Professional
43. Type of Degree Post-ISU: Theology/Divinity
44. Type of Degree Post-ISU: Law
45. Type of Degree Post-ISU: Doctorate
46. How well did your ISU degree prepare you for additional degrees?
47. Are you currently employed?
48. Indicate the time frame between your graduation and acceptance of job
49. How many employers have you had since graduation?
50. How well did your degree program prepare you for your career?
51. How satisfied are you with your current job?
52. Relationship of current job to your degree program
53. Classify your primary employer
54. What is your gross salary?
55. Attitude toward Illinois State University?
56. Attitude toward degree program?

## Appendix D: Student evaluation forms

**Instructor's overall rating:** *The most important criterion in faculty evaluation is the overall quality of instruction. What is your evaluation of the overall quality of instruction for this class?*

**Desire to enroll:** *When you enrolled for this course did you have a strong desire to take a course on this topic (for example, general psychology, statistics, personality, etc.)?*

*1. strong desire 2. Desire to enroll 3. Neutral attitude 4. Desire not to enroll 5. Strong desire not to enroll*

**Standards:** *An instructor should set high goals for the students, and maintain high standards for the students to meet. The result is measured by the level of work and performance required of you in the course. How high are your instructor's standards for this course?*

**Instructor's relationship to students:** *Good teaching is based in part on the relationship between the student and the instructor. Does your instructor appear to be considerate of his/her students and concerned about students' learning?*

**Enthusiasm:** *An enthusiastic approach to teaching is an important factor in instruction. Does your instructor present the subjects in an enthusiastic and stimulating fashion?*

**Communication:** *Clear communication of ideas is essential in teaching. How clearly does your instructor communicate subject matter and/or explain difficult material?*

**Organization:** *A good teacher is well-prepared and organized. Does your instructor appear to have organized the course and the class presentations well?*

**Intellectual development:** *Learning should result in a student's intellectual development. Evaluate your intellectual development in terms of learning important material, concepts and/or principles.*

**Evaluation:** *A fair and appropriate system of evaluation (unbiased, comprehensive, systematic, etc.) should be a part of instructional goals. How would you judge the system of evaluation (assignment, exams, etc.) used in this course?*

**Feedback:** *Feedback within a reasonable time after testing is part of quality instruction. In your judgment, have results of examinations and/or written assignments been made known to you within a reasonable time after assessment?*

**Desire to enroll:** *When you enrolled for this course did you have a strong desire to take a course on this topic (for example, general psychology, statistics, personality, etc.)?*

For **seminar courses** we use a different form. Students provide a rating as well as open ended responses.

Did the instructor's contribution make class time well spent and provide a learning experience?

Did the instructor seem concerned about whether the students understood the course material?

Did the instructor demand a high level of performance?

Was the instructor flexible and responsive to student needs?

Did the activities for the class periods in which the instructor had responsibility indicate planning and organization?

Did the evaluation procedures used by the instructor follow the course objectives?

Did the instructor provide consultation and advisement?

Did the instructor maintain an attitude of friendly helpfulness and encouragement?

How effective was the instructor in getting you to explore different aspects of professional development?

The most important criterion in faculty evaluation is the overall quality of instruction. What is your evaluation of the overall quality of instruction for this class?

When you enrolled in this course, did you have a strong desire to take a course on this topic?

## **Appendix E: Rubrics for assessment of artifacts**

The following are rubrics that are currently being developed to be used to assess collected course artifacts. Beginning in 2010-2011 the Assessment Committee will begin collecting course artifacts (e.g., class papers, poster presentations, journal summaries, etc.). What follows are examples of the rubrics that are being developed to be used with these artifacts in order to assess student learning of the relevant program goals. The aim is to construct rubrics that are general enough to be used across a variety of courses and assignments. The current vision is that the artifacts will be collect and maintained in an electronic database from which the Assessment committee can periodically sample for assessment. For oral (and perhaps poster) presentations, the committee may provide the rubrics to other faculty who are attending the presentation and ask them to complete the assessment.

**Rubric for assessment of Student Research Paper Artifacts**

Title \_\_\_\_\_  
 Author(s) \_\_\_\_\_  
 Event/Course \_\_\_\_\_ semester & year \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Course (number) for which the artifact is related \_\_\_\_\_  
 Brief description of type of presentation (e.g., literature review, research proposal)  
 \_\_\_\_\_

	Established	Developing	Not developed	Not applicable
<b>Program Goal 2:</b> Demonstrate the use of concepts, language, and major theories of the discipline and describe psychology in relation to other disciplines and to everyday life.				
Literature review contains studies relevant to the topic and hypothesis				
Literature review supports the hypothesis				
Relevant variables are correctly stated				
The research question(s) is /are clearly stated				
<b>Program Goal 3:</b> Demonstrate effective critical thinking and problem solving through the use and interpretation of research methodologies used in the discipline of psychology.				
Methodology was chosen that would clearly identify the relationship between the variables and/or address the research question				
Potential confounds were identified and discussed				
The correct tests were used to analyze the data				
The results are accurately reported				
Implications of the findings were discussed				
<b>Program Goal 4:</b> Demonstrate appropriate values in psychology (e.g., awareness of diversity of individual and multicultural perspectives, recognize the necessity for ethical behavior and critical thought).				
Students demonstrated appropriate selection and treatment of participants/subjects				
Results presented in ethically responsible manner				
<b>Program Goal 5:</b> Demonstrate effective oral and written communication skills.				
<b>Written communication skills</b>				
Material was organized and progressed in proper order				
The writing/presentation flowed smoothly and coherently from one topic to the next				
The format of the paper followed appropriate APA style				
The paper demonstrated appropriate general writing abilities (e.g., spelling and grammar)				

Additional comments by evaluator:

**Rubric for assessment of Student Presentation Artifacts**

Title \_\_\_\_\_  
 Author(s) \_\_\_\_\_  
 Event \_\_\_\_\_ Presentation semester & year \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Course (number) for which the artifact is related \_\_\_\_\_  
 Brief description of type of presentation (e.g., literature review, research proposal)  
 \_\_\_\_\_

	Established	Developing	Not developed	Not applicable
<b>Program Goal 2:</b> Demonstrate the use of concepts, language, and major theories of the discipline and describe psychology in relation to other disciplines and to everyday life.				
Literature review contains studies relevant to the topic and hypothesis				
Literature review supports the hypothesis				
Relevant variables are correctly stated				
The research question(s) is /are clearly stated				
<b>Program Goal 3:</b> Demonstrate effective critical thinking and problem solving through the use and interpretation of research methodologies used in the discipline of psychology.				
Methodology was chosen that would clearly identify the relationship between the variables and/or address the research question				
Potential confounds were identified and discussed				
The correct tests were used to analyze the data				
The results are accurately reported				
Implications of the findings were discussed				
<b>Program Goal 4:</b> Demonstrate appropriate values in psychology (e.g., awareness of diversity of individual and multicultural perspectives, recognize the necessity for ethical behavior and critical thought).				
Students demonstrated appropriate selection and treatment of participants/subjects				
Results presented in ethically responsible manner				
<b>Program Goal 5:</b> Demonstrate effective oral and written communication skills.				
<b>Oral communication skills</b>				
Students conveyed his/her knowledge on the topic and content of the research				
Students sufficiently answered the questions ask of him/her				
<b>Written communication skills</b>				
Material was organized and progressed in proper order				
The writing/presentation flowed smoothly and coherently from one topic to the next				
The layout of the poster/slides was in an easy order to follow				
The poster/slides could be viewed and read with ease				

Additional comments by evaluator:

**Rubric for assessment of PSY 200 Career course Artifacts**

Evaluator \_\_\_\_\_

Course (number) for which the artifact is related \_\_\_\_\_ Poster \_\_\_\_ Oral \_\_\_\_\_

