INSTITUTIONAL EFFECTIVENESS REPORT

Name of Program/Department:	Department of Psychology
Year:	2018-2019
Name of Preparer:	Teresa Herzog, Ph.D.

Psychology Department Mission Statement

The Mission of the Department of Psychology is to provide students with an understanding of psychology as the science of behavior and experience, including the major theories and issues within psychology; to emphasize the role of the liberal arts in higher education and personal development; to promote an appreciation for individual and cultural diversity; to develop critical thinking skills; to develop competence with methods of scientific research and data analysis; to assure that students have the necessary research experiences and coursework to undertake graduate education; and to assist students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology majors will become aware of the various career options related to the major. The program also provides opportunities for internships in applied settings. A major in psychology will provide students with a broad-based education that will equip them for entry-level positions in business, government, and a wide variety of human service organizations. The major also prepares students who wish to pursue further education in areas such as law, medicine, business, or seminary, as well as psychology.

Program Learning Outcomes

The Psychology Department prepares students who:

1. Read and retain core psychological concepts and the major theories.
2. Reason with both critical and scientific thinking skills.
3. Communicate well, both writing and speaking.
4. Apply psychological concepts to the real world, including envisioning a career

Executive Summary of Report

The current report presents the Mission Statement, Program Learning Outcomes, and Student Learning Outcomes for the 2018-2019 academic year. The Outcomes have been revised to reflect a new emphasis on active, demonstrable student behaviors as included in Bloom's Taxonomy, an emphasis that will be more fully realized in the 2019-2020 academic year. This year, we have more clearly paired each of the Student Learning Outcomes with a measurement rubric. We have also mapped the use of the rubrics across four undergraduate classes, to gain implement pre- and post-indices (Appendix V).

For SLO 1.0, senior psychology majors were assessed on concept knowledge and critical thinking skills. Concept knowledge was tested with an across-discipline exam, the "Exit Exam," that uses questions chosen from a prior Graduate Record Examination (GRE) Psychology Subject Test. The Exit Exam is administered each semester as the Senior Seminar final exam. The overall average on the exam increased slightly this year over last, by 3.24%. In both Fall and Spring semesters, students met the target (Fall SLO 1.0: 71.14%; Spring SLO 1.0: 74.38%). In last year's I. E. Report, the faculty outlined that greater emphasis was needed on teaching the principles of careers in psychology. All classes taught by full faculty reinforced careers concepts and principles. Then five of the Spring 2018 Exit Exam questions were re-written to assess retention of these concepts and principles. The Spring 2018 Careers subscale exceeded our target, showing an 89% correct performance, averaged over the nineteen students. Forty-seven percent of students taking the exam received a perfect score for this subscale. We do not present the averages for each elective domain subscale, since no student takes all of these electives. Nevertheless, we anticipated that students would be able to exceed our target, especially because many of the core courses overlap with elective areas, especially personality, abnormal psychology, and history and systems. The results confirmed this expectation, with students exceeding our target (Average Fall 69%; Average Spring 72%).

For SLOs 2.0 and 3.0, via papers and presentations in Senior Seminar, we assessed our majors' achievement in the areas of critical thinking and analytical thinking. We have used the same critical and analytical thinking rubric over all previous I.E. Reports. However, after participation in the Institutional Effectiveness workshop this year, we added a writing component in Spring 2019. Our rubric revealed students' average on the Fall 2018 measure of *Analyzing evidence* fell short of the goal (Target = 5, Average 4.86) as did the Spring 2019 measure of *Communicate your own perspective* (Target = 5, Average 4.82). Similarly, student success at learning and implementing APA style writing fell short of the 80% correct expectations (68%). On the other hand, all other indices, including each semesters' average and the yearly average, exceeded the targets. In addition, students who presented at the Francis Marion University research symposium, Research and Exhibition Day performed very well on the rubric designed to evaluate public presentations of research, those cognitive, affective, and psychomotor capacities reflecting Bloom's categories. A total of eight psychology majors participated in RED and had authorship on posters that, on large part, exceeded the target. Nevertheless, the faculty has recognized the need to measure progress in skills associated with research for students who did not seek out these extracurricular opportunities. We outline this approach in our Action Items.

Finally, we also measured students' ability to apply psychological concepts to the real world by assessing their self-reported perceptions at the conclusion of Senior Seminar. Although we exceeded our target for all but one student perception of the value of the program, next year we will take a more empirical approach and measure student output and products in these areas. Again, our approaches are addressed in our Action Items.

