

Department of Psychology, Illinois State University
Assessment Plan for Undergraduate Program
Aug 2018

Each year the assessment committee reviews past assessment activities to determine what to focus on for the upcoming year. 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 currently has 31 full-time faculty lines (down from 37 in FY12), and 7 staff members. Over the past four years the department has averaged 543 undergraduate majors, 158 minors, and 111 graduate students (66 master's, 20 specialists, and 25 doctoral). Its undergraduate and 4 graduate programs offer approximately 130 courses annually and in FY 2017 awarded 123 bachelor's, 32 master's, 7 specialist, and 2 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**. During the 2018-19 academic year our assessment committee will work to revise our plan to insure it is consistent with the new University-wide strategic plan: **Educate, Connect, Elevate**. 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 3 General Education courses (PSY 110, 138, & 223; 213 & 233 were removed from Gen Ed in 2013-14 due to restructuring of the Social Sciences Category).
- 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)

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. In 2016 APA published a review and analysis of Undergraduate programs in psychology (Norcross, Aiken, Hailstorks, Pfund, Stamm, and Christidis, 2016). While our current program aligns very well with this analysis, it may suggest the development of some new course proposals soon (e.g., Health Psychology).

Our assessment committee continues to develop new assessment tools, and refine our existing tools. Examples of ongoing assessment activities include:

- APA, in addition to the review mentioned above, has also published a new set of suggested goals and outcomes for undergraduate programs in psychology. We are reviewing these revised recommendations as part of our processes for revising our assessment plan (this document) in conjunction with ISU's Assessment Services.

- Following our initial analysis of student presentation artifacts, we are working on ways to revise the assessment rubric and how to increase our artifact collection methods.
- The development and administration of a survey of faculty members examining what skills they assume students in their courses to have. The curriculum committee used this data while reviewing the pre-requisite structure of our undergraduate curriculum.

Program Goal 1: Maintain a high-quality undergraduate curriculum in psychology						
Outcome(s)	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Offer a curriculum consistent with goals and objectives recommended by the American Psychological Association	DOG (2016 update)	DOG (2004 & 2011)	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 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

Program 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 (e.g., in classrooms, at home, informing public policy).

Outcome(s)	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
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 (2016 update), AAR, information from internship placements, alumni survey data	DOG (2004 & 2011), 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 (2016 update), AAR, information from internship placements, alumni survey data	DOG (2004 & 2011), 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 (2016 update), AAR, information from internship placements, alumni survey data	DOG (2004 & 2011), 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

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.

Outcome(s)	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Use critical thinking effectively	Capstone AAR, AAR from statistics and methods courses & SRP	DOG (2004 & 2011), 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 & 2011), 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 & 2011), 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

Program 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).

Outcome(s)	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
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 (2016 update), AAR, information from internship placements, alumni survey data	DOG (2004 & 2011), 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 (2016 update), AAR, information from internship placements, alumni survey data	DOG (2004 & 2011), 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 (2016 update), AAR, information from internship placements, alumni survey data	DOG (2004 & 2011), 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

Program Goal 5: Students should develop students should be able to demonstrate effective oral and written communication skills.						
Outcome(s)	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
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, HB	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, HB	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, HB	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

HB – Hund & Bueno (2015)

Program Goal 6: Students should develop skills, resources, and interests to make informed career choices in psychology related disciplines.						
Outcome(s)	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment	Timeline
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, HB	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

HB – Hund & Bueno (2015)

Appendices of Assessment instruments and related materials

CUT SOME OF THESE OUT, ADD SOME NEW THINGS – ALYCIA & DAISEY’S PAPER, DEREKS ARTIFACT ANALYSIS, ETC.

- 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: Skills surveys
- Appendix H: Hund & Bueno (2015) abstract
- Appendix I: Human Capital Initiative

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. We will conduct another syllabus review prior to our next program review.

The objectives rubric has been updated in the Spring of 2006, 2011, and again in 2016 to ensure that the objectives listed are being met by current sections of the course. The objectives will be reviewed and updated every 4-5 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.

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

Description of Objectives and Courses		111	200	138	340	231	331
1	Theory and Content of Psychology						
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 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	X				X	
2	Research Methods						
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	
3	Application of Psychology						
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		
4	Values in Psychology						
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)						
5	Career Planning and Development						
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				
6	Information Competence, Technology, and Computers						
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			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
7	Critical and Creative Thinking, Reasoning, and Problems						
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
8	Sociocultural and International Awareness						
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						
9	Communication Skills						
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
10	Personal Development and Relationship Building						
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.

A similar analysis will be conducted prior to the next program review.

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

Appendix C: Alumni survey

In 2001 and again in 2010, the Psychology Department surveyed psychology department alumni with regard to their careers and goals after graduating from ISU and their views of the importance of the courses they took in the Psychology Department to their current careers. This survey will be conducted again prior to the next program review.