	Established	Developing	Not developed	Not applicable
<b>Program Goal 6:</b> Students should develop skills, resources, and interests to make informed career choices in psychology related disciplines.				
Apply knowledge of psychology (e.g., decision strategies, life span process, types of psychological careers) to formulating career choices				
Distinguish types of academic experience and performance that will facilitate entry into the work force, post-baccalaureate education, or both				
Define preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits. Develop skills and experiences relevant to achieving selected career objectives				
Demonstrate understanding of the importance to career development and professional growth of pursuing lifelong learning and maintaining currency in one's field				

Additional comments by evaluator:

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Sample of PSY 200 (Careers in Psychology) course activities from which artifacts may be drawn:

- Daily reaction papers
- Personal strength essay - tell a concrete story based on real-life experiences that describe you at your best and illustrates your highest personal strength and how you might connect this strength in guiding your career choice
- Academic progress summary worksheet - complete a worksheet on which students summarize their status towards completing General Education/IAI, graduation, and Psychology major requirements
- Career structured interview - write a paper that is a minimum of two pages (although it may be longer) that summarizes and integrates what you learned about yourself from your Career Structured Interview assignment
- Classified ads assignment - collect classified ads from newspapers or Web sites that represent jobs appropriate for individuals with a bachelor's degree in Psychology. For each ad chosen, write a paragraph about why you selected that ad and which liberal arts and/or Psychology major skills are needed for the jobs selected
- FOCUS report – is a computerized self-help tool to assist you in identifying several aspects about yourself and the world of work
- Career presentation report - Attend one of the approved Career Center sponsored events and Write a paper that provides a clear, thorough report of the event and what was learned from attending it
- Final project - a paper that describes your career plans and what you will do during your remaining semesters at ISU to help you achieve your goals

## Appendix F: Bibliography of relevant literature

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## **Appendix G: Examples of Agendas and Notes from faculty retreat and workshops**

**From department retreat May 6, 2004**

### **Goal 1: Maintain and enhance undergraduate education**

We are committed to providing the best education possible to undergraduates in general education, teacher education, and the psychology major and minor. In light of *Educating Illinois*, we have reviewed and revised all aspects of the undergraduate program over the last three years. We adopted goals and objectives for students majoring in psychology, based upon those established by the Education Directorate of the American Psychological Association. We have assessed the program in various ways, including evaluations from students who have completed the program, to identify goals and objectives we are achieving and those we need to enhance.

#### Action 1: Fully implement the revised curriculum

We are pursuing several initiatives based on this ongoing program evaluation. We have revised requirements so that the application of psychology, both in research and practice, is a more integral part of the major. To help students prepare for careers with a psychology major, we have added a required one-credit course on Careers in Psychology, an elective course on Clinical Applications of Psychology, and an optional capstone seminar to accompany Professional Practice. We have expanded the number and variety of out-of-class research, teaching, and professional practice opportunities for students. We are committed to infusing multiculturalism into the curriculum (elaborated under Goal 4). We have adopted an advising philosophy that places more responsibility on students for making informed choices about their academic careers. We have created a new information system, which includes regular e-mailings on a majors listserv and a comprehensive, student-oriented website. Finally, we have developed methods of enrollment management that require stronger preparation to become psychology majors, provide for a more orderly progression through the major, and require stronger performance to graduate as psychology majors. Implementing these revisions is the responsibility of the Undergraduate Administrative Team: the Chair, Undergraduate Coordinator, and two Academic Advisors.

#### Action 2: Update the breadth requirement in the major

Our 300-level content courses provide in-depth coverage of the wide array of topics in psychology. With the hiring of many new faculty members in recent year, we have added several of these courses. We now need to discuss how to insure that students acquire the relevant concepts in a field as broad as psychology. The Departmental Curriculum Committee will develop a rationale and requirements for directing students' choices of 300-level courses. It also will evaluate if the breadth of courses offered addresses the goals we have established for the psychology major.

#### Action 3: Review the major for rigor

The initiatives to date have focused primarily on the content of the psychology major. The faculty now wishes to review the major for rigor, so that awarding a degree in psychology reflects substantial accomplishment. Issues include adequacy of the major as a good model for the world of work, resisting pressures for grade inflation, how to increase students' independence, enhancing students' investment in the major, and students who are able to avoid challenging courses and experiences.

We will review entrance and completion requirements for whether students are being sufficiently challenged in their coursework. We can examine, for example, grades, time students spend on their coursework, types of assistance we provide to students, and different pathways students can take through the major. This review is primarily the responsibility of the undergraduate administrative team.

#### Action 4: Strengthen the research apprenticeship program

Consistent with the university strategic plan, *Educating Illinois*, changes in the psychology major all contain expectations of students' working out-of-class with the faculty in small groups. Students place a high value on these experiences. However, they lack the structure of courses and are time-intensive for the faculty, who do not receive course credit for them.

Now that research apprenticeships are part of the major's requirements and an option for the capstone experience, more structure and credit for them need to be worked out. We seek to develop better methods of record-keeping and accountability, such as standard terms in contracts with students, a standard grading rubric, and requirements for syllabi. The Undergraduate Coordinator will take the lead on these initiatives. The Chair will pursue means of providing teaching credit for faculty members who provide research apprenticeships.

Action 5: Consider appropriate concentrations or sequences

We began discussing a Behavior Analyst concentration, and a work group is formulating a proposal for it. The faculty will decide whether to add this concentration. Faculty interest groups can develop proposals for others and submit them to the Department Council and full faculty for consideration.

### **Report on Undergraduate Issues Workshop (11/30/05)**

The workshop was organized around discussion of four main topics: (1) pick 4 revision proposals, (2) student skills issues, (3) issues with out-of-class experiences, and (4) student attitude issues. Each group had a discussion for about 45 min and then a summary of the discussion was presented to the entire group for comments and questions.

What follows is a summary of the discussion for each of the topics:

#### **(1) Pick 4 revisions**

Dr. Kahn reported that the group was supportive of a change in the pick 4. The group discussed two proposals and favored the 3 group proposal. Jef would like to be invited to Dept. Council and Sequence Meetings next semester to meet with department faculty. He will present the proposals the Curriculum Committee is currently focused on, in order to get feedback to develop a single proposal to present to the department for a vote by the end of Spring semester.

#### **(2) Student Skills Issues**

Dr. Reese-Weber reported that her group discussion focused on the types of skills we'd like to foster in our undergraduate classes, students' development of those skills across their college experience, and ways we can promote those skills in our courses. Skills regarding effective reading strategies and writing were the focus of the discussion and a suggestion was made to infuse from training into freshman and sophomore courses to allow students to work on these skills. One way this might occur is to have Educational Psychology (PSY 215) instructors prepare a handout on effective reading techniques. There was also a suggestion to utilize Bruce Stoffel more as a course resource. A preference was stated for a larger department discussion of expectations we have for students in terms of skills as they enter our courses.

#### **(3) Issues with Out-of-Class Experiences**

Dr. Tobin reported that the discussion in this group focused on recruitment issues for 290/390 experiences. Some faculty expressed frustration at the number of students approaching them for these experiences and ways to choose appropriate students. There was also discussion of entitlement issues with students assuming they could sign up with any faculty member at any time they wished. A suggestion was made to survey faculty to determine methods people are using to recruit and choose students to work with them on their research. It was also suggested that we hold a joint honors colloquium/390 poster session in the Fall to accommodate students graduating in Fall. Finally, the group suggested making attempts to formalize student skill development in these experiences using methods such as pre-post-test assessment. A follow-up discussion was suggested to determine what we think a capstone should entail (i.e., a culminating project or smaller skill development steps).