Student Learning Outcomes

SLO 1.0: Students will identify and apply the major theories and core areas of the discipline, Physiological Psychology, Social Psychology, Learning and Cognition, Research Methods and Statistics, Developmental Psychology and elective domains at or above the 60% level

SLO 2.0 Students will think both critically and analytically, using scientific reasoning and problem solving at or above the 60% level.

SLO 3.0 Students will communicate well in the style of the American Psychological Association, including conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings at or above the 5 level.

SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities at or above the 60%3.25 level.

Assessment Methods

Student Learning Outcome 1

SLO 1.0: Students will identify and apply the major theories and core areas of the discipline, Physiological Psychology, Social Psychology, Learning and Cognition, Research Methods and Statistics, Developmental Psychology, Careers in Psychology, and elective domains at or above the 60% level.

Performance on student learning outcome 1 was demonstrated on the Exit Exam given to graduating seniors in Senior Seminar (PSY 499). Senior Seminar required for a degree in psychology. The Exit Exam is given as the final exam of the class and contributes to the class grade.

The Exit Exam is cumulative over all areas of psychology. Questions were drawn from a previous Graduate Record Examination (GRE) subject test in psychology. Thus, our Exit Exam is representative of national expectations for core curricula in psychology.

And although an Introductory Psychology textbook is used in the class (i.e., covering all areas in the discipline in a broad way) students are not given direct instruction in the Exam material. Students are informed that reading the textbook is good preparation, but that the test is designed to assess how much they have retained from their major classes, over the years of their education.

Our outcome target for student conceptual learning is an average of at least 60% on each subject area and 60% as an overall average. We take this average to indicate that, overall, students are demonstrating significant retention of concept knowledge.

Student Learning Outcomes 2 and 3

> SLO 2.0 Students will think both critically and analytically, using scientific reasoning and problem solving at or above the 60% level.

> SLO 3.0 Students will communicate well in the style of the American Psychological Association, including conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings at or above the 5 (i.e., 80%) level.

The Psychology Department measured students' thinking and writing ability via written presentations in Senior Seminar. The assignment is designed to emphasize critical think skills by requiring that the student chose a topic that presents two sides of an issue. (An additional paper and presentation are strictly academic in nature, where the student can recapitulate the content in the chapter and "teach" the topic as preparation for an additional three exams that are administered in the class).

The rated assignment must, not only introduce and summarize an academic area, but indicate there is more than one interpretation of the topic. Furthermore, the student must take a position and successfully defend that position *based on available research*. They must also present an alternate viewpoint. They are encouraged to introduce their real life experience, provided they use it to evaluate the research.

In addition to these thinking skills, a writing score is obtained for adherence to APA writing style, formatting, citations, and references. The score also reflects the basic writing skills of correct word usage, grammar, as well as structure and organization.

An important context for scientific thinking occurs in preparing research for public presentation. Student collaboration under the close supervision with faculty is an important learning context that refines students' ability to problem-solve, think critically, communicate orally, write cogently, and perform statistics. We assessed how well students executed these competencies in the real-world context of a research conference, the 2018-21019 Francis Marion University Research and Exhibition Day

Because this assessment was limited to some of our best students, we plan to extend the measure to all psychology majors, as outlined in our Action Items.

Student Learning Outcome 4

> SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities at or above the 60% level.

This semester, as those past, students completed an anonymous online survey to report their subjective perceptions of their retention of their coursework. Going forward, we will discontinue this measure and substitute an objective measure of student learning, including career learning. This is discussed in our Action Items.

Assessment Results

Student Learning Outcome 1

SLO 1.0: Students will identify and apply the major theories and core areas of the discipline, Physiological Psychology, Social Psychology, Learning and Cognition, Research Methods and Statistics, Developmental Psychology, Careers in Psychology, and elective domains at or above the 60% level.

As may be seen in Table 1, student performance is measured in each major discipline in psychology (SLO 1.0). Students in in PSY 499, Senior Seminar took, as their Exit Exam, almost identical tests each semester of the 2018-2019 academic year. The means in all categories met the target (60%), with some domain areas showing slight increases and others showing slight decreases over the two semesters.

Table 1. Summary of results of the cumulative Exit Exam given to seniors in Fall 2018 and Spring 2019.

