

Psychology Department
Strategic Assessment Plan
3/04/2026

This document contains:

1. Our Strategic Assessment Plan Narrative
2. Appendix 1: Direct Measures of Student Progress toward Achieving Learning Goals
3. Appendix 2: Indirect Measures of Student Progress toward Achieving Learning Goals

Strategic Assessment Plan Narrative

In reviewing our previous strategic assessment plan, the Psychology Department acknowledged that our previous plan was comprehensive, but it was neither parsimonious nor sustainable. Instead, we present to you a revised and streamlined version of that original plan, including the process and rationale by which the student learning goals were identified and measures were chosen, a description of how we intend to close the loop (both revising our approach to achieving learning goals as indicated by the results of our assessment efforts, and disseminating those results beyond our faculty, to students, etc.). Complementing the narrative, located at the end of the document because of formatting constraints, is a detailed matrix that identifies each of our core learning goals for the psychology major, the level of the curriculum at which they are assessed, an indication of whether the measures used are direct and indirect, as well as a description of how each will be used to operationalize student progress toward achieving each learning goal. In the appendix, please find a copy of each measure.

1. What are the student learning goals of your academic unit? How did your academic unit arrive at these goals? How are your academic unit's student learning goals shared with relevant constituencies?

a. Our goals:

- 1. Students will understand major concepts, subfields, theoretical perspectives (historic and contemporary), and empirical findings in Psychology.*
- 2. Students will understand and be able to apply basic research methods such as research design (including measurement), data analysis, and interpretation, grounded in the existing literature.*

3. *In evaluating psychological phenomena, research, and practice, students will demonstrate an ability to use critical thinking, creativity, skeptical inquiry, and scientific reasoning, incorporating an appreciation of sociocultural factors, where appropriate.*
4. *Students will be able to apply psychological principles to personal, social, and organizational issues, including to solve practical problems and improve quality of life.*
5. *Students will understand and appreciate values in Psychology, including but not limited to ethical principles and standards in research, application, and academics.*
6. *Students will exhibit evidence of personal and professional development relevant to the major. This includes effective communication, good judgment, self-regulation and self-direction, as well as technological and project management skills (individual and collaborative), helpful both during undergraduate and in the workforce.*

b. The process by which our goals were determined:

In 2011, in preparation for reaccreditation and after careful review of the *APA Guidelines for the Undergraduate Psychology Major*, the Psychology faculty at IWU identified a set of learning outcomes for psychology majors at IWU. In 2025-26, the Psychology faculty met to review our previously articulated learning outcomes in light of a 2023 update to the *APA Guidelines for the Undergraduate Psychology Major*, and to revise our learning objectives to reflect the results of those conversations; the result is a careful integration of our previous learning goals, which we felt have served our students well, and the updated guidelines, which are sensitive to the evolving nature of the preparation our students need.

The resulting learning objectives are delineated in the table below, along with an assessment of the extent to which Psychology faculty feel that their courses, at large, address these learning goals.

As with the APA Guidelines, these Departmental Learning Outcomes are articulated for the entire curriculum, not for individual courses; thus, no single course will likely address each learning outcome, nor, we believe, should that be the case.

c. The ways in which our student learning goals are easily accessible to faculty, students, and other relevant constituencies:

After discussion, in addition to discussing the learning goals regularly when we discuss assessment, we have decided to add a tab on the menu of our Psychology webpage entitled, “Learning Goals for Our Major,” which will list these six learning goals. We have made a request to have these added and they should be available to faculty, students, prospective students, and the public at large by the end of the Spring 2026 semester.

2. What measures do you plan to use to assess student learning goals? Why?

Please see the table that follows the “timeline” portion of the narrative for a summary of the measures that we will use to assess each student's learning goal. From this table, please note that there is at least one measure for each student learning goal. Of the six measures we will use, three are direct and three are indirect. Below, please find a summary of each measure, including what it measures (i.e., it is clearly defined), why it was chosen (i.e., that each is well-supported), and rationale for why we believe it to be well-targeted and dependable (i.e., why we believe that each measure will yield valid and reliable information). The “D” and “I” after the measures indicate “direct” and “indirect” measures, respectively.