#### **(4) Student Attitude Issues**

Dr. Wagman reported that this group discussed ways to disseminate the Civility Guidelines developed last year by the Climate & Diversity Committee and make-up exam issues (e.g., use as handout in freshman/sophomore courses). A suggestion was made to develop an optional departmental policy regarding make-up exams to allow faculty to have departmental support in enforcing make-up policy issues in their classes and to revise the "care & concern" item on our evaluations to better reflect the instructor

quality we are want to assess. It was also suggested that instructors may wish to cover student participant responsibilities as part of ethics in our courses.

Overall, feedback on the workshop was positive and people suggested we have more time to discuss these topics. My plan for Spring semester is hold some discussion meetings for individual topics for anyone who would like to attend and to hold another larger workshop in the Fall. Some of these topics will be addressed as we discuss individual courses next semester with instructors of those courses (e.g., PSY 110, PSY 331).

### **Report on Undergraduate Lunch Discussion 9/20/06**

The lunch discussion this year focused on four primary topics: (1) curriculum changes to content courses in the Psychology major, (2) the possibility of implementing a comprehensive exam for Psychology major seniors as an assessment of program learning objectives, (3) assessment of learning objectives in capstone courses, and (4) assessment of learning objectives in other required courses (PSY 111, 138, 200, 231, 331, 340). To allow discussion groups of 6-7 people, topics (1) and (2) were covered in one group and topics (3) and (4) were covered in the other group. Groups discussed topics for about 60 min on their own and then the topics were discussed with everyone present commenting on the group's recommendations.

#### **(1) Curriculum changes to content courses in the Psychology major – led by Dr. Kahn**

The group discussion began with a question presented to the group of how they would like to see content covered in the major curriculum (e.g., what types of courses, how many courses, level of courses, structured vs. open requirements, etc.). The group discussion progressed by considering an ideal curriculum, rather than focusing on practical concerns regarding implementation and current faculty resources.

The suggestion of the group (which was endorsed by all faculty present at the discussion) was to pursue a curriculum that contains five required foundational courses at the 200-level and allow students to choose electives at the 300-level from amongst all current 300-level content courses. The five 200-level courses recommended were:

- cognition and learning
- biological bases of behavior
- social and industrial-organizational bases of behavior
- human development in the lifespan
- personality and abnormal behavior

The group agreed that these courses represented the foundational knowledge required to take more advanced courses in basic or applied psychology in these areas as long as all of these courses covered the content area along with (a) historical issues in the area, (b) cultural considerations in the content area, and (c) some brief introductions to applications in the area.

The recommendations for creation of the 200-level courses were the following:

- (1) move PSY 366 to PSY 266 with the addition of learning content and (a) – (c) above in these areas,
- (2) move PSY 363 to PSY 263 or create a new course,
- (3) move PSY 131 to PSY 231 OR alter PSY 230 to fit the social/i-o course OR create a new course,
- (4) review PSY 213 for (a) – (c) above and include it as the lifespan development course,
- (5) review PSY 233 for (a) – (c) above and include it as the personality and abnormal course.

#### **(2) Implementation of a comprehensive exam – led by Dr. Zimmerman**

The issue of a comprehensive exam in the major depends on the resolution of the curriculum; without knowing the curriculum it is impossible to know what to assess. One issue related to a comprehensive exam was whether students could be exempt if they take the GRE-Advanced or achieve a high GPA.

### **(3) Assessment of learning objectives in capstone course – led by Dr. Tobin**

Much of the discussion focused on how different the assorted capstone experiences are, even within the different course offerings. The general consensus seemed to be that it would be difficult to identify a core set of objectives common to all of the experiences.

The group concluded that PSY 390 is used to provide a number of different skill sets, which in turn may satisfy a diverse set of objectives. It was suggested that we provide a mechanism for these experiences to be assessed somewhat individually. That is, faculty supervisors should identify a set of objectives at the beginning of the experience (in a syllabus and/or course contract). These objectives may then be assessed at the end of the experience (by the students and/or by the faculty supervisor). Similar approaches may be adopted for PSY 395, 391, and IDS 395.03. PSY 392 is taught in a more traditional course format, and may be assessed with more traditional techniques (e.g., course evaluations).

### **(4) Assessment of learning objectives in other required courses – led by Dr. Cutting**

We briefly reviewed some of the assessments that are currently being conducted in PSY 111. We discussed doing something similar in the PSY 200 Careers course. Additionally, in PSY 200 students complete a skills survey. We discussed the potential of having this same survey being completed by psychology majors near their completion of their program.

We also discussed the statistics and research methods courses. It was suggested that an appropriate assessment for these courses would be for majors to perform an analysis and evaluation of a research report.

We also discussed the possibility of conducting a finer grained analysis of the different sections of PSY 331 (beyond the syllabus review that has already be conducted) to get a better handle on what may be common objectives in that course. This was suggested because, similar to PSY 390 discussed above, the decimalized versions of the course may have a very diverse set of course objectives. Course objectives for PSY 331 were updated by all current instructors in Spring 2006 as a minimum subset of learning objectives covered in all sections of the course.

### **From department retreat April 22, 2010**

**Undergraduate Committee** (Dr. Cutting, Dr. Jarvis, Dr. Kahn, Dr. Rivadeneyra, Dr. Hund, Dr. Tobin, Dr. Hoff, Dr. Braswell, Dr. Croker, Dr. Ispas, Raz Steward)

The discussion jumped around somewhat. The items below are arranged by original agenda item ordering rather than the order discussed at the retreat (e.g., item #2 was the last topic discussed, but it was also touched on in some of Pat Jarvis' opening comments).

We began by briefly went over the agenda items. A few additional items were suggested be added. These included: **Psi Chi / SPA fund raisers, 15-hour out of class experiences limit, Diversity issues.**

Pat Jarvis reported some feedback that she has heard from students in her 331 course that related to some of the agenda items below (I can't remember whether Pat brought this up before or after agenda item #1, our brief review of the last program review).

- With respect to the undergraduate curriculum revision, she reported that students felt that they had taken courses that they otherwise would not have (because they're now required) and that in hindsight they were glad that they did.
- Students report "really liking Raz" as an advisor

- With respect to enrollment issues, she reported that transfer students are feeling very frustrated, in particular with respect to out-of-class experiences. They feel that there is very little time to get into these experiences and are at a disadvantage relative to non-transfer students. Also they struggle with having to take more courses than they are used to. Pat suggested that one possible approach to this would be to establish a mentoring program for transfer students, perhaps involving Psi Chi. More on this below.
- Students also report some concerns about “course accessibility.” I reported that one thing that we hope will help with this is the new on-line override system that Raz has developed. We discussed this issue in the context of the enrollment issue.
- Pat also reported that, while students are generally glad to have the Careers course, they feel that they need a refresher course later. Steve C. suggested a possible approach to address this would be to establish a Career Week in the Fall. Essentially holding a few evening discussions of topics like getting into graduate school, getting a job, etc. Perhaps these could be run/sponsored by student organizations.

### **1. Brief review of last program review and feedback**

We went through a little about the process of the program review. I presented a copy of the feedback, and went through the bullet points of recommendations.

### **2. Things since last program review (Undergraduate curriculum revision and Assessment plan: Objective grid and more. Include PSY 111, high-school prep and pre-test/senior post-test for assessment).**

We saved this item for the last hour, but didn’t actually get to it until even later. Some of the discussion overlapped with other agenda items (in particular enrollment issues).

We talked a little about the assessment feedback (from UAS) of the undergraduate program. We are currently rated as established on 3 out of 4 of the items. The 4<sup>th</sup> concerns the feedback loop (how we use our data to inform change). I briefly talked about current revisions underway of the assessment plan and expressed confidence that we should be okay (at least “established”) for the review.