Learning Outcome	Assessment (Exam Question* that pertains to each subject area)	Results (Mean percent correct)		
	Target: 60% or greater average on each	**Fall 2018** (n = 21)	**Spring 2019** (n = 19)	**Year**
1. Psychology majors will understand theories and core areas of psychology on the Exit Exam	Exam items 1-100	71.14%	74.38%	**72.76%**
a. Physiological Psychology	1, 8, 12, 13, 14, 15, 16, 17, 40, 47, 53, 73, 87, 88	74%	76%	**75%**
b. Social Psychology	32, 35, 38, 45, 64, 75, 76, 77, 78, 79, 80, 84, 95	75%	71%	**73%**
c. Learning and Cognition	4, 5, 22, 23, 24, 25, 28, 29, 30, 34, 54, 66, 72, 81, 91, 97	74%	73%	**73.5%**
d. Research Methods	2, 3, 6, 7, 41, 42, 66, 72, 81, 91, 97	70%	73%	**71.5%**
e. Statistics	26, 82, 85, 89, 90, 96	68%	72%	**71%**
f. Developmental Psychology	9, 10, 11, 18,3 1, 44, 46, 48, 61, 71, 74, 83, 99	68%	69%	**68.5**
g. Careers in Psychology	39, 57, 60, 63, 98	N/A	89%	**89%**
h. Elective Domains		69%	72%	**70.5**
1) History & Systems	21, 55, 93, 94			
2) Abnormal	20, 33, 36, 56, 65, 68, 70, 86			
3) Personality	51, 52			
4) Gender	19, 49			
5) Motivation & Emotion	27, 34, 50, 58, 59, 62,			

* Exam items represent the category breakdown of the revised test given Spring 2019, with five items dedicated to Careers in Psychology

As is discussed in our Action Items, we plan to give this same Exit Exam to students entering our program in PSY 206, Introductory Psychology. Scores for non-majors will be reported as information of interest to General Education. Going forward with a Pre-Post design, we will be better able to show the gains in the discipline made by majors at the end of the program.

Student Learning Outcomes 2 and 3

> SLO 2.0 Students will think both critically and analytically, using scientific reasoning and problem solving at or above the 60% level.

> SLO 3.0 Students will communicate well in the style of the American Psychological Association, including conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings at or above the 3.25 level.

An important aspect of psychological thinking is the ability to see different perspectives and evaluate each in light of the most current research. In addition, a fully trained psychology major must be able to discuss psychological topics in a manner dictated by our profession. This "APA-style" is set forth by the American Psychological Association. In order to measure these competencies, we utilized a position paper, written in in PSY 499, Senior Seminar. Critical and analytical thinking is rated by a rubric that may be seen in Appendix III.

Table 2. Summary of critical thinking, analytical thinking, and writing ratings of seniors in Fall 2018 and Spring 2019.

Skill	Target: Above 80% (Range)	Fall 2018 Class Average	Spring 2019 Class Average	Year
Summarize Topic Area and Previous Research	5 (1-6)	5.45	5.68	5.56
Consider Context	5 (1-6)	5	5.42	5.21
Communicate One's Own Per Perspective	5 (1-6)	5.18	**4.82**	5
Analyze Evidence	5 (1-6)	**4.86**	5.89	5.37
Formulate Alternative Viewpoint	5 (1-6)	5.59	5.36	5.48
Conclude Base on Existing Evidence	5 (1-6)	5.59	5.73	5.66
Writing APA style	11 (1-14)	NA	**9.57**	9.57
Total Score	**2018 Target 33.60 (1-42)**	**38.27 (81%)**		
	2019 Target 40 (1-50)		**42.52 (85%)**	83%

We judged several factors as contributing to our lower means on Fall 2018 *Analyzing Evidence*, Spring 2019 *Communicating Own Perspective*, and Spring 2019 *APA-style Writing*, the latter two leading to an overall average for the Fall semester that was below our target. First, we note that our students tend to search for the "right answer" to any question, and fail to appreciate that often plans of action must be

based on factors and circumstances that interact in a complex manner, depending upon their combination. We try to impart that some issues are not "black and white" but rather nuanced in a way that can be discussed, but not definitively "answered" for all time.

On the other hand, our students are also challenged when they are asked to make an argument based on the evidence. They show difficulty staying within the parameters of existing research, and will sometimes resort to personal experience or common wisdom as justifications for their thinking. Future sections of Senior Seminar will include preparation for these tasks.

As an additional measure of student scientific thinking, we rated student performance in the context of public presentation of research. Such a project requires them to know and observe the style recommendations of the American Psychological Association. As may be seen in Table 3, students overall met the 80% success rate in all categories, except recalling the information orally to relate to the judge and discussing the variables and statistical techniques from memory. These skills are, without a doubt, the most challenging aspects of orally presenting research and are precisely why students need practice over multiple exposures. We will emphasize rehearsal of this information in the future.