1. PSYC 100 Direct Assessment Tool (D): The PSYC 100 Direct Assessment Tool was purpose built in collaboration by all instructors of Psychology 100 to measure how well our PSYC 100 courses address Goal 1: “*Students will understand major concepts, subfields, theoretical perspectives (historic and contemporary), and empirical findings in Psychology.*” Instructors first discerned which major concepts, subfields, and theoretical perspectives were common to all their courses (major empirical findings are a natural extension of the other types of information, and were thus implicitly incorporated) – the only significant requirement for consistency among General Psychology courses is that instructors must expose students well to the subfields of the discipline represented by department faculty. (Our department is on the larger side for IWU, and we have broad representation of major subfields within our ranks). After this, instructors each nominated questions that they felt best captured key principles or information covered in particular units. Departmental faculty then worked together to choose one representative question from among the options for each of the ten areas they taught in common. The resulting 10-item measure directly taps into the construct of interest. The measure will be piloted at the end of the Spring 2026 semester, and the results will be used to assess both how well-targeted the measure is in practice, and whether an items performed differently across sections (this information speaks to dependability – whether it is tapping into the construct of interest in a reliable way across sections).
2. Major Requirements Checklist (I): This annotated checklist describes how our curriculum is designed, and showcases how students will naturally be exposed to information that helps them “understand major concepts, subfields, theoretical perspectives (historic and contemporary), and empirical findings in Psychology” in the course of compiling degree requirements.
3. Research Methods (and Statistics) Direct Assessment (D): The assessment tool below, developed by Psychology Department faculty who teach PSY 300: Research Methods directly captures the extent to which students can apply key principles of research methods to a realistic scenario presented in vignette form. Each question taps into an essential part of the research process (e.g., developing a theory, specifying a hypothesis, etc.). Because PSY 227: Statistics and PSY 300: Research Methods are part of a

scaffolded sequence, scores on this measure assess not only students' applied understanding of Research Methods, but their retention of fundamental concepts from PSY 227: Statistics at least one semester later. Previous assessment efforts using this effort suggested that students understand the questions well (i.e., they were not confused about what questions were asking, thus ensuring that the measure is "picking up" the same information across students), but that not all students perform well on the measure (this indicates that it is, appropriately, picking up on the range of understanding present among students, another hallmark of validity/well-targetedness). While there is one question that did appear to perform differently across sections (pointing to potential issues with dependability of that one question of ten), we are collecting additional data in Spring 2026 to assess whether that is a real issue with the measure or whether initial results were anomalous.

4. Psychology Department Writing Rubric (D): Developed by the Psychology faculty at large in the mid-2010's, this rubric allows us to directly assess students' applied understanding of ethical issues in psychology, writing mechanics, and thinking. The rubric can be applied wholesale across student papers that address all of the criteria (e.g., papers from PSYC 300, some 300-level seminars, and senior theses). This rubric has been utilized for over a decade in both grading and assessment, both wholesale and with instructors utilizing specific portions as appropriate. The Psychology Department faculty, all trained in issues of measurement (including validity and reliability) have returned to this tool again and again, suggesting that it is flexible, well-targeted, and dependable.

5. Psychology Faculty Course Survey (I) - Using this tool, Psychology faculty report on the degree to which each of our six core student learning goals are addressed in each course that they teach. This allows us to aggregate and tabulate data overall and within each segment of the curriculum (i.e., for PSYC 100; across 200-level courses; in the Statistics and Research Methods sequence; and in seminars offered at the 300-level and above) in order to understand how well, overall, our curriculum helps students meet our student learning goals.

7. Senior Exit Survey (I) - Our Senior Exit Survey is a comprehensive indirect measure of our students' educational experience within the major, including their coursework, career preparation, writing and critical thinking skills, experiential opportunities and relationship with faculty.

3. Our plan for discussing and sharing information gleaned from our assessment efforts:

We will devote one departmental meeting annually to review assessment and discuss results. The goal of this meeting will be to develop an action plan to address any findings from the assessment data.

4. Timeline: Provide a timeline for your 1- to 3-year assessment cycles. What do you plan to accomplish during each assessment cycle and during each academic year of the cycle?

SLO (in short)	Where is this assessed? (Course/Requirement)	Measure (D=Direct; I=Indirect)	When?
1. Appreciate the breadth of Psychology as a science	PSYC 100 Requirements for the Psychology Major	a. PSYC 100 Direct Assessment Tool (D) b. Review of Major Requirements (showcases breadth; I)	Every 3 years. Every 3 years.
2. Apply methods and design principles	PSYC 227 PSYC 300	a. Research Methods (and Statistics) Direct Assessment (D)	(Implicit) Every 3 years.
3. Evaluate psychological phenomena, research, and practice	PSYC 300	a. Psychology Department Writing Rubric (D)	Every 3 years.
4. Apply psychological principles	Survey of department faculty reporting on the extent to which each of their classes addresses this goal.	a. Psychology Faculty Course Survey (I)	Every 6 years or after curricular update
5. Understand values in Psychology	Survey of department faculty reporting on the extent to which each of their classes addresses this goal.	a. Psychology Faculty Course Survey (I)	Every 6 years or after curricular update
6. Evidence of professional development	Via email to graduating seniors.	a. Senior Exit Survey (I)	Every 3 years.