There were some brief questions about the alumni survey (I can’t remember what they were, but I had a copy and the questions were answered). I mentioned that we were going to re-run the alumni survey the Margie and Val had run 10 years ago, this time as an on-line survey (with help from UAS).

Anecdotal report from Pat that students generally like the (new) undergraduate curriculum (may be hard for them to make contrastive comparisons because they are in one or the other). She reports that they that it has forced them to take courses that they otherwise would not have (because they’re part of the required core), but generally are glad that they did take them.

We talked briefly about the impact that the new curriculum has had on 300-level course offerings. I presented the possibility of either re-structuring our PSY 392 courses or creating a new 300-level seminar that could be used in place of some of our current 300-level courses (e.g., psycholinguistics, memory, perception, etc.). The idea is that these courses could be taught in a seminar format with rotating topics. This could perhaps be a solution for the “4-year” rule (if not taught in a 4 year span, the course goes off of the books). The 392 revamp has issues because it is a capstone course. Also, if we were to decriminalize it (like 331) to have the content recorded on a transcript, then the “4-year” rule comes back into play.

We talked briefly about the discussions that the curriculum committee has been having about a revision of the prerequisite structure of the curriculum (e.g., what prereqs should exist between the require 200-level core and the 300-level advanced courses). I summarized the consensus (and Greg agreed) of those discussions was that we might be better off not putting in more prerequisites (removal of some flexibility making it harder for students, especially transfers).

We did not have time to discuss the 110/111 in-coming knowledge issue (it was briefly mentioned but not discussed).

### **3. Enrollment issues**

We discussed the rise in the numbers of majors (increasing), numbers of minors (decreasing). The general consensus is that we should aim to maintain our numbers around 500. If the university wants our major to grow, then we should continue to push for more faculty.

I mentioned that I would like to move towards a model in which our 200-level core courses had more comparable course sizes. Currently some of the courses are taught as 300-seat courses (PSY 213, 223), while others are smaller (PSY 233 at 150, PSY 253 & 263 at 80). Some of this is related to their origins (some were originally 100-level courses, others 300-level courses). The tricky parts are that some are gen ed courses and others are not (also sabbaticals, leaves, departures, etc. have had recent impact) and also that we are currently still within the transition period between curricula. Raz reported that this upcoming semester (Fall 11) is the first in which we have started getting a lot of override requests for 253 (currently 253 and 263 are part of the required core and can count towards a pick-4 in the old system). We are nearly finished with the transition from our old curriculum to our new one (roughly 150 students remaining in the old system). Hopefully as the last of the old system students graduate, our enrollment numbers in these courses will stabilize and we'll have a better picture of what course sizes we need.

Course accessibility was raised (see point from Pat above). I briefly mentioned the new override system that Raz has developed and have hopes that this will help address some of these concerns. The 253 override requests (17 requests as of May 1) suggest that we may need to consider either increasing the size of 253 and 263 (although there wasn't a bunch of requests for that course) or offer more than 1 section a semester (or a summer section?).

The issue of transfer students feeling disadvantaged also came up in the context of enrollment. I mentioned that last year had been billed as "the year of the transfer" and that we have been repeatedly encouraged to be "transfer friendly." In response, last year we changed our enrollment target ratio, increasing our transfer target and decreasing our freshman target. Last year was the first year that we met our transfer target numbers. This year we met both our freshman and transfer targets. Pat mentioned that she has heard that some transfer students feel as though they are at a disadvantage getting into courses, are taking more courses than they are used to, and have particular trouble with getting out-of-class experiences. Currently we require transfer students to attend a transfer day event with Raz (we offer multiple sessions), but the feeling is that students may be overwhelmed with information. Pat suggested that we consider starting a mentoring program, pairing transfer students with upper level students (perhaps Psi Chi). Part of the issue with out of class experiences is that there is a requirement of an ISU GPA, which means that they can't do it their first semester at ISU (also they don't know the faculty or ISU psych courses which makes it harder to get 290s and 291s).

### **4. Library issues**

This was only touched on during my review of the past review. I mentioned that Dawn and Bruce had worked hard to infuse library skills into many of our courses (111, 231, 331, 138). I asked how are our students' library skills. Some felt that the technical psycinfo skills were good, but that students still often had trouble conducting a literature review (e.g., "I can't find any research on divorce"). I asked whether people thought that transfer students might be at a disadvantage here. It turns out that Bruce has designed and offers special library orientation sessions for transfer students and that they find it very helpful (we also have the highest attendance rate for this in the college).

### **5. Honors**

We discussed the decreasing numbers, few honors sections. I reported that we are planning on trying a few things: identifying eligible students early and sending them information, clarifying our web page information, in particular about the differences between honors, psychology honors, and psi chi. I

speculated that one possible reason is that out of class opportunities may have once been a big draw for honors, but is now is available to any psychology major. Jef suggested that we could increase the rigor of what it means to do honors in psychology (e.g., a thesis with a defense, rather than just a 10-min oral presentation at a departmental colloquium). We also discussed the potential of requiring that psych honors students must take an honors seminar in psychology. However it was also suggested that some students opt not to do the honors because of the increased requirements (e.g., must maintain a higher GPA, etc.).

## **6. Gen Ed issues**

I asked Alycia and Renée to briefly report about what sorts of changes are coming down the pipeline and what role will might we expect psychology to play in these changes. They reported that the Gen Ed Task Force is still too early to predict what the changes will be. They didn't expect that there would be a big impact on psychology (but again, it is probably too early to tell).

## **7. Psi Chi/SPA student groups**

I reminded the group that a couple of years back students were unhappy with how things are going. It is my impression that the students are happier with current levels of involvement. I expressed my opinion that much of the issue is due to the turnover of the executive board from year to year. This year's group is trying to improve this by creating a list of materials (e.g., having each exec. board member type up a "what I do" and store it on a flash drive that is passed along to the next board). We discussed possible ways that the department can impact how these groups operate. Perhaps have faculty push MPA psi chi presentations, publication in psi chi research journal.

Rocio announced that there are now two more RSOs (registered student organizations) affiliated with the department (A graduate diversity issues group and a community of Latino students)

Psi Chi / SPA were mentioned in the context of mentoring transfer students and possible involvement in a Careers week in the Fall semesters. I expressed my support for Psi Chi involvement with the Careers week idea, but had some reservations about the mentoring program. My reservations were largely due to relatively small numbers of psi chi members at the start of a year (many join during their senior year).

## **8. Additional items**

### **a. Psi Chi / SPA fund raisers**

- i. We didn't get to this item (or I don't remember what we said if we did)

### **b. 15-hour out of class experiences limit**

- i. recently we have started seeing a rise in requests from students to be granted an exception so that they may take more than 15-hours of out-of-class experience. The original intent of this limit was to 1) guard students from overcommitting themselves to these and 2) to ensure that these experiences aren't used as a way to "pad" their GPA. The general sense is that the exception requests have not come from students who are trying to pad their GPAs but rather from good students who are interested in trying out a variety of experiences, working as a UTA, as a researcher in multiple labs, and doing an external internship. The general consensus seemed to be that we should leave the 15-hr limit in place as long as the exceptions requests are still relatively rare. However we should revisit this issue if rates increase (with the possibility of either changing the maximum, or reconsidering what courses count towards the maximum). The UAC will continue this discussion in the Fall.