Table 3. Summary of presentation scores for RED.

Bloom's Category	Actions	Average (N = 8) Scores (Range 1-3) Target = 2.4 (80%)
Cognitive		
Knowledge	*Recall* presentation	**2.29**
Comprehension	*Discuss* variables and statistical techniques	**2.29**
Analysis	*Infer* applications of findings	2.71
Synthesis	*Formulate* follow-up research	2.71
Evaluation	Critique what could have been done differently	2.71
Affective		
Share information	Write cogently in APA-Style	3
Psychomotor		
Construct & Design	Produce a clear and aesthetically pleasing	3
Average Across Categories		**2.67**

Student Learning Outcome 4

SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities at or above the "5" level. (Careers & Senior Seminar)

In this and previous reports, we have asked students to assess their own impressions of how well their psychology major has prepared them in diverse areas (see Table 4). And although, with the exception of career preparation, we met our target of 70% agreement that they their experience met expectations, going

forward in the 2019-2020 academic year, we will measure their actual performance, as outlined in the Action Items.

Table 4. Summary of student ratings of learning outcomes in PSY 499, Senior Seminar, Fall 2018 and Spring 2019.

Item Target = 5 (Range 1-7) Average 70%	Year 2017-2028 (n = 59)	Fall 2018 Average (n = 25)	Spring 2019 Average (n = 23)	Year
To what extent has the psychology program enabled you to understand the major theories and issues in psychology?	5.93	5.80	5.38	5.59
To what extent has the psychology program enabled you to have a broader view of human life?	6.29	6.36	5.88	6.12
To what extent has the psychology program enabled you to understand the significance of individual and cultural differences?	6.31	6.0	5.71	5.85
To what extent has the psychology program enabled you to engage in scientific thinking skills?	5.83	5.68	5.33	5.51
To what extent has the psychology program enabled you to understand and appreciate the scientific method?	5.85	5.76	5.80	5.78
To what extent has the psychology program enabled you to enhance your ability to think critically about and analyze psychological concepts and literature?	5.98	6.0	5.42	5.71
To what extent has the psychology program enabled you to enhance your ability to effectively communicate about psychological concepts and research?	5.8	5.84	5.50	5.67
To what extent has the psychology program enabled you to have an awareness of the various types of career options for a psychology major?	4.92	5.12	4.58	4.85

We, as in semesters previous, see students continue to rate their subjective perception of their career preparation lower. However, after faculty instituted a "career awareness" initiative across psychology classes, we did see students preform extremely well on an object test (i.e., in the Exit Exam given in Senior Seminar) of students' knowledge of career facts and factors. In fact, this yielded the highest subscale score on the entire Exit Exam, with half of all students earning a perfect score on the items.

Thus, we feel confident that we can initiate performance-based assessments in the context of PSY 220, Careers in Psychology, that will ensure that students explore numerous career options and are given concrete steps to lay a solid foundation as they narrow their choices toward graduation. These plans are discussed in the SLO 4.0 Action Items.

Action Items

In order to better assess our Program Learning Outcomes and Student Learning Outcomes, we will implement the following in the next academic year.

Student Learning Outcome 1

> SLO 1.0: Students will identify and apply the major theories and core areas of the discipline, Physiological Psychology, Social Psychology, Learning and Cognition, Research Methods and Statistics, Developmental Psychology and elective domains at or above the 60% level.

1. For a better understanding of the level of achievement with which psychology majors begin our curriculum, and to gauge how much they improve subsequent to their course work, we will administer the current Exit Exam to all students in PSY 206, Introductory Psychology. Introductory Psychology is the first class in the discipline and a prerequisite to all others, so it must be taken first. The exam will be administered online to all three sections and required of students in the first week and a half of class. This pre-measure will be compared with a post-measure of the very same Exit Exam in Senior Seminar. Although in the next few years, we cannot use the tests to longitudinally track the same cohort of student, we will include student ID numbers to eventually obtain a true pre-post measure of each student. The performance of any non-psychology major will be aggregated and provided to the Institutional Effectiveness office as information on general educational level.

Student Learning Outcomes 2 and 3

> SLO 2.0 Students will think both critically and analytically, using scientific reasoning and problem solving at or above the 60% level.

> SLO 3.0 Students will communicate well in the style of the American Psychological Association, including conduct an appropriate literature review, formulate a hypothesis, test the hypothesis, organize and interpret their data, and summarize their findings at or above the 5 level.