5. How does your academic unit plan to process the information gathered through the various measures?

Each assessment cycle, we will ask departmental faculty to volunteer to collate and summarize the data from one of the five assessment measures; we will not count the major requirement checklist in this effort since no data needs to be collected, and the information gleaned from this indirect measure is not expected to change unless we revise our curriculum.

1. PSYC 100 Direct Assessment Tool (D) - All of the faculty teaching PSYC 100 during an assessment cycle will collect information using this Direct Assessment Tool. They will have the option of deploying it as part of their final exam, as an extra credit opportunity at the end of the semester, or online as part of the Psychology Subject Pool (which all PSYC 100 students participate in in one form or another) in the last two weeks of the semester. Departmental TAs will import scores on each item into a common spreadsheet. One PSYC 100 instructor will tabulate and interpret results, supplying a written summary to the rest of the departmental faculty for discussion. If there are any notable deficiencies in particular subject areas, PSYC 100 instructors will meet to understand how these areas can be shored up across sections. From our perspective, average scores of 70% or greater across all students who participate in the assessment effort suggest that students understand the majority of foundational concepts tested across 10 subdisciplines in Psychology.
2. Research Methods (and Statistics) Direct Assessment (D) - All of the faculty teaching PSYC 300 (Research Methods) during an assessment cycle will collect information using this Direct Assessment Tool. They will have the option of deploying it as part of their final exam or as an extra credit opportunity at the end of the semester. One PSYC 300 instructor will tabulate and interpret results, supplying a written summary to the rest of the departmental faculty for discussion. If there are any notable deficiencies in particular subject areas, PSYC 300 instructors will meet to understand how these areas can be shored up across sections. From our perspective, average scores of 70% or greater across all students who participate in the assessment effort suggest that students understand the majority of foundational concepts in Research Methods and Statistics.
3. Psychology Department Writing Rubric (D) - In each section of PSYC 300, students complete a full-length APA Style Research paper that requires that they apply the statistical and methodological knowledge they have acquired across our Statistics (PSYC 227) and Research Methods (PSY 300) sequence. PSYC 300 instructors will assess student writing using this rubric just after grading each final paper in their section of Research Methods, gauging whether each student's work is best categorized as "not present," "emerging," "developing," "mastering," or "professional" along each dimension. Departmental TAs will input rubric scores (no identifying information will be included) and one PSYC 300 faculty instructor will tabulate and interpret results, supplying a written summary to the rest of the departmental faculty for discussion. If there are any notable deficiencies in particular areas, PSYC 300 instructors will meet to understand how these areas can be shored up across sections. When used to assess final projects in Research Methods, average ratings of "mastering" or greater across all students who participate in the assessment effort suggest that students are leaving the Statistics and Research Methods sequence with a strong foundation in the research process and related content (e.g., ethics) and skills (e.g., APA Style, writing mechanics).

4. Psychology Faculty Course Survey (I) - Every six years (every other assessment cycle) or after any curricular updates, individual faculty members will list all of their courses and rate each with respect to the extent it addresses each goal with a spreadsheet explicitly designed for this purpose. The coding scheme used is: *2= course fully addresses goal; 1= course partially addresses this goal; or, 0=course does not at all address this goal (or goal does not apply to course)*. One faculty member within the department will aggregate and tabulate data overall and within each segment of the curriculum (i.e., for PSYC 100; across 200-level courses; in the Statistics and Research Methods sequence; and in seminars offered at the 300-level and above. From our perspective, average scores of 70% or greater within each learning goal will be evidence that our major, broadly, serves our majors in intended ways.
5. Senior Exit Survey (I) - The department chair oversees the collection of and data reduction associated with the Senior Exit Survey and presents these to the faculty during a faculty meeting. Please see Question 3 for a discussion of our process for understanding the assessment data and using it to improve our curriculum. From our perspective, average scores of 70% across relevant questions suggest that students feel that the major adequately fosters their academic development.