### **c. Diversity issues**

- i. We didn't get to this item. It will be on the agenda for a Fall meeting of the group (if one is called)

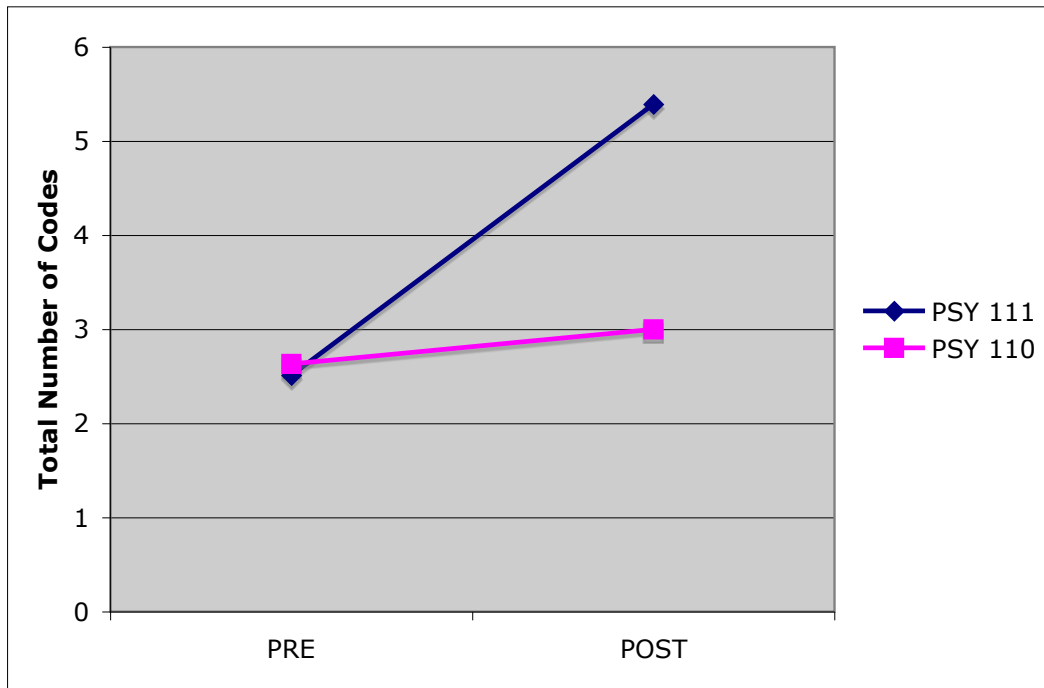
## **Appendix H: Introductory Psychology questionnaire**

In Fall 2005, the Psychology Department revised this course as a small section, majors only, introductory course taught by tenured or tenure-track faculty. Sections no larger than 30 psychology majors are being taught each Fall to incoming freshman to allow students to have immediate contact with department faculty and other Psychology majors. For 3 hours a week, students meet in small sections with their faculty instructor to discuss content in the field of psychology. For an additional hour a week, the sections are joined for large group meetings with guest speakers in the field of psychology, including other ISU Psychology Department faculty not teaching a section of the course. In those large group meetings, students are exposed to a wide range of topics, including research in psychology and careers in psychology.

In Fall 2006 several assessments were conducted in PSY 111. Pre-test measures were collected at the start of the semester to compare with (a) post-test measures at the end of the semester and (b) post-test measures to be collected in the future from graduating seniors who have taken the newly revised PSY 111 course (these students should begin graduating in Spring 2009). Measures included (1) a qualitative response to “What is a psychologist?” to gauge students’ understanding of the field, (2) multiple choice responses to content questions in several areas of psychology (questions were chosen from the Psychology subject GRE test), and (3) student satisfaction feedback on the format of the course. Eighty-two PSY 111 students completed all measures. The responses of a random sample of 82 PSY 110 students were used for comparison.

The pre- and post-test responses to “What is a psychologist?” were compared for the PSY 111 students. These open-ended responses were coded for mention of the topics studied by psychologists and the tasks which psychologists do. Students’ responses improved from pretest to posttest in several ways. For example, at the start of the semester, 26.8% mentioned research in their response. At the end of the semester, 70.7% mentioned research. In contrast, at pre-test 48.8% listed helping or fixing people’s problems in their answer, while at post-test only 12.2% made this response. Overall, complexity of responses increased over the semester for PSY 111 students based on a measure of the number of coded responses found, while a comparison sample of students in PSY 110 (the large section Intro Psychology course taught to non-majors) showed no such increase (see Figure 1).

Figure 1: Mean number of topic codes in responses to “What is a psychologist” for PSY 110 and PSY 111 students at the beginning and end of the semester (N = 82 per course)



Similar results were found for PSY 111 and 110 students on measures of reading ease (lower scores indicate better readability) and grade level of responses. Only the PSY 111 students showed a significant improvement over the course of the semester on the measure of reading ease (see Figure 2). For grade level score, PSY 111 students showed a greater improvement compared to PSY 110 students (see Figure 3).

Figure 2: Reading ease scores (lower numbers indicate more sophisticated responses)

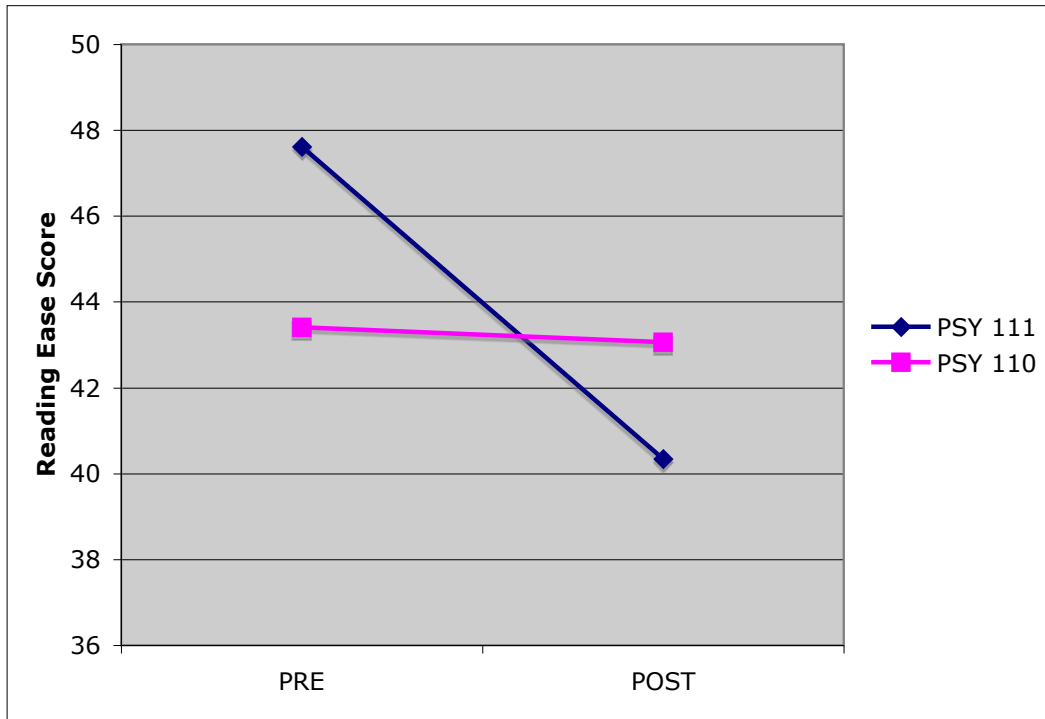
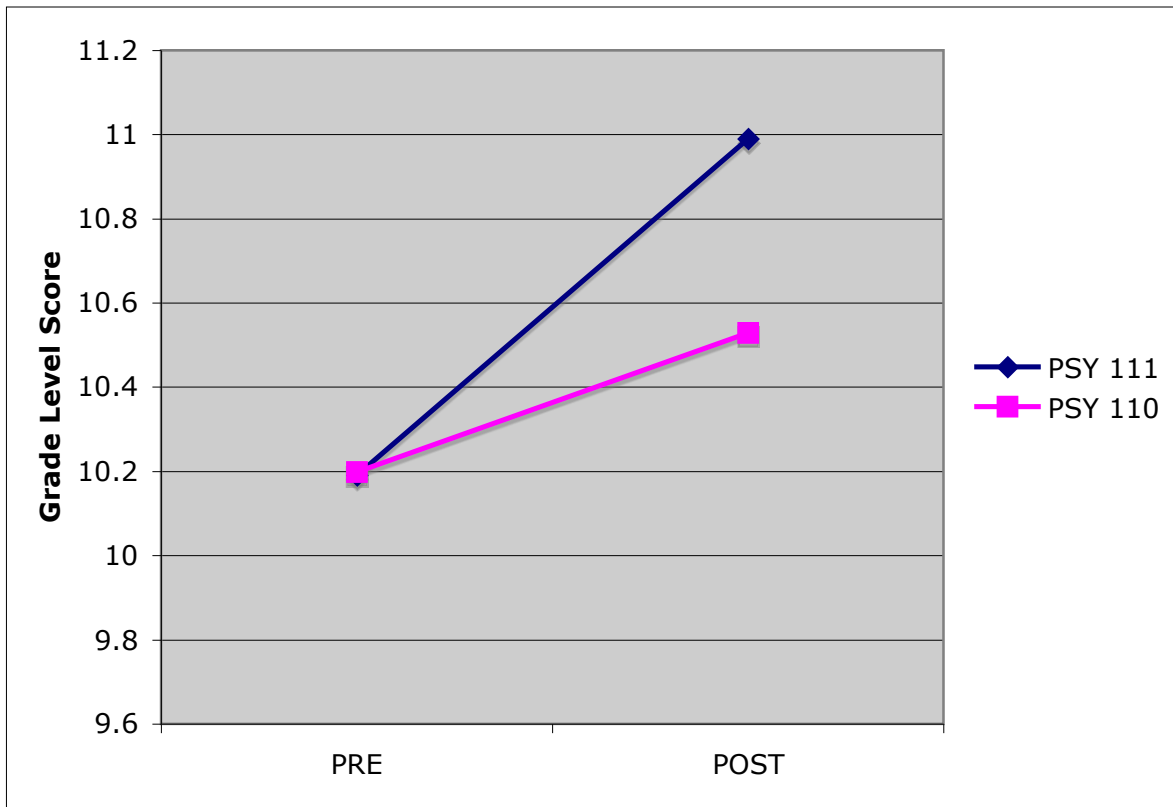