2. We will replace students' subjective ratings of their scientific reasoning with an objective rating. Toward that end, we have developed a rubric (please see Appendix I) for use in the 2019-2020 academic year. All psychology majors are required to take PSY 303, Research Methodology, and tend to take it late in the major, since it has four prerequisites (i.e., Introductory Psychology, Mathematical Statistics, a "C" or better in Careers in Psychology, and Quantitative and Psychometric Measures in Psychology). All students in the class are required to write up an original project. This project will be rated for achievement in formulating, designing, testing, interpreting, and communicating psychological research. In Research Methods, students will be required to pose an original research question that demonstrates their capacity to select a research topic by reading the previous research, implement an appropriate research design, analyze and interpret the findings, and come to a conclusion about the project including understanding the limitations and formulating future directions. As a measure of their communication skills, students will be rated on their APA style, both in writing and formatting.

3. In order to both assess entry-level scientific writing and to communicate the importance of APA-style writing, a chapter will be introduced to the Careers in Psychology Manual that will guide students to practice APA-style referencing and citations.

4. Just as the faculty was able to increasing students' understanding of careers information across the full-faculty sections of our classes, we will emphasize the perspective-taking aspect of critical thinking, in particular the ability to take and communicate another person's point of view. Similarly, we will emphasize the importance of students using evidence-based analysis of topics in psychological science.

5. We will adopt a more pointed rehearsal regimen for students presenting research publically. We will emphasize to them that memorizing the talking points for listeners, especially the statistical methods and findings, is critical to a successful presentation.

Student Learning Outcome 4

SLO 4.0 Students will investigate diverse career options open to undergraduate psychology majors and graduate training options, and utilize professional development opportunities at or above the 60% level.

6. Just as we did for SLO 2.0 and SLO 3.0, we will adopt an empirical measure of students' career development. Our 'baseline' measure of student ability to construct a life path involving learning and work will be gathered in an entry level class, PSY 220, Careers in Psychology, where students will be required to do a Careers Scavenger Hunt. This assignment, and the allusion to a scavenger hunt, is designed to impart to students a career pursuit is self-initiated and without a clear 'road map.' Students will "scavenge" their environment to "find" three *different* jobs or post-graduate programs that are suited to their skills and abilities. They will then put together a packet describing their career choices in a one-page Career Plan that will be rated on the rubric in Appendix IV. Note that the ratings include rating the writing of the Plan, as well as how well they show transfer of learning on their resume, which will also be included in the packet forming their assignment submission, along with a copy of their degree audit.

7. The same rubric will be used to rate Senior Seminar student's submission of their Career Packets that they regularly do in that class.

APPENDIX I

Learning Outcomes for Research - Student ID Numbers_____

Evaluator should assign a "0" to any area that does not meet the minimal level of performance

	Capstone 4	**Milestone 3**	**Milestone 2**	**Minimal 1**
Topic Selection (Possible 4 pts)	Identifies a focused, manageable topic that addresses significant aspects of the topic in a creative/ unexplored way	Identifies a focused, manageable topic that addresses relevant aspects of the topic	Identifies a manageable topic, addressed narrowly, omitting well-known aspects of the topic	Identifies a that is too general and broad to be manageable and doable
Existing Knowledge, Research/Views (Possible 4 pts)	Synthesizes in-depth information from relevant sources representing various points of view	Presents information from various sources	Presents information from a limited point of view	Presents information from irrelevant sources
Research Design (Possible 4 pts)	Methodology well-developed	Methodology appropriately developed, although more well-known elements are unaccounted for	Critical elements of methodology are missing	Methodology is misunderstood
Analysis (Possible 4 pts)	Evidence organized to reveal patterns, differences or similarities	Evidence organized	Lists evidence	Evidence not organized
Conclusions (Possible 4 pts)	Conclusion logically follows from findings	Conclusion examines only part of findings from findings	Conclusion is too broad (i.e., it also applies beyond the current findings)	States an ambiguous, illogical, or unsupportable conclusion
Limitations & Implications (Possible 4 pts)	Insightfully discusses	Relevantly discusses	Presents some	Irrelevant and unsupported
Writing (Possible 6 pts)	Clear English and minimal APA-style errors	Errors in English and APA-style errors, but good content	Poor English and APA-style; poor content	Minimal investment in writing