Items from Psychology Department Alumni Survey

We are interested in learning about you, your experiences since graduation, and your perceptions of ISU's undergraduate psychology program. The information you provide will be very valuable to the department as well as to current students. Please be as honest as possible in responding. We will not ask you to put your name or other uniquely identifying information on the questionnaire itself, and we will report only group trends and perceptions.

Section A

1. Year of graduation from ISU

2. Gender

1. Female

2. Male

3. Did you have an undergraduate minor?

1. No

2. Yes (please specify:

_____)

4. Did you have a second major?

1. No

2. Yes (please specify:

_____)

5. Which one of the following was your primary reason for majoring/minoring in psychology?

1. Interest in the subject

2. Opportunities for personal growth (e.g., learning about myself)

3. Job preparation

4. Psychology graduate school preparation

5. Professional school preparation (e.g., law or medical program)

6. Other (please specify: _____)

6. What is your current employment status?

1. Employed full-time

2. Employed part-time

3. Unemployed, not seeking employment

4. Unemployed, seeking employment

5. Enrolled in a graduate or professional school program

6. Other (please specify: _____)

7. If you are NOT CURRENTLY ENROLLED at the graduate level (i.e., post-baccalaureate professional and/or graduate education), do you plan to enroll at some point in the future?

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, for the most recent survey (2015) only 23 alumni responded from the Psychology Department (11 who graduated in 2010 and 12 who graduated in 20014). In general, the number of alumni who responded “very satisfied” with particular facets of the Psychology major increased from 2010 to 2014. 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 been developed to assess collected course artifacts. Beginning in 2010-2011 the Assessment Committee began collecting course artifacts (e.g., class papers, poster presentations, journal summaries, etc.). What follows are examples of the rubrics that were developed to evaluate these artifacts in order to assess student learning of the relevant program goals. The aim was to construct rubrics that are general enough to be used across a variety of courses and assignments. The artifacts are collected and maintained in an electronic database from which the Assessment committee can periodically sample for assessment. For oral (and perhaps poster) presentations, the committee provides the rubrics to other faculty who are attending the presentation and ask them to complete the assessment.

With the assistance of the Office of University Assessment Services, we conducted an analysis of the Student Presentation Artifacts. Between the fall 2010 and spring 2016 semesters, a total of 99 psychology student presentation artifacts were rated using the associated rubric from the Department of Psychology's program assessment plan for the B.A., B.S. in Psychology. Seven departmental faculty members and one doctoral student intern/university staff member completed this rubric for various events in which students enrolled in psychology courses presented the research projects on which they had worked. These events included the group project poster sessions associated with PSY 231 (Research Methods in Psychology), capstone project poster sessions associated with PSY 390 (Advanced Research Apprenticeship) that often are presented at the annual University Research Symposium, and the Department of Psychology Honors Colloquium in which Honors program students presented their Honors Theses through oral presentations. The results suggested that student presentations are rated as developing or established for most criteria assessed. Similar patterns hold for both lower and upper division capture points. The major difference between the two levels showed increased scores (higher percentages of 'established' ratings) for criterion reflecting statistical abilities (correct tests were used & results presented accurately).

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
Program Goal 2: 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				
Program Goal 3: 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				
Program Goal 4: 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				
Program Goal 5: Demonstrate effective oral and written communication skills.				
Written communication skills				
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
Program Goal 2: 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				
Program Goal 3: 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				
Program Goal 4: 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				
Program Goal 5: Demonstrate effective oral and written communication skills.				
Oral communication skills				
Students conveyed his/her knowledge on the topic and content of the research				
Students sufficiently answered the questions ask of him/her				
Written communication skills				
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
Program Goal 6: 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:

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

American Psychological Association, Task Force on Undergraduate Psychology Major Competencies. (2002). *Undergraduate psychology major learning goals and outcomes: A report*. Retrieved March 7, 2007, from <http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf>. Washington, DC.

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Messer, W., Griggs, R. & Jackson, S. (1999). A National Survey of Undergraduate Psychology Degree Options and Major Requirements. *Teaching of Psychology*, 26, 164-167

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Walker, W.E., Newcomb, A. F., & Hopkins, W.P. (1987). A model for curriculum evaluation and revision in undergraduate psychology programs. *Teaching of Psychology*, 14, 198-202

Appendix G: 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

Appendix H: Hund & Bueno (2015) abstract.

Dr. Alycia Hund collaborated with one of our students Daisy Bueno (a member of both our undergraduate and school psychology graduate program) investigating the development of professional skills through our out-of-class experiences. They published their findings in the journal of Psychology Learning and Teaching. The abstract of their report is presented below.

Hund & Bueno (2015). Learning in out-of-class experiences: The importance of professional skills. *Psychology Learning and Teaching*, 24, 62-69.

Abstract: Our goal was to document professional skills and attitudes gained via out-of-class teaching and research experiences during the undergraduate years. Qualitative analysis of reflection papers revealed that students noted gains in professional skills, communication skills, interpersonal skills, and intrapersonal skills. Importantly, students also noted gains in understanding content, research methods, and principles related to teaching and learning emerging from their hands-on experiences guided by role models. Students noted that their out-of-class experiences were relevant for their futures. These results may be useful for instructors and administrators seeking to design and implement out-of-class experiences for undergraduate students that facilitate the emergence and refinement of professional skills and attitudes, growth in understanding, and lifelong application of learning.