Figure 3: Grade level scores



For the content knowledge assessment, two sets of Psychology Subject GRE questions were chosen (12 questions per set) to create two forms of the measure. Half of the students took one form at pre-test and the other form at post-test. This was reversed for the other half of the students. Unfortunately, the difficulty level of the forms was not equivalent. Thus, the pre-post difference could not be evaluated for this measure. We considered this a pilot assessment for this measure and will revise the measure to allow a more valid comparison for assessment in Fall 2007.

On the student satisfaction survey, students reported overwhelmingly (100%) that they prefer the small section format of the course compared to a larger section format. In addition, 65% of students indicated that they were more likely to continue as a psychology major as a result of taking PSY 111.

## **Appendix I: Assessment of Capstone Artifacts**

Two capstone courses (PSY 392 – Senior Seminar and PSY 390 - Advanced Research Experience) were assessed in Fall 2006 with a skills checklist and a capstone essay. Unfortunately, response rate was low (N = 1 for the essay and N = 24 for the skills checklist). Results for the skills checklist were similar to results for this measure from PSY 331 students. Most students indicated they had completed most of the skills. In addition, they reported that they enjoyed or were strongest at interpersonal skills (e.g., “Work effectively within a team,” “Communicate effectively – articulate thoughts, feelings, and ideas appropriately to individuals and groups”). The skill listed most often as “strongest” (58.3%) was “Meet deadlines and manage time effectively.”

The goal for next year is to discuss ways to increase the response rate for capstone course assessment.

We are trying to assess the overall effectiveness of our psychology major. We are asking your help in evaluating the capstone experiences. We ask that you complete this reflective essay. You will not be graded or evaluated in any way based on this essay. You do not need to spend a great deal of time on it and we will not ask you to identify yourself, but please identify which capstone experience you completed. Response may be submitted to ...

### **Capstone Experience Essay**

As a psychology major, you have learned about many different psychological approaches (e.g., theories, principles, models, methods) to explain behavior. Take a moment to think about some of these approaches that are relevant to your capstone experience. Describe at least two theories, principles, models, and/or methods in detail and then describe how each related to your capstone experience. Include in your answer a summary of each theory’s main points and how these theories relate to your capstone experience. Your capstone experience may have involved research, teaching, intervention, or a combination of these experiences. In a typed, double spaced, 2-page response, please answer the question: How do these approaches apply to the work you completed during your capstone experience?

## **Appendix J: Assessment of Statistical Knowledge**

In PSY 340, our advanced statistics course for majors, an analysis was conducted of Fall 2006 comprehensive final exams and projects for a section of the course (N=26). Items on the final were coded according to the learning objectives stated for the course in the Department Objectives Grid and an evaluation of student knowledge was determined from student performance on those items to determine overall statistics knowledge for PSY majors after completing the required statistics sequence (which ends with PSY 340).

Table 1 displays the course objectives that were matched with final exam (FE) questions. Table 2 presents average student scores on FE questions. For objectives assessed by final exam questions, students performed well overall. While students did not score particularly well on some individual questions, their average scores for question groups that assessed course objectives were at 69% or higher.

Not all course objectives were assessed on the final exam. In fact, matching exam questions to the stated objectives proved difficult. It became clear that the exam questions were designed to assess very specific skills/knowledge within the course (e.g., Interpret given output from a statistical analyses), while the course objectives describe more global skills (e.g., Evaluate the appropriateness of conclusions presented in psychological research.). In addition, some of the objectives are related to several questions (e.g., objective 2.2 is addressed, in part, by both questions 4 & 5), and several questions were related to multiple objectives (e.g., questions 4 & 5 also address objective 2.5).

Because the final exam did provide an assessment of all course objectives, objectives were also matched to the final project assignment (FP) required for the course. Many of the skills covered in the course objectives are required for the completion of this final project. The final project was a simulated data analysis situation in which the students were given a data set (in SPSS) and a number of research questions (see Appendix A for a copy of the assignment). The students had to determine the appropriate analyses, perform those analyses, and write up a brief summary of the basic design and results of the research. Students scored an average of 85.9% on the final projects.

Overall, the final project seemed to embody a larger number of the course objectives than the final exam. However, like the final exam, there was not a one-to-one correspondence between the research questions (and the grading rubric corresponding to the questions) and the course objectives. The result is that it was difficult to link student performance on the final projects to specific objectives.

To summarize, our assessment of PSY 340 indicated that the final exam and/or final project may not be the best measures for assessing the stated course objectives, much less our major students' general statistical abilities. Of the two, we believe that the final project comes closest to the desired assessment tool. However, if it were to be used across all sections of PSY 340 (to assess all of our majors), there would be a need to standardize this assignment in some way (instructors of this course currently vary in their final project assignments).