Total Score _____   **(Target: 60% or above out of 30 points)**

APPENDIX II

Learning Outcomes for Public Presentations of Research

Student & Project_____

Bloom Categories	Actions Areas	Actions	Rating (3 pts each)
Cognitive			
	Knowledge	*Recall* verbal presentation	
	Comprehension	*Discuss* variables and statistical techniques	
	Analysis	*Infer* applications of findings	
	Synthesis	*Formulate* questions for follow-up research	
	Evaluation	*Critique* what could have been done differently	
Affective			
	Share information effectively		
Psychomotor			
	Compose/Design a professional presentation		

Total Score _____

(Target: 65% or above out of 21 points)

APPENDIX III Critical & Analytical Thinking – Rated for Paper

Student _____   Critical Thinking (Out of 36)   _____

Writing   (Out of 14)   _____   Total   (out of 50)   _____

Critical Thinking Criteria	Emerging	Developing	Mastering
Summarized topic	Fails to identify and summarize accurately.	Summarizes issue, though some aspects are incorrect or confused. Key details are missing or glossed over.	Clearly identifies.
	1 or 2	2 or 4	5 or 6
Considers context and assumptions	Approach to the issue is in egocentric. Does not relate to other contexts.	Presents relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities.	Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. addressing dimensions underlying the issue.
	1 or 2	2 or 4	5 or 6
Communicates own perspective, hypothesis, or position.	Position is clearly adopted with little consideration.	Presents own position, which includes some original thinking, though inconsistently	Position demonstrates ownership, drawing support from information not from assigned sources. Justifies own view while integrating contrary interpretations.
	1 or 2	2 or 4	5 or 6
Analyzes supporting data and evidence	No evidence of selection or source evaluation. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.	Selects and evaluates sources to meet information need. Appropriate evidence is provided although exploration is routine.	Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation clearly organized
	1 or 2	2 or 4	5 or 6
Uses other perspectives and positions	Single perspective fails to discuss alternatives. Ideas are obvious. Treats other positions superficially.	Rough integration of multiple viewpoints. Ideas investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate.	Addresses diverse perspectives. Analogies used effectively. Justifies own view while respecting views of others. Analysis of other positions is accurate and respectful.
	1 or 2	2 or 4	5 or 6
Assesses conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences, or conclusions absolute.	Conclusions consider evidence of consequences extending beyond a single issue; loosely related to consequences. Implications may	Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and

		include vague reference to conclusions.	evidence. Implications consider ambiguities.
	1 or 2	2 or 4	5 or 6

APPENDIX IV - Careers Project Rubric

Rate Career Plan and resume.

	Capstone 4	3	2	Minimal 1
Curiosity	Explores possibilities in depth yielding new awareness	Explores some aspects of the possibilities	Explores in a perfunctory way/ or fails to explore all 3 avenues	Fails to fulfill even minimal exploration of each avenue
Initiative	Generates opportunities that provide the student insight & that are suited to skills and abilities	All opportunities are suited to skills and abilities	At least one opportunity inappropriate for skills and abilities	All opportunities inappropriate for skills and abilities
Independence	Finds career ideas outside of classroom	Little evidence that career ideas are found outside of classroom	Single instance of career ideas found outside of classroom	Dependent upon other students and instructor for avenues to explore
Transfer	Incorporates a broad sampling of undergraduate experience in resume descriptions	Incorporates some undergraduate experience in resume descriptions	Little mention of previous learning in resume	No mention of previous learning in resume
Reflection	Is able to reflect on how undergraduate learning has or has not shaped desires for future	Mentions undergraduate learning in future plans in a predictable way	Briefly mentions undergraduate learning in future plans	No mention of undergraduate learning
Professionalism	Care taken to make an appealing, readable packet	Some organization of packet & some professional care	Little organization of packet or professional care	No organization or professional care
Writing	Clear, well-organized, and professional	Adequate clarity, organization, and professionalism	Little clarity, organization, and professionalism	No clarity, organization, and professionalism

APPENDIX V

Assessment Map

	Pre-Measure	Interim Measure	Post-Measure
SLO 1.0	**Exit Exam** PSY 206 Introductory Psychology		**Exit Exam** PSY 499 Senior Seminar
SLO 2.0		Research Project PSY 303 Research Methods **APPENDIX I**	
SLO 3.0	Career Plan Summary PSY 220 Careers in Psychology **APPENDIX III**		Paper II PSY 499 Senior Seminar **APPENDIX III**
SLO 4.0	Career Scavenger Hunt PSY 220 Careers in Psychology **APPENDIX IV**		Career Packet PSY 499 Senior Seminar **APPENDIX IV**