Appendix 1: Direct Measures of Student Progress toward Achieving Learning Goals

A) Psychology 100 Direct Assessment

(can be deployed in upper level classes or Senior Survey, as well)

General Psychology Assessment Tool

Foundations of Psychology

1. Which of the following areas of Psychology is most likely to focus on the diagnosis and treatment of abnormal behaviors and mental disorders such as depression and schizophrenia?

- A. Psychobiology
- B. Clinical Psychology
- C. Developmental Psychology
- D. Social Psychology

Methods of Psychology

2. A negative correlation coefficient indicates that as scores on one variable ____, scores on the other variable ____.

- A. increase; increase
- B. increase; decrease
- C. decrease; decrease
- D. decrease; remain constant

3. A hypothesis differs from a theory in that:

- A. A hypothesis is a broad explanation, while a theory is a specific testable prediction.
- B. A hypothesis is a specific testable prediction, while a theory is a broad explanation.
- C. Theories are not based on empirical evidence.
- D. Hypotheses cannot be falsified.

4. A group of researchers examined the effect of white noise on sleep quality. They randomly assigned participants to sleep with the provided white noise machine either on or off. In this experiment, the dependent variable is:

- A. The white noise machine
- B. Sleep quality
- C. Whether the white noise machine was on or off
- D. Both A and B

Learning and Conditioning

- 5. In Pavlov's classic experiment, the dog's salivation to the sound of a bell (after conditioning) represents:
 - A. Unconditioned response
 - B. Conditioned response
 - C. Unconditioned stimulus
 - D. Conditioned stimulus
- 6. High Stakes Casino advertises that their slot machines pay off "every 50 pulls on average." This is an example of a _____ schedule of reinforcement.
 - A. fixed interval
 - B. variable interval
 - C. fixed ratio
 - D. variable ratio
- 7. B. F. Skinner argued that positive and negative _____ increase the likelihood that a particular behavior will continue.
 - A. generalization
 - B. reinforcement
 - C. punishment
- 8. A parent takes away a child's video game for hitting a sibling. This is an example of:
 - A. Positive reinforcement
 - B. Negative reinforcement
 - C. Positive punishment
 - D. Negative punishment

Sensation and Perception

9. The photoreceptor cells in the retina that operate under normal daylight conditions and allow focusing on fine detail and color are the:

- A. lens
- B. nuclei.
- C. cones.
- D. rods.

10. What is the correct order describing how we are able to see?

- a. Physical stimulus → Sensation → Transduction → Perception
- b. Physical stimulus → Transduction → Perception → Sensation
- c. Sensation → Physical stimulus → Transduction → Perception
- d. Perception → Physical stimulus → Transduction → Sensation

Biological Basis of Psychology -Neuroscience

11. A neuron that sends information is a _____ neuron; one that receives information is a _____ neuron.

- A. postsynaptic; presynaptic
- B. presynaptic; postsynaptic
- C. a priori; post hoc
- D. initiator; disseminator

12. Which of the following lobes of the brain is located towards the back of the brain and contains the primary visual cortex?

- A. frontal
- B. parietal
- C. occipital
- D. temporal

Memory

13. Anterograde amnesia would prevent a patient from retrieving information that occurred before a certain event (e.g., a stroke).
- A. True
 - B. False
14. Remembering what you did last summer break is an example of ____
- A. Procedural memory
 - B. Semantic memory
 - C. Implicit memory
 - D. Episodic memory

Developmental Psychology

15. Two-year-old Mari cries when her mother leaves the room, goes to her promptly when she returns, and is quickly soothed. Mari is exhibiting a(n) _____ attachment style; this suggests that she expects her mother to be _____ to her needs..
- A. ambivalent; inattentive
 - B. secure; responsive
 - C. Disorganized; responsive
16. Which of the following statements best describes life-span developmental influences.
- A. Only psychological and sociocultural influences contribute to development.
 - B. Only biological and sociocultural influences contribute to development.
 - C. Only biological and psychological influences contribute to development.
 - D. Biological, psychological, and sociocultural influences all contribute to development.

Clinical Psychology/Psychological Disorders

17. Twenty-year-old Keri is more uncomfortable in public because she intensely fears situations in which she might be embarrassed. She refuses to eat in public, use public bathrooms, or interact with others. From her symptoms, Keri likely has:
- A. paranoid schizophrenia.
 - B. social phobia.
 - C. bipolar disorder

D. dissociative identity disorder.

18. In individuals with schizophrenia, feeling bugs crawl on their skin when there aren't any bugs is an example of a(n)

- A. hallucination
- B. delusion
- C. anxiety disorder
- D. ADHD symptom

Social Psychology

19. Milgram's study of obedience demonstrated that the majority of normal people will not hurt another person even when instructed to do so.