Table 1 – Course Objectives for PSY 340 and Matching Final Exam and Final Project Items

Checked course objectives for PSY 340		Possible assessment items
2.1	Explain different research methods used by psychologists	FE: 2a-d
2.2	Evaluate the appropriateness of conclusions presented in psychological research	FE: 4&5 FP
2.3	Design basic studies to address psychological questions using qualitative and quantitative research methods	Currently the course focus is on analysis rather than design
2.5	Generalize research results appropriately	FE: 4&5 FP
3.6	Transfer knowledge from classroom learning and research findings to applied situations	FP
4.2	Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior	FP
4.3	Seek scientific evidence to evaluate behavioral claims	FP
6.1	Demonstrate information competence at each stage in the following processes: formulate a researchable topic; develop a keyword search strategy, restating it in narrower or broader terms as needed; identify relevant sources of information; locate appropriate sources by searching electronic and/or traditional databases; differentiate between and judge the value of primary vs. secondary sources, empirical vs. non-empirical sources, and peer-reviewed vs. nonpeer-reviewed sources; read and comprehend psychological literature; evaluate the appearance, appropriateness, accuracy, quality, value, and potential bias of identified sources; select sources from several media, including data and perspectives outside traditional psychology and Western boundaries	FE: 3,5
6.2	Organize and report information by using appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data	FP
6.4	Demonstrate computer skills: creating files; using word processing, database and data analysis programs; search the World Wide Web; use e-mail, incorporate emerging technologies into existing practices	FP
7.1	Use critical thinking effectively	FP
7.3	Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals	FP
9.1	Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers) and for various purposes	FP
9.3	Interpret and construct graphs, tables, images, maps, and so on	FE: 4 FP

Table 2: Final Exam (FE) Question Breakdown and Average Student Scores

1) Brief Answer Conceptual Questions	Average % points on each Q
a) Distribution of sample means and standard error	78
b) Properties of center	90
c) Negative correlation	92
d) Residual plots in regression	69
e) Linear regression equation	71
f) General Linear Model	48
<b>Average Q1 Score</b>	<b>74.6%</b>
2) Determine Design, statistical test, & Hypotheses	
a) repeated measure ANOVA	78
b) independent samples t-test	82
c) bi-variate regression	64
d) factorial ANOVA	70
<b>Average Q2 Score</b>	<b>73.5%</b>
3) Computational problem	
a) compute Pearson's r	94
b) compute the regression equation	88
c) describe the relationship	85
<b>Average Q3 Score</b>	<b>89%</b>
4) Interpreting Multiple Regression	
a) selecting the "best" model	88
b) Using regression equation to make a prediction	*
c) impact of covariation of variables on models	50
<b>Average Q4 Score</b>	<b>69%</b>
5) Interpreting SPSS output	
a) Independent samples t-test	95
b) Factorial ANOVA	80
<b>Average Q5 Score</b>	<b>87.5%</b>

\*An error on this question caused missing data

## Appendix K: Skills Surveys

In Spring 2004, PSY 331 students and faculty were surveyed to determine if the students were gaining requisite skills and knowledge from psychology courses prior to enrolling in PSY 331. Students were asked near the end of the semester if they felt they had enough background to successfully complete the course and if not, what skills or knowledge they were lacking. Faculty were similarly surveyed about students' knowledge and skills in the material relevant to the course. While some responses requested more coverage of APA style and statistics skills, the majority of students (74% of those completing the survey) and faculty were satisfied with students' skills and knowledge while taking the course.

During the Fall 2005 semester, a meeting of PSY 331 instructors was held to discuss learning objectives for the course and to demonstrate the commonalities across the different topic sections of the course in terms of learning objectives, assignment types, and topics. Library skills across the Psychology curriculum were also discussed and a pilot project was developed with Bruce Stoffel (the Psychology topic librarian) to include a capstone library assignment in PSY 331 sections at the instructor's discretion. A resource library was developed from this meeting that includes syllabi and assignments from different sections of the course to help current and future instructors improve or develop their section of PSY 331.

Over the next year, we plan to implement a web-based version of this survey and expand our sampling beyond the PSY 331 sections.

### Psychology Major Skills Checklist

As part of our assessment of the undergraduate major curriculum this year, we are asking psychology majors to indicate the skills they feel they have achieved. Please read the lists of skills below and indicate by making a check mark in the appropriate columns: (1) which skills you have achieved or completed as part of the psychology major, (2) which skills you feel are your strongest, and (3) which skills or tasks you enjoy doing. You may include more than one checkmark for each skill. Do not put your name on the checklist.

Place checkmarks in the columns below. You may include more than one checkmark for each skill.			
Completed	Strongest	Enjoy	Planning and Organizational Skills
			Meet deadlines and manage time effectively
			Set realistic goals and priorities
			Work under time and environmental pressures
			Successfully juggle multiple demands (e.g., school and work)
			Identify and prioritize things to be accomplished
			Develop goals for myself and/or an organization
			Organize/plan – define goals and objectives and schedule times or steps to complete projects or programs
			Follow up with others to evaluate progress on tasks
			Plan and implement appropriate steps to complete strategies and action plans
			Stick to a difficult endeavor and see it through to completion (e.g.,

			getting through college).
<b>Completed</b>	<b>Strongest</b>	<b>Enjoy</b>	<b>Critical Thinking Skills</b>
			Quickly and accurately identify the key issues when making a decision or solving a problem
			Identify general principles that explain data or behavior
			Analyze – break down and figure out problems and/or issues logically
			Synthesize – integrate new ideas and information
			Examine assumptions underlying analyses or conclusions
			Develop innovative solutions to complex problems
			Critically evaluate theories and research and apply the results to solve problems
			Analyze situations – identify critical issues when making a decision or solving a problem
			Evaluate – review, judge, and/or critique the feasibility or quality of a plan or idea
			Look at an issue or topic from more than one perspective
			Analyze the interconnection of events and ideas
			Evaluate information against standards in the discipline
			Determine the parameters and complexity of a problem
<b>Completed</b>	<b>Strongest</b>	<b>Enjoy</b>	<b>Human relations and interpersonal skills</b>
			Maintain group cooperation and support
			Motivate – generate involvement; stimulate peak performance in others
			Keep a group on track when working towards a goal
			Interact and work effectively with peers, superiors, and subordinates
			Interact with and appreciate people from diverse cultural, social, ethnic, and religious backgrounds
			Communicate effectively and sensitively in both individual and group situations
			Teach a skill, concept, or principle to others
			Lead others effectively
			Effectively collaborate with others to complete projects or reach goals
			Mediate – manage conflict; reconcile differences
			Negotiate – bargain for rights or advantages
			Demonstrate effective social behavior in a variety of settings and circumstances
			Delegate tasks and responsibilities
			Interview for information – draw out subjects through incisive questioning
			Advise others in certain areas
			Develop the potential in people
			Act as a liaison – make and maintain a connection between persons or groups
			Persuade – appropriately encourage someone to do something through reasoning, urging, and/or inducement
			Work effectively within a team
<b>Completed</b>	<b>Strongest</b>	<b>Enjoy</b>	<b>Oral and Written Communication Skills</b>
			Communicate effectively – articulate thoughts, feelings, and ideas appropriately to individuals and groups
			Write well – compose letters, reports, articles, ads, stories, or educational materials
			Proofread/edit – check writings for proper usage and stylistic flair and make necessary corrections
			Make effective presentations to groups
			Clarify – ask questions to help accurately describe a situation, topic, or

			issue
			Effectively participate in group discussions and brainstorm ideas
			Debate issues while respecting the opinions of others
			Read and condense large amounts of material
			Write and speak effectively in a foreign language
			Organize and deliver verbal presentations clearly and persuasively
			Express and defend ideas in a clear, objective, non-dogmatic manner
			Use various media to present ideas effectively and/or imaginatively
<b>Completed</b>	<b>Strongest</b>	<b>Enjoy</b>	<b>Research and Investigation Skills</b>
			Use a variety of information sources to research problems or answers to questions
			Conduct literature searches on a variety of topics
			Develop new research questions
			Design an experiment, study, or plan that gathers data and/or defines a problem
			Construct, administer, and interpret questionnaires or surveys
			Ethically recruit and treat research subjects
			Select appropriate statistical tests for the analysis of research
			Analyze and interpret statistical data
			Classify – sort, compile, and rank data into categories
			Use computers or laboratory equipment to assist with research
			Select, administer, score, and interpret various psychological tests or measures
<b>Completed</b>	<b>Strongest</b>	<b>Enjoy</b>	<b>Computer Skills</b>
			Use computer software to prepare reports, graphs, brochures, and other publications and to conduct research
			Conduct research using Internet informational sources
			Use e-mail effectively
			Develop computer programs
			Use computer programs (e.g., SPSS) to conduct statistical analyses
			Design web pages and web sites
<b>Completed</b>	<b>Strongest</b>	<b>Enjoy</b>	<b>Personal Skills</b>
			Take initiative in job-related duties
			Demonstrate tolerance for stress and ambiguity
			Identify personal values and apply them when making decisions
			Demonstrate flexibility and the ability to handle change
			Define and explain ethical behavior and practice it in challenging situations
			Adapt to or initiate change
			Develop knowledge and skills in expanding job responsibilities
			Recognize the value of lifelong learning and seek professional development opportunities
			Value the contribution that art, literature, science, and technology have made in our society