A link to the full article:

<http://journals.sagepub.com/doi/pdf/10.1177/1475725714565232>

Appendix I: Human Capital Initiative

In fall 2015, the Associate Provost Office embarked on the Human Capital Initiative project and organized a research team led by Dr. Ryan Smith, Director of University Assessment Services. They worked with the Illinois Department of Employment Security (IDES) to match data for about 42,000 former students who graduated with a Bachelor's degree between 2003 and 2012 with state-level unemployment insurance (UI) records. IDES only maintains records of individuals who work in the state. In order to ensure confidentiality and data security, the data were de-identified. In addition, data are only reported when data pertaining to a variable are available for four or more individuals.

The attached report(s) contains results of the Human Capital Initiative project for the majors in Psychology. The report includes the following information:

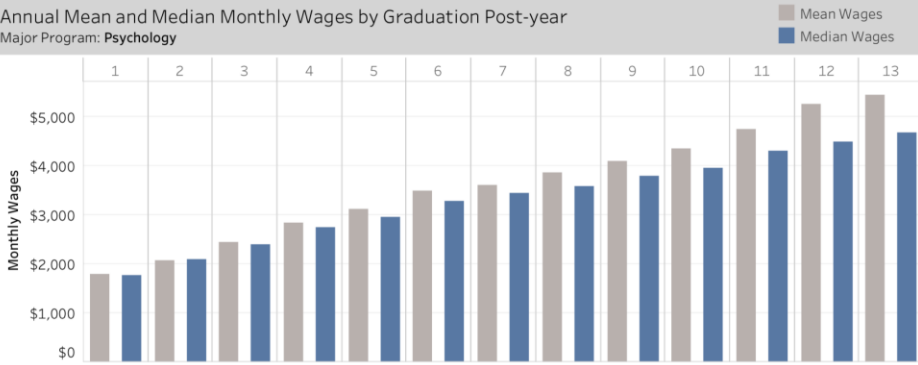
- *Annual mean and median monthly wages by (post) year after graduation.* Quarterly wage data for years 2004 through 2016 were obtained from IDES. Year 1 represents the monthly wage for the first year after graduation, year 2 the second year after graduation, and so forth.
- *Job stability.* Job stability reflects stable, ongoing employment when graduates hold the same job over continuous quarters and years.
- *The top five industries in which graduates are employed.* IDES, unfortunately, does not collect occupation level data. Industry is a broader category than occupation.
- *N by Post Grad Year.* "Total grads" reflects the number of ISU graduates. "Grads reporting" is the number of graduates employed and living in Illinois.

In general, these data indicate that our graduates are earning good wages, contributing to the tax base of the state, and experiencing sustained earnings growth throughout the first 10 years after graduation. These observations hold true across the range of diverse majors offered at ISU. The time it takes to achieve job stability varies by major, as you might expect, but once in stable jobs, our graduates exhibit outstanding long-term job stability.

Results of the Human Capital Initiative

Annual Mean and Median Monthly Wages by Graduation Post-year

Major Program: **Psychology**



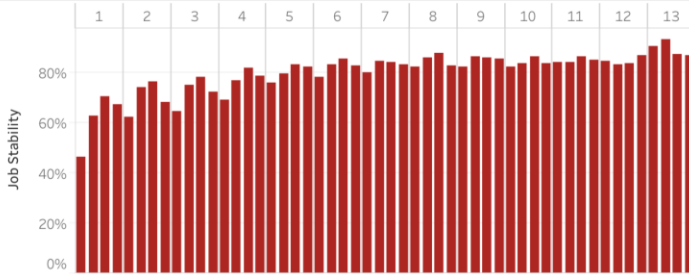
N by Post Grad Year for Psychology Majors

Post-Year	Grads Reporting	Total Grads
1	1,010	1,413
2	942	1,413
3	980	1,413
4	994	1,413
5	883	1,280
6	759	1,149
7	675	1,033
8	593	922
9	494	784
10	382	633
11	282	487
12	186	310
13	88	149

Data reflect median and mean monthly wages for all Illinois State University students who graduated between 2003 & 2012 and are working in Illinois. Wages are based on monthly earnings reported on a quarterly basis. The 'annual' wages reflect the mean and median of four quarters of monthly wages in a given post-year. Only stable, full-quarter jobs are included.

Job Stability by Post-year of Graduation

Major Program: **Psychology**



Data reflect percent of full-quarter jobs / total number of jobs in a quarter and indicate job stability.

Top Five Industries & Median Wages 10 Years After Graduation: Major Program: **Psychology** -- n of 3 or higher only

Industry	n	Median Wages
Health Care and Social Assistance	81	\$3,274
Educational Services	70	\$4,551
Professional, Scientific, and Technical Services	32	\$5,062
Finance and Insurance	30	\$4,848
Public Administration	20	\$4,071