- A. True
- B. False

20. The social psychologist Leon Festinger observed that when people experience the unpleasant state of cognitive dissonance, they naturally try to alleviate it by:

- A. trying not to think about it.
- B. changing one or another action, attitude, or belief so all are consistent.
- C. reading more about the phenomena.

Appendix 1: Direct Measures of Student Progress toward Achieving Learning Goals

B) Research Methods (and Statistics) Direct Assessment

Vignette:

Dr. Wakem E. Up teaches two sections of General Psychology and is often surprised at how much more engaged students seem in his 9:30 a.m. section compared to his 8:00 a.m. section; he assumes that the majority of college students are too sleepy to participate fully in early morning class sessions. Thus, Dr. Up was interested in understanding the relationship between the amount of caffeinated coffee IWU students drank at the start of an 8 a.m. class (levels= none, a half serving, a full 8 ounce serving) and their level of engagement in class (operationally defined as the number times a student raised his/her/their hand in class). He believes that students must drink a full cup of coffee to benefit from caffeine's effects and that students who drink a full cup of coffee will participate more in class than students who drink less coffee or no coffee. One week, on Tuesday, after begging his sleepy Gen Psych class to participate more, Dr. Up joked that he was going to require everyone to take a shot of Red Bull before every lecture.

The next class day, Dr. Up decided to run his study. He brought 20 cups of coffee for the 30 person class; of these 10 were full and the other 10 were half full. He allowed students to choose a cup of coffee on their way in (if they wanted one), while supplies lasted; ten students did not receive any coffee (either because they declined or because there were no cups of coffee left by the time they got to class) and served as the control group. Throughout the class period, Dr. Up kept a careful log of who raised their hands, asking each person as he did so whether that person had had a cup of coffee and whether it was full or half full. Dr. Up used a repeated measures ANOVA to analyze his data later that day after office hours, and was shocked to find no differences between groups – nearly every student had participated in class that day! Dr. Up concluded that the amount of caffeinated beverages consumed has no impact on student classroom performance.

1. What is the general theory guiding Dr. Up's research? (b)

- a) Students who take 8 a.m. classes stay up later than students who take 9:30 a.m. classes.
- b) Students who take early morning classes are often too sleepy to participate in class.
- c) Students who take 8 a.m. classes are less interested in college than students who start the school day with class at 9:30.

2. Which of the following is Dr. Up's scientific hypothesis? (a)

- a) Students who drink a full cup of caffeinated coffee will participate more in class than students who drink a half cup of coffee or no coffee during class.
- b) Students who drink half a cup of coffee will participate more in class than students who drink a full cup of coffee.
- c) Students who drink no coffee will participate less in class than students who drink half a cup of coffee.
- d) None of these correspond to Dr. Up's scientific hypothesis.

3. Is this the hypothesis we ordinarily test when we use inferential statistics (i.e., t-tests, ANOVAs)? If not, which hypothesis is Dr. Up actually testing? (c)

a) Yes, this is the hypothesis that we test.

b) No, we test this hypothesis: Students who drink a full cup of caffeinated coffee will participate less in class than students who drink a half cup of coffee or no coffee during class.

c) No, we test this hypothesis: Students who drink a full cup of caffeinated coffee will participate in class less than or as much as students who drink a half cup of coffee or no coffee during class.

4. Did Dr. Up do a good job when operationally defining his variables? In particular, let's focus on his measure of class engagement. (c)

a) Yes – we know how each class engagement is defined and there are no glaring problems with his operational definition.

b) No – the number times a student raised his/her/their hand in class is not a valid indicator of class engagement.

c) Sort of - although we know how Dr. Up defined his variables, his operational definition of engagement is limited – making eye contact, taking notes (and maybe even laughing at his corny jokes :-)) are also important parts of class engagement that should be included if he really wants to measure class engagement.