Please indicate your year at ISU: \_\_\_freshman \_\_\_ sophomore \_\_\_junior \_\_\_senior

Please indicate which courses you have already completed:

- \_\_\_ PSY 111 – Intro to Psyc (for majors)  
 \_\_\_ PSY 110 – Fundamentals of Psyc (for non-majors)  
 \_\_\_ PSY 138 – Reasoning in Psyc Using Stats  
 \_\_\_ PSY 200 – Careers in Psyc  
 \_\_\_ PSY 231 – Research Methods in Psyc  
 \_\_\_ PSY 340 – Stats for Social Sci (Adv Stats)  
 \_\_\_ Capstone (PSY 392, 390, 391, 395, or honors thesis)

## SSAS - Skill Set Assumed Survey

For each of your courses (use a separate sheet for each) please rate your expectations of students entering your course for the following skills/knowledge. Also please indicate whether the skill or knowledge is typically covered in your course.

Course PSY \_\_\_\_\_

- 1 – no incoming skill/knowledge assumed
- 2 – minimal prior exposure to this skill/knowledge
- 3 – some incoming skills/knowledge, but not fully developed
- 4 – entering course with skill/knowledge already fully developed

Statistics skills/knowledge		Covered in your course?
• Descriptive statistics (e.g., describing the distribution using mean and standard deviation)	1 – 2 – 3 – 4	Y / N
• Be able to state statistical hypotheses (i.e., null and researcher's hypotheses)	1 – 2 – 3 – 4	Y / N
• Understand conceptual underpinnings of significance testing (Understand alpha levels and p values)	1 – 2 – 3 – 4	Y / N
• Be able to use SPSS	1 – 2 – 3 – 4	Y / N
 Methods skills/knowledge		
• How and why psychologists use the scientific method	1 – 2 – 3 – 4	Y / N
• Basics of different kinds of Observation techniques (e.g., Naturalistic observation, Interviews, Surveys and questionnaires)	1 – 2 – 3 – 4	Y / N
• Basics of different kinds of Research designs (e.g., Case studies, Correlational studies, Quasi-experiments, Experiments)	1 – 2 – 3 – 4	Y / N
• Identify different Types of Variables (e.g., Dependent, Independent, control, confound)	1 – 2 – 3 – 4	Y / N
 Writing Skills		
• General writing skills (e.g., consistent tense and voice, subject-verb agreement)	1 – 2 – 3 – 4	Y / N
• Correct usage of APA style	1 – 2 – 3 – 4	Y / N
• Construct a literature review	1 – 2 – 3 – 4	Y / N
• Correct reporting of statistical outcomes	1 – 2 – 3 – 4	Y / N
 Ethics		
• Academic honesty: (e.g., citation and credit, plagiarism, reporting results completely and accurately)	1 – 2 – 3 – 4	Y / N
• Research ethics: (coercion of participants, deception of participants)	1 – 2 – 3 – 4	Y / N
• Academic ethics: (conflict of interest, protection of privacy)	1 – 2 – 3 – 4	Y / N
• Professional ethics: (protection of participants, confronting unethical behavior)	1 – 2 – 3 – 4	Y / N

Library skills

- |  |               |       |
|--|---------------|-------|
| • Identify relevant background articles to develop a hypothesis for a research study.              | 1 – 2 – 3 – 4 | Y / N |
| • Understand the differences between journal articles and media sources (e.g., popular magazines). | 1 – 2 – 3 – 4 | Y / N |
| • Locate copies of articles and books within the library or on the library website.                | 1 – 2 – 3 – 4 | Y / N |
| • Use PsycINFO to search for journal articles and book chapters on a specific topic.               | 1 – 2 – 3 – 4 | Y / N |
| • Identify relevant articles for a literature review on a specific topic.                          | 1 – 2 – 3 – 4 | Y / N |

Summary

		average skill level assumed			Y - covered in course		
		100	200	300	100	200	300
Academic honesty: (e.g., citation and credit, plagiarism, reporting results completely and accurately)	ethics1	2.18	2.80	3.19	63.6%	90.0%	75.0%
Research ethics: (coercion of participants, deception of participants)	ethics2	1.27	1.80	2.81	100.0%	70.0%	50.0%
Academic ethics: (conflict of interest, protection of privacy)	ethics3	1.09	1.70	2.74	27.3%	30.0%	25.0%
Professional ethics: (protection of participants, confronting unethical behavior)	ethics4	1.27	1.80	2.78	45.5%	50.0%	43.8%
Identify relevant background articles to develop a hypothesis for a research study.	library1	1.10	1.56	2.72	9.1%	30.0%	37.5%
Understand the differences between journal articles and media sources (e.g., popular magazines).	library2	1.10	2.20	3.13	36.4%	80.0%	50.0%
Locate copies of articles and books within the library or on the library website.	library3	1.30	2.40	3.09	63.6%	80.0%	37.5%
Use PsycINFO to search for journal articles and book chapters on a specific topic.	library4	1.00	1.90	2.94	45.5%	60.0%	31.3%
Identify relevant articles for a literature review on a specific topic.	library5	1.00	1.90	2.74	27.3%	40.0%	31.3%
How and why psychologists use the scientific method	methods1	1.45	2.30	3.06	100.0%	100.0%	90.6%
Basics of different kinds of Observation techniques (e.g., Naturalistic observation, Interviews, Surveys and questionnaires)	methods2	1.27	2.20	2.72	90.9%	90.0%	59.4%
Basics of different kinds of Research designs (e.g., Case studies, Correlational studies, Quasi-experiments, Experiments)	methods3	1.18	2.10	2.88	100.0%	100.0%	78.1%
Identify different Types of Variables (e.g., Dependent, Independent, control, confound)	methods4	1.18	2.30	3.03	100.0%	100.0%	71.9%
Descriptive statistics (e.g., describing the distribution using mean and standard deviation)	stat1	1.27	2.70	3.10	72.7%	80.0%	37.5%
Be able to state statistical hypotheses (i.e., null and researcher's hypotheses)	stat2	1.18	1.90	2.72	54.5%	40.0%	40.6%
Understand conceptual underpinnings of significance testing (Understand alpha levels and p values)	stat3	1.09	1.90	2.69	27.3%	30.0%	34.4%
Be able to use SPSS	stat4	1.00	1.20	2.00	18.2%	0.0%	25.0%
General writing skills (e.g., consistent tense and voice, subject-verb agreement)	writing1	1.90	3.10	3.13	27.3%	60.0%	46.9%
Correct usage of APA style	writing2	1.00	1.70	2.75	18.2%	70.0%	53.1%
Construct a literature review	writing3	1.00	1.60	2.50	9.1%	40.0%	40.6%
Correct reporting of statistical outcomes	writing4	1.00	1.60	2.38	27.3%	30.0%	43.8%
Ability to present appropriate interpretations and implications of research results	writing5	1.00	1.30	2.59	36.4%	40.0%	59.4%
# courses=		11	10	32	11	10	32