5. In this study, _____ is the independent variable; _____ is the dependent variable. (c)

a) amount of coffee; wakefulness

b) level of class engagement; amount of coffee

c) amount of coffee; level of class engagement

d) wakefulness; level of class engagement

6. Consider Dr. Up's research design with respect to assigning individuals to groups (i.e., to research conditions). Are there any problems with it? (d)

a) No – he has a treatment group and a control group

b) Yes – doesn't know whether there were differences between his groups on wakefulness before the study begins

c) Yes – he allowed his students to choose whether to have a cup of coffee or not; some of his students might have declined a cup of coffee because they'd just had one

d) Yes – both b) and c) are problematic

7. If you think there was a problem with how Dr. Up assigned students to groups, how would you have improved his design? (b)

a) I don't think his design needs improvement.

- b) I would have used random assignment to groups.
- c) I would have asked students first whether they even liked coffee.

8. Did Dr. Up use the appropriate statistical test for his study design? (a)

- a) No – he was really interested in whether having a full cup of coffee v. not increases students' engagement; he really only needed to do an independent samples t-test
- b) Yes – an ANOVA is an ANOVA and that's what he did.
- c) No – he used a repeated measures ANOVA, but he is using a between-subjects design

9. Which threat to internal validity *cannot* explain why Dr. Up found the results he did? (d)

- a) Novelty effect – professors don't often bring drinks to class and this might have influenced students' level of engagement
- b) Hawthorne effect – just knowing that they were in a study might have increased students' level of engagement
- c) Demand characteristics – Dr. Up made it clear that he was noting who was raising their hands and that he thought that tied to whether they had a full cup of coffee, a half cup, or no coffee
- d) None of the above – these threats to internal validity all apply to this study

10. Shortly after Dr. Up concluded his study, he learned that he was to be reprimanded by the Institutional Review Board for violating research ethics. What major principle of research ethics did Dr. Up violate? (b)

- a) compensation – he needed to offer his students something other than coffee in exchange for their research participation
- b) informed consent – he needed to clearly state the benefits and risks of his study before the study began and allowed his students to opt out if they chose
- c) both of the above
- d) none of the above

Appendix 1: Direct Measures of Student Progress toward Achieving Learning Goals

C) Psychology Department Writing Rubric

Please note that, using the rubric, we can also directly assess students' applied understanding of ethical issues in psychology, writing mechanics, and thinking.

	1	2	3	4	5
1. Introduction: <i>Lay the foundation for the paper (usually in the first 1-2 pages)</i>				4	17
A. Introduce the problem: draw reader in – nature of the topic, why the topic is important, smooth opening					
B. Formulate and articulate a researchable topic within the framework of the scientific field. Explain why it is important, cite claims, stick to facts (avoid personal opinion)					
C. Clearly describe organization for paper (e.g., tell your readers what you are going to tell them).					
D. Clearly state thesis/problem					
2. Body of Paper: <i>Build your argument by conducting a comprehensive review of the existing literature.</i>					
A. Literature review addresses the thesis set forth in the introduction. (1) Critically incorporate information to support claims by: i. synthesizing supporting information to construct new ideas or insights, ii. summarizing main ideas and/or findings across sources, iii. comparing and contrasting information across sources with special attention to research methodology (i.e., research design, instrumentation, etc.), theory, prior empirical findings, or historical trends iv. considering relevant socio-cultural and political factors (e.g., prejudice, censorship, diversity)					
(2) Emphasize appropriate representative authoritative sources, especially scholarly, primary, peer-reviewed, empirical, recent, and seminal papers.					
(3) Present arguments in an organized manner by i. following organization set up in the introduction ii. organizing literature review/arguments by topic (not by study) iii. aiming for logical progression/structure, avoid jumps in logic iv. using effective transitions and headings					
B. Describe your study (research reports and proposals only). Provide an overview of your study by: (1) clarifying rationale for your study: summarize key points from the body, clearly identifying the problem remaining to be solved					
(2) explaining how you will solve the highlighted problem: overview of methods, define variables					
(3) stating a clear and testable hypothesis: explain logic behind predictions/expected outcomes, connect hypotheses directly to the reviewed literature, cite sources					

3. Methods: <i>Clearly describe how you will test your hypotheses (research reports and proposals only)</i>					
A. Describe Participants: include relevant demographic details (e.g., N, age, gender, ethn., income, and educ.) & recruitment methods					
B. Describe Measures/Materials: include appropriate subheadings, title of scales, citations for original source of measures (validation article), description (i.e., the operational definitions), provide examples, scoring details, information regarding reliability (e.g., internal consistency) and validity					
C. Describe Procedures: describe research design and methodology in enough detail to permit replication (e.g., data collection, experimental manipulation)					
D. Describe statistical strategies: describe statistical procedures and how they will help test the research hypotheses (Note: this information may also go in the results section)					
4. Results: <i>Use effective and meaningful analyses to test your hypotheses and accurately report results (research reports and proposals only)</i>					
A. Use appropriate statistical analyses to test hypotheses, including follow-up analyses when appropriate (e.g., post hoc tests, follow-up on interactions)					
B. Report descriptive statistics and inferential results in an organized, clear and concise manner. Use a narrative (word) form, include appropriate statistics in APA format. Avoid extended interpretation or discussion.					
C. Complement narrative with effective use of APA formatted figures and tables					
5. Discussion: <i>Summarize and interpret findings in light of the broader literature</i>					
A. Restate purpose and summarize essential findings					
B. Discuss findings in relation to previous literature, experimental hypotheses and alternative hypotheses					
C. Draw conclusions in line with the body of evidence presented, highlighting impact as appropriate regarding theory, research, or applications					
D. Convey appropriate grasp of strengths and limitations of the research literature and/or current study (i.e., neither too harsh nor too lenient)					
E. Suggest further studies that clearly follow from limitations of, or questions that arose from, current work					

6. Mechanics of Scientific Writing: <i>Use APA style and other conventions for scholarly writing</i>					
A. Use of APA format throughout (1) APA citations in text					
(2) APA-formatted reference list					
(3) Other: title page, headings, running head, abstract, page #, font, margin, etc.					
B. Acknowledge sources in an ethical manner: (1) use others' work responsibly – do not plagiarize (give them credit for their ideas with appropriate citations)					
(2) use proper paraphrasing (i.e., your own wording & sentence structure), use direct quotes sparingly, if at all.					
C. Follow major conventions for scientific writing in psychology by: (1) including an appropriate, informative, comprehensive, and concise abstract					
(2) following organization/content expectations for type of paper (i.e., literature review, proposal, study)					
(3) using a scholarly tone (i.e., professional/reasoned vs. colloquial/combatative/humorous; practice appropriate distance and caution)					
(4) using objective scientific language (e.g., avoid "prove," "it's a fact," etc.)					
7. Effective Use of General Writing Conventions: <i>Demonstrates sophisticated scholarly development</i>					
A. Use clear, concise, and appropriate language throughout (e.g., word choice, paraphrasing, preciseness)					
B. Use active voice and correct grammar, punctuation, and spelling throughout					
B. Use effective organization at the paper, paragraph, and sentence level					
C. Create a smooth flow and use purposeful transitions at the paper, paragraph, and sentence level					

Appendix 2: Indirect Measures of Student Progress toward Achieving Learning Goals

A) Annotated Overview of the Psychology Curriculum

o GEN PSYCH OR ELECTIVE TO REPLACE

This course provides students with an overview of the vast field of Psychology, and introduces them to the subfields that are most common and/or represented by the current Psychology faculty. For example, Dr. Kunce and Dr. Nebel-Schwalm are clinical psychologists; Dr. Montpetit Jolly is a lifespan developmental psychologist; Dr. Tang is a social psychologist; and, Dr. Williams is a neuroscientist.

o PSYC 227: Statistics

This course is the first in a two-course sequence that introduces students to the fundamentals of probability and null hypothesis testing. It covers the logic and logistics of understanding variability and relationships between variables.

o PSYC 300: Research Methods (W)

This course is the second in our methodological series. Psychology, as mentioned, is a truly vast field that comprises work with both humans and animals, trying to understand behavior, broadly construed. What unites our subfields, in addition to the common interest in behavior (actions, emotions, cognitions) is our use of the scientific method. Most psychologists, although not all, use inferential statistics and null hypothesis testing, although there is a growing subset of psychological scientists using a Bayesian approach, which does not rely upon null hypothesis testing.

o PSYC 211-213

o PSYC 211-213

In PSY 211: Learning and Conditioning, PSY 212: Perception and Cognition, and PSY 213: Introduction to Behavioral Neuroscience, students experience the breadth of the more biologically-based processes in psychology.

o PSYC 251-259

o PSYC 251-259

In PSY 2XX: X, PSY 2XX: X, PSY 2XX: X, and PSY 2XX: X, students experience the breadth of the more applied or outward facing areas in psychology.

- o PSYC 311-329
- o PSYC 351-359
- o PSYC SEM: PSYC 301-370; 400; 497

These requirements, which are for upper level courses in each of the two major subdivisions articulated above and one additional upper-level course of the students' choosing (within limits), provide depth to the student's understanding of Psychology.

- o PSYC ELECTIVE: any class in Psychology

The elective further allows students to develop depth in an area of Psychology of their choosing.

- o EXP

The experiential learning requirement ensures that students get hands on experience with a fundamental way that psychology is approached or practiced. For example, in order to meet this requirement, students might take one of the following courses:

PSY 211: (talk about the experiential learning component of each)

PSY 312:

PSY 353:

PSY 354:

PSY 355:

- o PSYC BIO (Bio 101, Bio 107, Neur 110)
- o PSYC Philo

These courses introduce students to the two fields that the science of psychology grew out of. They expose students not just to the history of the field, but also provide foundational material and habits of mind that situate students as junior practitioners of, rather than merely observers of, psychology.

Appendix 2: Indirect Measures of Student Progress toward Achieving Learning Goals

B) Psychology Faculty Survey: Courses across Curriculum and Learning Goals

To assess the degree to which these learning outcomes are addressed across the curriculum, individual faculty members listed all of their courses and rated each with respect to the extent it addressed each goal: *2, course fully addresses goal; 1, course partially addresses this goal; or, 0, course does not at all address this goal (or goal does not apply to course).*

Data were aggregated and tabulated overall, and within each segment of the curriculum. The table below provides the approximate proportion of courses within our curriculum that address each learning outcome either fully, partially, or not at all.

Extent to which Psychology Courses across the Curriculum Address Departmental Student Learning Outcomes

0=not addressed/does not apply 1=partially addressed 2 = fully addressed

Heading	0	1	2	Selected Narrative Comments:
1. Students will understand major concepts, subfields, theoretical perspectives (historic and contemporary), and empirical findings in Psychology.				
2. Students will understand and be able to apply basic research methods such as research design (including measurement), data analysis, and interpretation, grounded in the existing literature.				
3. In evaluating psychological phenomena, research, and practice, students will demonstrate an ability to use critical thinking, creativity, skeptical inquiry, and scientific reasoning, incorporating an appreciation of sociocultural factors, where appropriate.				
4. Students will be able to apply psychological principles to personal, social, and organizational issues, including to solve practical problems and improve quality of life.				
5. Students will understand and appreciate values in Psychology, including but not limited to ethical principles and standards in research,				

application, and academics.				
6. Students will exhibit evidence of personal and professional development relevant to the major. This includes effective communication, good judgment, self-regulation and self-direction, as well as technological and project management skills (individual and collaborative), helpful both during undergraduate and in the workforce.				

Appendix 2: Indirect Measures of Student Progress toward Achieving Learning Goals

C) Senior Exit Survey

- 1) To what extent did your psychology classes help you prepare for a future career?
- 2) To what extent did your psychology classes help you to write more effectively?
- 3) To what extent did your psychology classes help you understand the scientific nature of psychology?
- 4) To what extent did your psychology classes help you to think critically?
- 5) Compared to classes you took from other departments, how much time did you spend on your psychology classes?
- 6) Compared to classes you took from other departments, how difficult were your psychology classes?
- 7) Compared to instructors in other departments, how were the psychology instructors' expectations for learning?
- 8) Were you satisfied with your academic advising experience in terms of selecting classes, etc?
- 9) Were you satisfied with the quality of the relationship with your academic advisor?
- 10) Were you satisfied with advising (either from your advisor or other faculty) regarding your future career choices/graduate school?
- 11) Did you do a senior thesis?
- 12) Was it a helpful experience in terms of skills learned or preparing you for future plans?
- 13) Did you help with any research projects being conducted by other students or faculty (not including your own senior thesis if you did one)?
- 14) About how many projects were you involved with?
- 15) Did you feel there were enough opportunities for research?
- 16) Was it easy to get involved with research projects?
- 17) Please share any additional comments. If you didn't become involved in research or senior thesis, was there a reason why?
- 18) Was it easy to find out about internships?
- 19) Did you do an internship?
- 20) Did you do an internship?
- 21) - ...to what extent did you feel welcome in the psychology department?
- 22) What do you see as our greatest opportunity for improvement?
- 23) Overall, did you feel connected with the professors and the department?
- 24) How accessible did you consider the professors?
- 25) How did you consider the quality of your psychology classes?
- 26) Overall, how would you evaluate your entire educational experience as a psychology major?
- 27) Please identify 2-3 things that the psychology department is doing well and you would like to see continue:
- 28) We are interested in your constructive feedback. Please provide 2-3 suggestions to improving the psychology major experience.